

Receivership Schools ONLY

Quarterly Report #2: *October 16, 2017 to January 12, 2018*

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website:			
Museum School 25	662300010025	Yonkers City School District	Balance Between (Thinking Maps)	Check which plan below applies:			
				SIG 6		SCEP	
				Cohort (4, 5, 6, or 7?): 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	Executive Director School Improvement 914-376-8000		Pre-K - 6	15%	18%	307
	Appointment Date: August 2016						

Executive Summary
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 <u>no more than 500 words</u> .
Museum School 25 has made notable improvement. In ELA 6% improvement in NYS ELA Results from 2016 to 2017 and 3% improvement in NYS math results. Museum School's instructional focus includes: built in 60 minutes of AIS daily with groupings based on DRA results. Strategies include: <u>Thinking Maps</u> : Research based concept maps that are visual patterns, built by students through the introduction of concepts and content in ELA and Math. <u>Action Plan</u> : Teaching staff will create action plans based on the NWEA MAP and DRA that focus on individual student and small group needs in ELA and Math. These plans will help students meet grade level standards and reduce the academic achievement gap. <u>Real World Applications</u> : Teachers will use supplemental materials that include real world connections in all areas through IDE strategies and



literature that is based on current events. Explicit Instruction: Explicit Instruction is used to model and target specific skills in ELA and Math. It includes strategies to keep students on track in the classroom environment. Teacher lessons should include: standard, specific learning objective, scaffolding instruction, modeling of skill, guided practice, independent practice, and an assessment.

First in Math has been renewed to address fluency which supports higher order operations. There has been an increase in family attendance at the Open House, PTA meeting, and Receivership meetings. Community partners have raised donations for the students. There was Family and Community involvement in the Million Dad March. Going forward we are holding “Fresh Fruit Fridays” to encourage parents to purchase and serve fresh fruit as part of a health and wellness goal.

Our Community partner the Hudson River Museum has given unlimited access to students and their families to the museum and museum related events. Parents are actively participating in school events and trips, e.g. Awards Night, Student of the Month, Title I and Title III workshops, Ragamuffin Parade, etc. Parents are meeting with the Family Welcome Center Liaison (FWCL) on a daily basis. The FWCL assists with translation, disseminating community and school information, providing resources pertaining to employment, housing, as well as adult education and information on immigration and citizenship.

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



Directions for Parts I and II - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies of the first quarter in light of their realized level of implementation and their impact on student learning outcomes. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging State academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

Part I – Demonstrable Improvement Indicators (Level 1)

Identify Indicator # and Name	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 17-18 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.
#1- Priority School makes yearly progress	N/A	Make Progress	Yes	Yes	<p>The District’s assessment tool is the Measures of Academic Progress (MAP). This is administered in the Fall, Winter, and Spring.</p> <p>Museum School 25 has adjusted the master schedule for the 2017-2018 school year to afford grade level teachers twice throughout the week to meet, plan collaboratively, analyze and discuss student data.</p>	<p>There have been monthly instructional rounds for every Teacher and Teaching Assistant. The school leaders with District administration have conducted these learning walks and share findings regularly with staff.</p> <p>School leaders also walk through all classrooms daily to make a presence in the</p>	<p>The results of the 2017-2018 Fall MAP indicated an observed growth in Reading from 11.4-17.9 in grades 1-5 from the Fall 2016 administration.</p> <p>The results of the 2017-2018 Fall MAP indicated an observed growth in Math from 11.3-21.5 in grades 1-5 from the Fall 2016 administration.</p>



				<p>Teachers meet to collaborate on grade level from 2:20 p.m. – 2:50 p.m. with Literacy Coach, and Title I teacher.</p> <p>The 4th and 5th grade classes continue to utilize the two Teaching Assistants to support small group instruction within these classrooms. Teachers are provided ongoing support via the Literacy and Numeracy Coach.</p> <p>Teaching Assistant along with a team of Aides continue to work with grades K-2 to support phonemic awareness, reading comprehension skills (listening, speaking, reading, and writing) and math foundational skills.</p> <p>Kindergarten Teachers are given opportunities for professional development aligned to the school-wide initiatives and district roadmaps that are centered on data analysis, Thinking Maps, IDE and student engagement.</p> <p>AIS continues, as was implemented in the 2016-2017 year. AIS is built into the master schedule Mondays, Tuesdays, Thursdays, and Fridays during 8:45 a.m. to 9:45 a.m., utilizing this time for small group instruction by grade level and flexible grouping based on Lexile and MAP scores. Each grade is afforded 1 teacher and 1 support staff.</p> <p>The Principal has continued to implement ongoing data meetings with teachers to</p>	<p>classrooms to provide any additional feedback for teachers to support student achievement.</p> <p>Literacy and Numeracy Coach holds learning walks as well, to provide staff with additional feedback and support. The Literacy and Numeracy Coach plans within the schedule times to provide feedback with teachers during congruence or voluntarily during teacher planning time.</p>	
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				direct flexible grouping and targeted skills instruction.		
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<p>#33- 3-6 ELA All Students MGP</p>	<p>55.2%</p>	<p>47.94</p>		<p>The following is being implemented to support student growth and achievement in ELA:</p> <ul style="list-style-type: none"> In the 2017-2018 school year, AIS allocation was expanded to a full hour Monday, Tuesday, Thursday and Friday. Two days per week are dedicated to ELA. This time is being utilized for small group instruction by grade level and flexible grouping based on Lexile and MAP scores. Groups are flexible across grade level homerooms. Each grade is afforded 1 teacher and 1 support staff. AIS is not held on Wednesdays due to Teacher Professional Development. Museum School 25 continues to implement evidence-based practices, such as, Thinking Maps, and Explicit Instruction, as well as beginning to implement the Learner Active Technology Infused Classroom, which are both aligned to the SIG and Receivership Plans. These practices include data-driven instruction derived from an assessment framework, which includes data analysis and targeted planning for teaching and 	<p>The following is being implemented to track student progress in ELA:</p> <ul style="list-style-type: none"> DRA assessment Journeys weekly and end of unit assessment Engage NY ELA module incorporated into ELA curriculum Schoolwide, universal reading and writing rubrics used throughout the grades. Teacher feedback on student work, including 2 achievements and 1 need to improve (glows and grow). Peer Assessment: Students review peer work and give feedback based on rubrics. Implementation of Skills Navigator (NWEA MAP) providing activities aligned to most current MAP assessment data. Data analysis with online assessments though: <ul style="list-style-type: none"> Skills Navigator 	<p>The Winter Interim, 3-6 2017-2018 ELA RIT scores in Reading indicated students were considered proficient:</p> <table border="1" data-bbox="2013 456 2472 833"> <thead> <tr> <th>GRADE</th> <th>FALL 2017</th> <th>WINTER 2018</th> </tr> </thead> <tbody> <tr> <td>GRADE 3</td> <td>14%</td> <td rowspan="4" style="text-align: center; vertical-align: middle;">To be tested</td> </tr> <tr> <td>GRADE 4</td> <td>18%</td> </tr> <tr> <td>GRADE 5</td> <td>23%</td> </tr> <tr> <td>SPECIAL EDUCATION GRADE 6</td> <td>0%</td> </tr> </tbody> </table> <p>The Winter Mid-Year DRA Data for, 3-6 2017-2018 indicated that the students demonstrated growth in DRA level:</p> <table border="1" data-bbox="2013 1000 2472 1409"> <thead> <tr> <th>GRADE</th> <th>Movement 1 or More Levels</th> </tr> </thead> <tbody> <tr> <td>GRADE 3</td> <td>88%</td> </tr> <tr> <td>GRADE 4</td> <td>86%</td> </tr> <tr> <td>GRADE 5</td> <td>84%</td> </tr> <tr> <td>SPECIAL EDUCATION GRADE 6</td> <td>100%</td> </tr> </tbody> </table>	GRADE	FALL 2017	WINTER 2018	GRADE 3	14%	To be tested	GRADE 4	18%	GRADE 5	23%	SPECIAL EDUCATION GRADE 6	0%	GRADE	Movement 1 or More Levels	GRADE 3	88%	GRADE 4	86%	GRADE 5	84%	SPECIAL EDUCATION GRADE 6	100%
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				<p>re-teaching in professional learning communities.</p> <ul style="list-style-type: none">• Students receive Tier II and III academic support through Academic Intervention Services (AIS) and targeted intensive instruction through the use on-line intervention programs NWEA Skills Navigator as a classroom learning center.• ENL students receive language and content skills support through Title III pull-out program.• The ENL Teacher provides students with supplementary support that builds students reading comprehension skills through the use of Learning A-Z and NEWSELA.	<ul style="list-style-type: none">• Flex ELA intervention software	
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<p>#39- 3-6 Math All Students MGP</p>	<p>61.55%</p>	<p>48.15</p>		<p>Yes</p>	<p>The following is being implemented to support student growth and achievement in Math:</p> <ul style="list-style-type: none"> In the 2017-2018 school year, AIS allocation was expanded to a full hour Monday, Tuesday, Thursday and Friday. Two days per week are dedicated to Math. This time is being utilized for small group instruction by grade level and flexible grouping based on Lexile and MAP scores. Each grade is afforded 1 teacher and 1 support staff. AIS is not on Wednesdays due to Teacher Professional Development. Museum School 25 continues to implement evidence-based practices, such as, Thinking Maps, and Explicit Instruction, as well as beginning to implement the Learner Active Technology Infused Classroom, which are both aligned to the SIG and Receivership Plans. 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. Students receive Tier II and III 	<p>The following is being implemented to track student progress in Math:</p> <ul style="list-style-type: none"> Engage NY end of unit module assessment Schoolwide, universal math and rubrics used throughout the grades, based on NYS CCLS. Peer Assessment: Students review peer work and give feedback based on rubrics. Data analysis with online assessments though: <ul style="list-style-type: none"> Skills Navigator First in Math Redbird intervention software 	<p>The Fall-Winter 2017-2018 ELA RIT scores in Math indicated the total number of students that were considered proficient by grade are:</p> <table border="1" data-bbox="2013 386 2472 760"> <thead> <tr> <th>GRADE</th> <th>FALL 2017</th> <th>WINTER 2018</th> </tr> </thead> <tbody> <tr> <td>GRADE 3</td> <td>6%</td> <td rowspan="4" style="text-align: center; vertical-align: middle;">To be tested</td> </tr> <tr> <td>GRADE 4</td> <td>22%</td> </tr> <tr> <td>GRADE 5</td> <td>3%</td> </tr> <tr> <td>SPECIAL EDUCATION GRADE 6</td> <td>0%</td> </tr> </tbody> </table>	GRADE	FALL 2017	WINTER 2018	GRADE 3	6%	To be tested	GRADE 4	22%	GRADE 5	3%	SPECIAL EDUCATION GRADE 6	0%
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					academic support through Academic Intervention Services (AIS) and targeted intensive instruction through the use on-line intervention programs NWEA Skills Navigator as a classroom learning center.		
#2- Plan for and implement Community School Model	CS Rubric	CS Rubric		Yes	<p>Museum School 25 has implemented and continues to implement year 3 of the community school model. There are 15 active partners:</p> <p>The Balance Between Hudson River Museum Riverside High School Junior Achievement IDE Teachers College Nepperhan Community College Andrus Smile Big Brothers Big Sisters Cluster Boy Scouts of America Harambee Dance Uptown Classics Interactive Health</p> <p>These partners offer services that include:</p> <ul style="list-style-type: none"> • Academic strategies and supports and direct academic services to students and teachers. • Social and emotional wellness for students and families. • Dental health services 	<p>The following is being implemented to Community School Model:</p> <ul style="list-style-type: none"> • CET/School Leadership Team met to review needs of students and families and to monitor partner’s involvement as stakeholders as well as discussed achievement of the indicators in the 16-17 school year. 	<p><u>Community Engagement</u></p> <p>Increase in family attendance at the Open House, PTA meeting, Receivership meeting</p> <p>Family and Community involvement in the Million Dad March</p> <p><u>Health and Wellness</u></p> <p>‘Fresh Fruit Fridays’ will begin February 2, 2018. Families will be given a flyer, asking that they have their child bring in a piece of fresh fruit for snack. Brain Breaks will be implemented as a school wide practice to refocus students and get them engage in movement. Mobile Health Unit from HRHC will visit 1 time a month to offer families medical screenings. ‘Walk with Us Wednesdays’ will begin February 7, 2018, encouraging classes to get up and</p>



					<ul style="list-style-type: none"> Extra-curricular enrichment programs via the arts, both physical and visual arts. 		walk the hallway, to motivate students.
#4 - Student Suspension Rate	8.10%	N/A		Yes	<p>The following is being implemented to support social and emotional developmental health of students. This is addressed through a tiered system of supports. The Assistant Principal meets with PST to address concerns and needs of students:</p> <ul style="list-style-type: none"> Pupil Support Team Referrals. Behavior Intervention Plans based on RtI, FBA and BIP Restorative Practices that include prevention plans and goals with follow-up meetings for students with behavioral needs. These will include a team of professionals: Teacher, PST, and Administration. Andrus and CLUSTER (CBO's) have on-site clinics to offer services within the school. 	<p>The following is being implemented to track Student Suspension Rate:</p> <ul style="list-style-type: none"> Pupil Support Team meet to review referrals and behavior intervention plans on a monthly basis. 	There were 4 suspensions between September-January.
#9- 3-8 ELA All Students Level 2 & above	41%	44.8%		Yes	<p>The following is being implemented to support student growth and achievement in ELA:</p> <ul style="list-style-type: none"> Teachers are continuing to track student progress and providing support through AIS collaborative co-teaching, small group instruction, with ongoing changes to flexible groups in accordance with data shift finding after school wide assessments. 70 minute blocks designated for ELA. 	<p>The following is being implemented to track student progress in ELA:</p> <ul style="list-style-type: none"> All teachers in grades 3-6 are monitoring their students' progress through MAP assessment data. All teachers in grades k-6 are monitoring their students' progress 3 times a year through DRA data. 	<p>The Fall MAP indicated 31.8% projected Level 2 and above on the Spring ELA.</p> <p>The 2016 Fall MAP indicated 29.5% projected Level 2 and above on the 2017 ELA.</p>



					<ul style="list-style-type: none"> • Learning Active Technology Infused Classroom strategies that incorporate problem-based learning. This includes all content including ELA. • Implementation of Skills Navigator (NWEA MAP) • Students that were on the cusp of reaching a level 2 on NYS ELA exam are identified and targeted to participate in Extended Day Instruction. • Students that were identified as being on the cusp of achieving a Level 2 are identified and grouped utilizing differentiation of instruction to meet the needs within the classroom. Administration and support staff held additional training for teachers in: <ul style="list-style-type: none"> -Differentiation of instruction and student tasks -Reading and writing response instructional strategies 	<p>This will be given in the fall, winter, and spring.</p> <ul style="list-style-type: none"> • Students are starting to track their own progress in order to reach their grade level reading goal through the use of data walls. • Journeys weekly and end of unit assessment. • Engage NY ELA module incorporated into ELA curriculum. • Schoolwide, universal reading and writing rubrics used throughout the grades, based on NYS CCLS. • Teacher feedback on student work, including 2 achievements and 1 need to improve. • Peer Assessment: Students review peer work and give feedback based on rubrics. • Data analysis with online assessments though: <ul style="list-style-type: none"> ○ Skills Navigator 	
#15 - 3-8 Math All Students	38%	33%		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:	The Fall MAP indicated 33.6% projected Level 2 and above.



Level 2 & above					<ul style="list-style-type: none"> Teachers are continuing to track student progress and providing support through AIS collaborative co-teaching, small group instruction, with ongoing changes to flexible groups in accordance with data shift finding after school wide assessments. 70 minute blocks designated for Math. Learning Active Technology Infused Classroom strategies that incorporate problem-based learning. This includes all content including Math. Implementation of Skills Navigator (NWEA MAP) Students that were on the cusp of reaching a level 2 on NYS Math exam are identified and targeted to participate in Extended Day Instruction. Students that were identified as being on the cusp of achieving a Level 2 are identified and grouped utilizing differentiation of instruction to meet the needs within the classroom. 	<ul style="list-style-type: none"> Engage NY end of unit module assessment Schoolwide, universal math and rubrics used throughout the grades, based on NYS CCLS. Peer Assessment: Students review peer work and give feedback based on rubrics. Data analysis with online assessments though: <ul style="list-style-type: none"> Skills Navigator First in Math (fluency) Redbird intervention software 	The 2016 Fall MAP indicated 30.4% projected Level 2 and above.
#85 Grades 4 and 8 Science All Students Level 3 and above	47%	53%		Yes	The 4 th grade teachers are using Mystery Science and augmenting it with practical and hands-on lab experience.	Data Team will compare the results from 2017 science exam to the 2017 ELA exam to determine if there correlation between results. 4 th grade teachers are trying to correlate the standards from Mystery Science (National Level) with NYS	



					standards to ensure all skills are addressed.	
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 II – Demonstrable Improvement Indicators (Level 2)

Identify Indicator # and Name	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 17-18 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.								
#35- 3-6 ELA Black Students MGP	55.08%	49.22%		Yes	The following is being implemented to support student growth and achievement in ELA: <ul style="list-style-type: none"> In the 2017-2018 school year, AIS allocation was expanded to a full hour Monday, Tuesday, Thursday and Friday. Two days per week are dedicated to ELA. This time is being utilized for small group instruction by grade level and flexible 	The following is being implemented to track student progress in ELA: <ul style="list-style-type: none"> DRA assessment Journeys weekly and end of unit assessment Engage NY ELA module incorporated into ELA curriculum 	Indicates the % of African American/Black students at grade level norm based on RIT in Reading: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>GRADE</th> <th>FALL 2017</th> <th>WINTER 2018</th> </tr> </thead> <tbody> <tr> <td>GRADE 3 <i>Black Students</i></td> <td>28%</td> <td rowspan="2">To be tested</td> </tr> <tr> <td>GRADE 4 <i>Black Students</i></td> <td>34.6%</td> </tr> </tbody> </table>	GRADE	FALL 2017	WINTER 2018	GRADE 3 <i>Black Students</i>	28%	To be tested	GRADE 4 <i>Black Students</i>	34.6%
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#41-3-6 Math Black Students MGP	59.78%	47.87%		Yes	<p>The following is being implemented to support student growth and achievement in Math:</p> <p>In the 2017-2018 school year, AIS allocation was expanded to a full hour Monday, Tuesday, Thursday</p>	<p>The following is being implemented to track student progress in Math:</p> <ul style="list-style-type: none"> Engage NY end of unit module assessment School-wide, universal math and rubrics used 	<p>Indicates the % of African American/Black students at grade level norm based on RIT in Math:</p> <table border="1"> <tr> <td><u>GRADE</u></td> <td><u>FALL</u> <u>2017</u></td> <td><u>WINTER</u> <u>2018</u></td> </tr> <tr> <td><u>GRADE 3</u> <i>Black</i> <i>Students</i></td> <td>25%</td> <td></td> </tr> </table>	<u>GRADE</u>	<u>FALL</u> <u>2017</u>	<u>WINTER</u> <u>2018</u>	<u>GRADE 3</u> <i>Black</i> <i>Students</i>	25%	
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					<p>and Friday. Two days per week are dedicated to Math. This time is being utilized for small group instruction by grade level and flexible grouping based on Lexile and MAP scores. Each grade is afforded 1 teacher and 1 support staff. AIS is not on Wednesdays due to Teacher Professional Development.</p> <ul style="list-style-type: none"> Teachers are continued tracking student progress and providing support through AIS collaborative co-teaching, small group instruction, with ongoing changes to flexible groups in accordance with data shift finding after school wide assessments. 70 minute blocks designated for Math. Learning Active Technology Infused Classroom strategies that incorporate problem-based learning. This includes all content including Math. Implementation of Skills Navigator (NWEA MAP) 	<p>throughout the grades, based on NYS CCLS.</p> <ul style="list-style-type: none"> Peer Assessment: Students review peer work and give feedback based on rubrics. Data analysis with online assessments though: <ul style="list-style-type: none"> Skills Navigator First in Math Redbird <p>All of these programs have interventions that will support Students with Disabilities, specifically our 6th grade students.</p>	<table border="1"> <tr> <td><u>GRADE 4</u> <i>Black Students</i></td> <td>27%</td> <td rowspan="3">To be tested</td> </tr> <tr> <td><u>GRADE</u> <i>Black Students 5</i></td> <td>6.3%</td> </tr> <tr> <td><u>SPECIAL EDUCATION</u> <u>GRADE 6</u> <i>Black Students</i></td> <td>0%</td> </tr> </table>	<u>GRADE 4</u> <i>Black Students</i>	27%	To be tested	<u>GRADE</u> <i>Black Students 5</i>	6.3%	<u>SPECIAL EDUCATION</u> <u>GRADE 6</u> <i>Black Students</i>	0%
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#94-Providing	ELT Rubric	ELT Rubric		Yes	The following is being implemented to complete the 200 necessary ELT hours:	The following is being implemented to track ELT:	School administration and staff have actively promoted ELT for							



<p>200 Hours of Extended Day Learning Time (ELT)</p>					<ul style="list-style-type: none"> • Teachers recruited for ELT program based on student enrollment. • Transportation is available where needed to ensure an increase in participation of the ELT program. • Plans are made for vacation and Saturday school. • Curriculum is based on the iReady Program. • Information was shared at all parent meetings re: ELT • There are currently 125 students enrolled in After School ELT, which is more than 50% of the students in targeted grades (1-6). • After School ELT is held Tuesdays, Wednesdays and Thursdays from 3:15 – 5:00 for students in grades 1-6 • In Saturday Academy there are 75 students enrolled. • Saturday Academy is held from 9:00 – 1:00 for students in grades 1-6. 	<ul style="list-style-type: none"> • School Improvement Manager runs reports to maintain record of student participation and total hours completed on a monthly basis. 	<p>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 have been introduced.</p>
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#95- Teacher Attendance	95.00%	92.8%		Yes	<p>The following is being implemented to promote teacher attendance:</p> <ul style="list-style-type: none"> Support Staff posts monthly teacher attendance percentages to promote sense of community. 	<p>The following is being implemented to track Teacher Attendance:</p> <ul style="list-style-type: none"> Support Staff will track teacher attendance monthly using AESOP report. 	<p>School leadership and CET review teacher attendance monthly.</p> <p>Current Average Teacher Attendance is 96.9%</p>
#98- Chronic Absenteeism	Y	Chronic Rubric		Yes	<p>The following system is continuing to be implemented:</p> <ul style="list-style-type: none"> Teacher outreach to students that are absent more than 2 times within a week. Students who are absent more than 2 times within the week are referred to Pupil Support Staff who then performs outreach. Pupil support then will assess the reason for excessive absence and refer to proper community school service. Administration holds meetings with parents and other agencies (Andrus, DSS, etc.) to address chronic absenteeism and its impact on student achievement. 	<p>The following system is being implemented to track chronically absent students:</p> <ul style="list-style-type: none"> Pupil Support Staff tracks student absences weekly, monthly, and quarterly. Pupil Support Staff creates intervention plans for each student who is considered chronically absent. 	<p>Decrease in chronically absent students for the reporting period as compared to Fall 2016.</p>



Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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Part III – Additional Key Strategies – (As applicable)

<u>Key Strategies</u>		
<ul style="list-style-type: none"> Do not repeat strategies described in Parts I and II. If the school has selected the SIG 6 or SIG 7 Innovation Framework model, include an analysis of the evidence of the impact of the required lead partner. Every school must discuss the use of technology in the classroom to deliver instruction. 		
List the Key Strategy from your approved intervention plan (SIG or SCEP).	Status (R/Y/G)	Analysis/Report Out
1. To continue to strengthen partnerships with parents and community stakeholders to support the physical, social and emotional needs of the children in order to prepare them for academic success.		<p>To strengthen our partnerships and community stakeholders we hold program events and workshops that address family wellness, reinforcing ELA and literacy skills, cultural awareness, safety, and social and emotional well-being. Our community partners include:</p> <p>ANDRUS - continues to support all school staff in managing students with classroom difficulties, provide psycho-education to staff on trauma and increase staff understanding with regard to how this may be interfering with students behaviors and academic abilities, support children in the classroom to participate in class activities when struggling to manage their behaviors, support teachers in referring students who they feel are appropriate to receive services through ANDRUS.</p> <p>Nepperhan Community Center - The CHSC (Creating Healthy Schools and Communities) initiative continues to support Museum School 25's Wellness team implement Healthy Heart program, nutritious eating habits, and quick exercises to activate body and mind.</p> <p>Thinking Maps (Balance Between) - Support for the implementation and integration of Thinking Maps into instruction, professional practice, and leadership at Museum School 25. PD focused on utilizing TM to support various leadership functions and moving the TM implementation forward</p> <p>SMILE Dental: Provides dental health services to students and families with routine check-ups at Museum School 25.</p> <p>Cluster- provides restorative practices to all students. These services have varied from individual conflict coaching sessions, mediation sessions consisting of two or more participants, and restorative justice circles. The administration and school staff frequently used mediation as a restorative practice. It is a non-punitive approach to conflict resolution that provides students with a safe, nonjudgmental</p>



		<p>space where they are free to discuss their conflicts, and work together to reach a resolution to those conflicts. Depending on the severity of the offense, it can also be utilized as an alternative to suspension.</p> <p>HRM- provides teachers and students in grades Pre-K -2 with interdisciplinary experiences related to art, history, and science. The curriculum includes pre and post visit lessons with a museum educator, docent led tours, and hands on workshops at the museum and classroom instruction with a resident artist.</p> <p>Harambee African Dance – introduces the students to music, dance, and African Drums via enrichment programs after school and on Saturdays.</p> <p>Junior Achievement- JA school programs provided a hands-on learning experience for students in K-6 grades. The one day event introduced the students to: family, community, government, business, and economics.</p> <p>Smile Dental-provides all students in Museum School 25 with dental services. This is offered twice a year Fall and Spring for three days each season.</p> <p>Big Brothers and Big Sisters- provides one on one homework help and mentoring for 15 Museum School students every Monday.</p> <p>Cub Scouts of America- introduces boys in grades K-6 to societal and cultural values and character building, will encouraging leadership skills and individual responsibility.</p> <p>Uptown Classics- is instituting performing arts enrichment through the Kaleidoscope: Performing Arts Program. They offer music enrichment during the day to students in grades K-2 and offers after school programming to students 2nd and 3rd grade. The music enrichment programming works with children in need of extra support and attention to further develop self-governance skills, emotional awareness, fine and gross motor skills, and socialization skills. This is achieved by creating a structured class where all students are given behavioral standards and expectations. Their guiding mantra is "I will listen, I will be kind, I will be respectful". This is reviewed every morning as a song, following our morning song. Emotional awareness is taught through mindfulness and yogic practices. For the after school program, the students are thought about music through opera. The children are learning about and will perform The Magic Flute.</p>
2.	Universal Best Instructional Practices Guidebook	<p>Based on Administrative and Support Staff observation of teaching practices, CET created a guidebook. The guidebook includes:</p> <ul style="list-style-type: none"> • Vocabulary, Reading, and Writing instructional processes and teaching strategies to be accomplished in a Thinking Maps framework. • Math instructional process and teaching strategies that align to EngageNY and CCLS.



3.				
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part IV – Community Engagement Team and Receivership Powers

<u>Community Engagement Team (CET)</u>				
Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. If the 17-18 CET plan and/or the 17-18 CET membership changed, please attach copies of those updated documents to this report.				
Status (R/Y/G)	Analysis/Report Out			
Green	The CET members have changed to reflect new employees. All teachers received a copy of the Receivership Report, Demonstrable Indicators, Self-Reflection, and Quarterly Reports. CET is instrumental in providing input and reviewing all reports before submission. Monthly update on the school's progress is provided at every PTA monthly meeting. Meetings are held on a monthly basis and in some cases twice a month to review required reports and documents. The CET is instrumental in the school's overall decisions, e.g. School Vision and Mission, School Logo, Data review, State Review, surveys, etc. All information is socialized with the entire school body, students, and parents.			
<u>Powers of the Receiver</u>				
Describe the use of the School Receiver's powers (pursuant to CR §100.19) during this reporting period. Discuss the goal of each power and its expected impact.				
Status (R/Y/G)	Analysis/Report Out			
Green	The Receiver approved the Literacy/Numeracy coach position at the school for the year. This educator will conduct PD and in class modeling for the new and experienced teachers to continue progress in student achievement. The Receiver reconfigured the school to exist as a Pk-5 building. As such, more focus can be placed on a smaller population. The Receiver approved a Sensory Room to assist students in crisis to deescalate and mitigate behaviors that are not conducive to learning.			
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part V – Community Schools Grant (CSG)

(This section needs to be completed by every Receivership school receiving CSG funds during the 8/1/17 – 6/30/18 budget period.)

<u>Community Schools Grant (CSG)</u>	
As per CR §100.19, Receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations.	
Required Activities	Provide updates to each activity with regard to its planning, implementation, or operations.
Community-Wide Needs Assessment (if one is being conducted in 17-18)	The grant evaluator is currently organizing a needs assessment.
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period: 1. public meetings held with parents, teachers, and community members to provide information and solicit input (CR §100.19: held at least quarterly during the school year)	The school held an Open House, PTSA meeting, Teacher Trainings, PreK orientation and First Riders Day. At all meetings parents are encouraged to provide input on school initiatives and reporting.
2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language)	Memos from the District are translated into two languages. Permission slips for dental services were send home in English and Spanish. Connect-ed calls through the Blackboard communication system are sent weekly to apprise parents of upcoming events. The Title I and Dept. of Language Acquisition held a parent workshop on discussing Learning Differences with Your Child.
3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee	All stakeholders have access to the Community Engagement Team through their representatives. Team members are charged with sharing notes from meetings with their groups and returning to the next meeting with input from their constituents.



Steering Committee (challenges, meetings held, accomplishments)		The team identified a medical partner and met with a Montefiore representative twice thus far this academic year. The district also sent representatives to the meeting.	
Feeder School Services (specific services offered and impact)		There is no feeder school at this time.	
Community School Site Coordinator (accomplishments and challenges)		A Coordinator was identified but decided to work FT with a CBO. District reps. are in the last round of interviews for a replacement. In the meantime, the School Improvement Manager has coordinated Community School efforts with District support.	
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)		There have not been any challenges.	
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)		Plans are moving forward. District anticipates a delay in the future with the acquisition of work permits and has concerns that all work will be completed prior to the end of the grant.	
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		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part VI – Budget

(This section should be completed by all schools funded by the Persistently Struggling Schools Grant (PSSG), the School Improvement Grant (SIG), and the Community Schools Grant (CSG). Add rows as needed.)

<u>Budget Analysis</u>		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved 17-18 FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 2.
PSSG:		
SIG:		Teachers have begun common planning and PD during school hours. Substitutes have been provided. Some partners are in place.



CSG:		Partners were identified and teacher PD began at the beginning of the year. Parents were informed of the resources available and have already met with some of the community partners for services and information about community resources.
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Part VII: 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.. It is the intention of the Department to share these best practices with schools and districts in Receivership.	
List the best practice currently being implemented in the school.	Describe the significant improvements in student performance, instructional practice, student/family engagement, and/or school climate that the best practice has had. Discuss the analysis of data/evidence to determine the impact. Describe the possibility of replication in other schools.
1.	
2.	
3.	

Part VIII – Assurance and Attestation

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



Name of Receiver (Print): _____

Signature of Receiver: _____

Date: _____

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

Name of CET Representative (Print): _____

Signature of CET Representative: _____

Date: _____