



School Improvement Plan 2018 - 2019



**Muscogee County
Martin Luther King, Jr. Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Muscogee County
School Name	Martin Luther King, Jr. Elementary School
Team Lead	Dr. Barbara Weaver

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Creating Improvement Goals

Creating Improvement Goals

Effective goals assist districts and schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

Specific	Measurable	Attainable	Relevant	Time-Bound
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An example of a SMART goal is:

By the end of the school year 2017 - 2018, all teachers will have training and be included in a PLC for their content-specific area.

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017 - 2018 School Report. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

Coherent Instructional

CIS - 1 Planning for quality Instruction
 CIS - 2 Delivering Quality Instruction
 CIS - 3 Monitoring student progress
 CIS - 4 Refining the instructional system

Family and Community Engagement

FCE-1 Welcoming all families and the community
 FCE-2 Communicating effectively with all families and the community
 FCE-3 Supporting student access
 FCE-4 Empowering families
 FCE-5 Sharing leadership with families and the community
 FCE-6 Collaborating with the community

Effective Leadership

EL-1 Creating and maintaining a climate and culture conducive to learning
 EL-2 Cultivating and distributing leadership
 EL-3 Ensuring high quality instruction in all classroom
 EL-4 Managing the School and its resources
 EL-5 Driving improvement efforts

Supportive Learning Environment

SLE-1 Maintaining order and safety
 SLE-2 Developing and monitoring a system of supports
 SLE-3 Ensuring a student learning community

Professional Capacity

PC-1 Attracting staff
 PC-2 Developing staff
 PC-3 Retaining staff
 PC-4 Ensuring staff collaboration

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	There is need for teachers to consistently implement high impact instructional practices and differentiation with an emphasis on teacher to student and student to student feedback.
Root Cause # 1	Students are unclear about the expectations necessary to master the standards
Root Cause # 2	Teachers may not clearly understand the expectations
Root Cause # 3	More professional learning on the impact that implementing the high impact practices has on student learning
Goal	Instructional Goal: 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.

Action Step # 1

Action Step	Professional learning will be provided to faculty and staff members: Communicating learning targets and success criteria, as well implementing productive collaborative discussions within the classroom.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PL Resources, Focus Walk Observations, Lesson Plans, Student Work Samples
Position/Role Responsible	Teachers, Administrators, Academic Coach, RESA School Improvement Specialist
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in	
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Action Step # 1

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Teaching practices will focus on communicating learning targets and success criteria, as well implementing productive collaborative discussions within the classroom.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Focus Walk Observations, Lesson Plans, Student Work Samples
Position/Role Responsible	Teachers, Administrators, Academic Coach, RESA School Improvement Specialist
Timeline for Implementation	Weekly

Action Step # 3

Action Step	Observations will be conducted, and feedback will be provided to teachers based on the effectiveness of their teaching practices within the classroom.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment

Action Step # 3

Method for Monitoring Implementation and Effectiveness	Focus Walk Observations, Lesson Plans, Student Work Samples
Position/Role Responsible	Teachers, Administrators, Academic Coach, RESA School Improvement Specialist
Timeline for Implementation	Weekly

Action Step # 4

Action Step	Additional professional learning will be provided to faculty and staff members as necessary: Communicating learning targets and success criteria, as well implementing productive collaborative discussions within the classroom.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PL Resources, Focus Walk Observations, Lesson Plans, Student Work Samples
Position/Role Responsible	Teachers, Administrators, Academic Coach, RESA School Improvement Specialist
Timeline for Implementation	Monthly

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	There is a need for students to consistently be able to construct written responses and write within genres.
Root Cause # 1	There is a need for teachers to model and provide feedback; and students should be expected to construct written responses daily in all content areas
Root Cause # 2	Students are scoring at the beginning level on standardized test (Georgia Milestones Assessment)
Root Cause # 3	There is a lack of effective exposure to the written process
Root Cause # 4	Teachers need more professional development centered around teaching writing (Provide school-wide expectations for genre & constructive response)
Root Cause # 5	There is a need for teachers to understand the curriculum and the expectations of how to teach it
Goal	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.

Action Step # 1

Action Step	Professional learning will be provided to faculty and staff members: Constructing written responses, providing students with feedback on their progress, and providing students rubrics to self-assess.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PL Resources, Focus Walk Observations, Student Work Samples, Lesson Plans, Collaborative Planning Meeting Minutes
Position/Role Responsible	Teachers, Administrators, Academic Coach, RESA School Improvement Specialist
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations,	
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Action Step # 1

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Teachers will model how to construct written responses, provide students with feedback on their progress, and provide students rubrics to self-assess.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Focus Walk Observations, Student Work Samples, Lesson Plans, Collaborative Planning Meeting Minutes
Position/Role Responsible	Teachers, Administrators, Academic Coach, RESA School Improvement Specialist
Timeline for Implementation	Weekly

Action Step # 3

Action Step	Observations will be conducted, and feedback will be provided to teachers based on the effectiveness of their ability to model how to construct written responses, provide students with feedback on their progress, and provide students rubrics to self-assess.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity

Action Step # 3

Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Focus Walk Observations, Student Work Samples, Lesson Plans, Collaborative Planning Meeting Minutes
Position/Role Responsible	Teachers, Administrators, Academic Coach, RESA School Improvement Specialist
Timeline for Implementation	Weekly

Action Step # 4

Action Step	Additional professional learning will be provided to faculty and staff members as necessary: Constructing written responses, providing students with feedback on their progress, and providing students rubrics to self-assess.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PL Resources, Focus Walk Observations, Student Work Samples, Lesson Plans, Collaborative Planning Meeting Minutes
Position/Role Responsible	Teachers, Administrators, Academic Coach, RESA School Improvement Specialist
Timeline for Implementation	Weekly

2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	There is a need to consistently implement PBIS Classroom Systems.
Root Cause # 1	Lack of establishing Tier 1 classroom management plan
Root Cause # 2	Positive incentives and rewards are not used consistently in the classroom
Root Cause # 3	Lack of consistent implementation of behavioral interventions and support
Root Cause # 4	All teacher must monitor and support grade level implementation
Root Cause # 5	Teachers must consistently give out tokens
Goal	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.

Action Step # 1

Action Step	Professional learning will be provided to faculty and staff members: Effectively developing and implementing a classroom rules and routines matrix, an acknowledgment system, and a consequence system for academic engagement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PL Resources, PBIS SWIS Data, Office Discipline Referrals, Focus Walk Observations
Position/Role Responsible	PBIS Coach, PBIS Team Leader, Teachers, Administrators, Academic Coach
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is	
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Action Step # 1

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Teachers will effectively develop and implement a classroom rules and routines matrix, an acknowledgment system, and a consequence system for academic engagement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PBIS SWIS Data, Office Discipline Referrals, Focus Walk Observations
Position/Role Responsible	PBIS Coach, PBIS Team Leader, Teachers, Administrators, Academic Coach
Timeline for Implementation	Weekly

Action Step # 3

Action Step	Observations will be conducted, and feedback will be provided to teachers based on the effectiveness of their ability to develop and implement a classroom rules and routines matrix, an acknowledgment system, and a consequence system for academic engagement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity

Action Step # 3

Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PBIS SWIS Data, Office Discipline Referrals, Focus Walk Observations
Position/Role Responsible	PBIS Coach, PBIS Team Leader, Teachers, Administrators, Academic Coach
Timeline for Implementation	Weekly

Action Step # 4

Action Step	Additional professional learning will be provided to faculty and staff members as necessary: Effectively developing and implementing a classroom rules and routines matrix, an acknowledgment system, and a consequence system for academic engagement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PL Resources, PBIS SWIS Data, Office Discipline Referrals, Focus Walk Observations
Position/Role Responsible	PBIS Coach, PBIS Team Leader, Teachers, Administrators, Academic Coach
Timeline for Implementation	Monthly

Action Step # 5

Action Step	Provide MTSS PL overview to faculty, staff, and stakeholders
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 5

Method for Monitoring Implementation and Effectiveness	PL Resources, PBIS SWIS Data, Office Discipline Referrals, Focus Walk Observations, Student Achievement Data
Position/Role Responsible	PBIS Coach, PBIS Team Leader, Teachers, Administrators, Academic Coach
Timeline for Implementation	Quarterly

Action Step # 6

Action Step	Create a school-wide MTSS team and assign roles and responsibilities, & meeting norms
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PL Resources, PBIS SWIS Data, Office Discipline Referrals, Focus Walk Observations, Student Achievement Data
Position/Role Responsible	PBIS Coach, PBIS Team Leader, Teachers, Administrators, Academic Coach
Timeline for Implementation	Yearly

Action Step # 7

Action Step	Send school representative(s) to attend district MTSS training
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PL Resources, PBIS SWIS Data, Office Discipline Referrals, Focus Walk Observations, Student Achievement Data

Action Step # 7

Position/Role Responsible	PBIS Coach, PBIS Team Leader, Teachers, Administrators, Academic Coach
Timeline for Implementation	Quarterly

Action Step # 8

Action Step	Provide more detailed MTSS PL to faculty, staff, and stakeholders
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PL Resources, PBIS SWIS Data, Office Discipline Referrals, Focus Walk Observations, Student Achievement Data
Position/Role Responsible	PBIS Coach, PBIS Team Leader, Teachers, Administrators, Academic Coach
Timeline for Implementation	Monthly

2. SCHOOL IMPROVEMENT GOALS

2.5 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	There is a continual need for students to be exposed to complex text and the use of academic vocabulary.
Root Cause # 1	Students lack foundational literacy skills
Root Cause # 2	There is a lack of effective exposure to complex reading texts and the use of academic vocabulary
Root Cause # 3	Students struggle with reading in all content areas
Root Cause # 4	There is a lack of effective researched based, data driven interventions (early on)
Root Cause # 5	There is a need for more RTI and differentiated instruction professional development
Goal	Instructional Goal: 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.

Action Step # 1

Action Step	Professional learning will be provided to faculty and staff members: Implementing guided reading and close reading practices and strategies to ensure that students are exposed to complex grade-level text.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PL Resources, Focus Walk Observations, Lesson Plans, Student Work Samples
Position/Role Responsible	Teachers, Administrators, Academic Coach, RESA School Improvement Specialist
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is	
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Action Step # 1

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Teachers will implement guided reading and close reading practices and strategies to ensure that students are exposed to complex grade-level text.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Focus Walk Observations, Lesson Plans, Student Work Samples
Position/Role Responsible	Teachers, Administrators, Academic Coach, RESA School Improvement Specialist
Timeline for Implementation	Weekly

Action Step # 3

Action Step	Teachers will differentiate and personalize learning activities to meet the needs of the students.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment

Action Step # 3

Method for Monitoring Implementation and Effectiveness	Focus Walk Observations, Lesson Plans, Student Work Samples
Position/Role Responsible	Teachers, Administrators, Academic Coach, RESA School Improvement Specialist
Timeline for Implementation	Weekly

Action Step # 4

Action Step	Observations will be conducted, and feedback will be provided to teachers based on the effectiveness of their ability to implement guided reading and close reading practices and strategies to ensure that students are exposed to complex grade-level text.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Focus Walk Observations, Lesson Plans, Student Work Samples
Position/Role Responsible	Teachers, Administrators, Academic Coach, RESA School Improvement Specialist
Timeline for Implementation	Weekly

Action Step # 5

Action Step	Additional professional learning will be provided to faculty and staff members as necessary: Implementing guided reading and close reading practices and strategies to ensure that students are exposed to complex grade-level text.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment

Action Step # 5

Method for Monitoring Implementation and Effectiveness	PL Resources, Focus Walk Observations, Lesson Plans, Student Work Samples
Position/Role Responsible	Teachers, Administrators, Academic Coach, RESA School Improvement Specialist
Timeline for Implementation	Weekly

SCHOOL IMPROVEMENT PLAN

3 Required Questions

Required Questions

<p>1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.</p>	<p>Collective qualified data was obtained through surveys, discussions, and analysis of team meeting minutes. Meetings include administrator, grade level, Leadership Team, PBIS Team, and Local School Council.</p>
<p>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>Leadership ensures that highly qualified teachers are given the opportunities to teach in a culture of collaboration. The master schedule was created to ensure that daily grade level planning and professional learning communities (PLCs) are established. We continuously provide the faculty and staff members with on-going job-embedded professional development opportunities throughout the year. Weekly classroom observations are conducted, and feedback is given in a timely manner to all individuals involved.</p>
<p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>MLK Elementary School Title I instructional programs are aligned with the MCSD instructional expectations in the areas of reading and math. Teachers provide differentiated instruction and use resources based on the data analysis of our at-risk students and other subgroups.</p>
<p>4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale</p>	<p>N/A</p>

<p>4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>N/A</p>
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<p>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	
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<p>6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>N/A</p>
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<p>7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>Positive Behavior Interventions and Supports (PBIS) is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase MLK's sense of safety and support improved academic outcomes. Continual training and classroom-re-delivery, combined with feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety, and learning. Disciplinary data and principles of behavior analysis are utilized to develop school-wide targeted, and individualized interventions and supports to improve school climate for all students at MLK Elementary School.</p>
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ADDITIONAL RESPONSES

8 Use the space below to provide additional narrative regarding the school's improvement plan

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