

x



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# School Comprehensive Education Plan 2023-2024

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

Jennie Sikora	Principal
Merissa Sigbieny	Social Worker
Lindsay Walsh	AIS Facilitator
Kelly Grimes	Grade 2 Teacher
Melissa Miller	Grade 4 Teacher
Vincent Tutino	Grade 5 Teacher
Meredith Bruno	Librarian
Vicktoria Cooke	Parent

And in partnership with the staff, students, and families of MLK 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

Prior to working on this document, school teams should be sure to complete the following activities:

- **Envision:** Explore its vision, values, and aspirations
- **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
- **Listen:** Conducting student interviews

Following those activities, school teams should complete the SCEP Planning Document to make connections between the activities above and consider potential next steps to prioritize in the upcoming year as the team considers **“What should we prioritize to support our students and work toward the school we wish to be?”**

The team should identify 2 to 4 Commitments for the 2023-24 school year. For each Commitment, the team will identify strategies that will advance these Commitments and benchmarks to determine if the school is on track with its implementation. **School teams will need to ensure that at least one commitment is aligned to teaching and learning.**

### Success Criteria and Benchmark Targets

After school teams identify their Commitments, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their Commitment throughout the year. Each Commitment will have at least one end-of-the-year goal, a mid-year benchmark, strategies that will allow the school to reach those goals and benchmarks, early progress milestones, and spring survey targets.

The plan template is designed with the intention the school teams will return to their plan throughout the year and make updates when necessary. As part of the Success Criteria for each Commitment, there is a section for the team to update during the year and input the data they ended up seeing next to the target they originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

### Strategies

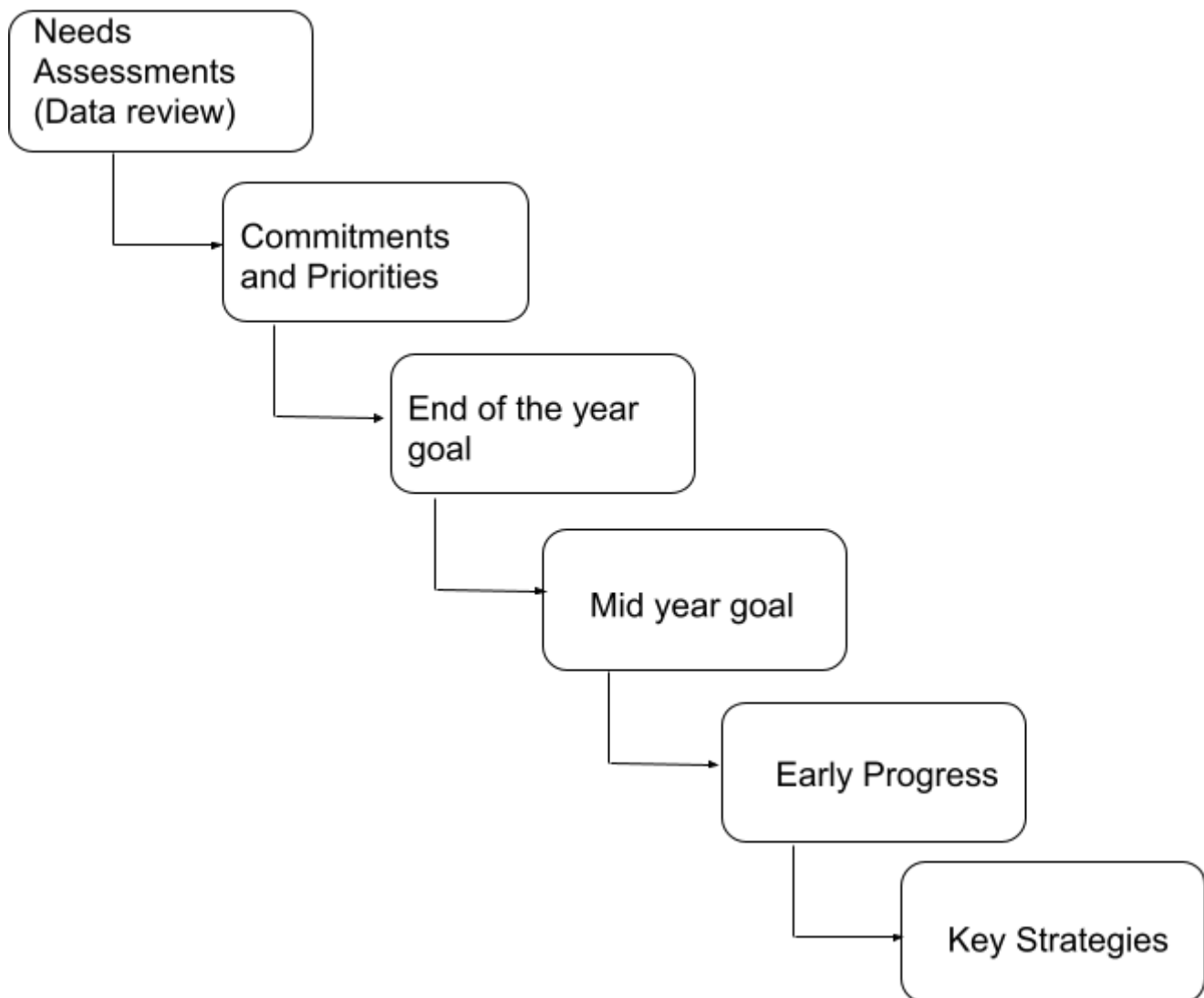
In conjunction with identifying benchmarks, teams should consider strategies that will allow the school to reach these benchmarks and advance that commitment.

### Resources for Team

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

- [Assembling Your Improvement Planning Team](#)
- [Envision: Exploring Our Vision, Values and Aspirations](#)
- [Analyze: Internal and External Data](#)

- [Analyze: Survey Data](#)
- [Analyze: Tenet 1 Systems and Structures Inventory](#)
- [Listen: Interviewing Students](#)
- [Putting it all Together: SCEP Planning Document](#)
- SCEP Sample: [Cohesive, Relevant Curriculum](#)
- SCEP Sample: [Deepening Connections](#)
- SCEP Sample: [Graduation Through Relationships](#)
- SCEP Sample: [Graduation and Success Beyond HS](#)



## COMMITMENT I

### Our Commitment

<p><b>What is one Commitment we will promote for 2023-24?</b></p>	<p>We are committed to creating a safe school environment where each student feels accepted, respected and a feeling of belonging to our MLK family</p>
<p><b>Why are we making this Commitment?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Commitment fit into what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<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</p> <p>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 more connected this year with full-time in person learning. Activities centered around continued building of connections between our students and school community will be Included in the 2023-2024 SCEP.</p> <p>Parent interviews show that parents value the interactions they have with the school and they have appreciated a return to normalcy and the planning of regular family events.</p> <p>In addition, 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.</p>

## Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete at the end of the year)
<b>End-Of-The-Year Goals</b>	Student/Parent Interviews	Students/Families feel connected to the school community. Families are involved with planning and implementation of school activities.	

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
<b>Student Survey</b>	<a href="#">Survey</a> *We work with partners, or in groups in my class. * I am a part of the MLK family. *My Teachers care about me.	95%	
<b>Staff Survey</b>	*We have components of our curriculum that ensure conversations about safe and healthy living and Social-Emotional well-being	100%	
<b>Family Survey</b>	*At MLK, there is a sense of community amongst students, families, administrators, teachers and staff	95%	

## Commitment 1

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
<b>Mid-Year Benchmark(s)</b>	Attendance at family functions. Student/family feedback on prior events	75% attendance	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
<b>Student Data</b>	Student Surveys	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	
<b>Adult/Schoolwide Behaviors and Practices</b>	Teacher/Family feedback	Teachers and families will express a deep connection between the community at large and the MLK community.	
<b>Student Behaviors and Practices</b>	Discipline and attendance records	Discipline referrals will decrease, and regular attendance will increase.	

## Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
----------	---------	-----------

Commitment 1

What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>Family Events</b>	4-5 Family Events- Chairperson(s) to lead committees to organize and put on events; communication to parents.	Funding to pay teachers to plan and  hold events. Funding to have food at events.
<b>MLK Instructional Norm of Literacy - Listening and Speaking</b>	MLK Instructional Norm of Literacy - Listening and Speaking	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.
<b>Positive Behavioral Intervention and Supports (PBIS)</b>	Monthly Character Traits, Student of the Month Recognition and Assemblies	Funding for PBIS committee
<b>Parent Activities Club</b>	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.	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.
<b>Shared Decision Making Team</b>	Principal will recruit 1-2 parents and 1-2 students to join SDM Team, as well as 1-2 students and attend meetings.	Principal to contact parents and set up schedule.

## COMMITMENT 2

### Our Commitment

<b>What is one Commitment we will promote for 2023-24?</b>	We are committed to following a curriculum that supports rigorous learning and Critical thinking to increase student achievement.
<b>Why are we making this Commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• How does this Commitment fit into what we envision for the school?</li> <li>• How does this Commitment relate to what we heard when listening to others?</li> <li>• How does this Commitment connect to what we observed through analysis?</li> </ul>	<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."</p>

### Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete at the end of the year)
<b>End-Of-The-Year Goals</b>	Student achievement Data on NYS assessments and iReady diagnostics K-2	Student scores have increased by 15%, indicating growth.	



## Commitment 2

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
<b>Student Survey</b>	*My teachers ask questions that make me think *My teachers make connections to the “real world” during my learning	95%	
<b>Staff Survey</b>	*Our school leaders encourage professional development and 100% application of content *School leaders provide support for incorporating personalized Learning in the classroom	100%	
<b>Family Survey</b>			

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>

## Commitment 2

<b>Mid-Year Benchmark(s)</b>	MYC	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 2023-2024 Achievement requirement scores set forth by NYSED	
------------------------------	-----	---	--

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? ( <i>Identify Quantitative Data or Qualitative Descriptors in this space</i> )	What we ended up seeing ( <i>complete six to ten weeks into the school year</i> )
Student Data	MYC	75% of students will score at or above grade level	
Adult/Schoolwide Behaviors and Practices			
Student Behaviors and Practices			

## Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are

Commitment 2

		necessary to support these strategies?
<b>School-wide Literacy Initiative</b>	<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.</p> <p>Students will be instrumental in choosing the text and planning steps to implement the project.</p>	Funding for MLK Kick Off; Roll out of Schoolwide Literacy Initiative at MU< Kick Off in August.
<b>Morning Meetings</b>	<p>Meetings of 10-15 minutes during homeroom each morning.</p> <p>Monday - Peaceful Morning</p> <p>Tuesday - Get to Know You</p> <p>Wednesday - Social-Emotional Skills Thursday- Current and Historical Events Friday- PBIS Trait</p>	Funding to pay a committee to plan activities prior to the start of school in September.
<b>Extended Learning Time (ELT) - Project- Based Learning Activities with a focus on Service Learning</b>	<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 2023. ELT groups will present a summary of their final projects to the school by June 2024.</p>	<p>Funding to pay teachers for ELT.</p> <p>Funding for supplies for ELT groups.</p>
<b>Student Work and Planning Analysis (SWAP) Meetings</b>	<p>Teachers will meet in grade level groups 4 times (Quarterly) throughout the year to discuss student performance and conduct audit of academics.</p> <p>Teachers will create an action plan to integrate culturally responsive-sustaining practices and address student learning gaps and needs.</p>	Funding to pay substitutes for 4 days throughout the school year.

Commitment 2

<b>Mid-Year Check (MYC)</b>	Grade 3-6 students will complete MYC by March 2024.	MYC Assessment  Computer-Based assessment aligned to NYS 3-6 Assessments.
-----------------------------	---	---

## COMMITMENT 3

*This section can be deleted if the school does not have a third commitment.*

### Our Commitment

<b>What is one Commitment we will promote for 2023-24?</b>	We are committed to deepening the connection between school and home to decrease chronic absenteeism.
<b>Why are we making this Commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• <i>How does this Commitment fit into what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<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>Chronic absenteeism has a direct impact on students' achievement as well as social-emotional well-being of students.</p> <p>Students and families who have deeper connections to school will attend school on a more regular basis.</p>

### Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete at the end of the year)
<b>End-Of-The-Year Goals</b>	Attendance reports	Decrease chronic absenteeism by 20%	

### Commitment 3

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
<b>Student Survey</b>	*I feel connected to my school and wish to attend every day.	95%	
<b>Staff Survey</b>	*I have the tools and support needed to assist students in attending school regularly	100%	
<b>Family Survey</b>	*I feel connected to my school community and understand the importance of regular attendance	95%	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
<b>Mid-Year Benchmark(s)</b>	Attendance Reports	Decrease in Chronic absenteeism.	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
<b>Student Data</b>	Attendance Reports	Chronic absenteeism less than 5%	

### Commitment 3

<b>Adult/Schoolwide Behaviors and Practices</b>			
<b>Student Behaviors and Practices</b>			

## Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>Family Events</b>	4-5 family events throughout school year Beginning with Open House, to inform families of attendance policy.	Funding to pay teachers for attendance and planning of Family nights
<b>Attendance Teacher</b>	Attendance teacher will check-in regularly with SW to determine which students are in need of intervention. Teacher will meet with students/families to discuss needs and strategies for regular attendance.	Physical space for attendance teacher to conduct confidential business/meetings. Funding for Attendance Teacher - District
<b>Family Forums</b>	Giving families an opportunity to share strategies used. Brief synopsis (videos or blurbs)	Gift cards to provide to families for participation.





## 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:

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following Commitment(s)</b>	
<b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</b>	

## ☐ 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:

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following Commitment(s)</b>	
<b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</b>	

### 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.

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following Commitment(s)</b>	
<b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</b>	

## Evidence-Based Intervention

**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

### Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at:

<https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf>. This section outlines how we worked together to develop our plan.

### Team Members

Use the space below to identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent).

Name	Role
Jennie Sikora	Principal
Merissa Sigbieny	Social Worker
Lindsay Walsh	AIS Facilitator
Kelly Grimes	Grade 2 Teacher
Melissa Miller	Grade 4 Teacher
Vincent Tutino	Grade 5 Teacher
Meredith Bruno	Librarian
Vicktoria Cooke	Parent

## Our Team's Steps

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

1. **Envision:** Exploring the Vision, Values and Aspirations for the school
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen:** Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

## 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	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
				x	x		

## Learning As A Team

### Directions

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

#### Student Interviews

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

## Next Steps

### Next Steps

1. **Sharing the Plan:**
  - a. **Schools in the CSI model:** 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 July 15, 2023.
  - b. **Schools in the ATSI model and TSI model:** 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 2023-24 school year.
  - c. **All Schools:** Ensure that the District (Superintendent or designee) and local Board of Education have 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 adjust 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.