

Receivership Schools ONLY

Quarterly Report #3: *January 16, 2019 to April 30, 2019 (Due April 30, 2019)*

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	662300-01-0046	Yonkers City Schools District	N/A	Check which plan below applies:			
				SIG		SCEP	
				Cohort (5, 6, or 7):			
		Model:					
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Dr. Edwin Quezada	Ms. Natalie Davy	Ms. Elaine Shine, Executive Director of School Improvement		PreK-8	15.8%	9.9%	542
	Appointment Date: 8/15/13						

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) began its first full quarter as a 'School in Good Standing.' This designation was received in January 2019. The programs that continue to strengthen the academic success at Martin Luther King, Jr. Academy are the continuous grade level meetings for teachers, the morning and afternoon Extended Learning programs for grades Kindergarten through Eighth grade, the Schoolwide AIS programs for grades K through 8. We have continuously provided our growth in MAP Scores along with data for our subgroups (please refer to the indicators). All teachers and administrators understand the importance of MAP Testing three times a year, giving us the ability to change our AIS grouping as students experience academic growth. Our Title-I and Title-III staff members held a parent workshop which focused on 'Preparing Your Child for NYS Testing.' The PTA has increased its membership from last quarter by 50%; there are now 65 PTA members. During the first week in March, MLKA began its 'Saturday Success Academy.' This eight week-weekend program focuses on character development,



successful life skills, physical fitness, and academic success. There are 55 students who consistently attend this program which is conducted by MLKA teachers and the assistant principal. The Westchester County Food Bank continues to provide 300 bags of groceries to the MLKA families every month. The Police Athletic League (PAL) also provides fruits and vegetables from the Farmer's Market every other Monday. The organization also hosts MLKA's 7th and 8th grade recess on a daily basis. This interaction has created a strong bond between the police force and the youth in the community.

During Black History Month, the 4th and 5th grades hosted their third annual Black Wax Museum, which was open to the entire school and their families. They continued to showcase African-American Awareness from all professions.

Newer programs at MLKA such as 'SUMDOG,' an online Mathematics program designed to close the educational gap, has proven to be an excellent tool for the fifth and sixth grades. MLKA has been listed as the top group of students within the Yonkers Public School District to have answered the most math questions correctly. This past winter, according to 'SUMDOG's' statistics, MLKA was ranked number six in the nation. The district created a competition, 'Are You Smarter Than a Sixth Grader?' Martin Luther King, Jr. Academy ranked #13 out of 40 district schools. MLKA also administered the Winter MAP assessment in ELA/ Math for 2019. The results are included in this report.

In order to support our testing grades, MLKA held their annual 'Slam the Exam' and Spirit Week Pep Rally. We are pleased to report 98% student participation of the NYS ELA examination.

We continued to celebrate student achievement and role models as 66 students at MLKA made the district honor roll, which ranged from Honor Roll, High Honor Roll, and the Principal's List. These students also included our 7th and 8th grade Special Education students.

On April 3rd, MLKA began its first LEGO Robotics Program for 2nd and 3rd grades. There are 33 participants and five high school students from the Secondary Robotics program. Computer Adventures has supported MLKA's Robotics program last academic year.

Sixth Grade had a trip to the NYC Google Headquarters; students went on a tour, talked with employees, and were able to make the connection between their Robotics program from last academic year, to a career path.

MLKA Educators participated in two district focus groups; Bank Street Education Efficacy Initiative and the 6th Grade MSP Science Curriculum through Mercy College, which focused on the new NYS Standards for Science.



MLKA will continue to implement those systemic programs which helped the students and staff make demonstrable growth over the past six years. In short, those supports include AIS (school wide), Skill of the Week (Academic), Word of the Week, ELT a.m./p.m., and MAP Data Testing/ Review three times throughout the academic year.

This marking period, forty (40) seventh and eighth grade students made the Honor Roll based on receiving a cumulative average of 85 percent or higher. Student breakdown was as follows:

12 – High Honor Roll
 26 – Honor Roll
 2 – Principal’s List

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 Persistently Struggling School (PSSG), School Improvement Grant (SIG), and Community School Grant (CSG) 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.

Directions for Parts 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 first quarter in light of their realized level of implementation and their impact on student learning outcomes. 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)

Identify Indicator # and Name	Baseline	2018-19 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2018-19 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 18-19 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.
9.	33%	39%		Yes	We will continue to infuse academic vocabulary and build word knowledge.	After the administration of the Winter 2019 MAP <u>Reading</u>	(#9)The percentage of 3rd – 8th grade students on or above



Gr. 3-8/ ELA/ All students 2+ above.					<p>Teachers will continue to provide AIS morning programs. We will continue to offer Extended Learning Time (ELT) in the a.m./p.m. in grades K-8.</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 for educational progress with all students.</p> <p>Continue use of student writing portfolios for grades 1-8. This includes a monthly focus on specific writing standards.</p>	<p>assessments all grade levels showed increased growth from Fall 2018 to Winter 2019. Their increases are listed by Mean RIT by grade level:</p> <p>K : +5.5 increase 1st Grade: +9.7 increase 2nd Grade: +8.4 increase 3rd Grade: +7.2 increase 4th Grade: +6.4 increase 5th Grade: +3.0 increase 6th Grade: + 3.5 increase 7th Grade: 2.2 increase 8th Grade: +2.2 increase</p>	<p>grade level as measured by MAP reading assessments has increased in RIT score by 2.2 points and greater from Fall 2018 to Winter 2019</p>
15. Gr. 3-8/ Math/ All students 2+ above.	26%	32%		Yes	<p>Academic focus continues with mathematics on grade level along with academic vocabulary on grade level.</p> <p>School-wide intervention for grades 3-8. Multiplication proficiency and strategies to support all mathematic functions on all grade levels. “Math Skill of the Week” for the 2018-19 academic year.</p> <p>Use Khan Academy and Sumdog computerized programs as supplemental tools</p> <p>Instructional focus-scaffolding 8th grade math from the 7th grade curriculum taught last academic year.</p> <p>Using the District provided computer-based program “SumDog,” 5th and 6th</p>	<p>After the administration of the Winter 2019 MAP <u>Math</u> assessments all grade levels showed increased growth from Fall 2018 to Winter 2019. Their increases are listed by Mean RIT by grade level:</p> <p>K: +7.3 increase 1st Grade: +16.3 increase 2nd Grade: +7.4 increase 3rd Grade: +6.8 increase 4th Grade: +9.4 increase 5th Grade: +4.2 increase 6th Grade: + 4.1 increase 7th Grade: 1.3 increase 8th Grade: +1.7 increase</p> <p>Please refer to the MLKA Grade comparison chart for Fall 2018/</p>	<p>(#15) The percentage of 3rd – 8th grade students on or above grade level as measured by MAP math assessments has increased in RIT score by 1.3 points and greater from Fall 2018 to Winter 2019</p>



					grade students at MLKA are ranked as 6 th in the nation based on usage and number of correct responses.	Winter 2019, along with grade level norms.	
33. ELA/ All students MGP.	45.09%	47.09%		Yes	Continue to use MAP data to monitor student progress. Continue ELA/AIS periods daily. Continue “ELA Skill of the Week”, Word of the Week, and G3 ELA (AIS)	After the administration of the Winter 2019 MAP <u>Reading</u> assessments all grade levels showed increased growth from Fall 2018 to Winter 2019. Their increases are listed by Mean RIT by grade level: K : +5.5 increase 1 st Grade: +9.7 increase 2 nd Grade: +8.4 increase 3 rd Grade: +7.2 increase 4 th Grade: +6.4 increase 5 th Grade: +3.0 increase 6 th Grade: + 3.5 increase 7 th Grade: 2.2 increase 8 th Grade: +2.2 increase	The percentage of 3rd – 8th grade students on or above grade level as measured by MAP reading assessments has increased in RIT score by 2.2 points and greater from Fall 2018 to Winter 2019
39. Gr. 3-8/ Math/ All students MGP.	50.02%	52.02%		Yes	Continue to use MAP data to monitor student progress. New this year, implementation of Math/AIS periods. G3 Math (AIS) Use of Sumdog, a math supplemental tool used in grades K-8 Grades 3-8 Multiplication focus	After the administration of the Winter 2019 MAP <u>Math</u> assessments all grade levels showed increased growth from Fall 2018 to Winter 2019. Their increases are listed by Mean RIT by grade level: K: +7.3 increase 1 st Grade: +16.3 increase 2 nd Grade: +7.4 increase	Sumdog Math grant for grades 5 & 6 providing professional development for teachers; MLKA hosted a teacher training for the District. See Indicator (Level 1) pgs. 3 & 4 for instructional data



					Academic Vocabulary for all subject areas	3 rd Grade: +6.8 increase 4 th Grade: +9.4 increase 5 th Grade: +4.2 increase 6 th Grade: + 4.1 increase 7 th Grade: 1.3 increase 8 th Grade: +1.7 increase Please refer to the MLKA Grade comparison chart for Fall 2018/ Winter 2019, along with grade level norms.		
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)

Identify Indicator # and Name	Baseline	2018-19 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2018-19 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 18-19 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.
4. Suspension	35%	32%		Yes	The total number of students suspended during this year is 81. The school-wide implementation of restorative practices extends to classrooms, recess, administration, and with parental conferences. Additionally, off-task behaviors are addressed by working with the Pupil Support Team, WJCS, PBIS, and administration to work with families and	<p>The MLKA suspension report was run for January 31, 2019 through April 30, 2019.</p> <p>There were 81 suspensions for the academic year. Please note, MLKA has received 39 new students from grades 5-8 this academic year. These students were</p>	Students, staff, and parents have embraced restorative practices, simply known around the school as “meetings.” Parents converse and collaborate regarding student behaviors, working together to solve student issues along with teachers and administration.



					community mental health agencies to assist where medically necessary.	<p>transfers from other schools in Yonkers. These are the students being suspended.</p> <p>Pupil Support Team created strategies to support students who struggle emotionally. Break passes were created to support the de-escalation of violent off-task behavior modification, students are able to return and participate in classroom instruction.</p> <p>MLKA has started a perfect attendance initiative in September. Eighteen (18) students had perfect attendance this quarter.</p>	<p>As the off-task behaviors subside, academic efficacy for students has increased; for the first quarter, there were 18 students who made the honor roll. These designations ranged from Honor Roll, High Honor Roll, and Principal’s List.</p> <p>There has been an increase number of students not following the Code of Conduct therefore an increase of suspensions have occurred. Assemblies teaching the Code of Conduct, notices to parents expressing the importance of positive behavior, and Restorative sessions with students have taken place.</p>
11. Gr. 3-8/ ELA/ Black students.	23%	29%		Yes		<p>Fall 2018 to Winter 2019 MAP Mean RIT Reading Scores:</p> <p>3rd : +8.6 point increase 4th : +8 point increase 5th : +3.9 point increase 6th : +4.9 point increase 7th : +0.6 point increase 8th: +1.7 point increase</p> <p>In the process of administering Winter 2019 MAP Assessments.</p>	<p>MAP scores have been disaggregated by race (see attached chart).</p> <p>Black students will participate in daily programs along with AIS support. All MAP scores are being monitored to support their growth.</p> <p>Continued strategies for improvement:</p> <ul style="list-style-type: none"> • MAP Data Analysis • Academic Vocabulary/Interactive Word Walls



							<ul style="list-style-type: none"> Implementation of Cross-Curricular Higher Order Questioning G3 ELA <p>Students have 90-minutes of math instruction and 90-minutes of ELA instruction.</p>	
86. Teacher turnover.	54%	49%		Yes	During this quarter, there were no position changes at MLKA.	Created a supportive environment for educators to collaborate; providing continuous professional development. MLKA continues its School Climate Culture and Safety Committee (SCCC) to monitor and enhance the school climate.	No teacher turnover Teacher collaboration across grade levels and strong SCCC	
94. 200 hrs. ELT.	N/A	200 hrs.		Yes	ELT began on November 15, 2018.	We have provided more than 1,000 hours of ELT this academic year. During the first marking period, there were sixty-four (64) students who were identified as Honor Roll students. The designations ranged from three categories; Honor Roll, High Honor Roll, and Principal's List. All identified students were presented with certificates and a small commemorative gift to mark their success.	On November 15, 2018, MLKA started its a.m. and p.m. Extended Learning Academic Program for grades K-8. At this point, our enrollment for the combined programs is 329 (a.m. = 152; p.m. = 177).	
1. MGP.	Make progress	Make progress		Yes	ELT, Dissaggregated data to subgroups, ongoing data analysis, AIS	MAP Fall and Winter Data	Students in all subgroup have shown progress on the Winter MAP	
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)

Key Strategies <ul style="list-style-type: none"> Do not repeat strategies described in Parts I and II. If the school has selected the SIG 6 or SIG 7 Innovation Framework model, include an analysis of the evidence of the impact of the required lead partner. Every school must discuss the use of technology in the classroom to deliver instruction. 					
List the Key Strategy from your approved intervention plan (SIG or SCEP).		Status (R/Y/G)	Analysis/Report Out		
1.	Use of technology in the classroom to deliver instruction		Teachers use SmartBoards in the classroom, use of Sumdog, Class Dojo, Remind 101 and many other websites/apps; use of laptop carts for student research projects in all grades; teachers share new apps during 8:05 meetings and provide tech. assistance for peers In order to fortify technological use in our STEAM academy, we have implemented district wide initiatives of Clever and Office 365. Every student at MLKA has an email used for communication and daily use of Clever and the features it provides. We are received new laptops to support technology, as indicated by the Technology Department.		
2.	EPO (lead partner) for SIG 6 and SIG 7 ONLY				
3.					
4.					
5.					
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	Red	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	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. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. If the 18-19 CET plan and/or the 18-19 CET membership changed, please attach copies of those updated documents to this report.



Status (R/Y/G)	Analysis/Report Out		
	There have not been any changes to the CET Plan. All members have input at CET meetings. Completed Receivership Reports will be distributed to all staff and placed on the school website once the CET Committee has provided input. Meetings are held monthly. The most recent CET meeting was held on, April 30, 2019. Common google drive established to share minutes with all stakeholders.		
<u>Powers of the Receiver</u>			
Describe the use of the school receiver’s powers (pursuant to CR §100.19) during this reporting period. Discuss the goal of each power and its expected impact.			
Status (R/Y/G)	Analysis/Report Out		
	The Receiver has not used his powers this reporting period.		
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 V – Community Schools Grant (CSG)

(This section needs to be completed by every receivership school receiving CSG funds during the 8/1/17 – 6/30/19 budget period.)

<u>Community Schools Grant (CSG)</u>	
As per CR §100.19, receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations.	
Required Activities	Provide updates to each activity with regard to its planning, implementation, or operations.
Community-Wide Needs Assessment (if one is being conducted in 18-19)	Parents, teachers and students will participate in a climate survey.



To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:		
1. public meetings held with parents, teachers, and community members to provide information and solicit input (CR §100.19: held at least quarterly during the school year)		
2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language)	All written notices are disseminated to families in both English and Spanish. All posted materials with the exception of the school menu are posted in English and Spanish.	
3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee	Stakeholders have access through emails, on site meetings, phone	
Steering Committee (challenges, meetings held, accomplishments)	Not applicable.	
Feeder School Services (specific services offered and impact)	Not applicable.	
Community School Site Coordinator (accomplishments and challenges)	Introduction of new partners United States Tennis Association is a new partner in conjunction with Yonkers Tennis offered at no cost for 4 th and 5 th grades. We have expanded the tennis program to the 6 th grade classes. The 2nd grade continues to play chess at recess. There are two chess masters who support chess during recess. All chess materials were provided at no cost to MLKA. Now meeting with a potential vision partner	
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	All programs are moving forward	
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	Capital Cost projects waiting for permit approval	
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 VI – Budget

(This section should be completed by all schools funded by the Persistently Struggling Schools Grant (PSSG), the School Improvement Grant (SIG), and the Community Schools Grant (CSG). Add rows as needed.)

<u>Budget Analysis</u>		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved 2017-19 (PSSG, CSG) or 2018-19 (SIG 1003(g) FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 2.
PSSG:		
SIG:		
CSG:		On target – no challenges; chess partner, ELT, PD

Part VII: Best Practices (Optional)

<u>Best Practices</u>	
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. 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 the significant improvements in student performance, instructional practice, student/family engagement, and/or school climate that the best practice has had. Discuss the analysis of data/evidence to determine the impact. Describe the possibility of replication in other schools.
1.	



2.		
3.		

Part VIII – 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): Dr. Edwin M. Quezada

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 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: _____