

MICIP Portfolio Report

Martin Luther King, Jr. Education Center Academy

Goals Included

Archived

- Improve Math NWEA Assessment Growth Percentiles
- Improve Reading NWEA Assessment Growth Percentiles
- Student attendance will increase to 90%.
- To increase family engagement to 90%

Buildings Included

Open-Active

- Martin Luther King, Jr. Education Center Academy

Plan Components Included

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MICIP Portfolio Report

Martin Luther King, Jr. Education Center Academy

Improve Reading NWEA Assessment Growth Percentiles

Status: ARCHIVED

Statement: The mean Student Growth Percentiles for all students (K-8) will be at or above the 50th percentile reflecting fall to winter scaled score growth on the Reading NWEA/MAP assessments.

Created Date: 01/16/2023

Completion Date: 10/23/2025

Data Set Name: Achievement in ELA Reading Comprehension

Name	Data Source
Grades 3-8 Assessments: Performance Level	MI School Data
Annual Education Report: Combined Report	MI School Data
Spring 2024-2025 NWEA Growth and Achievement Report	NWEA
MICIP ELA Information	District Determined

Data Story Name: Achievement in ELA Reading

Initial Data Analysis: MAP DATA

The Fall 2025-2036 MAP DATA for Reading Achievement Overview has a median score of 36th percentile for all grades. The range of scores are in five quintiles which are red-1-20th, orange-21-40th, yellow- 41st-60th, green-61st-80th, and blue-80th and greater. One hundred-fifty students took the test. The current enrollment is now 175 so twenty-four students have not taken the test. Thirty-one percent of the students scored in the red quintile, twenty-five scored in the orange quintile, twenty-six percent of the students scored in the yellow quintile, fifteen percent of the students scored in the green quintile, and 3 percent of the students scored in the blue quintile. These are single-term achievement scores. Single-term achievement represents student performance at a single moment in time. You can use achievement percentiles to understand how student scores compare to other same-grade US student scores.

The ranking of Achievement Fall 2025-2026 Median and Distribution from the highest to the lowest is kindergarten, grade 5, grade 7, grade 2, grade 3, grade 4, grade 1, grade eight, and grade 6 is the lowest performing grade.

The goal is to increase the percentage of students scoring in the yellow quintile from twenty-six percent to fifty percent.

The data for Martin Luther King, Jr. Education Academy was based on an enrollment of 234 which is a in a decline trend. 84.2 percent of the students are economically disadvantaged.

3.4 percent of the students were disabled. The percentage of third graders proficient in reading in prior years was 7.9 percent and currently was 10.7 percent.

Initial Initiative Inventory and Analysis: Implementation Strategies to increase percent of students who are proficient in reading.

To increase student achievement in reading, Open Court Reading (OCR) and Collections must be implemented with fidelity. OCR is a research-based program which focuses on the five essential components of reading which are phonemic awareness, phonics, fluency, vocabulary, and comprehension. Writing is also an important component of reading and is tested on the M-STEP. Along with daily instruction, teachers will implement workshop at least thirty minutes four days a week to differentiate instruction and provide intervention to students in the bottom two quintiles.

McGraw-Hill has an Open Court Reading (OCR) Checklist to evaluate the implementation of OCR. The Reading Coach will use this document to support each teacher in the implementation of this program. Professional Learning Communities will focus on the Foundational Skills, Reading and Responding, and Language Arts instruction.

Intervention is being provided for all students scoring in the red or orange quintiles.

Students in kindergarten through grade 8 will be provided with reading intervention by support staff trained in reading instruction. Materials will include Sullivan, Phonics First, REWARDS for middle school students. Students will receive two-three forty minutes of intervention each week until the second semester when MAP is given. A private tutoring service, Ni’Jah Monifa Literacy Center will provide intervention to ten students in grades two and three for ten weeks.

Resource Allocation Review: Resources were distributed equitably. However, the programs which were implemented were not implemented with fidelity. Therefore, the issue the team will focus on improving is implementation not distribution.

Gap Analysis: The females in 3rd, 4th and 7th declined from 2024 to 2025 MStep Assessments. 5th and 6th grades remained the same. Males in 3rd grade remained the same, 4th and 7th grades declined, 5th and 6th grades increased. Ideally the goal is for all genders in all grades to reflect an increase in MSTEP scores.

District Data Story Summary: 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 1, Title II A, IDEA, and General funds. Programs include after-school tutoring, in-school tutoring, summer school, reading improvement, and technology enrichment. Title 1 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 and math interventionists. Monies focus on the needs of the bottom 30% of the student body. Costs include a reading interventionist and a math interventionist. Section 31 monies are designated for programs for at-risk students. These monies are allocated for instructional programs such as summer school. Additional resources are available for in-school and after-school tutoring. Direct Non-instructional Services include social work services. 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 the needs of special education students, including speech and language therapy. DRAFT National School Lunch Funds (NSLP) reimbursement monies are used to provide nutritious meals for our students.

General Funds focus on the 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 the allocation of resources. The projected budget is established based on a needs assessment before the beginning of the school year. Final resource allocation is approved by the Academy Board of Directors. The budget is amended mid-year, 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 1, Title II A, IDEA and General funds.

Analysis: Analyze The District Data Story

Root Cause:

Five Why:

Define the Problem: Less than 50% of the students demonstrated reading proficiency on the M-STEP in grades 3-7.

Why: Students did not perform up to their reading ability

Why: Students in grades 3, 4, 6, 7, and 8 were subject to teacher changes

Why: Reading curriculum lacked full implementation

Why: Inexperienced teachers

Challenge Statement: If targeted students with learning gaps are provided with differentiated instruction and interventions and consistent instructional staff, then the number of students who score proficient on state assessments will increase to 50% or higher.

Analysis:

Root Cause



Five Whys

- Why: Because, data show a decline for 2021-2022 and 2020-2021 school years from pre-pandemic years, it appears logical that circumstances such as mandated lock down

during the early days when children were home beginning March 2020, to one third of the student body opting for virtual learning during the 2021-2022 school year have significantly impacted student performance in English/Language Arts.

Challenge Statement: Martin Luther King, Jr. Education Center Academy needs to continue to implement student tutoring during and after school to address reading deficiencies students experience and target resources to improve student attendance in school

Strategies:

(1/1): Essential Instructional Practices - Grades 4-5

Owner: Rebecca Renner

Start Date: 01/16/2023

Due Date: 01/23/2025

Summary: The purpose is to improve children's literacy in Michigan. Professional development throughout the state can focus on this set (10) of research-supported literacy instructional practices for daily use in the classroom. The Essential Practices are: 1) Deliberate, research-informed efforts to foster motivation and engagement within and across lessons 2) Intentional, research-informed instruction using increasingly complex texts and tasks that build comprehension, knowledge, and strategic reading activity 3) Small group instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children's observed and assessed needs in specific aspects of literacy development 4) Activities that build reading fluency and stamina with increasingly complex text 5) Discussion of the ideas in texts and how to construct text meaning across texts and disciplines 6) Research-informed and standards-aligned writing instruction 7) Intentional and ambitious efforts to build vocabulary, academic language, and content knowledge 8) Abundant and diverse reading material, including digital texts, and opportunities to read in the classroom 9) Ongoing observation of children's language and literacy development that informs small group and individual instruction and 10) Collaboration with families in promoting literacy.

Buildings

- Martin Luther King, Jr. Education Center Academy

Total Budget: \$14,450.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- At Risk (31-A) (State Funds)

Communication:

Method

- Other
- Presentations

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Reading Intervention	Rebecca Renner	01/16/2023	01/23/2025	OVERDUE
Activity Buildings: <ul style="list-style-type: none"> • Martin Luther King, Jr. Education Center Academy 				
After-School Tutoring	Rebecca Renner	01/16/2023	01/23/2025	OVERDUE

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Martin Luther King, Jr. Education Center Academy 				
Classroom Reading Consulting	Rebecca Renner	01/16/2023	01/23/2025	OVERDUE
<i>Activity Buildings:</i> <ul style="list-style-type: none"> Martin Luther King, Jr. Education Center Academy 				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures:

No Data Available

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

Essential Instructional Practices - Grades K-3 Activities

Activity	Owner	Start Date	Due Date	Status
Reading Intervention	Rebecca Renner	01/16/2023	01/23/2025	OVERDUE
After-School Tutoring	Rebecca Renner	01/16/2023	01/23/2025	OVERDUE
Classroom Reading Consulting	Rebecca Renner	01/16/2023	01/23/2025	OVERDUE
In-school Reading Tutoring	Rebecca Renner	01/16/2023	01/23/2025	OVERDUE

Essential Instructional Practices - Grades 4-5 Activities

Activity	Owner	Start Date	Due Date	Status
Reading Intervention	Rebecca Renner	01/16/2023	01/23/2025	OVERDUE
After-School Tutoring	Rebecca Renner	01/16/2023	01/23/2025	OVERDUE
Classroom Reading Consulting	Rebecca Renner	01/16/2023	01/23/2025	OVERDUE

Monitoring Notes

Monitoring Notes: Essential Instructional Practices - Grades 4-5

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Implementation with Fidelity / Integrity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Monitoring Notes: Essential Instructional Practices - Grades K-3

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Implementation with Fidelity / Integrity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Evaluation Status:

Evaluate Goal: End Target Measures:

No Data Available

Evaluate Goal: Impact Questions and Responses

Capacity - How well did we support progress towards our goal?

We provided professional developments to inform staff of NWEA Data. The data focus specifically on class and student profiles. However, an interventionist and coach was not available to support the progress the goal.

Fidelity/Integrity - How well did we engage in our plan as intended?

We provided professional developments to inform staff of NWEA Data. The data focus specifically on class and student profiles. However, an interventionist and coach was not available to support the progress the goal.

Scale/Reach - How well did we reach the intended target population?

We were able to reach a small portion of the target population, specifically the fourth grade. However, an interventionist and coach was not available to support the progress the goal for all grade levels.

Impact - How did student outcomes improve?

The focus on fourth grade for 24-25 school year showed significant improvement in the data

for Fall 2025.

Improve Math NWEA Assessment Growth Percentiles

Status: ARCHIVED

Statement: The mean Student Growth Percentiles for all students (K-8) will be at or above the 50th percentile reflecting fall to winter scaled score growth on the Math NWEA/MAP assessments.

Created Date: 01/19/2023

Completion Date: 10/23/2025

Data Set Name: Achievement in Math

Name	Data Source
Grades 3-8 Assessments: Performance Level	MI School Data
Annual Education Report: Combined Report	MI School Data
Spring 2024-2025 NWEA Growth and Achievement	Acadience
2025 Math SIP Information Data Set and Story	Acadience

Data Story Name: Achievement in Math

Initial Data Analysis: An analysis of M/STEP/PSAT data from the 2022-23 school year through the 2024-2025 school year shows a mean of less than 50% achievement results. However, the data show a 30% increase in student proficiency for grades 5 and 6. During the three years, grades 7 and 8 consistently show that less than or equal to 20% of the students are performing at advanced or proficient levels on the state assessment. Grade 6 showed some progress from less than or equal to 20% proficiency for two consecutive school years, then demonstrated an increase to less than or equal to 50% during the 24-25 school year. Grade 5 demonstrated the greatest growth from less than or equal to 15.2% performance level during 2022-2023 to less than or equal to 50% during the 2024-2025 school year. Grade 4 consistently demonstrated the lowest performance levels during the three years. Grade 4 fluctuated from less than or equal to 10% during 2022-2023, increased 10% during the 2023-2024 assessment, but then declined 10% during the 2024-2025 assessment period. Grade 3 student performance was only slightly better than grade 4. Their lowest performance of less than or equal to 17.9% was during the 2023-2024 school year. Their highest performance level was during the 2024-2025 school year at less than or equal to 21.4%.

The Spring 2024-2025 NWEA Growth and Achievement Report showed a median school growth of 29%. The NWEA Growth and Achievement Quadrant report by grade showed that only kindergarten was in the high achievement/high growth quadrant. Grades 5 and 8 were in the lower achievement quadrant with high growth above the 50th percentile. Grades 1, 2, 3, 4, 6 and 7 were found in the low achievement, low growth quadrant.

Initial Initiative Inventory and Analysis: The M-STEP and PSAT data student roster reports

from the BAA secure site were made available to our testing team of teachers, coaches, and our school leader. The team analyzed the data to identify students who scored as not proficient or partially proficient in each subject area. Teachers are providing whole-group and individual instruction to students. Students scoring partially proficient receive in-class intervention provided by their classroom teacher.

NWEA data are also analyzed by the team. During the 2023-2024 school year, a math interventionist began tutoring the tier two students and providing enrichment for students close to or above the 50th percentile on their NWEA test. The student's profile provides information regarding strengths and areas of concern. After a review of the RIT scores for each math instructional area, teachers and interventionists begin with the lowest skill area first to provide differentiated, targeted instruction that is research-supported and based on best practice. The teacher and interventionist also use the M-STEP item analysis report to provide targeted instruction.

Students who scored not proficient receive in-class intervention and additional tutoring either after school or during school with an interventionist. Students also receive social worker support when behavioral issues are identified as a contributing factor to low performance. The 2024-2025 data indicate our interventions are making some progress and are beginning to address the needs of more students.

Resource Allocation Review:

Gap Analysis: An analysis of the School Demographic Subscore Report reveals that during the 23-24 school year, 69.3% of students demonstrated average or above average growth. No data was available for 2024-25. Grade 7 demonstrated the greatest growth, with 84.2% of students tested scoring above average or average growth. In grade 8, 71.4% demonstrated above average or average growth. Grade 4 students, 76.5% of those tested, demonstrated average or above average growth. Grade 3, 64.3 % demonstrated average or above average growth. Fifty-seven point nine percent of students in grade 6 demonstrated average or above average growth, while grade 5 students demonstrated the lowest percentage of growth, with only 36.3% students demonstrating average or above average growth. There was not much variance between males and females. All grade levels except grade 4 reported less than or equal to 50% by gender. Grade 4 reported that less than 20% of the males scored proficient.

A closer analysis of the math content areas reveals grade four is a target grade, as only 10% of students scored proficient in each of the math content areas. Grade three is also a target as only 20% of the students scored proficient in each of the content areas.

Schoolwide, the greatest area of weakness is in Concepts and Procedures, as only 20% scored proficient in 3rd and 7th grade. Only 10% scored proficient in 4th grade. Problem Solving and Data Analysis was also a challenge for the 7th-grade students, as 80% scored not proficient. Math communication and reasoning is the greatest area of promise for our students. In grade seven, 80% of the students scored partially proficient. Similarly, 71.4% of grade 3 students and 56.3% of 4th grade students scored partially proficient. Grades 5 and 6 scored 50% not proficient in all math content areas, including concepts and procedures. The specific PSAT math content data was not available for eighth grade on MI School Data.

District Data Story Summary: M-STEP math scores are starting to show some improvement. The math interventionists, after-school tutoring, and summer school programs are working.

The data show an issue for consideration may be the need for a more intense focus on grades four and five, as they were the lowest performing students, while they were in third and fourth grade during the 2024-25 school year. Current grade 7 students may also need to be targeted, as well as the area of Concepts and Procedures at all grade levels. 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 1, Title II A, IDEA, and General funds. Programs include after-school tutoring, in-school tutoring, summer school, reading improvement, and technology enrichment. Title 1 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 and math interventionists. Monies' focus on the needs of the bottom 30% of the student body. Costs include a reading interventionist and a math interventionist. Section 31 monies are designated for programs for at-risk students. These monies are allocated for instructional programs such as summer school. Additional resources are available for in-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 the needs of special education students, including speech and language therapy. DRAFT National School Lunch Funds (NSLP) reimbursement monies are used to provide nutritious meals for our students.

General Funds focus on the 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 the allocation of resources. The projected budget is established based on a needs assessment before the beginning of the school year. Final resource allocation is approved by the Academy Board of Directors. The budget is amended mid-year, 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 1, Title II A, IDEA and General funds.

Analysis: Analyze The District Data Story

Root Cause:

Five Why:

Define the Problem: Less than 50% of the students demonstrate math proficiency on the M-STEP in grades 3-7.

Why: Students lack foundational skills

Why: Students in these grades have lost learning due to a lack of structure
As a result of the pandemic.

Why: The math curriculum builds upon prerequisite skills

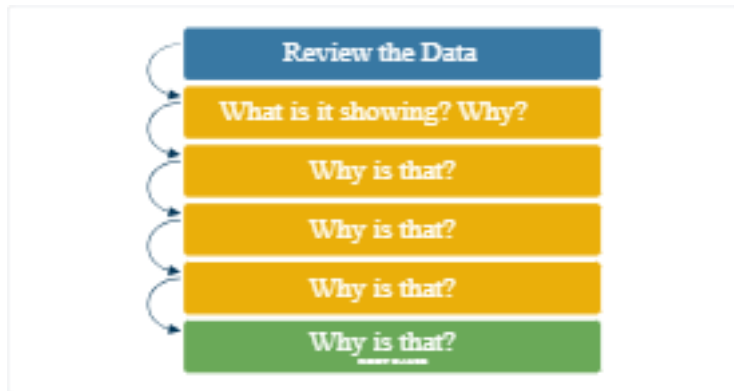
Why: Instruction/concepts advance at each grade level

so students continue to fall behind or struggle

Challenge Statement: If targeted students with learning gaps are provided differentiated instruction and interventions, then the number of students who score proficiency on state assessments will increase to 50% or higher.

Analysis:

Root Cause



Five Whys

- Why: Because, data show a decline for 2021-2022 and 2020-2021 school years from pre-pandemic years, it appears logical that circumstances such as mandated lock down during the early days when children were home beginning March 2020, to one third of the student body opting for virtual learning during the 2021-2022 school year have significantly impacted student performance in Math.

Challenge Statement: Martin Luther King, Jr. Education Center Academy needs to expand implementation of during and after school tutoring programs to address math deficiencies and target resources to improve student attendance in school.

Strategies:

(1/2): Multi-Tiered System of Supports (MTSS) Framework (General)

Owner: Jamila Peterson

Start Date: 01/19/2023

Due Date: 01/26/2025

Summary: A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership, Tiered Delivery System, Selection and Implementation of Instruction, Interventions and Supports, Comprehensive Screening & Assessment System, Continuous Data-Based Decision Making.

Buildings

- Martin Luther King, Jr. Education Center Academy

Total Budget: \$50,000.00

- Other Federal Funds (Federal Funds)
- General Fund (Other)

Communication:

Method

- MI School Data
- Email Campaign
- District Website Update
- Brochure
- Parent Newsletter

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Instruction in Math Expressions	Jamila Peterson	01/19/2023	01/26/2025	OVERDUE
Activity Buildings: <ul style="list-style-type: none"> • Martin Luther King, Jr. Education Center Academy 				

(2/2): EngageNY/Eureka Math

Owner: Jamila Peterson

Start Date: 01/19/2023

Due Date: 01/26/2025

Summary: Eureka Math (Engage NY) is an Open Educational Resource (OER) available to schools. It is a full set of Pre-K-12 mathematics curriculum materials, including student and teacher resources. These materials were designed from the ground up to provide instruction consistent with the Common Core State Standards for Mathematics. As such, these materials develop students' mathematical thinking and reasoning skills in ways consistent with the Michigan Academic Mathematics Standards and the mathematics requirements of the Michigan Merit Curriculum. Engage NY contains the OER student and teacher materials, while Eureka Math has made additional resources such as assessments and professional learning available as paid supplements to the core OER materials.

Buildings

- Martin Luther King, Jr. Education Center Academy

Total Budget: \$93,000.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- General Fund (Other)

Communication:

Method

- Email Campaign
- District Website Update
- Brochure
- Parent Newsletter

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Eureka Math Instruction	Jamila Peterson	01/19/2023	01/26/2025	OVERDUE
Activity Buildings: <ul style="list-style-type: none"> • Martin Luther King, Jr. Education Center Academy 				
During School Math Tutoring	Jamila Peterson	01/19/2023	01/26/2025	OVERDUE
Activity Buildings: <ul style="list-style-type: none"> • Martin Luther King, Jr. Education Center Academy 				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures:

No Data Available

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

Multi-Tiered System of Supports (MTSS) Framework (General) Activities

Activity	Owner	Start Date	Due Date	Status
Instruction in Math Expressions	Jamila Peterson	01/19/2023	01/26/2025	OVERDUE

EngageNY/Eureka Math Activities

Activity	Owner	Start Date	Due Date	Status
Eureka Math Instruction	Jamila Peterson	01/19/2023	01/26/2025	OVERDUE
During School Math Tutoring	Jamila Peterson	01/19/2023	01/26/2025	OVERDUE

Monitoring Notes

Monitoring Notes: EngageNY/Eureka Math

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Implementation with Fidelity / Integrity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Monitoring Notes: Multi-Tiered System of Supports (MTSS) Framework (General)

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Implementation with Fidelity / Integrity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Evaluation Status:

Evaluate Goal: End Target Measures:

No Data Available

Evaluate Goal: Impact Questions and Responses

Capacity - How well did we support progress towards our goal?

Due to staffing challenges, lack of instructional coaches and interventionists we were unable to support our goals.

Fidelity/Integrity - How well did we engage in our plan as intended?

The interventionist had a high level of engagement with the plan to increase student achievement for grades 3rd-5th. However, there was not enough support staff to support the goal.

Scale/Reach - How well did we reach the intended target population?

Due to staffing challenges we were unable to reach the majority of the intended population.

Impact - How did student outcomes improve?

Individual students receiving intervention services demonstrated some growth.

To increase family engagement to 90%

Status: ARCHIVED

Statement: Provide incentives for parent participation such as gift cards, raffles and various prizes.

Created Date: 01/19/2023

Completion Date: 10/23/2025

Data Set Name: Increase Family Engagement

Name	Data Source
Annual Education Report	Student Information System (SIS)

Data Story Name: Increase Family Engagement

Initial Data Analysis: Data Analysis of the Annual Education report provides detailed information on teacher quality, student assessment and accountability, and other educational information. In the 2022-2023 school year 279 of our 360 students had a parent or guardian attend one or more conferences, a participation rate of 78% percent. During the 2021-2022 school year 297 of our 372 students had a parent or guardian attend one or more conferences, a participation rate of 80% percent.

Initial Initiative Inventory and Analysis: To increase family engagement Martin Luther King Jr. Education Center Academy (MLKECA) has implemented several initiatives and strategies that foster ongoing collaboration between families, staff, and community partners. The Academy encourages parents to use the Class DoJo communication platform for daily updates regarding student academics and behavior. This tool strengthens two-way communication between home and school and provides families with immediate access to information that provide engagement opportunities.

Parents are invited to volunteer and chaperone field trips, reinforcing their active role in the school community. A parent suggestion box is also available in an accessible area to gather input, feedback, and recommendations for improvement. To encourage greater participation, food and refreshments are provided during after-school meetings and special events, ensuring a welcoming and inclusive environment for all families.

MLKECA recognizes and celebrates cultural diversity through events and activities that highlight and honor the backgrounds of its students and families. These culturally responsive efforts foster inclusivity, belonging, and meaningful engagement. Families are consistently notified of school events and meetings through phone calls, emails, ClassDojo and newsletters, ensuring ongoing communication.

To strengthen the home–school connection, parents receive the MLKECA Behavior Matrix so that they can reinforce positive student behavior at home. This system supports alignment with the school's PBIS framework, promoting consistency in expectations across settings. Additional family engagement strategies include Positive Postcards, Cultural Engagement opportunities, PBIS Parent Involvement, and a variety of volunteer activities that invite families to take part in school life.

MLKECA continues to expand its community outreach through strong partnerships with external organizations, including Southfield Kappa's Thanksgiving Turkey Giveaway, The

Detroit Goodfellows, The Teddy Bear Project, Hubbard Branch Library, Detroit Police Community Liaison, Brightmoor Church, Detroit Health Department, the Mobile Dentist, and the Adam-Butzel Recreation Center. These collaborations provide tangible resources and emotional support to students and their families.

Overall, these initiatives collectively align with the Academy's mission to cultivate family partnerships that enhance academic achievement, social-emotional growth, and community engagement. The team will continue to review participation data, communication frequency, and event feedback to evaluate impact and identify areas for improvement.

Resource Allocation Review: In reviewing resource allocation, General and Title I funds are used to sponsor parent meetings, cultural events, and communication materials, including refreshments, printed resources, and family incentives. These investments have effectively strengthened family-school partnerships, though there is room to expand parent participation in academic-centered workshops and training.

The Academy leverages a broad range of community partnerships to provide support beyond the classroom. Collaborations with agencies such as Brightmoor Church, the Detroit Health Department, and the Mobile Dentist ensure that families have access to essential health and wellness resources. These partnerships enhance equity by addressing barriers to learning and attendance, though the team noted the need for more year-round coordination rather than seasonal or event-based outreach.

In terms of staffing, the Social Worker and Behavior Interventionist play a vital role in family engagement, providing social-emotional learning (SEL) lessons, character education, and restorative practice sessions. These services directly connect school efforts with family supports.

Gap Analysis: The Class DoJo platform remains a key technological resource for communication between staff and families. While usage is consistent, some families may require additional digital literacy support to fully utilize the tool's features. Continued attention to family support, and digital accessibility will further enhance equitable access to engagement opportunities for all families.

In the area of family engagement and student attendance, MLKECA's current reality shows consistent communication between home and school, with strong family participation in events and community programs.

The desired state is to achieve active and consistent family participation across all grades and in all aspects of student development—academic, social, and behavioral.

Gaps remain in areas of sustained family engagement for all student groups. Families would benefit from continued training opportunities that explain how to use Class DoJo and Other platforms for academic progress tracking, as well as workshops focused on reinforcing positive behavior and academic support at home.

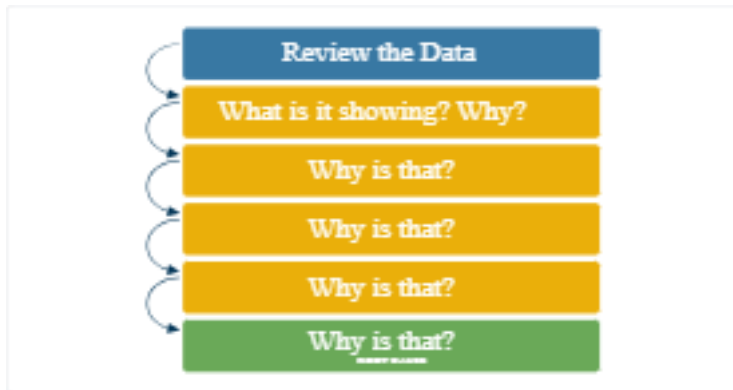
District Data Story Summary: The data reveal that Martin Luther King Jr. Education Center Academy has built a strong foundation of communication and community engagement. Parents are consistently informed through multiple channels—Class Dojo, newsletters, emails, and calls—and have accessible opportunities to share feedback and participate in decision-making. The PBIS and SEL frameworks create a supportive environment where both academic and behavioral expectations are reinforced across home and school

settings. However, parents may need additional support in learning how to access these different mediums fluently and effectively.

Through partnerships with local organizations and agencies, MLKECA has extended its reach into the community, offering students and families resources that address academic, behavioral, and socio-economic needs. These initiatives align with the district mission of ensuring equity, access, and excellence for all students.

Analysis:

Root Cause



Five Whys

- Why: Family engagement goal is 90% to promote improve attendance

Challenge Statement: To increase family engagement to 90% through activities; Winter Program, Spring Program, African American History Program, family night, Literacy Night, Math Night, Skating Party, Field Trips and Volunteer Opportunities.

Strategies:

(1/2): Family Engagement Tied to Learning

Owner: Jamila Peterson

Start Date: 01/19/2023

Due Date: 01/26/2025

Summary: Research shows that family engagement is most effective when focused on specific student outcomes. Authentic family engagement involves families partnering with schools and community organizations to support and monitor their children's educational and behavioral goals. High-quality family engagement is strongly linked to improved learning outcomes, including higher academic achievement, better attendance, more positive attitudes toward school, and increased graduation rates. A meta-analysis of 28 studies found a strong, significant relationship between family engagement and student achievement from early childhood through high school. Activities that set high expectations and help students connect learning to real-world experiences are the strongest predictors of success.

Buildings

- Martin Luther King, Jr. Education Center Academy

Total Budget: \$3,500.00

- Title I Part A (Federal Funds)

Communication:

Method

- MI School Data
- Email Campaign
- District Website Update
- Brochure
- Parent Newsletter

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Parent Involvement Activities	Jamila Peterson	01/19/2023	01/26/2025	OVERDUE

Activity Buildings:

- Martin Luther King, Jr. Education Center Academy

(2/2): CATCH Whole Child Guided Journey

Owner: Jamila Peterson

Start Date: 01/19/2023

Due Date: 01/26/2025

Summary: The Whole Child Guided Journey is CATCH's most comprehensive hands-on training and implementation support package. At the end of the Journey, school wellness leaders and teams will have knowledge, skills, confidence, ability and resources to effectively lead coordinated whole child programming across the entire school campus using the evidence-based CATCH framework. The Whole Child Guided Journey is divided into four phases, spread across the school year (approximate dates shown). Each phase includes a Learning Session and an Action Period. During each Action Period, a CATCH Program Manager will provide check-ins and consultation for the school wellness leader to discuss progress, celebrate successes, and help troubleshoot any problems that may arise.

Buildings

- Martin Luther King, Jr. Education Center Academy

Total Budget: \$5,000.00

- General Fund (Other)

Communication:

Method

- Email Campaign
- District Website Update
- Brochure
- Parent Newsletter

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Health and Wellness program	Jamila Peterson	01/19/2023	01/26/2025	OVERDUE
Activity Buildings: <ul style="list-style-type: none"> • Martin Luther King, Jr. Education Center Academy 				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures:

No Data Available

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

Family Engagement Tied to Learning Activities

Activity	Owner	Start Date	Due Date	Status
Parent Involvement Activities	Jamila Peterson	01/19/2023	01/26/2025	OVERDUE

CATCH Whole Child Guided Journey Activities

Activity	Owner	Start Date	Due Date	Status
Health and Wellness program	Jamila Peterson	01/19/2023	01/26/2025	OVERDUE

Monitoring Notes

Monitoring Notes: CATCH Whole Child Guided Journey

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Implementation with Fidelity / Integrity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Monitoring Notes: Family Engagement Tied to Learning

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Implementation with Fidelity / Integrity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Evaluation Status:

Evaluate Goal: End Target Measures:

No Data Available

Evaluate Goal: Impact Questions and Responses

Capacity - How well did we support progress towards our goal?

Parent involvement events were highly attended and offered bimonthly.

Fidelity/Integrity - How well did we engage in our plan as intended?

We engaged in our plan by using many strategies of communication to make parents aware of bimonthly events. We had a high level of student involvement that motivated extended family participation.

Scale/Reach - How well did we reach the intended target population?

We were successful in reaching the intended target population.

Impact - How did student outcomes improve?

Motivated students and families with the most challenges to become involved in the school community.

Student attendance will increase to 90%.

Status: ARCHIVED

Statement: Our goal is to provide opportunities for families to benefit from school resources and referrals to social service agencies which support the reduction of chronic absenteeism to 10% of the student population.

Created Date: 01/20/2023

Completion Date: 10/23/2025

Data Set Name: Student Support - Attendance

Name	Data Source
Attendance Summary by Grade SY 24-25	Acadience
Attendance Summary By Grade 09.03.25-10.15.25	Acadience
ADA ADM by Student 24-25	Acadience
ADA ADM by Student 09.03.25-10.16.25	Acadience

Data Story Name: Student Support - Attendance

Initial Data Analysis: Attendance data from PowerSchool indicates both improvement and areas requiring continued support. In 2024–2025, the Academy’s Average Daily Attendance (ADA) was 84.69%, establishing the baseline for growth. The current 2025–2026 data through October 15 shows a slight increase to 85.72%, signaling early progress toward improvement but remaining below the 90% state benchmark.

Grade-level analysis shows notable gains in elementary attendance: first grade rose from 80.0% to 87.5%, second grade from 85.3% to 90.7%, and third grade from 81.5% to 91.9%. Fourth and fifth grades maintained strong rates above 91%, reflecting effective communication, engagement, and consistency.

However, Kindergarten attendance declined from 78.3% to 65.8%, indicating adjustment and family-readiness challenges. Middle school grades (6–8) also declined—sixth from 91.0% to 80.7%, seventh from 90.6% to 83.4%, and eighth from 82.4% to 76.3%—suggesting early disengagement and the need for targeted intervention.

Student-level ADA/ADM reports confirm that absences are concentrated among younger and middle-grade students, while lower elementary students maintain stronger daily participation. These trends highlight the need for sustained student support and family engagement strategies to reduce chronic absenteeism and strengthen attendance consistency.

The Academy will aim to increase overall attendance by 10%, from 84.7% to 93% by June 2026, through consistent monitoring, family outreach, and incentive-based supports.

Ongoing review of PowerSchool Attendance Summary by Grade and Chronic Absenteeism reports will guide early interventions and measure progress toward this goal.

Initial Initiative Inventory and Analysis: The identified need is to improve student attendance

and engagement, particularly on Fridays and among students demonstrating patterns of chronic absenteeism. Attendance data from PowerSchool revealed an overall Average Daily Attendance (ADA) of 84.7% in 2024–2025, increasing slightly to 85.7% early in 2025–2026—indicating progress but still below the 90% benchmark. The PBIS initiative directly addresses this need by fostering a positive school culture and incentivizing consistent attendance and good behavior across all grade levels.

To combat low attendance, especially on Fridays, the Academy schedules weekly PBIS activities where students can redeem “King Bucks,” a reward system for positive behavior, effort, and attendance. Select Fridays feature PBIS Field Trips designed to motivate students to maintain consistent attendance throughout the week. Staff members have also recommended expanding engagement through afterschool clubs such as a spelling bee team, where eligibility requires meeting a defined attendance threshold. Additionally, the MLK Ambassador Program allows two students per class—serving as president and vice president—to represent their peers, assist teachers, welcome new students, and model strong attendance and leadership. Ambassadors are selected based on exemplary behavior and consistent attendance and will form the foundation for future Buddy-to-Buddy and Student Council programs set to launch in the 2026–2027 school year. These programs will connect upper and lower grade students to strengthen peer relationships and promote attendance through positive mentorship.

To further encourage daily attendance, the Academy plans to implement “Random Breakfast Days”—surprise events featuring juice and donuts exclusively for students who demonstrate strong attendance. The randomness of the event serves as an incentive for students to attend school daily so as not to miss the reward.

Implementation involves collaboration among administration, teachers, and support staff, who coordinate PBIS activities, track attendance data, and provide consistent feedback. Professional development and coaching are provided through PBIS team meetings and staff planning sessions focused on classroom culture, restorative practices, and incentive-based strategies. The initiative is resourced through Title I and building-level funds, ensuring that incentives, field trips, and student recognition activities are supported throughout the school year. Resources are distributed equitably across grade levels to ensure all students have access to attendance-related incentives and recognition opportunities.

Implementation measures include PowerSchool attendance tracking, PBIS participation logs, and staff feedback on student engagement. Impact measures will be reflected in improved ADA rates, reduced chronic absenteeism, and increased student participation in positive behavior initiatives. To support equitable outcomes, the Academy ensures that all students—regardless of background or academic standing—can earn rewards through effort and consistency rather than performance alone.

Through these PBIS-driven supports and incentive systems, the Academy aims to build a culture of belonging, motivation, and accountability that directly contributes to improving student attendance and overall engagement.

Resource Allocation Review: Resources to support attendance initiatives are primarily allocated through Title I, and the district level budget. These allocations have been utilized effectively to sustain the King Bucks rewards system, and PBIS activities

To ensure equitable access, funds are distributed across grade levels, though Kindergarten

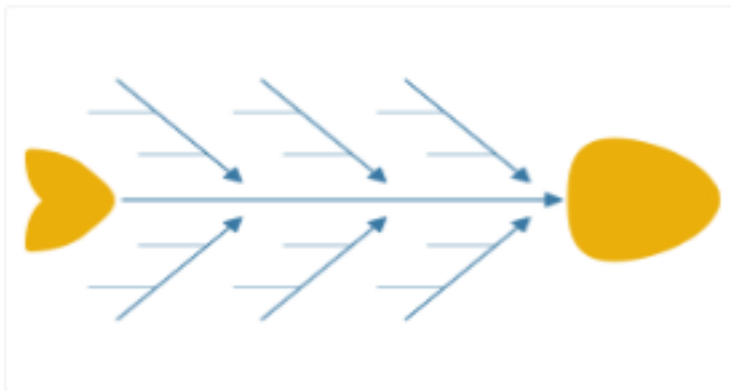
and middle school students remain most impacted. Additional supports may be needed for early learners and transitional middle grades to maintain consistent attendance. The Academy team recognizes the importance of incorporating multiple perspectives—including teachers, families, and district leadership—to fully understand how resource allocation impacts attendance outcomes. While current initiatives are adequately funded, further exploration is needed to assess long-term sustainability, identify potential under-resourced areas, and ensure initiatives remain fully supported throughout their life cycle.

Gap Analysis: Current attendance averages 85.7%, below the desired 93% goal and the state benchmark of 90%. Chronic absenteeism remains highest in Kindergarten and middle school grades (6–8), indicating uneven engagement across student groups. The gap reflects a need for stronger family/student support - such as transportation assistance, consistent attendance incentives, and targeted supports to ensure all students—especially early learners and middle-grade students—attend school consistently and equitably.

District Data Story Summary: Attendance data shows gradual improvement but highlights the continued need for consistent student engagement. The Academy’s Average Daily Attendance increased from 84.7% to 85.7%, indicating early progress toward improvement. Elementary grades demonstrate strong gains due to effective PBIS strategies and family engagement, while Kindergarten and middle school grades (6–8) continue to struggle with chronic absenteeism. Ongoing PBIS initiatives, attendance incentives, and leadership programs such as MLK Ambassadors and Buddy to Buddy aim to close these gaps, promote a positive school culture, and ensure equitable attendance growth across all student groups.

Analysis:

Root Cause



Summary of Fishbone discovery:

Poverty is the root of low attendance. Families often do not have financial means for transportation, food insecurity, housing (homelessness) and clothing that are required to establish a habit of attending school on a daily basis. Family household instability contribute to students moving between multiple households on a daily or weekly basis.

Supporting Documents

No Documents Included

Challenge Statement: The district must continue to allocate resources to mitigate the effects of poverty that prevent regular school attendance by providing transportation, food, clothing and referrals to family service agencies.

Strategies:

(1/3): Caring School Community (CSC)

Owner: Constance Price

Start Date: 01/19/2023

Due Date: 01/26/2025

Summary: Caring School Community™ (CSC) is a modified version of a program formerly known as the Child Development Project. CSC is a multiyear school improvement program that involves all students in grades K–6. The program aims to promote core values, prosocial behavior, and a schoolwide feeling of community. The program consists of four elements originally developed for the Child Development Project: class meeting lessons, cross-age “buddies” programs, “homeside” activities, and schoolwide community. Class lessons provide teachers and students with a forum to get to know one another, discuss issues, identify and solve problems collaboratively, and make a range of decisions that affect classroom life. Cross-age buddies activities pair whole classes of older and younger students for academic and recreational activities that build caring cross-age relationships and create a schoolwide climate of trust. Homeside activities include short conversational activities that are sent home with students for them to do with parents or caregivers and then to discuss back in their classroom. The activities incorporate the families’ perspectives, cultures, and traditions, thereby promoting interpersonal understanding. Schoolwide community-building activities bring students, parents, and school staff together to create new school traditions.

Buildings

- Martin Luther King, Jr. Education Center Academy

Total Budget: \$50,000.00

- Other Federal Funds (Federal Funds)
- School Breakfast Program (Federal Funds)
- Title I Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method	Audience
• District Website Update	• Educators
• Brochure	• Staff
• Parent Newsletter	• School Board
	• Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Family Fun Night	Constance Price	01/19/2023	01/26/2025	OVERDUE
Activity Buildings: <ul style="list-style-type: none"> • Martin Luther King, Jr. Education Center Academy 				

(2/3): Lessons in Character

Owner: Constance Price

Start Date: 01/19/2023

Due Date: 01/26/2025

Summary: Lessons in Character is designed to promote elementary and middle school students' knowledge about core character education values and, through that knowledge, shape children's positive behaviors and support academic success. It consists of 24 lessons organized around weekly themes, writing activities, and class projects. Teachers introduce the theme with a story that shows a value in action; students then engage that topic with a variety of activities. The program also includes daily oral language development and weekly writing assignments, optional parts of the program's implementation.

Buildings

- Martin Luther King, Jr. Education Center Academy

Total Budget: \$25,000.00

- Other Federal Funds (Federal Funds)
- General Fund (Other)

Communication:

Method

- District Website Update
- Brochure
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Character Building Activities	Constance Price	01/19/2023	01/26/2025	OVERDUE
Activity Buildings: <ul style="list-style-type: none"> • Martin Luther King, Jr. Education Center Academy 				

(3/3): Student Support System

Owner: Constance Price

Start Date: 01/19/2023

Due Date: 01/26/2025

Summary: This system is concerned with implementing and supporting a vision of high-quality student support to effectively nurture and support all students who come to school with non-academic needs that create obstacles for high achievement. Development of this system can include addressing emotional, physical, social or academic needs of students. System components can include staffing, programs or evidence-based practices that help students to grow and thrive.

Buildings

- Martin Luther King, Jr. Education Center Academy

Total Budget: \$25,000.00

- Other Federal Funds (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method

- District Website Update
- Brochure
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
After School Mentoring Program	Constance Price	01/19/2023	01/26/2025	OVERDUE
Activity Buildings: <ul style="list-style-type: none"> • Martin Luther King, Jr. Education Center Academy 				
Student Council	Constance Price	01/19/2023	01/26/2025	OVERDUE
Activity Buildings: <ul style="list-style-type: none"> • Martin Luther King, Jr. Education Center Academy 				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures:

No Data Available

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

Caring School Community (CSC) Activities

Activity	Owner	Start Date	Due Date	Status
Family Fun Night	Constance Price	01/19/2023	01/26/2025	OVERDUE

Lessons in Character Activities

Activity	Owner	Start Date	Due Date	Status
Character Building Activities	Constance Price	01/19/2023	01/26/2025	OVERDUE

Student Support System Activities

Activity	Owner	Start Date	Due Date	Status
After School Mentoring Program	Constance Price	01/19/2023	01/26/2025	OVERDUE
Student Council	Constance Price	01/19/2023	01/26/2025	OVERDUE

Monitoring Notes

Monitoring Notes: Caring School Community (CSC)

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Implementation with Fidelity / Integrity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Monitoring Notes: Lessons in Character

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Implementation with Fidelity / Integrity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Monitoring Notes: Student Support System

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Implementation with Fidelity / Integrity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Evaluation Status:

Evaluate Goal: End Target Measures:

No Data Available

Evaluate Goal: Impact Questions and Responses

Capacity - How well did we support progress towards our goal?

Our social workers worked diligently to provide resources to our families to keep our students in school.

Fidelity/Integrity - How well did we engage in our plan as intended?

100% fidelity

Scale/Reach - How well did we reach the intended target population?

From school year 2023-2025 we steadily increased our reach to our intended population

Impact - How did student outcomes improve?

Attendance was at 85% reflecting positive student outcomes.