



# **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 SBDIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SBDIP 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.

# Improvement Plan Assurance

## **Introduction**

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

**Improvement Plan Assurance**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST.	

# **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.**

MLKECA engages stakeholders in the development of the School Improvement Plan by documenting feedback received directly from parents when concerns arise. In addition, all parent stakeholders are invited to the Annual Title I parent meeting, where they have an opportunity to provide verbal feedback, and complete a parent survey. MLKECA also solicits parent feedback regarding satisfaction and/or the need for improvement through a spring parent survey.

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

A parent feedback survey was printed on the back of the student re-enrollment form distributed near the end of the 2018-2019 school year. The re-enrollment form is offered to every student regardless of academic ability, family income, household location. The broad distribution of the spring parent survey ensures representation from all subgroups.

**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 School Improvement Plan is communicated to faculty and staff through review and implementation in the fall, and summative review and evaluation at the close of the regular school year. Parents receive information regarding the School Improvement Plan during the Annual Title I parent meeting in the fall of each school year. Faculty and parents are responsible for communicating key goals to students.

## **June 2019 Goals and Plans (rev 7/2/19)**

## Overview

### Plan Name

June 2019 Goals and Plans (rev 7/2/19)

### Plan Description

June 2019 Goals and Plans (rev 7/2/19)

## 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	MLKECA students will achieve at least 12% improvement in math scores on the 2020 Spring M-Step and MAP/NWEA assessment.	Objectives: 1 Strategies: 7 Activities: 11	Academic	\$107100
2	MLKECA students will demonstrate at least a 14% increased proficiency in English Language Arts by Spring 2020 as evidenced by MAP/NWEA data and the M-Step assessment.	Objectives: 1 Strategies: 7 Activities: 9	Academic	\$127835
3	MLKECA students will increase proficiency in Science scores at least 8% by Spring 2020 M-Step assessment.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$5500
4	MLKECA students will increase Social Studies proficiency scores at least 11% by Spring 2020 M-Step assessment.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$8000
5	Martin L. King school will see increased, quality Parental Involvement.	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$1500
6	To monitor program implementation and materials usage at Martin Luther King Jr. Education Center Academy.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
7	Martin Luther King Jr. Education Center Academy will expand a positive school environment.	Objectives: 2 Strategies: 2 Activities: 4	Organizational	\$500

## Goal 1: MLKECA students will achieve at least 12% improvement in math scores on the 2020 Spring M-Step and MAP/NWEA assessment.

### Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency Statistics & Probability, Measurement & Data, Geometry, and Operations and Algebraic Thinking in Mathematics by 06/05/2020 as measured by Spring 2020 MSTEP assessment, Measures of Academic Progress (MAP), classroom assessments.

### Strategy 1:

Basic Facts Fluency - K-8 students will build fluency in basic math facts in addition, subtraction, multiplication and division facts using timed tests, strategies presented in curriculum materials, and/or online resources.

Category: Mathematics

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 Fluency Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students, grades K-8 will use timed tests, curriculum materials, and technology programs to assess the progress in learning basic math facts.	Technology , Materials	Tier 1	Monitor	09/03/2019	06/05/2020	\$2100	Title I Part A	Classroom teachers Math Interventionist Computer Lab instructor

### Strategy 2:

Geometry Mastery - Teachers will evaluate math resources for the presence and quality of geometry instruction, and correlate resources directly to the Common Core State Standards for Mathematics. Teachers will seek additional resources as necessary. In addition teachers will employ a Concrete-Representational-Abstract approach to geometry instruction.

Category: Mathematics

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.

National Council of Teachers of Mathematics. (2000). Principles and standards for school mathematics. Reston, VA: National Council of Teachers of Mathematics.

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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
Teachers will employ the Concrete-Representational-Abstract approach to the teaching and learning of geometry. Students will use geometric manipulatives, drawings, and diagrams as visual instructional aids during classroom instruction in geometry.  In addition, teachers will provide opportunity for project-based learning to reinforce classroom concepts, and expand skill and knowledge into practical context.	Direct Instruction	Tier 2	Implement	09/03/2019	06/05/2020	\$30000	Section 31a, General Fund	All K-8 teaching staff Math Interventionist
Activity - Learning through Projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide opportunity for project-based learning in Geometry to reinforce classroom concepts, and expand skill and knowledge into practical context.	Direct Instruction	Tier 1	Implement	09/03/2019	06/05/2020	\$1000	Title I Part A	Funds to be used to provide project materials, and other items necessary for the designing, building, and completion of student projects.

### Strategy 3:

Mastery of Measurement and Data - Teachers will evaluate math resources for the presence and quality of instruction in the areas of Measurement and Data, and correlate resources directly to the Common Core State Standards for Mathematics. Teachers will seek additional resources as necessary.

Category: Mathematics

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

SY 2018-2019

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Activity - Small Group Instruction in Measurement & Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-8 teachers will implement daily small-group instructional strategies to focus on intensive and purposeful instruction in the goal area of Measurement and Data.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/05/2020	\$0	General Fund	All K-8 classroom teachers
Activity - Learning through Projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of students in grades K-8 will provide opportunities for students to participate in a math project focused on measurement and data, with the purpose of applying classroom knowledge in a real-world context.	Direct Instruction	Tier 2	Implement	09/03/2019	06/05/2020	\$0	General Fund	K-8 teachers.

### Strategy 4:

Mastery of Statistics & Probability - Teachers will evaluate current Mathematics materials and resources for the presence and quality of instructional material related to Statistics & Probability. In addition, current materials and resources will be directly correlated to Common Core State Standards for Mathematics and teachers will seek additional resources when necessary to comply with CCSS and Michigan content standards for mathematics.

Category: Mathematics

Tier: Tier 1

Activity - Learning through projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide opportunity for project-based learning in Statistics & Probability to reinforce classroom concepts and expand skill and knowledge into practical context.	Direct Instruction	Tier 1	Implement	09/03/2019	06/05/2020	\$1000	Title I Part A	All teachers grades 6-8.
Activity - Small Group Instruction in Statistics and Probability	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in Grades 6-8 will implement daily small-group instructional strategies to focus on intensive and purposeful instruction in the goal area of Statistics & Probability	Academic Support Program	Tier 2	Monitor	09/03/2019	06/05/2020	\$0	General Fund	Teachers in grades 6-8.

### Strategy 5:

Summer School - Students scoring will be offered six weeks of additional mathematics instruction during the months of June and July.

Category: Mathematics

Research Cited: Kim, J. S. (2002). A meta-analysis of academic summer programs. Unpublished Ed.D., Harvard University, MA.

Hattie, John A. C.. Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement (Kindle Location 7434). Taylor and Francis. Kindle Edition.

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Tier: Tier 3

Activity - Individualized Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize individual student data provided by formative assessments to target individual academic needs.	Academic Support Program	Tier 3	Implement	06/23/2020	07/30/2020	\$42500	Section 31a	K-8 teachers and interventionists.

### Strategy 6:

Test Preparation - Students will practice test taking skills and review mathematics content to strive for content mastery.

Category: Mathematics

Research Cited: Powers, D. E. (1986). Relations of test item characteristics to test preparation/ test practice effects: a quantitative summary. Psychological Bulletin, 100( 1), 67– 77.

Hattie, John A. C.. Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement (Kindle Locations 8091-8092). Taylor and Francis. Kindle Edition.

Tier: Tier 2

Activity - Test Preparation Workbooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work from Coach Digital to prepare for the MSTEP assessment.	Supplemental Materials, Materials	Tier 2	Monitor	09/03/2019	06/05/2020	\$5000	Title I Part A	Teachers and interventionists in grades 3-8.

### Strategy 7:

Mathematics Tutoring - Students projected by NWEA to be partially proficient in mathematics on the 2019 MSTEP summative assessment will receive in school tutoring in the content area.

Category: Mathematics

Research Cited: Watson, John B. (2015). Report on the effectiveness of Mathnasium Learning center teaching on student performance on standards-based mathematics tests. Watson Education. SanDiego, CA.

Crimm, J. A. (1992). Parent involvement and academic achievement: A meta-analysis. Unpublished Ed.D., University of Georgia, GA.

Hattie, John A. C.. Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement (Kindle Locations 6632-6633). Taylor and Francis. Kindle Edition.



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Tier: Tier 2

Activity - In school tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students projected by NWEA to be partially proficient on the MSTEP summative assessment the following spring will receive small group academic support targeted toward individual student needs. Student needs are also identified by NWEA.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/05/2020	\$24000	Section 31a	contracted math interventionists
Activity - After school tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as scoring in the bottom 30% in mathematics as indicated by MAP/NWEA scores will be offered after school tutoring targeted to address individual academic needs.	Academic Support Program	Tier 3	Monitor	09/16/2019	05/21/2020	\$1500	Section 31a	K-8 teachers

## Goal 2: MLKECA students will demonstrate at least a 14% increased proficiency in English Language Arts by Spring 2020 as evidenced by MAP/NWEA data and the M-Step assessment.

### Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate student proficiency (pass rate) on all assessments in English Language Arts by 06/05/2020 as measured by MSTEP, Measures of Academic Progress (MAP), and classroom assessments.

### 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, how to know when students have mastered the skill, and how to help students who don't demonstrate mastery. Emphasis will be placed on inquiry and writing during the 2019-2020 school year. Meeting to include unit lesson planning, methods and instructional strategies (Differentiated Instruction, Response to Intervention, small group, individual tutoring/coaching).

Category: English/Language Arts

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

Tier: Tier 1

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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 1 hr. bi-weekly to review what it is we want our students to know or be able to do, how will we know when they have learned it, and what will we do for those who did not learn. Teachers will also concentrate additional effort to the teaching of the Inquiry and writing portions of the Imagine It! core ELA program.	Teacher Collaboration	Tier 1	Implement	09/03/2019	06/05/2020	\$0	General Fund	All K-8 teachers

### Strategy 2:

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 daily based on teacher assignment and/or student interest. Students will respond to and share reading in a variety of ways, such as journaling, group discussion, presentation, and conversation.

Category: English/Language Arts

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 - Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 students will meet with the Reading Interventionist 2-3 times/wk. for 30-45 min./session, utilizing phonics based explicit instruction. Attention will be focused on reading fluency, vocabulary, comprehension skills, and writing.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/05/2020	\$8000	Title I Part A	Reading Interventionist

Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Tier 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 3	Monitor	09/16/2019	05/21/2020	\$1500	Section 31a	K-8 tutoring teachers

Activity - Classroom Reading Consulting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A literacy 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. This coach will work with all teachers K-8.	Professional Learning	Tier 1	Monitor	09/03/2019	06/12/2020	\$9000	Title II Part A	All teaching staff, ELA Coach
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### Strategy 3:

Skill Building through Technology - The students will participate digital resources that serve to build and strengthen skills in the English Language Arts. These programs may include, but not be limited to keyboarding, word processing, inquiry and research, presentation software, and tutoring/test preparation software.

Category: Learning Support Systems

Tier: Tier 1

Activity - Student Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers and the instructional technology coordinator will offer students opportunities to expand skills in ELA, math, keyboarding, word processing, research and inquiry, writing, and presentations using technology resources.	Technology , Academic Support Program	Tier 1	Implement	09/03/2019	06/05/2020	\$40000	Title I Part A	All K-8 teachers, educational technology coordinator

### Strategy 4:

Increase Student Writing - Teachers will provide students with opportunities to write several times every day across content areas.

Category: English/Language Arts

Research Cited: McLeod, S. H., & Soven, M. (1992). Writing across the curriculum. Writing Across the Curriculum, Newbury Park, CA: Sage.

Tier: Tier 1

Activity - Increasing Classroom Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-6 will focus on the writing portion of the Imagine It! core ELA program. In addition teachers will present increased opportunities for students to write during math, science, and social studies. Teachers will utilize writing folders and journals in the process.	Direct Instruction	Tier 1	Implement	09/03/2019	06/05/2020	\$8000	Title I Part A	All teachers K-8, ELA Interventionist

### Strategy 5:

Summer School - Students will be offered six additional weeks of ELA support during the months of June and July.

Category: English/Language Arts

Research Cited: Kim, J. S. (2002). A meta-analysis of academic summer programs. Unpublished Ed.D., Harvard University, MA.

Hattie, John A. C.. Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement (Kindle Location 7434). Taylor and Francis. Kindle Edition.

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Tier: Tier 3

Activity - Individualized Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize individual student data provided by formative assessments to target individual academic needs.	Academic Support Program	Tier 3	Implement	06/23/2020	07/30/2020	\$42500	Section 31a	K-8 teachers and interventionists

### Strategy 6:

Test Preparation - Students will practice test taking skills and review mathematics content to strive for content mastery.

Category: English/Language Arts

Research Cited: Powers, D. E. (1986). Relations of test item characteristics to test preparation/ test practice effects: a quantitative summary. Psychological Bulletin, 100( 1), 67– 77.

Hattie, John A. C.. Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement (Kindle Locations 8091-8092). Taylor and Francis. Kindle Edition.

Tier: Tier 2

Activity - Test Preparation Workbooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work from test preparation coach books to prepare for the MSTEP assessment.	Materials	Tier 2	Monitor	09/03/2019	06/05/2020	\$3320	Title I Part A	3-8 Teachers and interventionists.

### Strategy 7:

Offer World Language Classes - Students in grades K-4 will be offered French as a World Language Class, and students in grades 5-8 will be offered German as a World Language Class.

Category: English/Language Arts

Research Cited: Gee, J., Gee, J. (2008). Social Linguistics and Literacies. London: Routledge.

Tier: Tier 1

Activity - Hire a World Language instructor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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MLKECA will contract with an outside agency to hire a world language instructor.	Direct Instruction	Tier 1	Implement	09/03/2019	06/05/2020	\$15515	Title IV Part A	Title I Coordinator , Administrative Director
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**Goal 3: MLKECA students will increase proficiency in Science scores at least 8% by Spring 2020 M-Step assessment.**

**Measurable Objective 1:**

100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all areas in Science by 06/05/2020 as measured by MStep and classroom assessments.

**Strategy 1:**

Differentiated Science Instruction - Science teachers will provide engaging science lessons including hands-on science activities that follow Michigan content standards for science, 2 days/wk., 1 hr./session, and provide individualized, differentiated instruction for all students. Teachers will incorporate Imagine It! science inquiry, and reading materials. Teachers will use 3-D science books as preparation for tests.

Category: Science

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
All students will receive science reading instruction utilizing the science units provided in the Imagine It! core reading program, and the science leveled readers available in classrooms. Instructions will include decoding, fluency, comprehension, vocabulary, and writing. Funds to be used for the purchase of student materials: vocabulary journals, folders, and journals.	Academic Support Program	Tier 1	Implement	09/03/2019	06/05/2020	\$0	General Fund	K-8 classroom teachers

Activity - Science Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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, Supplemental Materials	Tier 2	Implement	09/03/2019	06/05/2020	\$2500	Title I Part A	Reading Interventionist, ELA teachers grades 308
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### Strategy 2:

STEM based activities - Students will engage in STEM based learning activities facilitated by educational technology

Category: Career and College Ready

Research Cited: Successful K-12 STEM Education: Identifying Effective Approaches in Science, Technology, Engineering, and Mathematics. (2011). National Research Council. National Academies Press.

Tier: Tier 1

Activity - STEM Based Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use educational technology to support STEM based learning projects.	Technology	Tier 1	Implement	09/03/2019	06/05/2020	\$3000	Section 31a	Grades 3-8 math and science teachers.

## Goal 4: MLKECA students will increase Social Studies proficiency scores at least 11% by Spring 2020 M-Step assessment.

### Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all areas in Social Studies by 06/05/2020 as measured by MSTEP and classroom assessments.

### Strategy 1:

Differentiated Social Studies Instruction - All teachers will create small groups of students based on individual needs of students using the Michigan Citizenship Collaborative Curriculum (MC3). Group work will include hands-on activities, reading support, learning centers, audio/visual tools, graphic organizers, focused on social studies content and concepts.

Category: Learning Support Systems

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.

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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 - Social Studies Reading Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will receive social studies reading instruction utilizing the social studies units provided in the Imagine It! core reading program, and the social studies leveled readers available in classrooms. Instructions will include decoding, fluency, comprehension, vocabulary, and writing. Funds to be used for the purchase of student materials: vocabulary journals, folders, and journals.	Direct Instruction, Academic Support Program	Tier 2	Monitor	09/03/2019	06/05/2020	\$0	General Fund	K-8 teachers
Activity - Social Studies 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 social studies 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	Monitor	09/03/2019	06/05/2020	\$8000	Title I Part A, General Fund	K-8 ELA teachers, reading interventionist

## 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 06/05/2020 as measured by parental attendance at one or more School Improvement meetings..

### 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 2, 2015; Meeting #2, January 11, 2016; Meeting #3, March 7, 2016; Meeting #4, April 11, 2016; Meeting #5, May 9, 2016, after school hours, for 1 hour each.

Category:

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Martin Luther King, Jr. Education Center Academy

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

Activity - Activity Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Offer parents the opportunity to engage with the school improvement planning process during existing activities that experience greater parental involvement.	Parent Involvement	Tier 1	Implement	09/03/2019	06/05/2020	\$500	Title I Part A	Title I coordinator, school social worker, parent involvement staff

### Measurable Objective 2:

collaborate to Assemble Parent Education Workshop Kits for 64 parents on How Parents Can Support their Child's Education at Home by 06/12/2020 as measured by parent survey .

### Strategy 1:

Parent Workshop Kits - MLKECA staff will work with parents to assemble home learning workshop kits. The kits will include supplies and materials to support ELA activities at home.

Category: English/Language Arts

Tier: Tier 3

Activity - Parent Workshop Activity Kits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MLKECA will work with the parent of Kindergarten students to assemble ELA Workshop kits for home learning.	Parent Involvement	Tier 3	Implement	09/03/2019	06/05/2020	\$1000	Title I Part A	ELA consultant, Kindergarten teachers

## Goal 6: To monitor program implementation and materials usage at Martin Luther King Jr. Education Center Academy.

### Measurable Objective 1:



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demonstrate a behavior of purchasing supplemental programs and materials, and maintaining inventory of these items. Maintain a budget for supplemental materials and supplies, and provide professional development activities for instructional staff. by 06/30/2020 as measured by keeping record of inventory and packing slips of supplemental materials, keeping written record of the inventory of supplemental materials, and provide agenda, rosters of attendance and evidence (notes, minutes, etc) for professional development sessions.

### Strategy 1:

Employ Title I Coordinator - Employ a Title One coordinator to ensure acquisition of materials, maintain inventory, monitor budget & disbursements, supervise professional development activities.

Category: Learning Support Systems

Research Cited: Editorial Projects in Education Research Center. (2004, August 4). Issues A-Z: Title I. Education Week. Retrieved Month Day, Year from <http://www.edweek.org/ew/issues/title-i/>

Tier: Tier 1

Activity - Acquire programs and materials, maintain inventory, supervise professional development activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research programs, contact vendors, obtain price quotes, place orders, maintain a written inventory of supplemental materials, schedule meetings and professional development for staff collaboration, improve teaching, complete required review and revision of supplemental programs.	Supplemental Materials	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title I School Improvement (ISI)	Title I Coordinator

## Goal 7: Martin Luther King Jr. Education Center Academy will expand a positive school environment.

### Measurable Objective 1:

collaborate to reduce student behavior referrals by 30% by 06/12/2020 as measured by comparing the number of discipline referrals from year to year..

### Strategy 1:

Expand/Strengthen Positive School Culture - MLKECA will provide all teachers with pre-fall professional development to structure and strengthen our School Wide Positive Behavior and Interventions Support program for the 2018-2019 school year.

Category: Learning Support Systems

Research Cited: Barrett, S., Bradshaw, C., & Lewis-Palmer, T. (2008). Maryland state-wide PBIS initiative. Journal of Positive Behavior Interventions, 10, 105-114.

Tier: Tier 1

Activity - Teach Behavior Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will work together to practice the teaching of behavior expectations and teach expectation to students on the first day of the school year.	Behavioral Support Program	Tier 1	Monitor	09/03/2019	06/12/2020	\$0	Title I School Improvement (ISI)	All teachers and related staff members.
Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers who have demonstrated effective PBIS will work with teachers who need additional supports to strengthen a positive school culture and the PBIS program.	Behavioral Support Program	Tier 1	Monitor	09/03/2019	06/12/2020	\$0	No Funding Required	All teachers K-8.

### Measurable Objective 2:

demonstrate a behavior MLKECA will support homeless families by 06/12/2020 as measured by attendance records.

### Strategy 1:

Support children of homeless families. - MLKECA will support students from homeless families, to improve attendance and meet unique educational needs.

Category: School Culture

Research Cited: Masten, A. S., Sesma, A., Si-Asar, R., Lawrence, C., Miliotis, D. (1997). Educational risks for children experiencing homelessness. Journal of School Psychology, 35 (Spring 1997), [https://doi.org/10.1016/S0022-4405\(96\)00032-5](https://doi.org/10.1016/S0022-4405(96)00032-5)

Tier: Tier 3

Activity - Homeless Liason	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MLKECA will employ a homeless liaison to connect families to school and community resources that will support unique student needs.	Other - School Culture, Behavioral Support Program, Academic Support Program, Community Engagement	Tier 3	Monitor	09/03/2019	06/12/2020	\$250	Title I Part A	Homeless Liaison
Activity - Transportation to and from school.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MLKECA will provide transportation to and from school.	Other - School Culture, Academic Support Program	Tier 3	Monitor	09/03/2019	06/12/2020	\$250	Title I Part A	MLKECA drivers

## 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	A literacy 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. This coach will work with all teachers K-8.	Professional Learning	Tier 1	Monitor	09/03/2019	06/12/2020	\$9000	All teaching staff, ELA Coach

### Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teach Behavior Expectations	Teachers will work together to practice the teaching of behavior expectations and teach expectation to students on the first day of the school year.	Behavioral Support Program	Tier 1	Monitor	09/03/2019	06/12/2020	\$0	All teachers and related staff members.
Acquire programs and materials, maintain inventory, supervise professional development activities	Research programs, contact vendors, obtain price quotes, place orders, maintain a written inventory of supplemental materials, schedule meetings and professional development for staff collaboration, improve teaching, complete required review and revision of supplemental programs.	Supplemental Materials	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Title I Coordinator

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Social Studies Reading Intervention	Reading interventionist will provide support to students at risk of partial or non-proficiency in social studies 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	Monitor	09/03/2019	06/05/2020	\$0	K-8 ELA teachers, reading interventionist

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Science Reading Comprehension	All students will receive science reading instruction utilizing the science units provided in the Imagine It! core reading program, and the science leveled readers available in classrooms. Instructions will include decoding, fluency, comprehension, vocabulary, and writing. Funds to be used for the purchase of student materials: vocabulary journals, folders, and journals.	Academic Support Program	Tier 1	Implement	09/03/2019	06/05/2020	\$0	K-8 classroom teachers
Small Group Instruction in Statistics and Probability	Teachers in Grades 6-8 will implement daily small-group instructional strategies to focus on intensive and purposeful instruction in the goal area of Statistics & Probability	Academic Support Program	Tier 2	Monitor	09/03/2019	06/05/2020	\$0	Teachers in grades 6-8.
Visual Geometry Skills Practice	Teachers will employ the Concrete-Representational-Abstract approach to the teaching and learning of geometry. Students will use geometric manipulatives, drawings, and diagrams as visual instructional aids during classroom instruction in geometry.  In addition, teachers will provide opportunity for project-based learning to reinforce classroom concepts, and expand skill and knowledge into practical context.	Direct Instruction	Tier 2	Implement	09/03/2019	06/05/2020	\$0	All K-8 teaching staff Math Interventionist
Social Studies Reading Comprehension	All students will receive social studies reading instruction utilizing the social studies units provided in the Imagine It! core reading program, and the social studies leveled readers available in classrooms. Instructions will include decoding, fluency, comprehension, vocabulary, and writing. Funds to be used for the purchase of student materials: vocabulary journals, folders, and journals.	Direct Instruction, Academic Support Program	Tier 2	Monitor	09/03/2019	06/05/2020	\$0	K-8 teachers
Small Group Instruction in Measurement & Data	All K-8 teachers will implement daily small-group instructional strategies to focus on intensive and purposeful instruction in the goal area of Measurement and Data.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/05/2020	\$0	All K-8 classroom teachers
Learning through Projects	Teachers of students in grades K-8 will provide opportunities for students to participate in a math project focused on measurement and data, with the purpose of applying classroom knowledge in a real-world context.	Direct Instruction	Tier 2	Implement	09/03/2019	06/05/2020	\$0	K-8 teachers.
BiWeekly Teacher Meetings	All K-8 teachers will meet in grade level teams 1 hr. bi-weekly to review what it is we want our students to know or be able to do, how will we know when they have learned it, and what will we do for those who did not learn. Teachers will also concentrate additional effort to the teaching of the Inquiry and writing portions of the Imagine It! core ELA program.	Teacher Collaboration	Tier 1	Implement	09/03/2019	06/05/2020	\$0	All K-8 teachers

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### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
In school tutoring	Students projected by NWEA to be partially proficient on the MSTEP summative assessment the following spring will receive small group academic support targeted toward individual student needs. Student needs are also identified by NWEA.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/05/2020	\$24000	contracted math interventionists
After school tutoring	Students identified as scoring in the bottom 30% in mathematics as indicated by MAP/NWEA scores will be offered after school tutoring targeted to address individual academic needs.	Academic Support Program	Tier 3	Monitor	09/16/2019	05/21/2020	\$1500	K-8 teachers
After-School Tutoring	Students in Tier 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 3	Monitor	09/16/2019	05/21/2020	\$1500	K-8 tutoring teachers
Individualized Instruction	Teachers will utilize individual student data provided by formative assessments to target individual academic needs.	Academic Support Program	Tier 3	Implement	06/23/2020	07/30/2020	\$42500	K-8 teachers and interventionists.
Visual Geometry Skills Practice	Teachers will employ the Concrete-Representational-Abstract approach to the teaching and learning of geometry. Students will use geometric manipulatives, drawings, and diagrams as visual instructional aids during classroom instruction in geometry.  In addition, teachers will provide opportunity for project-based learning to reinforce classroom concepts, and expand skill and knowledge into practical context.	Direct Instruction	Tier 2	Implement	09/03/2019	06/05/2020	\$30000	All K-8 teaching staff Math Interventionist
Individualized Instruction	Teachers will utilize individual student data provided by formative assessments to target individual academic needs.	Academic Support Program	Tier 3	Implement	06/23/2020	07/30/2020	\$42500	K-8 teachers and interventionists
STEM Based Activities	Teachers will use educational technology to support STEM based learning projects.	Technology	Tier 1	Implement	09/03/2019	06/05/2020	\$3000	Grades 3-8 math and science teachers.

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### Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Hire a World Language instructor	MLKECA will contract with an outside agency to hire a world language instructor.	Direct Instruction	Tier 1	Implement	09/03/2019	06/05/2020	\$15515	Title I Coordinator, Administrative Director

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Collaboration	Teachers who have demonstrated effective PBIS will work with teachers who need additional supports to strengthen a positive school culture and the PBIS program.	Behavioral Support Program	Tier 1	Monitor	09/03/2019	06/12/2020	\$0	All teachers K-8.

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Activity Nights	Offer parents the opportunity to engage with the school improvement planning process during existing activities that experience greater parental involvement.	Parent Involvement	Tier 1	Implement	09/03/2019	06/05/2020	\$500	Title I coordinator, school social worker, parent involvement staff
Reading Intervention	Tier 2 students will meet with the Reading Interventionist 2-3 times/wk. for 30-45 min./session, utilizing phonics based explicit instruction. Attention will be focused on reading fluency, vocabulary, comprehension skills, and writing.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/05/2020	\$8000	Reading Interventionist
Parent Workshop Activity Kits	MLKECA will work with the parent of Kindergarten students to assemble ELA Workshop kits for home learning.	Parent Involvement	Tier 3	Implement	09/03/2019	06/05/2020	\$1000	ELA consultant, Kindergarten teachers
Learning through projects	Teachers will provide opportunity for project-based learning in Statistics & Probability to reinforce classroom concepts and expand skill and knowledge into practical context.	Direct Instruction	Tier 1	Implement	09/03/2019	06/05/2020	\$1000	All teachers grades 6-8.

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Learning through Projects	Teachers will provide opportunity for project-based learning in Geometry to reinforce classroom concepts, and expand skill and knowledge into practical context.	Direct Instruction	Tier 1	Implement	09/03/2019	06/05/2020	\$1000	Funds to be used to provide project materials, and other items necessary for the designing, building, and completion of student projects.
Homeless Liason	MLKECA will employ a homeless liaison to connect families to school and community resources that will support unique student needs.	Other - School Culture, Behavioral Support Program, Academic Support Program, Community Engageme nt	Tier 3	Monitor	09/03/2019	06/12/2020	\$250	Homeless Liaison
Social Studies Reading Intervention	Reading interventionist will provide support to students at risk of partial or non-proficiency in social studies 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	Monitor	09/03/2019	06/05/2020	\$8000	K-8 ELA teachers, reading intervention ist
Student Technology	Classroom teachers and the instructional technology coordinator will offer students opportunities to expand skills in ELA, math, keyboarding, word processing, research and inquiry, writing, and presentations using technology resources.	Technology , Academic Support Program	Tier 1	Implement	09/03/2019	06/05/2020	\$40000	All K-8 teachers, educational technology coordinator
Basic Facts Fluency Practice	Students, grades K-8 will use timed tests, curriculum materials, and technology programs to assess the progress in learning basic math facts.	Technology , Materials	Tier 1	Monitor	09/03/2019	06/05/2020	\$2100	Classroom teachers Math Intervention ist Computer Lab instructor

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Transportation to and from school.	MLKECA will provide transportation to and from school.	Other - School Culture, Academic Support Program	Tier 3	Monitor	09/03/2019	06/12/2020	\$250	MLKECA drivers
Increasing Classroom Writing	Teachers in grades K-6 will focus on the writing portion of the Imagine It! core ELA program. In addition teachers will present increased opportunities for students to write during math, science, and social studies. Teachers will utilize writing folders and journals in the process.	Direct Instruction	Tier 1	Implement	09/03/2019	06/05/2020	\$8000	All teachers K-8, ELA Intervention ist
Test Preparation Workbooks	Students will work from test preparation coach books to prepare for the MSTEP assessment.	Materials	Tier 2	Monitor	09/03/2019	06/05/2020	\$3320	3-8 Teachers and intervention ists.
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, Supplemental Materials	Tier 2	Implement	09/03/2019	06/05/2020	\$2500	Reading Intervention ist, ELA teachers grades 308
Test Preparation Workbooks	Students will work from Coach Digital to prepare for the MSTEP assessment.	Supplemental Materials, Materials	Tier 2	Monitor	09/03/2019	06/05/2020	\$5000	Teachers and intervention ists in grades 3-8.