

**MARTIN LUTHER KING
SCHOOL**

STRATEGIC PLAN

2014 – 2015

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PRINCIPAL**

MARTIN LUTHER KING INTERMEDIATE SCHOOL
PISCATAWAY, NEW JERSEY

Martin Luther King Intermediate School is a diverse fourth and fifth grade school whose student body of approximately 524 students is a unique blend of various languages, cultures, and socioeconomic levels. Our school population is approximately 37% Asian, 25% African-American, 23% Caucasian and 10% Hispanic and 5% Multiracial. Families trace their origins to the four corners of the world with over twenty-five native languages represented. Students with special needs are an integral part of the school community. These special students are heartily welcomed into the mainstream of our school by staff and students. With a fifty percent turnover of students each year, as a new group of fourth graders arrive and our fifth graders move on to middle school, we are continually challenged to meet with success as defined in our Mission Statement:

Martin Luther King School's mission is to generate a dynamic environment that fosters academic excellence and values the lifelong process of learning. We encourage each and every student to be creative, to become active learners, and to appreciate diverse learning opportunities. Our school is dedicated to preparing each student to become a knowledgeable, responsible, and contributing member of our local community as well as our global communities.

Martin Luther King School utilizes a strategic planning process to work toward excellence. Through shared decision-making, we develop a strategic plan that includes goals and strategies that support academic success. Our decisions are driven by student achievement data. Teachers utilize the information provided by the State to assess the individual performance of each student and to provide a framework for the continual improvement of classroom instruction for the benefit of all of our students. District-created assessments provide data that verifies ongoing progress. Orientation programs for students and parents, as well as lessons implemented by the school Behaviorist, help our students to make a smooth transition. Articulation meetings concerning students with special needs are scheduled regularly and include the Child Study Team, general and special education teachers. These meetings promote continued sharing of current information about students and aid in a positive adjustment to the King School community.

Our dedicated faculty provides a solid educational foundation based upon the New Jersey Common Core Standards (NJCCS) to help prepare students for the academic challenges that lie ahead. NJ ASK 5 2013 results indicated that 76% of all fifth graders were advanced proficient/proficient in language arts, and 90% in mathematics. NJ ASK 4 2013 results indicated that 76% of all fourth graders were advanced proficient/proficient in language arts and 90% in mathematics. In addition, art, band, orchestra, and chorus programs provide excellent opportunities for our students to experience a variety of activities that support the NJCCS in the areas of visual and performing arts while utilizing their creative talents. In art classes, the creation of depth, perspective, patterns, and three-dimensional shape reinforce the concepts learned in mathematics. Incorporating art vocabulary, reading, writing and interpreting symbolism in various works of art enhance the students' ability to connect literacy concepts to a broader spectrum. The students' performance and understanding of the Visual Art NJCCS is showcased in the school-wide Art Show and Family Craft Night. The presence of Visual Art in other areas of learning and the cross curricular delivery of the content area is further emphasized and celebrated at the MLK ArtZeum. The ArtZeum is an experience that grants the students an

opportunity to participate in interactive learning activities. This event takes place in March in recognition of Youth Art Month. In Music class, the interpretation of musical symbols and staff notation develops the same decoding skills used in Language Arts learning. Incorporating musical vocabulary/terminology, reading and writing, further enhance student's understanding of Literacy concepts. Through exploration of musical eras, students make geographical, historical and cultural connections. Subdivision of fractions, utilized when counting rhythms, aligns with the standards for Mathematics, and is employed and refined in all performing ensembles. Eye-hand coordination, fine motor skills, and aural development are enhanced through the study of band, orchestra, and classroom instruments. Social etiquette and positive self-image are developed through participation of our Band, Orchestra, and Choral ensembles. Weekly technology lessons include integration of all curricular areas in the application of technological skills. Students create projects designed to integrate vocabulary while utilizing current technology and a variety of Microsoft software. Integration of concept charts, in the form of the Inspiration program, is used to support organization of ideas for writing. Technology support time is provided for teachers and their classes to encourage mastery of skills and development of special projects. World Language (Spanish) lessons focus on building verbal skills that are useful and meaningful for communication. Songs are taught during the lessons to make learning fun, comprehensible, and motivating. Students practice conversation by answering in complete sentences, and acting out skits. This enables students to organize their thoughts and guides them into the beginnings of writing a short paragraph in Spanish. Cross curricular activities include number practice using math skills in addition, subtraction, multiplication, and division. All lessons in Spanish class help reinforce what students are taught in their classrooms. Speech and language therapy addresses four general areas: language, articulation, voice and fluency. Focusing on these skills maximizes the student's ability to communicate effectively in the classroom. In addition, functional language and social skills are developed for use in various settings outside the classroom environment. In the U.S., obesity and sedentary lifestyles are contributing to incredibly detrimental, long-term illnesses. In an effort to address this epidemic, MLK is taking a proactive role in working with both students and their families to develop healthy lifestyles. A major component of this effort is the "Fitness for Life" program. This program focuses on achieving optimal cardiovascular endurance, nutritional value, confidence building, continuity of exercise, and injury prevention education. In addition, students are invited to attend the early morning Cardio Club to help maintain their body at its physical best!

At Martin Luther King School, we have high expectations for all of our students, and provide a variety of enrichment opportunities throughout the school year as part of our Locally Enriched Academic/Arts Program (LEAP), where all can participate. Another component of our LEAP initiative affords students more challenging learning opportunities to further support their talents in a particular area. Visual and Performing Arts offerings provide enrichment opportunities for exceptionally artistic/musically talented students to further develop their skills in the arts. Students chosen for the STEM (Science, Technology, Engineering, and Math) LEAP program are involved in individual and team activities that incorporate math, Internet research and problem-solving procedures. Literacy options focus on text inquiry, and are designed to encourage students to think more critically. Providing broad and varied experiences that help enrich our students' lives as they strive for academic excellence is the goal of these programs and our school.

Every student brings something unique to the MLK community. Educational and social goals are consistently at the highest level for all students. Support for at-risk students is found through the Students and Teachers Achieving Results (STAR) Committee, Support Specialists, and

individualized instruction provided in the classroom. MLK offers behavioral support to students through the services of a School Behaviorist, as well as counseling services, to promote the academic, social, and emotional growth of students. Classroom counseling lessons are provided to all students on a monthly basis as part of the Piscataway Township Schools' comprehensive, developmental K-12 school counseling curriculum. As mandated by the Anti-Bullying Bill of Rights Act, MLK has a School Safety Team to strengthen school climate in order to prevent and address harassment, intimidation and bullying (HIB), and an Anti-Bullying Specialist to investigate, prevent, and address HIB that may take place. A "Week of Respect," as required by the Anti-Bullying Bill of Rights Act, is recognized by the school through school-wide promotion of respect using various age-appropriate activities. The school's theme of "It's Cool to be Kind at King" keeps students mindful of the importance of positive social interaction. The DARE program is presented to fifth grade students by the Piscataway Police Department. The climate at MLK is one of acceptance of all individuals. A zero-harassment policy is strictly enforced. Social problem solving skills are emphasized. Students are taught that we are all responsible for making and keeping MLK a safe and positive learning environment.

The achievement of our school goals depends greatly on a strong working relationship between all stakeholders, especially parents. The Parent Teacher Organization (PTO) brings quality programs, educational field trips as well as entertainment to our school. We embrace every opportunity to work with the Piscataway community to support our students' achievement.

Health/nursing services work in partnership with staff to encourage and assist in the development of healthy students. Multiple health screenings are conducted to identify students in need of health/medical interventions. Community resources are utilized to intervene and achieve this goal. Discussions of health issues, such as growth and development, infection control, grooming, and hygiene are presented, along with special chronic health issues that include cancer, diabetes, severe allergies, seizures, asthma, and other health impairments. Optimum learning occurs only when a balance of physical, mental, and emotional health is achieved. The school nurse is a critical partner in the educational process, whose role includes: communication, collaboration with an education of faculty and staff, families, and healthcare providers throughout the community.

The Martin Luther King staff works within a Professional Learning Community (PLC) model. This collaborative format involves all staff in looking at the many components of student achievement. PLC teams review student work and assessment data to develop strategies that address students' strengths and weaknesses and help to clarify their misunderstandings.

We at Martin Luther King Intermediate School are committed to providing a wide range of opportunities that enable our students to learn, grow, and become contributing members of society. Through these efforts, we believe that our students can and will achieve excellence.

Piscataway Township Schools
Strategic Objective Worksheets

Objective: -Evaluate K-5 Support Services to Sub-groups.

Measure: -70% Students in targeted subgroups will demonstrate growth in LAL and Math district assessments.

Project	Benchmarks	Persons Responsible	Measures of Success Student Output
<p>Support Specialists will provide Tier 3 interventions for identified students in Language Arts and Math.</p> <ul style="list-style-type: none"> • Utilize interventions in a push-in/pull-out support model that match students’ areas of difficulty. • Create a “story” of at-risk students in Performance Plus (Performance Tracker) software. • Interventions include: <ul style="list-style-type: none"> – <i>Do the Math</i> – <i>Go Math</i> – Wilson Reading System – Reciprocal Teaching – Close Reading – Comprehension Tool Kit 	<p>2014-2015</p> <ul style="list-style-type: none"> • Running Records (3x/year) • W.A.D.E. (Sept., June) • <i>Do the Math</i> module assessments • Teacher-made Assessments • Mathercise Marking Period Average 	<p>Support Specialists</p>	<p>Seventy-five percent (70%) of students in targeted subgroups will demonstrate growth of at least one independent reading level on DRA2 by April 2014.</p> <p>Seventy-five percent (75%) of Wilson students will successfully decode 80% of nonsense words on the W.A.D.E.</p> <p><i>Do the Math</i> students will score 70% on the post assessment module.</p> <p>Seventy-five percent (75%) of fifth grade students (in targeted subgroups) being serviced in WIN5 Tier 3 will demonstrate growth up to 75% on the teacher-made skills based assessment.</p>

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Project	Benchmarks	Persons Responsible	Measures of Success Student Output
<p>The Behaviorist will deliver the comprehensive K-12 school counseling curriculum via monthly counseling lessons to all students in support of personal, social, and academic development.</p> <p>The Behaviorist will implement school-wide positive behavior support/character education program to promote positive school climate.</p>	<ul style="list-style-type: none"> • Counseling lessons • Student participation 	<p>Behaviorist</p> <p>Behaviorist; School Staff Members</p>	<p>Discipline referrals H.I. B. Reports</p> <p>Earned “Caught Being Kind” tickets</p>
<p>Integrate Language Arts (Reading and Writing) and Math skills involving critical thinking into <u>all</u> non-content area subjects.</p> <ul style="list-style-type: none"> – Physical Education – Use fractions to record nutritional values on “my plate” and compare performance on the Pacer Test. – Visual Art- Writing- all students will discuss and write thoughtful responses to the essential questions: what is art and what makes your art great? – Visual Art-Math- fourth grade students will be designing and creating a Kaleidoscope Name Design while learning about symmetry and radial symmetry in art. Fifth grade students will learn about form and 3dimensional qualities of an object in visual art. World Language – Social Studies – Weather Project will include map skills. Writing – Students will write a report on their chosen country. Math – Use of data. – Music – Students will describe and perform rhythms containing fractional counts (Math). – Technology – Students will advance in keyboarding and tech proficiencies to prepare for the PARCC assessment. 	<p>MP 2 and 4</p> <p>MP 1 and 2</p> <p>December – 3-4 weeks</p> <p>MP 2, 3 and 4 (January/May)</p> <p>Sept. 2014 – June 2015</p>	<p>P.E. Teachers</p> <p>Art Teacher</p> <p>World Lang. Teacher</p> <p>Vocal Music Teacher; Band Director Tech Teacher</p>	<ul style="list-style-type: none"> – Score of proficient or above on teacher-created rubric (75% of students). – Score of proficient or above on project rubric (75% of students). – Score of proficient or above on project rubric (75% of students). – Score of proficient or above on teacher-created rubric (75% of students). – Score of 70% or above on teacher-made assessments.

Piscataway Township Schools
Strategic Objective Worksheets

Objective: -Evaluate K-5 Support Services to Sub-groups.

Measure: -70% Students in targeted subgroups will demonstrate growth in LAL and Math district assessments.

Project	Timeline	Who	Measures of Success Student Output
<p>Continue a targeted tutorial program.</p> <ul style="list-style-type: none"> • Identify students performing below 70% on report cards. • Utilize instructional practices that present a different approach to instruction. • Determine “hot spots” of skill deficiency through item analysis and provide re-teaching and reinforcement of those skills. 	<ul style="list-style-type: none"> • January 2015 	<p>Principals</p> <p>General and Special Education Teachers</p> <p>Support Specialists</p>	<p>Seventy percent (70%) of students in targeted subgroups who attend the afterschool Tutorial Program will achieve 70% and above on report card grades.</p>

Piscataway Township Schools
Strategic Objective Worksheets

Objective: -Offer a Rigorous Districtwide Curriculum.
Measure: -Increase student enrollment in targeted LEAP initiatives.

Project	Timeline	Who	Measures of Success Student Output
<p style="text-align: center;"><u>Enrichment Opportunities</u></p> <ul style="list-style-type: none"> • <u>What I Need (WIN) Period</u> - schedule WIN sessions that challenge students' who have above grade-level skills • LEAP programs in Science/Technology/Engineering/Math, Literacy and Visual and Performing Arts - Students who meet district criteria will be invited to participate in LEAP. These programs provide an opportunity for students to experience problem-based learning using critical thinking skills. • Mock Trial – Grade 5 students, who are selected, will be given an opportunity to integrate their academic success with content knowledge about American government and law. • Essay Writing Recognition • Technology Club • Science Club 	<p>Sept. 2014- June 2015</p> <p>Oct. 2014 – June 2015</p> <p>Jan. 2014 – June 2015</p> <p>Gr. 4 – May Gr. 5 – Feb./May</p> <p>Oct. 2013 – June 2015</p> <p>Oct. 2013 – June 2015</p>	<p>General and Special Education Teachers</p> <p>Special Area Teachers</p> <p>Teachers Principals</p> <p>Teachers Principals</p>	<p>Pre/Post Assessments</p> <p>Number of students participating in targeted LEAP programs.</p> <p>Culminating performance of a “mock” trial presentation.</p> <p>Student presentations at grade-level assemblies.</p> <p>Student projects</p> <p>Pre/post Assessments</p>

Piscataway Township Schools
Strategic Objective Worksheets

Objective: **- Develop High Expectations for All Students.**

Measure: **- Math: 70% of identified students will earn a score of 15 or higher on their final Mathercise.**

-Literacy: 70% of identified students will demonstrate a reading level of POR (4th) and TUV (5th).

Project	Benchmarks	Persons Responsible	Measures of Success Student Output
<p><u>Language Arts</u></p> <ul style="list-style-type: none"> • Increase students’ ability to work with and analyze text. <ul style="list-style-type: none"> – Implement Reader’s Workshop – Expose below-grade level readers to on-grade level text. • Increase students’ narrative and expository writing ability <ul style="list-style-type: none"> – Implement Writer’s Workshop – Utilize the Teacher’s College Units of Study 	<ul style="list-style-type: none"> • Running Records • Processed Writing Piece 	<p>General and Special Education Teachers</p> <p>Support Specialists</p> <p>General and Special Education Teachers</p> <p>Support Specialists</p>	<p>Seventy percent (70%) of students who are reading on or below grade level will increase by at least 2 levels as indicated by Running Records.</p> <p>Seventy percent (70%) of students scoring a 1 or 2 on a MP #1 processed writing piece will increase by at least one point on a MP #3 processed writing piece.</p>

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Objective: -Develop High Expectations for All Students.
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-Literacy: 70% of identified students will demonstrate a reading level of PQR (4th) and TUV (5th).

Project	Benchmarks	Persons Responsible	Measures of Success Student Output
<ul style="list-style-type: none"> • Utilize intervention programs with Tier 3 students including Special Education – <ul style="list-style-type: none"> – Seeing Stars – program used to increase students’ ability to utilize phonetic skills to decode new vocabulary – Visualizing and Verbalizing – program to develop students’ ability to make text to text, text to self and text to world connections (improve comprehension) – Write Outloud – program that allows students to “see” their verbalized thoughts in written text (improve writing skills) – <i>Go Math</i> – <i>Do the Math</i> – Orton – Gillingham – Read 180 	<ul style="list-style-type: none"> • Assessment and tracking as per each program 	Support Specialists Special Education Staff Classroom Teachers	Students will increase Running Record level by two levels. ICR students will improve writing score on Universal Screener by at least one rubric point. IEP goals: IEP goals that have been in place for at least two marking periods will show progress or mastery (75% of goals).

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Project	Benchmarks	Persons Responsible	Measures of Success Student Output
<p><u>Mathematics</u></p> <ul style="list-style-type: none"> • Increase students' number sense and mental math skills. <ul style="list-style-type: none"> – Utilize Harry Kerr strategies (e.g. Ten Buddies) – <i>Do the Math</i> Intervention Program with Tier 3 students – Design WIN sessions that focus on numbers and number operations. • Incorporate investigation strategies throughout the math curriculum. <ul style="list-style-type: none"> – Incorporate group activities and games for problem solving. – Have students solve real-life examples and problems. – Use graphic organizer that requires students to state the question, identify key facts and details, select a strategy, and solve the problem. – Utilize DynaMath magazine for fifth grade 	<ul style="list-style-type: none"> • Mathercise each marking period. • Chapter Assessments • District Learning Targets 	<p>General and Special Education Teachers</p> <p>Support Specialists</p> <p>Staff Developer</p>	<p>Seventy-five percent (70%) of students are meeting grade level on Mathercise by the end of the third marking period.</p> <p>Seventy percent (70%) of students will meet the target score on SGO post assessment.</p> <p>Students will advance in modules.</p> <p>Seventy percent (70%) of students will score Proficient on mid-year district Universal Screener.</p>