

Martin Luther King, Jr. Elementary School

Vision

The vision of Martin Luther King, Jr. Elementary School is to be a nurturing and challenging school environment where students can maximize their intelligence, character, and perseverance with a variety of innovative educational opportunities and experiences.

Mission

The mission of the Tuscaloosa City Schools is to create and support a culture of high expectations for each and every child to achieve personal, academic and career excellence.

Beliefs

We believe we must continually improve academic achievement and enrichment through quality instruction for all students.

Student Success

Objectives

- By May 2024, we will increase the percentage of students in grades K-3 who are “low risk” by 46% from 34% to 80% as measured by AimswebPLUS.
- Increase the number of students proficient by 24%, from 26% to 50% as measured by ACAP by May 2024.
- By May 2024, we will increase the percentage of students in grades K-5 who are “at or above” grade level by 37% from 43% to 80%.
- Increase student attendance by 2% from 94% to 96%.

Critical Initiatives

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Safe and Supportive

Objectives

- Decrease the number of student infractions by 30% from 92 to 65.

Critical Initiatives

- Provide monthly School-wide PBIS Celebrations.

Critical Initiatives

- Provide differentiated instruction, small group instruction, student discourse, and check for understanding (Literacy High Five) during the Reading Block from 8:00-11:30 a.m.
- Incorporate multiple opportunities to practice phonics (K-3) during instruction using multi-sensory strategies, decodable, ELKONIN boxes, and phonemes/graphemes instructional cards (Sound Wall).
- Use questioning and exit slips to check for understanding.
- Align reading centers to learning targets to increase reading vocabulary and comprehension skills using graphic organizers, questioning, visualizing, and chunking the text.
- Provide 30-minutes of Tier 3 intervention using SPIRE to provide additional support for students in K-3 using multisensory strategies.
- Use Imagine learning to provide additional support to ELL students in K-3 with focus on vocabulary.
- Use Heggerty to provide additional support to general education students in grades K-3 with phonics.
- Provide differentiated instruction, small group instruction, student discourse, and check for understanding (Literacy High Five) during the Reading Block from 11:30-a.m. 2:30 p.m.
- Provide explicit reading comprehension lessons (4-5) using a variety of texts, TWIRL, close reading, chunking to break down the text, and graphic organizers.
- Use questioning and exit slips to check for understanding.
- Provide practice for students using the various technology tools.
- Use Heggerty to provide additional support to general education students in grades 4 and 5 with phonics.
- Provide differentiated instruction based on students' math levels to assist with grade-level instruction. T1
- Provide small group math intervention for 30 minutes. T1
- Use student discourse and check for understanding (Literacy High Five) during the Math Block from 8:00-11:00 a.m (4-5) and 11:30-2:30 (K-3). T1
- Provide explicit and direct math instruction (I Do, We Do, You ALL Do, and You Do) to increase

Critical Initiatives

- Provide positive behavior phone calls or notes to parents bi-weekly.
- Continue to implement and use SEL strategies to help students self-regulate their emotions and resolve peer conflicts.
- Continue to implement school-wide discipline, PBIS, and SEL plans to set expectations, procedures, routines, and structure throughout the school year.
- Utilize goal setting in 2nd through 5th grades to track behavior.

Critical Initiatives

math skills in early numeracy (K-1), number comparison fluency (2-3), and number sense fluency (2-3). T1

- Align math centers to standards and learning targets. T1
- Use Imagine learning to provide additional support to ELL students in K-3 with focus on math vocabulary. T2
- Use Edgenuity (Path Blazers) to provide additional support to general education students for 30 minutes daily with math skills. T2
- Provide small group math intervention for 30 minutes. T3
- Conduct attendance meetings with students and parents to discuss attendance issues and create a plan.
- Attendance Celebrations
Use Perfect Attendance as an incentive for students with 95% or above daily attendance rate.
- Follow up with and maintain regular communication with students and parents.
- Identify students who are at risk of having chronic absences and set attendance goals.

Critical Initiatives

Key Measures

- K-1 80% proficiency as measured by aimswebPlus.
- 2nd- 80% proficiency as measured by aimswebPlus.
- 3rd- 80% proficiency as measured by aimswebPlus.
- SPE K3 10% proficiency as measured by aimswebPlus
- ELL K-3 10% proficiency as measured by aimswebPlus
- 3rd- 70% proficiency as measured by ACAP
- 4-5th- 80% proficiency Level 3 as measured by ACAP
- SPE 3rd - 5th: 20% proficiency as measured by ACAP

Key Measures

- Decrease to 30 student infractions.

Key Measures

- EL 4th-5th: 20% proficiency as measured by ACAP
- SPE 3rd-5th: 20% as measured by ACAP
- K-5- 80% as measured by AimswebPLUS and ACAP
- SPE K-5- 20% as measured by AimsWebPLUS and ACAP
- EL K-5- 20% as measured by AimswebPLUS and ACAP
- Increase to 98% as measured by PowerSchool.
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Key Measures