

# 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. Karla Loria

For Implementation During The Following Years:

2020-2021

## 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
Jereme Donnelly	Principal	Gregory Winiewicz	Assistant Principal
Audrey Arnold	Learning Strategist	Krysten Carlsen	Learning Strategist
Colleen Linnenkamp	Teacher	Danielle Florey	Teacher
Peggy Lewis	Teacher	Nicole Szynski	Teacher
Michele Kamleiter	Teacher	Patricia Grassy	Read by Grade 3 Reading Specialist

Raquel Cordova	Teacher		
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## 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.

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 2019-20 school year was as follows: 63.6% Hispanic, 21.2% Black, 8.6% White, 30.1% English Language Learner (ELL), 15.8% students with an Individual Education Plan (IEP), and 100% Free and Reduced Lunch (FRL). The only notable change in enrollment is a \_\_\_\_\_ 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

Last Date Review/Revised By Planning Team - 11/06/2019 Page 2 Nevada Department of Education - June 2017

Nevada Department of Education King, Jr, Martin Luther ES 2019-2020

Clark County School District

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

<b>Based on the CNA, identify all that apply:</b>	<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 2021 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 X% (Fall) to Y% (Winter) and from Y% (Winter) to Z% (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 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 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 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:	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 or ANet, 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. MAP PD will also be given to staff so the MAP data can be used as an additional data source to help drive instruction. Additional PD on the use of Kagan cooperative learning strategies will be presented by the MLK ES strategists. The leadership team at MLK ES will participate in a book study using "Learning by Doing". 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) Learning Strategists (SB178/RBG3) Licensed Extra Duty Pay (Title I/Title III) External Providers: iReady Training (SB178) Materials: i-Ready (Title I) and Ready (SB178) Instructional Supplies (Strategic)	Weekly CT Agendas, PD agendas and sign-in sheets, and lesson plans	Weekly CT meetings held from August 2020-May 2021, CCSD PD days, MLK leadership team meetings held every other week from August 2020-May 2021, Principal, Assistant Principal, Learning Strategists, 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
<b>1.2 Family Engagement (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
Learning Strategists and the Literacy Specialist will present literacy and math strategies to families during monthly parent meetings/trainings to enable parents to assist their students with literacy/math concepts at home. Families will also receive training during Math and Science Family Engagement Day and Family Literacy Nights. MLK ES has also partnered with the CCSD FACES department and Boys Town to give additional parent trainings based on the needs of our community.	People: Learning Strategists (SB178) External Providers: FACES (District) and Boys Town (Title I) Materials: Refreshments/Supplies (Title I) Materials (paper, toner for printing reports, newsletters, and flyers) (Title I)	Family Meeting: Flyers; Agendas; Sign-In Sheets; and Evaluation Forms	Family meetings on August 2020; September 2020; October 2020; November/December 2020; January 2020; February 2020; March 2020; April 2020; May 2020; Family Conferences are one week in October 2020; Title I Site Based Contact, Learning Strategists, Literacy Specialist, and Administration	N/A

Comments:

<b>1.3 Curriculum/Instruction/Assessment (Required)</b>	<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>
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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 to 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.	People: Teachers (Strategic/Title I) Learning Strategists (SB178) Materials: i-Ready (Title I) and Ready (SB178) Instructional Supplies (Strategic)	Lesson plans, agendas from CT meetings, Grade level meeting agendas, Saturday training, PD sessions, Sign-In Sheets, lesson plans	August 2020-May 2021 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:	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 X% to X% and in math from Y% to Y% by 2021, 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 X% (Winter) to X% (Spring) as measured by MAP Growth Assessments.

### Measurable Objective 2:

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

### Measurable Objective 4:

Increase the percent of all students meeting typical growth in math from Z% (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
2.1 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.	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 and sign-in sheets, Staff Development agendas and sign in sheets, lesson plans	Weekly CT meetings held from August 2020-May 2021, Principal, Assistant Principal, Learning Strategists	N/A
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>2.2 Family Engagement (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
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 and Boys Town to give additional parent trainings based on the needs of our community.	People: Learning Strategists (Title I) External Providers: FACES (District) and Boys Town (Title I) 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 2020; October 2019; November 2020; PSTAPT Parent Conferences one week in December 2020; January 2021; February 2021; March 2021; Title I Site Based Contact, Learning Strategist, Administration	N/A

Comments:

<b>2.3 Curriculum/Instruction/Assessment (Required)</b>	<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>
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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 strategist 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.	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/SB178) Instructional Supplies (Strategic/Title I) Technology Supplies (Title I) AR (SB178)	Lesson plans, agendas from CT meetings, Grade level Meeting agendas, Sign-In Sheets, intervention schedule	Weekly CT meetings and grade level meetings September 2020-May 2021, Staff Development in 2020-2021	N/A
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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

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 <b>(Required)</b>		Continuation From Last Year:	NCCAT-S Indicators:	

Comments:

3.4 Other <b>(Optional)</b>		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)
SB 178	\$176,400.00	Learning Strategists, iReady Teacher Toolbox, iReady Professional Development, AR and STAR Licenses	Goals 1 and 2
Title I Parent Involvement	\$1892.40	Newsletters, parent meeting flyers, snacks for parent meetings, and paper and toner to print newsletters and flyers	Goals 1 and 2
Title I	\$189,240.00	CSR Teachers, Lead Team Collaboration Meetings, prep buyout, iReady, and Boys Town	Goals 1 and 2
Strategic Budget	\$3,088,222.00	Staffing, supplies, and full-time AP	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 X% 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 X% 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 X% 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 staff meetings. 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 school-wide. Professional Development (PD) will also focus on the collaborative team cycle where teachers will work together to unwrap standards via Curriculum Engine or ANet, 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. MAP PD will also be given to staff so the MAP data can be used as an additional data source to help drive instruction. Additional PD on the use of Kagan cooperative learning strategies will be presented by the MLK ES strategists. The leadership team at MLK ES will participate in a book study using "Learning by Doing". 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 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.

### 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 the Literacy Specialist will present literacy and math strategies to families during monthly parent meetings/trainings to enable parents to assist their students with literacy/math concepts at home. Families will also receive training during Math and Science Family Engagement Day and Family Literacy Nights. MLK ES has also partnered with the CCSD FACES department and Boys Town 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 and Boys Town 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 X% to Y% and in math from X% to Y% by 2021 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 2020 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 2020 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 or ANet, 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. MAP PD will also be given to staff so the MAP data can be used as an additional data source to help drive instruction. Additional PD on the use of Kagan cooperative learning strategies will be presented by the MLK ES strategists. The leadership team at MLK ES will participate in a book study using "Learning by Doing". 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	Learning Strategists and the Literacy Specialist will present literacy and math strategies to families during monthly parent meetings/trainings to enable parents to assist their students with literacy/math concepts at home. Families will also receive training during Math and Science Family Engagement Day and Family Literacy Nights. MLK ES has also partnered with the CCSD FACES department and Boys Town 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 by the PD provided to 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 X% to X% and in math from Y% to Y% by 2021, 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 X% (Spring) as measured by MAP Growth Assessments.
- Increase the percent of all students meeting typical growth in reading from Y% (Winter) to Y% (Spring) as measured by i-Ready formative assessments.
- Increase the percent of all students meeting growth projections in math from Z% (Winter) to Z% (Spring) as measured by MAP Growth Assessments.
- Increase the percent of all students meeting typical growth in math from Z% (Winter) to Z% (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 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.	
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 and Boys Town 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 strategist 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

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		