



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2022-2023

District	School Name	Grades Served
Utica City School District	Martin Luther King Jr. Elementary	K-6

Collaboratively Developed By:

The Martin Luther King Jr. Elementary SCEP Development Team

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*And in partnership with the staff, students, and families of Martin Luther King Jr.
Elementary.*

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document "[How Learning Happens](#)," particularly page 3. Then the team should ask, "**What should we prioritize to support our students and work toward the school we wish to be?**"

The team should take the answers to this question and identify 2 to 4 commitments for the 2022-23 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as "*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*" could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school's values and aspirations.

Strategies

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for Team

NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to deepening connections among students, staff and the community.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>This commitment aligns with MLK's vision, mission and school pledge. Dr. Martin Luther King, Jr. Elementary School's vision is that students will attain the knowledge, skills and character necessary to become productive members of society. The school ensures accountability and continuous improvement through its mission of providing a quality education for students in a safe and orderly environment, developing academic and citizenship skills, graduating students ready for middle school and Communicating and collaborating with parents and the community. In addition, our school pledge addresses connecting with and improving the world around us.</p> <p>Through the student interviews, we learned that students value the relationships that they have at school. They felt disconnected from their friends and learning throughout their remote learning experiences. Activities centered around reconnecting our students, building relationships between students, cooperative learning, increasing student engagement and promoting consistent daily attendance need to be Included in the 2022-2023 SCEP. Parent interviews show that parents value the interactions they have with the school and they are requesting a return to regular family events.</p> <p>In addition, this commitment aligns with the DTSDE Recommendations from the 2019-2020 school year. Literacy skills of speaking and listening promote communication and deepen connections among students. The Parent Activities Club (PAC) and the Parent Advisory Team (PAT) will resume and be enhanced to build on existing positive home school communication.</p> <p>With a prioritization of deepening connections among students, staff and the community, students will experience a setting that is positive and full of meaningful learning and will be embrace the significance of daily school attendance.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Family Events	3 Family Events– Chairperson(s) to lead committees to organize and put on events; communication to parents; completion of Family Events Form.	Parent/family attendance at school-wide events will be recorded on a spreadsheet that will indicate a total of events attended for each parent/family. Feedback forms completed by attendees at events.	Funding to pay teachers to plan and hold events. Funding to have food at events.
MLK Instructional Norm of Literacy - Listening and Speaking	Teachers will prepare lesson plans that deliberately incorporate literacy, with a focus on listening and speaking	Lesson Plan reviews, Instructional Walks data and Formal Observation rubrics will indicate the integration of listening and speaking into instructional delivery.	Funding for MLK Kick Off; Review of MLK Instructional Norms at MLK Kick Off -standing agenda item on Grade Level Meeting and Vertical Level Meeting agendas.
MLK Instructional Norm of Cooperative Learning	Teachers will prepare lesson plans that deliberately incorporate cooperative learning.	Lesson Plan reviews; Instructional Walks data and Formal Observation rubrics will indicate the integration of cooperative	Funding for MLK Kick Off; Review of MLK Instructional Norms at MLK Kick Off; standing agenda item on Grade

Commitment 1

		learning into instructional delivery.	Level Meeting and Vertical Level Meeting Agendas.
Morning Meetings	Meetings of 10-15 minutes during homeroom each morning. Monday- Peaceful Morning Tuesday- Get to Know You Wednesday -Social-Emotional Skills Thursday- Current and Historical Events Friday-- PBIS Trait	Discipline data; feedback from students and teachers; students referencing the strategies and information during instruction.	Funding to pay committee to plan activities prior to start of school year in September.
Positive Behavioral Intervention and Supports (PBIS)	Monthly Character Traits, Student of the Month Recognition and Assemblies Check-In Check-Out {CICO) for Tier 3 students.	Discipline Data; CICO rates, chronic absenteeism rates	Funding for PBIS committee
School-Wide literacy initiative	All homerooms will read a culturally relevant text and create a display to share the experience with the school community.	Classes will select a culturally relevant text by the end of December. Student will be instrumental in choosing the text and planning steps to implement the project.	Funding for MLK Kick Off. Roll out of School-wide literacy Initiative at MLK Kick Off in August
Parent Activities Club	Bi-Monthly PAC meetings – all MLK parents will be invited to attend meetings to learn about community resources or to learn how to do a new activity.	The School Social Worker and Parent & Community Liaison will work together to plan PAC meetings based on 2021-2022 Parent feedback; Flyers will be sent home with students; a minimum of 10 parents will attend the PAC meetings.	Funding to pay Parent Liaison and Social Worker to plan and attend PAC meetings. Funding to pay Academic Coaches to serve as interpreters at the PAC meetings.

Commitment 1

<p>Parent Advisory Team PAT</p>	<p>Principal will recruit 4-5 parents to join Parent Advisory Team (PAT) and attend meetings.</p>	<p>PAT will meet a minimum of 3 times to review school data, discuss school initiatives, analyze student and parent survey results, and identify the group's goals for the year with an emphasis on deepening communication among students, staff and the community.</p>	<p>Principal to contact parents and set up schedule.</p>
<p>Welcomes and Farewells - Building Community Even in Transition</p>	<p>All grade levels will read first chapter from I wish my teacher knew: HOW ONE QUESTION CAN CHANGE EVERYTHING FOR OUR KIDS and create materials for Welcomes and Farewells in their classrooms to use as applicable throughout the school year.</p>	<p>100 % of teacher will prepare steps/materials for Welcomes and Farewells in their classrooms.</p>	<p>Funding to pay grade levels to create materials prior to school year</p>
<p>Parent Teacher Conferences {PTC}</p>	<p>All homeroom and ENL teachers will conduct formal Parent Teacher Conferences with the guardian(s) of all students</p>	<p>100% of parents/guardians at MLK will engage in a formal Parent Teacher Conference by December 31, 2022.</p>	<p>Funding to pay teachers to conduct PTCs after school hours</p>

Commitment 1

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	*We work with partners, or in groups in my class. * My teachers care about me.	95%
Staff Survey	*We have components of our curriculum that ensure conversations about safe and healthy living.	100%
Family Survey	* At MLK, there is a sense of community amongst all students, families, administrators, teachers and staff.	95%

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.
With a prioritization of deepening connections among students, staff and the community, students will experience a setting that is positive and full of meaningful learning.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to strengthening our ability to provide a cohesive, relevant curriculum.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>The Dr. Martin Luther King, Jr. Elementary School vision is that students will attain the knowledge, skills, and character necessary to become productive members of society. Part of the school mission is that we will graduate students ready for middle school. The school is very diverse with approximately 90% of student enrollment being students of color.</p> <p>The Culturally Responsive-Sustaining (CR-S) Education Framework emphasizes "incorporating an equity and inclusion lens" in every facet of education. This includes a focus on ways to "create student-centered learning environments that affirm connection across lines of difference; elevate historically marginalized voices; empower students as agents of social change; and contribute to individual student engagement, learning, growth, and achievement through the cultivation of critical thinking." The Equity Self Reflection shows that MLK staff needs on-going cultural identities; foster positive academic outcomes; develop students' abilities to include professional learning and support in the areas of diversity, equity and inclusion to conduct cross-curricular, culturally responsive-sustaining learning opportunities for students. This begins with professional development related to understanding and an Opportunity to discuss race at school; the staff is unpacking implicit biases.</p> <p>By providing students with a culturally responsive education, we are also letting their voices be heard and helping them to take ownership of their education. This should result in elevated standardized test scores, which also aligns with the District's DCIP.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>School-wide Literacy Initiative</p>	<p>All homerooms will read a culturally relevant text and create a display to share with the school community.</p>	<p>Classes will select a culturally relevant text by the end of December. Students will be instrumental in choosing the text and planning steps to implement the project.</p>	<p>Funding for MLK Kick Off; Roll out of School-wide Literacy Initiative at MU< Kick Off in August.</p>
<p>Professional Development - Implicit Bias</p>	<p>Committee of volunteers (Equity Committee) to read Unconscious Bias in Schools: A Developmental Approach to Exploring Race and Racism" by Benson and Fiarman and explore the topic of unconscious bias at MLK. Professional Development for all teachers and TAs related to implicit bias and race in schools.</p>	<p>Feedback from Teachers/Staff.</p>	<p>Funding to pay committee to read book and meet monthly to discuss topic of race and racism; funding to pay teachers and parent liaison for PD sessions. Teacher Center PD, if available.</p>
<p>Morning Meetings</p>	<p>Meetings of 10-15 minutes during homeroom each morning. Monday - Peaceful Morning Tuesday - Get to Know You</p>	<p>Discipline data; feedback from students and teachers; students referencing the strategies and information during instruction.</p>	<p>Funding to pay committee to plan activities prior to start of school in September.</p>

Commitment 2

	<p>Wednesday - Social-Emotional Skills Thursday- Current and Historical Events Friday- PBIS Trait</p>		
<p>Extended Learning Time (EL T) - Project-Based Learning Activities with a focus on Service Learning</p>	<p>Grade 3-6 Teachers will conduct ELT that includes project-based learning activities with a focus on service learning.</p>	<p>ELT groups will identify a Project based learning topic by December 2022. ELT groups will present a summary of their final projects to the school by June 2023.</p>	<p>Funding to pay teachers for ELT. Funding for supplies for ELT groups.</p>
<p>Mid-Year Check (MYC)</p>	<p>Grade 3-6 students will complete MYC by March 2023.</p>	<p>85% of students will score at the proficient level.</p>	<p>MYC Assessment (Format - paper or computer-based) will depend on format being used by NYSED for the 2023 NYS Assessments.</p>
<p>Student Work and Planning Analysis (SWAP) Meetings</p>	<p>Teachers will meet in grade level groups 3 times throughout the year to discuss student performance and conduct audit of academics. Teachers will create an action plan to integrate culturally responsive-sustaining practices and address student learning gaps and needs.</p>	<p>SWAP agendas and minutes.</p>	<p>Funding to pay substitutes for 3 days/teacher throughout the school year.</p>
<p>Staff Meetings - Extended Faculty Meetings, Vertical Meetings, Grade Level Meetings</p>	<p>Teachers will meet to discuss curriculum and the Culturally Responsive-Sustaining Education Framework, and unconscious bias in schools. This will include Equity Learning Communities (Vertical Meetings).</p>	<p>Meeting and Agenda Minutes</p>	<p>Schedule of Extended Faculty Meetings, Grade Level Meetings and Vertical Meetings.</p>
<p>Pattern Boxes</p>	<p>All classroom teachers will use pattern boxes for Math fluency</p>	<p>Teacher feedback and i-Ready Math scores.</p>	<p>Pattern Boxes made for all homeroom</p>

Commitment 2

			teachers, PD for all homeroom teachers.
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End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	* My teachers ask questions that make me think.	95%
Staff Survey	* Our school leaders encourage professional development and 100% application of the content. * Equity Self-Reflection Survey- Principle: On-Going Professional Learning and Support.	100%
Family Survey	* At MLK, there is a sense of community amongst all students, families, administrators, teachers and staff.	95%

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

Commitment 2

With a prioritization of strengthening our ability to provide a cohesive, relevant curriculum through on-going professional learning and support, students will experience a setting that is full of meaningful learning in which they see themselves reflected. Therefore, MLK will meet the 2022-2023 Measures of Interim Progress (MIPs) for all sub-groups as set by the NYS Education Department:

ENGLISH LANGUAGE ARTS		Mathematics	
All Students	95.9	All Students	111.6
Asian or Native Hawaiian/Other Pacific Islander	108.7	Asian or Native Hawaiian/Other Pacific Islander	131.3
Black or African American	85.3	Black or African American	85.8
Economically Disadvantaged	95.6	Economically Disadvantaged	111.2
English Language Learners	50	English Language Learners	64.2
Hispanic or Latino	95.1	Hispanic or Latino	113
Students with Disabilities	50.5	Students with Disabilities	59.4

Evidence-Based Intervention

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at:

<http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

State-Supported Evidence Based Strategy

If "X" is marked above, provide responses to the prompts below to identify the strategy and the commitment(s) it will support:

Evidence-Based Intervention Strategy Identified	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	All Commitments.

Evidence-Based Intervention

Clearinghouse-Identified

If "X" is marked above, provide responses to the prompts below to identify the strategy, the commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	

Clearinghouse used and corresponding rating

- What Works Clearinghouse**
 - Rating: Meets WWC Standards Without Reservations
 - Rating: Meets WWC Standards With Reservations
- Social Programs That Work**
 - Rating: Top Tier
 - Rating: Near Top Tier
- Blueprints for Healthy Youth Development**
 - Rating: Model Plus
 - Rating: Model
 - Rating: Promising

School-Identified

If "X" is marked above, complete the prompts below to identify the strategy, the commitment(s) it will support, and the research that supports this as an evidence-based intervention.

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	

Our Team's Process

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document (OPTIONAL)

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	OPTIONAL: Completing the "Leveraging Resources" document
1/26/22			x	x		
2/16/22			X	X		
3/16/22			X	X		
5/18/22	X	X	X	X		
6/3/22					X	

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompts below.

Student Interviews

Describe how the Student Interview process informed the team's plan

Understanding the viewpoints of our students guides our planning for effective goals and activities to meet the needs of our students.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan

The Equity Self Reflection assists us in better understanding what we, as team, need to focus on to achieve success within our building. It helps us to prioritize needs and focus on needs of staff.

Next Steps

Next Steps

1. **Sharing the Plan:**
 - a. **CSI Schools:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by August 1, 2022.
 - b. **TSI Schools:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2022-23 school year.
 - c. **All Schools:** Ensure that the local Board of Education has approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan (for all schools):**
 - a. Ensure that the plan is implemented no later than the first day of school
 - b. Monitor implementation closely and make adjustments as needed
 - c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
 - d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.