

Receivership Schools ONLY

Quarterly Report #2: *October 14, 2018 to January 15, 2019 (Due January 31, 2019)*

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: www.yonkerspublicschools.org			
Museum School 25	662300010025	Yonkers City School District	Balance Between (Thinking Maps)	Check which plan below applies:			
				SIG 6	SCEP		
				Cohort (5, 6, or 7): 6			
Model: Innovation Framework							
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Dr. Edwin M. Quezada	JoAnn DiMaria	Executive Director School Improvement		Pre-K-6	16%	22%	304
	Appointment Date: August 2016	914-376-8183					

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*.

Museum School 25 continues to invest in Thinking Map strategies by proliferating the writing training using turn-key staff who were trained last spring. Community efforts have increased as several retired teachers in the surrounding neighborhood are volunteering time to support small group instruction in a push-in model. Articulations with community partners to impart both visual and performing arts are still accessible in our extended learning time and core instruction programs. While we observed both increases and regressions across the Indicator performances, we have invested time and energy acquainting students with the CBT formats to support increases in performance.

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	2018-19 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2018-19 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 18-19 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.										
#33- 3-6 ELA All Students MGP	45.94%	47.94%		Yes	<p>The following is being implemented to support student growth and achievement in ELA:</p> <p>AIS is built into the master schedule Mondays, Tuesdays, Thursdays, and Fridays during 8:45 a.m. to 9:45 a.m., utilizing this time for reading fluency (DEAR) and math</p>	<ul style="list-style-type: none"> DRA assessment Journeys weekly and end of unit assessment Engage NY ELA module supporting ELA curriculum Schoolwide, universal reading and writing rubrics 	<p>The Fall 2018-2019 ELA RIT scores in Reading indicated % of students in grades 3-6 on Grade Level as stated in NWEA Map :</p> <p>Fall 2018</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="color: red;">Fall Reading</th> <th>3rd Grade</th> <th>4th Grade</th> <th>5th Grade</th> <th>6th Grade</th> </tr> </thead> <tbody> <tr> <td>On Grade Level</td> <td style="text-align: center;">17%</td> <td style="text-align: center;">31%</td> <td style="text-align: center;">24%</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table> <p>Winter to Be Tested</p>	Fall Reading	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	On Grade Level	17%	31%	24%	0%
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						<p>fluency. On Fridays, grades 3-6 utilizes the released NYSED exam items in order to prepare students for the NYS spring assessment.</p> <p>Museum School 25 continues to implement evidence-based practices, such as, Thinking Maps and Explicit Instruction, which are both aligned to the SIG goals and Receivership Plans.</p> <p>ENL Students receive Title III services in a pull-out program. ENL Teacher provides instruction that incorporates content and language.</p> <p>Objectives in vocabulary, reading, listening and writing. The instruction includes ELL teaching strategies to support all</p>	<p>used throughout the grades.</p> <ul style="list-style-type: none"> Teacher feedback on student work, including 2 achievements and 1 need to improve. Peer Assessment: Students review peer work and give feedback based on rubrics. ELA Practice release questions – weekly. Data analysis of mirrored tasks with online assessments through Castle Learning. 	<p>The Winter Mid-Year DRA Data for, 3-6 2018-2019 indicated that the students demonstrated growth in DRA level:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;"><u>GRADE</u></th> <th style="text-align: center;">Movement 1 or More Levels</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><u>GRADE 3</u></td> <td style="text-align: center;">79%</td> </tr> <tr> <td style="text-align: center;"><u>GRADE 4</u></td> <td style="text-align: center;">76%</td> </tr> <tr> <td style="text-align: center;"><u>GRADE 5</u></td> <td style="text-align: center;">87%</td> </tr> <tr> <td style="text-align: center;"><u>SPECIAL EDUCATION GRADE 6</u></td> <td style="text-align: center;">90%</td> </tr> </tbody> </table>	<u>GRADE</u>	Movement 1 or More Levels	<u>GRADE 3</u>	79%	<u>GRADE 4</u>	76%	<u>GRADE 5</u>	87%	<u>SPECIAL EDUCATION GRADE 6</u>	90%
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					language levels. As outlined in SIG plan.												
#39- 3-6 Math All Students MGP	46.15%	48.15%		yes	<p>The following is being implemented to support student growth and achievement in Math:</p> <p>AIS continues, as was implemented in the 2017-2018 year. AIS is built into the master schedule Mondays, Tuesdays, Thursdays, and Fridays during 8:45 a.m. to 9:45 a.m., utilizing this time for reading fluency (DEAR) and math fluency. On Fridays, grades 3-6 will utilize the released NYSED exam items in order to prepare students for the NYS spring assessment.</p> <p>Museum School 25 continues to implement evidence-based practices, such as, Sum Dog for math fluency.</p>	<p>The following is being implemented to track student progress in Math:</p> <ul style="list-style-type: none"> Engage NY end of unit module assessment Schoolwide, universal math and rubrics used throughout the grades, based on NYS CCLS. Peer Assessment: Students review peer work and give feedback based on rubrics. Math – Sum Dog online math program Data analysis of mirrored tasks with online assessments 	<p>The Fall 2018-2019 Math RIT scores indicated % of students in grades 3-6 on Grade Level as stated in NWEA Map :</p> <p>Fall 2018</p> <table border="1"> <thead> <tr> <th>Fall Math</th> <th>3rd Grade</th> <th>4th Grade</th> <th>5th Grade</th> <th>6th Grade</th> </tr> </thead> <tbody> <tr> <td>On Grade Level</td> <td>15%</td> <td>22%</td> <td>22%</td> <td>0%</td> </tr> </tbody> </table> <p>Winter to Be Tested</p>	Fall Math	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	On Grade Level	15%	22%	22%	0%
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					<p>Teachers are utilizing supplemental materials that are CCLS aligned in addition to the Modules: Go Math, ZEARN (ZEARN - Math is a K-5 math curriculum based on Eureka Math / Engage NY. It has resources for teacher-led and digital instruction), Envisions 2.0.</p> <p>Although these resources were not stated in the original SIG Plan these are research based tools all of which are aligned to the NYS CCLS and approved by District content specialists.</p>	through Castle Learning.	
#2- Plan for and implement Community School Model	CS Rubric	CS Rubric		Yes	<p>Museum School 25 has implemented and continues to implement year 4 of the community school model. There are 8 active partners:</p> <p>The Balance Between</p>	<p>The following is being implemented to continue the development of a Community School Model:</p> <p>CET/School Leadership Team</p>	<p>Increase in family attendance at the Open House PTA meeting, Receivership meeting</p> <p>Family and Community involvement in: Fall Dance, Scholastic Book Fair, First Riders, and Picture Day. Title I and Title III parent workshops, recruited 3 Community Volunteers, Open School Night, Spirit Days.</p>



				<p>ANDRUS Big Brothers and Big Sisters Boy Scouts of America Parent Teacher Association SMILE Dental Hudson River Museum Family Welcome Center Liaison</p> <p>These partners offer services that include:</p> <ul style="list-style-type: none">• Academic strategies and supports and direct academic services to students and teachers• Social and emotional wellness for students and families.• Dental health services,• Extra-curricular enrichment programs via	<p>met to review needs of students and families and to monitor partners' involvement as stakeholders. They also discussed achievement as it pertains to the indicators.</p>	
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					the arts, both performing and visual arts.		
#4 - Student Suspension Rate	13%	10%		Yes	<p>The following is being implemented to support social and emotional developmental health of students. This is addressed through a tiered system of supports. The Assistant Principal meets weekly with PST to address concerns and needs of students:</p> <ul style="list-style-type: none"> • Pupil Support Team Referrals. • Behavior Intervention Plans based on RTI. • Our PST led by our School Psychologist implements Restorative Practices that include prevention plans and goals with follow-up 	<p>The following is being implemented to track Student Suspension Rate:</p> <p>Pupil Support Team meets to review referrals and behavior intervention plans on a weekly basis. Positive Behaviors Intervention Supports (PBIS) is being implemented throughout the building by all staff members. This reinforces positive behaviors in the classroom, hallways, bathrooms, playground, cafeteria, buses, auditorium, etc.</p> <p>Administration follows up with</p>	There were 10 suspensions from October 2018 – January 2019



					<p>meetings for students with behavioral needs. Again, this is keeping in alignment with the expectations of the SIG Plan as they pertain to Student Supports and School Climate.</p> <p>The Psychologist has turn keyed Restorative Practices to classroom teachers and school aides.</p>	<p>parents and support staff to ensure all social, emotional, and academic interventions are in place and being implemented.</p> <p>If warranted, referrals to appropriate organizations are made by administration.</p>					
#9- 3-8 ELA All Students Level 2 & above	39%	45%		Yes	<p>The following is being implemented to support student growth and achievement in ELA:</p> <p>AIS continues as was implemented in the 2017-2018 year. AIS is built into the master schedule Mondays, Tuesdays, Thursdays, and Fridays during 8:45 a.m. to 9:45 a.m., utilizing this time for reading fluency (DEAR) and math fluency. On Fridays, grades 3-6 will utilize the released NYSED</p>	<ul style="list-style-type: none"> • DRA assessment • Journeys weekly and end of unit assessment • Engage NY ELA module incorporated into ELA curriculum • Schoolwide, universal reading and writing rubrics used throughout the grades. • Teacher feedback on 	<p>The Fall 2018-2019 ELA RIT scores in Reading indicated students in grades 3-6 projected proficiency for Spring 2019 NYS ELA Assessment</p> <table border="1" style="width: 100%;"> <tr> <td style="background-color: #f2f2f2;"><u>Grade 3</u></td> </tr> <tr> <td>17.9% will attain Level 2 5.1% will attain Level 3 0% will attain Level 4</td> </tr> <tr> <td style="background-color: #f2f2f2;"><u>Grade 4</u></td> </tr> <tr> <td>33.3% will attain Level 2 5.1% will attain Level 3</td> </tr> </table>	<u>Grade 3</u>	17.9% will attain Level 2 5.1% will attain Level 3 0% will attain Level 4	<u>Grade 4</u>	33.3% will attain Level 2 5.1% will attain Level 3
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#85 Grades 4 and 8 Science All Students Level 3 and above	47%	53%		Yes	Implementation of Mystery Science and establishment of a new science lab. The writing process was practiced during Science instruction.	Science projects and experiments are introduced throughout the year.			<table border="1"> <thead> <tr> <th>Year</th> <th>At or Above Proficiency</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>46.7%</td> </tr> <tr> <td>2018</td> <td>75.6%</td> </tr> </tbody> </table>	Year	At or Above Proficiency	2017	46.7%	2018	75.6%
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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	2018-19 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2018-19 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 18-19 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.



#35- 3-6 ELA Black Students MGP	47.22%	49.22%		Yes	<p>The following is being implemented to support student growth and achievement in ELA:</p> <p>AIS continues, as was implemented in the 2018-2019 year. AIS is built into the master schedule Mondays, Tuesdays, Thursdays, and Fridays during 8:45 a.m. to 9:45 a.m., utilizing this time for reading fluency (DEAR) and math fluency. On Fridays, grades 3-6 will utilize the released NYSED exam items in order to prepare students for the NYS spring assessment.</p> <p>Museum School 25 continues to implement evidence-based practices, such as, Thinking Maps and Explicit Instruction, which are both aligned to the SIG and Receivership Plans.</p> <p>ENL Students receive Title III services in a pull-out program. ENL Teacher provides instruction that incorporates content and</p>	<ul style="list-style-type: none"> • DRA assessment • Journeys weekly and end of unit assessment • Engage NY ELA module incorporated into ELA curriculum • Schoolwide, universal reading and writing rubrics used throughout the grades. • Teacher feedback on student work, including 2 achievements and 1 need to improve. • Peer Assessment: Students review peer work and give feedback based on rubrics. • ELA Practice release questions – weekly. • Data analysis with online assessments 	<p>The Fall 2018-2019 ELA RIT scores in Reading indicated % of African American/Black students in grades 3-6 on Grade Level as stated in NWEA Map :</p> <table border="1" data-bbox="1814 386 2464 610"> <thead> <tr> <th style="color: red;">Blacks - Fall Reading</th> <th>3rd Grade</th> <th>4th Grade</th> <th>5th Grade</th> <th>6th Grade</th> </tr> </thead> <tbody> <tr> <td>On Grade Level</td> <td style="text-align: center;">13%</td> <td style="text-align: center;">21%</td> <td style="text-align: center;">32%</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table> <p>Winter to Be Tested</p> <p>The Fall 2018-2019 ELA RIT scores for African American/Black students in Reading indicated students in grades 3-6 projected proficiency for Spring 2019 NYS ELA Assessment:</p> <table border="1" data-bbox="1814 915 2249 1414"> <tbody> <tr> <td style="background-color: #f2f2f2;"><u>Grade 3</u></td> </tr> <tr> <td>15.8% will attain Level 2 0% will attain Level 3 0% will attain Level 4</td> </tr> <tr> <td style="background-color: #f2f2f2;"><u>Grade 4</u></td> </tr> <tr> <td>31.6% will attain Level 2 0% will attain Level 3 5.3% will attain Level 4</td> </tr> </tbody> </table>	Blacks - Fall Reading	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	On Grade Level	13%	21%	32%	0%	<u>Grade 3</u>	15.8% will attain Level 2 0% will attain Level 3 0% will attain Level 4	<u>Grade 4</u>	31.6% will attain Level 2 0% will attain Level 3 5.3% will attain Level 4
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Black - Fall Math	3 rd Grade	4 th Grade	5 th Grade	6 th Grade																																											
On Grade Level	12%	21%	32%	0%																																											



					<p>Museum School 25 continues to implement evidence-based practices, such as, Sum Dog for math fluency.</p> <p>Teachers are utilizing supplemental materials that are CCLS aligned in addition to the Modules: Go Math, ZEARN, Envisions 2.0</p>	<p>feedback based on rubrics.</p> <ul style="list-style-type: none"> Math – Sum Dog online math program Data analysis with online assessments. 	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #f2f2f2;"><u>Grade 3</u></td> </tr> <tr> <td>15.8% will attain Level 2 5.3% will attain Level 3 0% will attain Level 4</td> </tr> <tr> <td style="background-color: #f2f2f2;"><u>Grade 4</u></td> </tr> <tr> <td>26.3% will attain Level 2 10.5% will attain Level 3 0% will attain Level 4</td> </tr> <tr> <td style="background-color: #f2f2f2;"><u>Grade 5</u></td> </tr> <tr> <td>18.2% will attain Level 2 13.6% will attain Level 3 0.% will attain Level 4</td> </tr> <tr> <td style="background-color: #f2f2f2;"><u>Special Education Grade 6</u></td> </tr> <tr> <td>0% will attain Level 2 0% will attain Level 3 0% will attain Level 4</td> </tr> </table>	<u>Grade 3</u>	15.8% will attain Level 2 5.3% will attain Level 3 0% will attain Level 4	<u>Grade 4</u>	26.3% will attain Level 2 10.5% will attain Level 3 0% will attain Level 4	<u>Grade 5</u>	18.2% will attain Level 2 13.6% will attain Level 3 0.% will attain Level 4	<u>Special Education Grade 6</u>	0% will attain Level 2 0% will attain Level 3 0% will attain Level 4
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<u>Special Education Grade 6</u>															
0% will attain Level 2 0% will attain Level 3 0% will attain Level 4															
#94- Providing 200 Hours of	ELT Rubric	ELT Rubric		Yes	The following is being implemented to complete	The following is being implemented to track ELT:	ELT began in November 2018. As of January 28, 2019 we have completed ELT 91 hours.								



Extended Day Learning Time (ELT)					<p>the 200 necessary ELT hours:</p> <ul style="list-style-type: none">• Teachers recruited for ELT program based on student enrollment.• Transportation is available where needed to ensure an increase in participation of the ELT program.• Saturday School has been implemented since November.• Curriculum is ELA and Math – Tuesday Wednesday ELA and Thursday Math.• Students are assigned based on DRA and NWEA Map Data.• ELA will reinforce skills and phonics• Math will reinforce skills and fluency• Information was shared at all parent meetings.	<p>Assistant Principal runs reports to maintain record of student participation and total hours completed on a monthly basis.</p> <p>Clerical staff contacts parents of absent students.</p>	
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#95- Teacher Attendance	91.30%	92.8%		Yes	<p>The following is being implemented to promote teacher attendance:</p> <p>Support Staff posts monthly teacher attendance percentages to promote sense of community.</p>	<p>The following is being implemented to track Teacher Attendance:</p> <p>Support Staff will track teacher attendance monthly using AESOP report.</p>	School leadership reviews teacher attendance monthly.
#98- Chronic Absenteeism	Y	Chronic Rubric		Yes	<p>The following system continues to be implemented:</p> <p>Teacher outreach to students that are absent more than 2 times within a week. Students who are absent more than 2 times within the week are referred to the Guidance Counselor who then performs outreach. The Guidance Counselor then will assess the reason for excessive absence and refer to proper community school service.</p> <p>The PST Team meets weekly to determine attendance concerns, as well as perfect attendance incentives.</p>	<p>The following system is being implemented to track chronically absent students:</p> <p>The Guidance Counselor tracks student absences weekly, monthly, and quarterly. The Guidance Counselor creates intervention plans for each student who is considered chronically absent and shares them with school administration.</p>	<p>School leadership and Pupil Support Team reviews student attendance monthly.</p> <p>Parents are contacted, if there are still no changes, then Child protective Services (CPS) are notified. To date we have 3.3% of our student population has been identified as chronically absent.</p>



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.
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Part III – Additional Key Strategies – (As applicable)

Key Strategies		
<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).	Status (R/Y/G)	Analysis/Report Out
1. To continue to strengthen partnerships with parents and community stakeholders to support the physical, social and emotional needs of the children in order to prepare them for academic success.		<p>To strengthen our partnerships and community stakeholders we will hold program events and workshops that address family wellness, reinforcing ELA and literacy skills, cultural awareness, safety, and social and emotional well-being. Our community partners include:</p> <p>ANDRUS - continues to support all school staff in managing students with classroom difficulties, provide psycho-education to staff on trauma and increase staff understanding with regard to how this may be interfering with students behaviors and academic abilities, support children in the classroom to participate in class activities when struggling to manage their behaviors, support teachers in referring students who they feel are appropriate to receive services through ANDRUS.</p> <p>Thinking Maps (Balance Between) - Support for the implementation and integration of Thinking Maps into instruction, professional practice, and leadership at Museum School 25. PD focused on utilizing TM to support various leadership functions and moving the TM implementation forward</p> <p>SMILE Dental - Provides dental health services to students and families with routine check-ups at Museum School 25.</p> <p>Family Services of Westchester – Big Brother Big Sister – provides weekly support to students via mentoring, homework help, family guidance, and enriching field trips.</p>



			<p>Hudson River Museum – provides teachers and students in grades Pre-K -2 with interdisciplinary experiences related to art, history, and science. The curriculum includes pre and post visit lessons with a museum educator, docent led tours, and hands on workshops at the museum and classroom instruction with a resident artist.</p> <p>Harambee African Dance - introduces the students to music, dance, and African Drums via enrichment programs after school and on Saturdays.</p> <p>Junior Achievement- JA school programs provided a hands-on learning experience for students in Pre-K-6 grades. The one day event introduced the students to: family, community, government, business, and economics.</p>
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

<p><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 18-19 CET plan and/or the 18-19 CET membership changed, please attach copies of those updated documents to this report.</p>	
Status (R/Y/G)	Analysis/Report Out
	All teachers received a copy of the Receivership Report, Demonstrable Indicators, Self-Reflection, and Quarterly Reports. CET is instrumental in providing input and reviewing all reports before submission. Monthly update on the school's progress is provided at every PTA monthly meeting. Meetings are held on a monthly basis and in some cases twice a month to review required reports and documents.



	The CET is instrumental in the school’s overall decisions, e.g. School Vision and Mission, School Logo, Data review, State Review, surveys, etc. All information is socialized with the entire school body, students, and parents.		
<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		
	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 receiving CSG funds during the 8/1/17 – 6/30/19 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 18-19)	Community-Wide Needs Assessment will be conducted in Spring 18-19
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)	Title I and Title III Parent workshops and training sessions were held. Parent Open House was held. Parent Meetings are held on a weekly basis with PST Team. Monthly PTA meetings
2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients’ native language)	Communication provided to parents, teachers, other school personnel, and community members in the following forms: emails, postings, Class Dojo, memos and translated into recipients’ native language) Families have access to all staff, coordinator and committee members via email, phone, school website



3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee			
Steering Committee (challenges, meetings held, accomplishments)		CET, Data Team, and PD Team meetings were held monthly throughout the year. The committees added schoolwide initiatives to build culture/climate; provided input/feedback to reports	
Feeder School Services (specific services offered and impact)		NA	
Community School Site Coordinator (accomplishments and challenges)		Increased parent visits and participation in school, new tennis and chess partners	
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)		Contracts with Thinking Maps, Hudson River Museum, PD for teachers and admins, ELT	
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)		Planning continues with Medical partner	
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 2017-19 (PSSG, CSG) or 2018-19 (SIG 1003(g) 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:	NA	
SIG:		Contracts with Thinking Maps, Hudson River Museum, PD for teachers and admins, ELT



CSG:		Contracts with Hudson River Museum, Harambee Dance Group, Uptown Classics, Developing the Museum theme, African Dance (teacher and student request), mindfulness and music for students in ELT

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 2018-2019 community engagement team plan and membership.

Name of CET Representative (Print): Nicholas Creazzo

Signature of CET Representative: _____

Date: 1/3/19