

Receivership Schools ONLY

Quarterly Report #3: *January 15, 2018 to April 20, 2018* and Continuation Plan for 2018-19 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website:				
Museum School 25	662300010025	Yonkers City School District	Balance Between (Thinking Maps)	Check which plan below applies:				
				SIG 6			SCEP	
				Cohort: SIG 6				
Model: Innovation Framework-Community School Design								
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	% ELL	% SWD	Total Enrollment
Dr. Edwin M. Quezada	JoAnn DiMaria	Executive Director School Improvement 914-376-8000		Pre-K - 6		15%	18%	307
	Appointment Date: August 2016							

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 a focused effort to improve upon the growth that it achieved in the 2016-2017 academic year.

This includes a priority placed on instructional time allocations for specific purposes. Scheduling allows for a 60 minute AIS period at the start of each day to address formative data points collected. Skills addressed in the first hour of the day are expected to be aligned to the core area instruction delivered subsequently. Fidelity to rigor and pacing of grade level curricula is stressed for all grade levels to ensure current and future growth performances on state instruments.

Thinking Maps remains a focused strategy as the lead partner and ongoing professional development in conjunction with coaching to ensure that teachers' needs are met on a continuum of skillfulness within the framework of resources.

Learner Active/ Technology Infused Classroom (IDE) was a natural solution in our search to create a culture where students take responsibility for their own learning and have a voice in what their work day looks like. Teacher responsibility is to provide opportunities for students to



serve in assistive roles to their peers, sign up for a “mini-lesson” to dispel confusion, manage their own timetables with respect to completion of the work in the context of real world applications.

The instructional team found the value in user-adaptive software to support fluency in both numeracy and literacy to support concept acquisitions. The software includes products such as Flex, Redbird, and First in Math.

Community Partnerships continue to grow in strength. Hudson River Museum has delivered Museum School 25 comprehensive curricula with artists in residence. Our school has achieved the honor of Healthy School of the Month as named by Nepperhan Community Center.

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 School Improvement Grant (SIG) or School Innovation Fund (SIF) 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.

Please note - This document also serves as the Continuation Plan for Receivership schools for the 2018-19 school year. All prompts submitted under the “2018-19 School Year Continuation Plan” heading should directly align with or be adaptations to approved intervention plans (SIG, or SCEP), and must have input from community engagement teams.



Directions for Part 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 third quarter in light of their realized level of implementation and their impact on student learning outcomes. 2018-19 Continuation Plan sections are an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create the framework by which the school transitions from the current year, using its own summary analysis, to the upcoming school year in a manner that represents continuous and comprehensive planning. 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)

LEVEL 1 Indicators																		
Please list the school's Level 1 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.																		
Identify Indicator	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/SIF goals and or key strategies that have supported progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What are the formative data points that are being utilized to assess progress towards the target for this demonstrable improvement indicator?	Based upon the formative data points identified, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.	2018-19 School Year Continuation Plan for Meeting this Indicator										
#1- Priority School makes yearly progress	N/A	Make Progress	<div style="background-color: green; width: 15px; height: 15px; margin: 0 auto;"></div> Green	This is no longer an indicator	-SCEP strategies Use of Thinking Maps Data Informed Instruction	-There have been monthly instructional rounds for every Teacher and Teaching Assistant. The school leaders with District administration have conducted these	The Winter 2018 Map results indicate progress made: <table border="1" style="margin-top: 5px;"> <thead> <tr> <th style="color: red;">Winter Reading</th> <th>3rd Grade</th> <th>4th Grade</th> <th>5th Grade</th> <th>6th Grade</th> </tr> </thead> <tbody> <tr> <td>Made Progress</td> <td>56%</td> <td>80%</td> <td>63%</td> <td>100%</td> </tr> </tbody> </table>	Winter Reading	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	Made Progress	56%	80%	63%	100%	The school will continue with the proven Academic Intervention Strategies in the 2018-2019 school year.
Winter Reading	3 rd Grade	4 th Grade	5 th Grade	6 th Grade														
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				<p>The District's assessment tool is the Measures of Academic Progress (MAP). This is administered in the Fall, Winter, and Spring.</p> <p>-Museum School 25 has adjusted the master schedule for the 2017-2018 school year to afford grade level teachers twice throughout the week to meet, plan collaboratively, analyze and discuss student data.</p> <p>-Teachers meet to collaborate on grade level from 2:20 p.m. – 2:50 p.m. with Literacy Coach, and Title I teacher.</p> <p>-The 4th and 5th grade classes</p>	<p>learning walks and share findings regularly with staff.</p> <p>-School leaders also walk through all classrooms daily to make a presence in the classrooms to provide any additional feedback for teachers to support student achievement.</p> <p>-Literacy and Numeracy Coach holds learning walks as well, to provide staff with additional feedback and support. The Literacy and Numeracy Coach plans within the schedule times to provide feedback with teachers during congruence or voluntarily during teacher planning time.</p>	<table border="1"> <tr> <td>Winter Math</td> <td>3rd Grade</td> <td>4th Grade</td> <td>5th Grade</td> <td>6th Grade</td> </tr> <tr> <td>Made Progress</td> <td>69%</td> <td>76%</td> <td>68%</td> <td>80%</td> </tr> </table>	Winter Math	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	Made Progress	69%	76%	68%	80%	<p>-Museum 25 will continue to use the District's assessment tool (NWEA MAP) in the fall, winter, and spring. In conjunction with the NWEA MAP, we will continue to utilize the Developmental Reading Assessment 2nd Edition.</p> <p>-Museum School 25 will continue to afford grade level partners, along with the Literacy and Numeracy Coach, 2 times a week with a common preparatory period, in order to plan collaboratively and analyze student data.</p> <p>-Museum School 25 Teachers meet with Title 1 Teacher and Literacy and Numeracy Coach 2 times a month from 2:25-2:50pm.</p> <p>-Within grades 3-6, Teaching Assistants will continue to provide small group instruction within the classroom to work on needed skills in ELA and Math, based</p>
Winter Math	3 rd Grade	4 th Grade	5 th Grade	6 th Grade													
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				<p>continue to utilize the Teaching Assistants to provide small group instruction within these classrooms. Teachers are provided ongoing support via the Literacy and Numeracy Coach.</p> <p>-Teaching Assistant along with a team of Aides continue to work with grades K-2 to support phonemic awareness, reading comprehension skills (listening, speaking, reading, and writing) and math foundational skills.</p> <p>-Kindergarten Teachers are given opportunities for professional development aligned to the</p>			<p>on interim assessments.</p> <p>-Museum School 25 Administrative Leaders will continue to facilitate learning walks and share findings regularly with teaching and teaching support staff. These learning walks will allow for Administrative Leaders to ensure that teachers and teacher support staff are implementing the School-Wide Best Instructional Practices with fidelity.</p> <p>-Congruence meetings will continue to be held for grade level teachers and teacher support staff, and administration. These meetings are held in order to review and analyze student data, and plan how to differentiate instructional approaches, and set a goal. These meetings are twice a month. This</p>
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				<p>school-wide initiatives and district roadmaps that are centered on data analysis, Thinking Maps, IDE and student engagement.</p> <p>-AIS continues, as was implemented in the 2016-2017 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 small group instruction by grade level and flexible grouping based on Lexile and MAP scores. Each grade is afforded 1 teacher and 1 support staff.</p> <p>-The Principal has continued to implement ongoing data</p>		<p>is to ensure continued student growth.</p> <p>-The Museum School 25 Literacy and Numeracy Coach, will continue to support teachers and teacher support staff by providing follow-up during congruence meetings and plan to support by modeling the best instructional teaching strategies, and a variety of professional development based on teacher need.</p> <p>-Within K-2, Teaching Assistants and School Aides will work alongside students to support phonemic awareness, reading comprehension, and math fluency.</p> <p>-Academic Intervention Support (AIS) will be built into the master schedule: Monday, Tuesday, Thursdays, and Fridays from 8:45-9:45am. During this instructional block,</p>
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				meetings with teachers to direct flexible grouping and targeted skills instruction.			<p>teachers and AIS teacher support will provide small group instruction by grade level. Students will be provided with remedial instruction and enrichment based on their academic needs in ELA and Math.</p> <p>-The Museum School 25 will continue to provide teachers and teacher support staff with needed professional development which will be identified through Administrative feedback from classroom observations as well as teacher surveys.</p> <p>-Museum School 25 will continue to implement evidence based practices including: Thinking Maps, LATIC IDE, and Explicit Instruction. All three initiatives are aligned to school goals within NYSED Indicators.</p>
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									<p>-Museum School 25 has identified a curriculum committee consisting of: grade band teachers and teacher support staff. During the 2018 summer collaboration, this committee will create a curriculum map that will explicitly include lessons and units. These units will have skills needed in ELA, Math, and list resources for teachers to utilize while planning. The committee will also include Social Studies and Science, listing supplemental materials for teacher use.</p>
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#33- 3-6 ELA All Students MGP	55.2%	47.94		<p>The following is being implemented to support student growth and achievement in ELA:</p> <p>-In the 2017-2018 school year, AIS allocation was expanded to a full hour Monday, Tuesday, Thursday and Friday. Two days per week are dedicated to ELA. This time is being utilized for small group instruction by grade level and flexible grouping based on Lexile and MAP scores. Groups are flexible across grade level homerooms. Each grade is</p>	<p>The following is being implemented to track student progress in ELA:</p> <p>-DRA assessment -Journeys weekly and end of unit assessment -Engage NY ELA module incorporated into ELA curriculum -School-wide, universal reading and writing rubrics used throughout the grades. -Teacher feedback on student work, including 2 achievements and 1 need to improve (glows and grow). -Peer Assessment: Students review peer work and give feedback based on rubrics.</p>	<p>Winter MAP grades 3-6 2017-2018 ELA RIT scores in Reading students were considered on-target (based on Normed RIT):</p> <table border="1" data-bbox="1572 641 2118 841"> <thead> <tr> <th>Winter Reading</th> <th>3rd Grade</th> <th>4th Grade</th> <th>5th Grade</th> <th>6th Grade</th> </tr> </thead> <tbody> <tr> <td>On Target</td> <td>18%</td> <td>22%</td> <td>22%</td> <td>0%</td> </tr> </tbody> </table>	Winter Reading	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	On Target	18%	22%	22%	0%	<p>The school will continue using data to drive instruction in 2018-2019, and will focus on using specific strategies outlined below:</p> <p>-Museum School will continue to implement The Best Instructional Practices that include:</p> <ol style="list-style-type: none"> 1. School-Wide/Universal 2 Point NYSED Reading Comprehension Rubric and 4 Point NYSED Writing Rubric. 2. School-Wide/Universal Writing Rubrics in, Narrative, Expository, and Opinion/Argumentative. 3. School-Wide/Universal Writing Process instructional practice. 4. School-Wide/Universal grading policy that aligns to
Winter Reading	3 rd Grade	4 th Grade	5 th Grade	6 th Grade													
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				<p>afforded 1 teacher and 1 support staff. AIS is not held on Wednesdays due to Teacher Professional Development.</p> <p>-Museum School 25 continues to implement evidence-based practices, such as, Thinking Maps, and Explicit Instruction, as well as beginning to implement the Learner Active Technology Infused Classroom, which are both aligned to the SIG and Receivership Plans.</p> <p>-These practices include data-driven instruction derived from an assessment</p>	<p>-Implementation of Skills Navigator (NWEA MAP) providing activities aligned to most current MAP assessment data.</p> <p>-Data analysis with online assessments though:</p> <ul style="list-style-type: none"> ○ Skills Navigator <p>-Flex ELA intervention software</p>		<p>NYSED State Exam Grading Scale.</p> <p>5. Teacher actionable feedback with the use of 2 glows (2 achievements) and 1 grow (1 needed improvement.)</p> <p>-Title 1 will continue to provide supplemental services to students in grades 3-6, who are identified based on student reading achievement on NWEA MAP, NYSED ELA Exam, and classroom ELA assessments. Services are delivered both using a push-in and pull-out instructional model. Lessons are developed to reinforce reading comprehension skills and strategies using supplemental materials such as: Learning AZ, Read 180, and NEWSOLA.</p> <p>-Title 3 ENL Services will continue to provide language and content support to students in grades k-6. Students</p>
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				<p>framework, which includes data analysis and targeted planning for teaching and re-teaching in professional learning communities.</p> <p>-Students receive Tier II and III academic support through Academic Intervention Services (AIS) and targeted intensive instruction through the use on-line intervention programs NWEA Skills Navigator as a classroom learning center.</p> <p>-ENL students receive language and content skills support through Title III pull-out program.</p>		<p>are grouped within bands and subgroups based on language ability in all modalities. Program is a pull-out model that incorporates a curriculum to support students in the ability to access grade level standards. Teacher utilizes supplemental material such as: NEWSELA, Learning AZ, and a variety of online language supports.</p> <p>-The Museum School 25 Literacy and Numeracy Coach, will continue to support teachers and teacher support staff by providing follow-up during congruence meetings and plan to support by modeling the best instructional teaching strategies specific to ELA, and a variety of professional development based on teacher need.</p> <p>-Museum School 25 will continue to utilize</p>
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				<p>-The ENL Teacher provides students with supplementary support that builds students reading comprehension skills through the use of Learning A-Z and NEWSELA.</p>			<p>NWEA MAP RIT Scores, DRA Data, and Journey's ELA Assessments, and EngageNY Modular Assessments, and all reading and writing rubrics to guide instructional grouping of students and planning of material. Online supplemental support will continue to be implemented as a classroom center.</p> <p>-Online programs include: FLEX Literacy, which is an adaptive program that adjusts to students' academic needs in ELA.</p>
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<p>#39- 3-6 Math All Students MGP</p>	<p>61.55%</p>	<p>48.15</p>		<p>Yes</p>	<p>The following is being implemented to support student growth and achievement in Math: -In the 2017-2018 school year, AIS allocation was expanded to a full hour Monday, Tuesday, Thursday and Friday. Two days per week are dedicated to Math. This time is being utilized for small group instruction by grade level and flexible grouping based on Lexile and MAP scores. Each grade is afforded 1 teacher and 1 support staff. AIS is not on Wednesdays due to Teacher</p>	<p>The following is being implemented to track student progress in Math: -Engage NY end of unit module assessment -School-wide, universal math and rubrics used throughout the grades, based on NYS CCLS. -Peer Assessment: Students review peer work and give feedback based on rubrics. -Data analysis with online assessments though: o Skills Navigator -First in Math -Redbird intervention software</p>	<p>Winter MAP grades 3-6 2017-2018 ELA RIT scores in Math students were considered on-target (based on Normed RIT):</p> <table border="1" data-bbox="1572 565 2104 771"> <thead> <tr> <th>Winter Math</th> <th>3rd Grade</th> <th>4th Grade</th> <th>5th Grade</th> <th>6th Grade</th> </tr> </thead> <tbody> <tr> <td>On Target</td> <td>22%</td> <td>22%</td> <td>13%</td> <td>0%</td> </tr> </tbody> </table>	Winter Math	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	On Target	22%	22%	13%	0%	<p>The school will continue using data to drive instruction in 2018-2019, and will focus on using specific strategies outlined below: -Museum School will continue to implement The Best Instructional Practices that include: 1. School-Wide/Universal Math rubrics. They are 2 and 3 point rubrics that are aligned to the NYSED Exams. 2. School-Wide Instructional Strategy for Problem Solving: RDW Tree Map with CUBES. (Circle, Underline, Box, Evaluate, Solve.) 3. School-Wide/Universal grading policy that aligns to NYSED State Exam Grading Scale.</p>
Winter Math	3 rd Grade	4 th Grade	5 th Grade	6 th Grade														
On Target	22%	22%	13%	0%														



				<p>Professional Development.</p> <p>-Museum School 25 continues to implement evidence-based practices, such as, Thinking Maps, and Explicit Instruction, as well as beginning to implement the Learner Active Technology Infused Classroom, which are both aligned to the SIG and Receivership Plans.</p> <p>-These practices include data-driven instruction derived from an assessment framework, which includes data analysis and targeted planning for teaching and re-teaching in</p>			<p>4. Teacher actionable feedback with the use of 2 glows (2 achievements) and 1 grow (1 needed improvement.)</p> <p>-The Museum School 25 Literacy and Numeracy Coach, will continue to support teachers and teacher support staff by providing follow-up during congruence meetings and plan to support by modeling the best instructional teaching strategies specific to Math, and a variety of professional development based on teacher need.</p> <p>-Museum School 25 will continue to utilize NWEA MAP RIT Scores, EngageNY Modular Assessments, and all math rubrics to guide instructional grouping of students and planning of material. Online supplemental support will continue to be</p>
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				<p>professional learning communities.</p> <p>-Students receive Tier II and III academic support through Academic Intervention Services (AIS) and targeted intensive instruction through the use on-line intervention programs NWEA Skills Navigator as a classroom learning center.</p>			<p>implemented as a classroom center.</p> <p>-Online programs include: Redbird, which is an adaptive program that adjusts to students' academic needs in Math, and First in Math, which works on mathematical fluency skills.</p>
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<p>#2- Plan for and implement Community School Model</p>	<p>CS Rubric</p>	<p>CS Rubric</p>		<p>Yes</p>	<p>Museum School 25 has implemented and continues to implement year 3 of the community school model. There are 15 active partners:</p> <ol style="list-style-type: none"> 1. The Balance Between 2. Hudson River Museum 3. Riverside High School Junior Achievement 4. IDE 5. Teachers College 6. Nepperhan Community Center 7. ANDRUS 8. SMILE Dental 9. Big Brothers Big Sisters 10. Cluster 11. Boy Scouts of America 12. Harambee Dance 13. Uptown Classics 	<p>The following is being implemented to Community School Model: -CET/School Leadership Team met to review needs of students and families and to monitor partner's involvement as stakeholders as well as discussed achievement of the indicators in the 16-17 school year.</p>	<p style="text-align: center;"><u>Community Engagement</u></p> <p>Increase in family attendance at the Open House, PTA meeting, Receivership meeting</p> <p>Family and Community involvement in the Million Dad March</p> <p style="text-align: center;"><u>Health and Wellness</u></p> <p>'Fresh Fruit Fridays' will begin February 2, 2018. Families will be given a flyer, asking that they have their child bring in a piece of fresh fruit for snack. Brain Breaks will be implemented as a school wide practice to refocus students and get them engage in movement. Mobile Health Unit from HRHC will visit 1 time a month to offer families medical screenings. 'Walk with Us Wednesdays' will begin February 7, 2018, encouraging classes to get up and walk the hallway, to motivate students. Cornell University Eat Smart New York provided healthy eating workshops to all students in Grades K-6. Mindfulness in daily Physical Education class Brain Breaks during classroom instruction Yoga instruction/Mindfulness– K-2 grades Pedometer program - students wear pedometers and write reflections about how wearing the pedometers are motivating them to exercise more.</p>	<p>The School will continue with the Community Partners, Community Engagement Team, and Family Welcome Center all in an effort to sustain what is in place.</p> <p>The initiatives to be continued in 2018-2019 include:</p> <ul style="list-style-type: none"> -SMILE Dental -Family Nights -Community Service Awards -Student of the Month -Annual Fun Day -Title 3 and Title I Parent Workshops that bilingual and introduce and explain school-wide curriculum -Cluster - (social and mental wellness) -Health and Wellness Initiatives: <ul style="list-style-type: none"> o Fresh Fruit Fridays o Brain Breaks o Walk with us Wednesdays -Field Day -USTA Tennis program that we will bring to
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				<p>14. Interactive Health</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 the arts, both physical and visual arts. 		<p>Fitness-Gram for our 4th and 5th graders</p> <p>Good Health Pledge – created and recited</p> <p>Every Kid Healthy Week - events every day during the week</p> <p>School Culture and Climate Initiatives</p> <ul style="list-style-type: none"> -Student-created Mother’s and Father’s Day greeting cards -Bicycles for students who attend Saturday -Field Day -Student of the Month assemblies -FUN Day for all of our Student of the Month candidates -Game-On Grant application -Once a month birthday parties with healthy choices -Harambee Dance after school and on Saturdays 	<p>Museum 25 next school year</p> <ul style="list-style-type: none"> -Family Nights -Student Galas which will be a demonstration of partnership practice in the Arts. (Harambee, HRM, and Uptown Classics) -Numerous field trips opened up to parents that include: Hudson River Museum, Glenview River House, Riverside HS for Earth Day/river ecosystem analysis, and 5/6 Grade senior class trips, Applebees Kitchen Tour for Healthy Choices. -Fundraising in conjunction with PTA to create fundraisers with healthy choice snacks. CET Committee will reach out to the community to collect resources. -Continue with activities under the a SCCSC – School Climate Culture Safety Committee -Open House which invites parents and guardians to become familiar with school
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								<p>staff, curriculum, and school-wide initiatives</p> <ul style="list-style-type: none">-Quarterly Partner Meetings that evaluate school-wide goals and how they are being achieved.-Pajamas and backpack distribution-Scholastic Book Fair-Thanksgiving Food distribution for families in need-Hold Data and CET meetings in conjunction with PTA to review educational strategies, student progress, and school-wide data.-YFT family assistance with eye care, working with Raymond's Opticians in Yonkers (15-20 families allotted)-Family Welcome Center liaison will continue to create outreach to families that are displaced due to tragedy and refer families to the numerous resources available at the Yonkers hub, the Vive program.
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#4 - Student Suspension Rate	8.10%	N/A		Yes	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 with PST to address concerns and needs of students: -Pupil Support Team Referrals. -Behavior Intervention Plans based on RTI, FBA and BIP -Restorative Practices that	The following is being implemented to track Student Suspension Rate: -Pupil Support Team meet to review referrals and behavior intervention plans on a monthly basis.	Decrease in suspension of students for the reporting period as compared to Spring 2017: <table border="1" data-bbox="1572 787 2155 860"> <tr> <td><u>Spring 2017</u></td> <td><u>Spring 2018</u></td> </tr> <tr> <td>8.3%</td> <td>5.8%</td> </tr> </table>	<u>Spring 2017</u>	<u>Spring 2018</u>	8.3%	5.8%	-Museum School 25 will continue to implement Responsive Classroom Instruction and PBIS strategies to decrease suspensions while improving student achievement and behavior: -Museum School 25 will create a PBIS Committee along with Spirit Committee to combine these 2 committees whom will create a system of Merit. Merit System will include: -Award system for students displaying positive behaviors -Teaching staff and support staff will be
<u>Spring 2017</u>	<u>Spring 2018</u>											
8.3%	5.8%											



				<p>include prevention plans and goals with follow-up meetings for students with behavioral needs. These will include a team of professionals: Teacher, PST, and Administration. Andrus and CLUSTER, Agencies have on-site clinics to offer services within the school.</p>		<p>able to volunteer time during lunch to monitor the Merit System Store -Merit System Store will have a menu of items that will be created by student wants/needs -Assembly in September to introduce this new system to students and staff.</p> <p>-Pupil Support Team will continue to meet monthly to review behavior referrals and behavior plans on a monthly basis.PST will create a Restorative Practice Liaison/Key Person who will be Guidance Counselor in the event of a needed Restorative Circle. -Music Therapy will continue for selected K-2 Students.</p>
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#9- 3-8 ELA All Students Level 2 & above	41%	44.8%		Yes	<p>The following is being implemented to support student growth and achievement in ELA:</p> <ul style="list-style-type: none"> -Teachers are continuing to track student progress and providing support through AIS collaborative co-teaching, small group instruction, with ongoing changes to flexible groups in accordance with data shift finding after school wide assessments. -70 minute blocks designated for ELA. 	<p>The following is being implemented to track student progress in ELA:</p> <ul style="list-style-type: none"> -All teachers in grades 3-6 are monitoring their students' progress through MAP assessment data. -All teachers in grades k-6 are monitoring their students' progress 3 times a year through DRA data. This will be given in the fall, winter, and spring. -Students are starting to track their own progress in order to reach their grade level reading goal through the use of data walls. 	<p>The Fall 2017 Map results indicated the following proficiency on the Spring 2018 State Assessments.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>Reading:</u></td> </tr> <tr> <td style="text-align: center;"><u>Grade 3</u></td> </tr> <tr> <td>31.3% will attain Level 2 6.3% will attain Level 3 0% will attain Level 4</td> </tr> <tr> <td style="text-align: center;"><u>Grade 4</u></td> </tr> <tr> <td>22.2% will attain Level 2 8.9% will attain Level 3 0% will attain Level 4</td> </tr> <tr> <td style="text-align: center;"><u>Grade 5</u></td> </tr> <tr> <td>16.1% will attain Level 2 12.9% will attain Level 3 0% will attain Level 4</td> </tr> </table>	<u>Reading:</u>	<u>Grade 3</u>	31.3% will attain Level 2 6.3% will attain Level 3 0% will attain Level 4	<u>Grade 4</u>	22.2% will attain Level 2 8.9% will attain Level 3 0% will attain Level 4	<u>Grade 5</u>	16.1% will attain Level 2 12.9% will attain Level 3 0% will attain Level 4	<p>The school will continue using data to drive instruction in 2018-2019, and will focus on using specific strategies outlined below:</p> <ul style="list-style-type: none"> -Museum School will continue to implement The Best Instructional Practices that include: <ol style="list-style-type: none"> 1. School-Wide/Universal 2 Point NYSED Reading Comprehension Rubric and 4 Point NYSED Writing Rubric. 2. School-Wide/Universal Writing Rubrics in, Narrative, Expository, and Opinion/Argumentative. 3. School-Wide/Universal Writing Process instructional practice.
<u>Reading:</u>															
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<u>Grade 4</u>															
22.2% will attain Level 2 8.9% will attain Level 3 0% will attain Level 4															
<u>Grade 5</u>															
16.1% will attain Level 2 12.9% will attain Level 3 0% will attain Level 4															



				<p>-Learning Active Technology Infused Classroom strategies that incorporate problem-based learning. This includes all content including ELA.</p> <p>-Implementation of Skills Navigator (NWEA MAP)</p> <p>-Students that were on the cusp of reaching a level 2 on NYS ELA exam are identified and targeted to participate in Extended Day Instruction.</p> <p>-Students that were identified as being on the cusp of achieving a Level 2 are identified and grouped utilizing differentiation of instruction to meet</p>	<p>-Journeys weekly and end of unit assessment.</p> <p>-Engage NY ELA module incorporated into ELA curriculum.</p> <p>-School-wide, universal reading and writing rubrics used throughout the grades, based on NYS CCLS.</p> <p>-Teacher feedback on student work, including 2 achievements and 1 need to improve.</p> <p>-Peer Assessment: Students review peer work and give feedback based on rubrics.</p> <p>-Data analysis with online assessments though:</p> <ul style="list-style-type: none"> o Skills Navigator 	<table border="1"> <tr> <td style="text-align: center;"> <p><u>Special Education</u> <u>Grade 6</u></p> </td> </tr> <tr> <td> <p>0% will attain Level 2</p> <p>0% will attain Level 3</p> <p>0% will attain Level 4</p> </td> </tr> </table>	<p><u>Special Education</u> <u>Grade 6</u></p>	<p>0% will attain Level 2</p> <p>0% will attain Level 3</p> <p>0% will attain Level 4</p>	<p>4 .School-Wide/Universal grading policy that aligns to NYSED State Exam Grading Scale.</p> <p>5. Teacher actionable feedback with the use of 2 glows (2 achievements) and 1 grow (1 needed improvement.)</p> <p>-Title 1will continue to provide supplemental services to students in grades 3-6, who are identified based on student reading achievement on NWEA MAP, NYSED ELA Exam, and classroom ELA assessments. Services are delivered both using a push-in and pull-out instructional model. Lessons are developed to reinforce reading comprehension skills and strategies using supplemental materials such as: Learning AZ, Read 180, and NEWSELA.</p>
<p><u>Special Education</u> <u>Grade 6</u></p>									
<p>0% will attain Level 2</p> <p>0% will attain Level 3</p> <p>0% will attain Level 4</p>									



				<p>the needs within the classroom. Administration and support staff held additional training for teachers in:</p> <ul style="list-style-type: none">-Differentiation of instruction and student tasks-Reading and writing response instructional strategies			<p>-Title 3 ENL Services will continue to provide language and content support to students in grades k-6. Students are grouped within bands and subgroups based on language ability in all modalities. Program is a pull-out model that incorporates a curriculum to support students in the ability to access grade level standards. Teacher utilizes supplemental material such as: NEWSELA, Learning AZ, and a variety of online language supports.</p> <p>-The Museum School 25 Literacy and Numeracy Coach, will continue to support teachers and teacher support staff by providing follow-up during congruence meetings and plan to support by modeling the best instructional teaching strategies specific to ELA, and a variety of professional</p>
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								<p>development based on teacher need.</p> <p>-Museum School 25 will continue to utilize NWEA MAP RIT Scores, DRA Data, and Journey’s ELA Assessments, and EngageNY Modular Assessments, and all reading and writing rubrics to guide instructional grouping of students and planning of material. Online supplemental support will continue to be implemented as a classroom center. Online programs include: FLEX Literacy, which is an adaptive program that adjusts to students’ academic needs in ELA.</p> <p>-Classroom groups will continue to be designed to target students based on their academic needs. Groups are engaging in activities to support academic growth in all levels.</p>
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#15 - 3-8 Math All Students Level 2 & above	38%	33%		Yes	<p>The following is being implemented to support student growth and achievement in Math:</p> <ul style="list-style-type: none"> -Teachers are continuing to track student progress and providing support through AIS collaborative co-teaching, small group instruction, with ongoing changes to flexible groups in accordance with data shift finding after school wide assessments. 	<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 -School-wide, universal math and rubrics used throughout the grades, based on NYS CCLS. -Peer Assessment: Students review peer work and give feedback based on rubrics. -Data analysis with online assessments though: 	<p>The Fall 2017 Map results indicated the following proficiency on the Spring 2018 State Assessments.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="text-align: center;">Math</th> </tr> <tr> <th colspan="2" style="text-align: center;"><u>Grade 3</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">29.8%</td> <td style="text-align: center;">will attain Level 2</td> </tr> <tr> <td style="text-align: center;">8.5%</td> <td style="text-align: center;">will attain Level 3</td> </tr> <tr> <td style="text-align: center;">4.3%</td> <td style="text-align: center;">will attain Level 4</td> </tr> <tr> <th colspan="2" style="text-align: center;"><u>Grade 4</u></th> </tr> <tr> <td style="text-align: center;">29.3%</td> <td style="text-align: center;">will attain Level 2</td> </tr> <tr> <td style="text-align: center;">9.8%</td> <td style="text-align: center;">will attain Level 3</td> </tr> <tr> <td style="text-align: center;">0%</td> <td style="text-align: center;">will attain Level 4</td> </tr> <tr> <th colspan="2" style="text-align: center;"><u>Grade 5</u></th> </tr> </tbody> </table>	Math		<u>Grade 3</u>		29.8%	will attain Level 2	8.5%	will attain Level 3	4.3%	will attain Level 4	<u>Grade 4</u>		29.3%	will attain Level 2	9.8%	will attain Level 3	0%	will attain Level 4	<u>Grade 5</u>		<p>The school will continue using data to drive instruction in 2018-2019, and will focus on using specific strategies outlined below:</p> <ul style="list-style-type: none"> -Museum School will continue to implement The Best Instructional Practices that include: <ol style="list-style-type: none"> 1. School-Wide/Universal Math rubrics. They are 2 and 3 point rubrics that are aligned to the NYSED Exams. 2. School-Wide Instructional Strategy for Problem Solving: RDW Tree Map with CUBES. (Circle, Underline, Box, Evaluate, Solve.)
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				<p>-70 minute blocks designated for Math.</p> <p>-Learning Active Technology Infused Classroom strategies that incorporate problem-based learning. This includes all content including Math.</p> <p>-Implementation of Skills Navigator (NWEA MAP)</p> <p>-Students that were on the cusp of reaching a level 2 on NYS Math exam are identified and targeted to participate in Extended Day Instruction.</p> <p>-Students that were identified as being on the cusp of achieving a Level 2 are identified and</p>	<ul style="list-style-type: none"> ○ Skills Navigator <p>-First in Math (fluency)</p> <p>-Redbird intervention software</p>	<p>12.9% will attain Level 2</p> <p>3.2% will attain Level 3</p> <p>0% will attain Level 4</p> <p style="text-align: center;"><u>Special Education</u> <u>Grade 6</u></p> <p>0% will attain Level 2</p> <p>0% will attain Level 3</p> <p>0% will attain Level 4</p>	<p>3. School-Wide/Universal grading policy that aligns to NYSED State Exam Grading Scale.</p> <p>4. Teacher actionable feedback with the use of 2 glows (2 achievements) and 1 grow (1 needed improvement.)</p> <p>-The Museum School 25 Literacy and Numeracy Coach, will continue to support teachers and teacher support staff by providing follow-up during congruence meetings and plan to support by modeling the best instructional teaching strategies specific to Math, and a variety of professional development based on teacher need.</p> <p>-Museum School 25 will continue to utilize NWEA MAP RIT Scores, EngageNY Modular Assessments, and all math rubrics to guide instructional</p>
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				grouped utilizing differentiation of instruction to meet the needs within the classroom.			<p>grouping of students and planning of material. Online supplemental support will continue to be implemented as a classroom center. - Online programs include: Redbird, which is an adaptive program that adjusts to students' academic needs in Math, and First in Math, which works on mathematical fluency skills.</p> <p>-Classroom groups will continue to be designed to target students based on their academic needs. Groups are engaging in activities to support academic growth in all levels.</p>
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#85 Grades 4 and 8 Science All Students Level 3 and above	47%	53%		Yes	The 4 th grade teachers are using Mystery Science and augmenting it with practical and hands-on lab experience.	Data Team will compare the results from 2017 science exam to the 2017 ELA exam to determine if there correlation between results. 4 th grade teachers are trying to correlate the standards from Mystery Science (National Level) with NYS standards to ensure all skills are addressed.	The school will continue using data to drive instruction in 2018-2019, and will focus on using specific strategies outlined below: -Museum School 25 will continue to utilize the District’s program pilot, Mystery Science that aligns to the National Science Standards. It also offers direct links to additional resources such as: Learning AZ, Read Works, and NEWSELA. In addition classroom teachers use supplemental materials that include: Scholastic News: Science Spin, McGraw Hill Science Textbook, and Barron’s



									NYS Grade 4 Elementary Level Workbook, and Measuring Up. -Museum School 25 will incorporate these supplemental materials in the 2018-2019 curriculum map.
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)

LEVEL 2 Indicators																							
Please list the school’s Level 2 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.																							
Identify Indicator	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG/SIF goals and or key strategies which have supported progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What are the formative data points that are being utilized to assess progress towards the target for this demonstrable improvement indicator?	Based upon the formative data points identified, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.	2018-19 School Year Continuation Plan for Meeting this Indicator															
#35- 3-6 ELA Black Students MGP	55.08%	49.22%		Yes	<p>The following is being implemented to support student growth and achievement in ELA:</p> <p>-In the 2017-2018 school year, AIS allocation was expanded to a full hour Monday, Tuesday, Thursday and Friday. Two days per week are dedicated to ELA.</p>	<p>The following is being implemented to track student progress in ELA:</p> <p>-DRA assessment -Journeys weekly and end of unit assessment -Engage NY ELA module incorporated into ELA curriculum school-wide, universal reading and writing rubrics</p>	<p>Based on the Winter 2018 MAP the following indicates progress made and the students on target (based on RIT Norm) for Black Students in Reading:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="background-color: #f4cccc;">Winter Reading</td> <td>3rd Grade</td> <td>4th Grade</td> <td>5th Grade</td> <td>6th Grade</td> </tr> <tr> <td>Made Progress</td> <td>50%</td> <td>86%</td> <td>56%</td> <td>0%</td> </tr> </table> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="background-color: #f4cccc;">Winter Reading</td> <td>3rd Grade</td> <td>4th Grade</td> <td>5th Grade</td> <td>6th Grade</td> </tr> </table>	Winter Reading	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	Made Progress	50%	86%	56%	0%	Winter Reading	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	<p>The school will continue using data to drive instruction in 2018-2019, and will focus on using specific strategies outlined below:</p> <p>-Museum School will continue to implement The Best Instructional Practices that include:</p> <ol style="list-style-type: none"> School-Wide/Universal 2 Point NYSED Reading Comprehension Rubric
Winter Reading	3 rd Grade	4 th Grade	5 th Grade	6 th Grade																			
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				<p>This time is being utilized for small group instruction by grade level and flexible grouping based on Lexile and MAP scores. Each grade is afforded 1 teacher and 1 support staff. AIS is not on Wednesdays due to Teacher Professional Development.</p> <p>-Teachers are continuing to track student progress and providing support through AIS collaborative co-teaching, small group instruction, with ongoing changes to flexible groups in accordance with data shift finding after school wide assessments.</p> <p>-Learner Active Technology Infused Classroom strategies that incorporate problem-based learning. This includes all content including Math.</p>	<p>used throughout the grades.</p> <p>-Teacher feedback on student work, including 2 achievements and 1 need to improve.</p> <p>-Peer Assessment: Students review peer work and give feedback based on rubrics.</p> <p>-Implementation of Skills Navigator (NWEA MAP)</p> <p>-Data analysis with online assessments though:</p> <ul style="list-style-type: none"> ○ Skills Navigator <p>-Flex ELA intervention software</p>	<table border="1"> <tr> <td>On Target</td> <td>27%</td> <td>32%</td> <td>25%</td> <td>0%</td> </tr> </table>	On Target	27%	32%	25%	0%	<p>and 4 Point NYSED Writing Rubric.</p> <p>2. School-Wide/Universal Writing Rubrics in, Narrative, Expository, and Opinion/Argumentative.</p> <p>3. School-Wide/Universal Writing Process instructional practice.</p> <p>4 .School-Wide/Universal grading policy that aligns to NYSED State Exam Grading Scale.</p> <p>5. Teacher actionable feedback with the use of 2 glows (2 achievements) and 1 grow (1 needed improvement.)</p> <p>-Title 1 will continue to provide supplemental services to students in grades 3-6, who are identified based on student reading achievement on NWEA MAP, NYSED ELA Exam, and classroom ELA assessments. Services are delivered both using a push-in and pull-out</p>
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				Implementation of Skills Navigator (NWEA MAP)			<p>instructional model. Lessons are developed to reinforce reading comprehension skills and strategies using supplemental materials such as: Learning AZ, Read 180, and NEWSLA.</p> <p>-Title 3 ENL Services will continue to provide language and content support to students in grades k-6. Students are grouped within bands and subgroups based on language ability in all modalities. Program is a pull-out model that incorporates a curriculum to support students in the ability to access grade level standards. Teacher utilizes supplemental material such as: NEWSLA, Learning AZ, and a variety of online language supports.</p> <p>-The Museum School 25 Literacy and Numeracy Coach, will continue to support</p>
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								<p>teachers and teacher support staff by providing follow-up during congruence meetings and plan to support by modeling the best instructional teaching strategies specific to ELA, and a variety of professional development based on teacher need.</p> <p>-Museum School 25 will continue to utilize NWEA MAP RIT Scores, DRA Data, and Journey's ELA Assessments, and EngageNY Modular Assessments, and all reading and writing rubrics to guide instructional grouping of students and planning of material. Online supplemental support will continue to be implemented as a classroom center. Online programs include: FLEX Literacy, which is an adaptive program that adjusts to students' academic needs in ELA.</p>
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									-Classroom groups will continue to be designed to target students based on their academic needs. Groups are engaging in activities to support academic growth in all levels.																				
#41-3-6 Math Black Students MGP	59.78%	47.87%		Yes	The following is being implemented to support student growth and achievement in Math: -In the 2017-2018 school year, AIS allocation was expanded to a full hour Monday, Tuesday, Thursday and Friday. Two days per week are dedicated to Math. This time is being utilized for small group instruction by grade level and flexible grouping based on Lexile and MAP scores. Each grade is afforded 1 teacher and 1 support	The following is being implemented to track student progress in Math: -Engage NY end of unit module assessment -School-wide, universal math and rubrics used throughout the grades, based on NYS CCLS. • Peer Assessment: Students review peer work and give feedback based on rubrics.	Based on the Winter 2018 MAP the following indicates progress made and the students on target (based on RIT Norm) for Black Students in Math :	<table border="1"> <tr> <td>Winter Math</td> <td>3rd Grade</td> <td>4th Grade</td> <td>5th Grade</td> <td>6th Grade</td> </tr> <tr> <td>Made Progress</td> <td>57%</td> <td>91%</td> <td>69%</td> <td>100%</td> </tr> </table> <table border="1"> <tr> <td>Winter Math</td> <td>3rd Grade</td> <td>4th Grade</td> <td>5th Grade</td> <td>6th Grade</td> </tr> <tr> <td>On Target</td> <td>22%</td> <td>32%</td> <td>25%</td> <td>0%</td> </tr> </table>	Winter Math	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	Made Progress	57%	91%	69%	100%	Winter Math	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	On Target	22%	32%	25%	0%	The school will continue using data to drive instruction in 2018-2019, and will focus on using specific strategies outlined below: -Museum School will continue to implement The Best Instructional Practices that include: 1. School-Wide/Universal Math rubrics. They are 2 and 3 point rubrics that are aligned to the NYSED Exams. 2. School-Wide Instructional Strategy for Problem Solving: RDW Tree Map with CUBES. (Circle,
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								<p>and all math rubrics to guide instructional grouping of students and planning of material. Online supplemental support will continue to be implemented as a classroom center. - Online programs include: Redbird, which is an adaptive program that adjusts to students' academic needs in Math, and First in Math, which works on mathematical fluency skills.</p> <p>-Classroom groups will continue to be designed to target students based on their academic needs. Groups are engaging in activities to support academic growth in all levels.</p>
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<p>#94- Providing 200 Hours of Extended Day Learning Time (ELT)</p>	<p>ELT Rubric</p>	<p>ELT Rubric</p>		<p>Yes</p>	<p>The following is being implemented to complete the 200 necessary ELT hours: -Teachers recruited for ELT program based on student enrollment. -Transportation is available where needed to ensure an increase in participation of the ELT program. -Plans are made for vacation and Saturday school. -Curriculum is based on the iReady Program. -Information was shared at all parent meetings re: ELT -There are currently 125 students enrolled in After School ELT, which is more than 50% of the students in targeted grades (1-6). -After School ELT is held Tuesdays, Wednesdays and Thursdays from 3:15 – 5:00 for students in grades 1-6</p>	<p>The following is being implemented to track ELT: -School Improvement Manager runs reports to maintain record of student participation and total hours completed on a monthly basis.</p>	<p>School administration and staff have actively promoted ELT for both After School and Saturday Academy. Students gave input on program choices. Enrichment is provided in both After School and Saturday Academy. Enrichment includes an introduction to visual as well as musical and performing arts. Games requiring strategy and math skills have been introduced.</p>	<p>Museum School 25 will continue to provide ELT, Saturday and Holiday programs -The programs will begin on or around Mid-October. The focus is and will continue to be academically driven with an emphasis on literacy and building math skills. -Saturday NYS Test Prep -As recipients of the Learning Through Technology grant (LTG) – we will be able to fully transition to a STEAM school with the assistance of instructional technology in the classrooms. Students will be introduced to engineering and coding concepts. -Continue implementing a Museum School Model through Hudson River Museum partnership.</p>
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					-In Saturday Academy there are 75 students enrolled. Saturday Academy is held from 9:00 – 1:00 for students in grades 1-6.			
#95-Teacher Attendance	95.00%	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: Support Staff will track teacher attendance monthly using AESOP report.</p>	<p>School leadership and CET review teacher attendance monthly.</p> <p>Current Average Teacher Attendance is 97.7%</p>	<p>Museum School 25 Administration encourages teachers to report to work on time every day, the following support will remain in place:</p> <ul style="list-style-type: none"> -Administration will continue to conduct an open door policy for all teachers. -Weekly professional development workshops will provide as a resource in teachers' teaching. -Weekly congruence planning with an administrator -Partner and District Coaches will provide in-class instruction, modeling, and mentoring for new or struggling teachers -School-wide events will continue; thereby, reinforcing a sense of community amongst



								<p>staff, students, families, and partners.</p> <ul style="list-style-type: none">-Regular and specific feedback on observation will be provided to assist in mastery of one's teaching.-Continue to share best practices during 8:05 and other venues.-Content Area support from Central Office e.g. ELA, Math, Science, and Technology.
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#98- Chronic Absenteeism	Y	Chronic Rubric		Yes	<p>The following system is continuing to be implemented:</p> <ul style="list-style-type: none"> -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 Pupil Support Staff who then performs outreach. Pupil support then will assess the reason for excessive absence and refer to proper community school service. -Administration holds meetings with parents and other agencies (Andrus, DSS, etc.) to address chronic absenteeism and its impact on student achievement. 	<p>The following system is being implemented to track chronically absent students:</p> <p>Pupil Support Staff tracks student absences weekly, monthly, and quarterly. Pupil Support Staff creates intervention plans for each student who is considered chronically absent.</p>	<p>Decrease in chronically absent (20 or more absences) students for the reporting period as compared to Spring 2017:</p> <table border="1" data-bbox="1607 350 2161 423"> <thead> <tr> <th data-bbox="1607 350 1884 386">Spring 2017</th> <th data-bbox="1884 350 2161 386">Spring 2018</th> </tr> </thead> <tbody> <tr> <td data-bbox="1607 386 1884 423">49%</td> <td data-bbox="1884 386 2161 423">8.6%</td> </tr> </tbody> </table> <p>This demonstrates a difference of 87.5% from the Spring 2017.</p>	Spring 2017	Spring 2018	49%	8.6%	<ul style="list-style-type: none"> -Continue to monitor attendance first by teachers, clerical, guidance, and administration. -Continue community outreach stressing the importance of school attendance and the alignment to student success. -Provide counseling and parenting classes for parents who unaware of the importance or need outside assistance (community, county, etc.) to help facilitate their child's daily attendance. -Museum School 25 will conduct in the 2018-2019 school year, quarterly celebration for student with perfect attendance. Students will be identified each quarter and will participate in a celebration ran by Guidance Counselor. These celebrations will have healthy choices such as Froyo Social, Extra Recess, Movie
Spring 2017	Spring 2018											
49%	8.6%											



								Socials, and Healthy Pizza with the Mayor.
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .			Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part III – Additional Key Strategies – (As applicable)

(This section should only be completed as needed, for strategies not already listed in Parts I and II.)

Key Strategies				
Identify any key strategies being implemented during the current reporting period that are <i>not described in Part I or II above but</i> are embedded in the approved intervention plan/budget and are instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the intervention Plan. Responses should be directly aligned with approved 2017-18 interventions plans (SIG or SCEP), and should include evidence and/or data used to make determinations. If the school has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school if not described in Part I and II above.				
List the Key Strategy from your approved intervention plan (SIG, SIF or SCEP).	Status (R/Y/G)	Analysis / Report Out	2018-19 School Year Continuation Plan	
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.	To strengthen our partnerships and community stakeholders we 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: 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	Museum School 25 will continue to improve academic achievement by strengthening our partnerships with parents and community stakeholders. This will enable Museum School to support the physical, social and emotional needs of the children in order to prepare them for academic success. Montefiore Medical Clinic: This will be a full service clinic that will provide: Mental, Dental, Physical Health. Montefiore will 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



		<p>appropriate to receive services through ANDRUS.</p> <p>Nepperhan Community Center - The CHSC (Creating Healthy Schools and Communities) initiative continues to support Museum School 25's Wellness team implement Healthy Heart program, nutritious eating habits, and quick exercises to activate body and mind.</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>Cluster- provides restorative practices to all students. These services have varied from individual conflict coaching sessions, mediation sessions consisting of two or more participants, and restorative justice circles. The administration and school staff frequently used mediation as a restorative practice. It is a non-punitive approach to conflict resolution that provides students with a safe, nonjudgmental space where they are free to discuss their conflicts, and work together to reach a resolution to those conflicts. Depending on the severity of the offense, it can also be utilized as an alternative to suspension.</p> <p>HRM- provides teachers and students in grades Pre-K -2 with interdisciplinary</p>	<p>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 Montefiore.</p> <p>Nepperhan Community Center - The CHSC (Creating Healthy Schools and Communities) initiative continues to support Museum School 25's Wellness team implement Healthy Heart program, nutritious eating habits, and quick exercises to activate body and mind.</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>Cluster- provides restorative practices to all students. These services have varied from individual conflict coaching sessions, mediation sessions consisting of two or more participants, and restorative justice circles. The administration and school staff frequently used mediation as a restorative practice. It is a non-punitive approach to conflict resolution that provides students with a safe, nonjudgmental space where they are free to discuss their conflicts, and work together to reach a resolution to those conflicts. Depending on the severity of the offense, it can also be utilized as an alternative to suspension.</p> <p>HRM- 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>
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		<p>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 K-6 grades. The one day event introduced the students to: family, community, government, business, and economics.</p> <p>Big Brothers and Big Sisters- provides one on one homework help and mentoring for 15 Museum School students every Monday.</p> <p>Cub Scouts of America- introduces boys in grades K-6 to societal and cultural values and character building, will encouraging leadership skills and individual responsibility.</p> <p>Uptown Classics- is instituting performing arts enrichment through the Kaleidoscope: Performing Arts Program. They offer music enrichment during the day to students in grades K-2 and offers after school programming to students 2nd and 3rd grade. The music enrichment programming works with children in need of extra support and attention to further develop self-governance skills, emotional awareness, fine and gross motor skills, and socialization skills. This is achieved by creating a structured class where all students are given behavioral</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 K-6 grades. The one day event introduced the students to: family, community, government, business, and economics.</p> <p>Big Brothers and Big Sisters- provides one on one homework help and mentoring for 15 Museum School students every Monday.</p> <p>Cub Scouts of America- introduces boys in grades K-6 to societal and cultural values and character building, will encouraging leadership skills and individual responsibility.</p> <p>Uptown Classics- is instituting performing arts enrichment through the Kaleidoscope: Performing Arts Program. They offer music enrichment during the day to students in grades K-2 and offers after school programming to students 2nd and 3rd grade. The music enrichment programming works with children in need of extra support and attention to further develop self-governance skills, emotional awareness, fine and gross motor skills, and socialization skills. This is achieved by creating a structured class where all students are given behavioral standards and expectations. Their guiding mantra is "I will listen, I will be kind, I will be respectful". This is reviewed every morning as a song, following our morning song. Emotional awareness is taught through mindfulness and yogic practices. For the after school program, the students are thought about music through opera. The children are learning about and will perform The Magic Flute.</p>
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			<p>standards and expectations. Their guiding mantra is "I will listen, I will be kind, I will be respectful". This is reviewed every morning as a song, following our morning song. Emotional awareness is taught through mindfulness and yogic practices. For the after school program, the students are thought about music through opera. The children are learning about and will perform The Magic Flute.</p>	
2.	<p>Universal Best Instructional Practices Guidebook</p>		<p>Based on Administrative and Support Staff observation of teaching practices, CET created a guidebook. The guidebook includes:</p> <ul style="list-style-type: none"> -Vocabulary, Reading, and Writing instructional processes and teaching strategies to be accomplished in a Thinking Maps framework. Math instructional process and teaching strategies that align to EngageNY and CCLS. 	<p>Based on Administrative and Support Staff observation of teaching practices, CET created a guidebook. The guidebook includes:</p> <p>ELA Instructional Practices:</p> <ul style="list-style-type: none"> -Vocabulary, Reading, and Writing instructional processes and teaching strategies to be accomplished in a Thinking Maps framework. <p>Math Instructional Process:</p> <ul style="list-style-type: none"> -RDW Tree Map with CUBES (Circle, Underline, Box, Evaluate, Solve) <p>Universal Grading Policy</p> <ul style="list-style-type: none"> -This aligns to the NYSED Exam Scale Score for Grading. <p>Universal Rubrics</p> <ul style="list-style-type: none"> -ELA 2 point Reading Response Rubric and 4 Point Writing Response Rubric. In 2018=2019 School Year there will an implementation of the Writing Rubrics for



			<p>genres including: Narrative, Expository, and Opinion/Argumentative.</p> <p>Congruence</p> <ul style="list-style-type: none"> - Congruence meetings will continue to be held for grade level teachers and teacher support staff, and administration. These meetings are held in order to review and analyze student data, and plan how to differentiate instructional approaches, and set a goal. These meetings are twice a month. This is to ensure continued student growth.
3.	Outline Professional Committees		<p>Museum School 25 will identify roles and responsibilities of members in the following professional committees:</p> <ul style="list-style-type: none"> -CET -Data -PD -Safety -Health and Wellness -School Beautification -Spirit/PBIS/Student of the Committee -Student Council <p>Liaisons will delegate said responsibilities to members.</p>
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

<u>Community Engagement Team (CET)</u> Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET and its sub-committees that may be charged with addressing specific components of CET Plan. Describe outcomes of the CET plan implementation, school support, and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET for the 2018-19 School Year.		
Status (R/Y/G)	Analysis/Report Out	2018-19 School Year Continuation Plan
	The CET members have changed to reflect new employees. 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 Team is an integral part of Museum School 25 and will continue in 2018-2019.



	<p>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.</p>		
<p><u>Powers of the Receiver</u> Describe this quarter’s use of the School Receiver’s powers (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers. Please identify any changes in Receivership Powers to be utilized in the 2018-19 School Year.</p>			
<p>Status (R/Y/G)</p>	<p>Analysis/Report Out</p>	<p>2018-19 School Year Continuation Plan</p>	
<p>Green</p>	<p>The Receiver, District administrator and the school leader expanded the partnership with Cluster to provide additional social and emotional services to students as well as PD on Restorative Practices. This decision was based on a review of the caseloads from the previous quarter. The goal was to provide services to additional students. The school Pupil Support Team and the Andrus and CLUSTER reps. meet weekly with the assistant principal for progress monitoring.</p> <p>The Receiver approved the ongoing placement of the Literacy/Numeracy Coach. The goal is to ensure the LATIC model and Thinking Maps were implemented in every classroom with fidelity in addition to supporting new teachers. The result was improved MAP RIT scores.</p> <p>The Receiver and the District Administrative team continued PD for the school administration. Receivership school leaders network and share best practices with leaders from schools in good standing. These leaders are assigned to PLCs with guidance from District administration and Bank St. College.</p> <p>Meetings were held monthly with the Receivership school leaders with updates, progress monitoring and data review. Two District administrators visit the school monthly for updates from the school leader. In addition, issues at all Receivership schools are addressed with a sense of priority by all District personnel.</p>	<p>In order to continue the positive momentum at Museum School 25 in the 18-19 school year, CLUSTER, Thinking Maps, Administrative PLCs, District liaisons and the employment of the same Literacy/Numeracy Coach will continue at the school. Goals will be aligned to the District Foci and SIG goals.</p>	
<p>Green</p>	<p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u>.</p>	<p>Yellow</p> <p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Red</p> <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>



Part V – Budget – (As applicable)

(Please complete this section regarding any applicable funding: such as the Community School Grant (CSG), the Persistently Struggling Schools Grant (PSSG) and/or the School Improvement Grant (SIG) 1003(g). Add rows as needed.)

<u>Budget Analysis</u>			
Please designate either as CSG, PSSG or SIG expenditures and describe the budget item or activity.	Status(R/Y/G)	If expenditures from the approved 17-18 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the plan. If there is a challenge with expenditures, discuss the course correction to be put in place.	<p>ALONG WITH THIS REPORT/CONTINUATION PLAN, PLEASE SUBMIT <u>AS APPLICABLE</u>:</p> <ul style="list-style-type: none"> SIG FS-10 2018-19 BUDGET AND BUDGET NARRATIVE <u>AS APPLICABLE</u>. <p>DO NOT SUBMIT CSG or PSSG BUDGET DOCUMENTS.</p> <p>BUDGET FORMS ARE AVAILABLE AT: http://www.oms.nysed.gov/cafe/forms/.</p>
SIG Teachers have begun common planning and PD during school hours. Partnership with The Balance Between is in place. Substitutes have been provided for teacher PD during the school day. Partners are in place.		Thinking Maps are utilized by students and teachers. Teachers have seen a marked improvement in student writing.	
CSG - Partners PD continues with teachers. Parents were informed of the resources available and have already met with community partners for physical and mental health services and received information about community resources.		Improved student attendance and reduced suspensions. There was a total of 3 students suspensions in March 2017 and 1 in March 2018.	



Part VI: 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 that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. 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 a best practice in place this quarter in terms of its impact on the implementation of the plan. Discuss the analysis of evidence to determine its success. Discuss the possibility of replication in other schools.
1.	
2.	
3.	



Part VII – 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 into the 2017-2018 Continuation Plan, and has had the opportunity to review, and update if necessary, its 2018-2019 Community Engagement Team plan and membership.

Name of CET Representative (Print): _____

Signature of CET Representative: _____



Date: _____

The University of the State of New York

THE STATE EDUCATION DEPARTMENT

Albany, NY 12234

2018-19

School Improvement Grant 1003(g)

Continuation Plan Cover Page

District Name Yonkers City School District	
School Name Museum School 25	
Contact Person JoAnn DiMaria	Telephone (914) 376-8450
E-Mail Address sbranchcomb@yonkerspublicschools.org	
<p>I hereby certify that I am the applicant’s chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations,</p>	



application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

Authorized Signature (in blue ink)	Title of Chief School/Administrative Officer Superintendent of Schools
Typed Name: Dr. Edwin M. Quezada	Date: April 30, 2018