

School Performance Plan

School Name

KING, JR., MARTIN LUTHER ES

Address (City, State, Zip Code, Telephone):

2260 BETTY LANE

LAS VEGAS, NV 89156, 7027997390

Superintendent/Region
Superintendent:

Dr. Jesus Jara / Dr. Deanna Jaskolski

For Implementation During The Following Years:

2021-2022

The Following MUST Be Completed:

Title I Status:

Served

Designation:

CSI

Grade Level Served:

Elementary

Classification:

2 Star

NCCAT-S:

Not Required

***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
Audrey Arnold	Learning Strategist	Krysten Carlsen	Learning Strategist
Edwin Evans	Read by Grade 3 Reading Specialist	Patricia Grassy	Teacher
Gregory Winiewicz	Interim/Assistant 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	Not Applicable
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
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 2020-21 school year was as follows: 63.7% Hispanic, 21.3% Black, 8.8% White, 30.1% English Language Learner (ELL), 14.7% students with an Individual Education Plan (IEP), and 100% Free and Reduced Lunch (FRL).

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. MLK ES learning strategists and our Read By Grade Three Literacy Strategist have been provided many staff with training in i-Ready and tier 1 instruction in the 2020-2021 school year.

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%, 19-20 20.73%. These rates consistently exceed the district average and conversations with our stakeholders have also revealed this area as a concern. In the 20-21 school year a multidisciplinary team was implemented to help decrease absenteeism, we feel this helped contribute to improved attendance. As a result we will continue this program into the 21-22 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 20-21 school year.

Prioritized Needs

Action steps will remain the same, as data suggests improvements are beginning to emerge, and more time is needed to fully resolve the priority need. 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:

MAPS (EBI level 3)

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 X% to Y% and in math from X% to Y% by 2022 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. A few members of the staff were new to the profession and so implementation with i-Ready and professional development support was needed, our school had several long term substitutes last school year, assessments were not all aligned to the rigor of content standards, RTI was not consistently implemented using best practices in all grade level classrooms, and grade levels were not always unwrapping standards, aligning instruction to standards, and analyzing assessment data to guide instruction.

Measurable Objective 1:

Increase the percent of all students above the 60th percentile in ELA from X% (Fall) to Y% (Winter) and from Y% (Winter) to Z% (Spring) by 2021 as measured by MAP formative assessments.

Measurable Objective 2:

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

Measurable Objective 3:

Increase the percent of all students above the 60th percentile in math from X% (Fall) to Y% (Winter) and from Y% (Winter) to Z% (Spring) by 2021 as measured by MAP formative assessments.

Measurable Objective 4:

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

Monitoring Status

N/A

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

At MLK ES, there is a strong focus on creating and maintaining meaningful, consistent, and effective structures school-wide. 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. The MLK Leadership Team will continue to read the book "Learning by Doing" by the DuFours. The MLK Leadership Team will also conduct instructional rounds and discuss the information gathered around the focus of meaningful school-wide structures.	People: Teachers (Strategic Budget/Title I/ASF) Learning Strategists (Strategic), Literacy Specialist (RBG3) Materials: i-Ready (Strategic) and Instructional Supplies (Strategic)	Lesson plans, once a week grade levels must email or share with administration their Unwrapping Document and a Data Analysis Document (one or the other), PD sessions, Sign-In Sheets	Weekly CT meetings held from August 2021-May 2022, CCSD PD days, MLK leadership team meetings held every other week from August 2021-May 2022, Principal, Assistant Principal, Learning Strategist, Literacy Specialist, Teachers	N/A
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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: Yes	NCCAT-S Indicators:	
MLK will hold a Math Family Engagement Day, a Language Arts Family Engagement Day, and a Science Family Engagement Day where families are invited to come to MLK (if allowed) or participate online to learn about math, ELA, and science strategies. MLK partners with the CCSD FACES department to give additional family trainings based on the needs of our school community. MLK's social worker and school counselor will also hold family trainings based on the needs of our school community. MLK communicates with the families using Class Dojo, Parent Link, the MLK website, Twitter, Instagram, Facebook, and traditional ways such as email, phone calls, etc.	People: Learning Strategist (Strategic), Literacy Specialist (RBG3), School Counselor (Strategic), Teachers (Strategic, Title 1, ASF), School Counselor (District) External Providers: FACES (District) Materials: Refreshments/Supplies (Title I) Materials (paper, toner for printing reports, newsletters, and flyers) (Title I)	Family Engagement Days and the family trainings conducted by school counselor and social worker: Communication sent home to families either by Parent Link or Class Dojo Family Meeting: Flyers; Agendas; Sign-In Sheets; and Evaluation Forms	When the virus restrictions are lifted, we will hold monthly FACES meetings. We will hold a Math, Language Arts, and Science Family Engagement Day (one for each subject) prior to the end of the school year or prior to the SBAC window (whichever comes first). All Family Conferences will be completed by Friday, October 16, 2020 Title I Site Based Contact, Learning Strategists, Literacy Specialist, site based social worker and site based school counselor, and Administration	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year: Yes	NCCAT-S Indicators:
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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 by the PD provided by MLK staff, teachers will implement effective teaching strategies in their classrooms consistently. Administration, our learning strategist, and our literacy specialist will observe and provide effective feedback to our teachers.	People: Teachers (Strategic/Title I/ASF), Learning Strategist (Strategic), Literacy Specialist (RBG3), Administration (Strategic),) Materials: i-Ready (Strategic), Instructional Supplies (Strategic), Reading A to Z (Strategic), ST Math (ASF), Mystery Science (Strategic), Typing Club (Strategic)	Lesson plans, once a week grade levels must email or share with administration their Unwrapping Document and a Data Analysis Document (one or the other), PD sessions, Sign-In Sheets	August 2021-May 2022 weekly CT meetings and grade level meetings; CCSD PD days; Title I Site Based Contact, Learning Strategists, Literacy Specialist, and Administration	N/A
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Comments:

1.4 Other (Optional)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
MLK teachers will provide high quality tier 1 instruction to students in ELA. Instruction will be focused on completing text-based written assignments. Students will conference with the teachers frequently using a rubric to give them specific and timely feedback explaining how they are and can continue to progress their writing. Structured peer feedback will also be scheduled regularly so students can apply revising and editing skills they are learning in an evaluative manner.	People: Teachers (Strategic/Title I/ASF), Learning Strategist (Strategic), Literacy Specialist (RBG3), Administration (Strategic),) Materials: i-Ready (Strategic), Instructional Supplies (Strategic), Google Chromebooks (ASF)	Lesson plans, once a week grade levels must email or share with administration their Unwrapping Document and a Data Analysis Document (one or the other), PD sessions, and MAP assessment data	August 2021-May 2022 weekly CT meetings and grade level meetings, CCSD PD days; Title I Site Based Contact, Learning Strategist, Literacy Specialist, and Administration	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 X% to Y% and in math from X% to Y% by 2022, as measured by state summative assessments, and reported on the NSPF.

Root Causes:

There was inconsistent implementation of rigorous instruction in all classrooms. A few members of the staff were new to the profession and so implementation with i-Ready and professional development support was needed, our school had several long term substitutes last school year, assessments were not all aligned to the rigor of content standards, RTI was not consistently implemented using best practices in all grade level classrooms, and grade levels were not always unwrapping standards, aligning instruction to standards, and analyzing assessment data to guide instruction.

Measurable Objective 1:

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

Measurable Objective 2:

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

Measurable Objective 3:

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

Measurable Objective 4:

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

Measurable Objective 5:

Increase the percent of ASF students meeting growth projections in reading from X% (Winter) to Y% (Spring) as measured by MAP Growth Assessments. Increase the percent of ASF students meeting growth projections in math from X% (Winter) to Y% (Spring) as measured by MAP Growth Assessments.

Monitoring Status

N/A

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

At MLK ES, there is a strong focus on creating and maintaining meaningful, consistent, and effective structures school-wide. 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. The MLK Leadership Team will continue to read the book “Learning by Doing” by the DuFours. The MLK Leadership Team will also conduct instructional rounds and discuss the information gathered around the focus of meaningful school-wide structures.	People: Teachers (Strategic Budget/Title I/ASF) Learning Strategist (Strategic), Literacy Specialist (RBG3), Materials: i-Ready (Strategic) and Instructional Supplies (Strategic)	Lesson plans, once a week grade levels must email or share with administration their Unwrapping Document and a Data Analysis Document (one or the other), PD sessions, Sign-In Sheets	Weekly CT meetings held from August 2021-May 2022, CCSD PD days, MLK leadership team meetings held every other week from August 2021-May 2022, Principal, Assistant Principal, Learning Strategist, Literacy Specialist, Teachers	N/A
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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: Yes	NCCAT-S Indicators:	
MLK will hold a Math Family Engagement Day, a Language Arts Family Engagement Day, and a Science Family Engagement Day where families are invited to come to MLK (if allowed) or participate online to learn about math, LA, and science strategies. MLK partners with the CCSD FACES department to give additional family trainings based on the needs of our school community. MLK’s social worker and school counselor will also hold family trainings based on the needs of our school community. MLK communicates with the families using Class Dojo, Parent Link, the MLK website, Twitter, Instagram, Facebook, and traditional ways such as email, phone calls, etc.	People: Learning Strategist (Strategic), Literacy Specialist (RBG3), School Counselor (Strategic), Teachers (Strategic/Title I/ASF), School Counselor (District) External Providers: FACES (District) Materials: Refreshments/Supplies (Title I) Materials (paper, toner for printing reports, newsletters, and flyers) (Title I)	Family Engagement Days and the family trainings conducted by school counselor and social worker: Communication sent home to families either by Parent Link or Class Dojo	When the virus restrictions are lifted, we will hold monthly FACES meetings. We will hold a Math, Language Arts, and Science Family Engagement Day (one for each subject) prior to the end of the school year or prior to the SBAC window (whichever comes first). All Family Conferences will be completed by Friday, October 16, 2020 Title I Site Based Contact, Learning Strategists, Literacy Specialist, site based social worker and site based school counselor, and Administration	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year: Yes	NCCAT-S Indicators:
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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 by the PD provided by MLK staff, teachers will implement effective teaching strategies in their classrooms consistently. Administration, learning strategists, and our literacy specialist will observe and provide effective feedback to our teachers.	People: Teachers (Strategic/Title I/ASF), Learning Strategist (Strategic), Literacy Specialist (RBG3), Administration (Strategic), Materials: i-Ready (Title I), Instructional Supplies (Strategic), Reading A to Z (Strategic), ST Math (ASF),Mystery Science (Strategic), Typing Club (Strategic)	Lesson plans, once a week grade levels must email or share with administration their Unwrapping Document and a Data Analysis Document (one or the other), PD sessions, Sign-In Sheets	August 2021-May 2022 weekly CT meetings and grade level meetings; CCSD PD days; Title I Site Based Contact, Learning Strategist, Literacy Specialist ,and Administration	N/A
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Comments:

2.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
Academic Support Funding (ASF) will be utilized in conjunction with our other funding sources such as Title I to reduce class sizes and provide a smaller group setting for our students to learn in. Students will be qualified for interventions using MAP and AIMSweb Plus data. Interventions will utilize Study Island, Mountain Math, and Mountain Language to assist our bottom quartile students in achieving their growth goals. Chromebooks will be purchased to support the implementation of these small group interventions. Students will be progress monitored using AIMSweb and MAP benchmark assessments.	Class Size Reduction teachers (ASF/Title I) Study Island (ASF) Mountain Math and Language (ASF) AIMSWeb Plus (ASF) Chromebooks (ASF) MAP (District-funded)	Lesson plans, observations, MAP, AIMSWeb Plus, and Study Island data	August 2021-May 2022 Classroom teachers, Learning Strategist, Literacy Specialist ,and Administration	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

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

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:	

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Comments:

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

Comments:

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

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)
Academic Support Funding (ASF)	\$160,370	1.5 Class Size Reduction Teachers, Chromebooks	Goals 1 and 2
Title 1 Parent Involvement	\$1751.30	Pay staff to write and translate the MLK Family Newsletter, SMORE digital newsletter annual membership	Goals 1 and 2
Title 1	\$175,130	2.5 Classroom Size Reduction Teachers, Reading Rangers/Renaissance	Goals 1 and 2
Strategic Budget	\$2,535,391.90	Staffing and supplies	Goals 1 and 2
Read by Grade Three	\$89,000.00	RBG3 Literacy Specialist	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, Language Arts, and Science Family Engagement Days provide literacy, academic, and community events to families. As soon as the virus restrictions are lifted, we will be planning the in person community events. Contacts are made through Class Dojo, newsletters, school website, classroom notes, daily and/or weekly progress notes, social media platforms such as Twitter, Facebook, and Instagram, phone calls, parent conferences, and Parent Link communication. Family members are also encouraged to volunteer in classrooms, chaperone field trips, or in any way they are able to.

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.

MLK Leadership Team meetings (Each grade level has at least one representative on the team), weekly grade level meetings, professional development sessions with a Learning Strategist, Literacy Specialist, 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 unwrap standards, collaborate and discuss teaching strategies, analyze data to guide instruction, discuss 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 administration, families, and staff work together to ensure that all available resources (fiscal and people) are coordinated to provide effective teacher student support. State funding has provided for a variety of academic programs, a Behavior Specialist, headphones, and Chromebooks. Title I monies have provided for the i-Ready program, prep buy-outs, two class size reduction teachers, Reading A-Z license, Reading Rangers/Renaissance, headphones, Chromebooks, and toner/paper to print the Reading A-Z books for our students/families. 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 X% to Y% 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 X% to Y% 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 X% to Y% as measured by MLK ES monthly staff surveys.

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

The administration and the MLK Leadership Team 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 MLK Leadership Team monthly. Following that, the MLK Leadership Team will process what was discussed and determine the next steps to continue to foster 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 Instructional Council will analyze the survey data monthly, create action steps based on the data, and share it out with staff.

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 school-wide. 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. The MLK Leadership Team will continue to read the book “Learning by Doing” by the DuFours. The MLK Leadership Team will also conduct instructional rounds and discuss the information gathered around the focus of meaningful school-wide structures.

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 school-wide. 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. The MLK Leadership Team will continue to read the book “Learning by Doing” by the DuFours. The MLK Leadership Team will also conduct instructional rounds and discuss the information gathered around the focus of meaningful school-wide structures.

Goal 2 Additional PD Action Step (Optional)

3.1

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

MLK will hold a Math Family Engagement Day, a Language Arts Family Engagement Day, and a Science Family Engagement Day where families are invited to come to MLK (if allowed) or participate online to learn about math, ELA, and science strategies. MLK partners with the CCSD FACES department to give additional family trainings based on the needs of our school community. MLK's social worker and school counselor will also hold family trainings based on the needs of our school community. MLK communicates with the families using Class Dojo, Parent Link, the MLK website, Twitter, Instagram, Facebook, and traditional ways such as email, phone calls, etc.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

MLK will hold a Math Family Engagement Day, a Language Arts Family Engagement Day, and a Science Family Engagement Day where families are invited to come to MLK (if allowed) or participate online to learn about math, LA, and science strategies. MLK partners with the CCSD FACES department to give additional family trainings based on the needs of our school community. MLK's social worker and school counselor will also hold family trainings based on the needs of our school community. MLK communicates with the families using Class Dojo, Parent Link, the MLK website, Twitter, Instagram, Facebook, and traditional ways such as email, phone calls, etc.

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 X% to Y% and in math from X% to Y% by 2022 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 X% (Fall) to Y% (Winter) and from Y% (Winter) to Z% (Spring) by 2021 as measured by MAP formative assessments.
- Increase the percent of all students performing at or above grade level in ELA from X% (Fall) to Y% (Winter) and from Y% (Winter) to Z% (Spring) as measured by i-Ready formative assessments.
- Increase the percent of all students above the 60th percentile in math from X% (Fall) to Y% (Winter) and from Y% (Winter) to Z% (Spring) by 2021 as measured by MAP formative assessments.
- Increase the percent of all students performing at or above grade level in math from X% (Fall) to Y% (Winter) and from Y% (Winter) to Z% (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 school-wide. 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. The MLK Leadership Team will continue to read the book "Learning by Doing" by the DuFours. The MLK Leadership Team will also conduct instructional rounds and discuss the information gathered around the focus of meaningful school-wide structures.	
Progress		
Barriers		
Next Steps		

1.2	MLK will hold a Math Family Engagement Day, a Language Arts Family Engagement Day, and a Science Family Engagement Day where families are invited to come to MLK (if allowed) or participate online to learn about math, ELA, and science strategies. MLK partners with the CCSD FACES department to give additional family trainings based on the needs of our school community. MLK's social worker and school counselor will also hold family trainings based on the needs of our school community. MLK communicates with the families using Class Dojo, Parent Link, the MLK website, Twitter, Instagram, Facebook, and traditional ways such as email, phone calls, etc.	
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 by the PD provided by MLK staff, teachers will implement effective teaching strategies in their classrooms consistently. Administration, our learning strategist, and our literacy specialist will observe and provide effective feedback to our teachers.	
Progress		
Barriers		
Next Steps		
1.4	MLK teachers will provide high quality tier 1 instruction to students in ELA. Instruction will be focused on completing text-based written assignments. Students will conference with the teachers frequently using a rubric to give them specific and timely feedback explaining how they are and can continue to progress their writing. Structured peer feedback will also be scheduled regularly so students can apply revising and editing skills they are learning in an evaluative manner.	
Progress		
Barriers		
Next Steps		

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 X% to Y% and in math from X% to Y% by 2022, 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 X% (Winter) to Y% (Spring) as measured by MAP Growth Assessments.
- Increase the percent of all students meeting typical growth in reading from X% (Winter) to Y% (Spring) as measured by i-Ready formative assessments.
- Increase the percent of all students meeting growth projections in math from X% (Winter) to Y% (Spring) as measured by MAP Growth Assessments.
- Increase the percent of all students meeting typical growth in math from X% (Winter) to Y% (Spring) as measured by i-Ready formative assessments.
- Increase the percent of ASF students meeting growth projections in reading from X% (Winter) to Y% (Spring) as measured by MAP Growth Assessments. Increase the percent of ASF students meeting growth projections in math from X% (Winter) to Y% (Spring) as measured by MAP Growth 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 school-wide. 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. The MLK Leadership Team will continue to read the book "Learning by Doing" by the DuFours. The MLK Leadership Team will also conduct instructional rounds and discuss the information gathered around the focus of meaningful school-wide structures.	
Progress		
Barriers		
Next Steps		

2.2	MLK will hold a Math Family Engagement Day, a Language Arts Family Engagement Day, and a Science Family Engagement Day where families are invited to come to MLK (if allowed) or participate online to learn about math, LA, and science strategies. MLK partners with the CCSD FACES department to give additional family trainings based on the needs of our school community. MLK's social worker and school counselor will also hold family trainings based on the needs of our school community. MLK communicates with the families using Class Dojo, Parent Link, the MLK website, Twitter, Instagram, Facebook, and traditional ways such as email, phone calls, etc.	
Progress		
Barriers		
Next Steps		
2.3	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 by the PD provided by MLK staff, teachers will implement effective teaching strategies in their classrooms consistently. Administration, learning strategists, and our literacy specialist will observe and provide effective feedback to our teachers.	
Progress		
Barriers		
Next Steps		
2.4	Academic Support Funding (ASF) will be utilized in conjunction with our other funding sources such as Title I to reduce class sizes and provide a smaller group setting for our students to learn in. Students will be qualified for interventions using MAP and AIMSweb Plus data. Interventions will utilize Study Island, Mountain Math, and Mountain Language to assist our bottom quartile students in achieving their growth goals. Chromebooks will be purchased to support the implementation of these small group interventions. Students will be progress monitored using AIMSweb and MAP benchmark assessments.	
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation**Priority Need/Goal 3****Priority Need/Goal 3:****Measurable Objective(s):****Status****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		