

## Receivership Schools ONLY

### Quarterly Report #1: July 1, 2017 to October 13, 2017

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 School District	Not Applicable	Check which plan below applies:			
				SIG			SCEP
				Cohort (4, 5, 6, or 7?): SIG 6			
				Model: Turnaround			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Dr. Edwin Quezada	Natalie Davy	Executive Director of School Improvement, District School Improvement Manager and the MBK CET Committee		PK – 8 <sup>th</sup> grade	13%	8%	524
	Appointment Date: August 15, 2013					MSI&MSII	

#### **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.

MLKA continues to experience consistent academic growth for the past two years; 2015-2016 resulted in +10% growth in ELA NYS Assessments and 10% in math. 2016-2017's growth was +9% in ELA and +4% in math. For the past two academic years MLKA's student efficacy has increased +19% growth in ELA and +14% growth in math 62% of the student body increased its overall performance. Subgroups at MLKA performed as follows: SWD, 13% scored at 2 or better, 24% of ELLS scored at 2 or better, and 52% Black/African American scored at 2 or better on the NYS math assessment.

MLKA's educational focus remains consistent: Schoolwide Lexile-Leveled AIS groups meet for one hour on a daily basis. All



groups are reconfigured three times a year based on students' Fall, Winter, and Spring MAP data. We implemented the use of the NYS ELA modules, using the Journeys curriculum as a framework. The current school year, 2017-2018, will be the second academic year of the Schoolwide implementation of the NYS math modules. Co-teaching supports in all grade levels are systemic and aligned as the ENL and Title I teachers, Teaching Assistants, and the Literacy Coach support these endeavors which create a stronger academic framework for students as we sustain the smaller learning community model.

Teacher efficacy is of paramount importance as all classroom teachers receive weekly professional development, and grade level planning. The weekly PD and skill building, "Skill of the Week", is in its third year, continuing to support students and teachers by sharpening their educational tools on a weekly basis. The skills and strategies are explored by teachers, followed by schoolwide implementation of the Skill of the Week (example, Identifying the main idea).

MLKA's initiatives include "My Brother's Keeper (MBK), Restorative Practices, and for the fifth year, Extended Learning Time (ELT). For the 2017-2018 academic year, we will continue data driven instruction, administration of the MAP assessment three times per academic year, and new for this academic year, we are adding interactive vocabulary words and improving the identification and usage of cross curricular instruction and academic vocabulary.

The MLKA administration and staff will continue to encourage family and community involvement and engagement in our many events, the PTSA, CET and various committees. 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	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%		yes	<ul style="list-style-type: none"> <li>Targeted AIS period built into daily schedule. Focus on meeting student efficiency on Lexile Leveled groupings. Fluid groupings which change based on Map Data, increases/decreases.</li> <li>Targeted ELT A.M. and P.M. small group instruction for seven months out of the school year. Offered to grades K through 8.</li> <li>Grade level common planning time/Vertical Congruence with 2 grade levels</li> </ul>	<ul style="list-style-type: none"> <li>iReady-CCLS targeted skills practices for state exams, grades 3-8.</li> <li>C0-teaching opportunities on grade levels, Title I, Title III, classroom teachers, and teaching assistants.</li> <li>Constant and consistent data review on grade level (MAP Data) three times during the academic year.</li> </ul>	<p><b><u>(#9) 3-8 ELA Student Level 2 and above</u></b></p> <p>The 2016 NYS ELA Proficiency: 13% Proficient</p> <p>The 2017 NYS ELA Proficiency: 22% Proficient</p> <p>The MAP projected proficiency for all students Level 2 and above for the Spring 2018 ELA is 48.4%. The projection for 2017 was 37.8%</p>



<p>(15) 3-8 Math Student Level 2 and above</p>	<p>26%</p>	<p>32%</p>		<p>yes</p>	<ul style="list-style-type: none"> <li>• Fall implementation of the NYS Math Modules in all grades.</li> <li>• Professional development on educational strategies in math with mentor/trainer schoolwide.</li> <li>• Small group ELT math instruction with a student focus in areas of deficiency.</li> <li>• iReady CCLS targeted skills practices for state exams for grades 3-8.</li> <li>• Interactive word walls for ENL and SWD as well as all students.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Use of math Map data three times during the year.</li> <li>• Grade level congruence on math strategies based on NYS math modules and student deficiencies.</li> <li>• Review of all sub-group data to understand baseline for 2017-2018 academic year.</li> </ul>	<p><b>(#15) 3-8 Math Student Level 2 and above</b></p> <p>The 2016 NYS Math Proficiency: 14% Proficient</p> <p>The 2017 NYS Math Proficiency: 18% Proficient</p> <p>The MAP projected proficiency for all students Level 2 and above for the Spring 2018 Math assessment is 45.9%. The projection for 2017 was 41.2%</p>
<p>(33) 3-8 ELA all Students MGP</p>	<p>45%</p>	<p>47.09%</p>		<p>yes</p>	<ul style="list-style-type: none"> <li>• Targeted AIS period built into daily schedule. Focus on meeting student efficiency on Lexile Leveled groupings. Fluid groupings which change based on Map Data, increases/decreases.</li> <li>• Targeted ELT A.M. and P.M. small group instruction</li> <li>• Offered to grades K through 8.</li> <li>• Grade level common planning time/Vertical Congruence with 2 grade levels</li> </ul>	<ul style="list-style-type: none"> <li>• iReady-CCLS targeted skills practices for state exams, grades 3-8.</li> <li>• CO-teaching opportunities on grade levels, Title I, Title III, classroom teachers, and teaching assistants.</li> <li>• Constant and consistent data review on grade level (MAP Data) three times during the academic year.</li> </ul>	<p>The growth in student Reading RIT scores from Fall 2016 to Fall 2017 ranged from 4.9 to 25.</p>



(39) 3-8 Math All Student MGP	50%	52.02%		yes	<ul style="list-style-type: none"> <li>• Fall implementation of the NYS Math Modules in all grades.</li> <li>• Professional development on educational strategies in math with mentor/trainer schoolwide.</li> <li>• Small group ELT math instruction with a student focus in areas of deficiency.</li> <li>• iReady CCLS targeted skills practices for state exams for grades 3-8.</li> <li>• Interactive word walls for ENL and SWD as well as all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of math MAP data three times during the year.</li> <li>• Grade level congruence on math strategies based on NYS math modules and student deficiencies.</li> <li>• Use of Exit Tickets from the modules</li> </ul>	The growth in student Math RIT scores from Fall 2016 to Fall 2017 ranged from 4.8 to 26.5.	
(1) Priority School make progress	NA	Make Progress		yes	<p>Goal: To continue to develop the community school model</p> <p>Parent outreach, student services such as dental, medical</p> <p>No adjustments were made to continuation plan</p> <p>Added Colgate dental visit</p> <p>Partnership with Iona</p> <p>Keynote speakers</p> <p>Focus on attendance</p>	Monitoring of Attendance data, suspension data, Receivership indicators	Increased parent involvement from 16-17 Fall MAP RIT scores (See attached)	
<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 #	Baseline	2017-18	Status	Based on the current	What are the SCEP/SIG goals and or key	List the formative data points	Based upon those formative
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and Name		Progress Target	(R/Y/G)	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.	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.	being used to assess progress towards meeting the target for this indicator?	data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.
(2) Community School Model	N/A	As per rubric	■	Yes	<p><b>(#2) The Community School Model</b> has reaped many benefits; MLKA, due to the collaborative efforts between Spectrum, the subsidiary of St. Joseph's Hospital and the school nurse at MLKA, 100% of all students attending MLKA have had a physical, and have all been immunized by NYS Standards. The Westchester Food Bank continues to deliver 300 bags of additional groceries to students and families with a school demographic of 86% free and reduced lunch. In 2016-2017 The WJCS-KICS Program has served 40 students and their families through their counseling program which is available to the MLKA Community 12 months a year. The agency works closely with the School's Pupil Support Team to support students and families in crisis.</p> <p>The Westchester Center for Mediation, under the umbrella of Cluster, Inc. provides workshops for Restorative Practice for teachers and classroom aides. This is the fourth year of this partnership in supporting accountable behavior in</p>	2016-2017 School Climate Survey.	<p>Students in the community and the school were seen by the Colgate van personnel; school nurse is following up with parents.</p> <p>Mayor chose MLKA as School of the Month</p> <p>Developed new partnership with Palisade Prep school for Cross Age Tutoring Program</p> <p>Developed new partnership with the Saunders HS Robotics Team</p>



					<p>schools. The Westchester Center for dedication coordinated their efforts to secure a Restorative Practice Facilitator through the NYS Unified Court System. This is the third year of the MLKA partnership between the school and the Police Athletic League (PAL). Secondary students in grades 7 and 8 have daily recess at the PAL during their lunch periods. This continued interaction has fostered student participation in their evening and weekend athletic programs.</p> <p>Title 1 and Title III Parent workshops.</p> <p>Second year partnering with Iona College Liberty Partners.</p>		
(4) Student Suspension Rate	35%	32%		Yes	<p><b>(#4) Student Suspension Rate</b>            During the 2016-2017 academic school year MLKA had 6% out of school student suspensions. This decrease in out of school suspensions is due to additional measures put in place; a Restorative Practice facilitator, placed at MLKA in collaboration with the Unified Courts System. The facilitator provided in-class trainings and worked with students on conflict resolution and peer mediation. The presence of social media in the school environment has created distractions and caused conflicts during the school day. As of April 1<sup>st</sup></p>	<ul style="list-style-type: none"> <li>• E-School Data, sign in sheets</li> <li>• Parent restorative with all involved parties</li> <li>• Direct services from Pupil Support team (School Psychologist, Social Worker, Counselor).</li> </ul>	<p>Total suspensions in October – 5            This is a decrease of 2 from 16-17.</p>



				<p>cell phones are no longer allowed to be used during the school day. There have been no incidences involving social media since the enforcement of this rule. Secondary RTI bi-weekly meetings targeted student behavior and academic concerns.</p> <p>Anti-bullying events and assemblies held by: WJCS-KICS, Breaking the Cycle, and Ned Kindness Adventures.</p>		
(11) 3-8 ELA Black Students Level 2 and above	23%	29%	Yes	<p>AIS daily with targeted focus on student skills and specific subgroups</p> <p>ELT for students with outreach to families</p>	NYS Assessment MAP Fall Data	<p>The 2016 NYS ELA Proficiency: Black Students 11% Proficient</p> <p>The 2017 NYS ELA Proficiency: Black Students 16% Proficient</p>
(86)	59%	49%	Yes	<p><b>(#86) Teacher Turnover</b> The staff at MLKA remained consistent throughout the 2016-17 academic year. There were no changes during this reporting period. It is my hope that staff will remain stable as it is a factor in student stability and academic success. Teacher turnover affects the school climate and culture. Administration acknowledges teachers during morning announcements and on the board in the main office</p>	<p>Three key positions were changed; Assistant Principal, Resource, Secondary Sp Ed based on reconfiguration by District Office. Current staff plans together daily, organizes events, and most teams eat lunch together</p> <p>Few issues brought to administration by the collective bargaining unit in a formal setting. Most issues are solved in a timely manner.</p>	Staff participation in school committees and events
				<b>(#94) 200 Hours of Quality ELT</b>	Extensive tracking of hours	Student sign up sheets





(94) 200 hours of Quality ELT	N/A	See ELT Rubric	Yes	During 2016- 2017 - 79% of MLKA teachers offered either AM ELT or PM ELT for their students. These additional learning opportunities were designed to support small group instruction and fortify the skills of struggling students. The same plan will remain in place for the next academic year, based on funding at MLKA received. There were 420 students who attended ELT during the 2016-17 academic year. The 200 hours were exceeded.  Additional hours and partners will be added to the ELT through the recently awarded Empire After School Program grant.	and students both by the school and district	
<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)**

<b>Key Strategies</b>			
<ul style="list-style-type: none"> <li>Do not repeat strategies described in Parts I and II.</li> <li>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.</li> <li>Every school must discuss the use of technology in the classroom to deliver instruction.</li> </ul>			
List the Key Strategy from your approved intervention plan (SIG or SCEP).	Status (R/Y/G)	Analysis/Report Out	
1. Use of technology		Teachers use various forms of technology in the classroom. The librarian provides assistance to the teachers and maintains the school website. Students use Study Island and Khan Academy. Teachers use Quizlet.	
2.			
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>	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 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 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
<b>Green</b>	The CET remains the same; all copies of Receivership quarterly reports are on the MLKA website and District website as they are updated. All teachers received a copy of the Receivership report to provide grade level input. Monthly update on the school’s progress is provided at every PTA monthly meeting. Meetings are held on a monthly basis. Teachers share information from the CET on the common google drive. New programs and school updates are shared with the CET. Members are charged with sharing with their respective group and providing feedback at the next meeting.
<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
<b>Green</b>	The Receiver approved the Literacy/Numeracy coach position at the school for the year. This educator will conduct PD and in class modeling for the new and experienced teachers to continue progress in student achievement.



<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.
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## Part V – Community Schools Grant (CSG)

(This section needs to be completed by every Receivership school receiving CSG funds during the 8/1/17 – 6/30/18 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 now coordinating the needs assessment.
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:	The school held an Open House, PTSA meeting, 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.
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)	The Superintendent sent a letter to families in regard to the Receivership status in August in English and Spanish. 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.
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 Indicators and school foci for the year. The school leader presented the District foci to the whole school community. To address the lack of dental services, a visit by the Colgate mobile was scheduled. Families were contacted with the results of the visit.
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 Coordinator that was scheduled to begin chose another position outside of the District. The District is now conducting final interviews with two candidates.
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)		There are no accomplishments yet but work in the school is planned during upcoming vacations.	
<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 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 2.
PSSG:		
SIG:		All expenditures from the approved budget are on target. Personnel are in place. Committees have been identified and begun working for the school.
CSG:		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)**

<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.	Pre-K-8 Lexile Leveled AIS daily supports for all students.	This particular practice focused on student skills and resulted in increased student achievement (+19% ELA and +14% in Math) over a two year period.
2.	Three times Data Design of student MAP scores.	Reflected in student LED Goal Setting and teacher efficacy coupled with PD to support efficient skill areas
3.	Summer reading packets (2016, 2017) with Spring Lexile leveled books for all students Pre-K through 8 <sup>th</sup> grade.	All students were required to complete packets and had to do a book report which was submitted upon return to school for the academic year. Students were engaged over their summer vacation, decreasing the likelihood of a drop or plateau in student Fall MAP outcomes.



### **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: \_\_\_\_\_