

## Receivership Schools ONLY

### Quarterly Report #3: *January 15, 2019 to April 19, 2019* and Continuation Plan for 2019-20 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: <a href="http://www.yonkerspublicschools.org">www.yonkerspublicschools.org</a>				
Museum School 25	662300010025	Yonkers City School District	Balance Between (Thinking Maps)	Check which plan below applies:				
				SIG			SCEP	
				Cohort (5, 6, or 7): 6				
Model: Innovation Framework								
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 914-376-8183		Pre-K-6		16%	21.2%	311
	Appointment Date:							

<b>Executive Summary</b>
Please provide a <i>plain-language summary</i> 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 <i>no more than 500 words</i> .
Accountability Status under ESSA was shared with staff and parent populations, demonstrating where growth has occurred and newly defined targets in the new system. Triangulation of benchmark data analysis, ESSA indicators and action plans were implemented to meet individual student needs at a subskill level across grades K-6. Teachers have created flexible groups across homerooms on each grade level. Here, students are grouped according to the learning objective so that differentiation of instruction can take place. This required common planning time which was already built into their schedule. Teachers are using this time to be more prescriptive in terms of remediation, reinforcement and enrichment. Student success is celebrated monthly for character education, and academics are celebrated each trimester. Parent attendance at award ceremonies has more than doubled since last year.

**Attention** – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to [OISR@NYSED.gov](mailto: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) 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 2019-20 school year. All prompts submitted under the "2019-20 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. 2019-20 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)**

<b>LEVEL 1 Indicators</b>								
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	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/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.	2019-20 School Year Continuation Plan for Meeting this Indicator
#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:	-DRA assessment	Winter NWEA MAP Grades 3-6, <b>2018-2019 ELA RIT scores in Reading:</b> Students who were considered on-grade level (based on Normed RIT) and students who made	The school will continue using data to drive instruction in 2019-2020, and

				<p>AIS is built into the master schedule Mondays, Tuesdays, Thursdays, and Fridays during 8:45 a.m. to 9:45 a.m., utilizing this time for reading fluency (DEAR) and math fluency. On Fridays, grades 3-6 utilize the released NYSED exam items in order to prepare students for the NYS spring assessment.</p> <p>Museum School 25 continues to implement evidence-based practices, such as, Thinking Maps and Explicit Instruction, which are both aligned to the SIG goals and Receivership Continuation Plans.</p> <p>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. Supplemental materials are utilized to support differentiation to help students meet grade level</p>	<p>-Journeys Weekly Assessments and Unit Assessment</p> <p>-Engage NY ELA module supporting ELA curriculum</p> <p>-School-wide, universal reading and writing rubrics used throughout the grades.</p> <p>-Teacher feedback on student work, including 2 achievements (glows) and 1 need to improve (grow).</p> <p>-Peer Assessment: Students review peer work and give feedback based on rubrics.</p> <p>-ELA Practice release questions – weekly.</p> <p>-Data analysis of mirrored tasks with online assessments through Castle Learning.</p>	<p>progress from Fall 2018 NWEA Map Testing to Winter NWEA Map Testing were as follows:</p> <table border="1"> <thead> <tr> <th><b>NWEA MAP READING</b></th> <th>3<sup>rd</sup> Grade</th> <th>4<sup>th</sup> Grade</th> <th>5<sup>th</sup> Grade</th> <th>6<sup>th</sup> Grade SWD</th> </tr> </thead> <tbody> <tr> <td>On Grade Level in Winter Reading 2019</td> <td>20%</td> <td>29%</td> <td>25%</td> <td>0%</td> </tr> <tr> <td>Made Progress from Fall 2018- Winter 2019</td> <td>83%</td> <td>49%</td> <td>66%</td> <td>64%</td> </tr> </tbody> </table>	<b>NWEA MAP READING</b>	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade SWD	On Grade Level in Winter Reading 2019	20%	29%	25%	0%	Made Progress from Fall 2018- Winter 2019	83%	49%	66%	64%	<p>will focus on using specific strategies outlined below: Museum School will continue to implement The Best Instructional Practices Guidebook that includes:</p> <ol style="list-style-type: none"> <li>1. School-Wide/Universal 2 Point NYSED Reading Comprehension Rubric and 4 Point NYSED Writing Rubric.</li> <li>2. School-Wide/Universal Writing Rubrics in, Narrative, Expository, and Opinion/Argumentative.</li> <li>3. School-Wide/Universal Writing Process instructional practice.</li> <li>4. School-Wide/Universal grading policy that aligns to NYSED State Exam Grading Scale.</li> <li>5. Teacher actionable feedback</li> </ol>
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On Grade Level in Winter Reading 2019	20%	29%	25%	0%																		
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				<p>standards</p> <p>Title I Teacher promotes and develops successful reading and writing instruction in grades 2-6. Students are identified for Title I Services, using DRA, teacher recommendations, ESSA identified subgroups and the NYS Assessments. Supplemental materials are utilized to support differentiation to help students meet grade level standards. The five main areas targeted are; Phonemic awareness, phonics, vocabulary, reading fluency, and comprehension.</p>			<p>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 (including SWD), 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 A-Z, Storyworks, and NEWSELA.</p> <p>-Title 3 ENL Teacher will continue to provide language and content support to</p>
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							<p>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 A-Z, and a variety of online language supports.</p> <p>-The Museum School 25 Literacy and Numeracy Coach will continue to support teachers and 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</p>
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								<p>professional development based on teacher need.</p> <p>-Museum School 25 will continue to utilize NWEA MAP RIT Scores, DRA Data, and Journeys 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: MAP Skills, which provide targeted differentiated support.</p>
#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:	The following is being implemented to track student progress in Math:	Winter MAP grades 3-6 <b>2018-2019 ELA</b> RIT scores in <b>Math</b> students were considered on-target (based on Normed RIT) and students who made progress from Fall 2018 MAP Testing.	The school will continue using data to drive instruction in 2019-2020, and will focus on using

				<p>AIS continues, as was implemented in the 2017-2018 year. AIS is built into the master schedule Mondays, Tuesdays, Thursdays, and Fridays during 8:45 a.m. to 9:45 a.m., utilizing this time for reading fluency (DEAR) and math fluency. On Fridays, grades 3-6 will utilize the released NYSED exam items in order to prepare students for the NYS spring assessment.</p> <p>AIS Museum School 25 continues to implement evidence-based programs, such as, MAP Skills, Sum Dog, Redbird, and Castle Learning for math fluency and computation. Happy Numbers for practice and reinforcement of concepts.</p> <p>Teachers are utilizing supplemental materials that are CCLS aligned in addition to the Modules: Go Math, EnVisions 2.0, and ZEARN (ZEARN - Math is a K-5 math curriculum based on Eureka Math / Engage NY. It has resources for teacher-led and digital instruction).</p> <p>Although these resources were not stated in the original</p>	<p>-Engage NY end of unit module assessment</p> <p>-School-wide, universal math and rubrics used throughout the grades, based on NYS CCLS.</p> <p>-Peer Assessment: Students review peer work and give feedback based on rubrics.</p> <p>-Math – Sum Dog online math program</p> <p>-Data analysis of mirrored tasks with online assessments through Castle Learning.</p>	<table border="1"> <tr> <td><b>Winter Math</b></td> <td>3<sup>rd</sup> Grade</td> <td>4<sup>th</sup> Grade</td> <td>5<sup>th</sup> Grade</td> <td>6<sup>th</sup> Grade SWD</td> </tr> <tr> <td>On Target</td> <td>9%</td> <td>19%</td> <td>17%</td> <td>0%</td> </tr> <tr> <td>Made Progress</td> <td>91%</td> <td>84%</td> <td>74%</td> <td>64%</td> </tr> </table>	<b>Winter Math</b>	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade SWD	On Target	9%	19%	17%	0%	Made Progress	91%	84%	74%	64%	<p>specific strategies outlined below:</p> <p>-Museum School will continue to implement The Best Instructional Practices Guidebook that includes:</p> <ol style="list-style-type: none"> <li>1. School-Wide/Universal Math rubrics. They are 2 and 3 point rubrics that are aligned to the NYSED Exams.</li> <li>2. School-Wide Instructional Strategy for Problem Solving: Flow Map.</li> <li>3. School-Wide/Universal grading policy that aligns to NYSED State Exam Grading Scale.</li> <li>4. Teacher actionable feedback with the use of 2 glows (2 achievements) and 1 grow (1 needed improvement.)</li> </ol> <p>-The Museum School 25 Literacy</p>
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					SIG Plan these are research based tools all of which are aligned to the NYS CCLS and approved by District content specialists.			<p>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 sessions 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 implemented as a classroom center.</p>
#2- Plan for and implement	CS Rubric	CS Rubric		Yes	Museum School 25 has implemented and continues	The following is being -	There was an <b>increase</b> in family attendance at: -Open House PTA Meeting	School will continue with the Community



Community School Model				<p>to implement year 4 of the community school model. There are 8 active partners:</p> <ul style="list-style-type: none"> <li>-The Balance Between</li> <li>-ANDRUS</li> <li>-Big Brothers and Big Sisters</li> <li>-Boy Scouts of America</li> <li>-Parent-Teacher Association</li> <li>-SMILE Dental</li> <li>-Hudson River Museum</li> <li>-Family Welcome Center Liaison/Pathways to Success</li> </ul> <p>These partners offer services that include:</p> <ul style="list-style-type: none"> <li>-Academic strategies and supports and direct academic services to students and teachers</li> <li>-Social and emotional wellness for students and families.</li> <li>-Dental health services</li> <li>-Extra-curricular enrichment programs via the arts, both performing and visual arts.</li> <li>-Parent outreach and support</li> </ul> <p>The school hosted several community events that included:</p> <ul style="list-style-type: none"> <li>-Open House</li> <li>-Fall Dance</li> <li>-Winter Dance</li> <li>-Spring Dance</li> <li>-Scholastic Book Fair</li> <li>-First Riders (Bus Run)</li> </ul>	<p>implemented to continue the development of a Community School Model:</p> <p>CET/School Leadership Team met to review needs of students and families and to monitor partners' involvement as stakeholders. They also discussed achievement as it pertains to the indicators.</p>	<p>-Receivership Meetings -Awards Night -Family Movie Night</p> <table border="1" data-bbox="1572 324 2150 495"> <thead> <tr> <th>EVENT</th> <th>ATTENDANCE</th> </tr> </thead> <tbody> <tr> <td>Open House</td> <td>73</td> </tr> <tr> <td>Receivership Meetings</td> <td>12</td> </tr> <tr> <td>Awards Night</td> <td>107</td> </tr> <tr> <td>Family Movie Night</td> <td>127</td> </tr> </tbody> </table>	EVENT	ATTENDANCE	Open House	73	Receivership Meetings	12	Awards Night	107	Family Movie Night	127	<p>Partners, Community Engagement Team, and Family Welcome Center to sustain what is in place.</p> <p>The initiatives to be continued in 2019-2020 include:</p> <ul style="list-style-type: none"> <li>-SMILE Dental</li> <li>-Family Nights</li> <li>-Community Service Awards</li> <li>-Student of the Month</li> <li>-Annual Fun Day</li> <li>-Title III and Title I Parent Workshops in two languages and introduce and explain school-wide curriculum</li> <li>- Health and Wellness Initiatives:             <ul style="list-style-type: none"> <li>• Fresh Fruit Fridays</li> <li>• Brain Breaks</li> <li>• Friday Beats</li> <li>• Field Day</li> <li>• USTA Tennis program</li> <li>• Family Night – movies</li> <li>• Student Galas which will be a</li> </ul> </li> </ul>
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				<ul style="list-style-type: none"> <li>-Picture Day (Parent Volunteers)</li> <li>-Title I and Title III Parent Workshops</li> <li>-Family Movie Nights</li> <li>-Spirit Days</li> <li>-Awards Night</li> <li>-Student Showcase Night</li> <li>-Spring Concert</li> </ul>			<p>demonstration of partnership practice in the Arts. (Harambee, HRM, and Uptown Classics)</p> <ul style="list-style-type: none"> <li>• 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,</li> <li>• Fundraising in conjunction with PTA</li> <li>• CET will reach out to the community to collect resources.</li> <li>• Continue with activities under the SCCSC – School Climate Culture Safety Committee</li> <li>• Open House which invites</li> </ul>
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								<p>parents and guardians to become familiar with school staff, curriculum, and school-wide initiatives</p> <ul style="list-style-type: none"> <li>• Partner Meetings that evaluate school-wide goals and how they are being achieved.</li> <li>• Food Pantry</li> <li>• Pajamas and backpack distribution</li> <li>• Scholastic Book Fair</li> <li>• Thanksgiving Food distribution for families in need</li> <li>• Hold Data and CET meetings in conjunction with PTA to review educational strategies, student progress, and school-wide data.</li> <li>• YFT family assistance with</li> </ul>
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								eye care, working with Raymond's Opticians in Yonkers (10 families allotted) <ul style="list-style-type: none"> <li>Family Liaison will continue to create outreach to families that are displaced due to tragedy.</li> </ul>				
#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 weekly with the Pupil Support Team (PST) to address concerns and needs of students: -Pupil Support Team Referrals. -Behavior Intervention Plans based on RTI. -Our PST led by our School Psychologist implements Restorative Practices that include prevention plans and goals with follow-up meetings for students with behavioral needs. Again, this is keeping in alignment with the expectations of the SIG Plan	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 Behaviors Intervention Supports (PBIS) is being implemented throughout the building by all staff members. This reinforces positive behaviors in the classroom, hallways, bathrooms,	4% decrease in suspension of students for the reporting period as compared to 2017 - 2018: <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="color: red;">2017 - 2018</th> <th style="color: red;">2018 - 2019</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">25</td> <td style="text-align: center;">24</td> </tr> </tbody> </table>	2017 - 2018	2018 - 2019	25	24	Museum School 25 will continue to implement Responsive Classroom Instruction and PBIS strategies to decrease suspensions while improving student achievement and behavior:  PBIS Committee will continue to utilize the "Owl Buck" merit system. Merit System includes: <ul style="list-style-type: none"> <li>Award system for students displaying positive behaviors</li> </ul>
2017 - 2018	2018 - 2019											
25	24											

				<p>as they pertain to Student Supports and School Climate.</p> <p>The Psychologist has turn keyed Restorative Practices to classroom teachers and school aides.</p>	<p>playground, cafeteria, buses, auditorium, etc.</p> <p>Administration follows up with parents and support staff to ensure all social, emotional, and academic interventions are in place and being implemented.</p> <p>If warranted, referrals to appropriate organizations are made by administration.</p>		<ul style="list-style-type: none"> <li>• Teaching staff and support staff will be able to volunteer time during lunch to monitor the Merit System Store</li> <li>• Owl Bucks' Redemption Center will have a menu of items that based on student wants/needs.</li> <li>• Assembly in September to re-introduce the concept to students and staff.</li> <li>• Pupil Support Team will continue to meet weekly to review behavior referrals and behavior plans. PST Restorative Practice Liaison – Psychologist will lead in the instruction and implementation of restorative circles schoolwide.</li> </ul>
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								<ul style="list-style-type: none"> <li>• Music Therapy and Mindfulness will continue for selected K-2 Students.</li> </ul>																								
#9- 3-8 ELA All Students Level 2 & above	39%	45%		Yes	<p>The following is being implemented to support student growth and achievement in ELA:</p> <p>AIS continues as was implemented in the 2017-2018 year. AIS is built into the master schedule Mondays, Tuesdays, Thursdays, and Fridays during 8:45 a.m. to 9:45 a.m., utilizing this time for reading fluency (DEAR) and math fluency. On Fridays, grades 3-6 will utilize the released NYSED exam items in order to prepare students for the NYS spring assessment.</p> <p>AIS Museum School 25 continues to implement evidence-based programs, such as, Map Skills, Redbird, and Castle Learning for ELA.</p> <p>To ensure that more students move to Level 2 and above, during ELT, the students will have access to Castle</p>	<p>-DRA assessment</p> <p>-Journeys Weekly Assessments and Unit Assessment</p> <p>-Engage NY ELA module supporting ELA curriculum</p> <p>-Engage NY ELA module incorporated into ELA curriculum</p> <p>-School-wide, universal reading and writing rubrics used throughout the grades.</p> <p>-Teacher feedback on student work, including 2 achievements (glows) and 1 need to improve (grow).</p> <p>-Peer Assessment: Students review</p>	<p>The Winter 2019 Map results indicated the following proficiency on the Spring 2019 State Assessments.</p> <p style="text-align: center;"><b>Reading</b></p> <table border="1" style="width: 100%;"> <tr> <td colspan="2" style="text-align: center;"><u>Grade 3</u></td> </tr> <tr> <td style="width: 50%;">18.9% will attain Level 2</td> <td style="width: 50%;">5.4% will attain Level 3</td> </tr> <tr> <td colspan="2" style="text-align: center;">0% will attain Level 4</td> </tr> <tr> <td colspan="2" style="text-align: center;"><u>Grade 4</u></td> </tr> <tr> <td style="width: 50%;">27.9% will attain Level 2</td> <td style="width: 50%;">11.6% will attain Level 3</td> </tr> <tr> <td colspan="2" style="text-align: center;">0% will attain Level 4</td> </tr> <tr> <td colspan="2" style="text-align: center;"><u>Grade 5</u></td> </tr> <tr> <td style="width: 50%;">18.9% will attain Level 2</td> <td style="width: 50%;">8.1% will attain Level 3</td> </tr> <tr> <td colspan="2" style="text-align: center;">0% will attain Level 4</td> </tr> <tr> <td colspan="2" style="text-align: center;"><u>Special Education Grade 6</u></td> </tr> <tr> <td style="width: 50%;">0% will attain Level 2</td> <td style="width: 50%;">0% will attain Level 3</td> </tr> <tr> <td colspan="2" style="text-align: center;">0% will attain Level 4</td> </tr> </table>	<u>Grade 3</u>		18.9% will attain Level 2	5.4% will attain Level 3	0% will attain Level 4		<u>Grade 4</u>		27.9% will attain Level 2	11.6% will attain Level 3	0% will attain Level 4		<u>Grade 5</u>		18.9% will attain Level 2	8.1% will attain Level 3	0% will attain Level 4		<u>Special Education Grade 6</u>		0% will attain Level 2	0% will attain Level 3	0% will attain Level 4		<p>The school will continue using data to drive instruction in 2019-2020, and will focus on using specific strategies outlined below: Museum School will continue to implement The Best Instructional Practices Guidebook that includes:</p> <ol style="list-style-type: none"> <li>1. School-Wide/Universal 2 Point NYSED Reading Comprehension Rubric and 4 Point NYSED Writing Rubric.</li> <li>2. School-Wide/Universal Writing Rubrics in, Narrative, Expository, and Opinion/Argumentative.</li> </ol>
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				<p>grades 2-6. Students are identified for Title I Services including the identified subgroup – SWD, using DRA, teacher recommendations, and the NYS Assessments. Supplemental materials are utilized to support differentiation to help students meet grade level standards. The five main areas targeted are; Phonemic awareness, phonics, vocabulary, reading fluency, and comprehension.</p>			<p>skills and strategies using supplemental materials such as: Learning A-Z, Storyworks, and NEWSELA.</p> <p>-Title III 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 A-Z, and a variety of online language supports.</p> <p>-The Museum School 25 Literacy and Numeracy</p>
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								<p>Coach will continue to support teachers and 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.</p>
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								-Online programs include: Map Skills, which provide targeted differentiated support.								
#15 - 3-8 Math All Students Level 2 & above	27%	33%		Yes	<p>The following is being implemented to support student growth and achievement in Math:</p> <p>AIS continues, as was implemented in the 2018-2019 year. AIS is built into the master schedule Mondays, Tuesdays, Thursdays, and Fridays during 8:45 a.m. to 9:45 a.m., utilizing this time for reading fluency (DEAR) and math fluency. On Fridays, grades 3-6 will utilize the released NYSED exam items in order to prepare students for the NYS spring assessment.</p> <p>AIS Museum School 25 continues to implement evidence-based programs, such as, Map Skills, Sum Dog, Redbird, and Castle Learning for math fluency and computation. Happy Numbers for practice and reinforcement of concepts.</p> <p>To ensure that more students move to Level 2 and above,</p>	<p>The following is being implemented to track student progress in Math:</p> <ul style="list-style-type: none"> <li>-Engage NY end of unit module assessments</li> <li>-School-wide, universal math and rubrics used throughout the grades, based on NYS CCLS.</li> <li>-Peer Assessment: Students review peer work and give feedback based on rubrics.</li> <li>-Math – Sum Dog online math program</li> <li>-Data analysis with online assessments.</li> </ul>	<p>The Winter 2019 Map results indicated the following proficiency on the Spring 2019 State Assessments.</p> <p style="text-align: center;"><b>Math</b></p> <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"><u>Grade 3</u></td> </tr> <tr> <td>25.0% will attain Level 2 5.6% will attain Level 3 0.0% will attain Level 4</td> </tr> <tr> <td style="text-align: center;"><u>Grade 4</u></td> </tr> <tr> <td>20.9% will attain Level 2 7.0% 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>16.7% will attain Level 2 5.6% will attain Level 3 0% will attain Level 4</td> </tr> <tr> <td style="text-align: center;"><u>Special Education Grade 6</u></td> </tr> <tr> <td>0% will attain Level 2 0% will attain Level 3 0% will attain Level 4</td> </tr> </table>	<u>Grade 3</u>	25.0% will attain Level 2 5.6% will attain Level 3 0.0% will attain Level 4	<u>Grade 4</u>	20.9% will attain Level 2 7.0% will attain Level 3 0% will attain Level 4	<u>Grade 5</u>	16.7% will attain Level 2 5.6% will attain Level 3 0% will attain Level 4	<u>Special Education Grade 6</u>	0% will attain Level 2 0% will attain Level 3 0% will attain Level 4	<p>The school will continue using data to drive instruction in 2019-2020, and will focus on using specific strategies outlined below:</p> <ul style="list-style-type: none"> <li>-Museum School will continue to implement The Best Instructional Practices Guidebook that includes:             <ol style="list-style-type: none"> <li>1. School-Wide/Universal Math rubrics. They are 2 and 3 point rubrics that are aligned to the NYSED Exams.</li> <li>2. School-Wide Instructional Strategy for Problem Solving: Flow Map.</li> <li>3. School-Wide/Universal grading policy that aligns to NYSED</li> </ol> </li> </ul>
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				<p>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.</p> <p>Teachers are utilizing supplemental materials that are CCLS aligned in addition to the Modules: Go Math, Envisions 2.0, and ZEARN - <b>Zearn</b> Math is a K-5 math curriculum based on Eureka Math / Engage NY it has resources for teacher-led and digital instruction.</p>			<p>State Exam Grading Scale.          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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								grouping of students and planning of material. Online supplemental support will continue to be implemented as a classroom center.
#85 Grades 4 and 8 Science All Students Level 3 and above	47%	53%		Yes	<p>Implementation of Mystery Science and establishment of a new science lab.</p> <p>Established a schedule for all classes to use the lab.</p> <p>The writing process was practiced during Science instruction.</p>	<p>Science projects and experiments are introduced throughout the year.</p>		<p>The school will continue using data to drive instruction in 2019-2020, and will focus on using specific strategies outlined below:</p> <ul style="list-style-type: none"> <li>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 A-Z, Read Works, and NEWSELA. In addition classroom teachers use</li> </ul>

								<p>supplemental materials that include:          Scholastic News: Science Spin, McGraw Hill Science Textbook, and Barron's NYS Grade 4 Elementary Level Workbook, and Measuring Up.</p> <ul style="list-style-type: none"> <li>• Museum School 25 will incorporate these supplemental materials in the 2019-2020 curriculum maps.</li> <li>• The new science lab will be used to conduct experiments and implement 21<sup>st</sup> Century experiences.</li> </ul>	
<b>Green</b>	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> .			<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.		<b>Red</b>	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)**

<b>LEVEL 2 Indicators</b>																							
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	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/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.	2019-20 School Year Continuation Plan for Meeting this Indicator															
#35- 3-6 ELA Black Students MGP	47.22%	49.22%		Yes	<p>The following is being implemented to support student growth and achievement in ELA:</p> <p>AIS continues, as was implemented in the 2018-2019 year. AIS is built into the master schedule Mondays,</p>	<p>-DRA assessment</p> <p>-Journeys Weekly Assessments and Unit Assessment</p> <p>-Engage NY ELA module supporting</p>	<p>Based on the Winter 2019 MAP the following indicates progress made and the students on target (based on RIT Norm) for <b>Black Students in Reading:</b></p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th colspan="5">African American/Black</th> </tr> <tr> <th>Winter Reading</th> <th>3<sup>rd</sup> Grade</th> <th>4<sup>th</sup> Grade</th> <th>5<sup>th</sup> Grade</th> <th>6<sup>th</sup> Grade</th> </tr> </thead> <tbody> <tr> <td>On Target</td> <td>11%</td> <td>24%</td> <td>33%</td> <td>0%</td> </tr> </tbody> </table>	African American/Black					Winter Reading	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	On Target	11%	24%	33%	0%	<p>The school will continue using data to drive instruction in 2019-2020, and will focus on using specific strategies outlined below:</p> <p>Museum School will continue to implement The Best Instructional Practices Guidebook that includes:</p>
African American/Black																							
Winter Reading	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade																			
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				<p>Tuesdays, Thursdays, and Fridays during 8:45 a.m. to 9:45 a.m., utilizing this time for reading fluency (DEAR) and math fluency. On Fridays, grades 3-6 will utilize the released NYSED exam items in order to prepare students for the NYS spring assessment.</p> <p>AIS Museum School 25 continues to implement evidence-based programs, such as, Map Skills, Redbird, and Castle Learning for ELA.</p> <p>Museum School 25 continues to implement evidence-based practices, such as, Thinking Maps and Explicit Instruction, which are both aligned to the SIG and Receivership Continuation Plans.</p>	<p>ELA curriculum</p> <ul style="list-style-type: none"> <li>-Engage NY ELA module incorporated into ELA curriculum</li> <li>-Schoolwide, universal reading and writing rubrics used throughout the grades.</li> <li>-Teacher feedback on student work, including 2 achievements (glows) and 1 need to improve (grow).</li> <li>-Peer Assessment: Students review peer work and give feedback based on rubrics.</li> <li>-ELA Practice release</li> </ul>	<table border="1"> <tr> <td>Made Progress</td> <td>100%</td> <td>81%</td> <td>63%</td> <td>67%</td> </tr> </table>	Made Progress	100%	81%	63%	67%	<ol style="list-style-type: none"> <li>1. School-Wide/Universal 2 Point NYSED Reading Comprehension Rubric and 4 Point NYSED Writing Rubric.</li> <li>2. School-Wide/Universal Writing Rubrics in, Narrative, Expository, and Opinion/Argumentative.</li> <li>3. School-Wide/Universal Writing Process instructional practice.</li> <li>4. School-Wide/Universal grading policy that aligns to NYSED State Exam Grading Scale.</li> <li>5. Teacher actionable feedback with the use of 2 glows (2 achievements) and 1 grow (1 needed improvement.)</li> </ol> <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</p>
Made Progress	100%	81%	63%	67%								

				<p>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. Supplemental materials are utilized to support differentiation to help students meet grade level standards</p> <p>Title I Services promote and develops successful reading and writing instruction in grades 2-6. Students are identified for Title I Services, using DRA, teacher recommendations,</p>	<p>questions – weekly. -Data analysis with online assessments</p>		<p>and pull-out instructional model. Lessons are developed to reinforce reading comprehension skills and strategies using supplemental materials such as: Learning A-Z, Storyworks, and NEWSELA.</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: NEWSELA, Learning A-Z, and a variety of online language supports.</p> <p>-The Museum School 25 Literacy and Numeracy Coach will continue to support teachers and support</p>
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					and the NYS Assessments. Supplemental materials are utilized to support differentiation to help students meet grade level standards. The five main areas targeted are; Phonemic awareness, phonics, vocabulary, reading fluency, and comprehension.			<p>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.</p> <p>-Online programs include: Map Skills, which provide targeted differentiated support.</p>
#41-3-6 Math Black Students MGP	45.81%	47.81%			The following is being implemented to support student growth and	The following is being implemented to track	Based on the Winter 2019 MAP the following indicates progress made and the students on target (based on RIT Norm) for <b>Black Students in Math:</b>	The school will continue using data to drive instruction in 2019-2020, and will

				<p>achievement in Math:</p> <p>AIS continues, as was implemented in the 2018-2019 year. AIS is built into the master schedule Mondays, Tuesdays, Thursdays, and Fridays during 8:45 a.m. to 9:45 a.m., utilizing this time for reading fluency (DEAR) and math fluency. On Fridays, grades 3-6 will utilize the released NYSED exam items in order to prepare students for the NYS spring assessment.</p> <p>AIS Museum School 25 continues to implement evidence-based programs, such as, Map Skills, Sum Dog, Redbird, and Castle Learning for math fluency and computation. Happy Numbers for practice and</p>	<p>student progress in Math:</p> <p>-Engage NY end of unit module assessments</p> <p>-School-wide, universal math and rubrics used throughout the grades, based on NYS CCLS.</p> <p>-Peer Assessment: Students review peer work and give feedback based on rubrics.</p> <p>-Math – Sum Dog online math program</p> <p>-Data analysis with online assessments.</p>	<table border="1"> <thead> <tr> <th>Winter Math</th> <th>3<sup>rd</sup> Grade</th> <th>4<sup>th</sup> Grade</th> <th>5<sup>th</sup> Grade</th> <th>6<sup>th</sup> Grade</th> </tr> </thead> <tbody> <tr> <td>On Target</td> <td>0%</td> <td>24%</td> <td>28.6%</td> <td>0%</td> </tr> <tr> <td>Made Progress</td> <td>92%</td> <td>62%</td> <td>81%</td> <td>67%</td> </tr> </tbody> </table>	Winter Math	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	On Target	0%	24%	28.6%	0%	Made Progress	92%	62%	81%	67%	<p>focus on using specific strategies outlined below:</p> <p>-Museum School will continue to implement The Best Instructional Practices Guidebook that includes:</p> <ol style="list-style-type: none"> <li>1. School-Wide/Universal Math rubrics. They are 2 and 3 point rubrics that are aligned to the NYSED Exams.</li> <li>2. School-Wide Instructional Strategy for Problem Solving: Flow Map.</li> <li>3. School-Wide/Universal grading policy that aligns to NYSED State Exam Grading Scale.</li> <li>4. Teacher actionable feedback with the use of 2 glows (2 achievements) and 1 grow (1 needed improvement.)</li> </ol> <p>-The Museum School 25 Literacy and Numeracy Coach will continue to support teachers and teacher support staff by providing follow-up</p>
Winter Math	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade																		
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					<p>reinforcement of concepts.</p> <p>Teachers are utilizing supplemental materials that are CCLS aligned in addition to the Modules: Go Math, Envisions 2.0, and ZEARN (ZEARN - Math is a K-5 math curriculum based on Eureka Math / Engage NY. It has resources for teacher-led and digital instruction).</p>			<p>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 implemented as a classroom center.</p>
#94- Providing 200 Hours of Extended Day Learning Time (ELT)	ELT Rubric	ELT Rubric		Yes	<p>The following is being implemented to complete the 200 necessary ELT hours:</p> <p>-Teachers recruited for ELT program based on student enrollment.          -Transportation is available where needed to ensure an increase in</p>	<p>The following is being implemented to track ELT:</p> <p>Assistant Principal runs reports to maintain record of student participation and total hours completed on</p>	<p>School administration and staff have actively promoted ELT for both After School and Saturday Academy.</p> <p>Students gave input on program choices.</p> <p>Enrichment is provided in both After School and Saturday Academy.</p> <p>Enrichment includes an introduction to visual as well as musical and performing arts. Games requiring strategy and math skills.</p>	<p>Museum School 25 will continue to provide ELT and programs</p> <ul style="list-style-type: none"> <li>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.</li> <li>Saturday NYS Test Prep</li> </ul>

					<p>participation of the ELT program.</p> <ul style="list-style-type: none"> <li>-Saturday School has been implemented since November.</li> <li>-Curriculum is ELA and Math – Tuesday Wednesday ELA and Thursday Math.</li> <li>-Students are assigned based on DRA and NWEA Map Data.</li> <li>-ELA will reinforce skills and phonics</li> <li>-Math will reinforce skills in fluency and computation</li> <li>-Information was shared at all parent meetings.</li> </ul>	<p>a monthly basis.</p> <p>Clerical staff contacts parents of absent students including students in targeted subgroups.</p>		<ul style="list-style-type: none"> <li>• If funding permits the school will continue implementing a Museum School Model through Hudson River Museum partnership.</li> </ul>
#95-Teacher Attendance	91.30%	92.8%		Yes	<p>The following is being implemented to promote teacher attendance:</p> <p>Support Staff posts monthly teacher attendance percentages to promote sense of community.</p>	<p>The following is being implemented to track Teacher Attendance:</p> <p>Support Staff will track teacher attendance monthly using AESOP report.</p>	<p>School leadership reviews teacher attendance monthly.</p> <p>Current Average Teacher Attendance is <b>98.2%</b></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"> <li>• Administration will continue to conduct an open door policy for all teachers.</li> <li>• Weekly professional development workshops will provide as a</li> </ul>

								<p>resource in teachers' teaching.</p> <ul style="list-style-type: none"> <li>• Weekly congruence planning with an administrator</li> <li>• Partner and District Coaches will provide in-class instruction, modeling, and mentoring for new or struggling teachers</li> <li>• School-wide events will continue; thereby, reinforcing a sense of community amongst staff, students, families, and partners.</li> <li>• Regular and specific feedback on observation will be provided to assist in mastery of one's teaching.</li> <li>• Continue to share best practices during 8:05 and other venues.</li> <li>• Content Area support from Central Office e.g. ELA, Math, Science, Safety, Social and</li> </ul>
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								Emotional, and Technology.
#98- Chronic Absenteeism	Y	Chronic Rubric		Yes	<p>The following system continues to be implemented:</p> <p>Teacher outreach to students that are absent more than 2 times within a week. Students who are absent more than 2 times within the week are referred to the Guidance Counselor who then performs outreach. The Guidance Counselor then will assess the reason for excessive absence and refer to proper community school service.</p> <p>The PST meets weekly to determine attendance concerns, as well as perfect attendance incentives.</p>	<p>The following system is being implemented to track chronically absent students:</p> <p>The Guidance Counselor tracks student absences weekly, monthly, and quarterly. The Guidance Counselor creates intervention plans for each student who is considered chronically absent and shares them with school administration.</p>	<p>School leadership and Pupil Support Team reviews student attendance monthly.</p> <p>Parents are contacted, if there are still no changes, then Child Protective Services (CPS) is notified. To date we have <b>4.5%</b> of our student population identified as chronically absent.</p>	<ul style="list-style-type: none"> <li>• Continue to monitor attendance first by teachers, clerical, guidance, and administration.</li> <li>• Continue community outreach stressing the importance of school attendance and the alignment to student success.</li> <li>• 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.</li> <li>• Museum School 25 will conduct in the 2019-2020 school year, quarterly celebration for student with perfect attendance. Students will be identified each quarter and will participate in a</li> </ul>

							celebration ran by Pupil Support.
<b>Green</b>	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> .		<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.		<b>Red</b>	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.)*

<b>Key Strategies</b>				
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 2018-19 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 or SCEP).	Status (R/Y/G)	Analysis / Report Out	2019-20 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.		<p>To strengthen our partnerships and community stakeholders we will hold program events and workshops that address family wellness, reinforcing ELA and literacy skills, cultural awareness, safety, and social and emotional well-being. Our community partners include:</p> <p><b>ANDRUS</b> - 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</p> <p>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.</p> <p><b>Feeding Westchester</b> – has partnered with Museum School 25 to create a Food Pantry. Families can come in during the week to obtain food</p> <p><b>Montefiore Medical Clinic:</b> 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</p>

		<p>participate in class activities when struggling to manage their behaviors, support teachers in referring students who they feel are appropriate to receive services through ANDRUS.</p> <p><b>Thinking Maps (Balance Between)</b> - 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><b>SMILE Dental</b> - Provides dental health services to students and families with routine check-ups at Museum School 25.</p> <p><b>Family Services of Westchester – Big Brother Big Sister</b> – provides weekly support to students via mentoring, homework help, family guidance, and enriching field trips.</p> <p><b>Hudson River Museum</b> – provides teachers and students in grades Pre-K -2 with interdisciplinary experiences related to art, history, and science. The curriculum includes pre and post visit lessons with a museum educator, docent led tours, and hands on workshops at the museum and classroom instruction with a resident artist.</p> <p><b>Harambee African Dance</b> - introduces the students to music, dance, and African Drums via enrichment programs after school and on Saturdays.</p>	<p>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 Montefiore.</p> <p><b>Nepperhan Community Center</b> - The CHSC (Creating Healthy Schools and Communities) initiative continues to support Museum School 25’s Wellness.</p> <p><b>HRM-</b> provides teachers and students in grades Pre-K -2 with interdisciplinary experiences related to art, history, and science. The curriculum includes pre and post visit lessons with a museum educator, docent led tours, and hands on workshops at the museum and classroom instruction with a resident artist.</p> <p><b>Harambee African Dance</b> – introduces the students to music, dance, and African Drums via enrichment programs after school and on Saturdays.</p> <p><b>Junior Achievement-</b> 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><b>Big Brothers and Big Sisters-</b> provides homework help and mentoring for 15 Museum School students every Monday.</p>
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			<b>Junior Achievement-</b> JA school programs provided a hands-on learning experience for students in Pre-K-6 grades. The one day event introduced the students to: family, community, government, business, and economics.	
2.	Outline Professional Committees			Museum School 25 will identify roles and responsibilities of members in the following professional committees: <ul style="list-style-type: none"> <li>• CET</li> <li>• Data</li> <li>• PD</li> <li>• Safety</li> <li>• Health and Wellness</li> <li>• School Beautification</li> <li>• Spirit/PBIS/Student of the Committee</li> <li>• Student Council</li> </ul> Liaisons will delegate said responsibilities to members.
3.	Professional Learning Community (PLC) (STEM)			Teachers met to discuss STEM practices within grades 3-6. Team will plan to invite K-2 to vertically plan. Meetings will be planned for the following year to merge curriculum practices and curriculum maps.
4.				
5.				
<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b> 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**

<b>Community Engagement Team (CET)</b>			
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 2019-20 School Year.			
Status (R/Y/G)	Analysis/Report Out	2019-20 School Year Continuation Plan	
	<p>The Receiver approved the Literacy/Numeracy coach position at the school for the year. This educator conducts PD and in class modeling for the new and experienced teachers to continue progress in student achievement. She is respected and trusted by staff.</p> <p>The CET meets monthly and addresses school needs. Draft plans are developed. Representatives share the plans with their groups and report back to the CET. Outcomes include increased participation in ELT and partnership with Feeding Westchester at no charge.</p>	<p>It is the wish for the Literacy/Numeracy Coach to remain in the building.</p> <p>Monthly meetings</p> <p>Representatives from all stakeholder groups</p>	
<b>Powers of the Receiver</b>			
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 2019-20 School Year.			
Status (R/Y/G)	Analysis/Report Out	2019-20 School Year Continuation Plan	
<b>Green</b>	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>	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
		<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

**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 18-19 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.	<b>ALONG WITH THIS REPORT/CONTINUATION PLAN, PLEASE SUBMIT AS APPLICABLE:</b> <ul style="list-style-type: none"> <li><b>SIG FS-10 2019-20 BUDGET AND BUDGET NARRATIVE AS APPLICABLE.</b></li> </ul> <b>DO NOT SUBMIT CSG or PSSG BUDGET DOCUMENTS.</b>  <b>BUDGET FORMS ARE AVAILABLE AT:</b> <a href="http://www.oms.nysed.gov/cafe/forms/">http://www.oms.nysed.gov/cafe/forms/</a> .
The Balance Between (SIG) – Professional Development		Increased use of Thinking Maps	
Hudson River Museum (CSG)		Development of Museum Theme	
Harambee Dance Company (CSG)		Increased student participation and abilities	
Uptown Classics (CSG)		Increased student participation in ELT and improved behavior as a result of art therapy	

**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 2018-2019 Continuation Plan, and has had the opportunity to review, and update if necessary, its 2019-2020 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**

**2019-20**

**School Improvement Grant 1003(g)**

**Continuation Plan Cover Page**

<b>District Name: Yonkers City School District</b>	
<b>School Name: Museum School 25</b>	
<b>Contact Person: Elaine Shine</b>	<b>Telephone ( 914 ) 376-8183</b>
<b>E-Mail Address: <a href="mailto:eshine@yonkerspublicschools.org">eshine@yonkerspublicschools.org</a></b>	
<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, 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.</p>	
<b>Authorized Signature (in blue ink)</b>	<b>Title of Chief School/Administrative Officer</b>

	Superintendent of Schools
Typed Name: Dr. Edwin M. Quezada	Date: April 30, 2019