



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan

2022-23

District	School Name	Grades Served
Yonkers Public Schools	Martin Luther King, Jr. Academy	Pre-k/8

Collaboratively Developed By:

The Martin Luther King, Jr. Academy SCEP Development Team

*And in partnership with the staff, students, and families of **Martin Luther King, Jr. Academy.***

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and the review the document "[How Learning Happens](#)," particularly page 3. Then the team should ask, "**What should we prioritize to support our students and work toward the school we wish to be?**"

The team should take the answers to this question and identify 4 commitments for the 2022-23 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as "*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*" could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school's values and aspirations.

Strategies

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

COMMITMENT I

Our Commitment

What is one commitment we will promote for 2022-23?

We are committed to developing a student-centered inquiry based instructional environment in which students are immersed in hands-on lessons to increase academic performance. We are committed to fostering an academically rigorous learning environment that is data-driven with a focus on college readiness.

Why are we making this commitment?

Things to potentially take into consideration when crafting this response:

- *How does this commitment fit into the school's vision?*
- *Why did this emerge as something to commit to?*
- *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
- *What makes this the right commitment to pursue?*
- *How does this fit into other commitments and the school's long-term plans?*

During the 2021-2022 school year, we focused on small group instruction project-based learning. Over the past year, our students have readjusted to in-school learning with full capacity and rigor. Our students were able to participate in MAP testing three times this year and instruction was driven based on the student data.

Using this data, teachers will plan for hands-on learning and inquiry-based instruction for the 2022-2023 school year. It is our hope to continue to MAP test three times per year and adjust student grouping according to the data. We will continue to provide the students with learning opportunities beyond the regulated school day to ensure college readiness and exposure.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Engaging students in more collaborative groups during their learning day.	Students will participate in collaborative projects throughout the day. Students need to develop their active listening and communication skills to work collaboratively and resolve conflicts with others. These interpersonal skills will build strong relationships in their learning communities	An increase in accountable talk during collaborative projects will be a strong indicator of success. Turn and talk, centers, and workshops will all contribute to class Communication skills	Further professional development for additional strategies with collaborative projects and safe space conversations. Teachers require “congruence periods” to discuss strategies that worked and the struggles they are experiencing when implementing collaborative projects.
Morning and Saturday School opportunities	Providing opportunities for students to work on collaborative projects and hands-on learning beyond the core curriculum.	Tracking students who attend morning and Saturday school to see the progress made in specific skills.	Funding for morning and Saturday school programs. Staff willing to work.
Community relations and partnerships	Training teachers and staff on strategies for resolution of conflict and restorative	Taking surveys and making observations to ensure	Community members’ time, resources, and

Commitment 1

	circles. Inviting community members into our building to provide enrichment for students.	practices are being implemented correctly and making a difference.	cooperation.
--	---	--	--------------

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	My peers and teachers accept my interests. My thoughts and ideas are valued in the classroom.	85% 85%
Staff Survey	This school values my desire for project-based learning This school values my ideas for project-based learning	80% 80%
Family Survey	My child is interested in what they are learning each day. My child is supported daily.	85% 90%

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.
Spring MAP scores show improvement from fall MAP scores.
Morning and Saturday school attendance.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	MLKA will increase student and staff social emotional engagements in tier 1 social emotional learning and daily support
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i>	We are committed to developing a student-centered inquiry based instructional environment in which students are immersed in hands-on lessons to increase academic performance. We are committed to fostering an academically rigorous learning environment that is data driven with a focus on college readiness.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Monthly staff meetings hosted by PBIS team	PBIS team meets with FULL staff once/month to introduce/review strategies	Exit tickets, Survey	8:05 meeting time - PBIS team
Utilizing Class Dojo schoolwide	Increase teacher participation in class dojo (points given out based on 4 B's chart - therefore increasing parent participation)	Quantitative data of parent sign up Number of teachers utilizing Class Dojo	Class Dojo (training and implementation)
Level 1/2 offenses directed to Formal ISS	Staff will provide academic support during their administrative duty (AD) period on a rotational basis	Lower suspension	Staff for ISS room
Social Emotional learning curriculum	Teachers administer SEL curriculum (re-think) 30 minutes/day (Middle School during AIS period)	Decrease in referrals from teacher to student support staff Student survey to gauge interest/perception	- Master Schedule - ReThoughted.com - Student Survey - Referral data

Commitment 2

Student of the Month	School-wide Student of the Month celebration Use class dojo to award highest student each month, shout out in announcements, announcements, etc.	Class Dojo points	• Class Dojo • “VIP” Student of the Month card/lanyard

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	(Grades 5-8) What kinds of SEL are you interested in learning more about? Do you believe that the SEL that you learned so far has been helpful?	75% of students provide feedback 75% agreement
Staff Survey	Have you noticed a decrease in problem behaviors in your classroom due to SEL? Do you feel like students are engaged in SEL lessons?	75% agreement 75% agreement
Family Survey	Do your children come home and talk to you about their SEL lessons? Do your children report fewer bullying incidents than in the past?	25% agreement 50% agreement

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

Commitment 2

- *Decrease in incident reports
- *Class Do-It scores
- *Decrease in suspension
- *Frequency data for ISS

COMMITMENT 3

This section can be deleted if the school does not have a third commitment.

Our Commitment

What is one commitment we will promote for 2022-23?	We are committed to helping teachers create a positive and hands-on math learning environment where students feel safe and comfortable making mistakes to grow in mathematics.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i>	The adjustment back to in-person learning allowed students to engage in hands-on learning that helped them gain higher-order thinking. We saw growth in Math MAP and DataMate Math scores and want to continue this progress in the 2022-2023 school. The 2021-2022 school year allowed us to identify the gaps caused by the global pandemic, and we want to minimize that gap going forward. Using the data from the Fall MAP scores, teachers will be able to implement interventions and differentiated instruction so that every students' learning flourishes.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Engaging students in more collaborative groups during their learning day.	Students will participate in small groups throughout the day. Students will be grouped based on the data that is collected in order to provide differentiation and intervention strategies.	Winter MAP scores will help determine if math small groups and interventions are effective.	Small group instruction can be embedded within each teacher's daily schedule to ensure enough time is allotted for small groups.
Saturday and Morning school	Providing opportunities for students to work on collaborative projects and hands-on math learning that extends their learning beyond the daily curriculum.	Winter MAP scores will help determine if Saturday and Morning school programs are effectively engaging students.	Funding for morning and Saturday school programs. Staff willing to work. Computer-based programs that engage students in math education.
Real-world math implications and practices	Creating and connecting Eureka Math curriculum into lessons with hands-on learning that will expose and connect students to real-life situations.	Winter MAP scores will help determine if project-based learning is effective.	Project materials for every student and planning time.

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	Math is engaging in my classroom. I am allowed to make mistakes.	85% 85%
Staff Survey	I have the necessary resources and time to create project-based lessons. Project-based lessons are effective in teaching the math curriculum.	85% 85%
Family Survey	My child enjoys learning math at school. My child shares their math projects with me.	90% 85%

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.
Spring MAP scores show improvement from fall MAP scores.
Morning and Saturday school attendance.

COMMITMENT 4

This section can be deleted if the school does not have a fourth commitment.

Our Commitment

What is one commitment we will promote for 2022-23?	
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> • How does this commitment fit into the school's vision? • Why did this emerge as something to commit to? • In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews? • What makes this the right commitment to pursue? • How does this fit into other commitments and the school's long-term plans?	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey		
Staff Survey		
Family Survey		

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

Use the space below to identify the members of the SCEP team and their role (e.g. teacher, assistant principal, parent).

18

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

[illegible]

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompts below.

Student Interviews

Describe how the Student Interview process informed the team's plan

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan

Next Steps

Next Steps

1. **Sharing the Plan:**

All Schools: Ensure that the local Board of Education has approved the plan after approval by the PLC lead and that the plan is posted on the school website.

2. **Implementing the Plan**

- a. Ensure that the plan is implemented no later than the first day of school
- b. Monitor implementation closely and make adjustments as needed
- c. Ensure that there is professional development provided to support the strategic efforts described within this plan.