



2023-26 Continuous School Improvement Plan (C-SIP)

Martin Luther King Jr. Elementary School

Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

School Data and Building Leadership Team Members and Partners

Current School Year: 2023-24

School Name: Martin Luther King Jr. Elementary School

Principal: Patricia Nesbitt

Members of the Building Leadership Team and Parent/Guardian Partners: DaZanne Davis Porter, Yohannes Kidane, Vallerie Fisher, Rodney Wescom, Leticia Bazemore, Ben Lawton, Matt Kostecka

Community Partners (Community Based Organizations): City Year, Reading Partners, TIPS (Tutors Impacting Public Schools)



[Martin Luther King, Jr. Elementary School Report](#)

[Martin Luther King, Jr. Elementary School Climate Survey](#)

School Overview

Martin Luther King Jr (MLK) Elementary is a vibrant neighborhood school located in the southeast corner of Seattle. MLK provides a holistic educational experience for students focusing not only on their academic growth, but also the emotional and social development of each child. We are One School and One Community. We value our partnership with our Head Start Preschool and “Seed of Life” Center for Early Learning before and after school programs. We also share professional development activities so that all staff are working toward a common goal: to prepare children for college, trade schools, professional careers, and life.

Our Mission Statement is “Every child achieving at high levels and every adult accountable for every child's success.” Our Vision statement is “At Martin Luther King Jr. Elementary School, we believe that all things are possible when every adult is responsible for every child.”

Seattle Excellence – Culture of Equity and Educational Justice

When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

[2019-24 SPS Strategic Plan](#)

Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

Priority Area: Learning Environments – Joyful, Safe, Anti-Racist

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. *

*[African American Male Achievement 2021 Community Engagement Report](#)

Learning Environments Measures and Targets

Three-year Goal:

For the 2023-24 to 2025-26 school year, the average score on the Student Climate Survey the student response for College & Career Readiness for Q2 – I get information about college at school will increase from an average score of 79% to 95%.

One-year Goal:

For the 2023-24 school year, the average score on the Student Climate Survey the student response for Q3 – I see myself as a scientist will increase from 49% to 80%.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to provide unwelcoming environments. Per Board Policy No. 0030, welcoming environments reflect and support the diversity of the district's student population, their families, and community and promote a sense of belonging.

Evidence of alignment to student outcome focused governance:

- Build Trusting Relationships. Knowing the members of our school community as people not just as learners through Social Emotional Learning and embracing their culture and sharing their life stories.
- Make Diversity Visible. Embrace and honor the diversity of languages, identities, cultures, abilities, and family practices in our school and community.
- Dreamkeeper and Black Excellence Posters. Visual aid of expectations, representation, and words of encouragement.
- Open House & Curriculum Night. Introduction of staff to school community and information regarding the curriculum and classroom expectations and support for the school year.
- Engage in effective attendance messaging and recognizing good and improved attendance.

Learning Environments Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:

- Educators will cultivate writing skills and deliver writing instruction that provides both a structure for writing and access to content and knowledge about which to write.
- Educators will increase opportunities to elicit, express, and build on scholars' mathematical thinking in multiple ways (e.g., discourse, gestures, pictures, diagrams, words) using Number Talks (e.g., open number talk, choral count, strings, quick images).
- Educators will increase scholar –to–scholar discourse (helping scholars listen for understanding, learn from each other, improve the mathematical status of students who may have lower status due to gender, race, perceived mathematical ability by teachers and other scholars)

Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures:

- Educators will engage in Professional Learning Communities (PLC's) in cycles of inquiry using multiple data measures to inform and adjust instruction (curriculum-provided common assessments, PLC (Professional Learning Community) designed Common Assessments, other curriculum-aligned common assessments). Systematically supporting teachers in being clear about what scholars should know and do, determining how we know if they learn, and responding effectively to those who do not learn will increase (collective) teacher efficacy build shared accountability, and improve outcomes for our scholars.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

MLK Student Success Team – Multiple Tiered System of Support (MTSS) includes three important features: inclusive academic, inclusive behavior, and inclusive social and emotional instruction. All three are of equal importance and must be in place to meet the whole child's needs. When

considering the needs of the whole child, educators utilize a multi-tiered system of support to provide increasing levels of support and interventions for scholars who need Advanced tier interventions are available for all scholars, regardless of eligibility for other support services (individual educational plan (IEP), English Learner (EL) plan, Highly Capable, etc.).

- All scholars can access a universal core curriculum for all content areas researched-based and aligned to content standards and frameworks.
- Educators differentiate instruction and intentionally design lesson plans to meet those academic needs of scholars.
- Flexible grouping of scholars is used to maximize scholar engagement and participation in the learning.
- Progress monitoring data is gathered to ensure that scholars are acquiring academic content. The data is used to identify scholars who need intensive support and guide instructional decisions.

Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:

MLK Student Success Team – Multiple Tiered Systems of Support (MTSS) supports the mental health needs of scholars while promoting academic achievement. MLK has changed its approach to discipline and learning by implementing Positive Behavioral Interventions and Supports (PBIS), an evidence-based, multi-tiered prevention framework that reinforces positive behaviors while creating an environment that supports scholar learning.

The PBIS framework teaches schoolwide behavior expectations at the universal level (Tier 1), offers targeted group support for at-risk scholars, and provides intensive, individual services for the highest-need scholars (Tier 3). Educators integrate Social Emotional Learning with academic information and the scholar understanding of the subject matter improves and problem behaviors decrease.

Priority Area: Classroom Instruction and Academic Success—3rd Grade English Language Arts

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult, and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting, and applying to build students' academic mindset since "Intelligence" is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

Three-year Goal:

The percent of 3rd Grade Students of Color FFEJ proficient or above in ELA (English Language Arts) on the SBA will increase from a baseline of 22.5% to a target goal of 52.5% by 2025-26.

One-year Goal:

For the 2023-24 school year using the MAP Assessment that is based on our school's Data Reflections and Needs Assessment, the percentage of 3rd grade African American students' academic progress and growth on the MAP assessment will increase from 15.4% to 25.4%.

Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:

Educators will utilize assessment data in the classroom to define, select, design, collect, analyze, interpret, and develop high quality instruction. Through this process they will gather assessment data to strategically plan and deliver individualized high-quality instruction.

To promote success educators will have on-demand assessments during the school year between end of unit and topics. This will provide continuous progress monitoring to gather assessment data when needed to improve instruction.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

MLK promotes the success of all scholars by facilitating the development, articulation, implementation, and stewardship of our school's vision of learning shared and supported by all members of our school community.

- Staff meeting agenda (addressing school's vision/mission)
- Monthly student recognition (Positive Behavior Intervention Supports – PBIS)
- Use of student data/profiles to identify goals and address actual needs
- Grade Level Meetings and Team Meetings focused on improving student achievement
- Mission/Vision statement posters everywhere in school
- Partners in Education Programs and authentic partnerships with community-based organizations
- Tours of school to prospective parents/families

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

To meet the Three-Year Classroom Instruction and Academic Success Goal MLK will be more culturally aware and think beyond race and ethnicity. A person's culture is shaped by more than color, skin, or how they dress. We learn by asking questions. We make local connections.

We pay attention to non-verbal behaviors. We exchange stories.

MLK will implement its Racial Equity Action School Plan – As a staff, we are learning how to interact and have courageous conversations with one another. Once we learn how to effectively communicate, we will invite students and families into our conversations to add their voices.

Professional learning that will support implementation of culturally responsive strategies, process, or procedures:

All staff participates in professional development in Culturally Responsive Teaching and Instruction to enhance their skills in creating a safe and engaging classroom environment for scholars of color. Classroom instruction is aligned to standards, rigorous, engaging, and accessible to all scholars. Teachers gain input from parent and scholar interest surveys to inform their instruction. School-wide practices include non-classroom staff building positive interactions with scholars as a school mentor or through engaging classroom projects.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

MLK's Student Success Team (MTSS) works to improve the system by which educators identify Tier I system of support for all learners and identify, confer, and progress monitor interventions for learners identified for Tier II and Tier III supports. In order to do this, we engage our staff in using a common Tier I framework, staff self-assess and receive observational feedback on the relative health of all foundational aspects necessary for all learners to safely access instruction and pro-socially engage with adults/peers. Educators use a new student referral to tiered supports system to implement a coordination of supports from the team.

The team confers weekly about students in need of additional behavior and/or academic support to review intervention and progress. If the student is unresponsive to support, the school-wide team confer and recommend next steps, which may include evaluation for specially designed instruction.

During the 2023-2024 school year, staff continue to participate in grade level and vertical teams to conduct inquiry of effective universal core practices, with an emphasis on positive behavioral interventions and supports (PBIS) routines, practices, and academics.

Staff will utilize formative assessment towards continuous improvement for students below, at, or above essential learning outcomes. Grade levels will team with Multilingual teachers, interventionists, special education staff, and Community Based Organizations and students to analyze progress on key essential learning achievement indicators within core academic subjects (reading, math, writing) and PBIS, Tier I with a focus on the performance and growth of the following subgroups:

- Scholars Furthest from Educational Justice
- Multilingual Learners (English Language Learners)

Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:

- Targeted intervention block during the day with specialists' staff instructional support for Tier 1 and 2 scholars
- Afterschool Academic Enrichment and Intervention programs
- SECOND STEP Socio-Emotional Learning is taught in all classrooms to support scholar's social and emotional growth
- Instruction is differentiated to meet diverse learning needs of scholars
- Consistent communication of expectations and instruction for social, emotional, and behavioral learning; grounded in culturally responsive practices
- All scholars have access to high quality, standards based responsive classroom instruction

Advanced Learning and Highly Capable Services:

The Martin Luther King Jr. Elementary Advanced Learning Opportunities (ALO) program stems from the belief that educational experiences must target the unique academic and learning needs of every child. ALO practices are designed with the intention to provide a varied instructional setting and experiences tailored to the unique needs of the advanced learner while supporting the integrity and consistency of the classroom experience.

Children who are identified as Highly Capable or Advanced Learners receive classroom-based advanced instruction as determined by several performance criteria. In addition, children who did not qualify for the district designation of either Highly Capable or Advanced Learner are also provided classroom-based acceleration or enrichment, as determined by assessment data and in-class observation.

The MLK ALO Plan is intended to align with current SPS policies and procedures regarding Advanced Learning, including services for “twice-exceptional learners,” those which are gifted, disabled and multilingual.

All teachers will provide teaching and learning delivered with Universal Design for Learning (UDL) and differentiated to meet students' needs within their grade level. The approach includes three tiers of service for students depending on individual needs, delivered in a way that honors individual cultures and backgrounds.

Three Tiers of the Neighborhood School Model

- Tier 1 is education provided for all students in the classroom in all schools. This includes universal design for learning, differentiated instruction, and talent development/enrichment.
- Tier 2 support services increase depth and complexity and provide exploration, interest-based learning, and student voice-centered activities through differentiation strategies within grade level content.
- Tier 3 support services are specifically matched to the student and determined by an individual needs assessment.

All students participate in Tier 1 learning.

Some students need additional challenges and Tier 2 services are added to their Tier 1 learning.

Some students, after participating in Tier 1 and Tier 2 services, need something in addition to meet their complex needs.

Expanded Learning opportunities for students through afterschool or summer programs:

- After School Homework Clubs
- BookNook – an all-in-one reading intervention that increases scholar achievement through virtual tutors and engaging reading curriculum.
- Choir
- Literacy and Art Afterschool Program
- 1:1 Tutoring
- Soccer
- City Year STAR Club
- Multilingual Scholar Afterschool Program
- Gymnastics
- STEM Pathways - SPIN (STEM Paths Innovation Network)

Martin Luther King Jr. Elementary Homework Policy

District policy requires that homework be assigned to all elementary students. Homework provides valuable time to practice, maintain, complete, make-up, or enrich classroom activities. It also helps develop independent study habits and appreciation for learning. The following is a suggested range of minutes for homework per student. Of course, individual students may require more or less time to complete assignments.

Grade K-2: 5 – 10 minutes/day or 20 – 40 minutes/week

Grade 3-4: 10 – 20 minutes/day or 40 – 80 minutes/week

Grade 5: 20 – 40 minutes/day or 80 – 160 minutes/week

Homework Guidelines

- To ensure consistency, fairness, and flexibility, the following guidelines will be followed by all Martin Luther King Jr. Elementary staff when assigning homework:
- Homework will emphasize practice in skills previously taught by the teacher, make-up for lessons missed, remedial activities, or learning enrichment.
- Homework will be appropriate to the age, maturity, and needs of the student.

- Special consideration will be given to limiting assignments over weekend, holiday, and vacation periods.
- Homework will not be used as a disciplinary measure.

Suggestions for Parents Regarding Homework

- Provide a regular time for homework in a place with minimal distractions. Emphasize that homework is an important job that deserves respect from the rest of the household. This means that TV or other distractions will not disturb students.
 - Praise your children for doing their job. Remember that learning is not always easy, and they get tired, too. A little encouragement can be a big help.
 - Understand that children can get frustrated. Let them know that this feeling is natural and part of the learning process. Be patient. Use your judgment as to when to stop. We do not want to teach children to quit as soon as the going gets a little rough. At the same time, we do not want to overwhelm them either.
 - Communicate concerns and questions to your child's teacher immediately.
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Priority Area: Family and Community Engagement

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that by collaborating with families in authentic partnerships, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.

Family and Community Engagement Measures and Targets

Three-year Goal:

For the 2023-24 to 2025-26 school year, 50% or more of parents, guardians and family members will attend school events and have opportunities to visit our classrooms on a regular basis.

One-year Goal:

For the 2023-24 school year parent involvement will increase by 10%, from 30% to 40% by engaging parents and families in the school's volunteer program to participate in supporting school activities.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthers from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

Evidence of alignment to student outcome focused governance:

- Home School Coordinator to oversee the school volunteer program.
- Inviting parents/families to join and participate in the school volunteer program.
- Providing training for volunteers based on their assignment and need.
- Providing parents/families professional development on all school systems.

- Ensuring regular positive communication with families in various languages via monthly newsletters, frequent emails of important events, strategies to support scholars at home, and how to advocate for their child.
- Promoting parent volunteers to support teachers in the classroom and in school-wide activities (during school and/or after and for special projects).

Family and Community Engagement Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding:

MLK's professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding involves the staff participating in district Racial Equity professional development that focuses on the clarity and usefulness of communication and how teachers can improve communication with all parents and families.

Teacher Leader Cadre provides educators training about strategies targeted to fuel student success rates by learning the benefits of parent-teacher communication early in the school year.

Staff participating in annual district training that emphasizes authentic parent/family partnerships, inclusion, and engagement.

Staff participating in the online training courses (Family Engagement and Parent Communication for Student Success) on the Teaching Channel to investigate the benefits of family.

Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:

- Inviting parents to join and participate in the school volunteer program.
- Providing training for volunteers based on their assignment and need.
- Promoting parent volunteers to support teachers in the classroom and in school-wide activities.
- Ensuring regular positive communication with families via a monthly newsletter.
- Emails/Talking Points translated in various languages, frequent emails of important events, strategies to support students at home, and how to advocate child/student.
- We will assess the impact of the volunteer program on school operations, school climate, and students.
- Building Leadership and stakeholders will review and reflect on student performance data and surveys annually. The family engagement plan will be implemented by the Family Engagement Action Team (FEAT). The goal is to guide all efforts to implement an effective plan for family engagement to impact student achievement.
- The FEAT (Family Engagement Action Team) Team will also partner with community-based organizations and PTA to provide resources for parent engagement and wrap-around support resources for families to support their child's academic and social-emotional well-being.
- Martin Luther King Jr. Elementary is committed to providing a supportive and welcoming learning environment for all students and families.
- Student learning goals include activities and strategies for increasing parent involvement in our school community.
- Providing opportunities for parents to partner and share input to school programs, volunteer in any way they can and become active, engaged participants in the education of their children.
- We are focused on ensuring parent diversity on school planning and academic committees, Family Engagement Action Team, and our PTA governing body.

- We host monthly Coffee Chats for our families where families can gain information, ask questions, and share ideas regarding school programs and school wide activities.
 - School communications and notifications are translated into home languages.
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Priority Area: Culturally Responsive Workforce

Our [Foundational Beliefs for Supporting Students Learning](#) include ensuring that we become culturally responsive and anti-racist practitioners.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

- Multilingual/EL Family Night
- Racial Equity School Action Plan
- Setting high expectations for all scholars
- Maintain Consistent Communication
- Practice Cultural Sensitivity
- Advocate for Family Involvement
- Family Engagement Action Team

Culturally Responsive Workforce Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:

- We are committed to knowing our scholars and their families.
- We strive to involve family and community.
- We respect and reinforce our scholar's culture.
- We implement culturally responsive teaching which validates and affirms the cultures of our scholars and incorporate their cultures in multiple aspects of learning and the environment in meaningful ways.
- We hold high expectations of the children and their ability to learn content.

Culturally responsive strategies, processes, and/or procedures that support a culturally responsive and anti-racist work environment:

- We implement culturally responsive teaching that is an asset-based approach to our scholar's achievement, curriculum, and teaching.
- We develop culturally responsive classrooms that are justice-oriented classrooms.
- MLK classrooms are part of the larger anti-racist effort to fight systematic oppression that shows up in the education system, the curriculum, and the engagements between scholars, teachers, and the parent community.

Culturally responsive strategies, processes, and/or procedures that support leadership opportunities:

- Teacher Leader Cadres facilitate adult learning and development. As school leaders they understand the cultural and diverse learning needs of staff and students and are transparent about decision-making.
 - School leaders continuously evaluate to what extent norms of white dominant culture are promoted by district policies.
 - Distributive leadership – Build capacity of educators
 - Self-Rection – Teachers and Educators holding themselves in high expectations
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Budget Allocations to Support Continuous Improvement

The following describes how the school allocates funds to support and improve student learning.

Academic Year: 2023-2024

Funding Type: Combined

Funding Source: Title 1 and Levy

Amount: \$344,258

How will funds improve student learning? Parent and family engagement to include families in activities and programs that promote children's development, learning, and wellness, including in the planning, development and evaluation of such activities, programs, and systems.

Reading and Math Interventionists – Provide literacy and math interventions to Levy focus students, collect and analyze data to monitor progress, assist in coordinating staff literacy and math professional development including some coaching, attend Levy meetings/PLCs, and support school Levy Coordinator/school leadership.

City Year Program Manager – City Year provides 6 corps members, a team lead, and a program manager to focus on academics (reading and mathematics), attendance, behavior, and SEL (Social and Emotional Learning) with students in 3rd - 5th grade. City Year also supports family and community engagement events and after school programming.

Classroom Teacher – Afterschool STEM Instructor SPIN (STEM Paths Innovation Network) – Facilitate the afterschool STEM program in partnership with SPIN, using the research-based curriculum and attend SPIN professional development 1 hour/week.

Reading Partners is a one-to-one model of instruction. They assess student reading skills to track students' progress to ensure high quality programming.

TIPS (Tutors Impacting Public Schools) Provide math intervention to support and align with student's math goals.

SPIN (STEM Paths Innovation Network) enriches and teaches STEM concepts in supportive learning environments, focused on culturally relevant instruction.

Academic Year: 2023-2024

Funding Type: Combined

Funding Source: Title 1

Amount: \$109,987

How will funds improve student learning? Funds are used to support Instruction and intervention small groups for grades K-5

Academic Year: 2023-2024

Funding Type: Specific Use

Funding Source: Equity Dollars

Amount: \$37,270

How will funds improve student learning? Funds are used to hire a full time Social Worker to meet students' mental health demands.

Academic Year: 2023-2024

Funding Type: Combined

Funding Source: LAP (Learning Assistance Program)

Amount: \$108,000

How will funds improve student learning? Funds used to hire an Academic Interventionist for Reading to help students develop proficient reading skills that will contribute to their academic growth.