Dream. Plan. Achieve.

Aspirational Vision and Commitment Nurture Growth at Nevada Elementary School

At MLK, Jr. Elementary, the motto for the MLK Champions is "Dream. Plan. Achieve." Facing challenges—such as 100 percent of students experiencing socioeconomic disadvantages—that could extinguish dreams for less committed learning communities, this small, vibrant school in Las Vegas persists in their pursuit of excellence.

Implementation Fidelity Supports Student Proficiency in Mathematics and Literacy

The school's commitment has translated to a strong implementation of *i-Ready*, with 99 percent of students included in each of the three annual Diagnostic testing periods, an average weekly usage of Personalized Instruction between 30–49 minutes per subject per week, and an average lesson pass rate of 70 percent or higher.

A growing body of research shows that adhering to usage guidelines boosts academic growth, and MLK, Jr. Elementary is another proof point. In mathematics, students using Personalized Instruction as recommended achieved a 30-point higher median percentage of annual Stretch Growth® than those who did not use the program with fidelity. In literacy, MLK Champions using Personalized Instruction with fidelity achieved a four-point higher median percentage of annual Stretch Growth than those who did not.

These gains mean that students are closer to grade-level proficiency and are therefore better prepared to enter middle school with strong literacy and mathematics skills to support their sustained achievement.

i-Ready offers two perspectives on student progress. Typical Growth is the average growth of students for each grade and placement level. Stretch Growth is an ambitious but attainable one- or multi-year growth goal that sets below-grade level students on a path toward proficiency and on-grade level students on a path toward advanced proficiency levels.

Martin Luther King (MLK), Jr. Elementary School

Clark County School District
Las Vegas, Nevada

Grades K–5 Breakdown[1]
355 Students

- White
- African American
- Hispanic
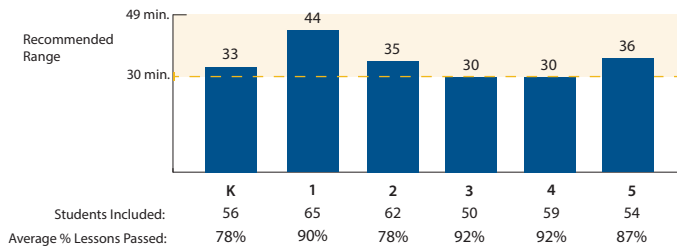- Other
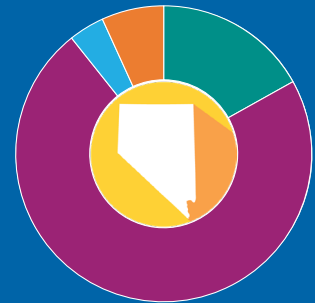
43% Multilingual Learners

13% Students with Disabilities

100% Students with Socioeconomic Disadvantages

Why the "How" May Be as Important as the "What" When It Comes to Implementation

Average Weekly Usage of Personalized Instruction (in Minutes): Mathematics

Recommended Range: 49 min. / 30 min.

	K	1	2	3	4	5
Usage (min.)	33	44	35	30	30	36
Students Included:	56	65	62	50	59	54
Average % Lessons Passed:	78%	90%	78%	92%	92%	87%

Average Weekly Usage of Personalized Instruction (in Minutes): Literacy

Recommended Range: 49 min. / 30 min.

	K	1	2	3	4	5
Usage (min.)	36	47	42	32	34	38
Students Included:	58	66	63	50	60	53
Average % Lessons Passed:	68%	82%	84%	84%	78%	77%
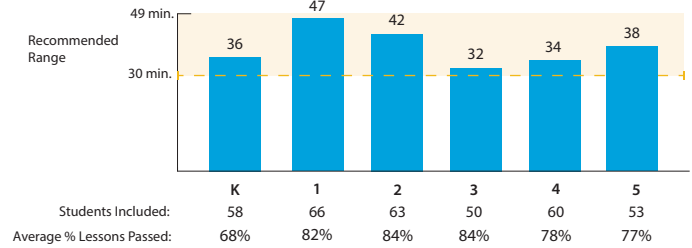
Median Percentage of Annual Stretch Growth Achieved: Mathematics

	1–29 min.	≥30 min.
Percentage	49%	79%
Students Included:	106	202
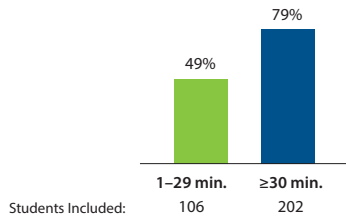
Median Percentage of Annual Stretch Growth Achieved: Literacy

	1–29 min.	≥30 min.
Percentage	67%	71%
Students Included:	74	238
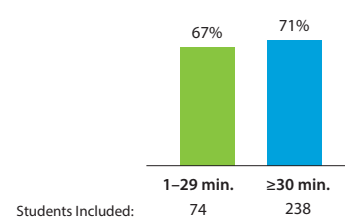
In mathematics, MLK, Jr. Elementary students using Personalized Instruction as recommended achieved a 30-point higher median percentage of annual Stretch Growth over those who did not. In literacy, fidelity users achieved a four-point higher median percentage. This represents **gains of 61 percent in mathematics and six percent in literacy**.

Implementation Fidelity Also Empowers Teachers to Reach Every Student

Across grades, students had been struggling with vocabulary, comprehension, and foundational skills. Teachers were struggling with time management and ensuring their classes were engaged with and passing lessons.

To address these challenges, Principal Douglas Taylor and his team worked closely with their *i-Ready* team to design and deliver tailored professional learning and support. Goals centered on empowering teachers to use *i-Ready*'s data and resources in monitoring students' pass rates and instructional time, increasing learner engagement, and providing targeted teacher-led scaffolds to grade-level standards and intervention.

Irma Laniyo, Grade 5 teacher, explains: "We want to support all our students with their individual needs. It gets tough when we still have to teach grade-level content to students who might not be ready for it. *i-Ready* is a great program that implements the gradual release of skills our students need to achieve mastery."

To measurably impact engagement and fidelity of use, Patti Grassy, instructional strategist, credits best practices such as weekly monitoring of online lesson progress and meeting with students for data chats. She also relies on Tools for Instruction, lesson plans for addressing skills gaps identified by the Diagnostic. "*i-Ready* groups our students to help with differentiation, and it provides specific lessons to work on with those groups," she says.

Jair Diaz, Grade 3 teacher, agrees that with *i-Ready* tools like these, "students are able to bridge the gaps in their learning and get closer to achieving their potential."