

## Receivership Schools ONLY

### Quarterly Report #1: July 1, 2016 to October 30, 2016

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: <a href="http://www.buffaloschools.org/webpages/gmorris/">http://www.buffaloschools.org/webpages/gmorris/</a>			
				Check which plan below applies:			
Marva J. Daniel Futures Preparatory School #37	140600010037	Buffalo Public Schools	Not Applicable	SIG/SIF <input checked="" type="checkbox"/>		SCEP <input type="checkbox"/>	
				Cohort: 3			
				Model: Turnaround			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Dr. Kriner Cash	Serena Restivo Appointment Date: June 2016	Casandra Wright, Associate of School Leadership Marianne Dixon, Grant Manager Mary Sellers, Grant Liasion		PK - 8	6%	22%	445

### 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*.

As of this reporting period, School 37 has immediately begun implementing all facets of our Receivership plan and has been made aware that their 2015-2016 Demonstrable Growth was made. School 37 coordinated and conducted their first CET (Community Engagement team) meeting to set the stage for the upcoming school year. This year, the CET has expanded including more stakeholders and parents. As of this reporting period, School 37 has begun partnering with Research for Better Teaching (RBT) to successfully implement the key strategies as well as assessing and ensuring the attainment of growth, specific to level 1 and 2 Indicators. This partnership builds capacity in all staff specific to best practices in teaching and data analysis while supporting cultural relevancy. This partnership involves staff development, classroom observations and reflection as well as, and more importantly, job-embedded coaching and professional development for staff for the entire school year. As a new designated Community School, plans have been created to expand the community outreach and provide more



opportunity for stakeholder input to ensure the sustained growth of the school. The CET will be a driving force and influence in decision making, specific to sustaining the improvements of the School thus far.

**Attention** – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to [OISR@NYSED.gov](mailto:OISR@NYSED.gov). It is a self-assessment of the implementation and outcomes of key strategies related to Receivership, and as such, should not be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for Receivership schools receiving School Improvement Grant (SIG) 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.



**Part I – Demonstrable Improvement Indicators**

<b>LEVEL 1 Indicators</b>					
Please list the school’s Level 1 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.					
Identify Indicator	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether or not you were making progress on meeting this target?	What was the outcome during this quarter?
Priority School making yearly progress		NA	Make progress	As of this reporting period, teams are utilizing the beginning of year results from the District Benchmark Assessments (DBA) in Reading and Mathematics. In addition, beginning of year (BOY) DIBELS data is also being analyzed at team meetings as well as Leadership Team meetings. Again this year, grades 3 – 8 use the 2016 released questions, once daily, that align to the standards being addressed in lessons. These questions are used as ticket out assessments for teachers to quickly analyze students’ ability to apply their learning to CCLS aligned task.	BOY data is being analyzed from DBA, DIBELS... Support staff (Reading specialists, Support Math Teachers, Instructional Coach, Literacy Coach and Instructional Technology Coach) is being deployed based on student need, specific to “Bubble Kid” performance. DDI protocol, with the support of Research for Better Teaching Consultant, is utilized during team meetings. The Leadership team has been formed to lead this effort within the school. Administrative team meets regularly (once a cycle) to debrief the efforts of all supports and analyze data to progress monitor what is working and what needs to be adjusted. As of this reporting period, this indicator did not meet its target in the 2015-2016 school year.
3-8 ELA all students level 2 and above		15%	18%	Please refer to Priority School Making Progress	Please refer to Priority School Making Progress. As of this reporting period for the 2015-2016 school year, this indicator’s target was met. The school goal was 16% and the school attained 29%. As of this reporting period, DBA and DIBELS data analyzed at grade level meetings is illustrating that students are currently achieving at all levels. This, however, is Beginning of Year data. Building is deploying Reading Specialists, Support



					Math Teachers and coaches to work with individual students based on this data.
3-8 Math all students level 2 and above		19%	22%	Please refer to Priority School Making Progress	Please refer to Priority School Making Progress As of this reporting period for the 2015-2016 school year, this indicator's target was met. The goal was 20% and the school attained 28%. As of this reporting period, DBA and DIBELS data analyzed at grade level meetings is illustrating that students are currently achieving at all levels . This, however, is Beginning of Year data. Building is deploying Reading Specialists, Support Math Teachers and coaches to work with individual students based on this data.
3-8 Math all students MGP		47.99	1% increase	Please refer to Priority School Making Progress In addition, building will begin implementing a new math screening tool, similar to DIBELS.	Please refer to Priority School Making Progress As of this reporting period for the 2015-2016 school year, this indicator's target was not met. The goal to be attained was 48% and the school attained 41%. Newly hired support math teacher (SMT) is providing targeted support to grades 3 through 6. An additional SMT will provide support to K – 2.
3-8 ELA all students MGP		37.17	1% increase	Please refer to Priority School Making Progress	Please refer to Priority School Making Progress As of this reporting period for the 2015-2016 school year, this indicator's target was met. The goal to be attained was 39% and the school attained 44%. As stated above, Reading specialists are deployed, based on beginning of year DIBELS and DBA data to provide targeted interventions to those students in a small group setting.
Grades 4 and 8 science all students level 3 and above		19%	22%	Please refer to Priority School Making Progress	Please refer to Priority School Making Progress.



				For science specifically, new science teacher is formulating diagnostic assessments to track progress of students specific to student performance on the science assessments.	As of this reporting period for the 2015-2016 school year, this indicator's target was met. Step Up To Writing is being infused in all content areas to assist students in internalizing the focus strategies to apply to the science content. Reading Specialists are also supporting these teachers so that the school remains on target for this goal.
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<b>LEVEL 2 Indicators</b>					
Please list the school's Level 2 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.					
Identify Indicator	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether or not you were making progress on meeting this target?	What was the outcome during this quarter?
Student Suspension rate (out of school)		36%	34%	Buffalo Public Schools Data Dashboard, Infinite Campus and District Suspension Reports	As of this reporting period, for the 2015-2016 school year, this indicator's growth was met. School goal was 35% and the school's performance was 15%. Currently, the school's data is reflecting only 3 out of school suspensions at this time, so the school is on track to making progress towards the 2016-2017 target. School currently uses the Reflect and Return room to deescalate behavior issues in the effort to decrease suspensions. PBIS school wide model is being implemented fully by the Tenet 5 (Social Emotional Team) Tier 2 data meetings are used to analyze data and create intervention plans for students who are still experiencing difficulty in applying the Triple A model of behavior.
3-8 ELA Black students MGP		38.29	1% increase	Please refer to Priority School Making Progress	Please refer to Priority School Making Progress As of this reporting period, for the 2015-2016 school year, this target was met. The goal to



					be attained was 39% and the school attained 44%.
3-8 Math Black students MGP		48.35	1% increase	Please refer to Priority School Making Progress.	Please refer to Priority School Making Progress. As of this reporting period for the 2015-2016 school year, this indicator's target was not met. The goal to be attained was 48% and the school attained 41%. Newly hired support math teacher (SMT) is providing targeted support to grades 3 through 6. An additional SMT will provide support to K – 2.
3-8 Math ED students MGP		48.42	1% increase	Please refer to Priority School Making Progress In addition, building will begin implementing a new math screening tool, similar to DIBELS.	Please refer to Priority School Making Progress . As of this reporting period for the 2015-2016 school year, this indicator's target was not met. Newly hired support math teacher (SMT) is providing targeted support to grades 3 through 6. An additional SMT will provide support to K – 2.
Providing 200 hours of Extended Day Learning Time		NA	<b>NA</b>	As of this reporting period, current enrollment in our ELT program is 240 students. The program is currently 4 days and runs 3 hours per day. Each day includes mathematics, ELA and enrichment. Data was retrieved by ELT coordinator and attendance record via Infinite Campus.	In the 2015 – 2016 school year, the school met its goal of providing 200 hours of Extended Learning Time to students and on track to provide 200 hours in 2016-17. As of this reporting period, DDI protocols used during team meetings produce action plans that serve as lesson plans for the ELT. As of this reporting period, teachers in the ELT program and those on the committee are creating baseline assessments, specific to the ELT program, to serve as a monitoring tool as to the effectiveness of the program.  As of this reporting period, our ELT program started on October 18. We have approximately 240 students enrolled at this



				<p>time. The program runs 3 hours a day and 4 days per week. It entail mathematics and Reading instruction and additional enrichment experiences such as karate club, art, girl scouts, drill and dance teams.</p> <p>The program is supported through School 37 PSSG grant as well as the 21<sup>st</sup> Northwest Community Center.</p> <p>The partnership with RBT has allowed for staff to effectively implement the DDI protocol in all team meetings. The action plans that ensue from these meetings are being used as the lesson plans for students enrolled in the Extended Learning Time program.</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 <i>with impact</i> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

## Part II – Key Strategies

<b>Key Strategies</b>		
Identify and analyze the implementation of all key strategies used this reporting period that are <i>not described above</i> , but are part of the approved SCEP, SIG or SIF plan.		
Identify key strategy.	Status (R/Y/G)	Analysis of evidence supporting QR#1 status in reaching the goal identified in the plan. If you need to make a course correction during QR#2, please describe.
1. <b>Creating and maintaining a data-driven culture</b>		As of this reporting period, School 37 has created a partnership with Research for Better Teaching. This partnership allows a consultant from RBT to train all teachers in



			<p>Studying the Skillful Teacher and the Data Driven Instruction Protocol. This training began in the summer. The school year consists of continued training, site visits, job-embedded coaching days and modeling lessons. The RBT consultant worked with administration to create a DDI leadership team as well. The Consultant works with teams to internalize the DDI protocol and create strategic action plans that outline targeted instructional supports to small groups of students. Literacy, instructional and technology coaches use the DDI protocol to facilitate all team meetings to ensure meetings are data focused and action plans ensue.</p>
2.	<b><i>Implementing CCLS aligned instruction in all grades</i></b>		<p>Instructional, literacy and technology coaches facilitate Common Planning meetings where teachers utilize backwards design to strategically plan lessons and ensure that lessons are focused on the CCLS as well as proper implementation of the shifts and practices. This is also the second year that School 37 is a one to one technology integration school. The Instructional Technology coach provides job-embedded professional development to all staff on how to authentically infuse technology into CCLS aligned lessons in such a way that promotes student engagement and ownership throughout the lesson. Staff was trained on how to successfully incorporate the 21 day planner which allows teachers to facilitate small groups in such a way where teacher led small group time is uninterrupted and students work in a self-directed fashion.</p>
3.	<b><i>Implementing PBIS model school-wide</i></b>		<p>Last school year’s DTSDE recommendations included a more systems approach to social and emotional development in the school.</p> <p>As of this reporting period, Tier 1 and Tier 2 interventions are in place and being implemented. The opening day of the school year provided staff with training on the new and revised PBIS staff manual which outlines the PBIS school-wide model. Tier 1 interventions include the implementation of our matrix and students ability to earn “Phoenix Bucks”, by demonstrating the Triple A behavior model (Academics, Attitude and Attendance). These “bucks” are school-wide and can be used at the brand new</p>





			<p>School 37 store. RBT has been also infusing cultural proficiency training throughout the SST and DDI trainings for staff.</p> <p>On October 25, a district representative trained the staff during a faculty meeting on how to successfully input Office Discipline Referrals and how to align this to our Progressive Discipline Policy.</p> <p>Tier 2 interventions are also under way. These include our SAIG (Social Academic Instructional Groups) groups and CICO (Check in Check Out) for students. These are proactive interventions used to decrease ODR’s throughout the school. Through our MTSS grant, select staff were sent to de-escalation training and will turn-key strategies to the entire staff.</p> <p>School 37 has recently created a Social/Emotional Tenet 5 Team. This team is responsible for the coordination and communication of all things related to the student’s social and emotional development.</p>		
3.	<b>Increasing instructional leadership time</b>		<p>As of this reporting period, the Principal is still participating in the School Administrator’s Manager (SAM) initiative. This allows for the principal and her SAM to spend time reflecting on a daily basis around how much time the principal is spending on instructional leadership, including walkthroughs and providing timely and actionable feedback to staff members.</p> <p>As of this reporting period, School 37 now has 2 assistant principals, which increases the amount of time that each administrator can spend in classrooms and providing actionable feedback to staff in a timely fashion, to impact and influence teacher practice. In addition, administration attends all grade level meetings and are active participants in the DDI protocol that occurs.</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

<b>Community Engagement Team (CET)</b>	
Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET and its sub-committees that may be charged with addressing specific components of CET Plan. Describe outcomes of the CET plan implementation, school support, and dissemination of information.	
Status (R/Y/G)	Analysis/Report Out
Yellow	Having had consistent leadership to start the school year, the principal has expanded the Community Engagement Team to include all pertinent partners, including more parents. The team consists of University of Buffalo (Liberty Partnership), Dr. Henry Taylor (UB Center of Urban Studies), Dr. Bernard Cashaw (Fruitbelt Coalition), Say Yes to Education, Catholic Charities and our new Parent Advocate. As of this reporting period, the CET has met two times (September 22 and October 27). Meetings align with the SBMT agendas as well as the Community School meetings so that items discussed and plans from meetings are congruent. Meetings are formatted to share updates as well as share student achievement data specific to Tier 1 and 2 indicators and positions that are funded through PSSG. Team members share input consistently at this meeting. November meeting is devoted to creating a new mission and vision of the CET.
<b>Powers of the Receiver</b>	
Describe this quarter’s use of the School Receiver’s powers (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers.	
Status (R/Y/G)	Analysis/Report Out
Yellow	<p><i>We currently have additional Receivership "powers" due to Commissioner Elia's decision during the 2015-2016 school year. Each school's administrative team has taken advantage of the additional powers listed below. As we continue to change the culture and move to increase student achievement, we will increase the use of the powers listed.</i></p> <p>We specifically are able to:</p> <ol style="list-style-type: none"> <li>1.) Ability to fill vacancies in summer school, recreational or part time programs with the most qualified teacher, regardless of seniority</li> <li>2.) Ability to fill vacancies through the transfer process with the most qualified teacher, regardless of seniority</li> <li>3.) Discretion and ability to deny teacher requests for transfers out of persistently struggling and struggling schools</li> </ol>



4.) Right to mandate faculty meetings twice per month; meetings held either before or after school hours and would be 60 minutes in duration; teachers receive hourly rate of pay

5.) Discretion and ability at any time and for any reason to involuntarily transfer teachers out of persistently struggling schools regardless of seniority or status as building union delegate.

6.) Right to extend school day and/or school year; teachers would receive proportionate increase in compensation

Commissioner's Resolution: Impose with modification of notice date to February 1 (except notice for 15-16 school year is May 1, 2016) to ensure consistency with Proposal 6 (as modified)

7.) Discretion and ability to change starting and ending times of school day from the previous school year, with notice to teachers by March 1

Commissioner's Resolution: Impose with modification of notice date to February 1 (except notice for 15-16 school year is May 1, 2016) to ensure consistency with Proposal 6 (as modified)

8.) Discretion and ability to require teachers to use all technological tools necessary and appropriate to more effectively communicate with students and parents; district will provide training where needed

9.) Discretion and ability to modify schedule at any time to add more common planning time

10.) Right to require that teachers attend professional development (PD) (based on the needs of the school) the receiver deems necessary; 30 days' advance notice to teachers; PD will be offered more than once if it is after the school day/school year; teachers will receive additional compensation if PD is after school day/school year

***School 37 is currently implementing the following Receivership Powers:***

- Mandating additional faculty meetings.
- Mandating professional development for staff that is in direct alignment with the key priorities of the school.



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

<b>Instructional Technology Plan</b>		
Describe the current status of the implementation of the District Technology Plan pertinent to this school, as well as the use of technology in classrooms.		
Key Components	Status (R/Y/G)	Analysis of evidence supporting QR#1 status in reaching the goal identified in the plan. If you need to make a course correction during QR#2, please describe.
1.	Current status of the District Technology Plan pertinent to this school	<p>Goal 1: Support for Student Learning with Innovative Instructional Technologies</p> <p>School 37 will expand the use of mobile technologies to provide all students in grades PK-8 access to their own device when in school. This will enable teachers to bring together knowledge and creativity in closely integrated learning experiences that maximize student engagement and learning in all areas of the curriculum.</p> <p>PK-2 students in School 37 will use iPads as part of daily center-based instruction.</p> <p>All students in Grades 3-8 at School 37 will use a mobile personal computing device (tablets, laptops, etc.) as an essential part of daily instruction.</p> <p>Goal 2: Provide School 37 Stakeholders with Best in Class Resources</p> <p>School 37 will provide instructional resources that will positively impact all students, teachers, administrators, and support personnel as well as the community. These digital resources will include: educational software and apps, cloud-based resources, applications providing for parental involvement, and automated support for more efficient operations.</p> <p>Goal 3: Enhance Connections with the Our BPS Community</p> <p><u>SCHOOL 37 Objectives:</u></p>



			<ul style="list-style-type: none"> <li>➤ Create an authentic and technology enriched classroom that enhances all CCLS lessons and influences students to be self-directed in their learning.</li> <li>➤ Create and maintain an atmosphere that encourages collaboration and 21<sup>st</sup> century problem-solving skills that prepare students for college and career opportunities.</li> <li>➤ Shift instruction to a more student-centered environment where there is an evident increase in student talk and a decrease in teacher talk. Teacher becomes the facilitator of learning while students do the “heavy lifting” throughout the instructional day.</li> </ul>		
2.	Use of technology in the classroom		School 37 has a .6 technician and a fulltime Instructional Technology coach that provides on-going job embedded professional development on how to infuse technology into CCLS aligned lessons, authentically. Teachers utilize such programs as Next Lesson, Ixcel, Schoology, Kahoot, and other programs to enhance and influence student engagement in lessons. Technology use in the classrooms allows for teachers to administer small groups within lessons so that teachers can provide targeted small group instruction to those students who need it while other students are working in a self-directed fashion on their laptops and iPads. Students use a program called Explain Everything to model their problem solving process and create tutorial videos for other students to view allowing the students to become the teacher. In addition, students use the iPads and Laptops to virtually apply the Step Up to Writing focus strategies (2 column notes, Stoplight Highlighting, IVF...) This school year, job-embedded training provided by the ITC will focus on moving on beyond what was learned last year and providing training for staff that allows students to utilize the technology within the classroom as leaders in their learning.		
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



**Part V – Budget (reflective of July 1 – October 15, 2016)**  
**Persistently Struggling Schools Grant**

Budget Analysis

The LEA/school should propose expenditures that are reasonable and necessary to support the identified Receivership school’s initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below.

Expenditures	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 for QR#2.
Salaries for professional staff-Code 15- <b>\$857,920-YTD \$120,296 14% @ QTR ENDING 09/30/16</b>	Green	All positions are filled.
Salaries for Support Staff- code-16- <b>\$38,840 YTD \$2,392 6% @ QTR ENDING 09/30/16.</b>	Green	All positions are filled.
Purchased services-code 40- <b>\$129,367 –YTD \$14,000 11% @ QTR ENDING 09/30/16.</b>	Yellow	Waiting for RFP results related to Sopris Voyager Velocity before a contract can be prepared. Contracts related to DTSDE are administered via the Office of Shared Accountability.
Travel expenses-code46- <b>\$80,000 –YTD \$21,285 27% @ QTR ENDING 09/30/16.</b>	Yellow	These funds were dedicated to summer school transportation. An amendment will be prepared to move funds.
Employee Benefits-code 80- <b>\$389,528-YTD \$48,412 12% @ QTR ENDING 09/30/16.</b>	Green	Expended per BPS schedule.
Indirect cost-code 90-	Green	<b>COMPLETED AT THE END OF THE PROJECT.</b>



**Part V – Budget – School Improvement Grant**

Budget Analysis

The LEA/school should propose expenditures that are reasonable and necessary to support the identified Receivership school’s initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below.

Expenditures	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 for QR#2.
Salaries for professional staff-Code 15- <b>\$370,647 –YTD \$59,654 16% @ QTR ENDING 09/30/16</b>		All positions in SIG & PSSG are filled. ELT will begin the week of October 17 <sup>th</sup> , 2016. Professional development has been scheduled.
Salaries for Support Staff- code-16- <b>\$10,479-YTD \$2,088 20% @ QTR ENDING 09/30/16</b>		Vacant clerical position in the Department of School Improvement. A recruitment bulletin is advertised until filled.
Purchased services-code 40- <b>\$213,211-YTD \$143,287 67% @ QTR ENDING 09/30/16.</b>		All contracts have been executed or in the approval process and services scheduled. Contracts related to DTSDE are administered via the Office of Shared Accountability.
Travel expenses-code46- <b>\$1,256-YTD 0.00 0% @ QTR ENDING 09/30/16.</b>		Conference is scheduled for January 27-29,2017.
Employee Benefits-code 80- <b>\$134,858-YTD \$23,414 17% @ QTR ENDING 09/30/16.</b>		Expended per BPS schedule.
Indirect cost-code 90- <b>\$19,549-N/A COMPLETED AT THE END OF THE PROJECT.</b>		A COMPLETED AT THE END OF THE PROJECT.



**Part VI: Best Practices (Optional)**

<b>Best Practices</b>		
The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.		
List the best practice currently being implemented in the school.		Describe a best practice in place this quarter in terms of its impact on the implementation of the plan. Discuss the analysis of evidence to determine its success. Discuss the possibility of replication in other schools.
1.	Building Capacity through Coaching	In the expectation that coaching and other positions funded through the grant cease, there must be a plan in place to sustain efforts. School 37 uses grade level time and building-based subs to release teachers during the instructional day to observe their colleagues who demonstrate and implement best practices. This creates a culture of colleagues that rely on each other while building capacity in teachers that can sustain best practice efforts.
2.	One to One Technology	School 37 continuing their one to one technology integration (grades 7 and 8 laptops and grades 3 – 6 iPads). This allows students to remain engaged throughout the lesson while being able to apply 21 <sup>st</sup> century skills to all content areas. School 37's inclusion of a full-time Instructional Technology Coach creates a culture of authentic learning experiences with consistent and on-going job-embedded professional development to staff.
3.	Research for Better Teaching- Studying Skillful Teacher and Data Driven Dialogue courses	As of this reporting period, School 37 has created a partnership with Research for Better Teaching to specifically impact student achievement through the best practice strategies learned through The Studying Skillful Teacher Course and the Data Driven Instruction protocol.