Receivership Schools ONLY

Quarterly Report #1: *July 1, 2018 to October 13, 2018 (Due October 31, 2018)*

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	SCEP
				Cohort: SIG 6 Model: Innovation Framework-Community School Design	
Superintendent/EPO	**School Principal**	**Additional District Staff working on Program Oversight**	**Grade Configuration**	**% ELL**	**% SWD**	**Total Enrollment**

Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight	Grade Configuration	% ELL	% SWD	Total Enrollment
Dr. Edwin M. Quezada	JoAnn DiMaria Appointment Date: August 2016	Executive Director School Improvement 914-376-8000	Pre-K-6	16%	21.2%	311

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 address student achievement through interventions that are complementary and address the whole child. A balance between academic and socio-emotional growth remains the primary focus for all members of the Museum School 25 Learning Community. In addition to meeting students at their instructional level, a premium is placed on access to rigorous, grade-level curricula, self-awareness, and self-assessment. Students, in essence, are receiving a roadmap to guide their own learning. Thinking Maps has served as a critical centerpiece in that students are becoming confident in organizing their thoughts across these structures. Our DEAR Time (Drop Everything and Read) protocols introduced this year have assisted students in knowing their own levels, accessing literature of their own

choosing, and building stamina for longer tasks. Restorative Circles training has been made available to all classroom teachers. This will help teachers become proactive in maintaining healthy socio-emotional climates that support, rather than challenge learning environments.

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 <u>not</u> 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, <u>must be posted</u> on the district web-site.

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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	The following is being implemented to support student growth and achievement in ELA: 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)	• DRA assessment • Journeys weekly and end of unit assessment • Engage NY ELA module supporting ELA curriculum • Schoolwide, universal reading and writing rubrics used throughout the grades.	The Fall-Winter **2018-2019 ELA** RIT scores in **Reading** indicated students were considered on grade level: It should be noted that the 6th grade at Museum School 25 is only for Students with Disabilities

Fall Reading	3rd Grade	4th Grade	5th Grade	6th Grade
On Grade Level	17%	31%	24%	0%

					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. 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. ENL Students receive Title III services in a pull-out program. ENL Teacher provides instruction that incorporates content and language. Objectives in vocabulary, reading, listening and writing. The instruction includes ELL teaching strategies to support all language levels. As outlined in SIG plan.	• 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	(SWD) of which there are 10 students. This is a self-contained class (SC).

| #39- 3-6 Math All Students MGP | 46.15% | 48.15% | | yes | The following is being implemented to support student growth and achievement in Math:

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.

Museum School 25 continues to implement evidence-based practices, such as, Sum Dog for math fluency.

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 | The following is being implemented to track student progress in Math:

• 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 with online assessments. | The Fall-Winter **2018-2019 ELA** RIT scores in **Math** indicated students were considered on grade level: |

The Fall-Winter **2018-2019 ELA** RIT scores in **Math** indicated students were considered on grade level:

Fall Math	3rd Grade	4th Grade	5th Grade	6th Grade
On Grade Level	15%	22%	22%	0%

It should be noted that the 6th grade at Museum School 25 is only for Students with Disabilities (SWD) of which there are 10 students. This is a self-contained class (SC).

					based on Eureka Math / Engage NY. It has resources for teacher-led and digital instruction), Envisions 2.0. 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.		
#2- Plan for and implement Community School Model	CS Rubric	CS Rubric		Yes	Museum School 25 has implemented and continues to implement year 4 of the community school model. There are 8 active partners: The Balance Between ANDRUS Big Brothers and Big Sisters Boy Scouts of America Parent Teacher Association SMILE Dental Hudson River Museum Family Welcome Center Liaison	The following is being implemented to continue the development of a Community School Model: CET/School Leadership Team met when to review needs of students and families and to monitor partner's involvement as stakeholders as well as discussed achievement as it pertains to the indicators.	Increase in family attendance at the Open House PTA meeting, Receivership meeting Family and Community involvement in: Fall Dance, Scholastic Book Fair, First Riders, and Picture Day.

					These partners offer services that include: • 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.		
#4 - Student Suspension Rate	13%	10%		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 how often with PST to	The following is being implemented to track Student Suspension Rate: Pupil Support Team meets to review referrals and behavior intervention plans on a weekly basis. Positive	There were 0 suspensions in September 2018.

					address concerns and needs of students: • Pupil Support Team Referrals. • Behavior Intervention Plans based on RTI. • Our PST lead by our School Psychologist implements Restorative Practices that include prevention plans and goals with follow-up 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.	Behaviors Intervention Supports (PBIS) is being implemented throughout the building by all staff members. This reinforces positive behaviors I the classroom, hallways, bathrooms, playground, cafeteria, buses, auditorium, etc. Administration follows up with parents and support staff to ensure all social, emotional, and academic interventions are in place and being implemented. If warranted, referrals to appropriate organizations are made by administration.	
#9- 3-8 ELA All Students Level 2 & above	39%	45%		Yes	The following is being implemented to support student growth and achievement in ELA: AIS continues as was implemented in the 2017-2018 year. AIS is built into the master schedule Mondays, Tuesdays, Thursdays,	• DRA assessment • Journeys weekly and end of unit assessment • Engage NY ELA module incorporated into ELA curriculum • Schoolwide, universal reading	Results from the **Spring 2018 NYS Assessments reflect:** | **ELA**	**Level 2 And Above**
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Grade 3	41.2%
Grade 4	31.6%
Grade 5	40.6%
Grade 6 (SC)	25%	

					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. To ensure that more students move to Level 2 and above, during ELT, the students will have access to Castle Learning. The assessment program that offers a comprehensive instructional support platform, which houses a data base of test questions that will assist with fluency and mastery. Museum School 25 continues to implement evidence-based practices, such as, Thinking Maps and Explicit Instruction, which are both aligned to the SIG and	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 • This being monitored via Map Testing and DRA testing, classroom assessments.	NWEA Map Proficiency Indicators for Students taking the Fall 2018 Map **ELA** Assessment **project** the following results for the Spring 2019 NYS Assessments:

Reading: Fall 2018

Grade 3

17.9% will attain Level 2
5.1% will attain Level 3
0% will attain Level 4

Grade 4

33.3% will attain Level 2
5.1% will attain Level 3
2.6% will attain Level 4

Grade 5

21.1% will attain Level 2
5.3% will attain Level 3
0% will attain Level 4

Special Education Grade 6

					Receivership Plans. ENL Students receive Title III services in a pull-out program. ENL Teacher provides instruction that incorporates content and language. Objectives in vocabulary, reading, and writing. The instruction includes ELL teaching strategies to support all language levels.		0% will attain Level 2 0% will attain Level 3 0% will attain Level 4 It should be noted that the 6th grade at Museum School 25 is only for Students with Disabilities (SWD) of which there are 10 students. This is a self-contained class (SC).
#15 - 3-8 Math All Students Level 2 & above	27%	33%		Yes	The following is being implemented to support student growth and achievement in Math: 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	The following is being implemented to track student progress in Math: • 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	Results from the **Spring 2018 NYS Assessments reflect:** | **Math**	**Level 2 And Above**
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Grade 3	35.6%
Grade 4	39.1%
Grade 5	21.9%
Grade 6 (SC)	0.0%	 NWEA Map Proficiency Indicators for Students taking the Fall 2018 Map **Math** Assessment **project** the following results for the Spring 2019 NYS Assessments:

| | | | | | order to prepare students for the NYS spring assessment.

AIS Museum School 25 continues to implement evidence-based practices, such as, Sum Dog for math fluency.

To ensure that more students move to Level 2 and above, during ELT, the students will have access to Castle Learning. The assessment program that offers a comprehensive instructional support platform that houses a data base of test questions that will assist with fluency and mastery.

Teachers are utilizing supplemental materials that are CCLS aligned in addition to the Modules: Go Math, Envisions 2.0, and ZEARN - Z**earn** Math is a K-5 math curriculum based on Eureka Math / Engage NY it has | feedback based on rubrics.

• Math – Sum Dog online math program

• Data analysis with online assessments. | **Math: Fall 2018**

Grade 3

22.2%will attain Level 2
11.1% will attain Level 3
0% will attain Level 4

Grade 4

26.8% will attain Level 2
9.8% will attain Level 3
0% will attain Level 4

Grade 5

13.5% will attain Level 2
8.1% will attain Level 3
0.% will attain Level 4

Special Education Grade 6

0% will attain Level 2
0% will attain Level 3
0% will attain Level 4 | |

					resources for teacher-led and digital instruction.		It should be noted that the 6th grade at Museum School 25 is only for Students with Disabilities (SWD) of which there are 10 students. This is a self-contained class (SC).
#85 Grades 4 and 8 Science All Students Level 3 and above	47%	53%		Yes	Implementation of Mystery Science and a new science lab. The writing process was practiced during Science instruction.	Science projects and experiments are introduced throughout the year.	**Year** / **At or Above Proficiency** 2017 / 46.7% 2018 / 75.6%

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy _with impact_.	**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	The following is being implemented to support student growth and achievement in ELA:	• DRA assessment • Journeys weekly and end of unit assessment	The Fall-Winter **2018-2019 ELA** RIT scores in **Reading** indicated Black students were considered on grade level:

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. 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. ENL Students receive Title III services in a pull-out program. ENL Teacher provides instruction that incorporates content and language. Objectives in vocabulary, reading, and writing. The instruction includes ELL teaching	• 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				

Fall Reading	3rd Grade	4th Grade	5th Grade	6th Grade
On Grade Level	13%	21%	32%	0%

Extended Learning Time is open to all students in grades 1-6. However, if any of the students noted within our indicators have not signed up, there is outreach by our Title I Teacher and ELT Clerical to the parents and students encouraging them to sign up for ELT.

					strategies to support all language levels.		
#41-3-6 Math Black Students MGP	45.81%	47.81%			The following is being implemented to support student growth and achievement in Math: 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. Museum School 25 continues to implement evidence-based practices, such as, Sum Dog for math fluency. Teachers are utilizing supplemental materials that are CCLS aligned in addition to the Modules: Go Math, ZEARN, Envisions 2.0	The following is being implemented to track student progress in Math: • 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 with online assessments.	The Fall-Winter **2018-2019 ELA** RIT scores in **Math** indicated Black students were considered on grade level:

The Fall-Winter **2018-2019 ELA** RIT scores in **Math** indicated Black students were considered on grade level:

Fall Math	3rd Grade	4th Grade	5th Grade	6th Grade
On Grade Level	12%	21%	32%	0%

Extended Learning Time is open to all students in grades 1-6. However, if any of the students noted within our indicators have not signed up, there is outreach by our Title I Teacher and ELT Clerical to the parents and students encouraging them to sign up for ELT.

#94-Providing 200 Hours of Extended Day Learning Time (ELT)	ELT Rubric	ELT Rubric		Yes	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 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.	The following is being implemented to track ELT: Assistant Principal runs reports to maintain record of student participation and total hours completed on a monthly basis.	To date there 80 students enrolled and growing daily. Students gave input on program choices. ELT is open to all students in grades 1-6. However, if any of the students noted within our indicators have not signed up, there is outreach by our Title I Teacher and ELT Clerical to the parents and students encouraging them to sign up for ELT.

#95- Teacher Attendance	91.30%	92.8%		Yes	The following is being implemented to promote teacher attendance: Support Staff posts monthly teacher attendance percentages to promote sense of community.	The following is being implemented to track Teacher Attendance: Support Staff will track teacher attendance monthly using AESOP report.	School leadership and CET review teacher attendance monthly. Parents are contacted, if there are still no changes, then Child protective Services (CPS) are notified.
#98- Chronic Absenteeism	Y	Chronic Rubric		Yes	The following system continues to be implemented: 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. The PST Team meets weekly to determine attendance concerns, as well as perfect attendance incentives.	The following system is being implemented to track chronically absent students: The Guidance Counselor tracks student absences weekly, monthly, and quarterly. The Guidance Counselor creates intervention plans for each student who is considered chronically absent.	We are monitoring the attendance through our E-School System. To date there have only been 2 students that have been classified as chronically absent, one was out of the country and the other is Displaced and residing in a Shelter. However, both students are back in school.

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	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)*

Key Strategies		
• 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.	Green	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: **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. **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 **SMILE Dental:** Provides dental health services to students and families with routine check-ups at Museum School 25. **Family Services of Westchester – Big Brother Big Sister** – provides weekly support to students via mentoring, homework help, family guidance, and enriching field trips.

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 *with impact*.	**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*

Community Engagement Team (CET)
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.

Status (R/Y/G)	Analysis/Report Out
(Green)	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. A monthly update on the school's progress is provided at every PTA monthly meeting. CET meetings are held on a monthly basis and in some cases twice a month to review required reports and documents.

Powers of the Receiver
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
(Green)	The receiver's power has enabled Museum School 25 to retain a full time Literacy Numeracy Coach. This educator will conduct 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 *with impact*.	**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.)

Community Schools Grant (CSG)	
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)	A needs assessment was conducted in the spring 2018. The next one will be in the spring 2019.
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)	A public meeting was held with families.
2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language)	Methods for communication with families are: ConnectEd calls, apps, website, Family Welcome Center liaison phone contact, flyers, memos
3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee	All school stakeholders can reach the CSC via email, calls to the main office or by placing a note in the school mailbox.
Steering Committee (challenges, meetings held, accomplishments)	Continues to meet monthly, organize resolution materials for partners, school leader meetings with partners to share expectations
Feeder School Services (specific services offered and impact)	N/A

Community School Site Coordinator (accomplishments and challenges)	
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	Partner contracts will be presented to the Board in November.
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	No capital funds were expended this quarter.

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	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.)

Budget Analysis		
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:		N/A
SIG:		Funds were expended for teacher professional development on Thinking Maps,
CSG:		Partner meetings were scheduled and plans were developed/revised for the 18-19 school year.

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): _____

Signature of CET Representative: _____

Date: _____