



Single Building District Improvement Plan

Martin Luther King, Jr. Education Center Academy

Martin Luther King, Jr. Education Center Academy

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Introduction

The Single Building District Improvement Plan is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the Single Building District Improvement Plan provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

The school (MLKECA) is an urban public school academy with 350 students located in northwest Detroit. In the last three years, administration and teaching staff have remained stable, however, the student poverty level has increased by 20%, now totaling over 90%. MLKECA is transitioning from Title I targeted assisted to schoolwide. The unique features are its small family like environment. The challenge is the increased poverty of this urban community. In spite of these changing demographics, MLKECA continues to be the highest achieving DPS charter, and is currently at 79% in charter school ranking for the state of Michigan. MLKECA believes that "It takes a villiage to raise a child." Parent and community involvement are an integral part of our schools' activities. Components of our parent program include monthly family activities, workshops, parent teacher conferences, and volunteerism. The school/parent compact details the responsibilites and duties of the stakeholders. Educational success is realized when harmony exists between home and school.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of MLKECA is to provide students with a variety of accelerated learning opportunities appropriate to their individual abilities, coping skills, desire and motivation, that will propel them into the 21st century. Our vision is to create a community of well-rounded, life-long learners who will be productive citizens equipped to meet the academic and technological challenges and diversity of the 21st century. MLKECA believes the values of life-long learning are nurtured in a positive, challenging educational environment where students, teachers, staff, and parents work together with a common purpose of ensuring that students find effective, meaningful, and fulfilling personal work and educational lives.

Our school offers an educational program that is rich in academic, technological and artistic experiences. Emphasis is placed on the whole child, educating him/her intellectually, socially, emotionally, physically, aesthetically and culturally. A well rounded curriculum which provides opportunities for both academic and artistic expression is essential to nurturing love for learning.

Experiences that enhance a students' self-esteem motivate him/her to even greater achievement. A wide-range of opportunities to discover, explore, and develop the unique giftedness of each child is paramount.

The educational program at MLKECA is based on the belief that students need a diverse and challenging educational experience provided by highly qualified professionals. It also believes that children can master the basic concepts of reading and math at an early age. Beginning in kindergarten, students are exposed to a structured reading program. Curriculum areas include language arts, mathematics, science, social studies, foreign language, computer technology, health and physical education. Academic games, creative writing, book club, art, science and book fairs, and, educational field trips serve to enhance educational offerings.

Use of the arts in education is an effective way to stimulate interest and excitement about learning in that the arts appeal to many urges and interest of the developing child. Artistic instruction includes music, dance, drama, and visual arts. Students have opportunities to development performance skills that are demonstrated to the community in winter, spring, and Black History Month presentations.

Maintaining small class size is one of the unique hallmarks at MLKECA. This allows for greater individualization and differentiation of instruction. It also fosters response to intervention for students needing tier II and III interventions, and more small group activities for students.

Technology classes are an enrichment to the learning process by providing an instructional strategy that takes into consideration the various learning needs of students. Based on multiple intelligences research, students have different pathways to learning ie auditory, visual, and kinesthetic. Another feature of our technology program is the self-paced medium. Programs include Skills Tutor, Study Island, Eye Q, Accelerated Reader, V-Math, Mathletics, and Criterion for WriteSource.

Our during and after-school tutoring, and six- week summer school provide additional opportunities for one-on-one instruction. Reading and Math Specialists target the bottom 30% of students needing intensive academic support. Social work and counseling services provide character and career education. Support services include speech therapy and psychological evaluations available to students by parent and/or teacher referrals. Our National School Lunch programs ensures that every child receives a well-balanced meal. MLKECA is pursuing 6 Cent Certification to further meet USDA nutritional guidelines.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

MLKECA was selected as a High Performing Skillman School: Good Schools Making the Grade for the school years 2007-2011. Skillman funds provided opportunities for students to become engaged in more intensive activities such as academic clubs (book) sports (basketball), fine arts(drama) and mentoring.

MLKECA has been recognized as "Beating the Odds" by the state of Michigan for high achievement on the MEAP tests in spite of significant poverty. Recognition and Awards include:

2001 Golden Apple Award

2004 Golden Apple Award

2005/6 MAPSA Leadership Award

2006/7 Twenty-Top Performing Charter School in Michigan

2007-11 Skillman Good Schools Making the Grade/High Performing

2008 #3 Charter School for the State of Michigan -MEAP

2008/9 #1 Charter School "Beating the Odds" - ELA/Math MEAP

2009 MAPSA Recognition for Exceeding State Average Proficiency 82.2% - MEAP

2011/12 Among Highest Achieving Charter Schools in the state of Michigan

2011/12 Ranked 89% Within Top Performing Schools in the state of Michigan

2012/13 Ranked 79% Within MDE's Top 25 Charter Schools

MLKECA participated in the Michigan League of Academic Games for the 2011-12, 2012-13, and 2013-14 school years placing third in the finals for the state of Michigan.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Our school (MLKECA) has a rich history of excellence having provided quality educational programming for young children since 1972. Since 1993, MLKECA'S sister school was awarded the Michigan Early Childhood Grant Program (MSRP, now GSRP) to serve four-year olds "at risk" of academic failure. Thousands of children have been successfully transitioned into kindergarten through this program.

MLKECA was selected among metropolitan Detroit area schools to receive a visit from Detroit Red Wings Officials in February 1998. The Stanley Cup was shared with students, parents, and the community.

MLKECA has developed its reputation at the city, state, and national levels. Suzuki Violinists have performed for the National Association for the Education of Young Children, the Michigan State Fair, and the National Association of Negro Musicians.

MLKECA Parent Association has spearheaded speakers including Mrs. Coretta Scott King, Dr. Benjamin S. Carson, Attorney Judge Jeffrey G. Collins, (formerly with the Michigan Court of Appeals), Dr. Robert L. Green, (former Vice Provost of Michigan State University), Dr. Charles Moody, (former Vice Provost of the University of Michigan), Attorney Kwame Kilpatrick, (former Mayor of the city of Detroit), and State Senator Burt Johnson.

In the Fall of 2011, MLKECA implemented the E-rate Grant which provides discounted telecommunications services for schools. Classroom learning enhancements include web collaboratives, virtual learning, cultural exchanges and cabling for educational programming.

MLKECA has collaborated with institutions of higher learning, providing student intern and student teacher opportunities for Lewis Business College, and Wayne County Community College. Marygrove College and Michigan State University provide professional development opportunities for our teachers and administrators.

Martin Luther King, Jr. Education Center Academy hosted its first Excellent Schools Detroit visit in the spring of 2014. In addition to a vibrant curriculum and nurturing culture, male presence (50% of staff) was recognized as one of the strengths of the program.

Martin Luther King Education Center Academy continues to upgrade the community through its acquisition of properties to expand learning facilities for its students. MLKECA has also maintained contact with city, state and national figures to secure support for its educational endeavors.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Stakeholders (parents, administrators, teaching staff, support staff, and paraprofessionals) were involved in Core Academic committees and grade level team meetings on a monthly to bi-monthly basis. Core Academic committees were formed as teachers and support staff volunteered for the committee of their choice; all teaching staff was required to commit to a committee. One committee member volunteered to be a chair and one a recorder; minutes were kept of each meeting. Committees met 5 times in the school year to create the school improvement plan and resulting goals, objectives, strategies and activities. Meetings were scheduled on dates which a consensus of members agreed upon.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Committees: English Language Arts (including Reading, Writing, Language Arts); Marc Massie: Chair; Timothy Slomka: Recorder; Katina Stallings, Lessie Thompson, members

Math: Randy Vincent: chair; Rebecca Renner: recorder; Selena Taylor, member

Social Studies: Sonia Adams: chair; Nancy Rausch: recorder; Donetha Butts, member

Science: Melissa Frederick: chair; Katina Terrell: recorder, Marissa Forbes, member

Parent Involvement:

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan was communicated to all stakeholders in the end-of-year school improvement meeting. Stakeholders will receive information on the improvement plan progress at bi-monthly meetings, and at the final staff meeting, June 6, 2014.

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School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

Student enrollment trends determine the number of staff needed and the nature of staff expertise needed.

How do student enrollment trends affect staff recruitment?

Enrollment trends determine if staff must be hired or shifted to different responsibilities within the school. Should trends indicate more staff is needed, administration will begin the process of finding suitable candidates for positions that open. Should trends indicate student counts are dropping, staff will be shifted to other responsibilities.

How do student enrollment trends affect budget?

The school budget is adjusted based on student enrollment trends.

How do student enrollment trends affect resource allocations?

General, state, and federal funds are allocated based on student enrollment trends.

How do student enrollment trends affect facility planning and maintenance?

Enrollment trends determine need to expand facilities or maintain current facility.

How do student enrollment trends affect parent/guardian involvement?

Parent involvement takes place regardless of student enrollment trends, as parents are an integral part of student learning. Regardless of how many students MLKECA enrolls, the parent involvement component of monthly school activities will remain and will continue to improve. However, as demographics change, it becomes a greater challenge to get parents involved in school activities.

How do student enrollment trends affect professional learning and/or public relations?

Student enrollment trends would not affect quality, the quantity, or the availability of professional learning. More students enrolled would mean additional training to support a new population's needs.

Increased/expanded/revised public relations would shift should student enrollment go down, or should that population become culturally different from the students enrolled at the school in the past.

What are the challenges you noticed based on the student enrollment data?

An increase in educational options in the school's geographic location affects efforts to increase enrollment.

What action(s) will be taken to address these challenges?

MLKECA will collaborate with constituent schools in the geographic area. School programs will be upgraded and local advertising will be expanded.

What are the challenges you noticed based on student attendance?

The majority of students are transported by car which can affect student punctuality and attendance.

What action(s) will be taken to address these challenges?

The sister school provides latchkey services made available to parents to accommodate work schedules that are not compatible with school day hours.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

2013 MEAP Science scores demonstrate the highest levels of student achievement, at 97% Levels 1-2 Proficiency on MEAP for Grade 5 and 86% for Grade 8. However, there were significant achievement in Writing (72%) for Grade 4, and and (60%) for Grade 7.

Which content area(s) show a positive trend in performance?

Content areas showing positive trend in performance include Reading and Writing.

In which content area(s) is student achievement above the state targets of performance?

Student achievement is above the state targets of performance in:

Reading - 7th Grade (70%) and 8th Grade (76%)

Writing - 4th Grade (72%) and 7th Grade (60%)

Science - 5th Grade (97%) and 8th Grade (86%),

Mathematics -3rd Grade (44%), 4th Grade (54%), 7th Grade (75%), 8th Grade (100%)

What trends do you notice among the top 30% percent of students in each content area?

Positive trends in Reading in Grades 4,6,and 7, Writing in Grade 4, Mathematics in Grades 4 and 6, and Science in Grade 5. Negative trends are in Reading Grades 3, 5, 8, Writing in Grade 7, Mathematics Grades 3, 5, 7, 8 and Science in Grade 8.

What factors or causes contributed to improved student achievement?

Strong, experienced teachers and teaching methodology, improved implementation of Response to Intervention and Differentiated Instruction techniques, and teacher training in and implementation of Common Core standards, and Differentiated Instruction.

How do you know the factors made a positive impact on student achievement?

MEAP data, classroom assessments, MAP test data, MI School Data website, confirm successful teaching strategies and methodology.

2013 MEAP State/Martin Luther King Score Comparisons (data retrieved from MI School Data)

Which content area(s) indicate the lowest levels of student achievement?

Mathematics is the content area that indicates the lowest levels of student achievement.

Which content area(s) show a negative trend in achievement?

Mathematics content area shows a negative trend in achievement.

In which content area(s) is student achievement below the state targets of performance?

Mathematics is the content area where student achievement is below the state targets of performance.

What trends do you notice among the bottom 30% of students in each content area?

MEAP Trends among the bottom 30% show the largest gaps in Grade 8 - Reading and Science, Grade 7 - Math, Grade 5 -Science, and Grade 6 -Social Studies. MAP Trends show the largest gaps in Kindergarten - Math, Grade 4 - Reading and Math, Grade -5 Math, and Grade 6 Math.

What factors or causes contributed to the decline in student achievement?

Factors contributing to the decline in student achievement were negative changes in student demographics within local neighborhoods.

How do you know the factors made a negative impact on student achievement?

Free and Reduced Lunch percentiles nearly 90% (up from 70th percentiles in previous years).

What action(s) could be taken to address achievement challenges?

Reading and math programs will continue to be improved using Differentiated Instruction and Response to Intervention principles, lesson formats, and guidelines. Low performing students will receive a focused, in-school, small-group, pull-out/push-in program, Differentiated Instruction and Response to Intervention principles, lesson formats, and guidelines, focused lesson plans targeting those skills student MEAP Individual Reports and Measures of Academic Progress (MAP) reports indicate are not being mastered. Additionally, students will spend time in the computer lab using online subscriptions to practice reading, writing, and language arts skills and concepts. Student progress will be monitored and assessment data will determine which students are retained or released from the intervention program.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- Economically Disadvantaged

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- Economically Disadvantaged

In what content areas is the achievement gap closing for these subgroups?*

The achievement gap is closing for the Bottom 30% in the areas of reading and writing.

How do you know the achievement gap is closing?*

We know the achievement gap is closing because of data from the MEAP District Comprehensive Report, analysis of Bottom 30% trends from past 2-3 years, when available, analysis of Measures of Academic Progress (MAP) data, and classroom assessments.

What other data support the findings?

Other data supporting these findings is Measures of Academic Progress (MAP).

What factors or causes contributed to the gap closing? (Internal and External)*

Factors contributing to the gap closing were: extended teaching in school with Reading and Math interventionists, after school tutoring for Bottom 30% students; teacher focus on Bottom 30% students in classroom setting; implementation of improved teaching strategies, such as Differentiated Instruction (DI) and Response to Intervention (RtI), technology support in the computer lab in core academic areas using Skills Tutor , Study Island, Accelerated Reader, Eye Q, and Criterion for Write Source online subscriptions.

How do you know the factors made a positive impact on student achievement?

We know these factors have made a positive impact on student achievement because of MEAP, and MAP data, and classroom assessments.

What actions could be taken to continue this positive trend?

Actions we could take to continue this positive trend would be intensified and continued classroom focus on low-achieving students utilizing DI, RtI, in house tutoring with Reading interventionists, after school tutoring with classroom teachers, support from extended use of supplemental online Reading and Writing subscriptions during computer lab time

Statement or Question:Which subgroup(s) show a trend toward decreasing overall performance?

Response:

- None

Statement or Question:For which subgroup(s) is the achievement gap becoming greater?*

Response:

- None

In what content areas is the achievement gap greater for these subgroups?*

None

How do you know the achievement gap is becoming greater?*

Data does not show this trend.

What other data support the findings?*

None.

What factors or causes contributed to the gap increasing? (Internal and External)*

None.

How do you know the factors lead to the gap increasing?*

None.

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What actions could be taken to close the achievement gap for these students?*

N/A

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

N/A

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

We ensure this by employment of a speech therapist, 1 reading interventionist, 1 math interventionist, and a social worker. Students recommended by their teacher or whose parents request testing are provided with testing through an outside contractor.

How are students designated 'at risk of failing' identified for support services?

Students designated 'at-risk of failing' are identified for support through Rtl, standardized and classroom test scores, teacher recommendation based on student classroom performance, social worker recommendation; external psychological testing is provided when necessary.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

Extended Learning Opportunities available for students are: in-school tutoring with reading interventionists using Fountas & Pinnell Leveled Reading intervention, math interventionists 2-3 times/week, 45 min./session; after-school tutoring w/ classroom teachers, 1 hr., 2 days/week; summer school for six weeks (June-July).

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	30.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

The school will hold a Parent Orientation at the beginning of the school year, publish monthly newsletters, conduct Parent/Teacher conferences, send notices home with students, maintain teacher/parent communication through phone, text, person-to-person, and e-mail, and conduct informational Parent Workshops throughout the school year.

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Label	Question	Value
	What is the total FTE count of teachers in your school?	20.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	5.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	8.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	4.0

Label	Question	Value
	How many teachers have been teaching >15 years?	3.0

What impact might this data have on student achievement?

Students learning from more experienced teachers may result in higher achievement.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	4.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	50.0

What impact might this data have on student achievement?

Teacher absences could cause disruption in the every-day school routine which can be detrimental to academic student progress, therefore impacting student achievement

Perception Data - Students

Which area(s) indicate the highest overall level of satisfaction among students?

Satisfaction with teachers.

Which area(s) show a positive trend toward increasing student satisfaction?

Program activities, such as chess club, drama, academic games, basketball, concerts, science fair, art fair.

What area(s) indicate the lowest overall level of satisfaction among students?

Students enjoyed working alone more than working with classmates.

Which area(s) show a trend toward decreasing student satisfaction?

Students want more field trips and recreational enrichment.

What are possible causes for the patterns you have identified in student perception data?

More outside emphasis on sports has increased student interest in these areas.

What actions will be taken to improve student satisfaction in the lowest areas?

The school will weigh benefits of additional recreational activities during and after school hours.

Perception Data – Parents/Guardians

Which area(s) indicate the overall highest level of satisfaction among parents/guardians?

Areas indicating the overall highest level of satisfaction among parents/guardians were the school's teachers and the school's principal.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

Areas showing a trend toward increasing parent satisfaction were academic programs, teacher expectations of student performance, and student preparation for the future.

Which area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Area indicating the lowest level of satisfaction was communication between school and parents.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

Area showing a decreasing trend was student respect for other students.

What are possible causes for the patterns you have identified in parent/guardian perception data?

Possible causes for the patterns were changes in demographic population and increased bureaucratic responsibilities of staff.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

Actions that will be taken to increase parent satisfaction is increased character education among students and to improve parent/school communication by identifying a parent coordinator.

Perception Data – Teachers/Staff

Which area(s) indicate the overall highest level of satisfaction among teachers/staff?

The highest level of satisfaction among staff was in that the school emphasizes teaching lessons in ways that are relevant to students. The school provides professional development regarding best teaching practices for urban youth.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

A trend toward increasing teacher/staff satisfaction was in that the school is a supportive and inviting place for students to learn.

Which area(s) indicate the lowest overall level of satisfaction among teachers/staff?

The lowest overall level of satisfaction was in the area of how the school provides adequate counseling and support services for students.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

Decreasing satisfaction among teacher/staff was in the effects of poverty evidenced in hunger and lack of proper rest.

What are possible causes for the patterns you have identified in staff perception data?

Changing demographics creates a greater need for the school to provide for the physical and socio-emotional, as well as academic needs of students.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

N/A

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

Decisions about curriculum, instruction and assessment are made through monthly administrative/staff meetings during which school improvement, curriculum development, and lesson content are discussed among teaching teams and support staff at their grade levels. The administrator, the Title 1 coordinator, all teaching staff, including reading and math interventionists are included in the decisions made. Support staff is directly involved in the decisions made and are kept apprised of student progress through the use of MEAP, MAP, and classroom assessments, as well as teacher observations of student behavior, progress, and any issues students may have at the time. Parents are invited to be involved in their student's work and daily life at the school. Parents are kept apprised of student achievements, issues, etc. through the use of teacher/parent communications: person-to-person, phone calls, e-mail, texts, progress reports, report cards, and/or Parent/Teacher conferences.

What evidence do you have to indicate the extent to which the standards are being implemented?

Each teacher has a working copy of lesson plans and each is integrating the Common Core standards into their lesson plans as the year progresses, so that at the end of the 2013-14 school year, each teacher completed implementation of the Common Core standards into their lesson plans. A paper copy of these lesson plans is in grade level binders for use in the 2014-15 school year.

Single Building District Additional Requirements Diagnostic

Introduction

This diagnostic tool contains certification requirements for single building districts. All single building districts must complete this diagnostic.

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Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	Literacy and math are tested with MEAP one time/year. MAP testing is done in literacy and math 3 times/year.	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this.) If yes, please provide a link to the report in the box below.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Dr. Constance Price 16827 Appoline Detroit, Michigan 48235	Non Discrimination Policy

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Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		Parent Involvement Policy

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		School Compact

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan.	Yes	Professional Development Calendar	

Label	Assurance	Response	Comment	Attachment
	The School Improvement Team reviews the CIMS data.	Yes	CIMS data is used as lesson planning information for students with IEP'S. The SIP team considers each student's learning needs with the CIMS data.	

Label	Assurance	Response	Comment	Attachment
	CIMS data is used to prepare our Improvement Plan.	Yes	All students with an IEP and their corresponding CIMS data are given specific focus and lesson planning according to the student's learning needs. School Improvement plans include IEP student considerations with regard to classroom needs, technology integration, tutoring, social and/or behavioral characteristics.	

Label	Assurance	Response	Comment	Attachment
	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes	Measures for protection while on the Internet are attached within the Technology Plan.	Tech Plan

Label	Assurance	Response	Comment	Attachment
	The district has a process to monitor adult and student use of the internet.	Yes		

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Label	Assurance	Response	Comment	Attachment
	The district has an Internet Safety Policy in place.	Yes	The Internet Safety Policy has been in force for several years.	

Label	Assurance	Response	Comment	Attachment
	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
	The district has a process to provide public notice and hearings about the Internet Safety Policy.	Yes	The Internet Safety Policy has been in force for several years.	

Label	Assurance	Response	Comment	Attachment
	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes	All assessments are made by the technology support technician who works with teaching staff and the computer lab instructor to coordinate teaching and learning needs throughout all grade levels. Computers, wireless access, Internet speed and learning software, both online and local, are reviewed on an ongoing basis and coordinated yearly.	

Label	Assurance	Response	Comment	Attachment
	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.	Yes	Wireless and Internet connections and/or speed is constantly monitored through tech support with an outside contractor. All buildings are maintained weekly by visits from the technology support contractor.	

Label	Assurance	Response	Comment	Attachment
	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.	Yes	Actions include Differentiated Instruction strategies for all learning styles. Technology is integrated in both classroom and computer lab settings, including Skills Tutor online software subscription, Study Island online software subscription, V-Math online software subscription, keyboarding skills with online software in the computer lab, use of classroom computers and safe educational websites for students during learning time.	

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Label	Assurance	Response	Comment	Attachment
	The district adjusts its curriculum to include technology literacy for all students.	Yes	Technology literacy is integrated into lesson plans through writing, reading, math, science, and social studies software available online during computer lab time and classroom lesson time. Differentiated Instructional strategies and techniques support all student learning styles as they explore core subject content in an online setting to enhance and support learning through graphics, sound, and movement.	

Label	Assurance	Response	Comment	Attachment
	The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.	Yes	Instructional program is adjusted through the use of online subscription software, online educational websites, classroom Interactive Whiteboards, and classroom computers as tools for enhanced student learning. Use of computer generated learning provides graphics, movement, color, and alternative learning methods for all student learning styles. Instruction in how to use the computer, the keyboard, and the Internet, as well as internal software, such as the clipboard, copy, and save functions also strengthens student technology literacy, enabling the learner to utilize technology as a tool.	

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Dr. Constance Price, Administrative Director; 16827 Appoline St., Detroit, MI 48235; 313-341-4944	

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Dr. Constance Price, Administrative Director; 16827 Appoline St., Detroit, MI 48235; 313.3414944	

Label	Assurance	Response	Comment	Attachment
	The District has a District Board Policy that is related to Parent Involvement.	Yes	The Policy has been revised and is attached.	Parent Involvement Policy

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Label	Assurance	Response	Comment	Attachment
	The District has additional information necessary to support your improvement plan.	Yes	Professional Development Calendar 2014-15	ProfDevCal2014.15

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The comprehensive needs assessment took place during 5 school improvement meetings held through the school year. Committees were formed based on the 5 school goals: ELA, Math, Science, Social Studies, and Parent Involvement. All stakeholders participated in the meetings: teaching staff, interventionists, parents, and administrators.

2. What were the results of the comprehensive needs assessment? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

PERCEPTION

Parent, student and staff perception surveys from the ASSIST website were reviewed.

Parent surveys were done on paper. Results were submitted, but have not yet been returned.

PARENTS: Parent surveys revealed the majority of parents (11 responding) had positive opinions of the school's mission, purpose, and goals for student learning ((Strongly Agree/Agree-80-90% avg. among 3 questions). Parent satisfaction with the school's governing body (Strongly Agree/Agree-65% avg. among 2 questions). Parents agreed (Strongly Agree/Agree-70% avg. among 4 questions) that the school has high academic expectations of students, shares responsibility for student learning with stakeholders, and communicates effectively about the school's goals and activities. Among 10 questions about teacher teamwork, teacher/parent communication, equitable curriculum, teaching strategies, use of differentiated instruction, language used is understandable to parents, learning relevancy to real life, and student knowledge of classroom expectations, parents expressed satisfaction (Strongly Agree/Agree-80% avg.). Among 10 questions related to academic materials and supplies, student accessibility to all resources, such as counseling, tutoring, and career planning, qualifications of staff members, student interest in material being learned, and the adequacy of the facility, parents were satisfied (Strongly Agree/Agree-80% avg.) Parents were satisfied with the school's preparation of their students for the coming year, the school's use of financial resources, monitoring of student progress by teachers and administrators, and being informed of the student's learning progress (80% avg.) Areas of discontent were: classroom management, the school does not go to the 12th grade, more technology in the classrooms. Suggestions for improvement offered were: have fundraiser activities and allow teachers and the school to benefit, allowing parents to give back, offer more technology to students, more extracurricular activities and field trips.

TEACHERS: It is concluded that staff has positive opinions of the school's small size and small classes, the learning environment, student engagement and excitement about learning, and student activities, such as art, music, dance, foreign languages, and Academic Games. Staff opinion of least favored aspects of the school: student disciplinary policy, student or family referral system, staff meetings. Suggestions offered were: enforced discipline policy for students, improved computer and Internet reliability, and schoolwide Parent Orientation.

STUDENTS: Middle school student opinions of what was most liked about the school: science and soccer classes, German class, lunch, teachers, gym class, health class, learning, academic games, math, art and safety.

Student opinion of what was least liked: no sports teams, lunch, after-school activities, self-containment, student's attitudes about each other.

Student suggestions for improvement: sports teams & pep rallies, healthier food, more after-school activities, and more discipline for students.

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friends, dance, when teachers teach you stuff for the next grade, clean, soccer class, gym, lunch, free time.

Student opinion of what was least liked: bullying, bathrooms, some classroom management.

Student suggestions for improvement: lunches, bullying, student behavior, more computers in the classroom, and more outdoor playspace.

CONCLUSION

Parents and Staff appear to agree that the school's overall programs/processes are satisfactory. However, both groups also appear to be concerned about a student discipline policy and more parent involvement in the day to day operations of the school. This outcome is consistent with findings in the SPR 40: "The school will be seen as a learning organization with parents serving a key role. The school will demonstrate its belief that parents and families are partners in helping students and the school succeed." Therefore, administration and staff will meet when staff returns to begin work on the 2014-15 school year on the last week in August to revisit the student code of conduct, promote attendance at orientation and parent education meetings., the importance of policies and proper student behavior. In addition, the administration and staff will discuss staff behavior policy, a student disciplinary policy, and the possibility of more staff meetings.

Student issues: Elementary students appear to very satisfied with their school experience. However, they appear to have a problem with bullying, and bad behavior among their peers. The middle school students as well as the elementary students seem to be focused on sports teams. The administrations and staff will discuss these issues and determine outcomes during the August, 2014 planning week.

STUDENT ACHIEVEMENT

MATH: It was noted that MEAP tests showed all grade levels demonstrated a need for focused, intensive instruction in Math fluency. 3rd grade math scores have steadily declined over the last 3 years. 4th grade math did improve this year (+14), but did not make up the score deficit (-58) achieved last year. This year, 5th grade math scores dropped their gain from last year (+18, -18). 6th grade math did achieve an increase (+14), but did not make up the deficit (-73) from last year. Gaps noted were in Kindergarten-62%, 4th grade-67%, 5th grade-80%, and 6th grade 60% on MAP assessments. Therefore, the Math goal and subsequent Objectives, Strategies and Activities reflect all classroom teachers devoting specific, focused time to math fluency in basic facts (addition, subtraction, multiplication, and division) using online resources; 2 & 3D modeling w/ geometric figures including measurement; supplemental and enriched lessons w/ coordinate systems, fractions and percent using models, number lines and online subscriptions; continued and more intensive integration of Singapore math principles with implementation of the program in 5th and 6th grade levels supplemental to existing math instruction; recognition of operations in word problems; intensive & focused small group, regular classroom instruction in problem solving, word problems, recognizing multiplication & division situations (as appropriate), identifying operations, equivalent fractions, multiplication of whole numbers by powers of 10, contextual problems, and solving for the unknown in equations (as appropriate); at-risk students will receive small group work w/ the Highly Qualified (HQ) Math Interventionist; after-school tutoring by classroom teachers available to all students and on all grade levels. In addition, 3 classroom teachers will attend the TIPM3 workshops offered by the Wayne County Mathematics and Science Center over the 2014-15 school year as professional development in the teaching of math content to all students.

ELA: 3rd grade MEAP reading scores declined (-19) this year after a steadily rising increase over the previous 2 years. 4th grade MEAP reading scores showed an increase (+9) this year, but did not make up the deficit (-38) from last year. Also, MAP scores showed 4th grade had a 51% gap in achievement. 8th grade MEAP reading scores have declined over the past 2 years (-8, -11), while there was a 52% gap in MEAP scores in 8th grade. Goal and Objectives, etc. included teacher biweekly team meetings to analyze classroom and other test data and plan lessons focused on what student's learning needs are over the next 2 weeks, including the use of Rtl grouping and differentiated instruction in all lessons and assessments, including using center work, and small, focused groups. The development of classroom libraries is planned, with levelled, grade appropriate fiction and non-fiction books for students to use in daily Drop Everything And Read (DEAR) time with writing to follow; partner reading; book reports, and other ways to assess student understanding of their reading; direct vocabulary instruction during reading time with word study maps and graphs; Small group, focused time (1-3 hrs./wk.) with the HQ Reading Interventionist for Tier 2 & 3 students, using the Fountas & Pinnell Leveled Literacy Reading Intervention program for grades K-3. All students will be provided with access to after-school 1 hour, 2 times/week tutoring sessions with the classroom teachers. Teacher Professional Development in the implementation of differentiated instruction in all lessons and assessments is planned for the school year, 4 workshops to be held in-house, with concurrent in-classroom consultation for each teacher, ½ day for 18 days.

WRITING: MEAP writing scores for 4th grade declined (-38) last year, but went up this year (+26). 7th grade scores increased last year

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(+31), but slightly declined this year (-4). Overall classroom scores from K-8th grades were 79.5% on average. The school uses the 6+ Writing Traits system. Therefore, K-3 students will write independently 3 times/wk. for 30 min. during class time. Grammar, punctuation, proper sentence structure, word usage, tense, capitalization and appropriate paragraphs will be the focus of instruction. Teachers in grades 4-8 will demonstrate the use of graphic organizers of various kinds to accommodate the different learning styles of students, for the purpose of writing reports about informational books throughout the school year. Students will demonstrate understanding of compare/contrast, classification of different types of information. Students performing at Partial/Non-Proficient levels will be given time with the HQ Writing Interventionist in small groups with the 6+ Writing Traits system, 1-2 times/wk., 30-50 min./session, depending on student's age.

SCIENCE: Gaps in Science from MEAP scores were high: in 5th grade, 94%, and in 8th grade, 72%. 8th grade science scores fell (-14) this year. Therefore, the focus will be to bring the at-risk student understanding of all science principles up to a higher level. Science teachers will focus on hands-on enrichment activities, 2 days/wk., 1 hr. sessions. Teachers will provide individualized, differentiated instruction for all students, using MEAP focus books and teacher-created classroom assessments designed w/ student learning styles in mind. Assessments will be according to student learning styles: artistic presentations, oral reports, dramatic representations, etc. Teachers will present students with science vocabulary words, word maps, and definitions for enhanced student understanding. The students showing Partial/Non-Proficient scores will be given time, 30-50 min./session, 1-2 times/wk. with the Reading Interventionist as a means of support in reading science information. The school will provide the Dome Theater, an in-house field trip for all grade levels during which students view informational videos meeting MI GLCE standards in such areas as physical science (how rockets work, energy), life science (study of basic life requirements, adaptation of organisms, etc.), and earth science (how the surface of a planet changes over time with erosion, weathering, etc.), to name a few. Students will be given assignments before and after the shows to determine their understanding of the content they viewed.

SOCIAL STUDIES: MEAP scores in 6th grade social studies showed an increase (+16), however, this did not quite make up the deficit 6th graders experienced over the previous 2 years (-20, -28). There was a 60% gap in achievement on the MEAP social studies test. Classroom assessments in social studies revealed that 5th graders had a 56% average and 6th graders had a 75% average. Therefore, teachers will create small groups of students based on Rtl grouping strategy and differentiated instruction learning profiles. Group work will include learning centers, social studies books, audio/visual tools, graphic organizers, simulations, and computer based activities designed to focus on social studies content and concepts. Teachers will demonstrate the use of Venn diagrams and graphic organizers as tools for understanding the roles of government while students work in cooperative groups to complete jigsaw assignments related to the subject of government. Students will participate in debates using real-life situations that test state and federal laws. Students will create their own graphic organizer to demonstrate understanding of the federal government. Teachers will group students w/ advanced + lower performers while reading and discussing information learned in social studies lessons. Students will create a web quest using the Yahoo!igans research strategy. Students will use RAFT activities to understand the roles of government officials and government powers. Teachers in grades 6-8 will use Time For Kids, a non-fiction informational news magazine subscription as a strategic resource for understanding world events and social studies concepts. Teachers will present students with lessons in map reading and content, creating their own maps, understanding United States regions, etc. Students performing at a Partial/Non-Proficient level will be given time with the Reading Interventionist, 30-50 min./session, 1-2 times/wk. to assist students w/ reading skills and understanding of social studies content.

SUBGROUP CONCERNS:

Subgroups are those students performing at Partial to Non-Proficient levels. Gaps in 5th grade Science (94%), 6th grade Social Studies (60%), 7th grade Math (50%), and 8th grade Reading (52%) and Science (72%) were shown, demonstrating the need for more focused, intensive work with low-performing students in reading and related core subject content.

SCHOOL PROGRAMS/PROCESS

The SPR 40 was reviewed.

The SPR 40 revealed the school must attend to the following:

- The school will create a process for sharing all aligned curriculum documents with all staff and include opportunities for questions and clarification within and across grade levels and programs of study.
- The school will create a process for all teachers to preview the goals and objectives of the units of study w/ students/caregivers. The school

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will create a process that provides all teachers with a developmentally appropriate way of articulating the curriculum to their students.

- The school will complete the adaptation of the Common Core State Standards as our curriculum for all lessons, while insuring it is developmentally appropriate instruction with attention being paid to cultural differences, learning styles and individual learner abilities. All teachers will use developmentally appropriate instructional practice, such as differentiated instruction and providing active learning opportunities.
- School improvement will be based on school-wide collaborative teams which meet for the purpose of gathering data, analyzing information and making school-wide decisions regarding changes in instructional practices.
- A system will be in place allowing for teaching teams to have a dialog about instructional practices based on the school's curriculum framework.
- The school will implement the opportunity for students to have frequent opportunities to apply knowledge in a real world context.
- Grade level teachers will collaborate monthly.
- The school leaders will provide a structure in which major decisions affecting planning, monitoring, and evaluation for school improvement are made collaboratively.
- The school will create a process where each semester, staff committees monitor the over-all results of the school improvement plan through an analysis of the data informing the plan.
- The school leaders will use data to make decisions on time allocation with priority being placed upon designating collaborative team planning time to support the school's achievement goals.
- All teaching staff will demonstrate competency in their content area and/or grade level through teaching practices and staff collaboration.
- All staff will have the skills to be effective collaborators and value the contribution that collaboration makes to student success.
- Each new teacher will participate in an extensive induction program over at least a 3 year period, with a Master Teacher assigned to each new teacher who provides intensive mentoring and coaching.
- Teacher input will be a key feature in the analysis of professional development initiatives. Results in the classroom from implementation of professional learning will be solicited and analyzed.
- The school will place particular value on the diversity of its population.
- The school will be seen as a learning organization with parents serving a key role.
- The school will demonstrate its belief that parents and families are partners in helping students and the school succeed.
- The school will reach out to community organizations that reflect the diversity of its population.
- The school will reach out to community service agencies to assist students and families with needs they may have.
- The school will create a systematic identification, collection, entry, storage, and generation of relevant data about the operation of the school including its staff and students.
- The school will provide defined/documented data to support the processes that exist for the use of the data system.

DEMOGRAPHIC DATA

MI School Data dashboard and MEAP data trends were reviewed (latest data in most cases is 2012-13).

The school is a Reward School from 2012-13 to this year, with a Top to Bottom ranking of 79 for the 2012-13 school year.

The school has achieved Adequate Yearly Progress for past years and this year at 100%.

Currently, the Free/Reduced Lunch participation by eligible students is at 79.7%.

Attendance data shows a decline in high absences since the 2010-11 school year. Currently, the attendance rate is 95.6% for the 2012-13 school year.

Student mobility has increased over the years since 2009-10, but leveled off during the 2011-12 and 2012-13 school years, with a slight decline (354 to 349 total headcount) in 2012-13.

Student count trend has declined steadily since 2011-12, with a significant drop (349-298) from 2012-13 to 2013-14.

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Student suspensions/expulsions for the 2013-14 school year were:

SUSPENSIONS # of students	EXPULSIONS # of students
Grade	Grade
K 2/49 (.04%)	2 1/42 (.02%)
6 2/34 (.06%)	6 1/34 (.03%)
	8 1/25 (.04%)

Conclusions: The school's attendance trend has remained high, but the enrollment has dropped considerably from previous year. The 2013-14 school year ended with a significant increase in enrollment, after a concentrated effort to recruit students from schools closing down in the area. The Free/Reduced lunch rate has shown an increase in a poverty level population attending the school, therefore, more intensive measures must be taken to improve student learning through proper and effective classroom management, understanding how to teach children in this situation, and helping educators with the many issues that come with students from this socio-economic background.

3. How are the school goals connected to priority needs and the needs assessment? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

Data examined:

(average gap between High and Low Achievement on MAP)

Reading Gap	Math Gap
	Kindergarten 62%
3rd grade 46%	
4th grade 51%	4th grade 67%
	5th grade 80%
	6th grade 60%

MEAP GAPS:

5th grade Science 94%

6th grade Social Studies 60%

7th grade Math 50%

8th grade Reading 52%

CONCLUSION: There were no correlations between MEAP and MAP gaps. However, it was noted that there were gaps in student achievement across 7 of 9 grade levels in every core subject.

AYP data showed the school has met AYP for several years with high success.

Priority areas identified for establishing goals were:

Math: All students will achieve at least 12% improvement in math scores on the 2015 Spring MEAP assessment.

Priorities: All students will demonstrate a proficiency in number fluency, number relationships, meaning, place value, comparisons, geometric shapes, properties, spatial relationships, transformations in Mathematics by 04/20/2015 as measured by Spring 2015 MEAP assessment, Measures of Academic Progress (MAP), classroom assessments. A 100% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in math mastery in all areas of mathematics instruction in Mathematics by 05/29/2015 as measured by as measured by Singapore math assessments, Spring 2015 MEAP, and MAP assessments. All low-performing students will be tutored by the math interventionist.

ELA/Writing: All students will increase proficiency in Reading, Writing, and English Language Arts at least 14% by Spring 2015 MEAP

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assessment.

Priorities: 100% of All Students will demonstrate proficiency on all assessments in English Language Arts by June, 2015. Vocabulary words in all 4 core subjects with word maps, emphasis on spelling, word definitions, context; implementation of differentiated instruction in all lesson plans and assessments; use of graphic organizers as a means of word, paragraph, and narrative understanding in both fiction and non-fiction. Teachers will receive professional development in reading instruction, implementing differentiated instruction in all facets of teaching. Students will receive more silent reading time. Tutoring for low-performing students using Fountas & Pinnell Leveled Literacy Intervention system will be provided. Writing tutoring for low-performing students will be provided.

Science: All students will increase proficiency in Science scores at least 8% by Spring 2015 MEAP assessment.

Priorities: 100% of All Students will demonstrate a proficiency in all areas in Science by June, 2015 as measured by MEAP, Measures of Academic Progress, classroom assessments. Vocabulary words, definitions; tutoring will be provided to low-performing students in reading and to provide context for science concepts.

Social Studies: All students will increase Social Studies proficiency scores at least 11% by Spring 2015 MEAP assessment.

Priorities: 100% of All Students will demonstrate a proficiency in all areas in Social Studies by 05/29/2015 as measured by MEAP, Measures of Academic Progress (MAP), classroom assessments. Vocabulary, concepts of government, understanding how people move (travel, etc.), law, current events.

All content areas are covered in the chosen goals through data analysis of all scores related to all 4 core subjects. Goals were composed based on analysis results and discovered student needs.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

Goals are based on test scores from all students. MEAP scores covered grades 3-8; MAP scores covered grades K-8, and classroom assessments covered graded K-8. Goals were composed as a result of the data analysis of these assessment scores. Disadvantaged students are provided with any and all assistance they may need in the form of equality in access to all resources, such as computers, school supplies, and instructional materials. At-risk students are discovered through data analysis. Those students are assigned to the Reading, Writing, or Math interventionist as appropriate, and are given focused, intensive instruction in the areas of their need. These areas are discovered through analysis of score breakdowns into reading, math, science, or social studies concepts and skills. Students are given focused instruction in those areas where they scored 50% or less.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

Math: basic facts fluency using online subscription; use of 2D & 3D manipulatives for geometry, modeling, measuring; supplemental and enriched lessons in coordinate systems, fractions & percent through modeling, number lines, online subscription; Singapore math as supplemental instruction, grades K-6; differentiated instruction implementation in all lessons and assessments; small group instruction for word problems, recognizing functions, identifying operations, number fluency in powers of 10, solving for unknowns; ELA/Writing/math skills supported using Study Island, online subscription; at-risk students to receive tutoring w/ HQ Math Interventionist.

ELA: teacher team biweekly meetings; direct vocabulary instruction; differentiated instruction implementation in all lessons and assessments; development of classroom libraries in all classrooms; increased silent reading time; HQ Reading Interventionist for at-risk students in reading; ELA/Writing skills supported using Study Island, online subscription.

Writing: K-3 students independently write using graphic organizers, illustrations, and artistic applications; at-risk students receive tutoring with HQ writing interventionist; ELA/Writing skills supported using Study Island, online subscription.

Science: differentiated instruction implementation in all lessons and assessments; science vocabulary word maps, definitions, HQ Reading Interventionist to assist at-risk students w/ reading science and understanding context.

Social Studies: small group instruction; differentiated instruction implementation in all lessons and assessments; audio/visual tools, graphic organizers; simulations & computer-based activities; HQ Reading Interventionist for at-risk students in reading and understanding Social Studies concepts.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Focus on improving instruction: differentiated instruction in all lesson plans and assessments; Singapore math program supplemental to regular math instruction; basic facts fluency using online subscription; use of 2D & 3D manipulatives for geometry, modeling, measuring; supplemental and enriched lessons in coordinate systems, fractions & percent through modeling, number lines, online subscription; small group instruction for word problems, recognizing functions, identifying operations, number fluency in powers of 10, solving for unknowns; teacher meetings to discuss student progress, analyze assessment data, and plan according to paths the data directs; teacher professional development in differentiated instruction, classroom consultant in reading instruction and classroom management with at-risk urban youth; direct vocabulary instruction; development of classroom libraries in all classrooms; K-3 students independently write using graphic organizers, illustrations, and artistic applications; ELA/Writing skills supported using Study Island, online subscription; science vocabulary word maps, definitions; small group instruction; audio/visual tools, graphic organizers; simulations & computer-based activities.

Focus on increasing instruction: at-risk students to receive tutoring w/ HQ Math Interventionist; increased silent reading time; HQ Reading Interventionist for at-risk students in reading; ELA/Writing skills supported using Study Island, online subscription; at-risk students receive tutoring with HQ writing interventionist; HQ Reading Interventionist to assist at-risk students w/ reading science and understanding context; HQ Reading Interventionist for at-risk students in reading and understanding Social Studies concepts.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

Assessment scores show a need for increased focused, intensive and intentional instruction among the students performing at a Partial or Non-Proficient level on assessments. Upon researching the data and analyzing the breakdown of the core subject areas into their respective skills and content, it was determined that these students must receive this intensive instruction in these areas in order to achieve higher proficiency levels in assessments. The research-based strategies aimed at meeting this need are:

MATH: basic math facts fluency, geometry mastery, skill building in math systems, differentiated science instruction and assessments, Singapore math program supplementation in K-6, and number relationships & meaning of operations.

ELA/WRITING: K-8 grade level team meetings, differentiated science instruction and assessments, direct vocabulary instruction, silent reading & a classroom library, independent writing & support among K-3 students, utilization of a HQ writing interventionist and a HQ reading interventionist, skill building through technology-utilizing Study Island and Reading Eggs online software subscriptions.

SCIENCE: differentiated science instruction and assessments, in-house Dome Theater science field trip.

SOCIAL STUDIES: differentiated science instruction and assessments, small group instruction, jigsaw-type lessons where students do research in texts, on the Internet, in articles, use authentic artifacts, etc. and work in the small group to create a project to present a social studies concept.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

MATH

- Teachers will use 2D and 3D visual displays of polygon characteristics in classroom math lessons, create computer generated 2D and 3D shapes, make 2D and 3D models, including perimeter, square units, area, length, width, and distance as age/grade level appropriate in classroom instruction. Students will receive manipulatives during instruction and will be provided with differentiated methods of learning and showing what they know.

- All students in grades K-8 will be given supplemental and enriched lessons in coordinate systems, fractions, and percent through the use of models, number lines, on online subscriptions. Special attention will be paid to 3rd and 4th grades in this area: extra time with tasks, focused and intensive lessons aimed at task mastery. Singapore math and differentiated instruction and assessments will be utilized. At-risk students will be provided small group time with the Math Interventionist to do this work: 30 min., 2-3 times/wk.

- All K-6 students will receive supplemental instruction using Singapore Math materials, workbooks and manipulatives. Fifth and sixth grades will receive the Singapore math program for the first time this year. Mastery of skills such as number sense, basic facts and tables, word problems, number fluency, logic and critical thinking about math problems, and math vocabulary will be the focus of instruction. Singapore math concepts, principles and skills will be taught in every math class alongside the regular math programs.

- All K-8 students will receive intensive and focused small group, regular classroom instruction in problem solving, word problems, recognizing multiplication and division situations (as appropriate), identifying the operation, equivalent fractions, multiplication of whole numbers by powers of 10, solving contextual problems, and solving for the unknown in equations (as appropriate).

ELA/WRITING

- All K-8 teachers will implement direct vocabulary and word study from all 4 core subject areas.

- The HQ Writing Interventionist will assist all students through the writing process. The interventionist will target the students at-risk of performing at the Low/Non Proficiency levels for focused, intensive writing instruction. The interventionist will utilize the 6 + 1 Writing Traits system, differentiated instruction techniques and tools, and technology as resources for writing instruction.

- The students will participate in time with Study Island (grades 3-8), and Reading Eggs (a K-2 reading program) as supplemental instruction

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in reading fluency, vocabulary, phonics, comprehension, and metacognition of material read. Students will spend 30-50 min., 2-3 times/week with the software either in the computer lab or with classroom computers.

SCIENCE

- Science teachers will provide hands-on science enrichment activities, 2 days/wk., 1 hr./session; provide individualized, differentiated instruction for all students, using MEAP focus books as preparation for test, and teacher-created classroom assessments designed with student learning styles in mind. Students will be assessed using DI strategies and techniques: presenting knowledge in an oral report, recording a video, creating an artistic project, etc.

SOCIAL STUDIES

- All teachers will create small groups of students based on Differentiated Instruction learning profiles. Group work will include learning centers, audio/visual tools, graphic organizers, simulations and computer-based activities designed to focus on social studies content and concepts.

- All classroom teaching will be tiered according to Response to Intervention principles. Social studies reading materials and lessons appropriate to student levels will be provided to students as support for social studies learning. Students at risk of partial or non-proficiency will be provided time with reading interventionists as support to reading abilities as related to social studies understanding, 2-3 times/week, 30-45 min/session depending on student grade level.

- The 5th and 6th grade teachers will assign sections of reading from classroom social studies texts, internet research in social studies principles and concepts, and supplementary materials. Small groups of students will work together to create and present PowerPoint slides to peers. 50 min/session, 5 days/week.

5. Describe how the school determines if these needs of students are being met.

Classroom teachers will meet biweekly to examine classroom assessments and any other testing data available to determine the course lessons and interventions will take over the coming weeks. Students will be grouped by Response to Intervention tiers. Tier 2 & 3 students will be provided with extra time for lesson completion, assigned to an interventionist, and/or enroll in after-school tutoring. At-risk students will be monitored by teachers and interventionists for progress.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All paraprofessionals are required to provide proof of their college hours with transcripts. All paraprofessionals are required to meet all NCLB requirements prior to hiring.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All teachers are required to meet all NCLB requirements prior to being hired. All teachers are required to provide college transcripts, proof of certifications with current dates and appropriate endorsements. Staff certifications are kept current. Any staff needing to re-certify is required to do so in a timely manner.	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

The turnover rate for this year was .05%.

2. What is the experience level of key teaching and learning personnel?

Of 18 teachers and 1 foreign language and 1 science, certified teachers:

Teachers with 0-3 years experience: 5

Teachers with 4-8 years experience: 7

Teachers with 9-15 years experience: 5

Teachers with 16+ years experience: 3

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

The school provides ongoing and substantive professional development throughout the school year, each year: MAPSA conference, MACUL conference, BER workshops, in-house consultants in math, reading, classroom management, etc., coaching/mentoring for new teachers during their 1st 3 years, appropriate, competitive pay scale and raises, medical/dental/vision and retirement (MPSRS) benefits package.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

The district provides ongoing and substantive professional development throughout the school year, each year: MAPSA conference, MACUL conference, BER workshops, in-house consultants in math, reading, classroom management, differentiated instruction, etc., coaching/mentoring for new teachers during their 1st 3 years, appropriate, competitive pay scale and raises, and medical/dental/vision and retirement (MPSRS) benefits package.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

The school's turnover rate is consistently low. There has not been a need to make attempts to lower the turnover rate.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment and the goals of the school improvement plan.

Staff will receive intensified professional development in Differentiated Instruction, in accordance with the student needs discovered in the data analysis of all 4 core subject areas. 4 workshops will take place in-house with the Title 1 Coordinator who has recently received a Trainer of the Trainers course. The Title 1 Coordinator will also work with the classroom teachers in their classrooms to provide them with ideas, lesson plan templates, classroom schedule templates, and other student learning techniques to facilitate more Differentiated Learning in every lesson plan. In addition, staff will be given access to the conferences most relevant to the needs of the students: MAPSA, which provides teachers with the latest learning ideas available among high performing charter schools in all 4 core subject areas; MACUL, providing teachers with techniques and strategies for technology integration in all 4 core subject areas, including writing. The TIPM3 Institute for math instructors will be offered to teachers, in accordance with the falling MEAP and MAP math scores, at the Wayne RESA facility in Wayne, MI. Coaching/Mentoring will be offered to all new teachers throughout the school year. Finally, Dr. June Green-Rivers will act as a reading consultant for all teachers, providing assessments for low-performing students and lesson plans designed for their specific needs, advising and consulting with teachers on improved reading instruction techniques, providing insight and instruction for understanding and management of socio-economically challenged youth.

2. Describe how this professional learning is "sustained and ongoing."

The workshops in Differentiated Instruction will be held on 4 days during the school year: Aug. 28, 2014, Dec. 3, 2014, April 1, 2015, and June 10, 2015. Classroom consultations will be held through the year in each classroom on at least 18 days, according to teacher preferences. The TIPM3 workshops are held from September through March, once each month. Teachers will go to the Wayne RESA facility for a full day to receive the workshops. Coaching/mentoring for new teachers is held throughout the year in the classrooms with the teacher, after school, before school begins in the morning, and at any time the new teachers find a need to meet with their mentors. Formal meetings are held with mentors and new teachers each week, or as needed, with team meetings taking place when mentors meet with their teams bi-monthly. Dr. Green-Rivers, our education coach and instructional specialist will meet with all teachers and interventionists for in-house, in classroom consultation regarding techniques for the successful education of urban youth in poverty, the improvement of classroom management, instructional strategies, and dealing with challenging behaviors.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	2014-15 Professional Learning Plan is attached.	2014-15 Professional Learning Plan

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

School Improvement Meetings will be held over the school year 5 times. Each meeting will be comprised of committees for each of the 4 core subjects and a committee for Parental Involvement. Parent committee members will be given the schedule for these meetings at the Annual Title 1 Parent's Meeting on October 8. School Improvement Plan (SIP) meetings will be held as follows: #1 Nov. 3, 2014, #2 Jan. 12, 2015, #3 Mar. 9, 2015, #4 April 13, 2015, #5 May 11, 2015. All SIP meetings will be held for 1 hour after school hours. Parent committee members will be notified 1 month and then 2 weeks before the meeting dates. Teachers will be in touch with parent committee members to remind them of the meetings. Parents will be asked for their input on how to improve student learning, how to improve school/parent communication, ways to get more parents involved, ideas for student/parent functions, and any other ideas they may have for school improvement.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Parents will be provided with a copy of the schoolwide plan. (Teachers will explain the components when parents request further information, as language will be difficult for them). Parents will be informed of the strategies and related activities in language they can understand in monthly newsletters from teachers and/or office staff. Parents will be asked monthly to provide their input and opinions of how they feel about implementation of the strategies and activities as related to their student(s). Parents can also support the implementation by supporting their student's academic progress, noting any difficulties and speaking up about that to their child's teacher and at the SIP meetings. Parent survey data, 3 times/year, in November, March, and May, will help drive changes to be made in plan implementation, should issues demonstrate that appropriate progress is not being made. In consideration of parent involvement in the Comprehensive Needs Assessment, parents who understand the changes and improvements that the school is making can support those changes through providing input and opinions to the teachers and at committee meetings on how their child(ren) is/are progressing under the changes. Parents can inform teachers and committee members regarding their observations and opinions of the schoolwide reform changes that are being carried out. Parents can provide ideas and strategies to increase parent involvement from their perspective; reaching out to other parents to spread the word about help and support the school needs in the implementation of the changes, volunteering to help in the school in the areas needed. Kindergarten parents can help those teachers with the preschool transition by meeting preschool parents and sharing challenges and/or successes their children had in the beginning of the school year and why; ideas on how to improve that experience for the children. Parents can assist students having difficulty mastering the standards by volunteering to tutor those students in reading or math, or offering to assist the teachers with work to be done with these students.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Plan evaluation is ongoing and will be done during the 5 SIP meetings to be held throughout the school year. Parents will be informed of the dates and times for each meeting and invited to be present on each committee. During the meetings, parents will be included in the discussions, informed of content as needed for their clarification, and asked to provide their input and opinions of how the plan is performing. Parent input will be considered as the plan is adjusted and changed through the year.

Single Building District Improvement Plan

Martin Luther King, Jr. Education Center Academy

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	No	The 2014-15 Parent Involvement Policy is attached.	2014-15 Parent Involv Policy

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

District and school level parental involvement programs, activities and procedures,, including those funded thorough Title1 Part A funds, will provide full opportunities for the participation of parents without English proficiency, parents with disabilities and parents with migratory children by formatting communication (newsletters report cards, MAP test reports, meeting notices, phone and computer communication) in language parents can understand (Se. 1118 (e) (5). As further required, parents of students eligible for Title 1 services will be provided opportunities to participate in the attendance at bi-monthly meetings (October, December, February, April) to be held for the purpose of development of school program improvement and parental involvement policy planning. Parents will be asked to submit comments regarding any aspect of the plan not satisfactory to them. Their comments will be forwarded with the plan to the school administrator. (Sec. 1118 (b), (C) (3), (5). The school will hold informational parent meetings to educate parents about MAP testing, Boosting Student Achievement, Reading/Math Helper Workshop, The school will identify and integrate resources and services from the community to strengthen school programs, family practices, student learning and development through coordination of services with Head Start, Martin Luther King Preschool program, Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, and the Parents as Teachers Program. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language parents understand in carrying out parental involvement policy. (14 and (f))

Staff will be trained on the importance of encouraging all their student's parents to get involved with the school and their child's education.

Staff will be shown the research backing up this principle and will be expected to talk frequently with their parents about involvement.

Parents requested fundraisers in the surveys from this year. As a result, the school will assist interested parents in organizing fundraisers to aid the school and the teachers with most needed items.

As parents request assistance or make any other suggestions for improvement, the staff and administration will make its best effort to attend to these issues.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

Parent surveys will be taken through the school year, one in November, one in March, and one in May. Survey results will be analyzed by parents and teachers at SIP meetings to determine parent satisfaction with the schoolwide plan. Parents will be invited to participate in and contribute to changes to be made, if necessary, to the plan.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

A team of teachers and an administrator will read the survey taking percentages of the answers. If responses suggest an activity or an event was not successful, then there will be a meeting called to address how the activity or event can be improved or canceled and replaced by a new idea. For example, if reading scores are still down the parents can organize a Bingo book night where students can play Bingo, win books, then discuss content with family and in their class. As results suggest changes need to be made to the plan, these will be noted and inserted as the SIP meetings are held through the year.

8. Describe how the School-Parent Compact was developed.

The compact was developed through a committee of an administrator, teachers, and parents who volunteered to do the work at the beginning of the last school year.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

The compact is given to each parent at the first Parent/Teacher conference in September on all grade levels. Content is reviewed and discussed with all attending parents, detailing each point made in the compact so that parents understand language and context. Teacher and parent sign the compact and a copy is kept with the student's file at the school. Parents not attending the conferences will be contacted and expected to meet with teachers for the compact discussion and signing.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

The compact is shared in the same way as it is with elementary students, at the beginning of the school year, during the first Parent/Teacher conference. Content is reviewed and discussed with all attending parents, detailing each point made in the compact so that parents understand language and context. Teacher and parent sign the compact and a copy is kept with the student's file at the school. Parents not attending the conferences will be contacted and expected to meet with teachers for the compact discussion and signing.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	The 2014-15 School Parent Compact is attached.	2014-15 School Parent Compact

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

The MEAP Parent reports are provided to parents as soon as they are available. These reports are reviewed at a parent conference. Teachers explain the report to parents so that they can understand their child's scores and academic progress. This procedure is followed with MAP reports, three times/year. Parent reports are generated from the MAP website and teachers discuss the results with parents as soon as they become available. Classroom lessons are aligned with state standards and are explained to parents and students. Teachers post lesson plans and state expectations in their classrooms to inform parents and students of coming units of study. Parents receive a monthly newsletter in language they can understand informing them of school activities and upcoming events, honor roll students, announcements, and other related school business.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

The preschool children will visit the elementary school twice in the school year, October and May, to view and briefly participate (15-30 min.) in kindergarten activities in the classroom. In addition, kindergarten students will share a 15 min. Reading Buddies time w/ preschool students every 2 months.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

Kindergarten teachers will provide preschool parents and preschool teachers with curriculum requirements (parents will receive curriculum requirements in language they can understand), classroom training requirements (behavior expectations, classwork expectations, etc.), nap and bathroom expectations, grading and report card examples and explanation, teacher/parent communication methods, donations needed, field trips, in-school and after-school tutoring, beginning and end of day routines, for students entering kindergarten in the following year.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Decisions regarding assessments and student identification for intervention services rests with the Title 1 Coordinator and the teachers. Students not achieving Proficient/Advanced progress on formative tests are referred to the appropriate interventionist for tutoring, as well as a recommendation for after-school tutoring. Parents are informed through a letter explaining the situation, the student's scores and the expectations, and asking permission for the student to receive tutoring services. Assessments used are MAP, 3 times/yr., MEAP/Smarter Balanced test, and classroom test scores. Student's progress is monitored by the interventionist and the teacher. The Title 1 Coordinator manages the interventionists to insure appropriate materials and techniques are being used while students are being tutored.

In addition, all teachers will participate in at least 5 School Improvement Plan meetings during which they are asked to examine all test data collected during the school year. Teachers will be asked to submit their suggestions for school-based academic assessment improvement, both in team meetings, and in whole-school staff meetings. Suggestions will be discussed and decided upon at staff meetings, pending approval by the administrator.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

All teachers will participate in at least 5 School Improvement Plan meetings, during which all student achievement data is examined by staff committees for each of the 4 core subjects + Parental Involvement. All teachers will be asked to examine data with student achievement, as well as Partial/Non-Proficiency scores in mind. Analysis will be applied to improvement of student learning, programs/processes, classroom teaching techniques, and in-school assessments.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

Students are identified through data analysis of MEAP, MAP, and classroom assessment scores. Scores from MEAP show the Partial/Non-Proficient score levels. MAP reports designate low-achieving students as Low/Low Average. Students who consistently make scores of 69% or less on assessments, score Partial/Non-Proficient on MEAP, and/or score in the Low/Low Average range on MAP assessments to be at risk of failure.

ELA/Writing/Math

Grades K-2 Criteria for selection: student scores in the Low/Low Average range on September/October MAP test; classroom knowledge assessments, pre-tests, tests

ELA/Writing*/Math/Science/Social Studies

Grades 3-8 Criteria for selection: student scores in the Low/Low Average range on September/October MAP test; MEAP/Smarter Balanced test, Partial/Non-Proficient scores; classroom tests, 69% or below average.

*Writing

All grades receive writing grade level appropriate assessments. Students who are unable to meet Common Core State Standards on their grade level are considered eligible for intervention services.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

MEAP scores from the previous school year are used for designation in the upcoming year. However, MAP tests are administered in the first month of school. These scores together with classroom assessments are used to determine students who are in need of assistance.

Students are assigned to an interventionist, depending on student needs. The teacher determines the skills the student must master from the MEAP and MAP subject breakdown. Students performing at 50% or less in each skill category are provided with targeted, focused lessons in these areas. Once the student has mastered the skills needed, he/she exits the tutoring program.

ELA

Grades K-4, Interventions: Reading interventionist, small group, 2-3 times/wk., 30-45 min./session using the Fountas & Pinnell Leveled Literacy Intervention program; assessments are provided by the program.

Grades 5-8, Interventions: Reading interventionist uses Harcourt reading program's intervention materials; assessments are done by the classroom teacher.

Writing: Grades K-8, Interventions: Writing interventionist, small group, 1-2 times/wk., 3-50 min./session, using the 6+ Write Steps system and materials; assessments are done by the interventionist and turned in to the teacher.

Science: Grades K-8, Interventions: Reading interventionist, small group, 1 time/wk., 30 min./session; students re-read science content and interventionist discusses vocabulary words, concepts, lesson meaning as support for learning.

Social Studies: Grades K-8, Interventions: Reading interventionist, small group, 1 time/wk., 30 min./session; students re-read science content and interventionist discusses vocabulary words, concepts, lesson meaning as support for learning.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Teachers administer a "Who Am I" survey to students with questions pertaining to how the students like to learn best: kinesthetically, auditory, etc. Student responses determine how the teacher groups the students for various academic learning units. Units are fashioned with learning styles in mind: oral reports, dramatic portrayals of content, written assessments, hands-on lessons with accompanying assessments, and other ways for students to learn and show their learning. Centers and learning manipulatives, technology, and art are used with activities designed for different learning styles. Students are given choices as to how they want to demonstrate their learning.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Federal, state, and local programs, and resources are coordinated and integrated toward the achievement of school wide goals. All funding streams are coordinated and integrated when appropriate. They include Section 31A, Title I, Title II A, IDEA and General funds.

Programs include after school tutoring, during school tutoring, summer school, reading improvement and technology enrichment.

Title I funds are allocated for tutoring programs, reading improvement, and technology enrichment programs. Associated costs for workbooks,

leveled readers, and materials are included. Funds are used to employ reading, math and writing paraprofessionals. Monies were designated for focus school needs for the bottom 30%. These costs included a reading interventionist and a math interventionist.

Section 31A monies are designated for programs for at-risk students . These monies are allocated for instructional programs such as summer school. Additional resources cover during school and after school tutoring. Direct Non-Instructional Services include social work services. Other services include security. Along with the National School Lunch Program, the school breakfast program gets funding from Section 31A.

Title IIA funds are used for staff professional development. The purpose is to provide ongoing training to enhance the skills of teachers working with struggling students. Professional development activities funded include on-site workshops, instructional coaching, and off site conferences and seminars.

IDEA funds target needs of special education students including speech and language therapy.

National School Lunch Funds (NSLP) reimbursement monies are used to provide nutritious meals for students.

General Funds focus on School Improvement Process and Annual Reporting.

Resources are coordinated through all funding sources to support the Academy's mission. Goals, objectives and activities are identified by school administration with input from the School Improvement Team. Recommendations are made to determine allocation of resources. The projected budget is established based on needs assessment prior to the beginning of the school year. Final resource allocation is approved by the Academy Board of Directors. The budget is amended midyear, and again at the Federal, state, and local programs, and resources are coordinated and integrated toward the achievement of school wide goals. All funding

streams are coordinated and integrated when appropriate. They include Section 31A, Title I, Title II A, IDEA and General funds.

Programs include after school tutoring, during school tutoring, summer school, reading improvement and technology enrichment. Title I funds are allocated for tutoring programs, reading improvement, and technology enrichment programs. Associated costs for workbooks, leveled readers, and materials are included. Funds are used to employ reading, math and writing paraprofessionals. Monies were designated for focus school needs for the bottom 30%. These costs included a reading interventionist and a math interventionist.

Section 31A monies are designated for programs for at-risk students . These monies are allocated for instructional programs such as summer school. Additional resources cover during school and after school tutoring. Direct Non-Instructional Services include social work services. Other services include security. Along with the National School Lunch Program, the school breakfast program gets funding from Section 31A.

Title IIA funds are used for staff professional development. The purpose is to provide ongoing training to enhance the skills of teachers After program evaluation is completed, budget changes are recommended for the next school year.

Federal, state, and local programs, and resources are coordinated and integrated toward the achievement of school wide goals. All funding streams are coordinated and integrated when appropriate. They include Section 31A, Title I, Title II A, IDEA and General funds.

Programs include after school tutoring, during school tutoring, summer school, reading improvement and technology enrichment. Title I

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funds are allocated for tutoring programs, reading improvement, and technology enrichment programs. Associated costs for workbooks, leveled readers, and materials are included. Funds are used to employ reading, math and writing paraprofessionals. Monies were designated for focus school needs for the bottom 30%. These costs included a reading interventionist and a math interventionist.

Section 31A monies are designated for programs for at-risk students. These monies are allocated for instructional programs such as summer school. Additional resources cover during school and after school tutoring. Direct Non-Instructional Services include social work services. Other services include security. Along with the National School Lunch Program, the school breakfast program gets funding from Section 31A. working with struggling students. Professional development activities funded include on-site workshops, instructional coaching, and off site conferences and seminars.

IDEA funds target students in need of special education services.

Resources are coordinated in order to support the Academy's mission. Goals, objectives and activities are identified by school administration with input from the School Improvement Team. Recommendations are made to determine allocation of resources. The projected budget is established based on needs assessment prior to the beginning of the school year. Final resource allocation is approved by the Academy Board of Directors. The budget is amended midyear, and again at the end of the school year to reflect actual expenditures. After program evaluation is completed, budget changes are recommended for the next school year.

Title IIA funds are used for staff professional development. The purpose is to provide ongoing training to enhance the skills of teachers working with struggling students. Professional development activities funded include on-site workshops, instructional coaching, and off site

conferences and seminars.

IDEA funds target students in need of special education services.

Resources are coordinated in order to support the Academy's mission. Goals, objectives and activities are identified by school administration with input from the School Improvement Team. Recommendations are made to determine allocation of resources. The projected budget is established based on needs assessment prior to the beginning of the school year. Final resource allocation is approved by the Academy Board of Directors. The budget is amended midyear, and again at the end of the school year to reflect actual expenditures. After program evaluation is completed, budget changes are recommended for the next school year.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

The school will use resources from Title 1 and other sources to provide services for all students, improve instructional strategies through ongoing and high quality professional development, to insure the retention of high quality staff, to increase parent involvement, to provide quality review of ongoing student progress through data analysis, and to facilitate classroom improvement through quality instructional programs, such as Singapore math, Differentiated Instruction, and Response to Intervention. The following list shows how resources are used to implement schoolwide plan components:

Component: Comprehensive Needs Assessment

Funding: General Fund

Programs/ Focus: School Improvement Process & Annual Reporting

Component: Schoolwide Reform Strategies

Funding: Title II Part A, General Funds, Technology Funds/USF

Programs/Focus: Open Court Literacy Professional Development, Sullivan Reading Program, Fountas and Pinnell Leveled Readers, Singapore and V Math, After School Tutoring

Component: Instruction by Highly Qualified Staff

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Funding: Title II Part A, General Funds

Programs/Focus: All Instructional Staff

Component: Strategies to Attract Highly Qualified Teachers to High Needs Schools

Funding: General Fund, Title II A

Programs/Focus: New Teacher Orientation, Mentoring Program, Professional Development Calendar

Conferences

Component: High Quality and On-going Professional Development

Funding: Title II A, Title I A, General Funds

Programs/Focus: Differentiated Instruction, Singapore Math, Response to Intervention, Common Core Implementation, MLPP

Component: Strategies to Increase Parental Involvement

Funding: Title I

Programs/Focus: Thanksgiving Family Jazz Luncheon, Winter Concert/Reception, Valentine Dinner/Forum, Literacy Night, Spring

Extravaganza

Component: Preschool Transition Strategies

Funding: Title I, General Funds

Programs/Focus: Kindergarten Round Up, New Parent Orientation, Preschool Classroom Visits

Component: Teacher Participation in Making Assessment Decisions

Funding: General Funds, Title II A

Programs/Focus: MEAP Item Analysis Meetings, Grade Level Meetings

Component: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

Funding: Title I, IDEA, Section 31A, General funds

Programs/Focus: Summer School, Singapore & VMath, Social Work Services, Response to Intervention, Title I Services, Paraprofessionals

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Federal, State, and local services are in-house and after-school tutoring for all at-risk students, implementation of state-approved school lunches, including daily fresh salad bar, social support services for students in need of a social worker, speech therapist, math/reading interventionists for at-risk students, State-approved anti-bullying character education program, implementation of Differentiated Instruction in all lesson plans, use of State-approved Response to Intervention program as a means of providing all students with the appropriate levels and content of instruction.

The following programs are coordinated to support all Title I students: Summer School, Afterschool and During School Tutoring, In-class and Pull-Out Support, Social Work Services, RTI and School Nutrition Programs.

Students identified as being at-risk for failure and eligible for supportive and supplemental services are recommended to various programs through a referral process by teachers and/or parents. All students regardless of grade level are eligible for supplemental services.

Specialized programs, such as character education target middle school students. Fountas and Pinnell leveled Reading Program targets students in Grades Kindergarten through Third Grade. Reading Intervention for struggling readers is targeted through our Sullivan Reading Program for grades Four through Eight. In-Class, Pull-Out, RTI, and Tutoring Support is available to all students in all grade levels. Social Work Services are available to all students in every grade level.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

During the 5 School Improvement meetings held throughout the school year, the schoolwide plan is reexamined in programs and processes, academic progress, and parent satisfaction. Test, Perception, and Demographic Data is analyzed, together with student behavior reports, classroom management, and classroom assessments. Teachers, parents and the attending administrators discuss changes needed, and negotiate how and when these changes will or will not take place. Out of these evaluations, the implementation and the plan are updated as appropriate. Parents are expected to attend the meetings, be on any/all committees, and provide their opinions and input as to how they think the plan is doing, what they see as strengths and weaknesses and what direction the school should go in within the core academic categories, as well as parent involvement.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

Results will be evaluated during the 5 School Improvement meetings held through the school year. Current assessment data (MAP, MEAP, and/or classroom) will be analyzed in each meeting and the core academic subjects found to be in need of more or different attention will become the subject of discussions and decisions to be made for improvement moving forward. Students involved in tutoring with interventionists will be reviewed for possible exit from the programs. Discussions regarding school procedures, student behavior issues, and other building issues will be decided in each meeting. Parents serving on the committees will also provide their insights on the programs/processes of the school, the academic picture that data is showing, and the state of parental involvement at the time of the meeting. Parents will provide their opinions and these will be considered along with data analysis, and administrator and teacher input as to how the school will change policy/procedures, program/process, or any other area.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

Student success is the ultimate assessment of how the school is doing, regardless of what the adults think or do. Consequently, a rise in test scores in all areas and in all tests would tell all adults responsible for student success whether they are achieving or not. Schoolwide program effectiveness is determined by a rise in all student test scores, on all grade levels, and in all subjects. Interventionists and teachers monitor monthly the progress at-risk students are making with the support of intervention. If students are not achieving satisfactory progress, a significant rise in assessment scores, both formative and summative, intervention is adjusted. Either the student receives more time or time is one-on-one. If that strategy fails, students are referred for a Child Study.

Parent volunteers will provide invaluable insights, as they are in the classrooms and around the school and see student work, how the classroom operates, and whether the environment is effective or not for their child, and the other children in the school. Parents are asked and expected to participate on the school improvement committees in order to provide these valuable insights, ideas, and opinions as part of the considerations for new decisions to be made for improvement.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The process is the following: during each of the 5 SIP meetings, current data is evaluated by staff, parents, and administrators. This analysis determines the next decisions to be made. All students must achieve Proficient-Advanced levels of proficiency on all assessments in all core areas in order for the school to be successful. If this is not happening, the data is examined to determine which skill areas within a subject are needed for student mastery. These specific areas are targeted by the teacher and interventionist for work with the student in small group or one-on-one. Teachers will upgrade their practice when and where necessary; for example, utilizing more differentiated methods of teaching students and assessments. If the student still does not improve, he/she is referred for a Child Study. Students achieving 50% or less on any skill area are referred for intervention.

2014-2015 Schoolwide Improvement Plan

Overview

Plan Name

2014-2015 Schoolwide Improvement Plan

Plan Description

This plan will improve existing programs, teaching techniques and strategies and overall building operations according to the analysis of data pertaining to the above.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will achieve at least 12% improvement in math scores on the 2015 Spring MEAP assessment.	Objectives: 2 Strategies: 5 Activities: 8	Academic	\$40130
2	All students will increase proficiency in Reading, Writing, and English Language Arts at least 14% by Spring 2015 MEAP assessment.	Objectives: 1 Strategies: 7 Activities: 12	Academic	\$38835
3	All students will increase proficiency in Science scores at least 8% by Spring 2015 MEAP assessment.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$1977
4	All students will increase Social Studies proficiency scores at least 11% by Spring 2015 MEAP assessment.	Objectives: 2 Strategies: 5 Activities: 7	Academic	\$505
5	Martin L. King school will see increased, quality Parental Involvement	Objectives: 2 Strategies: 2 Activities: 4	Organizational	\$3600

Goal 1: All students will achieve at least 12% improvement in math scores on the 2015 Spring MEAP assessment.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in number fluency, number relationships, meaning, place value, comparisons, geometric shapes, properties, spatial relationships, transformations in Mathematics by 04/20/2015 as measured by Spring 2015 MEAP assessment, Measures of Academic Progress (MAP), classroom assessments.

Strategy 1:

Basic Facts/Multiplication Fluency - K-8 students will build fluency in basic math facts and multiplication facts using the online math subscription

<https://www.xtramath.org/>. As each math fact or multiplication table is completed, the software will assess progress and move students through the tables until completed. The teachers or computer lab instructor will generate weekly or bi-weekly reports on student progress from the software. Students demonstrating difficulty with the tables will be given extra time with the software. Program is completed when student masters all tables. Special attention will be dedicated to 3rd graders: extra time with the software and small group work with the math interventionist to build basic math fluency.

Resource: <https://www.xtramath.org/>

Research Cited: Gurganus, Susan P. and Ann H. Wallace. "Teaching for Mastery of Multiplication" Teaching Children Mathematics (August 2005): 29-31

Tier: Tier 1

Activity - Basic Facts/Multiplication Tables Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students, grades 2-8 will use https://www.xtramath.org/ online subscription software 30 min. each day, either in the computer lab or in the classroom, to practice basic math and multiplication tables. Progress is monitored by software and collected by K-8 classroom teachers. Extra time and attention will be paid to 3rd grade: small group work with math interventionist. Subscription is free.	Technology	Tier 1	Implement	09/15/2014	05/29/2015	\$0	No Funding Required	All Classroom teachers Math Interventionist Computer Lab instructor

Strategy 2:

Geometry Mastery - All teachers will use 2D and 3D visual displays of polygon characteristics in classroom math lessons, create computer generated 2D and 3D shapes, make 2D and 3D models, including perimeter, square units, area, length, width, and distance as age/grade level appropriate in classroom instruction. Students will receive manipulatives during instruction and will be provided with differentiated methods of learning and showing what they know.

Research Cited: Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

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National Council of Teachers of Mathematics. (2000). Principles and standards for school mathematics. Reston, VA: National Council of Teachers of Mathematics.
O'Brian, M. E. (2004), Geometry strategies for middle school.

Tier: Tier 1

Activity - Visual Geometry Skills Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will use geometric manipulatives, drawings, and diagrams as visual instructional aids during classroom instruction in geometry. Manipulatives will provide hands-on experiences with the geometry lesson; Drawing the figures and/or Venn diagrams will provide real experience and compare/contrast activity with figures. Vocabulary terms for geometry will provide literacy in geometric terms and understanding of formula concepts. Lessons to take place 40-50 min./day, each day until geometry unit is complete. MEAP, MAP, and classroom assessments to demonstrate student progress. Bottom 30% students to be given extra time with math interventionist in areas of specific need. Funds to be used for materials and supplies.	Direct Instruction	Tier 1	Implement	09/08/2014	05/29/2015	\$300	Title I Part A	All K-8 teaching staff Math Interventionist

Strategy 3:

Skill Building in Math Systems - All students in grades K-8 will given supplemental and enriched lessons in coordinate systems, fractions, and percent through the use of models, number lines, on online subscriptions. Special attention will be paid to 3rd and 4th grades in this area: extra time with tasks, focused and intensive lessons aimed at task mastery. Singapore math and differentiated instruction and assessments will be utilized. At-risk students will be provided small group time with the Math Interventionist to do this work: 30 min., 2-3 times/wk.

Research Cited: Clarke, D and Roche, A (2011). Some advice for making the teaching of fractions a research-based, practical, effective and enjoyable experience in the middle years. Australian Catholic University.

Behr, M. J., Wachsmuth, I., & Post, T. R. (1984). Order and equivalence of rational numbers: A clinical teaching experiment. Journal for Research in Mathematics Education, 15(5),323-341.

Behr, M., & Post, T. R. (1981). The effect of visual perceptual distractors on children's logical mathematical thinking in rational number situations. In T. R. Post & M. Roberts (Eds.),

Proceedings of the third annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, (pp. 8-16). Minneapolis, MN: University of Minnesota.

Behr, M., Post, T., & Lesh R. (1981). Construct Analyses, Manipulative Aids, Representational Systems and the Learning of Rational Numbers. In Proceedings of the Fifth Conference of the International Group for the Psychology of Mathematics Education. (pp. 203-209). Grenoble, France: PME.

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Ball, D. (1993). Halves, pieces, and twos: Constructing and using representational contexts in teaching fractions. In T. Carpenter, E Fennema & T. Romberg (Eds.), Rational Numbers (pp.157-195). New Jersey: Lawrence Erlbaum.

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- Bell, A, Fischbein, E., Greer, B. (1984). Choice of operation in verbal arithmetic problems: The effects of number size, problem structure and context. *Educational Studies in Mathematics* 15, 129-147.
- Brophy, J. E. (1991). Conclusion to advances in research on teaching, Vol. II: Teachers' knowledge of subject matter as it relates to teaching practice. In J. Brophy (Ed.), *Advances in research on teaching: Vol. 2 Teachers' subject matter knowledge and classroom instruction* (pp. 347-362). Greenwich, CT: JAI Press.
- Carpenter, T. P., Kepner, H., Corbitt, M. K., Lindquist, M. M., & Reys, R. E. (1980). Results and Implications of the second NAEP Mathematics Assessments: Elementary School. *ArithmeticTeacher*, 2(8), 10-13..
- Clarke, D. M. (2006). Fractions as division: The forgotten notion? *Australian Primary Mathematics Classroom*, 11(3),4-10.
- Clarke, D. M., Roche, A, Mitchell, A., & Sukenik, M. (2006). Assessing student understanding of fractions using task-based interviews. In J. Novotna, H. Moraova, M. Kratka, & N. Stehlikova (Eds.), *Proceedings of the 30th Conference of the International Group of Psychology of mathematics Education* (Vol. 2, pp. 337-344). Prague: PME.
- Cramer, K. A., Behr, M., Post, T., & Lesh, R. (1997). *Rational Number Project: Fraction lessons for the middle grades-Level 1*. Dubuque, Iowa: Kendal Hunt Publishing.
- Eggleton, P., & Moldavan, C. (2001). The Value of making mistakes. *Mathematics Teaching in the Middle School*, 7(1),42-47.
- Empson, S. (2002). Organizing diversity in early fraction thinking. In B. Litwiller, & G

Rational Numbers Project: a copy is available from

http://www.cehd.umn.edu/ci/rationalnumberproject/RNP1-09/RNP1-09_withBlankPages.pdf

Tier: Tier 2

Activity - Math Systems Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide K-8 students with a variety of models, manipulatives, and demonstrations to illustrate relationship between part and whole, fraction size comparisons, numerator/denominator relationships, and number line relationships in fractions, linking fractions for estimation, and fractions as division. Lessons occur daily during math class, 40-50 min., or (for at-risk students) in 40-50 min. sessions w/ interventionists. Special attention will be paid to 3rd and 4th grades: extra time on focused, intensive math lessons to provide students with skill mastery. Funds to be used for materials and supplies.	Academic Support Program	Tier 2	Implement	09/08/2014	05/29/2015	\$400	Title I Part A	All teaching staff Math Interventionist
Activity - Online Math Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students will access online resources from http://www.teacherspayteachers.com/Browse/PreK-12-Subject-Area/Math , a website offering specific academic resources according to teacher designation of student need. Students will use the website for 30 min., 1 or 2 times weekly, as teachers decide academic purpose for the resource based on student progress. Progress will be monitored by teacher classroom assessment in each skill area. Computer lab instructor will give students access during their lab time on teacher's request: 15-30 min., 1 time/week.	Technology	Tier 2	Implement	09/08/2014	05/29/2015	\$300	Title I Part A	All teaching staff Math Interventionist Computer Lab instructor
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(shared) Strategy 4:

Singapore Math Supplementation - All K-6 students will receive supplemental instruction using Singapore Math materials, workbooks and manipulatives. Fifth and sixth grades will receive the Singapore math program for the first time this year. Mastery of skills such as number sense, basic facts and tables, word problems, number fluency, logic and critical thinking about math problems, and math vocabulary will be the focus of instruction. Singapore math concepts, principles and skills will be taught in every math class alongside the regular math programs.

Research Cited: Schools of Thought - "My view: America's students can benefit from Singapore Math" by Bill Jackson, October 2012

Singapore Math Adds Up for U.S. Teachers by Faiza Elmasry, August 2010

Singapore Math: Simple or Complex? (PDF) by John Hoven and Barry Garelick - November 2007

Singapore Math: Simple or Complex? (PDF) by John Hoven and Barry Garelick - November 2007

The Implementation of Singapore Mathematics in a Regional School District in Massachusetts, 2000-2006 (PDF) by Mary M. Waight - September 2006

Singapore Math Method with Ira Flatow featuring Robyn Silbey - December 2004

Looking East for Math Techniques by Valerie Strauss - March 2000

Singapore Math: Ending the Spiral of Non-Mastery by Stephanie Whited, December 2011

NEW MATH = HIGH SCORES: Singapore system working at Santa Catalina by John Sammon, April 2011 (California)

Tier: Tier 1

Activity - Instruction in Singapore Math Principles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-6 students will receive Singapore math instruction alongside the regular math programs as supplemental instruction with a focus on mastery of skills. Instruction will be every day of the week, 1-2 hrs./day.	Academic Support Program	Tier 1	Implement	09/15/2014	05/29/2015	\$33130	Title I Part A	All K-6 classroom teachers

Strategy 5:

Number Relationships & Meaning of Operations - All K-8 students will receive intensive and focused small group, regular classroom instruction in problem solving, word problems, recognizing multiplication and division situations (as appropriate), identifying the operation, equivalent fractions, multiplication of whole numbers by powers of

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10, solving contextual problems, and solving for the unknown in equations (as appropriate).

Research Cited: A Meta-Analysis of the Effectiveness of Small-Group Instruction Compared to Lecture-Based Instruction in Science, Technology, Engineering, and Mathematics (STEM) College Classes: Kalaian, S; Kasim, R. (2011) The University of Chicago. Chicago, IL. <http://people.emich.edu/skalaian/stem/index.htm>

An Evaluation of Number Rockets: A Tier 2 Intervention for Grade 1 Students At Risk for Difficulties in Mathematics. Rolfhus, E. (2009). Regional Educational Laboratory Southwest. San Antonio, TX.

Tier: Tier 1

Activity - Small Group Instruction in Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-8 teachers will implement small-group instructional strategies to focus on intensive and purposeful instruction in skills listed in Strategy. Instruction will be 1.5-2 hrs. daily/5 days/wk.	Academic Support Program	Tier 2	Implement	09/15/2014	05/29/2015	\$0	General Fund	All K-8 classroom teachers

Activity - Supplemental Math Systems Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students at-risk of low or non-proficiency in math skills will receive focused, intensive instruction from the Math Interventionist in a small-group session, to be held 2-3 times/wk., 30-45 min./session, depending on student grade level. Kindergarten students will receive work from the Singapore math Activity book. Grades 1-6 will receive work from the Extra Practice books. Grades 7-8 will receive work from the Holt mathematics supplemental sections of their books. Students will receive lessons with Differentiated Instruction techniques, Tiered learning strategies, and the use of hands-on activities with manipulatives in all sessions. Assessments will be weekly to bi-weekly and will determine student's status within the group. The goal is a rapid exit from the program based on student success.	Academic Support Program	Tier 2	Implement	09/15/2014	05/29/2015	\$0	Title I Part A	Math Interventionist

Activity - Teacher Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3 teachers, 1 from ea. grade level group, will participate in the Wayne County Mathematics & Science Center's TIPM3 course series on mathematics instruction for elementary and middle school grade levels. Courses will be held for specific grade level groups, at the Wayne RESA facility through the school year: Sept. 30, 2014, Oct. 28, 2014, Nov. 18, 2014, Dec. 17, 2014, Jan. 27, 2015, Mar. 4, 2015, Mar. 31, 2015. On-site after school meetings will take place at our school, facilitated by the team's coach. Teachers can earn 2 graduate credits or 60 SCECHs for participation. Cost is \$2000/teacher.	Professional Learning		Implement	09/08/2014	03/27/2015	\$6000	Title II Part A	1 lower elementary teacher (K-1), 1 middle elementary teacher (2-3 or 3-5), 1 middle school teacher (6-8)

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Measurable Objective 2:

A 100% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in math mastery in all areas of mathematics instruction in Mathematics by 05/29/2015 as measured by as measured by Singapore math assessments, Spring 2015 MEAP, and MAP assessments.

(shared) Strategy 1:

Singapore Math Supplementation - All K-6 students will receive supplemental instruction using Singapore Math materials, workbooks and manipulatives. Fifth and sixth grades will receive the Singapore math program for the first time this year. Mastery of skills such as number sense, basic facts and tables, word problems, number fluency, logic and critical thinking about math problems, and math vocabulary will be the focus of instruction. Singapore math concepts, principles and skills will be taught in every math class alongside the regular math programs.

Research Cited: Schools of Thought - "My view: America's students can benefit from Singapore Math" by Bill Jackson, October 2012

Singapore Math Adds Up for U.S. Teachers by Faiza Elmasry, August 2010

Singapore Math: Simple or Complex? (PDF) by John Hoven and Barry Garelick - November 2007

Singapore Math: Simple or Complex? (PDF) by John Hoven and Barry Garelick - November 2007

The Implementation of Singapore Mathematics in a Regional School District in Massachusetts, 2000-2006 (PDF) by Mary M. Waight - September 2006

Singapore Math Method with Ira Flatow featuring Robyn Silbey - December 2004

Looking East for Math Techniques by Valerie Strauss - March 2000

Singapore Math: Ending the Spiral of Non-Mastery by Stephanie Whited, December 2011

NEW MATH = HIGH SCORES: Singapore system working at Santa Catalina by John Sammon, April 2011 (California)

Tier: Tier 1

Activity - Instruction in Singapore Math Principles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-6 students will receive Singapore math instruction alongside the regular math programs as supplemental instruction with a focus on mastery of skills. Instruction will be every day of the week, 1-2 hrs./day.	Academic Support Program	Tier 1	Implement	09/15/2014	05/29/2015	\$33130	Title I Part A	All K-6 classroom teachers

Goal 2: All students will increase proficiency in Reading, Writing, and English Language Arts at least 14% by Spring 2015 MEAP assessment.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency on all assessments in English Language Arts by 06/05/2015 as measured by MEAP, Measures of Academic Progress (MAP), and classroom assessments.

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Strategy 1:

K-8 Grade Level Team Meetings - All K-8 teachers will meet in grade level clusters for 1 hr. biweekly to analyze classroom data and MAP data and discuss what every student is expected to know or understand in the coming two weeks. Meeting to include unit lesson planning, methods and strategies (Differentiated Instruction, Response to Intervention, small group, individual tutoring/coaching) that they have/will use(d) based on data analysis to improve student learning.

Research Cited: Parsons, S. (2013). Teacher Research; San Jose State University, San Jose, CA. <http://www.accessexcellence.org/LC/TL/AR/>

Tier: Tier 1

Activity - BiWeekly Teacher Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-8 teachers will meet in grade level teams after school, 1 hr. bi-weekly to review classroom assessments and other data, adjust plans for student needs, collaborate on which part of the curriculum will be taught next and write lesson plans for the coming weeks.	Teacher Collaboration		Implement	09/02/2014	05/29/2015	\$0	General Fund	All K-8 teachers

Strategy 2:

Direct Vocabulary Instruction - All K-8 teachers will Implement direct vocabulary and word study from all 4 core subject areas.

Research Cited: Blachowicz, C; Fisher, P; Ogle, D. (2006) Vocabulary: Questions from the classroom. International Reading Association. National-Louis University, Skokie, IL.

Tier: Tier 1

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-8 teachers will implement direct instruction of vocabulary words from all 4 core subject areas, with emphasis on spelling, word definitions, words in context. Students will work on vocabulary words for 30 min./day, 3 times/week.	Academic Support Program	Tier 1	Implement	09/08/2014	05/29/2015	\$0	General Fund	All K-8 teachers

Activity - Reading w/ Differentiated Instruction Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-8 grade teachers will implement Differentiated Instruction within lesson plans to accommodate various capabilities, learning styles, and levels of student understanding. Teachers will also implement Differentiated means of assessment. All students will receive daily lessons implementing differentiated tools, such as graphic organizers, student created graphic organizers, leveled organizers, and vocabulary maps.	Academic Support Program	Tier 1	Implement	09/08/2014	05/29/2015	\$0	General Fund	All K-8 classroom teachers

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Activity - Differentiated Instruction Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-8 teachers will participate in 4 professional development workshops on Differentiated Instruction (DI), to be held through the school year: Aug. 28, 2014, Dec. 3, 2014, April 1, 2015, June 10, 2015. Workshops to be 90 min. ea., presented in-school by Erin Smith, a qualified DI instructor. Instructor will also consult w/ all teachers in-class to assist with implementation of DI into lessons and instruction: 18 classroom visits, through school year at teacher's convenience.	Professional Learning		Getting Ready	08/28/2014	06/10/2015	\$3430	Title II Part A	All teaching staff, K-8, Title 1 Coordinator

Strategy 3:

Classroom Reading Builds Skills - All K-8 classroom teachers will develop a classroom library of leveled, grade level appropriate books, both fiction and non-fiction. Students will read books based on teacher assignment and/or student interest after lunch daily, for 30 min. Students will write a response to their reading in composition journals. The teacher will assess student understanding of the reading selections using student response journals.

Research Cited: Gardner, T. (2003). A daily DEAR program: Drop Everything and Read. ReadWriteThink, International Reading Association, pp. 3-37.

Kryza, K., Duncan, A., Stephens, S. (2009). Inspiring Elementary Learners: Nurturing the whole child in a differentiated classroom. Corwin Press.

Kryza, K., Duncan, A., Stephens, S. (2007). Inspiring middle and secondary learners: honoring differences and creating community through differentiating instructional practices. Corwin Press.

Tier: Tier 1

Activity - Drop Everything and Read	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize the classroom library to engage with reading in a group or with a partner, observing teacher demonstrations of strategies, and participate in focused after-lunch classroom Drop Everything and Read activity. Student understanding of their reading selection to be demonstrated through projects, such as poster-board projects depicting story context and characters, oral book reports, written book reports w/ a rubric, etc.	Academic Support Program	Tier 1	Implement	09/08/2014	05/29/2015	\$0	Title I Part A	All K-8 classroom teachers

Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Tier 2 or 3 will attend after-school tutoring for 1 hr./2 times/wk. Classroom teachers will provide tutoring to those students at risk of being partially or non-proficient in classroom assessments, MAP assessments, or MEAP test in reading skills.	Academic Support Program	Tier 2	Implement	09/08/2014	05/29/2015	\$0	Title I Part A	All K-8 classroom teachers

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Activity - Classroom Reading Consulting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dr. June Green-Rivers, education coach & instructional specialist will provide in-classroom consulting on methods & techniques for reading and writing, classroom management, working with urban youth in poverty, and dealing with challenging behaviors. All grade level teachers will participate, at least 1 visit to each classroom for 1/2 day, to be ongoing through the school year. 18 visits, 1/2 day each, cost: \$280/visit, total \$5030.	Professional Learning		Implement	09/08/2014	05/29/2015	\$5030	Title II Part A	All teaching staff, Title 1 Coordinator

Strategy 4:

Writing Support - K-3 students will engage in independent writing connecting grammar instruction using graphic organizers, illustrations, and artistic applications to their writing.

Research Cited: Gregory, G. & Chapman, C. (2007). Differentiated Instructional Practices: One Size Doesn't Fit All. Thousand Oaks, CA: Corwin Press.

Marzano, R. J. (2001). Classroom Instruction That Works. Alexandria, VA: Association for Supervision and Curriculum Development.

<http://www.heinemann.com/shared/onlineresources/E00871/UoS85x11Researchbase.pdf>

Tier: Tier 1

Activity - K-3 Student Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 students will write independently 3 times/wk., 30 minute class time, demonstrating understanding of grammar instruction by using proper sentence structure, word usage and tense, punctuation, capitalization, and appropriate paragraph. Students will utilize artistic applications, illustrations appropriate to word meaning, and other differentiated learning applications to their work to demonstrate understanding of the concepts of writing properly.	Academic Support Program	Tier 1	Implement	09/08/2014	05/29/2015	\$1	General Fund	K-3 teaching staff

Activity - Grades 4-8 Writing Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 4-8 will demonstrate how to utilize organizers of many kinds to suit needs of various learning styles, such as online, paper, manipulative, and drawing. All students grades 4-8 will write informational reports throughout the school year, at least once every 2 months, demonstrating understanding of comparison, contrast, and classification of various types of information after using graphic organizers.	Academic Support Program	Tier 1	Implement	09/08/2014	05/29/2015	\$0	General Fund	Grades 3-8 teaching staff

Strategy 5:

Writing Interventionist - The HQ Writing Interventionist will assist all students through the writing process. The interventionist will target the students at-risk of performing

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at the Low/Non Proficiency levels for focused, intensive writing instruction. The interventionist will utilize the 6 + 1 Writing Traits system, differentiated instruction techniques and tools, and technology as resources for writing instruction.

Research Cited: Kozlow, M., Bellamy, P. (2004). Experimental Study on the Impact of the 6+1 Trait® Writing Model, Northwest Regional Educational Laboratory. Oregon.

on Student Achievement in Writing

Tier: Tier 3

Activity - Writing Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The HQ Writing Interventionist will meet with at-risk students in small groups to provide these students with extra instruction and practice with the 6+Writing Traits system. Students will be assessed using the System. Sessions to be held 1-2 times/week, 30-50 min. per session, depending on the age of students.	Academic Support Program	Tier 2	Implement	09/08/2014	05/29/2015	\$0	Title I Part A	Writing interventionist

Strategy 6:

Skill Building through Technology - The students will participate in time with Study Island (grades 3-8), and Reading Eggs (a K-2 reading program) as supplemental instruction in reading fluency, vocabulary, phonics, comprehension, and metacognition of material read. Students will spend 30-50 min., 2-3 times/week with the software either in the computer lab or with classroom computers.

Research Cited: Study Island research to support use: Study Island: Scientific Research Base. Magnolia Consulting, 5135 Blenheim Rd., Charlottesville, VA. (2011) <http://www.magnoliaconsulting.org/Study%20Island%20Foundational%20Report.pdf>

Tier: Tier 1

Activity - Study Island and Reading Eggs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in the use of Study Island (grades 3-8), and Reading Eggs (grades K-2) for the purpose of building specific reading skills: fluency, phonics, comprehension, word attack skill, grammar. At-risk students will spend extra time using the software in areas specific to their skill levels and needs.	Academic Support Program	Tier 1	Implement	09/08/2014	05/29/2015	\$12000	Title I Part A	All classroom teacher, computer teacher

Strategy 7:

At-Risk Tutoring w/ Reading Interventionist - Tier 2 and 3 students will meet with the HQ Reading Interventionist who will utilize the Fountas & Pinnell Leveled Literacy Reading Intervention program. Attention will be focused on reading fluency, vocabulary, comprehension skills, and writing. Fountas & Pinnell program assessments will be used as entrance and exit criteria for student progress in the program.

Research Cited: Elbaum, B., Vaughn, S., Hughes, M.T., & Moody, S.W. (2000). How Effective Are One-to-One Tutoring Programs in Reading for Elementary Students. SY 2013-2014

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at Risk for Reading Failure? A Meta-Analysis of the Intervention Research; Journal of Educational Psychology, 92(4), 605-619.

<http://nichcy.org/research/summaries/abstract3>

Tier: Tier 2

Activity - Reading Tutoring for At-Risk Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 and 3 students will meet with the HQ Reading Interventionist 2-3 times/wk. for 30-45 min./session, utilizing the Fountas & Pinnell Leveled Literacy Reading Intervention program. Attention will be focused on reading fluency, vocabulary, comprehension skills, and writing. Fountas & Pinnell program assessments to be used as entrance and exit criteria for student progress in the program. Funds to be used for materials, such as student folders, assessment record sheets from Fountas & Pinnell, etc.	Academic Support Program	Tier 2	Implement	09/08/2014	05/29/2015	\$18374	Title I Part A	HQ Reading Interventionist

Goal 3: All students will increase proficiency in Science scores at least 8% by Spring 2015 MEAP assessment.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in all areas in Science by 04/15/2015 as measured by MEAP, Measures of Academic Progress, classroom assessments.

Strategy 1:

Differentiated Science Instruction - Science teachers will provide hands-on science enrichment activities, 2 days/wk., 1 hr./session; provide individualized, differentiated instruction for all students, using MEAP focus books as preparation for test, and teacher-created classroom assessments designed with student learning styles in mind. Students will be assessed using DI strategies and techniques: presenting knowledge in an oral report, recording a video, creating an artistic project, etc.

Research Cited: Chappuis, J. (2009). Assessment for Learning: Classroom Practices that Maximize Student Success. Educational Testing Service/Assessment Training Institute. Oregon.

Tomlinson, C., Javius, E. (2012) Teach Up for Excellence. Educational Leadership; Vol. 69, No. 5, p. 28-33. Retrieved, June 4 <http://learningclassrooms.pbworks.com>

Tier: Tier 1

Activity - Science Reading Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All students will receive science vocabulary words and definitions during science instruction, 1 hr/wk. Science teachers and classroom teachers will provide science vocabulary support for all students. Funds to be used for the purchase of student materials: vocabulary cards, graph books, and instructional books related to the subjects taught in science units.	Academic Support Program	Tier 1	Implement	09/08/2014	05/29/2015	\$501	General Fund, Title I Part A	Science teachers, classroom teachers
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Activity - Science Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading interventionist will provide support to students at risk of partial or non-proficiency in science understanding and/or vocabulary by providing in-house tutoring in small groups during reading intervention sessions, 2-3 times/wk., 30-45 min. per session, depending on student grade level.	Academic Support Program	Tier 2	Implement	09/08/2014	05/29/2015	\$1	Title I Part A	Reading Interventionist

Strategy 2:

In-House Field Trip - The school will sponsor an in-house field trip from Kramer Entertainment, Inc., Planetarium Dome Theater. Shows to be held on Tuesday, Oct. 14, 2014, from 8:30 a.m. to 3:15 p.m. Show content: Saturn, The Ring World II, 20 min., All grades; The Dinosaur Prophecy, 20 min., grades K-4; Fantasy Worlds, 20 min., grades 3-8; Earth's Wild Ride, 20 min., grades 1-4; Microcosm, 25 min., grades 5-8; The Secret of the Cardboard Rocket, 45 min., grades Pre-K-2; Lucy's Cradle, 21 min., grades 5-8; Night of the Titanic, 25 min., grades 5-8. All classes are scheduled to view shows in age appropriate groups throughout the day. Students will be given assignments prior to dome experience: Lower Elementary: give examples of (dinosaur)_____ and describe the environment, etc.; Middle elementary: oral report detailing content and relevance of video, etc.; Middle School: choose a media (paper, oral, artistic, etc.) for presentation of what you saw, who, what was important, when it happened, how it happened, why it matters to us now. Assessment projects will be graded with a rubric.

Research Cited: Means, B. (1997). Critical Issue: Using Technology to Enhance Engaged Learning for At-Risk Students; SRI International, Menlo Park, California.

<http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at400.htm>

Tier: Tier 1

Activity - Dome Theater In-House Field Trip	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in all grade levels will view age-appropriate shows to be presented in the Dome Theater throughout the school day, October 14, 2014. Teachers will be provided with pre-show discussion topics and post-show writing assignments designed to assess student learning and understanding of the topic presented.	Academic Support Program	Tier 1	Implement	10/14/2014	10/14/2014	\$1475	Title I Part A	All teaching staff

Goal 4: All students will increase Social Studies proficiency scores at least 11% by Spring 2015 MEAP assessment.

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Measurable Objective 1:

100% of All Students will demonstrate a proficiency in all areas in Social Studies by 05/29/2015 as measured by MEAP, Measures of Academic Progress (MAP), classroom assessments.

Strategy 1:

Small Group Instruction - All teachers will create small groups of students based on Differentiated Instruction learning profiles. Group work will include learning centers, audio/visual tools, graphic organizers, simulations and computer-based activities designed to focus on social studies content and concepts.

Research Cited: Tomlinson, C. Javius, E. Teach Up for Excellence (2012). Educational Leadership, Vol. 69, No. 5, p. 28-33. Retrieved April 29.

1. Glencoe, McGraw Hill, Columbus OH.

2. Differentiating Instruction- <http://members.shaw.ca/priscillatheroux/differentiating.html>

3. How to Differentiate Instruction

<http://www.technology.com/tutorials/teaching/differentiate/planning/>

4. Authentic Assessment

<http://www.teachervision.fen.com/teaching-methods-and-management/educational-testing/4911.html>

Tier: Tier 2

Activity - Understanding State & Federal Government	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none">• All teachers will demonstrate how to use a Venn Diagram to show the roles of both governments.• The students will work in cooperative groups while they complete a jigsaw assignment that demonstrates the differences between State and Local governments.• The students will use graphic organizers that highlight the roles of the State and Local governments.• The students will have group debates in which roles of State and Local governments are contrasted. 30-50 min. per lesson/ 3 times/week	Academic Support Program	Tier 1	Implement	09/08/2014	05/29/2015	\$1	General Fund	All teaching staff of appropriate grade levels
Activity - Upper Grade Government	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<ul style="list-style-type: none"> • The teachers will assign groups of students to research and present to the class the roles of each branch of the Federal government. • The students will create a graphic organizer that demonstrates the role of the 3 branches of the federal government. • Reading Buddies Group- Here a more advanced student is paired with a lower performing student as they read and discuss information about the roles of the Federal Government in pairs. • In interest centers, the students use Yahoo!igans website to read about the role of the Federal government. • The students will create a webquest using the Yahoo!igan research strategy. • The students will learn the context of Checks and Balances as they take on the role of the Federal Government. In a RAFTing activity, volunteers take on the roles of the President, members of Congress, and that of the Supreme Court. They will show how one branch of government cannot overpower the other, but must keep each other in check. 	Academic Support Program	Tier 1	Implement	09/08/2014	05/29/2015	\$1	General Fund	Grades 4-8 teachers
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Strategy 2:

Response to Intervention Lesson Planning - All classroom teaching will be tiered according to Response to Intervention principles. Social studies reading materials and lessons appropriate to student levels will be provided to students as support for social studies learning. Students at risk of partial or non-proficiency will be provided time with reading interventionists as support to reading abilities as related to social studies understanding, 2-3 times/week, 30-45 min/session depending on student grade level.

Research Cited: Michigan, State of. (2011) Response to Intervention: A Multi-Tiered System of Supports. Retrieved April 8.

<http://teachingforlearning.org/local/documents/rti-13.pdf>

Richards, M., Ondal, S. (2007). Effects of Tiered Instruction on Academic Performance. Journal of Advanced Academics.

Tier: Tier 1

Activity - Rtl Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be grouped according to Rtl principles. Groups will receive appropriate learning materials and social studies books. Students at risk of partial or non-proficiency will receive extra support in social studies reading from reading interventionists during scheduled in-house tutoring sessions.	Academic Support Program	Tier 2	Implement	09/08/2014	05/29/2015	\$0	Title I Part A	Reading interventionist
Activity - Time For Kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers in grades 6-8 will use Time For Kids, a non-fiction informational news magazine subscription as a strategic resource for Social Studies understanding regarding world events and their impact on the lives of people. Funds to be used for a year's subscription to the magazine, \$4.49/issue for 110 students.	Supplemental Materials	Tier 1	Implement	09/08/2014	05/29/2015	\$500	Title I Part A	All grades 6-8 teachers
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Strategy 3:

Jigsaw - The 5th and 6th grade teachers will assign sections of reading from classroom social studies texts, internet research in social studies principles and concepts, and supplementary materials. Small groups of students will work together to create and present PowerPoint slides to peers. 50 min/session, 5 days/week.

Research Cited: Clarke, J. (1994) Pieces of the Puzzle: The Jigsaw Method. Handbook of Cooperative Learning Methods. CT. Greenwood Press.

Tier: Tier 1

Activity - Peer Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teacher will assign sections of reading from classroom social studies texts, internet research, and supplementary materials. Small groups of students will present product in PowerPoint slide show to peers.	Academic Support Program	Tier 1	Implement	09/08/2014	05/29/2015	\$1	General Fund, Title I Part A	Grades 5 & 6 teaching staff Technology instructor

Strategy 4:

Multiple Assessments - 3rd and 4th grade teacher(s) will use various differentiated techniques to assess students to accommodate various learning styles, such as oral reporting, project-based assessment w/ rubric, dramatic portrayals, story-boarding, etc.

Research Cited: Tomkins, G. (2002). Language Arts: Contents and Teaching Strategies. 5th Edition. NJ. Prentiss Hall.

Thomlinson, C. (2001). How to Differentiate Instructions in A Varied Ability Classroom. 2nd Ed.

Tier: Tier 1

Activity - Various Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assess students using various methods: observations, conferences, oral, drawn, dramatically portrayed, project-based presentations, standardized tests, and journals.	Academic Support Program	Tier 1	Implement	09/08/2014	05/29/2015	\$1	General Fund	All teaching staff

Measurable Objective 2:

100% of All Students will demonstrate a proficiency understanding maps, U. S. regions, the effects of humans on the U. S. environment, Michigan regions, Michigan natural resources, Michigan's diverse population in Social Studies by 05/29/2015 as measured by Spring 2015 MEAP, Measures of Academic Progress (MAP), classroom assessments.

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Strategy 1:

Maps Use and Understanding - Grade 4 students will use maps to describe United States elevation, climate and population.

Research Cited: Glencoe/McGraw-Hill (2012) Exploring Our World, Peoples, Places and Cultures

Tier: Tier 1

Activity - Create Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will spend forty-five minutes, three times a week for two weeks learning about the United States elevation, climate and population. Teacher will review the location of the states that students learned in third grade. They will then spend two forty-five minute sessions for one week creating maps. Students will be given three different blank maps of the United States. Teacher will then tell them they are required to create three different maps, one describing climate zone, one describing elevation, and one describing population. When creating maps, students will utilize different color crayons or markers for each map to show differences. They will also be told to include a map key. Students will write two questions relating to each of the maps they created. Next, they will exchange papers with a classmate, using the map and the questions they have written for each map the classmate will answer the questions relating to the maps.	Academic Support Program	Tier 1	Implement	09/08/2014	05/29/2015	\$1	General Fund	4th grade teachers

Goal 5: Martin L. King school will see increased, quality Parental Involvement

Measurable Objective 1:

collaborate to get parents involved in the design of the schoolwide plan by 05/29/2015 as measured by parental attendance of 5 School Improvement Meetings and perception survey results.

Strategy 1:

School Improvement Meetings - The school will hold 5 School Improvement Plan meetings throughout the school year. Parents will be invited to each meeting. Meetings will be held at times convenient to parents and parents will be provided with a copy of the Plan. Teachers and others in attendance will ensure parents are able to understand the language and procedures associated with the formation of a new Plan. Meeting agendas and minutes will be kept. Dates to be Meeting #1, November 3, 2014; Meeting #2, January 12, 2015; Meeting #3, March 9, 2015; Meeting #4, April 13, 2015; Meeting #5, May 11, 2015, after school hours, for 1 hour each.

Research Cited: Dufur, M., Parcel, T., Troutman, K. Does Capital at Home Matter More than Capital at School?: Social Capital Effects on Academic Achievement.

Research in Social Stratification and Mobility, 2012; DOI: 10.1016/j.rssm.2012.08.002

Tier: Tier 1

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Activity - Parent Attendance to School Improvement Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will hold 5 school improvement meetings throughout the school year. Parents will be asked to participate in each meeting on the various committees (ELA, Math, Science, Social Studies, Writing, and Parental Involvement). Workshop schedule: September 17, MAP testing; November 19, Boosting Student Achievement; January 14, Reading/Math Helper; March 18, MEAP/Smarter Balanced Test; May 13, School Over Summer. Times will be convenient for parents, communicated to parents through notices sent home, monthly newsletters, phone calls from teachers, e-mail, and/or face-to-face contact	Parent Involvement		Implement	09/17/2014	05/13/2015	\$3000	Title I Part A	All teaching staff, Title 1 Coordinator

Measurable Objective 2:

collaborate to encourage, invite, and engage parents in school activities designed to be relevant to parent/school/student relationships by 05/29/2015 as measured by as measured by increased parent attendance to activities, perception surveys throughout school year, and increased student achievement by tracking students whose parents attended activities.

Strategy 1:

Bi-Monthly Parent Workshops - The school will host bi-monthly workshops throughout the school year, focusing on testing, literacy, homework, math, parenting and other relevant subjects. Workshop schedule will be September 17, MAP testing; November 19, Boosting Student Achievement; January 14, Reading/Math Helper; March 18, MEAP/Smarter Balanced Test; May 13, School Over Summer. Times will be convenient for parents, communicated to parents through notices sent home, monthly newsletters, phone calls from teachers, e-mail, and/or face-to-face contact.

Research Cited: Houtenville, A., Conway, K. Parental Effort, School Resources, and Student Achievement. J Human Resources, XLIII(2): 437-453

Tier:

Activity - Parent Teacher Organization	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will assist and support the organization of a Parent/Teacher Association for the purposes of fund raising, teacher support, to operate a school store for student purchase of paper, pencils, other school supplies, books, and other school related student activities.	Parent Involvement		Implement	09/02/2014	05/29/2015	\$0	General Fund	All staff, Title 1 Coordinator

Activity - After-School Student Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parental involvement will be encouraged and increased through the implementation of student activities after school, such as a Skate Night at the local skate rink, October 3, 2014, Math Games Night, December 5, 2014, Literacy Night, March 2, 2015. Funds to be used for materials needed to organize the events: student admission costs, math games and materials, books and writing materials for literacy night, etc.	Parent Involvement		Implement	10/03/2014	03/02/2015	\$500	Title I Part A	All teaching staff, Title 1 Coordinator

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Activity - Parent/Student In-School Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement Parent/Student Spirit Days, to which parents will be invited to participate with their students: Crazy Hair Day, Oct. 21, Backwards Day, Jan. 5, and MLK Spirit Day, April 13. Parents will be invited to come to the school for photographs to be taken and exhibited on the classroom walls. Funding to be used for photo paper and copier ink to be included.	Parent Involvement		Implement	10/21/2014	04/13/2015	\$100	General Fund	All teaching staff, Title 1 Coordinator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Reading Consulting	Dr. June Green-Rivers, education coach & instructional specialist will provide in-classroom consulting on methods & techniques for reading and writing, classroom management, working with urban youth in poverty, and dealing with challenging behaviors. All grade level teachers will participate, at least 1 visit to each classroom for 1/2 day, to be ongoing through the school year. 18 visits, 1/2 day each, cost: \$280/visit, total \$5030.	Professional Learning		Implement	09/08/2014	05/29/2015	\$5030	All teaching staff, Title 1 Coordinator
Differentiated Instruction Professional Development	All K-8 teachers will participate in 4 professional development workshops on Differentiated Instruction (DI), to be held through the school year: Aug. 28, 2014, Dec. 3, 2014, April 1, 2015, June 10, 2015. Workshops to be 90 min. ea., presented in-school by Erin Smith, a qualified DI instructor. Instructor will also consult w/ all teachers in-class to assist with implementation of DI into lessons and instruction: 18 classroom visits, through school year at teacher's convenience.	Professional Learning		Getting Ready	08/28/2014	06/10/2015	\$3430	All teaching staff, K-8, Title 1 Coordinator
Teacher Professional Development	3 teachers, 1 from ea. grade level group, will participate in the Wayne County Mathematics & Science Center's TIPM3 course series on mathematics instruction for elementary and middle school grade levels. Courses will be held for specific grade level groups, at the Wayne RESA facility through the school year: Sept. 30, 2014, Oct. 28, 2014, Nov. 18, 2014, Dec. 17, 2014, Jan. 27, 2015, Mar. 4, 2015, Mar. 31, 2015. On-site after school meetings will take place at our school, facilitated by the team's coach. Teachers can earn 2 graduate credits or 60 SCECHs for participation. Cost is \$2000/teacher.	Professional Learning		Implement	09/08/2014	03/27/2015	\$6000	1 lower elementary teacher (K-1), 1 middle elementary teacher (2-3 or 3-5), 1 middle school teacher (6-8)

General Fund

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Understanding State & Federal Government	<ul style="list-style-type: none"> All teachers will demonstrate how to use a Venn Diagram to show the roles of both governments. The students will work in cooperative groups while they complete a jigsaw assignment that demonstrates the differences between State and Local governments. The students will use graphic organizers that highlight the roles of the State and Local governments. The students will have group debates in which roles of State and Local governments are contrasted. 30-50 min. per lesson/ 3 times/week	Academic Support Program	Tier 1	Implement	09/08/2014	05/29/2015	\$1	All teaching staff of appropriate grade levels
Peer Teaching	The teacher will assign sections of reading from classroom social studies texts, internet research, and supplementary materials. Small groups of students will present product in PowerPoint slide show to peers.	Academic Support Program	Tier 1	Implement	09/08/2014	05/29/2015	\$1	Grades 5 & 6 teaching staff Technology instructor
Upper Grade Government	<ul style="list-style-type: none"> The teachers will assign groups of students to research and present to the class the roles of each branch of the Federal government. The students will create a graphic organizer that demonstrates the role of the 3 branches of the federal government. Reading Buddies Group- Here a more advanced student is paired with a lower performing student as they read and discuss information about the roles of the Federal Government in pairs. In interest centers, the students use Yahoo!igans website to read about the role of the Federal government. The students will create a webquest using the Yahoo!igan research strategy. The students will learn the context of Checks and Balances as they take on the role of the Federal Government. In a RAFTing activity, volunteers take on the roles of the President, members of Congress, and that of the Supreme Court. They will show how one branch of government cannot overpower the other, but must keep each other in check. 	Academic Support Program	Tier 1	Implement	09/08/2014	05/29/2015	\$1	Grades 4-8 teachers

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Parent/Student In-School Activities	The school will implement Parent/Student Spirit Days, to which parents will be invited to participate with their students: Crazy Hair Day, Oct. 21, Backwards Day, Jan. 5, and MLK Spirit Day, April 13. Parents will be invited to come to the school for photographs to be taken and exhibited on the classroom walls. Funding to be used for photo paper and copier ink to be included.	Parent Involvement		Implement	10/21/2014	04/13/2015	\$100	All teaching staff, Title 1 Coordinator
Small Group Instruction in Math	All K-8 teachers will implement small-group instructional strategies to focus on intensive and purposeful instruction in skills listed in Strategy. Instruction will be 1.5-2 hrs. daily/5 days/wk.	Academic Support Program	Tier 2	Implement	09/15/2014	05/29/2015	\$0	All K-8 classroom teachers
K-3 Student Writing	K-3 students will write independently 3 times/wk., 30 minute class time, demonstrating understanding of grammar instruction by using proper sentence structure, word usage and tense, punctuation, capitalization, and appropriate paragraph. Students will utilize artistic applications, illustrations appropriate to word meaning, and other differentiated learning applications to their work to demonstrate understanding of the concepts of writing properly.	Academic Support Program	Tier 1	Implement	09/08/2014	05/29/2015	\$1	K-3 teaching staff
BiWeekly Teacher Meetings	All K-8 teachers will meet in grade level teams after school, 1 hr. bi-weekly to review classroom assessments and other data, adjust plans for student needs, collaborate on which part of the curriculum will be taught next and write lesson plans for the coming weeks.	Teacher Collaboration		Implement	09/02/2014	05/29/2015	\$0	All K-8 teachers
Grades 4-8 Writing Instruction	Teachers in grades 4-8 will demonstrate how to utilize organizers of many kinds to suit needs of various learning styles, such as online, paper, manipulative, and drawing. All students grades 4-8 will write informational reports throughout the school year, at least once every 2 months, demonstrating understanding of comparison, contrast, and classification of various types of information after using graphic organizers.	Academic Support Program	Tier 1	Implement	09/08/2014	05/29/2015	\$0	Grades 3-8 teaching staff
Science Reading Comprehension	All students will receive science vocabulary words and definitions during science instruction, 1 hr/wk. Science teachers and classroom teachers will provide science vocabulary support for all students. Funds to be used for the purchase of student materials: vocabulary cards, graph books, and instructional books related to the subjects taught in science units.	Academic Support Program	Tier 1	Implement	09/08/2014	05/29/2015	\$1	Science teachers, classroom teachers
Various Assessments	Teachers will assess students using various methods: observations, conferences, oral, drawn, dramatically portrayed, project-based presentations, standardized tests, and journals.	Academic Support Program	Tier 1	Implement	09/08/2014	05/29/2015	\$1	All teaching staff

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Create Maps	Students will spend forty-five minutes, three times a week for two weeks learning about the United States elevation, climate and population. Teacher will review the location of the states that students learned in third grade. They will then spend two forty-five minute sessions for one week creating maps. Students will be given three different blank maps of the United States. Teacher will then tell them they are required to create three different maps, one describing climate zone, one describing elevation, and one describing population. When creating maps, students will utilize different color crayons or markers for each map to show differences. They will also be told to include a map key. Students will write two questions relating to each of the maps they created. Next, they will exchange papers with a classmate, using the map and the questions they have written for each map the classmate will answer the questions relating to the maps.	Academic Support Program	Tier 1	Implement	09/08/2014	05/29/2015	\$1	4th grade teachers
Reading w/ Differentiated Instruction Implementation	All K-8 grade teachers will implement Differentiated Instruction within lesson plans to accommodate various capabilities, learning styles, and levels of student understanding. Teachers will also implement Differentiated means of assessment. All students will receive daily lessons implementing differentiated tools, such as graphic organizers, student created graphic organizers, leveled organizers, and vocabulary maps.	Academic Support Program	Tier 1	Implement	09/08/2014	05/29/2015	\$0	All K-8 classroom teachers
Vocabulary Instruction	All K-8 teachers will implement direct instruction of vocabulary words from all 4 core subject areas, with emphasis on spelling, word definitions, words in context. Students will work on vocabulary words for 30 min./day, 3 times/week.	Academic Support Program	Tier 1	Implement	09/08/2014	05/29/2015	\$0	All K-8 teachers
Parent Teacher Organization	The school will assist and support the organization of a Parent/Teacher Association for the purposes of fund raising, teacher support, to operate a school store for student purchase of paper, pencils, other school supplies, books, and other school related student activities.	Parent Involvement		Implement	09/02/2014	05/29/2015	\$0	All staff, Title 1 Coordinator

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Math Systems Practice	Teachers will provide K-8 students with a variety of models, manipulatives, and demonstrations to illustrate relationship between part and whole, fraction size comparisons, numerator/denominator relationships, and number line relationships in fractions, linking fractions for estimation, and fractions as division. Lessons occur daily during math class, 40-50 min., or (for at-risk students) in 40-50 min. sessions w/ interventionists. Special attention will be paid to 3rd and 4th grades: extra time on focused, intensive math lessons to provide students with skill mastery. Funds to be used for materials and supplies.	Academic Support Program	Tier 2	Implement	09/08/2014	05/29/2015	\$400	All teaching staff Math Interventionist
Instruction in Singapore Math Principles	All K-6 students will receive Singapore math instruction alongside the regular math programs as supplemental instruction with a focus on mastery of skills. Instruction will be every day of the week, 1-2 hrs./day.	Academic Support Program	Tier 1	Implement	09/15/2014	05/29/2015	\$33130	All K-6 classroom teachers
Writing Intervention	The HQ Writing Interventionist will meet with at-risk students in small groups to provide these students with extra instruction and practice with the 6+Writing Traits system. Students will be assessed using the System. Sessions to be held 1-2 times/week, 30-50 min. per session, depending on the age of students.	Academic Support Program	Tier 2	Implement	09/08/2014	05/29/2015	\$0	Writing interventionist
Drop Everything and Read	Students will utilize the classroom library to engage with reading in a group or with a partner, observing teacher demonstrations of strategies, and participate in focused after-lunch classroom Drop Everything and Read activity. Student understanding of their reading selection to be demonstrated through projects, such as poster-board projects depicting story context and characters, oral book reports, written book reports w/ a rubric, etc.	Academic Support Program	Tier 1	Implement	09/08/2014	05/29/2015	\$0	All K-8 classroom teachers
Reading Tutoring for At-Risk Students	Tier 2 and 3 students will meet with the HQ Reading Interventionist 2-3 times/wk. for 30-45 min./session, utilizing the Fountas & Pinnell Leveled Literacy Reading Intervention program. Attention will be focused on reading fluency, vocabulary, comprehension skills, and writing. Fountas & Pinnell program assessments to be used as entrance and exit criteria for student progress in the program. Funds to be used for materials, such as student folders, assessment record sheets from Fountas & Pinnell, etc.	Academic Support Program	Tier 2	Implement	09/08/2014	05/29/2015	\$18374	HQ Reading Interventionist

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Science Reading Comprehension	All students will receive science vocabulary words and definitions during science instruction, 1 hr/wk. Science teachers and classroom teachers will provide science vocabulary support for all students. Funds to be used for the purchase of student materials: vocabulary cards, graph books, and instructional books related to the subjects taught in science units.	Academic Support Program	Tier 1	Implement	09/08/2014	05/29/2015	\$500	Science teachers, classroom teachers
Online Math Support	Students will access online resources from http://www.teacherspayteachers.com/Browse/Pre-K-12-Subject-Area/Math , a website offering specific academic resources according to teacher designation of student need. Students will use the website for 30 min., 1 or 2 times weekly, as teachers decide academic purpose for the resource based on student progress. Progress will be monitored by teacher classroom assessment in each skill area. Computer lab instructor will give students access during their lab time on teacher's request: 15-30 min., 1 time/week.	Technology	Tier 2	Implement	09/08/2014	05/29/2015	\$300	All teaching staff Math Interventionist Computer Lab instructor
After-School Student Activities	Parental involvement will be encouraged and increased through the implementation of student activities after school, such as a Skate Night at the local skate rink, October 3, 2014, Math Games Night, December 5, 2014, Literacy Night, March 2, 2015. Funds to be used for materials needed to organize the events: student admission costs, math games and materials, books and writing materials for literacy night, etc.	Parent Involvement		Implement	10/03/2014	03/02/2015	\$500	All teaching staff, Title 1 Coordinator
Study Island and Reading Eggs	All students will participate in the use of Study Island (grades 3-8), and Reading Eggs (grades K-2) for the purpose of building specific reading skills: fluency, phonics, comprehension, word attack skill, grammar. At-risk students will spend extra time using the software in areas specific to their skill levels and needs.	Academic Support Program	Tier 1	Implement	09/08/2014	05/29/2015	\$12000	All classroom teacher, computer teacher
Peer Teaching	The teacher will assign sections of reading from classroom social studies texts, internet research, and supplementary materials. Small groups of students will present product in PowerPoint slide show to peers.	Academic Support Program	Tier 1	Implement	09/08/2014	05/29/2015	\$0	Grades 5 & 6 teaching staff Technology instructor

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Parent Attendance to School Improvement Meetings	The school will hold 5 school improvement meetings throughout the school year. Parents will be asked to participate in each meeting on the various committees (ELA, Math, Science, Social Studies, Writing, and Parental Involvement). Workshop schedule: September 17, MAP testing; November 19, Boosting Student Achievement; January 14, Reading/Math Helper; March 18, MEAP/Smarter Balanced Test; May 13, School Over Summer. Times will be convenient for parents, communicated to parents through notices sent home, monthly newsletters, phone calls from teachers, e-mail, and/or face-to-face contact	Parent Involvement		Implement	09/17/2014	05/13/2015	\$3000	All teaching staff, Title 1 Coordinator
Visual Geometry Skills Practice	All students will use geometric manipulatives, drawings, and diagrams as visual instructional aids during classroom instruction in geometry. Manipulatives will provide hands-on experiences with the geometry lesson; Drawing the figures and/or Venn diagrams will provide real experience and compare/contrast activity with figures. Vocabulary terms for geometry will provide literacy in geometric terms and understanding of formula concepts. Lessons to take place 40-50 min./day, each day until geometry unit is complete. MEAP, MAP, and classroom assessments to demonstrate student progress. Bottom 30% students to be given extra time with math interventionist in areas of specific need. Funds to be used for materials and supplies.	Direct Instruction	Tier 1	Implement	09/08/2014	05/29/2015	\$300	All K-8 teaching staff Math Interventionist
Dome Theater In-House Field Trip	All students in all grade levels will view age-appropriate shows to be presented in the Dome Theater throughout the school day, October 14, 2014. Teachers will be provided with pre-show discussion topics and post-show writing assignments designed to assess student learning and understanding of the topic presented.	Academic Support Program	Tier 1	Implement	10/14/2014	10/14/2014	\$1475	All teaching staff
Time For Kids	Teachers in grades 6-8 will use Time For Kids, a non-fiction informational news magazine subscription as a strategic resource for Social Studies understanding regarding world events and their impact on the lives of people. Funds to be used for a year's subscription to the magazine, \$4.49/issue for 110 students.	Supplemental Materials	Tier 1	Implement	09/08/2014	05/29/2015	\$500	All grades 6-8 teachers

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Supplemental Math Systems Instruction	Students at-risk of low or non-proficiency in math skills will receive focused, intensive instruction from the Math Interventionist in a small-group session, to be held 2-3 times/wk., 30-45 min./session, depending on student grade level. Kindergarten students will receive work from the Singapore math Activity book. Grades 1-6 will receive work from the Extra Practice books. Grades 7-8 will receive work from the Holt mathematics supplemental sections of their books. Students will receive lessons with Differentiated Instruction techniques, Tiered learning strategies, and the use of hands-on activities with manipulatives in all sessions. Assessments will be weekly to bi-weekly and will determine student's status within the group. The goal is a rapid exit from the program based on student success.	Academic Support Program	Tier 2	Implement	09/15/2014	05/29/2015	\$0	Math Interventionist
RtI Intervention	Students will be grouped according to RtI principles. Groups will receive appropriate learning materials and social studies books. Students at risk of partial or non-proficiency will receive extra support in social studies reading from reading interventionists during scheduled in-house tutoring sessions.	Academic Support Program	Tier 2	Implement	09/08/2014	05/29/2015	\$0	Reading interventionist
Science Reading Intervention	Reading interventionist will provide support to students at risk of partial or non-proficiency in science understanding and/or vocabulary by providing in-house tutoring in small groups during reading intervention sessions, 2-3 times/wk., 30-45 min. per session, depending on student grade level.	Academic Support Program	Tier 2	Implement	09/08/2014	05/29/2015	\$1	Reading Interventionist
After-School Tutoring	Students in Tier 2 or 3 will attend after-school tutoring for 1 hr./2 times/wk. Classroom teachers will provide tutoring to those students at risk of being partially or non-proficient in classroom assessments, MAP assessments, or MEAP test in reading skills.	Academic Support Program	Tier 2	Implement	09/08/2014	05/29/2015	\$0	All K-8 classroom teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Basic Facts/Multiplication Tables Practice	Students, grades 2-8 will use https://www.xtramath.org/ online subscription software 30 min. each day, either in the computer lab or in the classroom, to practice basic math and multiplication tables. Progress is monitored by software and collected by K-8 classroom teachers. Extra time and attention will be paid to 3rd grade: small group work with math interventionist. Subscription is free.	Technology	Tier 1	Implement	09/15/2014	05/29/2015	\$0	All Classroom teachers Math Interventionist Computer Lab instructor
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