

Receivership Schools ONLY

Quarterly Report #2: *October 16, 2017 to January 12, 2018*

School Name	School BEDS Code	District	Lead Partner or EPO if applicable	Hyperlink to where this report will be posted on the district website: www.yonkerspublicschools.org				
Martin Luther King, Jr. Academy	662300010046	Yonkers City School District	N/A	Check which plan below applies:				
				SIG Cohort if applicable (4, 5, 6, or 7?): 4			SCEP	
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	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) began its second quarter by administering the 2017 Fall MAP assessments for grades K-8. MAP testing along with its make up dates lasted until the first week of November. Based on student assessment results of Fall 2017 MAP, AIS student groups were configured and interventions were put in place. These



heterogeneous groups which were homogenous Lexile groupings included grades kindergarten through sixth grades. Secondary grades seven and eight have an AIS period built into their daily schedule.

The data team continues to meet monthly to evaluate and monitor school progress toward meeting the indicators. Members of the team will review the Winter MAP data. Results and targeted interventions will be shared with the Instructional Committee and the whole staff at the mandated meeting. AIS groups will be adjusted based on the results. In addition, ELT curricula will be developed to meet the needs of the student groups.

On October 31, 2017, The Links Organization, a professional African-American organization selected MLKA's students to be serviced by the Colgate Dental Van for health screenings, at no charge to students or their families. The Colgate Dental Van provided 120 dental screenings for pre-kindergarten through eighth grade students. Additionally, during this month, MLKA received approval for all students in attendance to receive free breakfast and lunch on a daily basis.

During November 7-9, 2017, MLKA was visited by a team of educators from the New York State Department of Education. The team spent two days reviewing the instructional practices, educational and socio-emotional supports, the community school model implementation, as well as group interviews of students, parents, and teachers. In addition, they interviewed partners housed at MLKA. Over the three-day period, the team reviewed and discussed the observed practices with the building principal. The team and the principal compiled a list of next steps as a plan for the school to continue its success. This information included the creation of an instructional team, and a school-wide chart of services offered to support students and parents at MLKA. A copy of this report has been included as an appendix for this review.

Extended learning for before and after school began on November 2, 2017. Students in grades kindergarten through eighth grades had the opportunity to attend these academic support groups on Monday, Tuesday, Thursday and Friday mornings. There are approximately 403 students in attendance as of this summary. The additional focal points at MLKA for this reporting period included the fortification of the "KICS," (Kids in Community Schools) counseling program for students and their families of MLKA; a satellite program of Westchester Jewish Counseling Services (WJCS). The principal meets weekly with the Executive Director to discuss the needs of the school community along with the implementation of push-in classroom presentations. The targets for this period include kindergarten and first grade anger management, conflict resolution, and coping skills. This focus is necessary due to the unprecedented trauma experienced by this particular grade band during this reporting period.

The Yonkers Public Schools District will have all NYS ELA and Math Assessments for grades three through eight administered via computer-based testing (CBT). Administration and educators of grades three through eight reviewed typing programs, CBT aligned academic supports to create facility of use for students throughout the testing process. All testing grades have implemented daily use of laptops aligned with grade level skill-based test preparation within each classroom.

Lastly, MLKA was selected by Mayor Michael Spano as "School of the Month" for the City of Yonkers. McGraw-Hill donated \$5,000.00 of S.T.E.A.M. curriculum and materials directly to MLKA due to this honor. Martin Luther King, Jr. Academy was also selected as the spotlight school to present to the Instructional Affairs Committee of the Yonkers Board of Education for the month of January 2018. Commemorating the birthday of our namesake, Reverend Dr. Martin Luther King, Jr., we held our annual vocal and instrumental music concert on Friday, January 12, 2018.

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	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 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 17-18 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) 3-8 ELA Student Level 2 and above	33%	39%	Green	Yes	Key strategies include Fall 2017 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	Journeys end of chapter tests Study Island AIS skills teacher made tests	Fall 2017 MAP Assessments in ELA and Math were administered to all students in grades kindergarten through eighth grades as baseline information for each student this academic year. MAP Projected Proficiency Report for the ELA Spring assessment stated 48.1% of students Level 2 and Above



					<p>provides a broader scope while fortifying reading skills. 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>		
(15) 3-8 Math Student Level 2 and above	26%	32%	Green	Yes	<p>Key strategies include Fall 2017 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 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</p>	Exit tickets from the Math modules Teacher made skills assessments in AIS	<p>Fall 2017 MAP Assessments in ELA and Math were administered to all students in grades kindergarten through eighth grades as baseline information for each student this academic year. MAP Projected Proficiency Report for the Math Spring assessment stated 33.1% of students Level 2 and Above</p>



					progress and interventions for use during the school-wide daily AIS period and as an instructional tool to manage each student’s educational progress.		
(33) 3-8 ELA all Students MGP	45.09%	47.09%	Green	Yes	Key strategies include Fall 2017 ELA 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.” Teachers determined cusp students that need additional support on targeted skills. These skills are addressed with Study Island, AIS and ELT. Extended Learning Time in the morning and after-school is also offered (K to 8 th grades).	Journeys chapter tests ThinkCentral Study Island	MLKA student achieved 54.8% on the Spring 2017 assessments. Fall 2017 MAP Assessments in ELA and Math were administered to all students in grades kindergarten through eighth grades as baseline information for each student this academic year. All grade levels met projected growth targets in Fall 2017 except the third grade.
(39) 3-8 Math All Student MGP	50.02%	52.02%	Green	Yes	Key strategies include Fall 2017 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. Small group instruction continues to be an integral part of the support plan for	Math modules exit tickets Study Island Student AIS and teacher made assessments	MLKA Spring Math results for this indicator was -2.42% below the targeted 51.02%. Grades 1, 3, 5 and 8 did not meet projected growth targets on the Fall 2017 MAP.



					MLKA students. Additional identifiers such as an in-class lunch time, AIS and homework help. Self-directed computer support via MAP is being implemented based on a recent professional development from NWEA (creators of MAP). Iona College Tutors are assigned to identified students.		
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	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 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 17-18 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.
2 – Community School Model	N/A	See Community School Model Rubric	Green	Yes	Continue adding new services to support a full service community school model and meeting the needs of the students and families.	Attendance Data Suspension Data Student referrals to Mental Health partner Parent participation data Chronic absenteeism data	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 was approved as a community



					<u>School leader refined focus of services for K, 1st grade level KICS counseling services.</u>		school during this reporting period.
4 Student Suspension Rate	35%	32%	Green	Yes	Laser-like focus on areas of concern as they arise (issues in grades K and one). Consistent implementation of restorative practice/ justice throughout school community. Increased parental involvement for early intervention of behavioral issues of kindergarten/first grade bands. There have been <u>12</u> Pupil Support Team meetings held this quarter; collaborative interventions between KICS and the school community to support students and families. We have had <u>7</u> CSE meetings which resulted in SPED placements and/or services. Restorative practice liaison from AmeriCorps provides daily on-hand support for restorative student conferencing.	Classroom removals/referrals Student monthly suspension data Teacher identified students in need for social emotional support	Increase in classroom removals/referrals in K and 1 st grades
(11) 3-8 ELA Black Students Level 2 and above	23%	29%	Green	Yes	Based on the 60% growth of Black students scoring level 2 and above, we will continue to support this sub-group through AIS, extended learning opportunities, co-teaching, and push-in models of support. Outreach to parents New students that have entered the school with sub-standard scores will be provided with the same interventions. There are 10% of new students at MLKA in this category.	Journeys Chapter Tests Study Island	The 2016 NYS ELA Proficiency: Black Students 11% Proficient The 2017 NYS ELA Proficiency: Black Students 16% Proficient The 2017 MAP Projected Level 2 and above for ELA Black students is 46.3%
86 Teacher Turnover	59%	49%	Green	Yes	Although there have been positional changes, there has been a 4.2% increase. MLKA remains below the progress target.	Teacher turnover remains at 20%. Based upon the reconfiguration of special education classes to a secondary multitude skills class,	Teacher absenteeism year to date



					Teacher grade level meetings	this created an excess for a special education teacher, as well as shifts in eight positions at MLKA. Five of these positions were changed due to district shifts, including that of the assistant principal assigned to MLKA. There are currently two positions being filled by substitute teachers; the most recent is the result of a teacher leave for medical reasons. We are currently at an additional 4.2%. Teacher monthly absent data	Teacher participation on committees and attendance at events
94 200 hours of ELT	N/A	See Extended Learning Time Rubric	Green	Yes	ELT is offered on Monday, Tuesday and Thursday before and after school We will meet this indicator based on 96 hours offered so far. Extended learning began on November 6, 2017. There are currently 15 teachers offering extended learning for a.m. and p.m. programming. The current offering during this quarter exceeds the academic year requirement of 200 hours; cumulatively.	Daily attendance reports	Student participation in ELT Total hours calculated by school team
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)

<p>Key Strategies</p> <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), which may also include PSSG and/or CSG initiatives		Status (R/Y/G)	Analysis/Report Out	
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.	
2.				
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	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. 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 17-18 CET plan and/or the 17-18 CET membership changed, please attach copies of those updated documents to this report.**

Status (R/Y/G)	Analysis/Report Out
Green	CET meetings were held on the following dates during this quarter: <u>October 2017</u> , <u>November 2017</u> , and <u>January 2018</u> . During the October meeting the CET Committee focused on the NYS State visit along with their compilation of the first quarterly report which was due on October 31 st . The CET’s November meeting discussed strategies regarding computer-based testing and how to prepare students in a timely fashion. Team members discussed typing programs as well as concerns regarding student adaptability to the NYS exam, which is not similar to MAP assessments. The January meeting focused on creating Khan Academy Mathematics accounts for all students at MLKA based on student’s 2017 Fall MAP Lexiles. Teachers



	will be provided with professional development on Khan Academy to increase efficiency in Mathematics. The CET team membership remains the same; there are no new members this academic year.				
<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				
Green	The Receiver approved the Literacy/Numeracy coach position at the school for the year. This educator conducts PD and in class modeling for the new and experienced teachers to continue progress in student achievement.				
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 that has applied to receive CSG funds during the 8/1/17 – 6/30/18 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 17-18)	The evaluator is coordinating the needs assessment. Meetings have been held with the District Data Dept. and Executive Administration.
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)	The school held PTSA meetings, teacher meetings, and parent conferences. The Superintendent provided a Receivership school update at a Board meeting. The families and the community can provide input at the meetings and through the District website.



2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language)	All information on the District website can be translated in several languages. Receivership reports are found on the District website. District communication is in two languages. The NYSED IIT held focus groups with the parents, teachers, pupil support personnel and the SEDH partners.		
3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee	All stakeholders can access the CET through the school main office, contacting the school leader via phone or email.		
Steering Committee (challenges, meetings held, accomplishments)	The CET met and discussed the Receivership reports, student testing, student medical needs and testing requirements. Daily typing practice, revised partner focus		
Feeder School Services (specific services offered and impact)	One of the feeder schools is a Receivership School and receives most of the same services.		
Community School Site Coordinator (accomplishments and challenges)	A resolution for a Coordinator will be presented to the Board in February.		
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	Most partners have begun working in the school.		
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	Some work has begun in the school and additional work is planned during upcoming vacations.		
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 17-18 FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 3.
PSSG:	N/A	



SIG:	Green	All expenditures from the approved budget are on target. Personnel are in place. Committees have been identified and have begun working for the school.
CSG:	Green	Partners are in place or the District has begun the resolution process with them. The school is in full working order without any initiative being held back for financial reasons. One challenge is the construction and the NYS permit approval time.

Part VII: 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. 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 2017-2018 Community Engagement Team plan and membership.

Name of CET Representative (Print): _____

Signature of CET Representative: _____

Date: _____