

# Receivership

## Quarterly Report

2<sup>nd</sup> Quarter - November 1, 2015 to January 15, 2016

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
Hamlin Park Clapp Academy School #74	140600010074	Buffalo Public Schools	Yellow	SIG 6
Superintendent	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students
Dr. Kriner Cash	Mrs. Elizabeth Giangreco	Margaret Boorady, Associate Superintendent of School Leadership	PK-8	457

### Executive Summary

Please provide a *plain-language summary* of the current reporting 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*.

Hamlin Park Claude and Ouida Clapp Academy #74 has continued to implement and monitor all of our Receivership requirements. During this quarter we have received approval of the School Improvement Grant that was submitted in July 2015. We are at the beginning stages of accessing the resources needed for the improvement plan. The school has made appropriate course corrections as needed during this period of time. We are beginning to implement needed professional learning and development for all staff members based on the Spring 2015 District Tool for School and District Effectiveness (DTSDE) recommendations, November district-led learning walk recommendations and observational data. The Community Engagement Team continues to meet monthly to review the implementation status and monitor and adjust the school improvement plan as needed. The school continues to focus on the identified key strategies to improve student achievement and to track progress for the seven Level 1 indicators and the five Level 2 indicators selected. The Level 1 indicators are specific to measuring



all students' proficiency levels on the New York State Math, ELA and Science assessments. Level 2 indicators streamline the focus to specific subgroups meeting proficiency levels. Additional identified indicators included the implementation of 200 hours extended learning time, reduction in suspensions and professional development and support.

During the second quarter reporting period, Hamlin Park Claude and Ouida Clapp Academy #74 continues a school wide focus on early learning intervention, data driven instruction and active reading and writing across all content areas. During this reporting period several opportunities for professional growth and development in these areas has been addressed. Active reading and writing has been monitored and addressed during dedicated grade level planning times, November faculty meeting, and after school training for the School Leadership Team. The school district data coaches provided embedded professional development using the backwards mapping protocol and the data-driven process (DDI) with academic, discipline and attendance data for all staff members. Additionally, the building based reading specialists have continued to provide embedded professional development to all staff on best practices in literacy intervention. These professional learning opportunities are provided during grade level planning time as well as the December faculty meeting.

The academic data for the second quarter has shown progress towards Level 1 and Level 2 indicators for ELA and Math. Much of this academic progress is a direct relation to the early learning intervention turnaround strategies and the use of resources targeting this population of students. Attendance data is reflects a positive growth trajectory towards the school wide target of 92% (Year to Date 91%). The severe chronic and chronic students have been identified and Tier 2 and Tier 2 supports are in place to be provide additional support to families. School-wide incentives for student attendance have been put in place by the attendance team to motivate students to attend school daily.

The school attendance team (the A-Team) has been established to monitor attendance data. Hamlin Park Claude and Ouida Clapp Academy #74 continues to make positive progress towards reducing suspensions, reducing discipline referrals and creating a positive school climate. (Data supporting is found on pages 4, and 6.)The school has been provided with resources such as multi-tiered systems of support professional development for all members of Tier1 and Tier 2/3 teams by the District.

Hamlin Park Claude and Ouida Clapp Academy #74 is focused on the implementation and monitoring of the six key strategies identified in the first quarter. These six key strategies include: maximizing resources and building professional capacity school wide, strengthen student support systems, providing differentiated instruction for all, embedding professional development for staff, applying the DDI process in analyzing data points and increasing parent engagement. Teachers continue to monitor and adjust lesson and curriculum planning to include these key strategies. Extended grade level planning provides opportunities for teachers to collaborate and plan for differentiated instruction, use the DDI process to analyze student data, and attend building-based professional development to build their capacity to meet the needs of all learners.



Attention – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to [QISR@NYSED.gov](mailto:QISR@NYSED.gov). It is a self-assessment of the implementation and outcome 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 schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for schools with School Comprehensive Education Plans (SCEP). The Quarterly Report in its entirety must be posted on the district web-site.



## Part I – Demonstrable Improvement Indicators

### LEVEL 1 – Indicators

Please list the school's Level 1 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
Priority School make yearly progress	YELLOW	NA	NA	An analysis of the student achievement data on NYS ELA and Math assessments was conducted during grade level meetings to identify specific standards and skills and create action plans for targeted skill instruction. Graphs supporting student growth have been created and are displayed in the school data room for reference during data driven instruction grade levels meetings.
School Safety	YELLOW	15	10% reduction	Office discipline referrals decreased by 30% from the prior year during the months of November, December and January (Data sources: Infinite Campus and Edvantage data dashboard). Short term suspensions have been reduced from 44 to 24 for this reporting period. Tier 2 and Tier 3 supports have been established for targeted students through the use of regular student support team problem solving meetings and social skills groups. These supports include mentoring through check in, check out (CICO). This data is monitored by the student support team bimonthly problem solving meetings using check in check out (CICO) recording forms. Course correction will include the formation, implementation and monitoring of Social Academic Instructional Groups (SAIG) by the Tier 2/3 team. (Team: building administrator, school psychologist, guidance counselor, Say YES coordinator.)
3-8 ELA All Students Level 2 & above	YELLOW	30%	1% increase	We are on track to meet this indicator. Data analysis of the 2015 student scores was conducted by all staff. Targeted students were identified based on scale scores on the NYS ELA state assessments. Reading measures including DIBELS were utilized for assessment to determine literacy levels and student needs. Fastbridge is a new reading assessment that will be implemented



				beginning in mid-January, replacing the DIBELS. RTI support is monitored by the building reading teachers weekly for all level 1 and level 2 students. This is monitored through the established intervention programs. Students are using Magic Penny, LanguageLive, and intervention supported by Journeys. The District-Based Assessments are analyzed by the classroom teachers to create action plans for re-teaching during grade level meetings. Course correction includes using the 2015 released questions from SED assessments and monitoring the reteach plan to build teacher capacity to include higher level questioning.
3-8 Math All students Level 2 & above	YELLOW	27%	1% increase	We are on track to meet this indicator. Data analysis of the 2015 student scores was conducted by all staff. Targeted students were identified based on scale scores on the NYS Math state assessments. Reading measures including DIBELS were utilized for assessment to determine literacy levels and student needs. Fastbridge is a new math assessment that will be implemented beginning in mid-January. RTI support is monitored by teachers weekly for all level 1 and level 2 students. This is monitored through the established intervention programs. The District-Based Assessments are analyzed by the classroom teachers to create action plans for re-teaching during grade level meetings. Course correction includes using the 2015 released questions from SED assessments and monitoring the reteach plan to build teacher capacity to include higher level questioning.
3-8 ELA All Students MGP	YELLOW	44.84	1% increase	Using the analyzed scale score data for the 2015 NYS ELA assessment, students have been identified to receive differentiated targeted skill instruction. Teacher lesson planning is monitored to ensure that classroom instruction includes implementation of effective instructional practices and flexible instructional groups.
3-8 Math All Students MGP	YELLOW	44.03	1% increase	Using the analyzed scale score data for the 2015 NYS Math assessment, students have been identified to receive differentiated targeted skill instruction. Teacher lesson planning is monitored to ensure that classroom instruction includes implementation of effective instructional practices and



	YELLOW	31%	1% increase	flexible instructional groups. The integration of Science, Technology, Engineering and Math (STEM) framework for students in grades 6 <sup>th</sup> -8 <sup>th</sup> grades has increased interdisciplinary units that are integrated across all content and special areas of instruction. This includes research projects that include ELA rubrics and CCLS alignment. Course corrections include creating formative skills-based performance assessments for students to complete.
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**LEVEL 2 Indicators**

Please list the school's Level 2 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.

Student Suspension Rate	YELLOW	11%	1% decrease	We are on track to meet the 1% decrease. A Multi-Tiered Systems of Support-Behavior (MTSS-B) data coach is assigned to the school one time a cycle. The coach's role is to assist at scheduled meetings, and provide data updates based on students' suspension data. This provides the basis for developing student support plans. The DDI process using student behavioral data has been implemented. Targeted at risk students have been identified from the previous school year and provided with Tier 2 and Tier 3 supports including CICO supports. At this point we are on track for reducing short term suspensions with a total of 24 for this reporting period, compared to 44 for the same time period last year. An analysis of these suspensions revealed that the three highest suspension areas were insubordination, disrespectful behavior and fighting in the classroom. School administration monitors student behavior and reporting using Infinite Campus on a daily basis.
3-8 ELA Black Students Level 2 and above	YELLOW	29%	1% increase	We are on track to meet this target. Lesson planning reflects application of the DDI process and implementation of flexible groupings and are reviewed by administration biweekly. The reading specialists support student learning by providing RTI and differentiated instruction. The continuation of the active reading and writing strategies as a foundational rock of the school is supported



				by ongoing grade level meetings where student writing samples are analyzed by teams using the district rubrics. Course correction includes using the 2015 released questions from SED assessments to further collect data to drive instruction. RTI support is monitored by the building reading teachers weekly for all level 1 and level 2 students. This is monitored through the established intervention programs. Students are using Magic Penny, LanguageLive, and intervention supported by Journeys. The District-Based Assessments are analyzed by the classroom teachers to create action plans for re-teaching during grade level meetings. Course correction includes using the 2015 released questions from SED assessments and monitoring the reteach plan to build teacher capacity to include higher level questioning.
3-8 Math Black Students Level 2 and above	YELLOW	27%	1% increase	Data analysis of the 2015 student scores was conducted by all staff. Targeted students were identified based on scale scores on the NYS Math state assessments. Reading measures including DIBELS were utilized for assessment to determine literacy levels and student needs. Fastbridge is a new math assessment that will be implemented beginning in mid-January. RTI support is monitored by teachers weekly for all level 1 and level 2 students. This is monitored through the established intervention programs. The District-Based Assessments are analyzed by the classroom teachers to create action plans for re-teaching during grade level meetings. Course correction includes using the 2015 released questions from SED assessments and monitoring the reteach plan to build teacher capacity to include higher level questioning.
3-8 ELA ED Students Level 2 and above	YELLOW	28%	1% increase	We are on track to meeting this target. Lesson planning reflects data to drive instruction and flexible groupings and are reviewed by administration biweekly. The reading specialists support student learning and has had an impact on differentiating instruction. Course correction includes using the 2015 released questions from SED assessments to further collect data to drive instruction.
Providing 200 Hours of Extended Day Learning Time (ELT)	YELLOW	NA	Provide 200 Hours of	We are on track to meet this target. The extended day learning time initiative continued for targeted students in 2 <sup>nd</sup> -8 <sup>th</sup> grades. Currently we have 104 students enrolled. Daily attendance is taken and students are provided a total



		ELT	of 8 hours a week of additional instructional learning time. Administration monitors programming to be sure it is aligned with the curriculum guides and students' need. In January, the addition of kindergarten and first grades were added to the extended learning program.
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy with impact.	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

## Part II – Key Strategies

### Key Strategies

As applicable, identify any key strategies being implemented during the current reporting period that are not described above, but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes.

	List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).	Status of each strategy (R/Y/G)	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.
1.	Maximize resources and build professional capacity	Green	This quarter, our reading specialists, in collaboration with the school leadership team, have planned and conducted grade level meetings for K-6. The reading specialists continue to provide Academic Intervention Services (AIS) /Response to Intervention (RTI) services to students in 4th-8th grades. The reading specialists currently are analyzing multiple points of data to evaluate the effectiveness of the current RTI programs to which the students are assigned. After the analysis, program adjustments have been made at the scheduled team meetings. School leadership team members continue to provide embedded professional development to increase foundational knowledge of the active reading and writing strategy to assist in reaching the level 1 and level 2 indicator targets. The Positive Behavior Intervention and Supports (PBIS) team members provide professional development at grade level meetings, common





			<p>planning and at the January faculty meeting. Quarterly data was disseminated, reviewed and analyzed in grade level bands. This is monitored by classroom observational data/observation tracker, and review of grade level meeting minutes. Teachers' lesson plans reveal an increase in differentiation of student groupings, an increase in strategy instruction, and application of analyzed data to make informed instructional decisions.</p>
2.	<p><b>Implement data driven instruction process with fidelity</b></p>	Yellow	<p>Teachers conduct the DDI framework with individual student academic, attendance, discipline data to create student action plans that target student achievement. Teachers and the Student Support Team identified students and provide small group targeted interventions based on needs while adapting and modifying the curriculum. This aligns instruction to the ELA and Math Common Core Learning Standards (CCLS.) The Pk-8 writing initiative continues to be monitored and assessed with the school-wide writing rubric aligned with CCLS. The School Climate transformation coach conducted data analysis on discipline and attendance data and is supporting the Multi-Tiered Systems of Support (MTSS-B) team regularly by using the DDI process to create action plans for students. This has resulted in a decrease in both short term and long-term suspensions; 44 to 24 short term, and 5 to 4 long term suspension based on the same reporting period from 2014. District Benchmark Assessments (DBA) have been conducted and the data analyzed for reteach action plans by classroom teachers. These plans are monitored by reviewing teacher lesson plans. Attendance data is collected, and tracked for individual students, homerooms, grade levels, and school wide. The goal for School #74 is to have a 92% attendance rate. At this time, we have averaged 91% daily attendance for the school. Student and parental notification is generated and sent home. The LanguageLive midyear assessments have</p>



			<p>been administered and new instructional groups are forming based on an analysis by the reading specialists. The administration of the Fastbridge Assessment for reading skills and readiness to better instruct students on foundational reading will replace DIBELS for the next reporting quarter.</p>
3.	<p><b>Differentiated instruction</b></p>	<p>Yellow</p>	<p>The programmatic interventions implemented include: Sopris West Language! Live (5<sup>th</sup> &amp; 6<sup>th</sup> Grades), Magic Penny (PK-2<sup>nd</sup> Grades) and a balanced literacy approach inclusive of guided reading practices for 1<sup>st</sup> grade. These interventions provide individualized instruction to better meet the needs of students. Extended RTI/AIS time has been built in to the master schedule increasing small group instruction. Reading specialists provide differentiated and small intensive group instruction in K-6<sup>th</sup> grade classrooms on a daily basis. The phonemic reading assessment (Magic Penny) midyear assessments results reflects student growth. The Pre-K pretest average in September = 1, and the January 2016 mid-test average =48. A similar trend was found in kindergarten. The kindergarten pretest average in September = 21, and the January 2016 mid-test average =61. In first and second grade students are being monitored with DIBELS at the strategic and intensive level according to the weekly progress monitoring schedule. A course correction is to more closely monitor to make better instructional decisions. The continuation of departmentalization in grades 4<sup>th</sup>-6<sup>th</sup> for core content areas allows better monitoring of student progress. In grade grades 4, 5 and 6 the word training section of the Language!Live program shows that students have scored at least a 85% proficiency. This is monitored by classroom observational data, feedback from Language! Live and Magic Penny consultants and student progress monitoring. This feedback is shared at grade level meetings to help create student centered small groupings based on the findings within the data. New language!live groups were</p>



		<p>established after the Mid-Year benchmark for students in grades 4-6.</p>
<p>4. <b>Social /Emotional supports for all students</b></p>	<p style="text-align: center;">Yellow</p>	<p>We have continued the participation in Cohort 1 of the School Climate Transformation Grant (SCTG) with MTSS-B professional development and support program. We have continued training with the Code of Conduct, Restorative Practices and Classroom Management to increase staff knowledge and capacity and implement MTSS-B school-wide with consistency. This is monitored by feedback from the Student Support team, feedback from the bimonthly service provider meetings, and the number of referrals to the student support team. We are on track to meet this goal with a reduction in ODRs from 44 in 2014-2015 to 24 in 2015-2016. The data shows a higher number of students in grades 3 and 7 receiving a suspension. The school guidance counselor has established small student support groups to address the socio-emotional needs of this particular student population. WNY United (CBO) provides weekly supports with inclusive classroom programming. Currently WNY United is in our building Thursdays and Fridays to provide programming to students on anti-bullying, healthy habits, and student leadership. The coordinator provides programming to students in kindergarten to sixth grade. Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) continues to partner with and support eighth grade students and families with interactive lessons about preparing for high school and college. The coordinator currently supports 35 students. A student perception survey was completed by sixth, seventh, and eighth grade students in December. The student perception survey results revealed that 70% of the students feel safe in their classrooms, while 68% of the students feel safe in other parts of the building. PBIS Tier 2, and Tier 3 Problem solving meetings have been established biweekly supported by the School Psychologist. The guidance counselor leads small groups, focusing in on grade 7. The</p>



			<p>counselor meets with a total of 15 students in a six day cycle during established lunch groups. The Say Yes coordinator currently has 20 students on her caseload and provides both school and home supports. Girl Scouts of WNY has established a group of 8 girls who meet weekly as a troop. In addition, the Say Yes coordinator meets weekly with a group of 8 at-risk students in a small lunch bunch group. A course correction is to create a service provider matrix, to better assess and monitor which students are receiving social and emotional supports. The Ripple effects program has been secured to begin the third quarter.</p>
5.	<p><b>Embedded Professional Development</b></p>	<p>Yellow</p>	<p>In order to build teacher capacity, on-site embedded professional development targeting best practices on instructional strategies during faculty meetings, grade level meetings, and common planning time have been implemented. Topics have included; backwards mapping provided by the Curriculum Assessment and Instruction (CAI) district data coach, active reading and writing, establishment of school-wide writing rubrics, and data driven instruction (DDI). Currently, 90% of the faculty have had training on these topics as evidenced by PGS records. This will be monitored by reviewing lesson plans and observations conducted by the building administration. School-wide active reading and writing implementation strategies professional development was provided during grade level meetings, and common planning in November. Grade level leaders established and a professional development calendar developed to provide a system of accountability in November. Core programmatic professional development for all Pk-6 grade teachers has been facilitated by the CAI coaches and Instructional Leaders in the Buffalo Public Schools on Mathematics instruction. 100% of our teachers of mathematics attended. This is monitored by observational data collection by the building administrators. Positive Behavior Interventions</p>



			<p>and Supports (PBIS) Tier 1 training provided by the PBIS Universal team were provided in November and December during grade level meetings. 85% of teachers received training according to the Professional Growth System (PGS). Office Discipline Referrals (ODRs) are reported as less than 5% for assaults. This was a major concern when determining our baseline. This is monitored by classroom observational data collection, peer coaching, PGS sign in, and meeting minutes. Leadership walkthroughs in December revealed evidence of the active reading and writing strategy. Student work samples have been analyzed at grade level meetings, and include elements of strategy application. This will continue to be implemented, monitored and adjusted in the next quarter.</p>
6.	<p><b>Parent Engagement</b></p>	<p style="text-align: center;">Yellow</p>	<p>In this quarter, two Community Engagement Team (CET) meetings were held. A CET meeting was held on November 23<sup>rd</sup> to explain Level 1 and Level 2 indicators. A CET meeting was held December 14<sup>th</sup> to analyze the results of the student perception survey. The student perception survey results revealed that 70% of the students feel safe in their classrooms, while 68% of the students feel safe in other parts of the building. At the January meeting, a plan will be developed to address student safety. An honor and merit roll assembly held Tuesday, November 24<sup>th</sup> to celebrate student learning. Report cards were sent home and discussed at Parent and Teacher conferences on Wednesday, December 2<sup>nd</sup>. Fifty families attended this event. Five week progress reports were sent home to all parents in December to inform them of their child's performance. Our Say Yes coordinator conducted a monthly school providers' breakfast and meeting with an open invite to all parents on December, 16<sup>th</sup>. There were Site Based Management Team (SBMT) meetings conducted on November 16<sup>th</sup>, and December 21<sup>st</sup>, agendas are attached. Parents were invited to an educational and cultural Martin Luther King Jr. performance held on</p>



			<p>January 15<sup>th</sup>. These performances were well attended by parents and community. The continuation of notes communicating school-wide events as well as connected education phone calls has increased awareness of our school wide activities designed to increase parent engagement. Although the number of participants at the above listed meetings has stayed stagnate at 3-4 parents, our parent teacher conferences showed a sharp increase in parent participation by 40 families. With this data trend, we are looking at planning more parent engagement activities that involve students sharing their work.</p>
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist, with adaptation/correction school will be able to achieve desired results.
		<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

**Part III – Community Engagement Team and Receivership Powers**

<p><b>Community Engagement Team (CET)</b>                  Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information.</p>	
<p>Status (R/N/G)</p>	<p>Analysis / Report Out</p>
<p><b>GREEN</b></p>	<p>The Community Engagement Team (CET) members have continued to meet monthly to discuss various areas of the receivership plan, its implementation and its monitoring. Two meetings have taken place during this reporting period during which feedback from stakeholders, as well as, vital information regarding the process and requirements were discussed. The December CET meeting focused on disseminating and analyzing the results of the 6-8 Student Perception data. At this meeting members analyzed the twenty question survey on students' perception of instruction and the school climate. Using the DDI process, the team identified areas of strengths and weaknesses that will drive our work in developing and implementing our intervention action plan. This plan will focus on creating more opportunities for student input and continue to create a safe school, climate and culture. During the January meeting, the team will plan the needed adjustments. CET meetings have been held in this quarter on November 22<sup>nd</sup> and December 14<sup>th</sup>. The CET members will continue to meet to review key strategies, complete all quarterly reports, and to provide feedback and recommendations. The quarterly report for this reporting period will be shared</p>



with teachers during the February faculty meeting. A monthly CET schedule has been adhered to this quarter.

**Powers of the Receiver**

Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner's Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.

Status (R/Y/G)	Analysis / Report Out			
YELLOW	The District is in the process of negotiating Receivership Powers.			
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy with impact.	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red
				Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

**Part IV – Best Practices (Optional)**

**Best Practices**

The New York State Education Department recognizes the importance of sharing best practices of schools and districts. Please take this opportunity to share one or more successful strategy 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 the best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools/districts.	
1.	<b>School Wide Active Reading and Writing Initiative</b>	A school-wide K-8 active reading and writing initiative continues to be implemented. The writing is monitored and assessed with writing rubrics aligned to the ELA CCLS. The reading component is a systematic explicit process that can be tailored to meet all grade levels to provide targeted access to the text. For example students are required to circle key direction verbs, underline important information, and provide evidence from the text. This is monitored and assessed through analyzing student writing samples at multi-grade level meetings.	



**Part V – Attestation**

**ATTESTATION:** By signing below, I certify that the information in this quarterly report is true and accurate to the best of my knowledge.

Name of Receiver (Print): \_\_\_\_\_

Signature of Receiver:  \_\_\_\_\_

Date: \_\_\_\_\_