

Receivership Schools ONLY

Quarterly Report #3: *January 15, 2018 to April 20, 2018* and Continuation Plan for 2018-19 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website:				
Martin Luther King, Jr. Academy	662300010046	Yonkers City School District	N/A	Check which plan below applies:				
				SIG 4			SCEP	
				Cohort: 4			Model:	
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	% ELL	% SWD	Total Enrollment
Dr. Edwin M. Quezada	Ms. Natalie Davy	Executive Director, School Improvement		Pk-8	Not applicable.	13.74%	12.21%	524
	Appointment Date: 8/15/2013							

Executive Summary

Please provide a *plain-language summary* of this quarter in terms of implementing key strategies, engaging the community, enacting Receivership, and assessing Level 1 and Level 2 indicator data. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public, and limit the summary to *no more than 500 words*.

Martin Luther King, Jr. Academy (MLKA) of Yonkers, NY third quarter was a continuation of the practice of showcasing its students' talents by hosting a vertically aligned "Black Wax Museum" by the fourth and fifth grades. Students researched African-American contributors and dressed the part of their representative, providing a biography of their historical figure. Visiting hours were posted for all grade levels and the community in honor of Black History Month. Other classes introduced other Black Americans through the afternoon announcements during the month of February. The Library Media Specialist also created videos of students who showcased influential women in March for "Women's History Month."

Students in grades kindergarten through eighth grades took the Winter 2018 MAP assessments in ELA and Mathematics. The Fall Academic Intervention Services (AIS) groups were reconfigured based on student growth implementing changes for each student within the nine grade levels. All teachers continue to provide daily support for the Lexile-based AIS groupings. The Level Two indicator, for extended learning continued as MLKA staff was able to offer more than 1,000 hours of before and after-school instructional supports.



MLKA continued its Robotics Program with its partner Black United Fund of New York Engineering Group. Students in grades five and six were divided into two groups; Coding and Robotics. During this quarter student groups were switched to the new skill group. The teachers supporting the activity are grade level classroom teachers and those teachers who serve on the STEAM Committee for MLKA. Their participation has created sustainability for the program and for the school community. The Robotics program is supported through a new district grant, the Yonkers After-School Academy (YASA).

The Westchester Food Bank continues to support the needs of the school community by delivering 300 bags of groceries on a monthly basis. In addition, the grant which subsidizes free lunch for all MLKA students, has seen a 35% increase in students eating lunch at school. The Yonkers PAL continues to receive seventh and eighth grade students on a daily basis during the lunch/ recess period. This partnership has broadened to include our sister high school, Palisade Preparatory School under the umbrella of "My Brother's Keeper." This initiative offers male students mentoring and support through leadership activities and community engagement programming.

The main educational focus for grades three through eight prepared students to develop their skills to take the NYS Computer-Based Test in ELA and Mathematics. In all testing grade levels (3-8), students receive daily practice on laptops to create a comfortable transition from paper-based testing. A mock test was administered for grades three and four in February, and in March for grade 7. The testing team along with administration has had weekly discussions regarding any unforeseen circumstances with the testing process. Students and their teachers have been working diligently to acclimate students to the new "Computer-Based Testing" (CBT) environment. All testing grades have been using laptops on a daily basis to support this change. Students in grades 3-8 are comfortable with the CBT, and have been practicing multiple choice, essay writing and mathematics via laptops. This is also the second year of school-wide implementation of the common core mathematics modules, grades pre-kindergarten through eight.

During the months of February and March, the NYSED education expert, Ms. Chris Brandt followed up with the school principal on higher-order questioning skills from teachers. In addition, formal teacher observations, walkthroughs, and cycle ratings have been administered by school administration, checking for cross-curricular academic vocabulary, and higher-order questioning techniques. During the month of April, MLKA offered three (3) Saturday Success Academies to give additional support for students prior to the New York State Standardized Examinations. Students were provided with 90-minutes of ELA and 90-minutes of Mathematics small group instruction by MLKA teachers. Secondary teachers set up meetings during March with all parents whose children are in danger of failing two or more classes this academic year. Parents were very supportive of the process, and phone conferences were held with families if they were unable to attend. Student goal setting sheets for MAP were completed for seventh and eighth grade students.

This academic year continued with a strengthening partnership between MLKA and Westchester Jewish Counseling Services (WJCS). Mr. Leroy Ennis, Executive Director, has been an integral part in strengthening their support in the socio-emotional arena. Providing classroom workshops, outreach visits and collaboration with MLKA's Pupil Support Team, led to stronger services and support within the school. They provide services 12-months a year.

The Unified Courts Liaison, Ms. Geller continues to support the Anti-Bullying patrol at MLKA. Ms. Geller leads classes along with their teachers if necessary, in Restorative Circles, which helps students resolve issues by mediation and restorative practice. During this period, Ms. Geller's focus has been the fourth grade, connecting literature to addressing potential incidents of bullying. Ms. Geller meets with families and administration on a regular basis. Ms. Geller holds weekly restorative circles with seventh grade students. This past winter, Ms. Geller began restorative circles with the first grade.

The Police Athletic League (P.A.L.) has increased its support and offerings by delivering Farmer's Market produce to MLKA on a monthly basis. Fresh produce has been an excellent supplement to the additional support with meals. Families have access to fresh fruits and vegetables which is a great support for a school community which is 87% free/ reduced lunch eligible.



Khan Academy accounts were created for all students based on their MAP scores. Students, teachers and parents can use the Khan Academy Application to support their students in mathematics.

The collaboration between the Yonkers Public Schools Nurse and Spectrum nurse has resulted in 98% student physicals and 96% up to date vaccinations school-wide. Our school nurse practitioner is bilingual; she supports parents and students with community matters.

The fifth grade teachers in collaboration with Con-Edison, received “efficiency kits” for each of their students. This effort, in collaboration with their homes, students and families are committing to reduce their energy usage and watt usage by installing the enclosed water reduction faucet and a reduced energy light bulb to lower electricity usage in the home. Both classes will measure water and electricity reduction and discuss additional strategies as their grade level S.T.E.A.M. activity.

Martin Luther King, Jr. Academy staff will continue its Third Annual Book Drive for summer reading. This program is 100% funded by MLKA educators. In June 2018, before summer vacation, all 524 students will receive a Lexile-based book and a reading packet to support student literacy. This is the third consecutive year for this endeavor.

Parent Workshops for Title-I and Title III were offered this quarter as a partnership; both sets of teachers continue to use creative methods to engage parents in their children’s education. The workshops offered during this quarter were: Activities for Families; Vocabulary Development; Motivation to Read at Home and Spring S.T.E.A.M. Activities.

Martin Luther King, Jr. Academy has been fortunate enough to be a part of the My Brother’s Keeper (MBK) movement and partner with Palisade Preparatory High School in an all boys’ empowerment trip to see the movie, “Black Panther.” Additionally, MBK students also attended a Brooklyn Nets basketball program at the Barclay Center their brother-school, Palisade Preparatory High School. MLK students were honored to meet the first black hockey player with their PAL friends.

The Middle School Community participated in the National Movement which supported the Parklane School District in their loss. A small ceremony, posters, and a balloon release were held in their memory.

Our Second Annual “Slam the Exam!” pep rally continued to highlight those students in grades 3-8 who would be taking the New York State Examinations over the next two months. Staff, students, parents and in-house agencies came together to encourage and celebrate their testing in April 2018. A student spirit week was held prior to the pep rally in order to build excitement for the exam.

Martin Luther King, Jr. Academy teachers are coaching intramural sports for MLKA students. Teachers are teaching them a game, the art of good sportsmanship, and how to play together as a team. Middle school students were also treated to a trip to Yankee Stadium to enjoy a New York City Football Club (NYCFC) soccer game. The MLKA community gave generous donations of softball and volleyball equipment to support MLKA’s two teams.

Our Parent-Teacher Association (P.T.A.) continued their monthly meetings while also providing support for our “Movie Night,” “Scholastic Book Fair,” and “Picture Day.” The P.T.A. donated all proceeds from the Scholastic Book Fair to support the summer reading program. The P.T.A. president, Ms. Warthen, a school aide at MLKA, holds additional lunchtime P.T.A. meetings for our teachers; all are welcome. This strategy has increased teacher P.T.A. membership by 200%.



The middle school and sixth grade teachers held a dance to have sixth graders get to know their middle school teachers and their classmates. One of our custodian's sons donated his "DJ" services to the school. Teachers contributed money and products for refreshments.

Martin Luther King, Jr. Academy continues to celebrate students on a monthly basis. The School Climate, Culture and Safety Committee ensures our "Students of the Month" photos are prominently posted in the school's main lobby, for grades pre-kindergarten through eighth.

In celebration of Dr. Seuss' birthday, March 3rd, the fifth graders at MLKA volunteered to read Dr. Seuss books to the pre-kindergarten and kindergarten classes.

There are ten (10) teachers who continue to work toward National Board Certification (NBC). They have been supporting each other since June 2017, when they decided to undertake this arduous task of NBC, as a cohort. Integration of language and content: four (4) teachers attended Teachers' College Columbia Institute receiving 20+ hours of professional development in March and April (3/10, 3/17, 3/24 and 4/21).

Parent-Teacher Conferences were held on 4/24/18.

Attention – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcomes of key strategies related to Receivership, and as such, should not be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for Receivership schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for Receivership schools with School Comprehensive Education Plans (SCEP). The Quarterly Report in its entirety must be posted on the district web-site.

Please note - This document also serves as the Continuation Plan for Receivership schools for the 2018-19 school year. All prompts submitted under the "2018-19 School Year Continuation Plan" heading should directly align with or be adaptations to approved intervention plans (SIG, or SCEP), and must have input from community engagement teams.



Directions for Part I and II - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies of the third quarter in light of their realized level of implementation and their impact on student learning outcomes. 2018-19 Continuation Plan sections are an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create the framework by which the school transitions from the current year, using its own summary analysis, to the upcoming school year in a manner that represents continuous and comprehensive planning. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging State academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

Part I – Demonstrable Improvement Indicators (Level 1)

<u>LEVEL 1 Indicators</u>								
Please list the school’s Level 1 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.								
Identify Indicator	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG/SIF goals and or key strategies that have supported progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What are the formative data points that are being utilized to assess progress towards the target for this demonstrable improvement indicator?	Based upon the formative data points identified, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.	2018-19 School Year Continuation Plan for Meeting this Indicator



<p>9. Gr. 3-8/ ELA/ All students 2+ above.</p>	<p>33%</p>	<p>36%</p>	<p>Green</p>	<p>Yes</p>	<p>Key strategies include Winter 2018 ELA and Math MAP testing and the re-configuration of the school-wide AIS daily support period for all students in grades kindergarten to eight. Push-in and co-teaching models support the alignment of classroom instruction and skills based on the school-wide instructional practice of implementing the “Skill of the Week.” This academic year, there has been a school-wide focus on cross-curricular and academic vocabulary, through the creation and use of interactive “Word Walls.” This additional academic reinforcement provides a broader scope while fortifying reading skills.</p>	<p>Winter 2018 MAP <u>Reading</u> assessments by grade: Kindergarten: +11.5 increase First Grade: +9.1 increase Second Grade: +8.5 increase Third Grade: +5.1 increase Fourth Grade: +7.0 increase Fifth Grade: +2.7 increase Sixth Grade: +5.0 increase Seventh Grade: +1.9 increase Eighth Grade: +2.1 increase</p>	<p>Based on student Winter 2018 MAP scores, all grade levels showed increased literacy scores. Teachers have identified the foci during <u>ELT</u> and <u>AIS</u> to support all struggling students. The schoolwide AIS continues on a daily basis from 8:45 a.m. to 9:39 a.m., for grades K to sixth grades. Secondary students receive additional academic supports during recess and a built-in AIS period during the school day. Students work on collaborative goal-setting with teachers. We continue with the collaborative co-teaching model where Title-I and Title-III teachers push into classrooms as well as pulling students out for small group instruction.</p>	<p>Continue to infuse academic vocabulary and build word knowledge. Teachers will continue to plan for AIS morning program daily. We will continue to offer Extended Learning Time (ELT) in the a.m./p.m.</p> <p>Scholastic implementation of cross-curricular higher-order questioning techniques to continue to build rigor throughout all subject areas.</p> <p>Continue individualized goal-setting with all students.</p>
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				<p>Extended Learning Time in the morning and after-school is also offered (K to 8th grades). Title I and ENL also provide small group instruction during ELT and throughout the school day. Individual portfolios were created for each student as road map for academic success. The progress and interventions for use during the school-wide daily AIS period and as an instructional tool to manage each student's educational progress.</p>			
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<p>15. Gr. 3-8/ Math/ All students Level 2 and above.</p>	<p>26%</p>	<p>29%</p>	<p>Green</p>	<p>Yes</p>	<p>Key strategies include administration of the Winter ELA and Math MAP testing and the configuration of the school-wide AIS daily support period for all students in grades kindergarten to eight. Push-in and co-teaching models support the alignment of classroom instruction and skills based on the school-wide instructional practice of implementing the “Skill of the Week.” This academic year, there has been a school-wide focus on cross-curricular and academic vocabulary, through the creation and use of interactive “Word Walls.” This additional academic reinforcement provides a broader scope while for Extended Learning</p>	<p>After the administration of the <u>Winter 2018 MAP Math</u> assessments all grade levels showed increased growth over the three-month period. Their increases are listed by grade level:</p> <p>Kindergarten: +11.6 point increase First Grade: +10.8 point increase Second Grade: +9.5 point increase Third Grade: +7.8 point increase Fourth Grade: +6.8 point increase Fifth Grade: +5.8 point increase Sixth Grade: +4.5 point increase Seventh Grade: +3.5 point increase Eighth Grade: +2.8 point increase</p>	<p>Based on student Winter 2018 MAP scores, all grades showed an increase in their mathematics scores. All students have Khan Academy accounts created for them, based on their four sub-areas of MAP mathematics which are: Geometry, Numbers and Operations, Algebraic Thinking, measurements and data. Teachers created individualized folders to work on collaborative goal-setting in ELA and Mathematics.</p>	<p>Academic year focus will be mathematics on grade level along with academic vocabulary on grade level.</p> <p>Schoolwide intervention for grades 3-8. Multiplication proficiency and strategies to support all mathematic functions on all grade levels. Create “Math Skill of the Week” for the 2018-19 academic year.</p>
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				<p>Time in the morning and after-school is also offered (K to 8th grades). Title I and ENL also provide small group instruction during ELT and throughout the school day. Individual portfolios were created for each student as road map for academic success. The progress and interventions for use during the school-wide daily AIS period and as an instructional tool to manage each student's educational progress.</p>			
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<p>33. ELA/ All students MGP.</p>	<p>45.09%</p>	<p>46%</p>	<p>Green</p>	<p>Yes</p>	<p>Key strategies include administration of the Winter 2018 ELA and Math MAP testing and the re-configuration of the school-wide AIS daily support period for all students in grades kindergarten to eight. Push-in and co-teaching models support the alignment of classroom instruction and skills based on the school-wide instructional practice of implementing the “Skill of the Week.” School-wide focus on cross-curricular and academic vocabulary, through the creation and use of interactive “Word Walls.” This additional academic reinforcement provides a broader scope while fortifying reading skills.</p>	<p>Winter 2018 MAP <u>Reading</u> assessments by grade: Kindergarten: +11.5 increase First Grade: +9.1 increase Second Grade: +8.5 increase Third Grade: +5.1 increase Fourth Grade: +7.0 increase Fifth Grade: +2.7 increase Sixth Grade: +5.0 increase Seventh Grade: +1.9 increase Eighth Grade: +2.1 increase</p>	<p>Based on student Winter 2018 MAP scores, all grade levels showed increased literacy scores. Teachers have identified the foci during <u>ELT</u> and <u>AIS</u> to support all struggling students. The schoolwide AIS continues on a daily basis from 8:45 a.m. to 9:39 a.m., for grades K to sixth grades. Secondary students receive additional academic supports during recess and a built-in AIS period during the school day. Students work on collaborative goal-setting with teachers. We continue with the collaborative co-teaching model where Title-I and Title-III teachers push into classrooms as well as pulling students out for small group instruction.</p>	<p>Continue to use MAP data to monitor student progress. Continue ELA/AIS periods daily. Maintain “ELA Skill of the Week.”</p>
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				<p>Extended Learning Time in the morning and after-school is also offered (K to 8th grades). Title I and ENL also provide small group instruction during ELT and throughout the school day. Individual portfolios were created for each student as road map for academic success. The progress and interventions for use during the school-wide daily AIS period and as an instructional tool to manage each student's educational progress.</p>			
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<p>39. Gr. 3-8/ Math/ All students MGP.</p>	<p>50.02%</p>	<p>51%</p>	<p>Green</p>	<p>Yes</p>	<p>Key strategies include administration of the Winter ELA and Math MAP testing and the configuration of the school-wide AIS daily support period for all students in grades kindergarten to eight. Push-in and co-teaching models support the alignment of classroom instruction and skills based on the school-wide instructional practice of implementing the “Skill of the Week.” This academic year, there has been a school-wide focus on cross-curricular and academic vocabulary, through the creation and use of interactive “Word Walls.” This additional academic reinforcement provides a broader scope while for Extended Learning</p>	<p>After the administration of the <u>Winter 2018 MAP Math</u> assessments all grade levels showed increased growth over the three-month period. Their increases are listed by grade level:</p> <p>Kindergarten: +11.6 point increase First Grade: +10.8 point increase Second Grade: +9.5 point increase Third Grade: +7.8 point increase Fourth Grade: +6.8 point increase Fifth Grade: +5.8 point increase Sixth Grade: +4.5 point increase Seventh Grade: +3.5 point increase Eighth Grade: +2.8 point increase</p>	<p>Based on student Winter 2018 MAP scores, all grades showed an increase in their mathematics scores. All students have Khan Academy accounts created for them, based on their four sub-areas of MAP mathematics which are: Geometry, Numbers and Operations, Algebraic Thinking, measurements and data. Teachers created individualized folders to work on collaborative goal-setting in ELA and Mathematics.</p>	<p>Academic year focus will be mathematics on grade level along with academic vocabulary on grade level.</p> <p>Schoolwide intervention for grades 3-8. Multiplication proficiency and strategies to support all mathematic functions on all grade levels. Create “Math Skill of the Week” for the 2018-19 academic year.</p>
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				created individualized folders to work on collaborative goal-setting in ELA and Mathematics.				
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .			Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part II – Demonstrable Improvement Indicators (Level 2)

LEVEL 2 Indicators								
Please list the school’s Level 2 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.								
Identify Indicator	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG/SIF goals and or key strategies which have supported progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What are the formative data points that are being utilized to assess progress towards the target for this demonstrable improvement indicator?	Based upon the formative data points identified, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.	2018-19 School Year Continuation Plan for Meeting this Indicator
4. Suspension	35%	33%		Yes	This academic year, there were a total of <u>27</u> out-of-school suspensions; there were five repeat offenders. The total number of students suspended during this academic year was <u>17</u> . This number continues to fall well	The MLKA suspension report was run for January 2018 through April 2018.	Students, staff, and parents have embraced restorative practices, simply known around the school as “meetings.” Parents converse and collaborate regarding student behaviors and work together to solve student	Continued use of restorative circles/ practice. Involve pupil support as needed to diffuse any student disagreements.



					below the baseline for this indicator. The schoolwide implementation of restorative practices extends to classrooms, recess, administration, and with parental conferences. We have also addressed off-task behaviors by working with the Pupil Support Team, KICS, and administration to work with families and community mental health agencies to assist where medically necessary.		issues along with teachers and administration.	Parent/teacher conferences on an “as needed basis.” Administration will continue to be proactive in addressing off-task behaviors that require an administrator. Restorative practice has become completely integrated into all aspects of our school culture. Refresher training for staff at the start of the year.
11. Gr. 3-8/ ELA/ Black students.	23%	26%		Yes	Administrators and teachers review MAP results by race and gender to identify patterns and trends. AIS groups are determined with the data at hand.	Winter 2017 to Winter 2018 MAP Mean Reading Scores: K to 1 st : +18.6 point increase 1 st to 2 nd : +10.5 point increase 2 nd to 3 rd : +12.2 point increase 3 rd to 4 th : +14.7 point increase 4 th to 5 th : +1.4 point increase 5 th to 6 th : +2.3 point increase 6 th to 7 th : +8.0 point increase 7 th to 8 th : -0.9 point decrease	MAP scores have been disaggregated by race Black students are participating in all ELT/ A.M. and P.M. programs along with AIS support. All MAP scores are being monitored to support their growth. As there is a -.9 drop in 8 th grade MAP scores from Fall 2017 to Winter 2018, the secondary staff, along with individualized goal-setting between teachers and students will bolster accountability. <u>Barriers to Success</u> : The sole barrier for the success of the identified group of students	Continue to disaggregate data for Black Students and focus on areas of weakness in Title-I, Resource, and daily AIS periods.



							<p>specifically grades (7th – 8th) noted a -0.9 decrease. MAP scores take into account, academic vocabulary on grade level. It is important to note that these students are not exposed to 8th grade math because they are being taught 9th grade mathematics; Algebra. There needs to be a way to support these students to ensure their foundation is complete for 8th grade.</p> <p><u>Question:</u> How do we ensure all students taking accelerated courses have all the necessary skills on grade level?</p> <p>Administration will review the areas of weakness for this grade level, as well as provide strategies for improvement.</p> <p>MLKA continues to offer ELT, and has added the Saturday Success Academy which provides academic support for all testing grades.</p> <p>Students had 90-minutes of math instruction and 90-minutes of ELA instruction.</p>	
86. Teacher turnover.	59%	54%		Yes	Throughout this quarter, there was <u>one</u> maternity leave, returning in June. We			Address teacher personnel issues as they occur.



					currently have a substitute in support of this absence. There are no additional changes in the teaching staff.			
94. 200 hrs. ELT.	N/A	200 hrs.		Yes	AM and PM ELT is offered to students	Steady attendance maintained in programs.	Parents and students surveyed during PTSA meetings and ELT stated that they are pleased with the program and would like more time for the program (evenings and weekends). Attendance chart for all ELT programs capture student attendance equaling 50% or more of the student population are participating in the am or pm programs.	Continuation of ELT in the a.m. /p.m. as per receivership guidelines.
2 – Community School Model	N/A	See Community School Model Rubric		Yes	Mentoring Medical services Mental health services Food Bank <u>School leader refined focus of services for K, 1st grade level</u> <u>KICS counseling services.</u>	Attendance Data Suspension Data Student referrals to Mental Health partner Parent participation data Chronic absenteeism data	Reduced suspension rates 25% of entire school population were seen for a dental screening by the Colgate Van. 100% of students now receive free breakfast and lunch as school Additional events and donations from the community All services will remain in the building next year.	
All Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .				Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part III – Additional Key Strategies – (As applicable)

(This section should only be completed as needed, for strategies not already listed in Parts I and II.)

Key Strategies				
Identify any key strategies being implemented during the current reporting period that are <i>not described in Part I or II above but</i> are embedded in the approved intervention plan/budget and are instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the intervention Plan. Responses should be directly aligned with approved 2017-18 interventions plans (SIG or SCEP), and should include evidence and/or data used to make determinations. If the school has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school if not described in Part I and II above.				
List the Key Strategy from your approved intervention plan (SIG, SIF or SCEP).	Status (R/Y/G)	Analysis / Report Out	2018-19 School Year Continuation Plan	
1.	Use of technology in the classroom to deliver instruction	Green	Although 100% of educators are proficient with the use of technology in the classroom (e.g., SmartBoard, document cameras, smart phones, i-Pads for research, Quizlet, MAP testing, and project-based work on the computer). Classroom teachers focused on dexterity and comfortableness of students for NYS ELA and Mathematics examinations. Secondary students are also becoming acclimated to emailing documents using their Yonkers Public Schools email accounts and submitting documents to their teachers. New desktop computers were received as MLKA in order to replace outdated, non-working computers that were no longer compatible with updated programs. Building administration met with the Instructional Technology Department to assess the needs of the building and brainstorm regarding computer-based testing this academic year.	Continue to incorporate teacher led PD on technology during the 8:05 mandated meetings.
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part IV – Community Engagement Team and Receivership Powers

Community Engagement Team (CET) Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET and its sub-committees that may be charged with addressing specific components of CET Plan. Describe outcomes of the CET plan implementation, school support, and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET for the 2018-19 School Year.		
Status (R/Y/G)	Analysis/Report Out	2018-19 School Year Continuation Plan
Green	<p>There have not been any changes to the CET Plan. All members have input at CET meetings. Completed Receivership Reports are distributed to all staff during the mandated 8:05 meeting and placed on the school website.</p> <p>CET meetings were held monthly from January to April. During each meeting, the school leader provides an update on NYSED visits, indicators and reports, requests input and gathers feedback. She assigns each group’s rep. to bring back information to each group. Representatives share input from previous meeting request. The Community School Coordinator shares a data update and family needs as well as an update on the work of all agencies. The school leader also shared the glows/grows on CBT. The Data Committee rep. gives an update on MAP. Instructional Committee shares PD and District foci updates each month. The CET team membership remains the same; there are no new members this academic year.</p> <p>The 2018-2019 Plan includes proposed actions and adaptations that are aligned to create the framework by which the school transitions from the current school year and represents continuous and comprehensive planning</p>	<p>At this juncture, there are no expected changes to the CET planning or its membership structure. Meetings will be held monthly centered on the NYSED reporting, feedback from respective stakeholders, status of plans and adjustments/additional supports ending with an action plan.</p> <p>Reports will continue to be distributed to all staff during 8:05 meetings. All staff are mandated to attend these meetings. If someone is not in attendance, their grade level/subject area partner is required to take one for him/her. Agencies receive a copy at weekly meetings and input/feedback is requested.</p> <p>In the 18-19 school year, District and school goals will be shared at the first meeting and revisited for progress updates at each monthly meeting. The list of team members will be reviewed by the school administration and Community School Coordinator. Any new or existing stakeholder groups not represented on the team will be invited to join the team. Current partners will be maintained and the team will identify new partners needed after review of the needs assessment. The Community School Coordinator will work with the District and the school administration to obtain the partners. School committee meetings will be calendared around CET meetings to allow time for members to go back to the respective groups for input/feedback. Data discussions (academic, social emotional) will be included in every CET meeting. CET updates will be given at every PTSA meeting.</p>
Powers of the Receiver Describe this quarter’s use of the School Receiver’s powers (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers. Please identify any changes in Receivership Powers to be utilized in the 2018-19 School Year.		
Status	Analysis/Report Out	2018-19 School Year Continuation Plan



(R/Y/G)	<p>The Receiver, District administrator and the school leaders expanded the partnership with the Police Athletic League (PAL) to include evenings and weekends. The PAL is located directly across the street. The goal was to provide a positive place for students and families after school hours in addition to building relationships with the Yonkers Police Dept. The Director of the PAL and a District liaison meet regularly to discuss the MLK students. Parents reported taking classes at the PAL and students participated in community events with the YPD. The Receiver supported the placement of the Literacy/Numeracy Coach. The goal was to support</p> <p>The Receiver and the District Administrative team continued PD for the school administration. Two District administrators visit the school monthly for updates from the school leader.</p> <p>Meetings were held monthly with the Receivership school leaders with updates, progress monitoring and data review.</p>	<p>The Receiver, District administrator and the school leaders expanded the partnership with the Police Athletic League to include evenings and weekends. The Receiver supported the placement of the Literacy/Numeracy Coach. The Receiver and the District Administrative team continued PD for the school administration. Two District administrators visit the school monthly for updates from the school leader.</p> <p>Meetings were held monthly with the Receivership school leaders with updates, progress monitoring and data review.</p>			
Green	<p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i>.</p>	Yellow	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	Red	<p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>

Part V – Budget – (As applicable)

(Please complete this section regarding any applicable funding: such as the Community School Grant (CSG), the Persistently Struggling Schools Grant (PSSG) and/or the School Improvement Grant (SIG) 1003(g). Add rows as needed.)



<u>Budget Analysis</u>			
Please designate either as CSG, PSSG or SIG expenditures and describe the budget item or activity.	Status(R/Y/G)	If expenditures from the approved 17-18 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the plan. If there is a challenge with expenditures, discuss the course correction to be put in place.	ALONG WITH THIS REPORT/CONTINUATION PLAN, PLEASE SUBMIT <u>AS APPLICABLE</u> :
SIG - Personnel are in place. Committees have been identified and have begun working for the school. Black United Fund – ELT Robotics Program work with students on coding and robotics. Students also go to the PAL for Robotics training		All expenditures from the approved budget are on target.	<ul style="list-style-type: none"> • SIG FS-10 2018-19 BUDGET AND BUDGET NARRATIVE <u>AS APPLICABLE</u>. <p><u>DO NOT SUBMIT CSG or PSSG BUDGET DOCUMENTS.</u></p> <p>BUDGET FORMS ARE AVAILABLE AT: http://www.oms.nysed.gov/cafe/forms/.</p>
CSG - Partners are in place. The school is in full working order without any initiative being held back for financial reasons.		There are no challenges with the budget. The school has seen improved MAP data results and improved attendance at events. There is a noted sense of school pride.	

Part VI: Best Practices (Optional)



Best Practices

The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.

List the best practice currently being implemented in the school.		Describe a best practice in place this quarter in terms of its impact on the implementation of the plan. Discuss the analysis of evidence to determine its success. Discuss the possibility of replication in other schools.
1.		
2.		
3.		



Part VII – Assurance and Attestation

By signing below, I attest to the fact that the information in this quarterly report is true and accurate to the best of my knowledge; and that the all requirements with regard to public hearings and the Community Engagement Teams, as per CR§ 100.19 have been met.

Name of Receiver (Print): _____

Signature of Receiver: _____

Date: _____

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this quarterly report and into the 2017-2018 Continuation Plan, and has had the opportunity to review, and update if necessary, its 2018-2019 Community Engagement Team plan and membership.

Name of CET Representative (Print): _____

Signature of CET Representative: _____

Date: _____

The University of the State of New York

THE STATE EDUCATION DEPARTMENT

Albany, NY 12234

2018-19

School Improvement Grant 1003(g)



Continuation Plan Cover Page

District Name Yonkers City School District	
School Name Martin Luther King, Jr. Academy	
Contact Person Ms. Natalie Davy	Telephone (914) 376-8000
E-Mail Address ndavy@yonkerspublicschools.org	
<p>I hereby certify that I am the applicant's chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.</p>	
Authorized Signature (in blue ink)	Title of Chief School/Administrative Officer Superintendent
Typed Name: Dr. Edwin M. Quezada	Date: April 30, 2018