

DENVER PUBLIC SCHOOLS

2009-2010 School Improvement Action Plan

Martin Luther King, Jr. Early College

Allen Smith, Principal

Martin Luther King, Jr. Early College School Improvement Review Committee

The following members of the school community participated in the review of the 2009-2010 School Improvement Action Plan. Reviewers are intended to represent the various stakeholders who will be impacted by and are responsible for the implementation of the plan.

| Role | Name | Signature |
|--------------------------------|-----------------------|------------------|
| Principal | Allen Smith | |
| Assistant Principal | Rhonda Juett | |
| Assistant Principal | Moira Coogan | |
| Teacher (High School) | Ethan Emery | |
| Teacher (Middle School) | Sherry Foss | |
| Parent | Eva Perez | |
| Student | Itzel Alvarado | |

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Note to the Reader

Each of the goals presented in the Action Plan section of the School Improvement Plan is driven by an in-depth analysis of both current and historical student achievement data. These data are summarized in a problem statement preceding each goal to ensure that the goals, objectives, and strategies are the best approaches to solving the problems revealed by the data analysis.

Background Information

History

Located in far northeast Denver, Martin Luther King, Jr. Early College was created from Martin Luther King, Jr. Middle School in 2006. The middle school was nearly 20 years old but had experienced consistently low academic achievement. As part of a Revitalization Plan, the 6th-8th grade middle school was transformed into a 6th-12th grade early college. The high school component has been added one grade level at a time with the inaugural senior class expected to graduate in May 2010.

Mission

In the spirit and wisdom of Dr. Martin Luther King, Jr., the mission of Martin Luther King, Jr. Early College is to graduate students who are great leaders, great thinkers, and great communicators. The Early College is a partnership of students, staff, parents, and the community and its mission includes:

- Providing a rigorous, pre-collegiate, technology-based curriculum
- Focusing on student empowerment
- Respecting cultural diversity in a safe, productive environment

Academic Value Proposition

The Martin Luther King, Jr. Early College learning community believes that all students can learn and that all students should be prepared appropriately for a productive, prosperous life in the 21st century. The unique academic value proposition at Martin Luther King, Jr. Early College is that this preparation will include access to an excellent education that will enable students to pursue and succeed in post-secondary education. Because Martin Luther King, Jr. Early College utilizes a comprehensive approach—caring adults willing to build relationships and use effective interventions and strong teachers willing to offer rigorous instruction which employs best practices and college-oriented programs like AVID—MLK students will become both prepared and motivated to succeed at the post-secondary institution of their choosing.

What Makes Martin Luther King, Jr. Early College Unique?

The Early College is one of the best-kept secrets in the Denver Public Schools and represents a completely different culture than that which existed four years ago. Through an enormous cooperative effort on the part of administration, faculty and staff, students, parents, and community partners, MLK Jr. Early College has become a highly focused learning center in pursuit of new and innovative ways for the total learning community to acquire knowledge. Coming together during the revitalization planning journey, the Martin Luther King, Jr. Early College learning community has discovered ways to better prepare students for the rigors of the global marketplace by embracing the need to rethink both the “what” and the “how” of learning. The MLK learning community has challenged itself to look beyond incremental changes and, instead, to embrace a “systems approach” to restructuring the school.

Why Should Students and Parent Selects Martin Luther King, Jr. Early College?

Martin Luther King, Jr. Early College should be regarded as one of the finest choices available for parents in far Northeast Denver because:

- Martin Luther King, Jr. Early College is one of the few 6-12 schools in the DPS portfolio. Early College students learn in a supportive, academic environment for seven years. This educational program is designed to provide an aligned and integrated continuum of 6-12 coursework and to minimize two otherwise difficult transitions: the one from middle to high school and the one from high school to college.
- Martin Luther King, Jr. Early College offers a school wide AVID (Advancement by Individual Determination) program, a college-preparation-oriented educational approach which emphasizes skills needed for success in college and which is geared especially toward first-generation college-seeking students. MLK has been AVID-certified for five years and is one of the best high school AVID programs in the district.
- With a student population of more than 90% ethnic minorities and 70% Free-and-Reduced-Lunch eligibility, Martin Luther King, Jr. Early College is one of the few DPS schools with such a significant 1st generation college-seeking population. 100% of MLK juniors and seniors are enrolled in college credit courses (PSEO and/or Advanced Placement).
- Martin Luther King, Jr. Early College is the only magnet high school in the rapidly growing Far Northeast, providing more secondary options to families in the Montbello and Green Valley Ranch areas.
- The Martin Luther King, Jr. Early College high school ranks in the top 25% of 23 DPS high schools, ranking 5th on status measures and 6th in academic growth.
- The median Martin Luther King, Jr. Early College high school Grade Point Average (G.P.A.) is 3.3 and 33% of the MLK middle school students have a G.P.A. of 3.0 or higher.
- 100% of the Martin Luther King, Jr. Early College high school students who have taken college classes have passed those classes.
- 100% of Martin Luther King, Jr. Early College juniors and seniors are or have been enrolled in one or more of the four rigorous Advanced Placement (AP) courses currently being offered and MLK intends to add three additional AP courses in the next two years.
- Discipline incidents at Martin Luther King, Jr. Early College have decreased 65% in the middle school and 40% in the high school.
- Martin Luther King, Jr. Early College middle school and high school attendance has increased and high school attendance is 5% greater than the district average.
- Benchmark assessments, CSAP and CELA scores achieved by Martin Luther King, Jr. Early College students show across-the-board student performance gains in reading, writing and math at both the middle school and high school grade levels.
- 97% of the Martin Luther King, Jr. Early College faculty returned for the 2009-2010 school year, an increase of 40% over the prior year.
- 90% of all Martin Luther King, Jr. Early College teachers are involved with coaching, tutoring and/or mentoring.
- The Martin Luther King, Jr. Early College offers 17 clubs created in response to student interests and requests and directed by students under the leadership of a faculty sponsor.
- The Martin Luther King, Jr. Early College Urban Debate League team won the "Squad of the Year" award in May 2009.

External Support

In addition to the reform and restructuring efforts of administration and faculty, as well as the strong engagement of parents, Martin Luther King, Jr. Early College has benefited from significant partnerships with external stakeholders.

Martin Luther King, Jr. Early College is the sole school in Colorado selected to participate in College for Every Student (CFES), a national program which provides scholarships, mentoring, and internship opportunities. (Ernst and Young has partnered with the Martin Luther King, Jr. Early College CFES.)

As an academic partner, Community College of Aurora continues to implement the Post-Secondary Education Options program for MLK high school students by prioritizing needs, providing ACCUPLACER workshops, and meeting with faculty to customize course offerings.

A major friend of the Early College has been the Foundation of Educational Excellence, funded by Oakwood Homes and additional financial, in-kind, volunteer and/or internship support has come variously from the Far Northeast Business Development Association, the Denver Scholarship Foundation, the DPS Foundation, Kaiser-Permanente, and ProLogis.

Demographics

| | | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----------------------------|-----------------|----------------------------|--------------|
| <p>09-10 Martin Luther King, Jr. Early College HS 19535 East 46th Ave, Denver CO 80249 Generated on 10/12/2009 11:10:50 AM Page 1 of 1</p> | <p>Student Enrollment Summary Report Date: 10/12/2009 Total Races: 5 Total Schools: 1 Total Students: 382 Total male/female: 149/233</p> | | | | | |
| Student Population by Ethnicity (male/female/total) | | | | | | |
| School | American Indian or Alaskan Native | Asian or Pacific Islander | Black (Not Hispanic) | Hispanic | White, not Hispanic | Total |
| Martin Luther King, Jr. Early College HS | 1/1/2 | 11/16/27 | 30/52/82 | 90/129/219 | 17/35/52 | 149/233/382 |
| Grade 09 | 0/0/0 | 3/7/10 | 7/16/23 | 29/37/66 | 9/12/21 | 48/72/120 |
| Grade 10 | 1/0/1 | 4/3/7 | 8/10/18 | 28/45/73 | 4/6/10 | 45/64/109 |
| Grade 11 | 0/1/1 | 3/5/8 | 4/9/13 | 20/21/41 | 3/11/14 | 30/47/77 |
| Grade 12 | 0/0/0 | 1/1/2 | 11/17/28 | 13/26/39 | 1/6/7 | 26/50/76 |
| Student Population Excluding White not of Hispanic Origin | | | | | | |
| School | Total | Percentage | | | | |
| Martin Luther King, Jr. Early College HS | 330 | 86.39% | | | | |

| | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----------------------------|-----------------|----------------------------|--------------|
| <p>09-10 Martin Luther King, Jr. Early College MS 19535 East 46th AVE, Denver CO 80249-6637 Generated on 10/12/2009 11:11:10 AM Page 1 of 1</p> | <p>Student Enrollment Summary Report Date: 10/12/2009 Total Races: 5 Total Schools: 1 Total Students: 763 Total male/female: 389/374</p> | | | | | |
| Student Population by Ethnicity (male/female/total) | | | | | | |
| School | American Indian or Alaskan Native | Asian or Pacific Islander | Black (Not Hispanic) | Hispanic | White, not Hispanic | Total |
| Martin Luther King, Jr. Early College MS | 2/1/3 | 11/15/26 | 115/113/228 | 230/209/439 | 31/36/67 | 389/374/763 |
| Grade 06 | 1/1/2 | 3/6/9 | 48/32/80 | 67/71/138 | 12/15/27 | 131/125/256 |
| Grade 07 | 1/0/1 | 5/4/9 | 31/34/65 | 77/63/140 | 11/10/21 | 125/111/236 |
| Grade 08 | 0/0/0 | 3/5/8 | 36/47/83 | 86/75/161 | 8/11/19 | 133/138/271 |
| Student Population Excluding White not of Hispanic Origin | | | | | | |
| School | Total | Percentage | | | | |
| Martin Luther King, Jr. Early College MS | 696 | 91.22% | | | | |

Teaching and Learning Goal 1: Reading

Problem Statement:

Over two-thirds of students in grades 6-8 at Martin Luther King, Jr. Early College demonstrate a lack of proficiency on grade level reading tests. Data indicate that, although most students demonstrate proficiency on measures of basic skills in reading, they do not perform well on measures of higher-order critical thinking. Those students who score below grade level demonstrate a lack of competence in both basic reading skills and critical thinking. In grades 9-12, students have demonstrated increased proficiency on the CSAP Reading tests and their scores on the Reading portion of the ACT are consistent with the district average. However, analysis of the data the high school students, also, students do not perform as well on measures of critical thinking as they do on measures of basic skills.

Goal

Through an intentional focus on developing critical thinking skills in reading and by providing appropriate interventions for gaps in basic reading skills, by the end of 2010-2011, Martin Luther King, Jr. Early College will ensure that all growth and status reading measures on the School Performance framework will have increased at least one level at both the middle and high school level

Reading Goal: Yearly Objective 2009-2010

By the end of the 2009-2010 school year, all students at MLK will demonstrate an increased proficiency in reading as measured by an increase from 28% to 35% Proficient on CSAP reading in grades 6-8 and an increase from 64% to 69% Proficient on the CSAP reading in grades 9-10, which will result in an increase or maintenance of “Meets Expectations” on each of the reading measures in the DPS School Performance Framework.

Strategy 1: Adopt a language arts curriculum in grades 6-12 specifically focused on developing higher-order comprehension skills and ensure it is implemented with fidelity

| Activity | Connections to SPF Improvement | Person(s) Responsible | Timeline | Resources and Budget | Professional Development Needed | |
|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| 1) Provide teachers facilitated opportunities for unit planning to ensure deep understanding of comprehension skills addressed in each unit | <u>Middle School</u> Growth 1.1a, 1.2.a, 1.3a, 1.4a, 1.6a Status 2.2a, 2.4a, 2.6a | <u>High School:</u> Growth: 1.3a Status 2.4a PSR: 3.1, 3.6 | Teachers, Humanities facilitator, administrative team, instructional specialists | Sessions will begin in October 2009 and will be held throughout the year as grade level teams begin new units | CDE grant will fund extra duty stipend for teachers; | Meetings between specialists, facilitator, and administrators to determine grade level needs; ongoing Springboard training |
| 2) Provide teachers opportunities to have facilitated observations of other classrooms with focus on critical thinking activities | <u>Middle School</u> Growth 1.1a, 1.2.a, 1.3a, 1.4a, 1.6a Status 2.2a, 2.4a, 2.6a | <u>High School:</u> Growth: 1.3a Status 2.4a PSR: 3.1, 3. | Teachers, facilitators, administrative team, instructional specialists | Classroom visitation will start on October 2009 and will be ongoing | Substitutes as needed | None |
| 3) Provide opportunities for collaborative planning using uniform lesson plan to ensure that the curriculum is being implemented with fidelity | <u>Middle School</u> Growth 1.1a, 1.2.a, 1.3a, 1.4a, 1.6a Status 2.2a, 2.4a, 2.6a | <u>High School:</u> Growth: 1.3a Status 2.4a PSR: 3.1, 3. | Teachers, Humanities Facilitator, Assistant Principals | On-going in departmental PLC | None | Professional development will be embedded within the structured planning |

Strategy 2: Provide all students who are reading below proficient appropriate supplemental interventions to address basic skills

| Activity | Connections to SPF Improvement | Person(s) Responsible | Timeline | Resources and Budget | Professional Development Needed | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------|----------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1) In addition to the Springboard curriculum provide, students scoring below proficiency with intensive interventions including additional block classes, Read 180, Language!, and Wilson Reading | <u>Middle School</u> Growth 1.1a, 1.2.a, 1.3a, 1.6a Status 2.2a, 2.4a, 2.6a | <u>High School:</u> Growth: 1.3a Status 2.4a | Administrators, teachers, facilitators, counselors | Placement starting in August 2009, placements reviewed quarterly | Intervention curricula: Read 180, Language!, and Wilson; Springboard support teacher | Facilitated conversations between Springboard and intervention teachers to maintain alignment; PLC meetings to determine if additional supports are needed |
| 2) Provide targeted Impact and after-school tutoring to students identified as scoring below grade level in reading | <u>Middle School</u> Growth 1.1a, 1.2.a, 1.3a, 1.6a Status 2.2a, 2.4a, 2.6a | <u>High School:</u> Growth: 1.3a Status 2.4a | Tutor Train, Sylvan Learning, APEX | Starting September-October 2009; ongoing throughout school year | PSEO and Credit recovery funding | Tutor training for staff providing services |

MILESTONES

Measurements of Action (Strategy 1):

- 1) Notes and charts, unit planning calendars, and teacher reflections from unit planning sessions
- 2) Observation sheets and notes from facilitated debrief
- 3) Copies of teacher lesson plans

Measurements of Action (Strategy 2):

- 1) Student data sheets used for placement, BOEs for students placed into or moved out of interventions, and copy of scheduling philosophy
- 2) Rosters from Sylvan, Tutor Train, and APEX

Measurements of Student Progress Toward Yearly Objective

- 1) By the second benchmark exam, there will be at least a 5% increase in proficient students from the first middle school benchmark in writing and a 5% increase in the number of students receiving a C or higher on the first Intro to Literature and American Literature reading test;
- 2) By the third benchmark exam there will be at least a 10% increase in proficient students from the first middle school benchmark in writing and a 10% increase in the number of students receiving a C or higher on the first Intro to Literature and American Literature reading test

Teaching and Learning Goal 2: Writing

Problem Statement:

Almost two-thirds of both middle and high school students at Martin Luther King, Jr. Early College score Partially Proficient on the Writing CSAP, but there has been slow progress in moving these students to Proficient or Advanced Proficient status. Analysis of CSAP data indicates that these students have acquired basic writing skills. However, they fail to demonstrate mastery of higher order writing competencies such as identifying specific audiences and purposes, organizing thoughts in a logical and coherent manner, and crafting fluent sentences and paragraphs. Lack of these critical thinking skills is especially apparent when longer, extended writing passages are required.

Goal

Through the adoption of a language arts curriculum which provides explicit development of various writing genres as well as an intentional focus on supporting writing across the curriculum, by the end of 2010-2011, Martin Luther King, Jr., Early College will ensure that all growth and status writing measures on the School Performance framework will have increased at least one level at both the middle and high school level

Writing Yearly Objective 2009-2010

By the end of the 2009-2010 school year, all students at MLK will demonstrate an increased proficiency in writing as measured by an increase from 24% to 30% proficient on CSAP writing in grades 6-8 and an increase from 38% to 44% on the CSAP writing in grades 9-10, which will result in an increase towards or maintenance of “Meets Expectations” on each of the writing measures in the DPS School Performance Framework.

Strategy 1: Ensure that all language arts teachers 6-12 implement the writing portion of Springboard curriculum with fidelity

| Activity | Connections to SPF Improvement | | Person(s) Responsible | Timeline | Resources and Budget | Professional Development Needed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1) Provide teachers facilitated opportunities for unit planning to ensure deep understanding of the specific writing genre in each unit | <u>Middle School</u> Growth 1.1c, 12.c, 1.3c, 1.4c, 1.6c Status 2.2c, 2.4c, 2.6c | <u>High School:</u> Growth: 1.3c Status 2.4c PSR: 3.1, 3.6 | Teachers, Humanities facilitator, administrative team, instructional specialist for language arts | Sessions will begin in October 2009 and will be held throughout the year as grade level teams begin new units | CDE grant will fund extra duty stipend for teachers; | Meetings between instructional specialists, facilitator, and administrators to determine specific grade level needs; ongoing Springboard training for teachers |
| 2) Provide opportunities for facilitated analysis of embedded assessments and benchmarks to ensure 6-12 alignment of writing and to develop specific grade level goals | <u>Middle School</u> Growth 1.1c, 12.c, 1.3c, 1.4c, 1.6c Status 2.2c, 2.4c, 2.6c | <u>High School:</u> Growth: 1.3c Status 2.4c PSR: 3.1, 3.6 | Teachers, facilitators, administrative team, instructional specialists | Classroom visitation will start on October 2009 and will be ongoing | Substitutes as needed | None |
| 3) Provide opportunities for collaborative planning using uniform lesson plan format focusing on the development of specific writing skills | <u>Middle School</u> Growth 1.1c, 12.c, 1.3c, 1.4c, 1.6c Status 2.2c, 2.4c, 2.6c | <u>High School:</u> Growth: 1.3c Status 2.4c PSR: 3.1, 3.6 | Teachers, Humanities Facilitator, Assistant Principal | On-going in departmental PLC | None | Professional development will be embedded within the structured planning |

Strategy 2: Ensure that writing is meaningfully supported across the curriculum

| Activity | Connections to SPF Improvement | | Person(s) Responsible | Timeline | Resources and Budget | Professional Development Needed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| 1) Complete data analysis utilizing the data-driven protocol to determine school-wide areas of need in writing and how they can be supported in each core content area | <u>Middle School</u> Growth 1.1c, 12.c, 1.3c, 1.4c, 1.6c Status 2.2c, 2.4c, 2.6c | <u>High School:</u> Growth: 1.3c Status 2.4c PSR: 3.1, 3.6 | Administrative team, facilitators, teachers | October 2009 | Assessment frameworks, data notebook provided by district, benchmark data, student samples | None |
| 2) Use grade level meetings and departmental PLC meetings to identify opportunities for inclusion of expectations for extended response writing in each core content area | <u>Middle School</u> Growth 1.1c, 12.c, 1.3c, 1.4c, 1.6c Status 2.2c, 2.4c, 2.6c | Growth: 1.3c Status 2.4c PSR: 3.1, 3.6 | Facilitators, teachers, instructional specialists, and administrative teams | On-going throughout school year | MLK, Jr. Early College lesson plans | Professional development embedded within the cycle to address identified needs |
| 3) Begin development of writing rubrics for each core content area using the CDE Rubric (6-8) and the AP Writing Rubric (9-12) as the guides | <u>Middle School</u> Growth 1.1c, 12.c, 1.3c, 1.4c, 1.6c Status 2.2c, 2.4c, 2.6c | <u>High School:</u> Growth: 1.3c Status 2.4c PSR: 3.1, 3.6 | Teachers, humanities facilitator | Develop and institute by Jan 2009 | CDE and AP rubrics available for all staff members | Individual sessions with facilitators and instructional specialists as needed |

| Strategy 2: Provide appropriate interventions for students scoring below proficiency in writing | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Activity | Connections to SPF Improvement | | Person(s) Responsible | Timeline | Resources and Budget | Professional Development Needed |
| 1) Using the embedded assessments and benchmarks, grade level teams will identify students needing additional small group instruction and create a process for providing targeted instruction within each grade level | <u>Middle School</u> Growth 1.1c, 12.c, 1.3c, 1.6c Status 2.2c, 2.4c, 2.6c | <u>High School:</u> Growth: 1.3c Status 2.4c | Administrators Language Arts and intervention teachers, facilitator, instructional specialist | January 2010 | Substitutes as needed for planning; tutors/support personnel as needed | Facilitated conversations between Springboard and intervention teachers to maintain alignment; |
| 2) Provide targeted Impact and after school tutoring to students identified as scoring below grade level in writing | <u>Middle School</u> Growth 1.1c, 12.c, 1.3c, 1.6c Status 2.2c, 2.4c, 2.6c | <u>High School:</u> Growth: 1.3c Status 2.4c | Tutor Train, Sylvan Learning, APEX | Starting September-October 2009; ongoing throughout school year | PSEO and Credit recovery funding | Tutor training for staff providing services |
| Strategy 4: Initiate a focus on differentiated instruction with focus on differentiating written products in each of the core subjects | | | | | | |
| Activity | Connections to SPF Improvement | | Person(s) Responsible | Timeline | Resources and Budget | Professional Development Needed |
| 1) Conduct a book study using Tomlinson's <u>Fulfilling the Promise of the Differentiated Classroom</u> and incorporate ideas into uniform lesson plans | <u>Middle School</u> Growth 1.1c, 12.c, 1.3c, 1.6c Status 2.2c, 2.4c, 2.6c | <u>High School:</u> Growth: 1.3c Status 2.4c | Administrators, teachers, Humanities facilitator, | November 2009-February 2010 | Copies of ret for all teachers | Professional development will be provided through book study |
| 2) Provide teachers opportunities to have facilitated observations of other classrooms with a focus on how written products are being differentiated | <u>Middle School</u> Growth 1.1c, 12.c, 1.3c, 1.6c Status 2.2c, 2.4c, 2.6c | <u>High School:</u> Growth: 1.3c Status 2.4c | Administrators, teachers, Humanities facilitator, instructional specialist for Language Arts | November 2009-May 2010 | Substitutes as needed | Individual sessions with facilitators and instructional specialists as needed |
| MILESTONES | | | | | | |
| <u>Measurements of Action (Strategy 1):</u> 1) Notes and charts, unit planning calendars, and teacher reflections form unit planning sessions 2) Copies of student work 3) Copies of teacher lesson plans | <u>Measurements of Action (Strategy 2):</u> 1) Report of the data-dives, outlining content areas of need in writing 2) Agendas and minutes of the grade level meetings and departmental PLC meetings which indicate a focus on writing and teacher lesson plans will demonstrate incorporation of writing strategies developed in PLC meetings 3) Published departmental rubrics | | <u>Measurements of Action (Strategy 3):</u> 1) Copies of action plans from each grade level indicating how they will address needs of students writing below proficiency 2) Rosters from Sylvan, Tutor Train, and APEX | | <u>Measurements of Action (Strategy 3):</u> 1) Agendas, minutes, and charts/notes from book study sessions 2) Observation sheets and notes from facilitated debrief | |
| <u>Measurements of Student Progress Toward Yearly Objective</u> 1) By the second benchmark exam, there will be at least a 5% increase in proficient students from the first middle school benchmark in writing and a 5% increase in the number of students receiving a C or higher on the first Intro to Literature and American Literature writing test; 2) By the third benchmark exam there will be at least a 10% increase in proficient students from the first middle school benchmark in writing and a 10% increase in the number of students receiving a C or higher on the first Intro to Literature and American Literature writing test. | | | | | | |

Teaching and Learning Goal 3: Mathematics

Problem Statement:

Less than one-third of students at Martin Luther King, Jr. Early College score Proficient on the Mathematics CSAP, although significant increases were made last year in Grades 6, 7, and 9. Assessment evidence indicates that students who scored Unsatisfactory have not mastered even basic numerical and computational skills. The students who score Partially Proficient have acquired basic number sense concepts and can perform a full range of computational procedures. However, these students fail to advance to Proficient because they cannot demonstrate higher order quantitative thinking and mathematics reasoning, the appropriate application of discrete computational skills to understanding and solving complex problems, and the ability to explain the reasoning beyond their approaches to solving mathematical problems.

Goal

By developing a deep understanding of the investigations-based mathematics curriculum— which provides explicit development of problem solving skills in addition to providing appropriate interventions to close gaps in basic skills—by the end of 2010-2011, Martin Luther King, Jr. Early College will ensure that all mathematics growth and status measures on the School Performance framework will have increased at least one level at both the middle and high school level.

Mathematics Yearly Objective 2009-2010

By the end of the 2009-2010 school year, all students at MLK will demonstrate an increased proficiency in mathematics as measured by an increase from 26% to 31% proficient on CSAP math in grades 6-8, an increase from 15% to 20% on the CSAP math in grades 9-10, and an increase from 50% to 60% scoring above a “C” on the Algebra 2 course assessment in grade 11, which will result in an increase towards or maintenance of “Meets Expectations” on each of the writing measures on the DPS School Performance Framework.

Strategy 1: Ensure that all mathematics teachers in grades 6-12 implement the problem-solving components of the mathematics curriculum with fidelity.

| Activity | Connections to SPF Improvement | | Person(s) Responsible | Timeline | Resources and Budget | Professional Development Needed |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| 1) Define vertical expectations and common language for grades 6-12 for developing and reinforcing higher-order problem solving skills | <u>Middle School</u> Growth 1.1b, 1.3b, 1.4b, 1.5, 1.6b Status 2.1b, 2.1d, 2.2b, 2.4b | <u>High School:</u> Growth: 1.3b, 1.4b, 1.5 Status 2.1b, 2.2b, 2.4b PSR: 3.1 | Administrators, teachers, Math facilitator | Beginning in October 2009; on-going throughout school year | None | Professional development will be embedded within the departmental PLC meetings |
| 2) Provide teachers facilitated opportunities for unit planning to ensure deep understanding of unit goals and expectations, and use of uniform lesson plan to ensure application | <u>Middle School</u> Growth 1.1b, 1.3b, 1.4b, 1.5, 1.6b Status 2.1b, 2.1d, 2.2b, 2.4b | <u>High School:</u> Growth: 1.3b, 1.4b, 1.5 Status 2.1b, 2.2b, 2.4b PSR: 3.1 | Administrators, teachers, Math facilitator, instructional specialist | Sessions will begin in November 2009 and will be held throughout the year as grade level teams begin new units | CDE grant will fund extra duty stipend for teachers | Meetings between instructional specialists, facilitator, and Administrators to determine specific grade level needs; |
| 3) Provide teachers opportunities to have facilitated observations of other classroom with a focus on development of higher-order problem solving | <u>Middle School</u> Growth 1.1b, 1.3b, 1.4b, 1.5, 1.6b Status 2.1b, 2.1d, 2.2b, 2.4b | <u>High School:</u> Growth: 1.3b, 1.4b, 1.5 Status 2.1b, 2.2b, 2.4b PSR: 3.1 | Administrators, teachers, Math facilitator, instructional specialist | On-going throughout school year | Substitutes as needed | Individual sessions with facilitators and instructional specialists as needed |

Strategy 2: Provide the appropriate interventions to address gaps in basic math skills to students performing below proficient

| Activity | Connections to SPF Improvement | | Person(s) Responsible | Timeline | Resources and Budget | Professional Development Needed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|----------------------------------------------------|------------------------------------------------------------------|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1) In addition to the CMP and IMP curricula, students scoring below proficiency will be provided with intensive interventions including additional skills blocks | <u>Middle School</u> Growth 1.1b, 1.3b, 1.5, 1.6b Status 2.1b, 2.1d, 2.2b, 2.4b | <u>High School:</u> Growth: 1.3b, 1.5 Status 2.1b, 2.2b, 2.4b PSR: 3.1 | Administrators, teachers, facilitators, counselors | Placement starting in August 2009, placements reviewed quarterly | Intervention curricula: | Facilitated conversations between CMP, IMP and intervention teachers to maintain alignment; ongoing conversations in PLC meetings to determine if additional supports are needed |
| 2) Provide targeted after-school tutoring to students identified as scoring below grade level in writing | <u>Middle School</u> Growth 1.1b, 1.3b, 1.5, 1.6b Status 2.1b, 2.1d, 2.2b, 2.4b | <u>High School:</u> Growth: 1.3b, 1.5 Status 2.1b, 2.2b, 2.4b PSR: 3.1 | Tutor Train, Sylvan Learning, APEX | Starting September-October 2009; ongoing throughout school year | PSEO and Credit recovery funding | Tutor training for staff providing services |

| Strategy 3: Initiate a focus on differentiated instruction with focus on differentiating in mathematics, particularly in for students needing remediation or acceleration | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| Activity | Connections to SPF Improvement | | Person(s) Responsible | Timeline | Resources and Budget | Professional Development Needed |
| 1) Conduct a book study using Tomlinson's <u>Fulfilling the Promise of the Differentiated Classroom</u> and incorporate ideas into uniform lesson plans | <u>Middle School</u> Growth 1.1b, 1.3b, 1.5, 1.6b Status 2.1b, 2.1d, 2.2b, 2.4b | <u>High School:</u> Growth: 1.3b, 1.5 Status 2.1b, 2.2b, 2.4b PSR: 3.1 | Administrators, teachers, Math facilitator | November 2009-February 2010 | Copies of ret for all teachers | Professional development will be provided through book study |
| 2) Provide teachers opportunities to have facilitated observations of other classrooms with a lens on differentiation | <u>Middle School</u> Growth 1.1b, 1.3b, 1.5, 1.6b Status 2.1b, 2.1d, 2.2b, 2.4b | <u>High School:</u> Growth: 1.3b, 1.5 Status 2.1b, 2.2b, 2.4b PSR: 3.1 | Administrators, teachers, Math facilitator, instructional specialist for Math | November 2009-May 2010 | Substitutes as needed | Individual sessions with facilitators and instructional specialists as needed |
| MILESTONES | | | | | | |
| <u>Measurements of Action (Strategy 1):</u> | | | <u>Measurements of Action (Strategy 2):</u> | | <u>Measurements of Action (Strategy 3):</u> | |
| 1) Published set of "agreements" for common language and common expectations; observation notes focused on common expectations and language 2) Notes and charts, unit planning calendars, lesson plans, teacher reflections from unit planning sessions 3) Observation sheets and notes from facilitated debrief | | | 1) Student data sheets used for placement, BOEs for students placed into or moved out of interventions, and copy of scheduling philosophy 2) Rosters from Sylvan, Tutor Train, and APEX | | 1) Report of the data-dive which outlines the school wide areas of need in writing 2) Agendas, minutes, and charts/notes from book study sessions 3) Observation sheets and notes from facilitated debrief | |
| <u>Measurements of Student Progress Toward Yearly Objective</u> | | | | | | |
| 1) By the second benchmark exam, there will be at least a 5% increase in proficient students from the first middle school benchmark in math and a 5% increase in the number of students receiving a C or higher on the first Intro to Algebra I and Geometry tests 2) By the third benchmark, here will be at least a 10% increase in proficient students from the first middle school benchmark in math and a 10% increase in the number of students receiving a C or higher on the first Algebra I and Geometry tests | | | | | | |

Teaching and Learning Goal 4: Science

Problem Statement:

The DPS middle school and high school science curricula address distinct scientific disciplines at each grade level (e.g., earth science, biology, physical science). However, CSAP Science tests, administered on a triennial basis, require knowledge recall of key concepts from all three content areas. Students at Martin Luther King Jr. Early College demonstrate knowledge of key concepts in each discipline during the year of instruction, but CSAP data indicate that they experience difficulty in retaining these concepts over a multi-year period. In addition, many students fail to demonstrate scientific reasoning (Standard 1), especially the ability to identify and apply procedural approaches which are common to all of the scientific disciplines (e.g., hypothesis setting, data collection procedures, etc.).

Goal

Through intentional 6-12 vertical alignment and reinforcement of key concepts from year-to-year, by the end of 2010-2011, Martin Luther King, Jr., Early College will ensure that all growth and status science measures on the School Performance Framework will have increased at least one level at both the middle and high school level.

Science Yearly Objective 2009-2010

By the end of the 2009-2010 school year, students at Martin Luther King, Jr. Early College will demonstrate increased proficiency in science as measured by an increase from 4% to 10% proficient or above on the eighth grade CSAP and 29% to 35% proficient or above on the tenth grade CSAP which will result in an increase towards or maintenance of “Meets Expectations” on each of the science measures in the DPS School Performance Framework.

Strategy 1: Ensure alignment of key concepts throughout the 6-12 curriculum

| Activity | Connections to SPF Improvement | | Person(s) Responsible | Timeline | Resources and Budget | Professional Development Needed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|------------------------------------------------------|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| 1) Define vertical expectations and common language for grades 6-12, including opportunities for teaming at grade levels with same focus (i.e. 6/9 Earth Science) | <u>Middle School</u> Status 2.2d, 2.4d | <u>High School:</u> Status 2.2d, 2.4d PSR: 3.1 | Administrators, teachers, Science facilitator | Beginning in October 2009; on-going throughout school year | None | Professional development will be embedded within the departmental PLC meetings |
| 2) Identify key concepts which need to be reinforced at every grade level and design activities for use by all teachers | <u>Middle School</u> Status 2.2d, 2.4d | <u>High School:</u> Status 2.2d, 2.4d PSR: 3.1 | Administrators, teachers, Science facilitator, instructional specialist | On-going throughout school year | None | Professional development will be embedded within the departmental PLC meetings |
| 3) Provide teachers facilitated opportunities for unit planning to ensure deep understanding of unit and use of uniform lesson plan | <u>Middle School</u> Status 2.2d, 2.4d | <u>High School:</u> Status 2.2d, 2.4d PSR: 3.1 | Administrators, teachers, Science facilitator, instructional specialist | Sessions will begin in November 2009 and will be held throughout the year as grade level teams begin new units | CDE grant will fund extra duty stipend for teachers; | Meetings between instructional specialists, facilitator, and Administrators to determine specific grade level needs; |
| 4) Provide teachers opportunities to have facilitated observations of other classrooms with emphasis on common expectations | <u>Middle School</u> Status 2.2d, 2.4d | <u>High School:</u> Status 2.2d, 2.4d PSR: 3.1 | Administrators, teachers, Science facilitator, instructional specialist | On-going throughout school year | Substitutes as needed | Individual sessions with facilitators and instructional specialists as needed |

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Measurements of Action:

- 1) Departmental agreements for common language and common expectations; observation notes focused on common expectations and language
- 2) Resource notebook for all teachers at MLK to use to support key concepts
- 3) Notes and charts, unit planning calendars, lesson plans, teacher reflections from unit planning sessions
- 4) Observation sheets and notes from facilitated debrief

Measurements of Student Progress Towards Yearly Objective

At least 75% of students will score a “C” or above on the midterm and course finals for Earth Science, Biology, and Chemistry

Teaching and Learning Goal 5: Post-Secondary Readiness

Problem Statement:

Taken literally, the School Performance Framework (SPF) does not indicate that Martin Luther King, Jr. Early College has a problem with post-secondary readiness and, therefore, MLK is not required to develop an improvement goal for this indicator. However, this is due, in part, to the nature of the district's calculations of points awarded to MLK for this target.

Martin Luther King, Jr. Early College met or exceeded the DPS goals for students on track to graduation (94%), AP/IB/PSEO course enrollment (39.5% of high school students), and PSEO course passing rate (77.4%, or almost double the district average). No data was included in the SPF for actual graduation rate, since the Class of 2010 will be the initial graduating class, nor for AP/IB test taking or AP/IB pass rates because the MLK group size was too small. (Per federal definition, a cohort of fewer than 16 students is statistically unreliable). Finally, the SPF included an ACT measure of students who achieved composite scores of 20 or higher, with 27% of Martin Luther King, Jr. Early College students scoring at this level compared to the district percentage of 33%. However, because only one year of ACT test score data was available for MLK, the SPF calculation resulted in an "approaching" rather than "met" rating.

Although Martin Luther King, Jr. Early College has met the overall post-secondary readiness target, MLK recognizes that several challenges remain relative to these indicators. First, MLK is not content merely to maintain those indicators which already have been met— students on track to graduation, AP/IB/PSEO course enrollment, and PSEO course passing rates— but rather aspires to increase from the current levels and aims to meet or exceed district averages for graduation rates, beginning with the first graduating class in May 2010. Martin Luther King, Jr. Early College desires to have its AP/IB test taking and AP/IB pass rate targets included in the SPF ratings but acknowledges that this will require increasing the number of Advanced Placement course offerings. Finally, Martin Luther King, Jr. Early College recognizes that meeting the district average of students who achieve an ACT composite scores of 20 or higher may take two to three years.

Goal

Through an intentional focus on increased academic acceleration opportunities and related academic supports, by the end of 2010-2011, Martin Luther King, Jr. Early College will meet or exceed district targets for all post-secondary readiness indicators.

Post-Secondary Readiness Yearly Objective 2009-2010

By the end of the 2009-2010 school year, high school students at Martin Luther King, Jr. Early College will complete coursework, testing, and graduation requirements which enable MLK to meet or exceed five of the seven measures on the School Performance Framework. (Note: Increased performance in reading, writing, mathematics, and science—which would contribute to an increase in the ACT composite score indicator—is embedded in the objectives and strategies for these content areas in Teaching and Learning Goals 1 through 4.)

Strategy 1: Make certain that all students are on-track for graduation in grades 9-12

| Activity | Connections to SPF Improvement | Person(s) Responsible | Timeline | Resources and Budget | Professional Development Needed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|---------------------------------------------------------------------|---------------------------------------------------------|--------------------------------------------------|------------------------------------------------------------------|
| 1) Ensure that all seniors have submitted senior contracts and have been assigned a faculty mentor to monitor grades, attendance, and college applications | High School PSR: 3.2, 3.3 | Administrators, counselors, teachers, Denver Scholarship Foundation | Beginning in Fall 2009; On-going throughout school year | None | PD as necessary to address topics identified throughout the year |
| 2) Ensure that all students who have not passed a unit or a course have been enrolled in and are attending Credit Recovery classes | High School PSR: 3.2, 3.3 | Administers, teachers, counselors | Beginning in Fall 2009; On-going throughout school year | Stipends for teachers monitoring credit recovery | Training for credit recovery teachers |
| 3) Ensure that all students scoring below proficient or whose GPA is less than 2.5 are enrolled in study skills courses | High School PSR: 3.2, 3.3 | Administers, teachers, counselors | Beginning in Fall 2009; On-going throughout school year | Master schedule which includes study skills;; | None |

Strategy 2: Increase the opportunities for students to take advanced courses prior to junior and senior years

| Activity | Connections to SPF Improvement | Person(s) Responsible | Timeline | Resources and Budget | Professional Development Needed |
|-------------------------------------------------------------------------------------------------|-----------------------------------|----------------------------------------------|---------------------------------------------------------|--------------------------------------------------|--------------------------------------------|
| 1) Increase advanced placement and PSEO offerings | High School PSR: 3.4, 3.5, 3.6 | Administrators, teachers | Beginning in Fall 2009; On-going throughout school year | Registration for additional A courses; materials | Teacher training for additional AP courses |
| 2) Develop departmental guidelines for acceleration of middle school students and underclassmen | High School PSR: 3.4, 3.5, 3.6 | Administrators, teachers, department chairs, | Spring 2010 | None | None |

Strategy 3: Ensure that all students enrolled in collegiate courses (AP or PSEO) possess the necessary collegiate level thinking skills and study skills

| Activity | Connections to SPF Improvement | Person(s) Responsible | Timeline | Resources and Budget | Professional Development Needed |
|------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------------------------------------------------------|---------------------------------------------------------|----------------------|------------------------------------------------------------------|
| 1) Provide additional academic support for students enrolled in advanced placement or PSEO courses during ninth hour | High School PSR: 3.4, 3.5, 3.6, 3.7 | Administrators, teachers, facilitators | Beginning in Fall 2009; On-going throughout school year | None | None |
| 2) Refine implementation of high school AVID elective and inclusion of AVID strategies in all high school core classes | High School PSR: 3.4, 3.5, 3.6, 3.7 | Administrators, AVID coordinator, AVID site-team; teachers | Beginning in Fall 2009; On-going throughout school year | AVID training, | PD as necessary to address topics identified throughout the year |

| MILESTONES | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Measurement of Action (Strategy 1)</u> 1) List of senior mentors; qualitative reports from seniors 2) Attendance logs from Credit Recovery courses 3) Rosters from study skills courses | <u>Measurement of Action (Strategy 2)</u> 1) Master schedule which includes more AP courses; registration of teachers into AP training 2) Departmental guidelines for acceleration | <u>Measurement of Action (Strategy 3)</u> 1) Master schedule which includes ninth hour support 2) Observation notes, lesson plans, and student work from AVID course as well as minutes from AVID PD for teachers |

Teaching and Learning Goal 6: Student Engagement

Problem Statement:

With the change in building administration, Martin Luther King, Jr. Early College has demonstrated some improvement in attendance and student satisfaction during the past year. High school attendance currently exceeds the DPS average but, although middle school attendance improved from 88% to 90%, it remains below the district average. Neither the high school nor the middle school responses to the Student Satisfaction Survey met the district minimum 80% level, although approximately 79% of both the high school and middle students expressed positive feelings toward Martin Luther King, Jr. Early College.

Both quantitative and qualitative data collected formally and informally in the building indicate that Martin Luther King, Jr. Early College's prior negative reputation is beginning to wane and that students are beginning to feel safer, to understand and comply with positive behavioral expectations, and to identify proudly as MLK students. The pre-eminent challenge is to develop attendance and behavioral expectations that create a sense of school unity across the grade levels, while concurrently recognizing appropriate developmental differences between middle and high school students.

Goal

Through a comprehensive attendance policy and the intentional development of a positive student-focused school culture, by the end of 2010-2011, Martin Luther King, Jr., Early College will ensure that all growth and status measures for student engagement on the School Performance framework will have increased at least one level at the middle school level

Student Engagement Yearly Objective 2009-2010

By the end the 2009-2010 school year, middle school attendance will increase from 92% to 93% and high school attendance will stay at 94% and Martin Luther King, Jr. Early College will meet or exceed the district positive response rate in the areas of safety and academics on the Student Satisfaction Survey

Strategy 1: Increase parental understanding of the importance of regular attendance and awareness of student absences.

| Activity | Connections to SPF Improvement | | Person(s) Responsible | Timeline | Resources and Budget | Professional Development Needed |
|------------------------------------------------------------------------------------------------------------|----------------------------------------------------|--------------------------------------------------|--------------------------------------------------|------------------------------------|----------------------|---------------------------------|
| 1) Family Liaison and a Social Worker will communicate with families regularly regarding attendance issues | <u>Middle School</u> Student Engagement: 4.1 | <u>High School</u> Student Engagement: 4.1 | Social Worker and Family Liaison | On-going throughout school year | None | None |
| 2) Apprise parents of attendance problems on a regular basis through letters sent from grade level teams | <u>Middle School</u> Student Engagement: 4.1 | <u>High School</u> Student Engagement: 4.1 | <u>High School</u> SE 4.1 | On-going throughout school year | Postage \$2,000 | None |
| 3) Conduct meetings with parents of students with chronic attendance issues, including home visits | <u>Middle School</u> Student Engagement: 4.1 | <u>High School</u> Student Engagement: 4.1 | Social Worker, Family Liaison, Administrators | On-going throughout school year | None | None |

Strategy 2: Increase student accountability for demonstrating positive behavior by concurrently providing positive rewards and appropriate interventions

| Activity | Connections to SPF Improvement | | Person(s) Responsible | Timeline | Resources and Budget | Professional Development Needed |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|--------------------------------------------------|-----------------------------------------------------------------------|---------------------------------------------------------------------------------|----------------------|-------------------------------------------------------------------------------------------------------------------|
| 1) Increase from two to four security guards to monitor hallways, check lockers regularly, and ensure that all students are in class | <u>Middle School</u> Student Engagement: 4.1 | <u>High School</u> Student Engagement: 4.1 | Principal, Administrators | August 2009 | None | Regular meetings with dean and AP for discipline to outline and review expectations for duty assignments |
| 2) Convocation celebrations for both individual students and classrooms to recognize academic excellence and positive behavior | <u>Middle School</u> Student Engagement: 4.1 | <u>High School</u> Student Engagement: 4.1 | Principal, attendance secretary, teachers | Starting December 2009, On- going throughout school year | Classroom rewards | None |
| 3) Assign consequences, including lunch detention and afterschool detention for students who are tardy to school and/or repeatedly tardy to class | <u>Middle School</u> Student Engagement: 4.1 | <u>High School</u> Student Engagement: 4.1 | Principal, attendance secretary, deans, teachers | Starting October 2009, On- going throughout school year | None | None |
| 4) Implement a school-wide intervention plan including Saturday Academy, classroom management expectations, and a clearly defined discipline ladder | <u>Middle School</u> Student Engagement: 4.2 | <u>High School</u> Student Engagement: 4.2 | Administrators, deans, social worker, teachers, counselors | Ongoing; introduced and discussed at staff retreat before start of school | None | PD as necessary to address topics identified throughout the year |
| 5) Utilize social-emotional interventions including Restorative Justice, friendships groups, and individual counseling | <u>Middle School</u> Student Engagement: 4.2 | <u>High School</u> Student Engagement: 4.2 | Administrators, deans, social worker, teachers, counselors, DMH | On-going throughout school year | None | None |

| Strategy 3: Promote a student-centered culture with particular focus on developing positive relationships between adults and students | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| Activity | Connections to SPF Improvement | | Person(s) Responsible | Timeline | Resources and Budget | Professional Development Needed |
| 1) Provide teachers with explicit training on cultural competencies to meet the needs of a diverse population | <u>Middle School Student Engagement: 4.2</u> | <u>High School Student Engagement: 4.2</u> | Administrators, teachers, deans and social worker | Initial training provided in August 2009; follow-up training in December 2009 | Instructional budget | Training for all staff held by Jeannie Carter |
| 2) Continue a school-wide advisory program to foster relationships with all students | <u>Middle School Student Engagement: 4.2</u> | <u>High School Student Engagement: 4.2</u> | Administrators, teachers | On-going throughout school year | None | PD as necessary to address topics identified throughout the year |
| 3) Increase the number of school-sponsored and teacher-led extracurricular activities for students | <u>Middle School Student Engagement: 4.2</u> | <u>High School Student Engagement: 4.2</u> | Administrators, teachers | On-going throughout school year | None | None |
| Strategy 4: Promote a “future-oriented” culture with particular focus on college attendance and degree completion | | | | | | |
| 1) Provide all students 6-12 with opportunities to focus on importance of college and college preparation, including explicit use of school wide AVID strategies | <u>Middle School Student Engagement: 4.2</u> | <u>High School Student Engagement: 4.2</u> | Administrators, teachers, counselors | On-going throughout school year | CDE Grant | Embedded within the on-going professional development |
| 2) Begin development of a School Articulation Matrix (SAM) which identifies the supports needed to ensure that <u>all</u> students 6-12 are developing the academic, social/emotional, and technological competencies necessary to ensure college success | <u>Middle School Student Engagement: 4.2</u> | <u>High School Student Engagement: 4.2</u> | Administrators, teachers, counselors | Initial development will begin in Summer 2009. Completed draft will be submitted for comment and revision by May 2010. Final draft will be completed Summer 2010 | CDE Grant for stipends during summer | PD as necessary to refine draft |
| MILESTONES | | | | | | |
| <u>Measurements of Action (Strategy 1):</u> 1) Notes from attendance team meetings 2) Copies of attendance letters 3) Log of parent contacts and visits | <u>Measurements of Action (Strategy 2):</u> 1) Security logs 2) Programs from convocations 3) Published copies of intervention manual; documentation in Infinite Campus of discipline ladder and interventions | | <u>Measurements of Action (Strategy 3):</u> 1) Agenda and roster for cultural competency trainings 2) Student work and student data sheets from advisories 3) List of student clubs and activities | | <u>Measurements of Action (Strategy 4):</u> 1) Observation notes from classrooms with specific focus on use of AVID strategies 2) Student Articulation Matrix | |
| <u>Measurements of Progress Toward Yearly Objective:</u> 1) Increased overall attendance each quarter, especially Increased attendance for students identified as having chronic attendance issues, and increase in the number of students recognized for perfect attendance 2) Increased implementation of intervention ladder as documented in IC and decreased referrals to deans | | | | | | |

Teaching and Learning Goal 7: School Demand

Problem Statement:

Although the DPS School Performance Framework (SPF) indicates that Martin Luther King, Jr. Early College is experiencing a demand problem, this may be inaccurate because the DPS enrollment calculations do not take into account the MLK Revitalization Plan approved by the district. The managed enrollment permitted in the Plan acknowledges that full physical capacity may not be utilized due to specialized facilities required for a college preparatory curriculum in an early college. Further, the DPS calculations are not adjusted for the non-comparability of enrollment data for the middle school, which serves as a neighborhood school, and the high school enrollment data which is controlled by selective admissions criteria for a magnet school. Although 5% of high school students did not re-enroll, largely due to parent relocation and lack of transportation, these enrollment slots were filled from the MLK high school waiting list of students who “choiced in” from other schools. 95% of the 800 available slots in the middle school are currently filled (December 2009), which is consistent with historical enrollment trends and predicts 100% middle school enrollment by year-end.

Goal

No goal is necessary because the analysis above clarifies the SPF data. Anticipated changes in the district calculations for the next SPF should accommodate the aforementioned unique characteristics of Martin Luther King, Jr. Early College.

Teaching and Learning Goal 8: Parent and Community Engagement

Problem Statement

The School Performance Framework (SPF) indicates that 76% of middle school parents who returned a Parent Satisfaction Survey expressed positive attitudes about Martin Luther King, Jr. Early College, which is 4% below the district wide minimum 80% satisfaction goal. At the high school level, parents may be presumed to have high positive attitudes because they “choice into” Martin Luther King, Jr. Early College. However, for this critical area of stakeholder communication, it may not be sufficient to depend solely on these data and behaviors. The district-administered mail survey has a low response rate and even pre-enrollment positive parental attitudes do not necessarily ensure continued satisfaction. Areas of parent concern have been identified and addressed through informal and qualitative information gathering by building personnel. However, Martin Luther King Jr. Early College lacks more systematic and quantitative approaches to collecting parent attitudinal data.

Goal

Through the use of multiple media to establish and promote communication as a source of trust and understanding between the school and parents/community, by the end of 2010-2011, Martin Luther King, Jr., Early College will ensure that all growth and status measures for parent and community engagement on the School Performance framework will have increased at least one level at the middle school level

| Parent and Community Engagement Yearly Objective 2009-2010 By the end of the 2009-2010 school year, Martin Luther King, Jr. Early College will increase the percentage of parents who complete the parent satisfaction survey by 10% and will increase the number of parents who indicate that they are satisfied with the school by at least 5%. | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------|-------------------------------------------------------------|---------------------------------|-----------------------------------------------------|-------------------------------------------------------|
| Strategy 1: Promote a welcoming environment that encourages parental involvement in all aspects of the school community | | | | | | |
| Activity | Connections to SPF Improvement | | Person(s) Responsible | Timeline | Resources and Budget | Professional Development Needed |
| 1) Provide customer service training to staff and faculty with emphasis on cultural competency. | Middle School: School Demand: 5.1, 5.2 Parent Satisfaction: 6.1, 6.2 | High School N/A | Principal | On-going throughout school year | None required. | In-service for staff and faculty on customer service. |
| 2) Actively recruit parents and community members to participate on school/district committees, i.e., PTO, ELA, SPED, CSC multicultural. | Middle School: School Demand: 5.1, 5.2 Parent Satisfaction: 6.1, 6.2 | High School N/A | Principal, Family Liaison, Social Worker, faculty and staff | On-going throughout school year | None required | None required |
| 3) Provide various opportunities for parents and community members to have exposure to school initiatives (conducting open houses and workshops, inviting guest speakers and volunteers, and holding ethnic celebrations, Saturday Academies and Convocations) | Middle School: School Demand: 5.1, 5.2 Parent Satisfaction: 6.1, 6.2 | High School N/A | Administrators, Family Liaison, HS Business Manager | On-going throughout school year | \$1500 for refreshments; interpreters as needed | None required |
| Strategy 2 : Build small grade-level networks to allow parents to communicate and share information with the school. | | | | | | |
| Activity | Connections to SPF Improvement | | Person(s) Responsible | Timeline | Resources and Budget | Professional Development Needed |
| 1) Collect parent surveys during Family Night or during other parent meeting nights | Middle School: School Demand: 5.1, 5.2 Parent Satisfaction: 6.1, 6.2 | High School N/A | Family Liaison | April 2010 | \$2,000 for activities, promotion, and refreshments | None |
| 2) Solicit parents as guest speakers for exploratory classes and ethnic activities. | Middle School: School Demand: 5.1, 5.2 Parent Satisfaction: 6.1, 6.2 | High School N/A | Administrators and team leaders | On-going throughout school year | | None |

| | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-----------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-------------|
| <p>3) Establish outreach program to serve ELA families, financially challenged families, and foster parents.</p> | <p><u>Middle School:</u> School Demand: 5.1, 5.2 Parent Satisfaction: 6.1, 6.2</p> | <p><u>High School</u> N/A</p> | <p>Administrators, Family Liaison, Social Worker, and guidance counselor</p> | <p>On-going throughout school year</p> | <p>\$300 for refreshments at various evening events</p> | <p>None</p> |
| MILESTONES | | | | | | |
| <p><u>Measurements of Action (Strategy 1):</u></p> <ol style="list-style-type: none"> 1) Notes from customer service trainings, rosters from cultural competency trainings 2) Rosters of parent membership on school committees 3) Flyers, feedback forms, and materials from parent events | | | | <p><u>Measurements of Action (Strategy 2):</u></p> <ol style="list-style-type: none"> 1) Notes from customer service trainings, rosters from cultural competency trainings 2) Rosters of parent membership on school committees 3) Flyers, feedback forms, and materials from parent events | | |
| <p style="text-align: center;"><u>Measurements of Progress Towards Yearly Objective</u></p> <ol style="list-style-type: none"> 1) A minimum of 5% increase in parent participation each quarter at parent meeting, conferences, field trips, volunteer activities, and special events 2) At least 80% of parents will turn in satisfaction surveys during various family nights 3) An increase of at least 20% in parent attendance to network meetings each quarter | | | | | | |