



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.

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Improvement Plan Assurance

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Introduction

During the 2019-2020 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.

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Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST. Per CDC and State of Michigan guidelines, these activities will be conducted virtually, remotely, or electronically if necessary, due to the ongoing global COVID-19 pandemic.	

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Improvement Plan Stakeholder Involvement

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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.

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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.

Per CDC and State of Michigan guidelines, these activities will be conducted virtually, remotely, or electronically if necessary, due to the ongoing global COVID-19 pandemic.

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.

Per CDC and State of Michigan guidelines, these activities will be conducted virtually, remotely, or electronically if necessary, due to the ongoing global COVID-19 pandemic.

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.

Per CDC and State of Michigan guidelines, these activities will be conducted virtually, remotely, or electronically if necessary, due to the ongoing global COVID-19 pandemic.

Title I Schoolwide Diagnostic

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Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. 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).

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Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment took place during school improvement meetings, and through the analysis of MAP/NWEA and MSTEP data. Identified goal areas include ELA, math, science, social studies, parent involvement, and positive school culture. Per CDC and State of Michigan guidelines, these activities will be conducted virtually, remotely, or electronically if necessary, due to the ongoing global COVID-19 pandemic.

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

In general school stakeholders (parents, students, staff and faculty, and community members), agree MLKECA strongly supports their belief that every child can succeed. Constituent groups also agree there is room to improve positive school culture.

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

Data from MAP/NWEA, MSTEP, staff meeting agenda and minutes, parent meetings, and perception surveys completed by students, teachers, parents and community members provided the information needed to set school goals. Per CDC and State of Michigan guidelines, these activities will be conducted virtually, remotely, or electronically if necessary, due to the ongoing global COVID-19 pandemic.

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?

Our goals include plans for Tier1, Tier 2, and Tier 3 interventions across subject areas. We also have included extended learning opportunities for all students, and enrichment opportunities for high performing students. We seek students needing the most support and intervention by identifying those students as performing in the lowest 30% of our student population. Teachers receive notification of who these students are, and they communicate to parents the available resources. Parents also receive notification of available resources through school newsletters and informational notices. Per CDC and State of Michigan guidelines, these activities will be conducted virtually, remotely, or electronically if necessary, due to the ongoing global COVID-19 pandemic.

Component 2: Schoolwide Reform Strategies

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

Strategies to help all students reach the State's standards include a focus on our lowest target/goal areas as identified by MAP and MSTEP in math and language arts. Strategies also include using a Concrete-Representational-Abstract approach in teaching mathematics. We have also planned for small group Tier 2 intervention, and Tier 3 intervention to be provided by an interventionists. We also have included plans to increase student writing opportunities across subjects, and connect existing reading resources to science and social studies. Finally, a strategy to implement the Michigan Citizenship Collaborative Curriculum for social studies in grades K-4, and hands-on science activities round out our strategies to help all students reach the State's standards. Per CDC and State of Michigan guidelines, these activities will be conducted virtually, remotely, or electronically if necessary, due to the ongoing global COVID-19 pandemic.

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).

The Concrete-Representational-Abstract approach to mathematics instruction, and the phonics based approach to teaching reading decoding are both explicit instructional methods supported by research. Per CDC and State of Michigan guidelines, these activities will be conducted virtually, remotely, or electronically if necessary, due to the ongoing global COVID-19 pandemic.

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

The data derived from the comprehensive needs assessment directly informed the body of research to seek, which in turn, informed our strategies.

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.

Strategies exist in math, ELA, science and social studies for Tier 3 intervention to be provided by an interventionist.

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

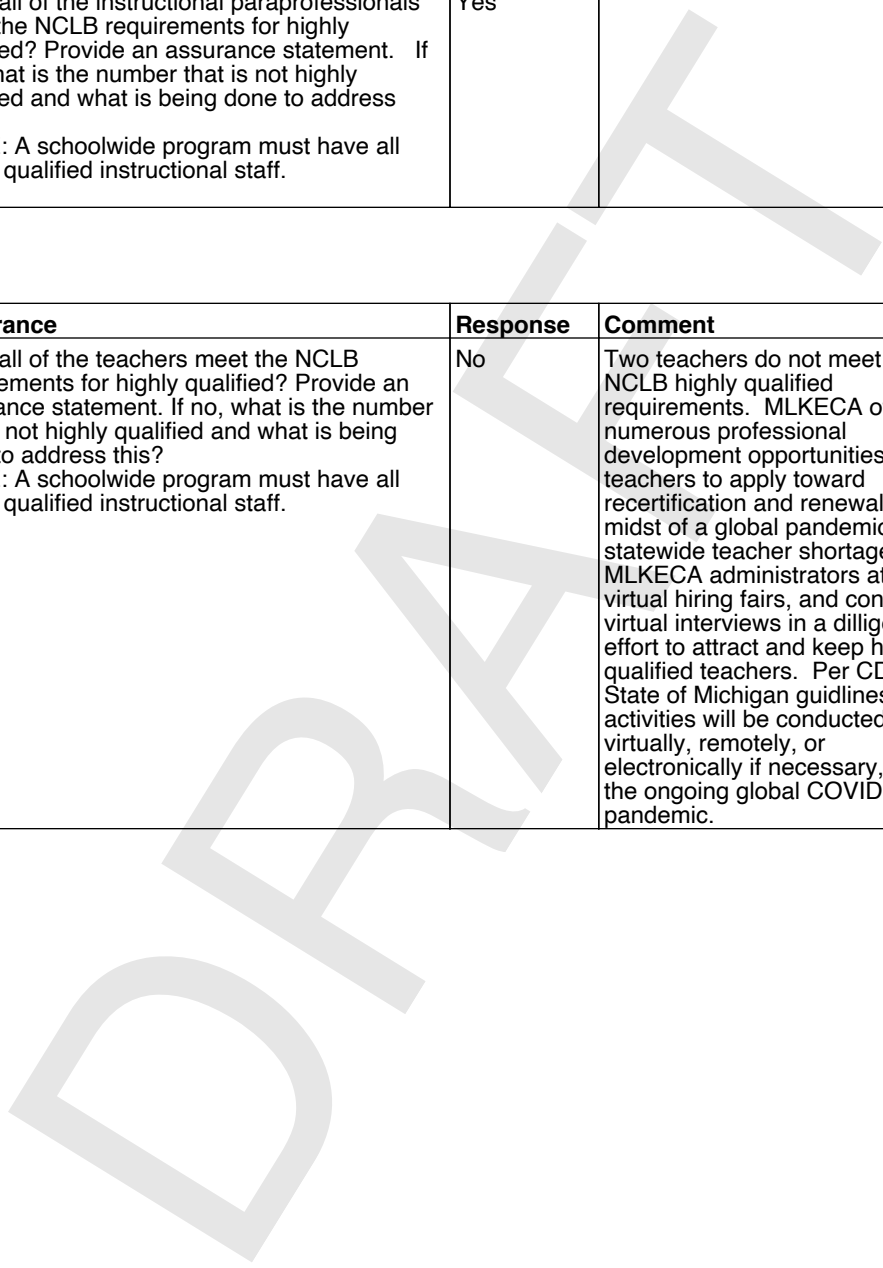
Our assessment data continually inform us of how well we are meeting individual needs of students. MAP/NWEA provides many formats for data presentation and breakdown and helps us to pinpoint areas of concern for individual students. In addition, teachers meet to discuss what students need to know, how they will know when skills are mastered, and what additional support they will provide to students who don't master academic content.

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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		

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.	No	Two teachers do not meet the NCLB highly qualified requirements. MLKECA offers numerous professional development opportunities for teachers to apply toward recertification and renewal. In the midst of a global pandemic and statewide teacher shortage, MLKECA administrators attend virtual hiring fairs, and conduct virtual interviews in a diligent effort to attract and keep highly qualified teachers. Per CDC and State of Michigan guidelines, these activities will be conducted virtually, remotely, or electronically if necessary, due to the ongoing global COVID-19 pandemic.	



Component 4: Strategies to Attract Highly Qualified Teachers

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

MLKECA experienced teacher turn-over a turnover rate of 13%.

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

Teachers with 0-3 years experience: 5

Teachers with 4-8 years experience: 6

Teachers with 9-15 years experience: 5

Teachers with 16+ years experience: 8

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

MLKECA provides ongoing and substantive professional development throughout the school year, each year in math, reading, classroom management, 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. Per CDC and State of Michigan guidelines, these activities will be conducted virtually, remotely, or electronically if necessary, due to the ongoing global COVID-19 pandemic.

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

MLKECA provides ongoing and substantive professional development throughout the school year, each year in math, reading, classroom management, 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. Per CDC and State of Michigan guidelines, these activities will be conducted virtually, remotely, or electronically if necessary, due to the ongoing global COVID-19 pandemic.

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?

MLKECA'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 process and the goals of the school improvement plan.

Professional learning staff receive intensified professional development in Differentiated Instruction, in accordance with the student needs discovered in the data analysis of all 4 core subject areas. Also, the Literacy Coordinator works with classroom teachers to provide them with ideas, lesson plan templates, classroom schedule templates, and other student learning techniques to address diverse learning needs of each student. The literacy coordinator also supports teachers in writing detailed lesson plans to address diverse student needs, and to support the Michigan 3rd Grade Reading Law. In addition, staff is be given access to the conferences most relevant to the needs of the students. Coaching/Mentoring will be offered to all new teachers throughout the school year. Finally, the Literacy Coordinator assists ELA teachers, helping teachers to assess low-performing students. Consultants also advise teachers on improved reading instruction techniques, and provide insight and instruction for understanding and management of socio-economically challenged youth. Per CDC and State of Michigan guidelines, these activities will be conducted virtually, remotely, or electronically if necessary, due to the ongoing global COVID-19 pandemic.

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

Due to the ongoing global COVID-19 pandemic, professional development activities will be conducted virtually or remotely, if necessary, MLKECA teachers are offered virtual professional development opportunities provided by Grand Valley State University Charter Schools Office and Wayne RESA. In addition, frequent in-house professional development opportuniies take place to support components of the School Improvement Plan. Teachers also meet collegially during the school year to implement professional learning into practice.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Per CDC and State of Michigan guidelines, these activities will be conducted virtually, remotely, or electronically if necessary, due to the ongoing global COVID-19 pandemic.	MLKECA Professional Development Calendar 2020-2021

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. Parent will be notified of meetings and workshops via the school newsletter, email notices, and robo-calls. All SIP meetings will be held after school hours. Parent committee members will be notified and reminded before the meeting and workshop dates. Teachers will also remind parents. Parents will be asked for 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. Per CDC and State of Michigan guidelines, these activities will be conducted virtually, remotely, or electronically if necessary, due to the ongoing global COVID-19 pandemic.

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

A copy of the schoolwide plan will be available to parents in school offices. Parents will be informed of related activities in monthly newsletters from teachers and/or office staff, and through parent meetings and activity nights. Parents will be asked 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 SIP implementation by supporting their student's academic progress, and communicating difficulties to student's teacher. Parent survey data, 2 times/year, in November and May, will help drive changes to be made in plan implementation, should data reveal that appropriate progress is not being made. In consideration of parent involvement in the Comprehensive Needs Assessment, parents can support the changes and improvements the school is making by providing input of how their child(ren) is/are progressing under the provisions of the school improvement plan. Parents can inform teachers and committee members of their observations and opinions of the schoolwide reform changes that are being implemented. Parents can provide ideas and strategies to increase parent involvement; reach out to other parents to help and support school needs regarding the implementation of the changes, and volunteer to help in needed areas. Kindergarten parents can help with preschool transition by meeting preschool parents to share challenges and/or successes their children's transition to kindergarten. Kindergarten parents can also share ideas on how to improve the preschool to kindergarten experience. Parents can assist students having academic difficulty by volunteering to assist teachers with work to be done with these students. Per CDC and State of Michigan guidelines, these activities will be conducted virtually, remotely, or electronically if necessary, due to the ongoing global COVID-19 pandemic.

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 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. Per CDC and State of Michigan guidelines, these activities will be conducted virtually, remotely, or electronically if necessary, due to the ongoing global COVID-19 pandemic.

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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)?	Yes	Per CDC and State of Michigan guidelines, these activities will be conducted virtually, remotely, or electronically if necessary, due to the ongoing global COVID-19 pandemic.	Parent Involvement Program

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, Great Start Readiness Program (GSRP), 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 encourage all their student's parents to be involved with the school and their child's education. Staff will be expected to talk frequently with their parents about involvement.

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.

Per CDC and State of Michigan guidelines, these activities will be conducted virtually, remotely, or electronically if necessary, due to the ongoing global COVID-19 pandemic.

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

Parent surveys will be taken during the school year. 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. Per CDC and State of Michigan guidelines, these activities will be conducted virtually, remotely, or electronically if necessary, due to the ongoing global COVID-19 pandemic.

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

Parents will be invited to complete a perception surey at the completion of a parent involvement activity. A team will analyze survey results. If parent response suggests an activity or an event was not successful, there a team will address how the activity or event can be improved or

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replaced by a new idea. As survey results suggest changes to the plan, these will be noted and inserted as the SIP meetings are held through the year. Per CDC and State of Michigan guidelines, these activities will be conducted virtually, remotely, or electronically if necessary, due to the ongoing global COVID-19 pandemic.

8. Describe how the school-parent compact is developed.

The compact was developed through a committee of an administrator, teachers, and parents who volunteered to serve on the committee. Per CDC and State of Michigan guidelines, these activities will be conducted virtually, remotely, or electronically if necessary, due to the ongoing global COVID-19 pandemic.

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

The School-Parent Compact is given to each parent at all grade levels at the beginning of the school year. At parent teacher conferences, content is reviewed and discussed in detail with all attending parents, ensuring that parents understand language and context. The parent signs a statement indicating they have read and understand the compact, and a copy is kept with the student's file. Teachers will contact parents not attending conferences to discuss the compact and sign for its receipt. Per CDC and State of Michigan guidelines, these activities will be conducted virtually, remotely, or electronically if necessary, due to the ongoing global COVID-19 pandemic.

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

The School-Parent Compact is shared with middle school parents in the same way it is shared with elementary parents. The compact is given to each parent at all grade levels at the beginning of the school year. At parent teacher conferences, content is reviewed and discussed in detail with all attending parents, ensuring that parents understand language and context. The parent signs a statement indicating they have read and understand the compact, and a copy is kept with the student's file. Teachers will contact parents not attending conferences to discuss the compact and sign for its receipt. Per CDC and State of Michigan guidelines, these activities will be conducted virtually, remotely, or electronically if necessary, due to the ongoing global COVID-19 pandemic.

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

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

The MSTEP Parent reports are provided when they become available, at the next parent conference following the distribution of the MSTEP parent reports. Teachers review the report, explaining in a manner that helps parents to understand the meaning and purpose of the MSTEP scores and how they relate to their child's progress. Teachers follow the same process with MAP reports, three times/year. Student progress and goal setting reports are generated from the MAP website, and shared with parents and explained helping parents understand their child's areas of strength and areas for concern, as related to the child's academic progress. Teachers also explain how classroom lessons, aligned
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with state standards, address the specific needs of their child and are based upon assessment results. Per CDC and State of Michigan guidelines, these activities will be conducted virtually, remotely, or electronically if necessary, due to the ongoing global COVID-19 pandemic.

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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?

Preschool children visit the elementary school twice in the school year, October and May, to view and participate in a kindergarten classroom lesson. In addition, kindergarten students will share a 15 minute Reading Buddies time with preschool students every 2 months. Per CDC, and State of Michigan guidelines, this activity will be conducted virtually, if necessary, due to the ongoing global COVID-19 pandemic.

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 participate in several Kindergarten Round-Up events through the year. Teachers provide preschool parents with kindergarten curriculum requirements, classroom expectations (behavior), and classroom routines (lavatory, lunch, arrival, dismissal). In addition, kindergarten teachers share grading methods and report card samples. Teachers also answer parent questions, and offer any additional information needed to make the preschool to kindergarten transition successful. Per CDC and State of Michigan guidelines, these activities will be conducted virtually, remotely, or electronically if necessary, due to the ongoing global COVID-19 pandemic.

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 assessments are referred for in school intervention and/or afterschool 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., MSTEP test, and classroom assessment 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 examine all test data collected during the school year. Teachers 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. Per CDC and State of Michigan guidelines, these activities will be conducted virtually, remotely, or electronically if necessary, due to the ongoing global COVID-19 pandemic.

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

Teachers either access or receive student achievement data when it becomes available. The Title I coordinator and Literacy coach work with teachers to read, understand reports, and generalize data. Deliberate attention is paid to student growth and how to meet individual needs of students. All teachers 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. Per CDC and State of Michigan guidelines, these activities will be conducted virtually, remotely, or electronically if necessary, due to the ongoing global COVID-19 pandemic.

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.

BAA makes available student MSTEP data in roster format. A team of educators, including teachers and administrators, analyze the data to identify students who score as not proficient or partially proficient in each subject area. Students scoring partially proficient receive in-class intervention, provided by their classroom teacher. The teacher uses the item analysis report, along with the data for that individual student to provide targeted instruction. Students who score not proficient, receive in-class intervention, and additional tutoring either after school, or during school with an interventionist. MAP data also provide information describing strengths and areas of concern for individual students. MAP data are also analyzed by a team. Teachers and interventionists working with each student, access that student's Student Profile, and search for the student's lowest skill levels. After determining the individual needs of each student in this manner, teachers and interventionists provide differentiated targeted instruction, that is research supported and based on best practices. Per CDC and State of Michigan guidelines, these activities will be conducted virtually, remotely, or electronically if necessary, due to the ongoing global COVID-19 pandemic.

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?

Spring MAP scores provide designation for summer school, and fall test scores identify students needing intervention during the school year. Winter MAP scores help to determine whether or not intervention efforts have increased student success, and help us to decide appropriate action to take moving forward. 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 MSTEP and MAP subject breakdown. Teachers and/or interventionists provide for students identified as not proficient or partially proficient in each skill category, targeted, focused lessons in these areas. Once the student has mastered the skills needed, he/she exits the tutoring program. Per CDC and State of Michigan guidelines, these activities will be conducted virtually, remotely, or electronically if necessary, due to the ongoing global COVID-19 pandemic.

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

Teachers may administer a "Who Am I" survey to students with questions pertaining to how the students learn best: kinesthetically, auditory, etc. Student responses and ability determine how the teacher groups the students for various academic learning units. Units are fashioned with learning styles and individual academic needs 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 may be given choices as to how they want to demonstrate their learning. In addition, teachers plan daily workshops in math and ELA to target individual needs, as identified through classroom assessments, and NWEA and to give more experience with specific skills to master content. Per CDC and State of Michigan guidelines, these activities will be conducted virtually, remotely, or electronically if necessary, due to the ongoing global COVID-19 pandemic.

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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 interventionists and/or paraprofessionals. Monies focus on needs of the bottom 30% of the student body. Costs include 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 II A funds are used for staff professional development. The purpose is to provide ongoing training to enhance the skills of teachers to work 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.

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
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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, research supported instructional programs, such as Math Expressions and Imagine It reading, and classroom activities such as Differentiated Instruction and Response to Intervention (or MTSS). 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: Imagine It Reading Professional Development, Sullivan Reading Program, Phonics Based Leveled Readers, Singapore Math, Mathletics, After School Tutoring

Component: Instruction by Highly Qualified Staff 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, Math Expressions, Reponse 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, Kindergarten Classroom Visits

Component: Teacher Participation in Making Assessment Decisions

Funding: General Funds, Title II A

Programs/Focus: MSTEP Item Analysis Meetings, Grade Level Meetings, School Improvement Meetings

Single Building District Improvement Plan

Martin Luther King, Jr. Education Center Academy

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 Math, Mathletics, 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-school 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, Positive Behavior Interventions and support help students in all grade levels to understand and display behavior expectations during the school can. 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.

Per CDC and State of Michigan guidelines, these activities will be conducted virtually, remotely, or electronically if necessary, due to the ongoing global COVID-19 pandemic.

Evaluation:

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

The schoolwide plan is reexamined during School Improvement meetings held throughout the school year. Teams look at programs and processes, academic progress, and parent satisfaction. Test, Perception, and Demographic Data are 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 regarding 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.

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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 School Improvement meetings held through the school year. Current assessment data (MAP, MSTEP, 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.

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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. 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 in smaller groups, or individually, on lower deficit skills identified by MAP/NWEA. If that strategy fails, students are referred for a Child Study.

Parent volunteers provide invaluable insights, as they are in the classrooms and around the school to see students work, how the classroom functions, and whether the environment is effective or not for their child, and the other children in the school. Parents are asked and are 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.

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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 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, by utilizing differentiated methods of teaching students and providing Tier 2 intervention in the classroom. If the student achievement continues to not improve, or if assessment data reveal the student to be in the bottom 30%, the child is referred for Tier 3, intensive intervention. If still, the student does not demonstrate academic growth, he/she is referred for a Child Study. Students are referred for Tier 3 intervention through a consideration of classroom performance, teacher assessment, and standardized assessments.

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June 2020 Plan for Single Building District Improvement Plan (rev)

DRAFT

Overview

Plan Name

June 2020 Plan for Single Building District Improvement Plan (rev)

Plan Description

DRAFT

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
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

