

Receivership Schools ONLY

Quarterly Report #3: *January 31, 2017 to April 28, 2017* and Continuation Plan for 2017-18 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website:			
Museum School 25	662300010025	Yonkers City School District	Balance Between (Thinking Maps)	Check which plan below applies:			
				SIG 6		SCEP	
				Cohort: 6			
				Model: Innovation Framework-Community School Design			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Dr. Edwin M. Quezada	JoAnn DiMaria	Elaine Shine – Executive Director School Improvement		Pre-K - 6	11.5%	22.3%	382
	Appointment Date: 8/2016						

Executive Summary

Please provide a *plain-language summary* of this quarter in terms of implementing key strategies, engaging the community, enacting Receivership, and assessing Level 1 and Level 2 indicator data. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public, and limit the summary to *no more than 500 words*.

Museum School 25 has a 45 minute AIS block that is dedicated to ELA and Math four days a week. Students are placed in AIS based on their MAP Lexile levels. AIS groupings continue to be revised based on new MAP testing data. Strategies to support the skill of the week are reviewed in Professional Development and are implemented throughout the AIS time each morning. The skills are mirrored throughout the school, and reinforced in class and during Extended Learning Time (ELT). Professional Development for teachers is focused on the RtI skill of the week based on curricula maps.

Museum School 25 implemented Music in Motion with the Kindergarten, First and Second grades. As a pull-out program during the day Monday, Wednesday, and Friday. The instructor meets with students for 45 minutes. Music in Motion introduces the fundamentals of music,



movement, and mindfulness as a means to develop socialization skills, emotional self-awareness, and physical coordination. The program gives its participants unique access to education with hands-on training guided by world-class Teaching Artists. With the aim of developing nimble minds, the children will be equipped with a versatile set of skills that will enable them to think creatively, critically, and most importantly independently.

A Math Coach from Mercy College joined the school this quarter. The coach has been working one-on-one with teachers from grades 3-6 on Mathematics Common Core strategies.

The Community Engagement Team meetings are held on a monthly basis, and on bimonthly basis to support the compilation of the quarterly and Continuation reports. The Community Engagement Team is a fluid committee committed to supporting the successful implementation of the outlined indicators and SIG goals. At present, the CET committee had input into the current quarterly report. No adjustments are required at this time. In addition to CET meetings, Partner meetings are held. The partner meeting style is that of an open forum where members share updates on their respective programs. Beneficial articulation highlights information and suggestions based on progress toward meeting the Receivership indicators and the student needs at Museum School 25.

The four receivership school half-days provided invaluable professional development and opportunities to collaborate on grade levels as well as vertically (across grade levels) to review MAP testing data, measure growth, and reconfigure student Response to Intervention (RtI) groups. The entire staff – Administrators, Teachers, Teaching Assistants, and Classroom Aides reviewed data and discussed the progress of their groups. Itinerant teachers are also an integral part of RtI, their opportunity has given the entire school community time to share strategies, discuss individual student progress, and find grade level tools to support students.

Extended Learning Time programs total 185 attendees; our whole school population is 382 students with a total of 246 hours of instruction to date. Academic and enrichment are included in all ELT programs including Saturdays and vacations.

Attention – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcomes of key strategies related to Receivership, and as such, should not be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for Receivership schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for Receivership schools with School Comprehensive Education Plans (SCEP). The Quarterly Report in its entirety must be posted on the district web-site.

Please note - This document also serves as the Continuation Plan for Receivership schools for the 2017-18 school year. All prompts submitted under the “2017-18 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. 2017-18 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)

<u>LEVEL 1 Indicators</u>								
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	2016-17 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2016-17 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.	2017-18 School Year Continuation Plan for Meeting this Indicator
#1- Priority School makes yearly progress		Make progress		Yes	The District’s assessment tool is the Measures of Academic Progress (MAP). This is administered in the Fall, Winter, and Spring.	Formal observations are carried out two-three times a year (non-tenured and tenured teachers). There are monthly walk-throughs for every teacher and Teaching	<ul style="list-style-type: none"> AIS is built into our Master Schedule. AIS groupings change based on NYS ELA, Math, MAP formal and informal assessments. The results of the 2016-2017 Winter MAP indicated a projected proficiency as stated 	<p>The school will continue with the proven Academic Intervention Strategies in 2017-2018.</p> <p>Data will be disaggregated into</p>



				<p>Based on the Winter MAP Scores, the program is able to project proficiency as it pertains to the NYS Assessments.</p> <p>Museum School 25 has adjusted the master schedule for the 2016-2017 school year to afford all teachers multiple times throughout the week to meet, plan collaboratively, analyze and discuss student data.</p> <p>Teachers voluntarily meet to collaborate on grade level from 8:00 a.m. – 8:30 a.m. with Literacy Coach, Title I and Title III teachers.</p> <p>Adjustments to the 4th and 5th grade</p>	<p>Assistants have walk-throughs.</p>	<p>below:</p> <p>School wide Projected Proficiency Data (All Grades)</p> <p>Reading 22.6% will attain Level 2 7.3% will attain Level 3 1.2% will attain Level 4</p> <p>School wide Projected Proficiency Data (All Grades)</p> <p>Math 19.1% will attain Level 2 8.6% will attain Level 3 2.7% will attain Level 4</p>	<p>subgroups.</p> <p>Attendance will be discussed during all parent meetings.</p> <p>ELT will continue during vacations.</p> <p>Vertical planning will be included in the master schedule.</p>
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				<p>were made as a team to increase student achievement by providing a Teaching Assistant to support small group instruction within these classrooms. Teachers are provided ongoing support via the ELA, Math coach.</p> <p>A Teaching Assistant and Aides were added in grades K-2 to support phonemic awareness, graphophonics comprehension skills (listening, reading) and math foundational skills.</p> <p>Kindergarten Teachers are given opportunities for professional development aligned to the school wide initiatives and district roadmaps</p>			
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					<p>that are centered on data analysis, Thinking Maps, explicit instruction and student engagement.</p> <p>AIS is designed for small group instruction by grade level and flexible grouping based on Lexile and Map scores.</p> <p>The Principal has implemented ongoing data meetings with teachers to direct flexible grouping and targeted skills instruction.</p>												
#33- 3-6 ELA All Students MGP	45.94	1% Increase		Yes	<p>AIS continued this quarter in the same format, as the first instructional period of the day. AIS classes meet 4 times a week for 45 minutes. Two days are dedicated to ELA. Wednesdays during the AM is reserved for PD.</p> <ul style="list-style-type: none"> • DRA assessment • Journey’s weekly and end of unit assessment • Engage NY ELA module incorporated into ELA curriculum • Writing rubrics used throughout the grades. 	<p>The Fall-Winter 2015-2016 ELA change in Reading indicated:</p> <table border="1"> <thead> <tr> <th>Grade</th> <th></th> </tr> </thead> <tbody> <tr> <td>3</td> <td>7.8</td> </tr> <tr> <td>4</td> <td>6.7</td> </tr> <tr> <td>5</td> <td>1.7</td> </tr> <tr> <td>6</td> <td>2.7</td> </tr> </tbody> </table> <p>The Fall-Winter 2016-2017 ELA change in Reading indicated:</p>	Grade		3	7.8	4	6.7	5	1.7	6	2.7	<p>The school will continue using data to drive instruction in 2017-2018, and will focus on using specific strategies outlined below:</p> <ul style="list-style-type: none"> • Topic analysis during AIS • Monthly writing genres with open themes, e.g.
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	<p>AIS is designed for small group instructions by grade level and flexible grouping based on Lexile and Map scores.</p> <p>Museum School 25 continues to implement evidence-based practices, aligned to the SIG and Receivership Plans.</p> <p>These practices include data-driven instruction derived from an assessment framework, which includes data analysis and targeted planning for teaching and re-teaching in professional learning communities.</p> <p>Students receive Tier II and III academic support</p>	<ul style="list-style-type: none"> Peer Assessment: Students assess each other with student created rubrics ELA “Mock” assessment: iReady assessment Implementation of Skills Navigator (NWEA MAP) Data analysis with online assessments though <ul style="list-style-type: none"> Skills Navigator and Study Island 	<table border="1"> <thead> <tr> <th>Grade</th> <th></th> </tr> </thead> <tbody> <tr> <td>3</td> <td>10.3</td> </tr> <tr> <td>4</td> <td>5.9</td> </tr> <tr> <td>5</td> <td>4.9</td> </tr> <tr> <td>6</td> <td>5.4</td> </tr> </tbody> </table> <p>Comparing the Fall - Winter 2015-2016 to the Fall-Winter 2016-2017 Growth for Reading - data indicates the mean RIT growth is as follows:</p> <table border="1"> <thead> <tr> <th>Grade</th> <th></th> </tr> </thead> <tbody> <tr> <td>3</td> <td>+2.5</td> </tr> <tr> <td>4</td> <td>-0.8</td> </tr> <tr> <td>5</td> <td>+3.2</td> </tr> <tr> <td>6</td> <td>+2.7</td> </tr> </tbody> </table>	Grade		3	10.3	4	5.9	5	4.9	6	5.4	Grade		3	+2.5	4	-0.8	5	+3.2	6	+2.7	<p>narrative, informative, persuasive, etc.</p> <ul style="list-style-type: none"> Infuse Journeys with the NYS Modules, where applicable Continue congruence planning to analyze data and review student work Goal setting with students: K-5 Reading, 3-5 Language Arts Vacation packets Project Based Learning ELT The school will continue with Teachers College Coaches for teaches in (grades 3-5) Thinking Maps Coach Literacy/Numeracy Coach Hold grade level meetings in conjunction with PTA to review educational
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					<p>through academic intervention services (AIS) and Intensive Instruction (II) through on-line intervention programs: NWEA Skills Navigator and Study Island.</p> <p>ENL students receive content skills support through Title III pull-out program.</p>			strategies, student progress, and data.														
#39- 3-6 Math All Students MGP	46.15	1% Increase		Yes	<p>AIS continued this quarter in the same format, as the first instructional period of the day. AIS classes meet 4 times a week for 45 minutes. Two days are dedicated to Math.</p> <p>Wednesdays during the AM is reserved for PD.</p> <p>AIS is designed for small group instruction by grade</p>	<ul style="list-style-type: none"> Engage NY end of unit module assessment Project based Learning Projects incorporated into Math curriculum Peer Assessment: Students assess each other with student created rubrics Math “Mock” assessment: iReady assessment 	<p>The Fall-Winter 2015-2016 change in Math indicated:</p> <table border="1"> <thead> <tr> <th>Grade</th> <th></th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3.2</td> </tr> <tr> <td>4</td> <td>4.7</td> </tr> <tr> <td>5</td> <td>0.2</td> </tr> <tr> <td>6</td> <td>0.0</td> </tr> </tbody> </table> <p>The Fall-Winter 2016-2017 change in Math indicated:</p> <table border="1"> <thead> <tr> <th>Grade</th> <th></th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	Grade		3	3.2	4	4.7	5	0.2	6	0.0	Grade				<p>The school will continue using data to drive instruction in 2017-2018, using specific strategies outlines below:</p> <ul style="list-style-type: none"> Sprints and/or 1-minute drills Goal setting with students K-5 Khan Academy Topic analysis Congruence planning to analyze data and review student work
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				<p>level and grouped based on MAP scores.</p> <p>Museum School 25 continues to implement evidence-based practices, aligned to the SIG and Receivership Plans.</p> <p>These practices include data-driven instruction applied through an assessment framework, which includes data analysis and targeted planning for teaching and re-teaching in professional learning communities.</p> <p>Additionally, the math coach provides opportunities for teachers to increase the quality of their</p>	<ul style="list-style-type: none"> • Implementation First in Math • Data analysis with online assessments though • First in Math, Skills navigator and Study island 	<table border="1"> <tr> <td>3</td> <td>4.9</td> </tr> <tr> <td>4</td> <td>9.5</td> </tr> <tr> <td>5</td> <td>6.8</td> </tr> <tr> <td>6</td> <td>6.4</td> </tr> </table> <p>Comparing the Fall - Winter 2015-2016 to the Fall-Winter 2016-2017 Growth for Math- data indicates the mean RIT growth is as follows:</p> <table border="1"> <thead> <tr> <th>Grade</th> <th></th> </tr> </thead> <tbody> <tr> <td>3</td> <td>+1.7</td> </tr> <tr> <td>4</td> <td>+4.8</td> </tr> <tr> <td>5</td> <td>+6.6</td> </tr> <tr> <td>6</td> <td>+6.4</td> </tr> </tbody> </table>	3	4.9	4	9.5	5	6.8	6	6.4	Grade		3	+1.7	4	+4.8	5	+6.6	6	+6.4	<ul style="list-style-type: none"> • School wide MAP leveling • Teachers in Grades Pre-K-5 attend math workshops • Vacation packets • Project Based Learning • Use teacher resource “Problematic” and “Brain Pop” to generate student work • ELT and Holiday School • Hold grade level meetings in conjunction with PTA to review educational strategies, student progress, and data. • The school will continue with a Math Coach for specific teachers (grades 3-5) • Teachers College Coaches for teaches in (grades 3-5) focused on the development of interdisciplinary units on the topic of
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					<p>instruction through coaching and modeling.</p> <p>Students receive Tier II and III academic support through academic intervention services (AIS) and Intensive Instruction (II) through on-line intervention programs, First in Math and Study Island.</p> <p>ENL students receive content skills support through Title III pull-out program with purposeful designs to master math vocabulary.</p>			<p>partner museum exhibits</p> <ul style="list-style-type: none"> • Thinking Maps Coach • First in Math connecting home/school
#2- Plan for and implement Community School Model				Yes	<p>Museum School 25 has implemented the community school model. There are 16 active partners:</p> <p>The partners offer</p>	<p>Family Welcome Center Liaison log</p> <p>Parent sign in sheets</p> <p>Partner summaries</p> <p>Meeting notes</p> <p>Parent surveys</p> <p>Student surveys</p>	<p>Increased parent involvement</p> <p>Decreased suspension rates</p> <p>Improved student attendance</p>	<p>The School will continue with the Community Partners, Community Engagement Team, and Family Welcome Center all in an effort to sustain what is in place.</p>



				<p>services that include academic interventions, direct academic services to students and teachers; social and emotional wellness for students and families, dental services, as well as extra-curricular enrichment programs via the arts, both physical and visual arts.</p> <p>ENL and Title I- Reading teachers offer parent workshops at Museum School 25 four times a year.</p> <p>The Principal hosts bi-monthly Teas for the parents 29 parents attended the September Tea. There were 33 parents who attended “Dads Bring your Child to School Day”. PTA meetings are held on the third</p>			<p>The initiatives to be continued in 2017-2018 include:</p> <ul style="list-style-type: none"> • SMILE Dental • Family Nights • Community Service Awards • Student of the Month Family Breakfasts • Adult ENL and Title I workshops • Cluster - (social and mental wellness) • Establish a health and wellness center • Field Day • Family Night - movies • Numerous field trips opened up to parents • 5th Grade senior trip • Fundraising • Establish a SCCSC – School Climate Culture Safety Committee • Open House • Partner Meetings • Pajamas and backpack distribution • Scholastic Book
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				<p>Thursday of every month at 6 p.m.</p> <p>In February and March. Awards Ceremony – 102 parents, 5th and 6th grade parent night 12 parents, Title I & ENL Workshops – 8 parents.</p> <p>Community Engagement Team (CET) convened; eight meetings were held this year at the school and one was held at the District.</p> <p>Museum School 25 continues to hold bi-monthly CET meetings. Three Partner meetings were held.</p> <p>SMILE provided dental services to students enrolled at Museum School 25 Approximately 150 students have signed up to</p>			<p>Fair</p> <ul style="list-style-type: none">• Thanksgiving Food distribution• Hold grade level meetings in conjunction with PTA to review educational strategies, student progress, and data.
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				<p>receive dental services, delivery of which began the week of November 7th. The dental professionals visited the school again on May 11th & 12th.</p> <p>Key activities implemented to ensure that this objective and goal are met include: creating wrap around services, e.g. Andrus Social/Emotional Providers; SMILE – Dental Services; providing family engagement opportunities via the Family Welcome Center, e.g. parenting classes, instructional workshops for parents, Title I and ENL workshops.</p> <p>Museum School 25 has added an additional partner</p>			
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				<p>(Cluster Community Services – Westchester Mediation Centers) to address the emotional needs of our students through Restorative Circles.</p> <p>Visual and Performing Art (Artful Expressions and Music Therapy (Music in Motion) opportunities are offered for our K-2 grade students to address social and emotional needs.</p> <p>Iona College and Manhattan College have provided graduate interns who work directly under the guidance of our School Counselor, Social Worker, and Psychologist to provide direct social and emotional services to students; thereby, reducing student to</p>			
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					<p>provider ratios for service.</p> <p>To date we have held 17 parent and community events in addition to the PTA and Partner meetings.</p> <p>School community outreach team attended services at various places of worship to speak with parents and encourage them to be more involved in the school.</p>			
#4 - Student Suspension Rate	13%	1% Decrease		Yes	<p>The social and emotional developmental health of students is addressed through a tiered system of supports. The School Improvement Manager is leading data meetings that analyze a variety of assessments, such as, MAP, student and teacher attendance records, and teacher -</p>	eSchool reports Teacher reports Attendance data	Cognos reporting of the period from September 6, 2016 through the writing of this document indicates 8% to date.	<ul style="list-style-type: none"> • Museum School 25 seeks to implement Responsive Classroom Instruction and PBIS strategies to decrease suspensions while improving student achievement and behavior. • Museum School 25 will continue to monitor suspensions and implement PBIS based alternatives.



					generated evaluative assessments. Attention is given to patterns and trends for Office Discipline Referrals and Suspensions.			<ul style="list-style-type: none"> • Art Therapy and Music Therapy will continue for K-2 grade students • Implement school wide expectations based on CET recommendations • Implement Restorative Practices school wide • Lunchtime Boys and Girls Scouts • Continue Big Brothers Big Sisters program • Continue PATHS curriculum in PreK and K
#9- 3-8 ELA All Students Level 2 & above	38.8%	42%		Yes	<p>The following was done to achieve the stated ELA results:</p> <ul style="list-style-type: none"> • All teachers in grades 3-6 are monitoring their students' progress through MAP assessment data. • Teachers reviewed the 	<ul style="list-style-type: none"> • DRA assessment • Journey's weekly and end of unit assessment • Writing rubrics used throughout the grades. • EngageNY ELA module incorporated into ELA curriculum • Peer Assessment: 	<p>The Winter ELA MAP Projected Proficiency Report for Reading indicated:</p> <p>School wide 2015-2016 Projected Proficiency - ELA 22.9% on Level 2 2.4% on Level 3 0% on Level 4</p> <p>The Winter 2016-2017 ELA MAP Projected Proficiency Report for Reading indicated that on the</p>	<p>The school will continue using data to drive instruction in 2017-2018, and will focus on using specific strategies outlines below:</p> <ul style="list-style-type: none"> • Topic analysis during • Monthly writing genres with open themes, e.g. narrative,



				<p>MAP “Student Goal Setting Worksheets” with their students. During conferencing teachers reviewed RIT/Lexile levels with students so that students could take ownership and understand the academic expectations.</p> <ul style="list-style-type: none"> • These reports were sent home to the parents. • Students are tracking their own progress in order to reach their grade level reading goal. • Teachers are tracking student progress and providing support through AIS collaborative co-teaching, small group instruction, with 	<p>Students assess each other with student created rubrics</p> <ul style="list-style-type: none"> • ELA “Mock” assessment: iReady assessment • Implementation Skills Navigator • Incorporation of the released test questions • Data analysis with online assessments though <ul style="list-style-type: none"> ○ Skills Navigator and Study Island 	<p>Spring NYS ELA Assessment the students will perform as follows:</p> <p>School wide 2016-2017 Projected Proficiency - ELA</p> <p>22.6% will attain Level 2 7.3% will attain Level 3 1.2% will attain Level 4</p> <p>Comparing the Winter 2015-2016 to the Winter 2016-2017 MAP Projected Proficiency Summaries for Reading - data indicates the following increases since the 2016 Spring NYS ELA Assessment:</p> <p>Shift from Winter 2016-2017 Projections From Level 2 – Level 3 - 4.9% From Level 3 – Level 4 – 1.2%</p>	<p>informative, persuasive, etc.</p> <ul style="list-style-type: none"> • Infuse Journeys with the NYS Modules, where applicable • During the summer of 2017 plan shifts to NYS Modules • Continue congruence planning to analyze data and review student work • Goal setting with students: K-5 Reading, 3-5 Language Arts • Vacation packets • Project Based Learning • ELT • The school will continue with Teachers College Coaches for teachers in (grades 3-5) on designing interdisciplinary units focused on the Museum partner exhibits • Thinking Maps Coach • Literacy Coach
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					<p>ongoing changes to flexible groups in accordance with data shift finding after school wide assessments.</p> <ul style="list-style-type: none"> • Vacation packets • Two days of uninterrupted 45 minute block for ELA. 			<p>conducting PD on the Reading/Writing Workshop model</p> <ul style="list-style-type: none"> • Hold grade level meetings in conjunction with PTA to review educational strategies, student progress, and data.
#15 - 3-8 Math All Students Level 2 & above	27%	41%		Yes	<p>The following was done to achieve the math results:</p> <ul style="list-style-type: none"> • All teachers in grades 3-6 are monitoring their students' progress through MAP assessment data. • Teachers reviewed the MAP "Student Goal Setting Worksheets" with their students. During 	<ul style="list-style-type: none"> • Engage NY end of unit module assessment • Project based Learning Projects incorporated into Math curriculum • Peer Assessment: Students assess each other with student created rubrics • Math "Mock" assessment: iReady assessment • Implementation First in Math 	<p>The Winter Math MAP Projected Proficiency Report for Math indicated:</p> <p>School wide 2015-2016 Projected Proficiency - Math 22% on Level 2 4.8% on Level 3 0% on Level 4</p> <p>The Winter 2016-2017 Math MAP Projected Proficiency Report for Math indicated that on the Spring NYS Math Assessment the students will perform as follows:</p> <p>School wide 2016-2017 Projected Proficiency - Math 22.61% will attain Level 2</p>	<p>The school will continue using data to drive instruction in 2017-2018, using specific strategies outlines below:</p> <ul style="list-style-type: none"> • Sprints and/or 1-minute drills • Goal setting with students K-5 • Khan Academy • Topic analysis • Congruence planning to analyze data and review student work • Teachers in Grades Pre-K-5 attend math workshops



				<p>conferencing teachers reviewed RIT/Lexile levels with students so that students could take ownership and understand the academic expectations.</p> <ul style="list-style-type: none"> • These reports were sent home to the parents. • Students are tracking their own progress in order to reach their grade level reading goal. • Trophy designated for “class of the week” intra school competition for First in Math • Teachers are tracking student progress and providing support through AIS collaborative co-teaching, 	<ul style="list-style-type: none"> • Data analysis with online assessments though • First in Math, Skills Navigator and Study Island 	<p>5.5% will attain Level 3 1.2% will attain Level 4</p> <p>Comparing the Winter 2015-2016 to the Winter 2016-2017 MAP Projected Proficiency Summaries for Math - data indicates the following increases on the 2016 Spring NYS Math Assessment:</p> <p>Shift from Winter 2016-2017 Projections From Level 2 – Level 3 – 0.7% From Level 3 – Level 4 – 1.2%</p>	<ul style="list-style-type: none"> • Vacation packets • Project Based Learning • Use teacher resource “Problematic” and “Brain Pop” to generate student work • ELT and Holiday School • The school will continue with a Math Coach for specific teachers (grades 3-5) • Teachers College Coaches for teaches in (grades 3-5) • Thinking Maps Coach • First in Math • Hold grade level meetings in conjunction with PTA to review educational strategies, student progress, and data.
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				<p>small group instruction, and consistent realignment of goals and groupings after school wide assessments.</p> <ul style="list-style-type: none"> • Vacation packets • Two days of uninterrupted 45 minute block for Math. 			
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .			Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part II – Demonstrable Improvement Indicators (Level 2)

LEVEL 2 Indicators								
Please list the school’s Level 2 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.								
Identify Indicator	Baseline	2016-17 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2016-17 progress target for this indicator? For	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	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.	2017-18 School Year Continuation Plan for Meeting this Indicator



				each Level 2 indicator, please answer yes or no below.	reporting period and a rationale as to why these adjustments were made.																							
#35- 3-6 ELA Black Students MGP	47.22	1% Increase		Yes	<p>An AIS period was implemented in January. The AIS classes meet 4 times a week for 45 minutes. Two days are dedicated to ELA.</p> <p>Students on the cusp based on MAP Reading scores and Lexile levels were identified and considered for Intensive Instruction – (II). These students were enrolled in ELT, Saturday School and Holiday School. When available, II students were targeted for more support by College Interns and Literacy Coach.</p> <p>Students receive Tier II and III academic support through academic intervention services (AIS) and Intensive</p>	<ul style="list-style-type: none"> • DRA assessment • Journey’s weekly and end of unit assessment • Engage NY ELA module incorporated into ELA curriculum • Writing rubrics used throughout the grades. • Peer Assessment: Students assess each other with student created rubrics • ELA “Mock” assessment: iReady assessment • Implementation Skills Navigator • Data analysis with online assessments though <ul style="list-style-type: none"> ○ Skills Navigator and Study 	<p>The Fall-Winter 2015-2016 ELA change in Reading for Black Students indicated:</p> <table border="1"> <thead> <tr> <th>Grade</th> <th></th> </tr> </thead> <tbody> <tr> <td>3</td> <td>8.0</td> </tr> <tr> <td>4</td> <td>5.3</td> </tr> <tr> <td>5</td> <td>0.3</td> </tr> <tr> <td>6</td> <td>3.4</td> </tr> </tbody> </table> <p>The Fall-Winter 2016-2017 ELA change in Reading for Black Students indicated:</p> <table border="1"> <thead> <tr> <th>Grade</th> <th></th> </tr> </thead> <tbody> <tr> <td>3</td> <td>9.5</td> </tr> <tr> <td>4</td> <td>6.9</td> </tr> <tr> <td>5</td> <td>4.0</td> </tr> <tr> <td>6</td> <td>5.4</td> </tr> </tbody> </table> <p>Comparing the Fall - Winter 2015-2016 to the Fall-Winter 2016-2017 Growth for Black Students in Reading - data indicates a differential in the mean</p>	Grade		3	8.0	4	5.3	5	0.3	6	3.4	Grade		3	9.5	4	6.9	5	4.0	6	5.4	<p>The school will continue using data to drive instruction in 2017-2018, and will focus on using specific strategies outlines below:</p> <ul style="list-style-type: none"> • Topics during AIS are planned in advance by the Literacy/Numeracy Coach and Title I teacher. • Monthly writing genres with open themes, e.g. narrative, informative, persuasive, etc. • Infuse Journeys with the NYS Modules, where applicable • During the summer of 2017 plan shifts to NYS Modules(contingent of funding for resources) • Continue congruence planning to analyze data and review student work
Grade																												
3	8.0																											
4	5.3																											
5	0.3																											
6	3.4																											
Grade																												
3	9.5																											
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					Instruction (II) through on-line intervention programs NWEA Skills Navigator and Study Island.	Island	RIT growth is as follows: <table border="1"> <tr> <th>Grade</th> <th></th> </tr> <tr> <td>3</td> <td>+1.5</td> </tr> <tr> <td>4</td> <td>+1.6</td> </tr> <tr> <td>5</td> <td>+3.7</td> </tr> <tr> <td>6</td> <td>+2.0</td> </tr> </table>	Grade		3	+1.5	4	+1.6	5	+3.7	6	+2.0	<ul style="list-style-type: none"> • Goal setting with students: K-5 Reading, 3-5 Language Arts • Vacation packets • Project Based Learning • ELT • The school will continue with Teachers College Coaches for teaches in (grades 3-6) • Thinking Maps Coach • Literacy Coach • Hold grade level meetings in conjunction with PTA to review educational strategies, student progress, and data. • Expand partnership with the Riverside HS My Brother's Keeper Program to provide mentors and tutors
Grade																		
3	+1.5																	
4	+1.6																	
5	+3.7																	
6	+2.0																	
#41-3-6 Math Black Students MGP	45.81	1% Increase		Yes	An AIS continued in this quarter. The AIS classes meet 4 times a week for 45 minutes. Two days are dedicated to Math.	<ul style="list-style-type: none"> • Engage NY end of unit module assessment • Project based Learning Projects incorporated into Math curriculum 	The Fall-Winter 2015-2016 change in Math for Black Students indicated: <table border="1"> <tr> <th>Grade</th> <th></th> </tr> <tr> <td>3</td> <td>2.0</td> </tr> <tr> <td>4</td> <td>3.0</td> </tr> <tr> <td>5</td> <td>(4.0)</td> </tr> </table>	Grade		3	2.0	4	3.0	5	(4.0)	The school will continue using data to drive instruction in 2017-2018, using specific strategies outlined below: <ul style="list-style-type: none"> • Sprints and/or 1-minute drills 		
Grade																		
3	2.0																	
4	3.0																	
5	(4.0)																	



				<p>Students on the cusp based on Map Math scores were identified and considered for Intensive Instruction – II. These students were enrolled in ELT, Saturday School and Holiday School. When available II students were targeted for more support by College Interns and Literacy/Numeracy Coach.</p> <p>Additionally, the math coach provides opportunities for teachers to increase the quality of their instruction through coaching and modeling.</p> <p>Students receive Tier II and III academic support through academic intervention services (AIS) and Intensive Instruction (II) through on-line intervention programs, First in</p>	<ul style="list-style-type: none"> • Peer Assessment: Students assess each other with student created rubrics • Math “Mock” assessment: IReady assessment • Implementation First in Math • Data analysis with online assessments though • First in Math, Skills navigator and Study island • Mercy College coach logs 	<table border="1"> <tr> <td>6</td> <td>(1.0)</td> </tr> </table>	6	(1.0)	<p>The Fall-Winter 2016-2017 change in Math for Black Students indicated:</p> <table border="1"> <thead> <tr> <th>Grade</th> <th></th> </tr> </thead> <tbody> <tr> <td>3</td> <td>5.8</td> </tr> <tr> <td>4</td> <td>11.3</td> </tr> <tr> <td>5</td> <td>5.3</td> </tr> <tr> <td>6</td> <td>12.3</td> </tr> </tbody> </table> <p>Comparing the Fall - Winter 2015-2016 to the Fall-Winter 2016-2017 Growth for Black Students in Math- data indicates a differential in the mean RIT growth is as follows:</p> <table border="1"> <thead> <tr> <th>Grade</th> <th></th> </tr> </thead> <tbody> <tr> <td>3</td> <td>+3.8</td> </tr> <tr> <td>4</td> <td>+8.3</td> </tr> <tr> <td>5</td> <td>+9.3</td> </tr> <tr> <td>6</td> <td>+13.3</td> </tr> </tbody> </table>	Grade		3	5.8	4	11.3	5	5.3	6	12.3	Grade		3	+3.8	4	+8.3	5	+9.3	6	+13.3	<ul style="list-style-type: none"> • Goal setting with students K-5 • Khan Academy • Topic analysis • Congruence planning to analyze data and review student work • School wide MAP leveling • Teachers in Grades Pre-K-5 attend math workshops • Vacation packets • Project Based Learning • Use teacher resource “Problematic” and “Brain Pop” to generate student work • ELT, Saturday, and Holiday School • The school will continue with a Math Coach for specific teachers (grades 3-6) • Teachers College Coaches for teaches in (grades 3-6) • Thinking Maps Coach • First in Math • Hold grade level meetings in conjunction with PTA
6	(1.0)																													
Grade																														
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					Math and Study Island.			to review educational strategies, student progress, and data.
#94- Providing 200 Hours of Extended Day Learning Time (ELT)	N/A	200 Hours		Yes	<p>ELT started with overall attendance of 60 students in the fall; current attendance averages between 180 and 190.</p> <p>Transportation is provided for the ELT program. Saturday School was added in the 2nd quarter and Holiday School was offered over the Winter and Spring breaks.</p>	<p>Student attendance</p> <p>Partner feedback</p> <p>Parent feedback</p>	<p>200 Hours of ELT – Currently 246 hours of ELT: This includes after school, Holiday School, Saturday School.</p>	<ul style="list-style-type: none"> • Museum School 25 will continue to provide ELT, Saturday and Holiday programs • The focus is and will continue to be academically driven with an emphasis on literacy and building math skills through various units of study and supported by the partners. • Saturday NYS Test Prep • Since the award of a Learning Through Technology grant (LTG) – the school will implement STEAM projects with the assistance of instructional technology in the classrooms. Students will be introduced to engineering and coding concepts. • Create opportunities through the District



								<p>technology dept. for students to be trained or practice skills needed for computer based testing.</p> <ul style="list-style-type: none"> The LTG has also enabled us to provide professional development that will have assisted with the alignment and implementation of NYS Learning Standards. Continue partnership with the Riverside HS Key Club, Tutors and Robotics team
#95-Teacher Attendance	91.3%	91.8%		Yes	The School Improvement Manager is leading data meetings that analyze a variety of assessments, such as, MAP, student and teacher attendance records, and teacher - generated evaluative assessments.	District reports	For 146 days of school there was a total of 96.5 absences for the aggregated possible attendance of the 22 certificated staff, yielding an average teacher attendance rate of 97.0 %	<ul style="list-style-type: none"> Museum School 25 Administration encourages teachers to report to work on time everyday, the following support will remain in place: <ul style="list-style-type: none"> Administration will continue to conduct an open door policy for all teachers. Weekly



								<p>professional development workshops will provide as a resource in teachers' teaching.</p> <ul style="list-style-type: none">• Weekly congruence planning with an administrator• Partner and District Coaches will provide in-class instruction, modeling, and mentoring for new or struggling teachers• School-wide events will continue; thereby, reinforcing a sense of community amongst staff, students, families, and partners.• Regular and specific feedback on observation will be provided to assist in mastery of one's
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								<ul style="list-style-type: none"> teaching. Continue to share best practices during 8:05 and other venues. Content Area support from Central Office e.g. ELA, Math, Science, and Technology. New Teacher PD series
#98- Chronic Absenteeism	45.5	1% Decrease		Yes	<p>The School Counselor provides the administration and the School Improvement Manager with a monthly update of the student attendance based on reports received from the District. The social and emotional developmental health of students is addressed through a tiered system of supports. The School</p>	eSchool reports District reports PST logs	<p>The results of parent outreach to address chronic absenteeism have reduced this number from 135 students to 33 students a percentage decrease from 37.1% to 8%, yielding an overall 29.1% decrease in chronic absenteeism.</p> <p>Pledge 182 – The Mayor – Michael Spano identified Museum School 25 in early fall as the school to participate this year in his challenge. 69 students signed up for the challenge.</p>	<ul style="list-style-type: none"> Continue to monitor attendance first by teachers, clerical, guidance, and administration. Continue community outreach stressing the importance of school attendance and the alignment to student success. Provide counseling and parenting classes for parents who unaware of the importance or



				Improvement Manager is leading data meetings that analyze a variety of assessments, such as, MAP, student and teacher attendance records, and teacher-generated evaluative assessments.			need outside assistance (community, county, etc.) to help facilitate their child's daily attendance. <ul style="list-style-type: none"> Continue award assemblies 	
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .			Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part III – Additional Key Strategies – (As applicable)

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

Key Strategies

Identify any key strategies being implemented during the current reporting period that are *not described in Part I or II above*, but 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 2016-17 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations. If the school has a SIF grant during the 2016-17 school year, or has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school if not described in Part I and II above.

List the Key Strategy from your approved intervention plan (SIG, SIF or SCEP).		Analysis / Report Out	2017-18 School Year Continuation Plan
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<p>1.</p>	<p>To improve student academic achievement in all content areas with a focus on of English language arts (ELA) and Math (STEAM)</p>		<p>Implementation of the Workshop Model Instruction through Explicit Instruction to support differentiated instruction and student engagement using gradual release of responsibility and authentic tasks.</p> <p>Museum School 25 Literacy/Numeracy Coach schedules Professional Development (PD) through co- teaching and modeling instructional best practices in the morning, after school, and during the school day.</p> <p>The Principal has implemented on going grade level data meetings with individual teachers resulting in creation of progress monitoring plans for individual students.</p> <p>Museum School 25 holds instructional rounds where best practices are monitored and serve as talking points in ongoing academic dialogues.</p>	<p>Museum School 25 will continue to improve academic achievement in all content areas using the STEAM platform to reinforce instruction.</p> <ul style="list-style-type: none"> • The school will continue using the Journeys reading program. • Modules • The Journeys component for ELLs and SWDs will be continued to be used in 2017-2018. • Utilize enrichment partners Uptown Classics and Harambee to align the arts to mainstream instruction. <p>In addition, the school’s plan is to continue the work with Thinking Maps and the Math Coach to provide coaching and PD on the links between the current curricula and alignment to CCLS for teachers.</p> <p>Museum School 25 will continue with instructional rounds in 2017-2018 school year.</p> <p>Teacher’s College will work with teachers on designing interdisciplinary units with a STEAM focus and supporting Museum partner exhibits</p> <p>All partners will integrate the unit in their work.</p>
<p>2.</p>	<p>To strengthen partnerships with parents and community stakeholders to support the physical, social and emotional needs of the children in order to prepare</p>		<p>To strengthen our partnerships and community stakeholders we have held over 17 program events and workshops that address family wellness, reinforcing ELA and literacy skills, cultural awareness, safety, and</p>	<p>Museum School 25 will continue in 2017-2018 with following partnerships to build on the progress made during the current school year.</p> <ul style="list-style-type: none"> • Thinking Maps – based on the noticeable improvement in both classroom instruction and



	<p>them for academic success.</p>	<p>social and emotional well-being. Our community partners include:</p> <p>Andrus - continues to support all school staff in managing students with classroom difficulties, provide psycho-education to staff on trauma and increase staff understanding with regard to how this may be interfering with students behaviors and academic abilities, support children in the classroom to participate in class activities when struggling to manage their behaviors, support teachers in referring students who they feel are appropriate to receive services through ANDRUS.</p> <p>Manhattan College – provides Psychology and counseling interns to assist in providing direct services to students.</p> <p>Cluster – provides direct services to students as they pertain to Restorative Practices in support of students social and emotional well-being.</p> <p>Iona Liberty Partners – provides Graduate interns that work directly with students in ELA and Math coaching and tutoring</p> <p>Nepperhan Community Center - The CHSC (Creating Healthy Schools and Communities) initiative continues to support Museum School 25's Wellness team implement</p>	<p>student progress made during the Winter MAP assessment, Museum School 25 administration and staff has requested that the Thinking Maps consultant be included in their 2017-2018 plan.</p> <ul style="list-style-type: none"> • Museum School 25 will continue working with The Cluster based on student demographics and the proactive need to address suspension rate, Museum School 25 administration and staff has requested that the Cluster consultant be included in their 2017-2018 plan. • Uptown Classics and Harambee Dance Museum School 25 Staff and Administrators would like to continue with both Uptown Classics and Harambee to support our enrichment programs and reinforce the Arts segment of our STEAM platform. • The Mercy College Math Coach reinforces the logical thinking required in math. Specifically as identified in the areas below: <ul style="list-style-type: none"> ➤ Algebraic Thinking ➤ Measurement and Data ➤ Geometry • The math coach will continue to work with specific teachers in 2017-2018. • Establish partnership with a Museum to collaborate with Teacher's College and staff in the design of the interdisciplinary units • Work with partners to move forward in developing a true Museum and Community School
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		<p>Healthy Heart program, nutritious eating habits, and quick exercises to activate body and mind.</p> <p>Uptown Classics - Music in Motion introduces the fundamentals of music, movement, and mindfulness a means to develop socialization skills, emotional awareness, self-regulation, and physical coordination.</p> <p>Art Therapy (Artful Expressions) - Goals includes: communicating more in a respectful way towards others in a group; gaining a better understanding in identifying feelings, and how to cope with feelings; gaining positive social interaction while working in a group; strengthen/building self-esteem.</p> <p>Thinking Maps (Balance Between) - Support for the implementation and integration of Thinking Maps into instruction, professional practice, and leadership at Museum School 25. PD focused on utilizing TM to support various leadership functions and moving the TM implementation forward.</p> <p>Fine Math Coaching - The Math Coaching program began in March. The goal is to assist eight teachers in grades 3-6 with math content teaching with a special focus on student preparation for the New York State Exam. Intensive coaching with the teachers of the largest third and sixth grade classes. This was implemented as a</p>	<ul style="list-style-type: none">• Teachers will join Pearls Hawthorne school teachers in training on instructional methods and strategies for the gifted and talented.
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			<p>response to the Winter MAP results and in preparation for the NYS math assessment.</p> <p>Harambee Dance (African Cultural Education) – Enrichment via dance and drumming for the ELT program including Saturday school. Students are provided with a thorough experience with the art form and then allow the student (with instructor feedback/guidance) to select an area of specialization, dance or playing the drum.</p> <p>Hudson River Museum – Provided instruction through the arts, specifically focusing on STEAM and the planetary sciences. All students Pre-K-6 participated in this 4 month program.</p> <p>Youth Theatre Interactions – Provided instruction through the various arts including Beat Box, Drama, and Ballet.</p>	
3.	<p>Realizing that effective teaching and efficient use of limited instructional time in classrooms is critical to meeting the demands of the Common Core and improving academic achievement, Museum School 25 will improve professional practice of educators in order to enhance learning</p>		<p>Instructional coaches have been provided from Teachers College for both ELA and Math.</p> <p>In March, Dr. Fine Mercy College Math Coach was added to the PD team. All coaching provides opportunities for teachers to increase the quality of their instruction through direct support and modeling.</p> <p>Monthly new teacher workshops are offered before school to accommodate teachers who are working in the ELT program. These are time based teacher requested PD sessions. They are repeated Tuesday</p>	<p>Topics included in the 17-18 school PD plan will include:</p> <p>Reading/Writing Workshop Model</p> <p>Interdisciplinary Units</p> <p>Restorative Practices</p>



	opportunities for all students using best practices and research-based methods of instruction.		<p>afternoon for all other probationary teachers. The sessions are designed to support student-centered learning, affording the teachers “make and take “opportunities.</p> <p>Weekly professional development takes place for all staff on Wednesdays. These are allocated to our consultant/community partners, content area specialists from Central Office, and building administrators.</p>	
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

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 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 2017-18 School Year.		
Status (R/Y/G)	Analysis/Report Out	2017-18 School Year Continuation Plan
	<p>Museum School 25’s CET is comprised of teachers from various grade levels and disciplines (ENL, Reading), parents, Community Partner, and administrators. CET meetings were conducted bi-monthly.</p> <ul style="list-style-type: none"> All CET meetings focus on school-wide initiatives to ensure 	The CET Team is an integral part of Museum School 25 and will continue in 2017-2018.



	<p>alignment with Receivership Indicators.</p> <ul style="list-style-type: none"> • The Data Team is made up of Teachers and Administrators who consistently monitor student progress and assessments. • Family Liaison Parents, Teachers and Administrators all contribute to monitoring of communication to families as it pertains to Museum School 25 programs, meetings, and initiatives. • CET topics were communicated at weekly Staff Development meetings, PTA monthly meetings, Parent-Teacher conferences and School-Wide events. <p>Community Engagement Team (CET) convened; eight meetings were held this year at the school and one was held at the District. The purpose of Meetings was to provide an overview of the implications of Receivership and also to provide an update of shift in standing and improvements being made.</p> <p>Museum School 25 held five PD and Data sessions to apprise the CET members and school staff of the status of the school and to review the indicators, as well as quarterly reports. In addition there were 3 Partner meetings held that included all of the schools' partners.</p>	
<p><u>Powers of the Receiver</u> Describe this quarter's use of the School Receiver's powers (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers. Please identify any changes in Receivership Powers to be utilized in the 2017-18 School Year.</p>		
Status (R/Y/G)	Analysis/Report Out	2017-18 School Year Continuation Plan
	<p>The Superintendent of Schools has embraced the powers of receivership. Below are some actions taken by the Superintendent to support this school in receivership:</p>	<p>Discussions are being held at this time in regard to the use of Receivership powers in the upcoming school year.</p>



	<p>Provided ongoing leadership professional development/coaching Assigned District administrators to coach the school leader Assigned a School Improvement Manager Identified partners to support all instructional initiatives Instituted half days to allow for professional development Assigned additional Teacher Assistant to reduce class size and provide support on targeted skills</p> <p>Impact:</p> <ol style="list-style-type: none"> 1. Increased on site professional development 2. Increased job-embedded professional development 3. Enhanced the use of achievement data by all teachers 4. Increased parental involvement and engagement 5. Evidence of a positive culture focused on student achievement-decrease in suspension rates 				
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact.</u>	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part V – Budget – (As applicable)

(This section should only be completed, if the school is funded by the Persistently Struggling Schools Grant (PSSG) and/or the School Improvement Grant (SIG). Add rows as needed.)

<u>Budget Analysis</u>			
Please designate either as PSSG expenditures or SIG expenditure and describe the budget item or activity.	Status(R/Y/G)	If expenditures from the approved 16-17 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.	ALONG WITH THIS REPORT/CONTINUATION PLAN, PLEASE SUBMIT <u>AS APPLICABLE</u>: <ul style="list-style-type: none"> SIG FS-10 2017-18 BUDGET AND BUDGET NARRATIVE AS APPLICABLE. <u>DO NOT SUBMIT PSSG BUDGET DOCUMENTS AT THIS TIME.</u> BUDGET FORMS ARE AVAILABLE AT:
Code 15 – Instructional Salary and Extra Pay \$177,318.81		School Improvement Manager provided guidance and oversight as it pertains to the fidelity to Receivership Indicators and SIG Grant. Liaison to Central Office	



		Overtime for administration and instructional staff - Extended Learning Time Program and Professional development. Met and exceed Receivership Indicators and SIG Grant Goals	http://www.oms.nysed.gov/cafe/forms/
Code 16 – Non-Instructional Extra Pay \$35,800.33		Overtime for clerical, safety, and aides – staff to assist in the Extended Learning Time Program and parent outreach	
Code 40 (Contractual Expense) \$182,003.04		Partners provided enrichment services for student in grades K-6 and social and emotional support services for students in all grades.	
Code 45 (Materials and Supplies) \$4,551.97		Supplies used for student enrichment and projects.	
Code 46 (Travel) \$986.67		Travel for teachers and administrators to conferences and workshops.(Promising Practices, Focus Institute, Thinking Maps training)	

Part VI: 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 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.



Receivership Quarterly Report and Continuation Plan – 3rd Quarter
January 31, 2017-April 28, 2017
(As required under Section 211(f) of NYS Ed. Law)

1.		
2.		
3.		





Part VII – Assurance and Attestation

By signing below, I attest to the fact that the information in this quarterly report is true and accurate to the best of my knowledge; and that the all requirements with regard to public hearings and the Community Engagement Teams, as per CR§ 100.19 have been met.

Name of Receiver (Print): _____

Signature of Receiver: _____

Date: _____

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this quarterly report and into the 2017-2018 Continuation Plan, and has had the opportunity to review, and update if necessary, its 2017-2018 Community Engagement Team plan and membership.

Name of CET Representative (Print): _____

Signature of CET Representative: _____

Date: _____