



NYSED Office of Innovation and School Reform (OISR)
Receivership End of Year/4th Quarter Report 2017

School Information

School Name:	Martin Luther King, Jr. Academy	School BEDS Code:	662300010046
District:	Yonkers City School District	Superintendent:	Dr. Edwin M. Quezada
School Principal:	Natalie Davy	Grade Configuration:	PreK - 8
SIG/SIF/SCEP and Cohort/Model:	SIG 4		

1. What are the accomplishments from the 2016-17 school year that you would like the community to know about your school?

We are awaiting the results of our NYS ELA and Mathematics Assessments for 2016-17. We had a 95% participation rate for both test administrations. All students from K- 8th grades took their education into their own hands by goal-setting for their MAP assessments. The goal setting has turned into charting their growth. As per the Personnel Department, MLKA has the highest teacher attendance in the Yonkers Public School District, which is a key factor in student achievement. As we implemented the Community School Model, due to the joint efforts of St. Joseph's Hospital and the MLKA School Nurse, 100% of the students attending MLKA were up to date with physicals and immunizations for the 2016-17 academic year. Our community partnerships with PAL and the Food Bank of Westchester continue to grow; they are an integral part of our school community model.

2. Which of this school's Demonstrable Improvement Indicators have been the most challenging to achieve and what steps will be taken in 2017-18 to make Demonstrable Improvement on these indicators?

During the 2015-16 academic year, MLKA made 80% of the indicators, missing 20% for MGP School Making Demonstrable Growth. It is difficult to measure progress toward meeting this indicator throughout the school year. The CET and District leadership will continue to identify strategies in the 17-18 school year to achieve the MGP indicators.

**3. Did the superintendent use his or her receivership authority in the 2016-2017 school year?
If so, how?**

Yes No

Yes, the Superintendent used his receivership authority by scheduling four (4) half-days for the Priority Schools for professional development. This time was invaluable for the school as a whole. All staff had the opportunity to collaborate, review data, and chart the courses for improvements on every grade level. It is my hope that this school can continue to provide those receivership half-days for professional development and will be able to inform parents of the dates prior to the beginning of the school year so that families may plan appropriately for these early dismissal days.

4. Is your district interested in presenting a best practice at the second Promising Practices conference?

Yes No

MLKA would be honored to present our best practice: the school wide Lexile-based AIS/ RtI period which is embedded into the Master School Schedule.

5. Summarize the trends in student achievement data that have resulted from the implementation of the SCEP, SIF or SIG plan. What has improved and what has not yet?

MLKA has improved on all academic fronts; students and their families have benefited from the Community School Model, linking resources and the school community together under one umbrella. Extended Learning Time has truly given students at minimum, an additional five hours per week of instruction. The AIS/RtI period continues to support student growth as students consistently improved based on their set goals via student-teacher goal setting meetings. Out of School Suspensions continue to decline at MLKA from the baseline of 305 incidents of suspension to 30. Teachers and staff have been trained on Restorative Practices and continue to implement Restorative Circles in the classrooms.

6. Describe the role of the Community Engagement Team in development and oversight of implementation of the school's improvement plan. Describe any actions that will be taken to enhance the ability of the Community Engagement Team to support improvement in student achievement.

The CET Team reviews each of the Quarterly Reports/ Continuation Plans prior to its submission to Central Office and OISR. The team consistently reflects on the gains and revisions of each MLKA initiative, making any necessary adjustments based on data and anecdotal findings which support the school. As this has been our practice since the inception of the CET Team, we will continue to review our school improvement plan and begin our work for the 2017-18 academic year by revisiting our Continuation Plan submitted in the last quarterly report. In addition, each member of the CET is expected to share minutes from the CET meetings with their respective stakeholder groups, gather input and feedback and bring it back to the CET at the following meeting. We have strengthened the school communication loop with this practice of the CET.

7. In what ways has the Office of Innovation and School Reform (OISR) been supportive of your school improvement efforts?

The representatives that visited our school were very supportive of our school improvement efforts. Ms. Johnson was knowledgeable of our school efforts and offered valuable recommendations. She works with the school and understood the day to day happenings in the school. Her comments on our reports are helpful and guide us to revisit and reflect on some decisions.

8. In what ways can OISR better serve your district/school's improvement efforts?

Any assistance that OISR can provide with ensuring our school receives the Spring assessment results possibly in June or early July. This would assist the school with summer school assignments and planning for the following school year.