

2011-2012 Dr. Martin Luther King, Jr. Middle School: School Improvement Plan

Expect Excellence • Provide Excellence • Produce Excellence

LEADERSHIP: The school leadership team, along with parents, students, and other stakeholder groups, will analyze a variety of data including root cause analysis to determine the school's academic focus. The plan will be communicated to staff through staff meetings, *Panther Tracks*, Wednesday Wows emails, and staff development team sessions, to parents through MLK MS web page, Edline, PTA meetings, and to students through Sunday Student Success Stories, PBIS lessons, quarterly administration visits, and STAR classes.

All staff will communicate our shared vision, mission, and core values.

Vision: Dr. Martin Luther King, Jr. Middle School's strong belief in the power of education and that all students can achieve academic success allows us to inspire and guide students to be lifelong academic learners and thoughtful citizens who are committed to improving themselves, their community, the country, and the world. Our vision is to be the best middle school in the nation at providing an education that helps every student in our community reach their full potential.

Mission: Our mission is to eliminate the racial predictability of student achievement and to provide every student with the skills for college readiness by giving every student a rigorous education in a safe and supportive environment.

Core Values: Respect, Responsibility, and Integrity.

STUDENT AND STAKEHOLDER FOCUS

As a result of the root cause analysis, it was revealed that the very specific student needs of the students identified as FARMS at Dr. Martin Luther King, Jr. Middle School will receive:

- **Instructional planning** designed for students to master concepts or skills to meet and/or exceed the AMO.
- **Checking for understanding** before, during, and after instruction to determine whether or not students are mastering the content.
- **High Expectations** to prevent barriers that impact students from the potential to learn and achieve.

Faculty And Staff Focus

As a result of root cause analysis, professional development will be provided on the following to build teacher capacity.

- The four critical questions for teaching and learning as a framework for instructional planning (planning with the end in mind).
- Review elements of a quality lesson plan to ensure students master the intended learning outcomes.
- Integrating a variety of instructional methods for reteaching and reassessing.
- Checking for understanding strategies before, during, and after instruction.
- Setting high expectations to develop a growth mindset.
- Demonstrate co-teaching best practices for general educators, special educators, and para-professionals.
- See Staff Development Action Plan

STRATEGIC PLANNING

By June 2012, Dr. Martin Luther King, Jr. MS will:

- Goal 1:** Meet or exceed the AMO of 90.4% in reading for all students with a focus on students in the FARMS subgroup as measured by the Maryland State Assessment (MSA).
- Goal 2:** Meet or exceed the AMO of 85.7% in math for all students with a focus on students in the FARMS subgroup as measured by the Maryland State Assessment (MSA).
- Goal 3:** Lower the overall student ineligibility from 15.3% to the MCPS target of 8.9% in all subgroups.
- Goal 4:** Improve the school community's culture and climate through a focus on high expectations and positive behaviors between and amongst students and staff as measured by a suspension rate of (current 7.0%) 6.5% or lower and an increase in satisfaction on the School Environment Survey by 10% for all stakeholders.

PROCESS MANAGEMENT

As a result of root cause analysis, the following structures and processes will be implemented and monitored to address school improvement needs:

- Monthly action step plan reviews
- Bi-weekly monitoring co-planning sessions to observe instructional planning
- Monthly classroom observations by RT(s) to observe high expectations for all students
- Monthly observations to monitor checking for understanding before, during, and after instruction
- Monthly grade level team action plans to monitor ineligibility and suspension targets/goals.
- Bi-monthly Enhanced School Improvement Team (ESIT) meetings
- Quarterly Accelerated and Enriched Instruction Support Teacher (AEIST) plan in order to provide traditionally underserved populations opportunities to enroll in rigorous academic courses
- Monthly Positive Behavior Interventions and Supports Team (PBIS) plan to monitor referrals, detentions, suspensions, and expulsions for all students thru grade level teams
- Monthly Positive Behavior Interventions and Support Lessons (PBIS) to support behavior and academic instruction across school settings.
- Weekly Academy of Excellence after school program to support skill development for MSAs
- Weekly collaborative planning time thru team meetings
- Monthly collaborative planning visits by the staff development teacher

PERFORMANCE RESULTS

2011 Targets (AMO) 78.6% Math 85.6% Reading

Subgroup	Math %			Reading %		
	2009	2010	2011	2009	2010	2011
All	63.1	75.5	71.4	85.4	85.9	87.1
AA	42.6	59.5	57.7	80.5	78.0	81.0
Asian	80.6	97.7	92.6	89.9	95.4	92.6
Hispanic	58.6	65.3	67.6	81.2	82.7	85.0
White	80.1	78.0	82.2	92.6	92.5	91.7
FARMS	48.6	57.0	55.3	76.2	80.0	80.9
SPED	22.7	51.9	29.0	59.1	46.6	52.2
LEP	38.3	73.8	69.4	59.6	69.4	77.1
Multi	n/a	80.7	71.8	n/a	90.0	94.9

2010-2011 Suspension Rate 6.5% Ineligibility Rate 10.8%

	Suspension Rate	Ineligibility Rate
All	7.1	15.3
AA	14.5	22.5
Asian	3.8	3.8
Hispanic	5.0	14.4
White	1.8	9.8
FARMS	12.5	23.8
LEP	4.6	18.6
SPED	16.6	31.8

Measurement, Analysis, And Knowledge Management

The Team and Department Action Plans will be monitored monthly/quarterly using the following forums:

- Classroom Observations
- Data Chats
- English and Math Formatives and Summatives
- Resource Teacher Lesson Planning Sessions
- Peer Visits (Look-fors and Capture Sheets)
- Grade Book Checks and Grades
- MAP-R Data
- Ineligibility Data
- Suspension Data
- Referral Data
- SRI Data
- Student Feedback