

## Receivership Schools ONLY

### Quarterly Report #1: July 1, 2018 to October 13, 2018 (Due October 31, 2018)

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 X	
				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 M. Quezada	Ms. Natalie Davy	Executive Director of School Improvement		PreK-8	11.9%	13%	521
	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*.

Students in kindergarten through eighth grades took the Fall 2018 MAP assessments in ELA and Mathematics. The new Fall Academic Intervention Services (AIS) groups were reconfigured based on Lexile levels and student growth. Implemented changes were for each student within the nine grade levels. All teachers continue to provide daily support for the Lexile-based AIS groupings for both ELA and Mathematics.

MLKA's new initiatives include United States Tennis Association (USTA) Eastern Section in collaboration with Yonkers Tennis Center (YTC); Colgate Dental- provided 94 free dental screenings to students in collaboration with the Links Organization of Westchester. For the 2018-2019 academic year, we will continue data driven instruction, administration of the MAP assessment three times per academic year, school-wide initiatives such as interactive vocabulary words, and improving the identification, usage of cross-curricular instruction, academic vocabulary, grade level math G3, and grades 3-8 multiplication skills. The STEAM Committee for MLKA provided professional development for MLKA staff in Robotics and Coding in order to support STEAM Fridays, a new initiative at MLKA.



The MLKA administration and staff continue to support family and community involvement and engagement in our many events, and the PTSA. The Westchester Food Bank continues to support the needs of the school community by providing 300 grocery bags of food on a monthly basis. The school has received two deliveries for families this academic school year. Based on the Community Schools Model, services provided students and families include being serviced by WJCS and St. Joseph/Spectrum Wellness Clinic. Information can be found on the website and the twitter page.

**Attention** – This document is intended to be completed by the school receiver and/or its designee and submitted electronically to [OISR@NYSED.gov](mailto: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. Gr. 3-8/ ELA/ All students Level 2 and above.	33%	39%		Yes	<p>Infuse academic vocabulary and build word knowledge. 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>Fall 2018 MAP <u>Reading</u> assessments Mean RIT by grade:</p> <p>K to 1st Grade: +13 increase            1<sup>st</sup> to 2nd Grade: +18.4 increase            2<sup>nd</sup> to 3rd Grade: +10.1 increase            3<sup>rd</sup> to 4th Grade: +9.2 increase            4<sup>th</sup> to 5th Grade: +6.8 increase            5<sup>th</sup> to 6<sup>th</sup> Grade: +5.1 increase            6<sup>th</sup> to 7<sup>th</sup> Grade: + 4.7 increase            7<sup>th</sup> to 8<sup>th</sup> Grade: +10.1 increase</p>	<p>(#9)The percentage of 3rd – 8th grade students on or above grade level as measured by MAP reading assessments has increased in RIT score by 4 points and greater from Fall 2017 to Fall 2018</p> <p>Gr. 3-8 2017 NYS ELA Scores 2+ above:</p> <p>Gr. 3- 58.8%      Gr. 6- 52%            Gr. 4- 58.2%      Gr. 7- 56.6%            Gr. 5- 49%        Gr. 8- 76.7%</p> <p>MAP fall 2018 Projected Proficiency for Level 2 and</p>



							above on the NYSED ELA is 47.2%
15.  Gr. 3-8/ Math/ All students Level 2 and above	26%	32%		Yes	<p>Academic year focus will be 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 Kahn Academy and Sumdog computerized programs as supplemental tools</p> <p>No longer offering Algebra to 8<sup>th</sup> grade students.</p> <p>Instructional focus-scaffolding 8<sup>th</sup> grade math from the 7<sup>th</sup> grade curriculum taught last academic year.</p> <p>The 8<sup>th</sup> grade mathematics curriculum for 2018-19 at MLKA has been revised. Eighth grade students will no longer take 9<sup>th</sup> grade Algebra. Eighth grade mathematics is scaffolded and aligned to the seventh grade curriculum taught last academic year. This alignment is appropriate to support student efficacy. Eighth grade students who took the Algebra Regents were successful in passing with a score of 65 or higher: 86.6%</p>	<p>After the administration of the Fall 2018 MAP <u>Math</u> assessments all grade levels showed increased growth from 2017 to 2018. Their increases are listed by Mean RIT by grade level:</p> <p>K to 1st Grade: +13.5 increase          1<sup>st</sup> to 2nd Grade: +16.9 increase          2<sup>nd</sup> to 3rd Grade: +10 increase          3<sup>rd</sup> to 4th Grade: +8.7 increase          4<sup>th</sup> to 5th Grade: +7.7 increase          5<sup>th</sup> to 6<sup>th</sup> Grade: +4.8 increase          6<sup>th</sup> to 7<sup>th</sup> Grade: + 3.6 increase          7<sup>th</sup> to 8<sup>th</sup> Grade: +7.2 increase</p> <p>Please refer to the MLKA Grade comparison chart for Fall 2017/ Fall 2018, along with grade level norms.</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 3.6 points and greater from Fall 2017 to Fall 2018</p> <p>Gr. 3-8 2017 NYS Math Scores 2+ above:</p> <p>Gr. 3- 41.5%    Gr. 6- 46.0%          Gr. 4- 60.0%    Gr. 7- 31.5%          Gr. 5- 46.7%    Gr. 8- 35.5%</p> <p>Fall 2018 MAP Projected Proficiency Report Level 2 and above on the Spring Math Test is 42.5%.</p>



<p>33. ELA/ All students MGP.</p>	<p>45.09%</p>	<p>47.09%</p>		<p style="text-align: center;">Yes</p>	<p>Continue to use MAP data to monitor student progress. Continue ELA/AIS periods daily.</p> <p>Continue “ELA Skill of the Week”, Word of the Week, and G3 ELA (AIS)</p>	<p>Fall 2018 MAP <u>Reading</u> assessments Mean RIT by grade:</p> <p>K to 1st Grade: +13 increase        1<sup>st</sup> to 2nd Grade: +18.4 increase        2<sup>nd</sup> to 3rd Grade: +10.1 increase        3<sup>rd</sup> to 4th Grade: +9.2 increase        4<sup>th</sup> to 5th Grade: +6.8 increase        5<sup>th</sup> to 6<sup>th</sup> Grade: +5.1 increase        6<sup>th</sup> to 7<sup>th</sup> Grade: + 4.7 increase        7<sup>th</sup> to 8<sup>th</sup> Grade: +10.1 increase</p>	<p>(#9)The percentage of 3rd – 8th grade students on or above grade level as measured by MAP reading assessments has increased in RIT score by 4 points and greater from Fall 2017 to Fall 2018</p> <p>Gr. 3-8 2017 NYS ELA Scores 2+ above:</p> <p>Gr. 3- 58.8%      Gr. 6- 52%        Gr. 4- 58.2%      Gr. 7- 56.6%        Gr. 5- 49%        Gr. 8- 76.7%</p> <p>MAP fall 2018 Projected Proficiency for Level 2 and above on the NYSED ELA is 47.2%</p>
<p>39. Gr. 3-8/ Math/ All students MGP.</p>	<p>50.02%</p>	<p>52.02%</p>		<p style="text-align: center;">Yes</p>	<p>Continue to use MAP data to monitor student progress. New this year, implementation of Math/AIS periods.</p> <p>G3 Math (AIS)</p> <p>Use of Sumdog, a math supplemental tool used in grades K-8</p> <p>Grades 3-8 Multiplication focus</p> <p>Academic Vocabulary for all subject areas</p>	<p>After the administration of the Fall 2018 MAP <u>Math</u> assessments all grade levels showed increased growth from 2017 to 2018. Their increases are listed by Mean RIT by grade level:</p> <p>K to 1st Grade: +13.5 increase        1<sup>st</sup> to 2nd Grade: +16.9 increase        2<sup>nd</sup> to 3rd Grade: +10 increase        3<sup>rd</sup> to 4th Grade: +8.7 increase        4<sup>th</sup> to 5th Grade: +7.7 increase        5<sup>th</sup> to 6<sup>th</sup> Grade: +4.8 increase        6<sup>th</sup> to 7<sup>th</sup> Grade: + 3.6 increase        7<sup>th</sup> to 8<sup>th</sup> Grade: +7.2 increase</p>	<p>Sumdog</p> <p>Math grant for grades 5 &amp; 6 providing professional development for teachers; MLKA hosted a teacher training for the District</p> <p>See Indicator (Level 1) for instructional data</p>



							Please refer to the MLKA Grade comparison chart for Fall 2017/ Fall 2018, along with grade level norms.	
<b>Green</b>	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> .			<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.		<b>Red</b>	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. Student Suspension Rate (out of school)	35%	32%		Yes	The total number of students suspended during this quarter was <u>8</u> . 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 community mental health agencies to assist where medically necessary.	The MLKA suspension report was run for September 2018 through October 2018.  There were <u>8</u> suspensions during this period	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.
11. Gr. 3-8/ ELA/ Black students Level 2 and above	23%	29%		Yes	MAP scores have been disaggregated by subgroup. Black students will participate in daily ELT programs along with AIS support. Strategies for improvement: <ul style="list-style-type: none"> <li>• MAP Data Analysis</li> </ul>	All MAP scores are being monitored to support their growth.	Fall 2017 to Fall 2018 MAP Mean RIT Reading Scores:  3 <sup>rd</sup> to 4 <sup>th</sup> : +10.2 point increase 4 <sup>th</sup> to 5 <sup>th</sup> : +7.3 point increase 5 <sup>th</sup> to 6 <sup>th</sup> : +4.3 point increase 6 <sup>th</sup> to 7 <sup>th</sup> : +7.1 point increase 7 <sup>th</sup> to 8 <sup>th</sup> : +7.1 point increase



					<ul style="list-style-type: none"> <li>Academic Vocabulary/Interactive Word Walls</li> <li>Implementation of Cross-Curricular Higher Order Questioning</li> <li>G3 ELA</li> </ul> Students have 90-minutes of math instruction and 90-minutes of ELA instruction.			
86. Teacher turnover.	59%	49%		Yes	Grade Level Teams Multiple Committees Administrative Support White board in main office acknowledging teachers Created a supportive environment for educators to collaborate; providing continuous professional development	Monitor Teacher attendance Administrative walkthroughs Teacher committee membership	At the start of this quarter, there were <u>3</u> position changes to include the closing of 1 Kindergarten class, 1 elementary sped class which changed to secondary. 1 new Teacher Assistant. There are no additional changes in the teaching staff.	
94. 200 hrs. ELT.	N/A	200 hrs.		Yes	ELT will begin on November 15, 2018	Student ELT enrollment Student ELT attendance	ELT in the a.m./p.m. Districtwide Saturday programs	
2. Community School Model	N/A	Yes		Yes	MLKA continues its School Climate Culture and Safety Committee to monitor and enhance the school climate. Maintain partnership with WJCS and Spectrum Dental visits	WJCS Reports Spectrum applications	Parents expressed support during Open House	
<b>Green</b>	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> .			<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.		<b>Red</b>	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**

- 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 various apps. to communicate with families; Teachers were trained on Clever and use various programs in the classroom	
2.	EPO (lead partner) for SIG 6 and SIG 7 ONLY			
3.				
4.				
5.				
<b>Green</b>	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> .	<b>Yellow</b>	<b>Red</b>	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**

<u>Community Engagement Team (CET)</u>	
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. Meeting information is shared at staff 8:05 meetings and PTSA meetings.
<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	Analysis/Report Out





(R/Y/G)			
	The Receiver approved the Literacy/Numeracy coach position for this academic year.		
<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
		<b>Red</b>	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)	N/A
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:	The first PTA meeting was held on October 3, 2018 with more than 30 participants. Please note the normal participation rate for the meetings has been a total of 6 excluding the Executive Board. The first meeting was an introduction to the MLKA community. Parents were able to ask questions about school-wide/grade-level activities and the status of the school. In October, MLKA held its 6 <sup>th</sup> annual Parent/Teacher Pasta Night. Both parents and teachers provided pasta dishes, deserts, and salads which fed the entire community of 500 families who were in attendance that evening. School leaders discussed the Receivership status and responded to family inquiries. Teachers also discussed grade-level curriculum, expectations, and student progress within each of their classrooms following the supper. During the month of October, parent workshops were offered that included literacy activities and creating a reader-friendly home.
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	The Community School Site Coordinator is accessible and visible throughout the school community. She is also available by email.



Steering Committee (challenges, meetings held, accomplishments)		The CET and Steering Committee are one. There have been no challenges to date.	
Feeder School Services (specific services offered and impact)		N/A	
Community School Site Coordinator (accomplishments and challenges)		Established new partnerships United States Tennis Association is a new partner in conjunction with Yonkers Tennis offered at no cost for 4 <sup>th</sup> and 5 <sup>th</sup> grades. The 2nd grade has begun chess-There are 2 chess masters teaching chess during recess-All chess materials were provided at no cost to MLKA.	
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)		No costs for programs	
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)		There were no capital expenditures during this quarter.	
<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
<b>Red</b>			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 <b>2017-19</b> (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:		Chess Master contract in place and students are receiving classes. Funding covered teacher hourly for PD and planning.

**Part VII: Best Practices (Optional)**

<b><u>Best Practices</u></b> 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): \_\_\_\_\_

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: \_\_\_\_\_