

School Performance Plan

School Name
King, Jr, Martin Luther ES

Address (City, State, Zip Code, Telephone):
2260 Betty Ln
Las Vegas, NV 89156-5634, 7027997390

Superintendent/Region Superintendent: Jesus Jara / Karla Loria

For Implementation During The Following Years: 2019-2020

The Following MUST Be Completed:

Title I Status: Served

Designation: CSI

Grade Level Served: Elementary

Classification: 2 Star

NCCAT-S: Initial

***1 and 2 Star Schools Only:** Please ensure that the following documents will be available upon request Use of Core Instructional Materials Scheduling Model School Visits

Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Teresa Stevens	Parent	Lorena Lias	Parent
Patricia Grassy	Teacher	Danielle Florey	Teacher
Laurie Black	Librarian	Audrey Arnold	Learning Strategist
Nicole Synzski	Teacher	Michele Kamleiter	Teacher
Krysten Carlsen	Learning Strategist	Jereme Donnelly	Principal

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)**DATA REVIEWED & ANALYZED:**

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Statewide Assessments	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Nevada School Performance Framework (NSPF)	ELL Program Policies and Procedures	NA
NA	NA	NA
NA	NA	NA
NA	NA	NA
Other:	Other:	Other:
Other:	Other:	Other:

Summary Statement: Please provide a brief description for how the analyzed data will impact your Inquiry and Action Planning process.

Overview

Martin Luther King Jr. Elementary School (MLK ES) is a Title I school located on the east side of Region 3 of the Clark County School District (CCSD). The student population has remained mostly consistent over the last several years. Enrollment for the 2018-19 school year was as follows: 63.6% Hispanic, 21.3% Black, 8.5% White, 26.7% English Language Learner (ELL), 15.7% students with an Individual Education Plan (IEP), and 100% Free and Reduced Lunch (FRL). The only notable change in enrollment is a decrease in the number of ELL students enrolled at MLK ES from 44% in 18-19 to 26.7% in 19-20.

Analysis of Data

MLK ES fell from a three-star status in 2016-17 (64 index points) to a one-star status in 2017-18 (26 index points) and improved to a two-star status in 2018-19 (33 index points) as reported on the Nevada School Performance Framework (NSPF). The increase in NSPF points was observed most drastically in the Student Growth and Closing Opportunity Gaps indicators. In reviewing data we have determined that this increase can be attributed to improvement in the consistency of the implementation of Tier I curriculum across all subjects. The 17-18 school year was the first year of implementation with i-Ready and Ready programming funded through Title I (EBI Level 3). Additional coaching and support with i-Ready and Ready program implementation was provided in 2018-19 by both i-Ready consultants and MLK ES learning strategists.

Positive Statements

Positive trends can be seen in the increase in English Language Arts (ELA) Median Growth Percentile (MGP) (41.5 17-18 and the percent of students meeting Adequate Growth Percentile (AGP) in ELA on the state summative assessment. The successes in this area can be attributed to the use of Kagan cooperative learning strategies. Effective implementation of these strategies provide regular opportunities for academic language development for all students. Moving forward, the school will continue to provide professional development for teachers on using Kagan strategies (EBI Level 2). Another positive trend can be observed in the Read by Grade 3 Proficiency rate. This rate increased 7.4% from 17-18 to 18-19. This increase can be attributed to the collaboration between our 3rd grade teachers and our Read by Grade 3 literacy specialist. Our literacy specialist also pulled groups of 3rd graders and focused on reteaching the 3rd grade standards in small groups.

Areas of Opportunity

Chronic absenteeism remains an area of concern at MLK ES. Chronic absenteeism rates at MLK ES were as follows: 16-17 11.3%, 17-18 18.9%, 18-19 22.3%. These rates consistently exceed the district average and conversations with our stakeholders have also revealed this area as a concern. In the 18-19 school year a counselor support program was funded through strategic budget to help decrease absenteeism, we feel this helped contribute to improved attendance. As a result we would like to expand this program further in the 19-20 school year. Another area of concern is student proficiency in ELA and math. Goal 1 in our 2018-19 School Performance Plan (SPP) was to increase proficiency in ELA from 26% to 35.3%. This goal was not met as we increased our ELA proficiency to 28.1% on the SBAC. Goal 2 of our 2018-19 School Performance Plan (SPP) was to increase proficiency in math from 20% to 28.9%. This goal was not met as we increased our math

proficiency to 21% on the SBAC. Though we did not meet our SPP goal an increase was still observed in both math and ELA, as a result we will continue the use of i-Ready and Ready programming, Kagan structures, as well as providing job-embedded professional learning supports for staff. We plan to monitor the usage and implementation of i-Ready more closely in the 19-20 school year.

Prioritized Needs

MLK ES will participate in a needs assessment during the 18-19 school year. In conversations with our stakeholders we have identified three opportunities for improvement: teachers are not consistently delivering instruction at a high cognitive demand, assessments are not aligned to the rigor of content standards, and school leadership did not regularly provide constructive feedback to instructional staff regarding instructional effectiveness. Feedback from stakeholders indicated a need for increased administrative presence to ensure effective instruction and provide consistent feedback. To accomplish this we will leverage additional funds (Strategic Budget) to provide for a full-time assistant principal.

ESSA Levels of Evidence

Goals and action steps address the above areas of opportunity.

We will implement the following evidence based programs with federal and state funding:

Ready and i-Ready program (EBI level 3)

Kagan cooperative learning strategies (EBI level 2)

Accelerated Reader (EBI Level 3)

Coaching and data analysis (EBI Level 2)

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input checked="" type="checkbox"/> Other
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Priority Need/Goal 1:

All students will increase proficiency in ELA from 28.1% to 40% and in math from 21% to 33% by 2020 as measured by state summative assessments. This goal has been calculated to align with the NDE long-term goal.

Root Causes:

There was inconsistent implementation of rigorous instruction in all classrooms. Much of the staff is new to the profession and so implementation with i-Ready and professional development support was needed, assessments are not aligned to the rigor of content standards, and school leadership did not regularly provide constructive feedback to instructional staff regarding instructional effectiveness

Measurable Objective 1:

Increase the percent of all students above the 60th percentile in ELA from 23% (Fall) to 31% (Winter) and from 31% (Winter) to 40% (Spring) by 2020 as measured by MAP formative assessments.

Measurable Objective 2:

Increase the percent of all students performing at or above grade level in ELA from 8% (Fall) to 24% (Winter) and from 24% (Winter) to 40% (Spring) as measured by i-Ready formative assessments.

Measurable Objective 3:

Increase the percent of all students above the 60th percentile in math from 15% (Fall) to 24% (Winter) and from 24% (Winter) to 33% (Spring) by 2020 as measured by MAP formative assessments.

Measurable Objective 4:

Increase the percent of all students performing at or above grade level in math from 3% (Fall) to 18% (Winter) and from 18% (Winter) to 33% (Spring) as measured by i-Ready formative assessments.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
<p>Action Step (please only list one action step per box)</p>	<p>Resources and Amount Needed for Implementation (people, time, materials, funding sources)</p>	<p>List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.</p>	<p>List Timeline, Benchmarks, and Position Responsible</p>	<p>Monitoring Status</p>

1.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
At MLK ES there is a strong focus on creating and maintaining meaningful, consistent, and effective structures schoolwide. Professional Development (PD) will also focus on the collaborative team cycle where teachers will work together to unwrap standards via Curriculum Engine, plan for the use of effective teaching strategies, and reflect on data to drive their instruction. Staff will receive training on the use of i-Ready from the vendor as well as MLK ES learning strategists. The i-Ready PD will include the use of the teacher toolbox, data analysis of the growth monitoring and standards mastery formative assessments, and performance tasks. Additional PD on the use of Kagan cooperative learning strategies will be presented by MLK ES strategists. The leadership team at MLK ES will participate in a book study using "Learning by Doing". The English Language Learner (ELL) division will conduct instructional rounds and discuss the information gathered around the focus of meaningful schoolwide structures. Additionally MLK ES staff will have the opportunity to participate in Solution Tree's Professional Learning Communities (PLC) Summit in the summer of 2020 to continue and enhance the implementation of the collaborative team cycle.	People: Teachers (Strategic Budget/Title I) Learning Strategists (Title I/SB178/RBG3) Licensed Extra Duty Pay (Title I/Title III) External Providers: iReady Training (Title I) Kagan Training and Materials (SB178) Materials: i-Ready and Ready (Title I) Instructional Supplies (Strategic/Title I) Technology Supplies (Title I)	Weekly CT Agendas, PD agendas and sign-in sheets, lesson plans	Weekly CT meetings held from August 2019-May 2020, Principal, Assistant Principal, Learning Strategists, Literacy Specialist, Teachers	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Learning Strategists and Literacy Specialist will present literacy and math strategies to parents during monthly parent meetings/trainings to enable parents to assist their students with literacy/math concepts at home. Parents will also receive training on Math & Science Family Engagement Day and Family Literacy Nights. MLK ES has also partnered with the CCSD FACES department to give additional parent trainings based on the needs of our community.	People: Learning Strategists (Title I) External Providers: FACES (District) Materials: Refreshments/Supplies (Title I) Materials (paper, pens, crayons, toner for printing reports, cardstock, etc.) (Title I)	Parent Meeting: Flyers; Agendas; Sign-In Sheets; & Evaluation Forms	Parent meetings on September 2019; October 2019; November 2019; PSTAPT Parent Conferences one week in December 2019; January 2020; February 2020; March 2020; Title I Site Based Contact, Learning Strategists, Literacy Specialist, Administration	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year:	NCCAT-S Indicators:
	Year:	

<p>Teachers will design and implement rigorous literacy and math instruction that aligns with the NVACS. The i-Ready implementation will include data analysis of the growth monitoring and standards mastery formative assessments. Standards mastery assessments will be used in grades 2-5 as summative assessments in the gradebook to ensure gradebooks are aligned with student performance. As a result of the collaborative team cycle and provided PD teachers will implement effective teaching strategies in their classrooms consistently. Administration and strategists will observe mentor and model in classrooms on a consistent basis providing multiple opportunities for feedback and reflection.</p>	<p>People: Teachers (Strategic Budget/Title I) Learning Strategists (Title I/SB178/RBG3) Materials: i-Ready and Ready (Title I) Instructional Supplies (Strategic/Title I) Technology Supplies (Title I)</p>	<p>Lesson plans, agendas from CT meetings, Grade level Meeting agendas, Saturday training, sessions, Sign-In Sheets, lesson plans</p>	<p>August 2019-May 2020 weekly CT meetings and grade level meetings; September 2019-May 2020 SBCT; Title I Site Based Contact, Learning Strategist, Literacy Specialist, Administration</p>	<p>N/A</p>
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Comments:

1.4 Other (Optional)	Continuation From Last Year:	NCCAT-S Indicators:	
			N/A

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input checked="" type="checkbox"/> Other
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Priority Need/Goal 2:

Increase the percent of students meeting Adequate Growth Percentile (AGP) in ELA from 44.1% to 53% and in math from 19.3% to 50% by 2020, as measured by state summative assessments, and reported on the NSPF.

Root Causes:

There was inconsistent implementation of rigorous instruction in all classrooms. Much of the staff is new to the profession and so implementation with i-Ready and professional development support was needed.

Measurable Objective 1:

Increase the percent of all students meeting growth projections in reading from 80% (Winter) to 100% (Spring) as measured by MAP Growth Assessments.

Measurable Objective 2:

Increase the percent of all students meeting typical growth in reading from 80% (Winter) to 100% (Spring) as measured by i-Ready formative assessments.

Measurable Objective 3:

Increase the percent of all students meeting growth projections in math from 80% (Winter) to 100% (Spring) as measured by MAP Growth Assessments.

Measurable Objective 4:

Increase the percent of all students meeting typical growth in math from 80% (Winter) to 100% (Spring) as measured by i-Ready formative assessments.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
2.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	

<p>At MLK ES there is a strong focus on creating and maintaining meaningful, consistent, and effective structures schoolwide. Professional Development (PD) will also focus on the collaborative team cycle where teachers will work together to unwrap standards via Curriculum Engine, plan for the use of effective teaching strategies, and reflect on data to drive their instruction. Staff will receive training on the use of i-Ready from the vendor as well as MLK ES learning strategists. The i-Ready PD will include the use of the teacher toolbox, data analysis of the growth monitoring and standards mastery formative assessments, and performance tasks. Additional PD on the use of Kagan cooperative learning strategies will be presented by MLK ES strategists. Additionally MLK ES staff will have the opportunity to participate in Solution Tree's Professional Learning Communities (PLC) Summit in the summer of 2020 to continue and enhance the implementation of the collaborative team cycle.</p>	<p>People: Teachers (Strategic Budget/Title I) Learning Strategists (Title I/SB178/RBG3) Licensed Extra Duty Pay (Title I/Title III) External Providers: iReady Training (Title I) Kagan Training and Materials (SB178) Materials: i-Ready and Ready (Title I) Instructional Supplies (Strategic/Title I) Technology Supplies (Title I)</p>	<p>Weekly CT Agendas and sign-in sheets, SBCT agendas and sign in sheets, lesson plans</p>	<p>Weekly CT meetings held from August 2019-May 2020, Principal, Assistant Principal, Learning Strategists</p>	<p>N/A</p>
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
<p>Learning Strategists and Literacy Specialist will present literacy and math strategies to parents during monthly parent meetings/trainings to enable parents to assist their students with literacy/math concepts at home. Parents will also receive training on Math & Science Family Engagement Day and Family Literacy Nights. MLK ES has also partnered with the CCSD FACES department to give additional parent trainings based on the needs of our community.</p>	<p>People: Learning Strategists (Title I) External Providers: FACES (District) Materials: Refreshments/Supplies (Title I) Materials (paper, pens, crayons, toner for printing reports, cardstock, etc.) (Title I)</p>	<p>Parent Meeting: Flyers; Agendas; Sign-In Sheets; & Evaluation Forms</p>	<p>Parent meetings on September 2019; October 2019; November 2019; PSTAPT Parent Conferences one week in December 2019; January 2020; February 2020; March 2020; Title I Site Based Contact, Learning Strategist, Administration</p>	<p>N/A</p>

Comments:

2.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year:	NCCAT-S Indicators:
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<p>Teachers will ensure that all students are utilizing i-Ready for 30 minutes daily, alternating between i-Ready Reading and Math. All grades K-5 will utilize STAR and Accelerated Reader to focus on independent reading and student motivation. In addition, after school tutoring and Saturday tutoring will be provided for targeted students who are performing two or more levels below the iReady assessment goal. Strategists and teachers will pull students daily during a common grade-level intervention block. Teachers will utilize the i-Ready teacher toolbox to provide specific data-driven interventions to students in a small group setting. Each strategists is assigned to work with 2 grade levels (K-1, 2-3, 4-5), they will support teachers in their assigned grade level by collaborating with teachers and pulling small groups to focus on the intervention needs of the students in their group. Student progress and intervention groups will be analyzed periodically and/or after benchmark/progress monitoring data from i-Ready and MAP is available. Students will have the opportunity to participate in additional learning opportunities after school and on Saturdays. This additional learning is focused on Reading, Math, and/or language development depending on the student's need.</p>	<p>People: Teachers (Strategic Budget/Title I) Learning Strategists (Title I/SB178/RBG3) Licensed Extra Duty Pay (Title I/Title III) Prep buy-out for Strategists (Title I) Materials: i-Ready and Ready (Title I) Instructional Supplies (Strategic/Title I) Technology Supplies (Title I) AR (Title I)</p>	<p>Lesson plans, agendas from CT meetings, Grade level Meeting agendas, Sign-In Sheets, intervention schedule</p>	<p>Weekly CT meetings and grade level meetings September 2019-May 2020, SBCT in 2019-2020</p>	<p>N/A</p>
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Comments:

2.4 Other (Optional)	Continuation From Last Year:	NCCAT-S Indicators:	
			N/A

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Based on the CNA, identify all that apply:	<input type="checkbox"/> General Education	<input type="checkbox"/> FRL	<input type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 3:

Root Causes:

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Required)		Continuation From Last Year:	NCCAT-S Indicators:	

				N/A
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Comments:

3.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

3.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Title III	\$5,808	After school tutoring, Saturday School tutoring, professional learning	Goals 1 and 2
Title I	\$229,500	Learning Strategists, CSR Teachers, Lead Team Collaboration Meetings, K- 5th grade tutoring, prep buy-out, AR/Star licenses, technology, iReady, Ready writing, and iReady Teacher Toolbox, i-Ready professional development	Goals 1 and 2
Title I Parent Involvement	\$2,295	Newsletters, parent meeting flyers, snacks for parent meetings, paper and toner to print newsletters and flyers, Read to Race books for parent training book study	Goals 1 and 2
SB 178	\$177,600	Learning Strategists, Kagan Training	Goals 1 and 2
Strategic Budget	\$3,025,992.48	Staffing, supplies, full-time counselor, full-time AP, and full-time SBT/IT Support	Goals 1 and 2

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.

We emphasize a positive school climate that is focused on collaboration, professional growth, and success for all students. The school leadership team works alongside the site based administrator to hire teachers who have evidence of effective instructional performance either in their current positions or within their student teaching experience. New teachers are supported, through continuous professional development and mentoring, to widen their skills and knowledge.

2. Describe the school's strategies to increase family engagement in accordance with Section 1116 of ESSA (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

We foster family engagement through our outreach efforts such as Meet & Greet Your Teacher, Parent/Teacher Conferences, and family engagement events that are held throughout the year. Literacy Nights, Career Day, Field Day, School Carnival, and Math & Science Family Engagement Day provide literacy, academic, and community events to families. Contacts are made through newsletters, school website, classroom notes, daily and/or weekly progress notes, phone calls, parent conferences, and Parent Link communication. Parents are also encouraged to volunteer in classrooms. Monthly parent meetings are designed as training sessions in which parents learn literacy and math strategies and techniques to reinforce skills/concepts students learn in school.

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).

We assist for transition and articulation between school programs through the following activities: Title I Pre-Kindergarten programs are coordinated with the Early Childhood programs and the Kindergarten grade level, Title I School Nights, 5th grade orientation activities with feeder middle schools, and 5th grade magnet school presentations. The school counselor provides transition lessons, college initiative lessons, and meets with students to assist with organizational skills. Communication between feeder sites and fifth grade students and feeder sites and special education personnel for the KIDS Autism and ECSE programs assists in the transition of these students.

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.

Lead team meetings, weekly grade level meetings, weekly professional development sessions with Learning Strategist and/or grade level chair which are designed for teacher discussion and collaboration after analyzing assessment data to plan instruction and determine methods for accelerating or extending learning as necessary. Staff meets weekly to collaborate and discuss teaching strategies, student proficiency progress, and/or school and district initiatives.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts

The school community, school administrator, parents, teachers, and teacher leaders work together to ensure that all available resources (fiscal and people) are coordinated to provide effective teacher student support. State funding has provided for class-size reduction in grades kindergarten through third grade. Title I monies have provided for two Learning Strategists. We allocate funds from ELL and district and state funding to align with Title I funding so that we can fund professional development and tutoring opportunities for students' academic success and to improve teaching practices.

Plan for improving the school climate

Goal:

Increase the percent of staff that agree or strongly agree with the statement "I feel supported at my school," from 95% to 100% as measured by MLK ES monthly staff surveys. Increase the percent of staff that agree or strongly agree with the statement "I am happy to come to work," from 100% to 100% as measured by MLK ES monthly staff surveys. Increase the percent of staff that agree or strongly agree with the statement "I feel I am contributing to the overall success of MLK," from 100% to 100% as measured by MLK ES monthly staff surveys.

Action Plan: How will this plan improve the school climate?

The administration and leadership team at MLK ES understand that ensuring their staff feels supported and happy will have a positive effect on the school climate and will also positively impact the feeling of the students. MLK ES will continue to work with an outside consultant who focuses on determining the school's core values and using those to drive decisions made within the school. The core values discussion and professional learning (PL) happens with the whole staff during monthly during Site-Based Collaboration Time (SBCT). Following that, the leadership team has a meeting to discuss feedback and outcomes of the PL and determine next steps to continue fostering a positive school climate.

Monitoring Plan: How will you track the implementation of this plan?

MLK ES will create a survey that collects data on the 3 statements listed in the goals above. Staff will participate in the survey monthly. The MLK Leadership Team will analyze the survey data monthly.

Evaluation Plan: What data will you use to determine if the climate of the school has been improved through the implementation of this plan?

The data collected from monthly surveys, as well as the data collected in December from the district-wide survey, will be used to determine the success of the climate plan.

APPENDIX A - Professional Development Plan

1.1

At MLK ES there is a strong focus on creating and maintaining meaningful, consistent, and effective structures schoolwide. Professional Development (PD) will also focus on the collaborative team cycle where teachers will work together to unwrap standards via Curriculum Engine, plan for the use of effective teaching strategies, and reflect on data to drive their instruction. Staff will receive training on the use of i-Ready from the vendor as well as MLK ES learning strategists. The i-Ready PD will include the use of the teacher toolbox, data analysis of the growth monitoring and standards mastery formative assessments, and performance tasks. Additional PD on the use of Kagan cooperative learning strategies will be presented by MLK ES strategists. The leadership team at MLK ES will participate in a book study using "Learning by Doing". The English Language Learner (ELL) division will conduct instructional rounds and discuss the information gathered around the focus of meaningful schoolwide structures. Additionally MLK ES staff will have the opportunity to participate in Solution Tree's Professional Learning Communities (PLC) Summit in the summer of 2020 to continue and enhance the implementation of the collaborative team cycle.

Goal 1 Additional PD Action Step (Optional)

2.1

At MLK ES there is a strong focus on creating and maintaining meaningful, consistent, and effective structures schoolwide. Professional Development (PD) will also focus on the collaborative team cycle where teachers will work together to unwrap standards via Curriculum Engine, plan for the use of effective teaching strategies, and reflect on data to drive their instruction. Staff will receive training on the use of i-Ready from the vendor as well as MLK ES learning strategists. The i-Ready PD will include the use of the teacher toolbox, data analysis of the growth monitoring and standards mastery formative assessments, and performance tasks. Additional PD on the use of Kagan cooperative learning strategies will be presented by MLK ES strategists. Additionally MLK ES staff will have the opportunity to participate in Solution Tree's Professional Learning Communities (PLC) Summit in the summer of 2020 to continue and enhance the implementation of the collaborative team cycle.

Goal 2 Additional PD Action Step (Optional)

3.1

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Learning Strategists and Literacy Specialist will present literacy and math strategies to parents during monthly parent meetings/trainings to enable parents to assist their students with literacy/math concepts at home. Parents will also receive training on Math & Science Family Engagement Day and Family Literacy Nights. MLK ES has also partnered with the CCSD FACES department to give additional parent trainings based on the needs of our community.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Learning Strategists and Literacy Specialist will present literacy and math strategies to parents during monthly parent meetings/trainings to enable parents to assist their students with literacy/math concepts at home. Parents will also receive training on Math & Science Family Engagement Day and Family Literacy Nights. MLK ES has also partnered with the CCSD FACES department to give additional parent trainings based on the needs of our community.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

All students will increase proficiency in ELA from 28.1% to 40% and in math from 21% to 33% by 2020 as measured by state summative assessments. This goal has been calculated to align with the NDE long-term goal.

Measurable Objective(s):

- Increase the percent of all students above the 60th percentile in ELA from 23% (Fall) to 31% (Winter) and from 31% (Winter) to 40% (Spring) by 2020 as measured by MAP formative assessments.
- Increase the percent of all students performing at or above grade level in ELA from 8% (Fall) to 24% (Winter) and from 24% (Winter) to 40% (Spring) as measured by i-Ready formative assessments.
- Increase the percent of all students above the 60th percentile in math from 15% (Fall) to 24% (Winter) and from 24% (Winter) to 33% (Spring) by 2020 as measured by MAP formative assessments.
- Increase the percent of all students performing at or above grade level in math from 3% (Fall) to 18% (Winter) and from 18% (Winter) to 33% (Spring) as measured by i-Ready formative assessments.

Status
N/A

Comments:

- 1.1 Professional Development:**
- 1.2 Family Engagement:**
- 1.3 Curriculum/Instruction/Assessment:**
- 1.4 Other:**

	Mid-Year	End-of-Year
1.1	At MLK ES there is a strong focus on creating and maintaining meaningful, consistent, and effective structures schoolwide. Professional Development (PD) will also focus on the collaborative team cycle where teachers will work together to unwrap standards via Curriculum Engine, plan for the use of effective teaching strategies, and reflect on data to drive their instruction. Staff will receive training on the use of i-Ready from the vendor as well as MLK ES learning strategists. The i-Ready PD will include the use of the teacher toolbox, data analysis of the growth monitoring and standards mastery formative assessments, and performance tasks. Additional PD on the use of Kagan cooperative learning strategies will be presented by MLK ES strategists. The leadership team at MLK ES will participate in a book study using "Learning by Doing". The English Language Learner (ELL) division will conduct instructional rounds and discuss the information gathered around the focus of meaningful schoolwide structures. Additionally MLK ES staff will have the opportunity to participate in Solution Tree's Professional Learning Communities (PLC) Summit in the summer of 2020 to continue and enhance the implementation of the collaborative team cycle.	
Progress		

Barriers		
Next Steps		
1.2	Learning Strategists and Literacy Specialist will present literacy and math strategies to parents during monthly parent meetings/trainings to enable parents to assist their students with literacy/math concepts at home. Parents will also receive training on Math & Science Family Engagement Day and Family Literacy Nights. MLK ES has also partnered with the CCSD FACES department to give additional parent trainings based on the needs of our community.	
Progress		
Barriers		
Next Steps		
1.3	Teachers will design and implement rigorous literacy and math instruction that aligns with the NVACS. The i-Ready implementation will include data analysis of the growth monitoring and standards mastery formative assessments. Standards mastery assessments will be used in grades 2-5 as summative assessments in the gradebook to ensure gradebooks are aligned with student performance. As a result of the collaborative team cycle and provided PD teachers will implement effective teaching strategies in their classrooms consistently. Administration and strategists will observe mentor and model in classrooms on a consistent basis providing multiple opportunities for feedback and reflection.	
Progress		
Barriers		
Next Steps		
1.4		
Progress		
Barriers		

Next Steps		
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APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Increase the percent of students meeting Adequate Growth Percentile (AGP) in ELA from 44.1% to 53% and in math from 19.3% to 50% by 2020, as measured by state summative assessments, and reported on the NSPF.

Measurable Objective(s):

- Increase the percent of all students meeting growth projections in reading from 80% (Winter) to 100% (Spring) as measured by MAP Growth Assessments.
- Increase the percent of all students meeting typical growth in reading from 80% (Winter) to 100% (Spring) as measured by i-Ready formative assessments.
- Increase the percent of all students meeting growth projections in math from 80% (Winter) to 100% (Spring) as measured by MAP Growth Assessments.
- Increase the percent of all students meeting typical growth in math from 80% (Winter) to 100% (Spring) as measured by i-Ready formative assessments.

Status
N/A

Comments:

2.1 Professional Development:

2.2 Family Engagement:

2.3 Curriculum/Instruction/Assessment:

2.4 Other:

	Mid-Year	End-of-Year
2.1	At MLK ES there is a strong focus on creating and maintaining meaningful, consistent, and effective structures schoolwide. Professional Development (PD) will also focus on the collaborative team cycle where teachers will work together to unwrap standards via Curriculum Engine, plan for the use of effective teaching strategies, and reflect on data to drive their instruction. Staff will receive training on on the use of i-Ready from the vendor as well as MLK ES learning strategists. The i-Ready PD will include the use of the teacher toolbox, data analysis of the growth monitoring and standards mastery formative assessments, and performance tasks. Additional PD on the use of Kagan cooperative learning strategies will be presented by MLK ES strategists. Additionally MLK ES staff will have the opportunity to participate in Solution Tree's Professional Learning Communities (PLC) Summit in the summer of 2020 to continue and enhance the implementation of the collaborative team cycle.	
Progress		
Barriers		
Next Steps		

2.2	Learning Strategists and Literacy Specialist will present literacy and math strategies to parents during monthly parent meetings/trainings to enable parents to assist their students with literacy/math concepts at home. Parents will also receive training on Math & Science Family Engagement Day and Family Literacy Nights. MLK ES has also partnered with the CCSD FACES department to give additional parent trainings based on the needs of our community.	
Progress		
Barriers		
Next Steps		
2.3	Teachers will ensure that all students are utilizing i-Ready for 30 minutes daily, alternating between i-Ready Reading and Math. All grades K-5 will utilize STAR and Accelerated Reader to focus on independent reading and student motivation. In addition, after school tutoring and Saturday tutoring will be provided for targeted students who are performing two or more levels below the iReady assessment goal. Strategists and teachers will pull students daily during a common grade-level intervention block. Teachers will utilize the i-Ready teacher toolbox to provide specific data-driven interventions to students in a small group setting. Each strategists is assigned to work with 2 grade levels (K-1, 2-3, 4-5), they will support teachers in their assigned grade level by collaborating with teachers and pulling small groups to focus on the intervention needs of the students in their group. Student progress and intervention groups will be analyzed periodically and/or after benchmark/progress monitoring data from i-Ready and MAP is available. Students will have the opportunity to participate in additional learning opportunities after school and on Saturdays. This additional learning is focused on Reading, Math, and/or language development depending on the student's need.	
Progress		
Barriers		
Next Steps		
2.4		
Progress		
Barriers		

Next Steps		
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APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Measurable Objective(s):

Status
N/A

Comments:

3.1 Professional Development:

3.2 Family Engagement:

3.3 Curriculum/Instruction/Assessment:

3.4 Other:

	Mid-Year	End-of-Year
3.1		
Progress		
Barriers		
Next Steps		
3.2		
Progress		
Barriers		

Next Steps		
3.3		
Progress		
Barriers		
Next Steps		
3.4		
Progress		
Barriers		
Next Steps		