

Martin Luther King Jr. School

School Improvement Plan

**SY23-24
to
SY24-25**

DRAFT School Improvement Plan

SY23-24 to SY24-25

Key Resources:

- [SIP Draft Timeline](#)
- [CPS Targets](#)
- [School Council Handbook](#)

Guiding Premises [DRAFT]:

- **Premise #1:** The SIP is a tool to guide each learning system and space through an anti-racist, and culturally affirming lens within CPS.
- **Premise #2:** The goals articulated in this document are geared towards equitable and accelerated learning and SEL outcomes for all students and specifically the students from historically resilient communities.
- **Premise #3:** All learning takes place through culture. We are purposefully designing learning spaces that are culturally affirming and linguistically sustaining for each scholar.
- **Premise #4:** Data and improvement processes are used to guide our work.
- **Premise #5:** We are striving for collective educator agency and efficacy.
- **Premise #6:** The ultimate goal of the School Site Council is to support systems and structures that humanize our collaborative partnership with students, families and the community at large.

Establishing SMARTIE Goals:

- Strategic & Specific
- Measurable
- Attainable & Ambitious
- Relevant
- Time-Bound
- Inclusive
- Equitable & Explicit

Data Wise Improvement Cycle



Literacy / ELA Goal

Guidance: Review your ELA data: MCAS, i-Ready, curriculum-embedded assessments, writing assessments, and early literacy data at the domain, standard and demographic level when possible to identify an area of focus; in response, identify targeted, **equity-centered**, high-leverage, **research-based strategies** to address your improvement strategy. Be intentional about how you plan to address the range of all learners in your school, with a particular focus on those students furthest from proficiency (especially those student groups identified as "Recovery" in the state's accountability system) and making the least amount of growth.

Data Overview: (See slide 3)

Key Successes to Build Upon: Our MCAS achievement percentiles are 85 or higher, and our writing scores are among the strongest in the district. 81% of our students are meeting or exceeding Beginning of Year (BOY) benchmarks. We attribute these successes to data-driven, skills-based small group Tier 1 and 2 instruction implemented for one or more years in grades K-2 and the implementation of research-based, knowledge-building curricula in all grades.

Percent Meeting/Exceeding Expectations 2023 ELA MCAS- All Students

Subject	School	District	State
ELA	83	59	42

Percent Meeting/Exceeding Expectations 2023 ELA MCAS- Students with Disabilities

Subject	School	District	State
ELA	41	24	12

By 2025/Year 2 SMARTIE Goal:

90-day Milestone September '23-January '24

By January 26, each teacher of ELA will be using iReady, mClass, or curricular assessment data to plan Tier 2 instruction for at least one group of learners who did not meet BOY benchmarks every day. Progress of these students will be monitored every 7-8 days using mClass recommended measures.

90-day Milestone January '24-June '24

By June 2024, as a result of strategic, data-driven small group instruction by classroom teachers and interventionists, at least 55 of the students in our target group will have met or exceeded their growth goals as measured by mClass or iReady.

90-day Milestone September '24-January '25

By January 2025, as a result of both strategic, data-driven small group instruction and intentional unpacking of new ELA curriculum, 85% of students with disabilities and multilingual learners will be meeting MOY growth expectations.

90-day Milestone January '25-June '25

By June 2025, as a result of both strategic, data-driven small group instruction and intentional unpacking of new ELA curriculum, 90% of students with disabilities and multilingual learners will be meeting EOY growth expectations.

ELA Data Overview

Overall, we are seeing a continued rise in achievement from the past two years as the number of students *meeting/exceeding expectations* on the MCAS has improved by 7 percentage points and is well above the state in every grade and subject.

- Our beginning of year (BOY) screeners and diagnostics suggest that, schoolwide, we have 21 students (6%) currently performing well below (2+ years) grade level benchmarks. Of these students, 5 currently receive ESL, and 4 are approaching English proficiency and do not receive ESL.
- Seven of these students have individualized education plans (IEPs) that include academic goals.
- Schoolwide, 44 students (13%) are currently performing one year below grade level benchmarks. Of these students, 4 currently receive ESL instruction, an additional 10 are approaching English proficiency and ESL instruction, and 13 students have IEPs that include academic goals.

Key Areas of Need to Address:

By middle of year (MOY) and end of year (EOY) assessments, we need to increase the numbers of multilingual students and students with IEPs who are meeting grade level benchmarks.

- We will focus on data driven, small group targeted instruction (Tier 1).
- We can accomplish this through extending the practice of data-driven, targeted Tier 2 instruction to grades 3-5.
- We are also implementing new literacy curriculum in 24-25 with an eye toward universal design for learning as we make grade level curriculum rigorous, engaging, and accessible to all students.

Action Plan

Increased Academic Achievement & Growth – Literacy/Language Arts: *Create an environment that promotes active student engagement and consistent improvement in academic achievement in Literacy/Language Arts among preK-12 students from all backgrounds and programs.*

District Objective	What is the strategic, research-based solution you will try? What is the “safe to fail” experiment(s) you will run to support this strategy?	In what way does this strategy advance equitable outcomes for all students and staff ?	How will you leverage the Data Wise Improvement process to monitor your progress? (How, how often, by who?)	Who is responsible for leading the team’s work on this strategy? (Principal, A.P. Instructional Coaches, ILT, Grade level)
Deliver Ambitious Instruction & Effective Supports <i>What is your instructional improvement strategy to achieve your outcome?</i>	- Teachers are or will train in Science of Reading (Tier 1) - use small groups during Tier 1 instruction - All teachers in grades K-5 will implement at least one (Tier 2) intervention group formed - progress monitor using iReady or mClass ((Tier 2)	Students who need additional, targeted instruction in order to achieve grade level benchmarks will receive those extra supports. (Tiers 1 and 2)	Regular progress monitoring and team meetings focused on data analysis at least 3x per year On-going PLC meetings with coaches to review classroom data	All teachers and interventionists, Principal, AP, and instructional coaches
Effective Staff Learning & Support <i>How will you train and support staff to carry this plan out?</i>	As the new district ELA curriculum is introduced, teachers will engage in lesson study cycles with an eye toward rigorous, engaging, and supportive instruction for students with IEPs and multilingual learners.(Tier 1)	Planning and teaching with a focus on differentiated instruction increases the likelihood of all students being engaged with grade level content and meeting benchmarks through Tier 1 instruction.	All JK-2 staff and some 3-5 staff have begun or completed LTRS training. (ongoing) JK-2 staff will be trained in mClass	All teachers and Principal, AP, and instructional coaches
Build Welcoming & Supportive Schools & District <i>How will you actively engage families and caregivers, community partners, out-of-school time partners, and/or business partners in this plan?</i>	Throughout the year, grade levels will offer family breakfasts in which caregivers can engage with literacy and their scholars’ learning.	Scholars become teachers as they share their learning with their caregivers, and caregivers learn strategies to support learning at home across multiple languages.	Regular meetings to debrief on participation, inclusion, and engagement.	All teachers and Principal, AP, and family liaison

Mathematics Goal

Guidance: Review your math data: MCAS, i-Ready, curriculum-embedded assessments, and Number Sense data at domain, standard and demographic level when possible to identify an area of focus; in response, identify targeted, **equity-centered**, high-leverage, **research-based strategies** to address your improvement strategy. Be intentional about how you plan to address the range of all learners in your school, with a particular focus on those students furthest from proficiency (especially those student groups identified as "Recovery" in the state's accountability system) and making the least amount of growth.

Describe the current state of math instruction, growth and achievement. Cite data and describe the strategies employed in the previous SIP.

Data Overview:

Overall, we are seeing a continued rise in achievement from the past two years as the number of students *meeting/exceeding expectations* on the MCAS has improved by 26 percentage points and is well above the state in every grade and subject. Though overall achievement in mathematics at MLK is high, data indicates that a significant number of students of color and students on IEPs are performing below their white and Asian counterparts in mathematics. A closer analysis of this data shows that in grades K-5, 29 students are only partially meeting or not meeting benchmark standards, 4 of those are significantly below benchmark. Twenty-two of those students are students of color, 9 of whom are also on IEPs. Two students are ELLs.

Key Successes to Build Upon:

BOY data (iReady and Forefront), as well as Spring '23 MCAS indicates that students at MLK are achieving at a high rate. In grades K-2, 88% of students are meeting benchmarks and in grades 3-5, 68% of students are meeting benchmarks. The spring '23 MCAS data reveals overall achievement at 99%. This, we believe, is due to strong Tier 1 and 2 instruction, using Standards-based curricula (SFUSD and Investigations in Number, Data, and Space) and providing access to rich learning opportunities supporting reasoning, fluency, and competence in mathematics.

Percent *Meeting/Exceeding Expectations* 2023 Math MCAS- All Students

Subject	School	District	State
Math	85	54	40

Percent *Meeting/Exceeding Expectations* 2023 Math MCAS- Students with Disabilities

Subject	School	District	State
Math	49	22	12

Key Areas of Need to Address: By MOY and EOY assessments, we will increase the numbers of students of color and students with IEPs who are meeting grade level benchmarks. We will accomplish this through extending the practice of data-driven, targeted Tier 2 instruction in grades K-5 and the implementation of the Illustrative Mathematics curriculum with a focus on access for all and a high level of student engagement, supporting the development of agency for all students.

By 2025/Year 2 SMARTIE Goal:

90-day Milestone September '23-January '24

By January 31, each teacher will be using embedded curriculum assessment and iReady, to plan Tier 2 instruction for at least one group of learners who did not meet BOY benchmarks. Progress of these students will be monitored daily using IM Cool Downs and at regular intervals using IM Checkpoints and EOU assessments. Tier 1 targeted grouping will continue.



90-day Milestone January '24-June '24

By June 2024, as a result of strategic, data-driven instruction by classroom teachers and interventionists, at least 50% of the students identified as partially meeting or not meeting benchmarks will have met or begun to meet benchmarks as measured by iReady, Forefront, and MCAS.



90-day Milestone September '24-January '25

By January 2025, as a result of both strategic, data-driven small and whole group instruction and the effective implementation of the Illustrative Math curriculum, 50% of students identified as partially meeting or not meeting benchmarks will have met or begun to meet middle of year benchmarks as measured by iReady and Forefront.



90-day Milestone January '25-June '25

By June 2025, as a result of both strategic, data-driven instruction and the effective implementation of the Illustrative Mathematics curriculum, 80% of students identified as partially meeting or not meeting benchmarks will have met or begun to meet standards as measured by EOY tools (iReady, Forefront, MCAS.)

Math Data Overview

Overall, we are seeing a continued rise in achievement from the past two years as the number of students *meeting/exceeding expectations* on the MCAS has improved by 26 percentage points and is well above the state in every grade and subject. Though overall achievement in mathematics at MLK is high, data indicates that a significant number of students of color and students on IEPs are performing below their white and Asian counterparts in mathematics. A closer analysis of this data shows that in grades K-5, 29 students are only partially meeting or not meeting benchmark standards, 4 of those are significantly below benchmark. Twenty-two of those students are students of color, 9 of whom are also on IEPs. Two students are ELLs.

Action Plan

Math

Increased Academic Achievement & Growth – Math: *Create an environment that promotes active student engagement and consistent improvement in academic achievement in math among preK-12 students from all backgrounds and programs.*

District Objective	What is the strategic, research-based solution you will try? What is the “safe to fail” experiment(s) you will run to support this strategy?	In what way does this strategy advance equitable outcomes for all students and staff ?	How will you leverage the Data Wise Improvement process to monitor your progress? (How, how often, by who?)	Who is responsible for leading the team’s work on this strategy? (Principal, A.P. Instructional Coaches, ILT, Grade level)
Deliver Ambitious Instruction & Effective Supports <i>What is your instructional improvement strategy to achieve your outcome?</i>	- Small group instruction (Tier 1) - Unpacking new math curriculum with coaches during grade level professional learning communities (PLCs) (Tier 1) - All teachers in grades K-5 will implement at least one Tier 2 intervention group formed and progress monitored using iReady or Forefront, as appropriate	Students who need additional, targeted instruction in order to achieve grade level benchmarks will receive those extra supports.	Regular progress monitoring and team meetings focused on data analysis at least 3x per year On-going PLC meetings with coaches to review classroom data	All teachers and interventionists, Principal, AP, and instructional coaches
Effective Staff Learning & Support <i>How will you train and support staff to carry this plan out?</i>	- Throughout the 3 year implementation cycle of Illustrative Math, teachers will engage, collaboratively, in Unit Planning, with a focus on student access and engagement in rigorous mathematical learning. (Tier 1) - In addition, teachers will engage in Learning Labs to focus on effectively increasing student access and engagement, specifically those students who are historically underrepresented as achieving in mathematics.(Tier 2)	Planning and teaching with a focus on universal design for learning increases the likelihood of all students being engaged with grade level content and meeting benchmarks through Tier 1 instruction.	Regular progress monitoring and team meetings focused on data analysis at least 3x per year On-going PLC meetings with coaches to review high-leverage teaching strategies	All teachers and interventionists, Principal, AP, and instructional coaches
Build Welcoming & Supportive Schools & District <i>How will you actively engage families and caregivers, community partners, out-of-school time partners, and/or business partners in this plan?</i>	Throughout the year, grade levels will offer family breakfasts in which caregivers can engage with math and their scholars’ learning through interactive game play with IM Math Centers games. IM Family Letters will offer information on what children are learning in math (for each unit) and how they are learning it, as well as suggestions for how caregivers can support student learning at home. We are hoping to put together some at-home learning kits. These are intended to align with IM. We are also planning to hold a family math night.	Scholars become teachers as they share their learning with their caregivers, and caregivers learn strategies to support learning at home.	Regular meetings to debrief on participation, inclusion, and engagement.	All teachers and Principal, AP, and family liaison

Chronic Absenteeism Goal

Guidance: Review your historical and year-to-date chronic absenteeism data at the demographic-level to identify an area of focus and identify targeted, **equity-centered**, high-leverage, **research-based** strategies to address your improvement strategy. Be intentional about how you plan to address a tiered approach to attendance, specifically addressing unexcused absences.

Describe the current state of chronic absenteeism data and efforts. Cite data and describe the strategies employed in the previous SIP.

Data Overview: Overall, we are seeing a 1.3% decrease in chronic absenteeism for all students from last year.

Key Successes to Build Upon: There was a 7.6% decrease from Asians and 5% decrease from students categorized as 'lowest performing.'

Key Areas of Need to Address: There was a 4.9% increase from White and 4.7% increase from 'Multi-race, Non-Hisp./Lat.'

- We had 16 sabbaticals that were approved last year. These absences factor into our chronic absenteeism rates.
- There is a need to improve attendance for demographic groups.

By 2025/Year 2 SMARTIE Goal:

90-day Milestone September '23-January '24

Move from sending notices each semester to monthly notices to families for chronic attendance & tardy.

Will provide sample language for teachers to communicate importance of attendance to caregivers.



90-day Milestone January '24-June '24

Establish an attendance team to review policies and build playbook



90-day Milestone September '24-January '25

Consider positive reinforcement system to promote attendance goals



90-day Milestone January '25-June '25

Collaborate with community outside organizations to support attendance goals

Action Plan

Increased Student Attendance: Maximize partnerships with internal and external stakeholders (student, families, staff and the community) to implement a multi-tiered approach to reducing barriers to student attendance.

District Objective	What is the strategic, research-based solution you will try? What is the “safe to fail” experiment(s) you will run to support this strategy?	In what way does this strategy advance equitable outcomes for all students and staff ?	How will you leverage the Data Wise Improvement process to monitor your progress? (How, how often, by who?)	Who is responsible for leading the team’s work on this strategy? (Principal, A.P. Instructional Coaches, ILT, Grade level)
Deliver Ambitious Instruction & Effective Supports <i>What is your instructional improvement strategy to achieve your outcome?</i>	Our attendance team will meet monthly and send monthly attendance letters to caregivers whose child exceeds 10% absences.	Attendance is a state requirement and essential for student learning.	Prepare, inquire, act, review	Principal, AP, Student Support Team (SST)
Effective Staff Learning & Support <i>How will you train and support staff to carry this plan out?</i>	Share and analyze attendance data regularly at SST Meetings Regular contact with classroom teachers and support staff of chronically absent students	Collaborative approach to supporting students and families	Monthly reports to teachers	All Staff
Build Welcoming & Supportive Schools & District <i>How will you actively engage families and caregivers, community partners, out-of-school time partners, and/or business partners in this plan?</i>	Classroom attendance reports ahead of family conferences to help teachers emphasize attendance Utilize district attendance campaign visuals around school	Communicates connection between attendance and student learning	Monthly attendance review meetings	Senior Clerk, AP, Principal

School Climate and Culture Goal

Guidance: Review your SEL DESSA data, YRBS (US & HS only), behavior data, and school climate (Panorama survey data when available; MCAS student survey data) and equity data (MAEC Equity Self Assessment) you have at the demographic-level when possible to identify targeted, **equity-centered**, high-leverage, **research-based strategies** to address your improvement strategy. Be intentional about how you plan to address the needs of all scholars, families and educators.

Describe the current state of school climate data and related efforts. Cite data and describe the strategies employed in the previous SIP.

Data Overview:

Overall, DESSA results from 22-23 suggest that the school has a positive culture and that most students demonstrate the SEL competencies. In the Spring of 23, 7% of students needed additional support, 72% were typical, and 21% percent were in the “strength: category. This is higher than expected national outcomes.

Key Successes to Build Upon:

Self-awareness and goal-directed behavior were the highest area of need, with Self-management and relationship skills were our school’s greatest relative strength according to the DESSA.

Key Areas of Need to Address:

Scored lower than the district in safety according to 4th and 5th grade MCAS survey responses. White students feel the least safe in our school.

By 2025/Year 2 SMARTIE Goal:



Action Plan

Build Welcoming & Supportive Schools - cultivate diverse and supportive school culture and climate for improved behavior: *Create strong partnerships with our students, family members, guardians and the community to establish a positive school culture and climate to respond to preK-12 students' physical, social and emotional needs. Improve families' access to resources within and beyond CPS. Promote positive school cultures and climate through district-wide vision of inclusive and restorative discipline policies and practices.*

District Objective	What is the strategic, research-based solution you will try? What is the “safe to fail” experiment(s) you will run to support this strategy?	In what way does this strategy advance equitable outcomes for all students and staff ?	How will you leverage the Data Wise Improvement process to monitor your progress? (How, how often, by who?)	Who is responsible for leading the team’s work on this strategy? (Principal, A.P. Instructional Coaches, ILT, Grade level)
Deliver Ambitious Instruction & Effective Supports <i>What is your instructional improvement strategy to achieve your outcome?</i>	Regular weekly Tier 1 SEL lessons delivered by School Adjustment Counselor and Social Worker targeting SEL benchmarks Zones of Regulation imbedded into daily message, classroom language, and visual displays throughout the school Classroom SEL Tier 1 practices such as ZOR Utilize restorative circle model to resolve conflict, build community, and address harm	Proficiency with SEL Competencies translates to readiness to learn and be engaged	Students of concern will continue to be identified through data meetings and the SST process	All teachers and interventionists, Principal, AP, social worker, school counselor
Effective Staff Learning & Support <i>How will you train and support staff to carry this plan out?</i>	On-going staff meetings dedicated to addressing classroom management, building SEL, and restorative practices	Teachers need to learn strategies to address all learners	Opportunities for staff feedback through surveys and open-door offices	All teachers and interventionists, Principal, AP, social worker, school counselor
Build Welcoming & Supportive Schools & District <i>How will you actively engage families and caregivers, community partners, out-of-school time partners, and/or business partners in this plan?</i>	On-going family breakfasts and coffee’s to build community and special events such as concerts, opening BBQ, Chinese New Year	Supporting the development of a strong classroom and school community will support the social-emotional growth of our students and build safety required to learn	Regular meetings to debrief on participation, inclusion, and engagement.	All teachers and interventionists, Principal, AP, social worker, school counselor, family liaison