



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2021-22

School Comprehensive Education Plan (SCEP)

Elementary and Middle Schools in Good Standing

District	School Name	Principal	Grades Served
Yonkers City School District	Martin Luther King, Jr. Academy	Dr. Sandy Hattar	PK - 8

Stakeholder Participation

2020-21 Data

In the space below, enter the number and percentage of students in the “All Students” subgroup based on the 2020-21 school-level data listed below. Use the *Dataset Inform* chart on drive as a reference.

Subgroup	Benchmark 2 <40%	Benchmark 2 40-59%	Benchmark 2 60-79%	Benchmark 2 ≥80%
All Students-#	49	31	9	1
%	54%	34%	10%	1%

Subgroup	DataMate ELA 2 <40%	DataMate ELA 2 40-59%	DataMate ELA 2 60-79%	DataMate ELA 2 ≥80%
All Students - #	73	34	16	7
%	56%	26%	12%	5%

Subgroup	DataMate Math 2 <40%	DataMate Math 2 40-59%	DataMate Math 2 60-79%	DataMate Math 2 ≥80%
All Students-#	93	68	31	16
%	45%	33%	15%	8%

Stakeholder Participation

Stakeholder Participation

Background

The SCEP must be developed in consultation with parents, school staff, and secondary students grades 7/8, and in accordance with §100.11 of Commissioner's Regulations.

Required Steps

There are five distinct steps involved with developing the SCEP:

1. Reviewing multiple sources of feedback regarding data, practices, and resources to identify needs and root causes
2. Determining priorities and goals based on the needs identified
3. Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified
4. Identifying a plan to communicate the priorities with different stakeholders

Meeting Dates

Use the space below to identify the meeting dates when specific steps occurred by marking an "X" in the columns to the right. Add additional rows when necessary.

Meeting Date	Step 1: Reviewing multiple sources of feedback to identify inequities, needs and root causes	Step 2: Determining priorities and goals based on the needs identified	Step 3: Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	Step 4: Identifying a plan to communicate the priorities with different stakeholders
<i>Example: 3/6/20</i>	X	X		
1/28/2021	X	X	X	X
3/3/2021	X	X	X	X
3/25/2021	X	X	X	X
6/16/2021	X	X	X	X

Stakeholder Participation

Identify how the perspectives of stakeholders of the All Students group have been incorporated into the SCEP. If the school targets a specific subgroup, include information in the chart below how perspectives of individuals responsible for students in that group have been incorporated into the plan.

Stakeholder group:	How the perspectives of this group have been incorporated into the SCEP
Teachers responsible for teaching each identified subgroup	Teachers expressed needs and findings through weekly Professional Development and Grade Level meetings. Teachers met in vertical teams to identify areas of focus.
Parents with children from each identified subgroup	Parents share requests and needs through Microsoft teams.
Students from each identified subgroup (seventh grade and above)	Students shared needs through AIS periods with teachers. Students also shared needs through Microsoft Teams.

Notes:

As the school SCEP team develops the plan, make sure to include information as to how the school will address the following:

Instructional Loss and the interventions in place

Instructional Technology – maintaining practices currently in place in the classrooms

Social Emotional Learning - incorporating Suspension data by subgroup to monitor progress

Stakeholder Involvement Signature Page

In the table below, list the individuals involved in the development of the SCEP, their relationship with the school, and the dates in which they participated. The dates should match the dates identified in the Meeting Date table completed previously.

THIS PAGE MUST BE PRINTED AND SCANNED AND SUBMITTED WITH THE SCEP. Due to the current guidelines, electronic signatures will be accepted on this page. If an individual identified below has objections or concerns related to the SCEP, that team member shall note “Addendum Attached” next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

Stakeholder Name	Role	Dates Involved (enter m/dd in the space below and mark an X for each date the individual attended)										Signature
		Sept. 2020	Oct. 2020	Nov. 2020	Dec. 2020	Jan. 2021	Feb. 2021	Mar. 2021	Apr. 2021	May 2021	Jun. 2021	
Accardi, Vincent	Teacher	1,2,3,9,16,23,30	7,14,21,28	4, 19	2, 9, 16	6, 27	3,10	3,10,17,24	7,14,21,28	5,19,26	2,9,16,23	
Hattar, Sandy	Principal	1,2,3,9,16,23,30	7,14,21,28	4, 19	2, 9	6, 27	3,10,24	3,10,17,24	7,14,21,28	5,19,26	2,9,16,23	
Hernandez, Jonathan	Psychologist	1,2,3,9,16,23,30	7,14,21,28	4, 19	2, 9, 16	6, 27	3,10,24	3,10,17,24	7,14,21,28	5,19,26	2,9,16,23	
Jordan, Keisha	Teacher	1,2,3,16,23,30	7,14,21,28	4, 19	2, 9, 16	6, 27	3,10,24	3,10,17,24	7,14,21,28	5,19,26	2,9,16,23	
Koss, Nicole	Teacher	1,2,3,9,16,23,30	7,14,21,28	19	2, 9, 16	6, 27	3,10,24	3,17,24	7,14,21,28	5,19,26	2,16,23	
McCarthy, Terri	Teacher	1,2,3,9,16,23,30	7,14,21,28	4, 19	2, 9, 16	6, 27	3,10,24	3,10,17,24	7,14,21,28	5,19,26	2,9,16,23	
McDowell	Teacher	1,2,3,9,16,23	7,14,21,28	4, 19	2, 9, 16	6, 27	3,10,24	3,10,17,24	7,14,21,28	5,19,26	2,9,16,23	
McSpedon, Jennifer	Teacher	1,2,3,9,16,23,30	7,14,21,28	4, 19	2, 16	6, 27	3,10,24	3,10,17,24	7,14,21,28	5,19,26	2,9,23	
Menendez, Julian	Asst. Principal	1,2,3,9,16,23,30	7,14,28	4, 19	2, 9, 16	6, 27	3,10,24	3,10,17	7,14,21,28	5,19,26	2,9,16,23	
Murray, Dolores	Teaching Asst.	1,2,3,9,16,23,30	7,14,21,28	4, 19	9, 16	6, 27	3,10,24	3,10,17,24	7,14,21,28	5,19,26	2,9,16,23	
Richmond, Kathleen	Teacher	1,2,3,9,16,23,30	7,14,21,28	4, 19	9, 16	6, 27	3,10,24	3,10,17,24	7,14,21,28	5,19,26	2,9,23	
Vassari, Philip	Teacher	1,2,3,9,16,23,30	7,21,28	4, 19	2, 9, 16	6, 27	3,10,24	3,10,17,24	7,14,21,28	5,19,26	2,16,23	
Vizcaino, Jennifer	Teacher	1,2,3,16,23,30	7,14,21,28	4, 19	2, 9, 16	6, 27	3,10,24	3,10,17,24	7,14,21,28	5,19,26	2,9,16,23	
Worrell, Antonio	Teacher	9,16,23,30	7,14,21,28	4, 19	2, 9, 16	6, 27	10,24	3,10,24	14,21,28	5,19,26	2,9,16,23	

ELA Goal

ELA Goal

Identify a goal for the All Students subgroup. Additional goals may be developed for specific ESSA subgroups if identified by the school SCEP Team.

Subgroup	June 2022 SMART Goal
All Students	By June 2022, the All Students group will achieve a 5% growth on their Benchmark Assessments

The ELA Goal is based on the data below.

*Refer to the Dataset to Inform Goals Chart

Subgroup	Benchmark 2 <40%	Benchmark 2 40-59%	Benchmark 2 60-79%
All Students-# of students 2021	54%	34%	10%
2022-# of students moving to the next level	20	15	10

Subgroup	DataMate ELA 2 <40%	DataMate ELA 2 40-59%	DataMate ELA 2 60-79%	DataMate ELA 2 ≥80%
All Students-# of students 2021	56%	26%	12%	5%
2022- # of students moving to the next level	20	15	10	10

Grades 7/8

Action Plan: August to January

The actions must include interventions that will be used to address instructional loss and how Instructional Technology will be leveraged to meet the ELA Goal. Note: Instructional Technology in the classroom will reflect acceleration/interventions used in the 20-21 school year.

What will the school do in the first half of the year to address goal identified above? (add additional rows as needed)		
Start	End	Action
Sept. 2021	Dec. 2021	Data analysis of unit end and interim assessments to drive Benchmark intervention lessons.
Sept. 2021	Dec. 2021	Administer initial Benchmark Assessments along with DRA. Diagnostic Reading Assessments will provide data to target 5 core elements of Reading instruction.
Sept. 2021	Dec. 2021	Diagnostic Reading Assessment for each student. AIS intervention – small group instruction. Reading Comprehension in Mathematics.

ELA Goal

		<p>Review of student data – Benchmark scores.</p> <p>Disaggregation of scores three times per modules and academic year. Benchmark Unit and weekly Assessments for ELA. Math modules and corresponding assessments.</p>
Sept. 2021	Dec. 2021	<p>Assist parents with educational supports; parents will be encouraged to attend monthly parent sessions to learn how to navigate Clever, Teams, Zoom, and the Parent Portal. A specific focus will be parents of students from targeted subgroups.</p> <p>By October 2021, school leaders and Shared Decision Making Team (SDM), all professional development, and pacing calendars for teachers to execute all instructional strategies along with Benchmark weekly, unit and quarterly assessments.</p> <p>School leaders will, on a monthly basis, review teacher's monthly ELA of the month practice assessments/diagnostics and Benchmark data, along with teacher goals and strategies, and make recommendations for revisions.</p>

Mid-Year Benchmark

Identify what specifically you expect to see in the results of the Winter Benchmark/DataMate assessments to know that the school is on track to achieve the goal.

Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels/subgroups.

Assessment	Benchmark 2/DataMate 2 Performance 2021	January 2022 Target
MAP Testing	Beginning RIT Level for Genre	50% on or above RL
DATAMATE	40% Benchmark 2	50% B2 / 50% D2

Planning for January to June

What will the school do in the **second half of the year** to ensure that it meets the goal identified above? *(add additional rows as needed).*

Start	End	Action
1/2022	6/2022	Adjustments to Title I Groupings based on Assessment data.
1/2022	6/2022	Continue monitoring of student work samples from interior assessments.
1/2022	6/2022	Engage in Benchmark Professional Development specifically in Intervention data.

Addressing COVID-19 Related Challenges – ELA Goal

In the space below, identify the 2020-2021 school year related needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
<i>Ex: Curriculum Maps need updating</i>	Skill of the Week	Sept. – Dec.
Grade Level Reading Assessment	G3 – Differentiated AIS classroom groupings	Sept. – Dec.
Read works (Free)	Read works to build reading stamina. Academic and contextual vocabulary	Sept. – Dec.

ELA Goal

	infusion.	

Math Goal

Math Goal

Identify a goal for the All Students subgroup. Additional goals may be developed for specific ESSA subgroups if identified by the school SCEP Team.

Subgroup	June 2022 SMART Goal
All Students	By June 2022, All Students will see a 10% growth in Datamate Assessments.

The Math Goal is based on the data below.

Subgroup	DataMate Math 2 <40%	DataMate Math 2 40-59%	DataMate Math 2 60-79%
All Students-# of students 2021	93	68	31
2022-# of students moving to the next level	45 (2.25 per class)	30 (1.5 per class)	15

*Refer to the

[Dataset to Inform Goals Chart](#)

Action Plan: August to January

The actions must include interventions that will be used to address instructional loss and how Instructional Technology will be leveraged to meet the Math Goal. Note: Instructional Technology should reflect acceleration/interventions used in the 20-21 school year.

What will the school do in the first half of the year to meet the goal identified above? (add additional rows as needed)		
Start	End	Action
Sept. 2021	Jan. 2022	Provide Academic Intervention centered around Mathematical Instruction.
Sept. 2021	Jan. 2022	Incorporate baseline assessments to inform Math Academic Intervention groups.
Sept. 2021	Jan. 2022	Math Skill of the Week.
Sept. 2021	Jan. 2022	Rote Multiplication – Grades 3-8.
Sept. 2021	Jan. 2022	Academic Vocabulary.
Sept. 2021	Jan. 2022	PD Math Team: Every other week focus for (SDM) and AIS.
Sept. 2021	Jan. 2022	G3 (AIS) in Math Tues/Thurs.
Sept. 2021	Jan. 2022	Schoolwide implementation of 'Sum Dog' computerized Math program; 30 minutes daily, grades K – 8.

Math Goal

Sept. 2021	Jan. 2022	<p>Teachers during Monthly Professional development will collaborate in vertical teams to review how modules will be introduced in the beginning of the year in the next grade level to transition students into the next math module standard will be introduced</p> <ul style="list-style-type: none"> Teachers will collaborate in vertical teams to review the current curriculum map of the math modules and ensure seamless implementation. Teachers will administer and analyze Entering Grade Math Diagnostic assessments Teachers will administer and analyze Power Standards Diagnostic assessments Assessments- adjusting released math NYS assessment questions and connecting them to the math modules. Making a similar assessment prior to giving the module assessments. Teach the module assessments as a lesson first. Teachers will create supplemental mathematical lessons that are Tactile, hands-on lessons, targeting mathematical terminology, reteach lessons later to review concepts Showing videos before the lesson as a motivation into the lesson. Creation of school wide “Number of the Day” with a Mathematical standards connection. Creation of math bulletin boards with resources for the whole school to see as a visual.
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Mid-Year Benchmark

Identify what specifically you expect to see in the results of the DataMate assessment to know that the school is on track to achieve the goal.

Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels/subgroups.

Subgroup	DataMate 2 Performance 2021	January 2022 Target
Students with disabilities	<40% = 79% (22 students)	<40% = 50% decrease, 11 students

Planning for January to June

What will the school do in the **second half of the year** to ensure that it meets the goal identified above? *(add additional rows as needed)*

Start	End	Action
Jan. 2022	June 2022	<ul style="list-style-type: none"> From January to June vertical aligned professional developments to focus on curriculum mapping to ensure seamless transition of standards being taught. Continue to monitor and revise flexible groupings to target student needs Monthly professional development will align with Shifts in Mathematics as identified by NYS

Math Goal

Addressing COVID-19 Related Challenges – Math Goal

In the space below, identify the 2020-2021 school year related needs the school has considered for this specific goal and how the school intends to address these needs. (add additional rows as needed)

Need	Strategy to Address	When
<i>Ex: Curriculum Maps need updating</i>	Teachers will meet on grade level teams	On going
Mathematical Vocabulary: (Strategy to Address)	To create Mathematical literacy utilizing Reading skills.	On gong
Exposure to released NYS Math Assessment questions	Creation and modification of AIS groupings	On going
Transition to Mathematical Computer Based Assessments	Reintroduction to CBT strategies.	On going

Social Emotional Learning Goal

Social Emotional Learning Goal

Schools should create a goal addressing one or more of the following: MTSS, SEL check ins, SEL curriculum. Include suspension data as a source to identify/monitor the goal.

June 2022 SMART Goal

Social Emotional Learning (SEL) Goal – Pupil Support Team and KICS are invaluable resources for students and families. Parent communication through text, phone calls, emails, Remind, and conferences has also played an important role in SEL for our students.

Assess student well being through restorative practices

Arrival and dismissal 5 minute circles. Work collaboratively with in-house WJCS counseling team to address relevant topics such as suicidal ideation, bullying, conflict resolution. WJCS to provide classroom discussion on the same topics.

Action Plan: August to January

What will the school do in the first half of the year to address goal identified above? (add additional rows as needed)		
Start	End	Action
Sept. 2021	Dec. 2021	Addressing student mental wellness – post pandemic.
Sept. 2021	Dec. 2021	Providing – monthly pre/post Likert scale surveys to identify areas of focus.
Sept. 2021	Dec. 2021	Daily restorative circles to identify immediate issues.
Sept. 2021	Dec. 2021	Inclusion of empathy interviews schoolwide; facilitated in all classes.
Sept. 2021	Dec. 2021	Implementation of NearPod lessons for PK – 8 to structure SEL program.
Sept. 2021	Dec. 2021	Monthly focus of SEL issues schoolwide (i.e. compassion, empathy)
Sept. 2021	Dec. 2021	Student of the month breakfast and schoolwide celebration.

Mid-Year Benchmark

Identify the specific assessment or data source that the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal.

Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.

Data Source	January 2022 Target
Likert Surveys	Survey Monkey (SEL) schoolwide administration to track student well being.

Social Emotional Learning Goal

Planning for January to June

What will the school do in the **second half of the year** to address **the goal** identified above? *(add additional rows as needed)*

Start	End	Action
Jan. 2022	June 2022	Celebrations
Jan. 2022	June 2022	Black History month
Jan. 2022	June 2022	Dr. Seuss – ‘Read Across America’
Jan. 2022	June 2022	Health Fair for families of MLKA – invite organizations
Jan. 2022	June 2022	Monthly Likert scale emotional wellness surveys (schoolwide)
Jan. 2022	June 2022	Field Day Grade – Level Trips
Jan. 2022	June 2022	Heritage Celebrations
Jan. 2022	June 2022	Juneteenth Celebration – 1 st Annual
Jan. 2022	June 2022	Continuously addressing academic barrier to student well being

Addressing COVID-19 Related Challenges

It is likely that the school experienced challenges in this area due to COVID-19. In the space below, identify the needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
Virtual Counseling	Depression, loneliness, suicidal ideation	Ongoing
Family and Individual		

Chronic Absenteeism Goal

Chronic Absenteeism Goal

Identify a goal for the All Students subgroup. Additional goals may be developed for specific ESSA subgroups if identified by the school SCEP Team.

Subgroup	June 2022 SMART Goal
Black	Reduce chronic absenteeism by 50%
Latino	Reduce chronic absenteeism by 50%
All Students	Identify potential chronically absentees

The Chronic Absenteeism Goal is based on the data below.

*Refer to the Dataset to Inform Goals Chart

	Solid CA (>80 attendance rate)	Current CA, could improve (80-89 attendance)	Currently not CA, but borderline (90-94 attendance)	Unlikely to be CA (>94 attendance)
All Students-# of students 2021	49	40	28	210
2022-# of students moving to the next level	25	20	14	59

Action Plan: August to January

What will the school do in the first half of the year to meet the goal identified above? (add additional rows as needed)		
Start	End	Action
Sept. 2021	Dec. 2021	Attendance Committee – Chronic Lateness.
Sept. 2021	Dec. 2021	Review attendance data.
Sept. 2021	Dec. 2021	Contact and converse with families.
Sept. 2021	Dec. 2021	Family calls daily – Set up appointments for all pull-out and classroom teachers.
Sept. 2021	Dec. 2021	Conduct monthly meetings and review attendance data monthly.
Sept. 2021	Dec. 2021	Create a buddy system in class.
Sept. 2021	Dec. 2021	Identify barriers and discuss importance of school attendance.
Sept. 2021	Dec. 2021	Identify 5 or more days monthly – Create individual attendance plans
Sept. 2021	Dec. 2021	Review attendance of students receiving Tier II supports and Tier III supports.

Mid-Year Benchmark

The school will review attendance/chronic absentee data mid-year and identify what specifically you

Chronic Absenteeism Goal

expect to see in the results of that data to know that the school is on track to achieve the goal.

Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels or subgroups.

Data Source	Subgroup	January 2022 Target	
% of students with 9 or more absences	Latino	50% = 22 Students	
Entire School 20%	Black	50% = 12 Students	

Planning for January to June

What will the school do in the **second half of the year** to ensure that it meets the goal identified above? *(add additional rows as needed)*

Start	End	Action
Jan. 2022	June 2022	Utilize Pupil Support Team to hold PST meetings with families regarding truancy. Review of child's attendance history with families.
Jan. 2022	June 2022	Teacher to document missed skills (due to chronic absenteeism) in Powerschool. Make CPS calls for educational neglect as necessary.
Jan. 2022	June 2022	AIS (in class) Focus on missed ELA and math skills taught to group during classroom AIS.
Jan. 2022	June 2022	Reteach on grade level with grade level teacher pairs.

	<u><80</u>		<u><80</u>
BLK. Stu.	21 (19%)	LAT. Stu.	25 (13%)
	<u>Cur. CA</u>		<u>Cur. CA</u>
BLK Stu.	15 (13%)	LAT. Stu.	18 (10%)

Addressing COVID-19 Related Challenges

In the space below, identify the COVID-19 challenges/needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
Consistent contact and follow up with families	(Reteach) On-grade level with teacher pairs during AIS	On going
Homework Focus	Missed skills taught in class	On going

Survey Goal

Stakeholder Group	Survey Question	2021 Survey Responses	2022 Survey SMART Goal
N/A			Insufficient data to create action plan based on survey results.

Survey Goal

Action Plan: August to January

What will the school do in the first half of the year to meet the goal identified above? (add additional rows as needed)		
Start	End	Action
N/A		Insufficient data to create action plan based on survey results.

Mid-Year Benchmark

Identify what the school will review mid-year and what specifically the school will expect to see in the results of that data to know that it is on track to achieve the goal.

Add additional rows when necessary if there are multiple targets across multiple sources of data.

Data Source	January 2022 Target
N/A	Insufficient data to create action plan based on survey results.

Planning for January to June

What will the school do in the second half of the year to ensure it meets the goal identified above? (add additional rows as needed)		
Start	End	Action
N/A		Insufficient data to create action plan based on survey results.

Survey Goal

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Addressing COVID-19 Related Challenges

In the space below, identify the COVID-19 related needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
N/A	Insufficient data to create action plan based on survey results.	

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

1. ☒ The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. ☒ The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the SCEP. If the school was unable to obtain a signature of an individual that participated in the development of the SCEP, the school has written "Addendum Attached" and supplied supplemental documentation to explain why the school was unable to obtain the individual's signature.
3. ☒ The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
4. ☒ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

5. What is the school's plan to communicate the priorities and goals with different stakeholders?

- Place SCEP Plan on the Martin Luther King, Jr. Academy website for the community , parents, and district. We will continue to post educational goals. In the entrance window and main floor foyer. Place SCEP Plan on each teacher pages.

- Inform PTA members on the goals for Martin Luther King, Jr. Academy for the 2021-2022 academic year.
