

Receivership

Quarterly Report

2nd Quarter - November 1, 2015 to January 15, 2016

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCPEP Cohort
Herman Badillo Bilingual Academy #76	140600010076	Buffalo	Y	SIG
Superintendent	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students
Dr. Kriner Cash	Kathryn Foy	Mary Jo Conrad	PreK-8	787

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.

Herman Badillo Bilingual Academy, BPS 76 has continued to implement all aspects of our Receivership requirements and improvement plan. The school has determined the overall status at this time is yellow. After careful review of the data and initiatives some barriers or challenges have been discovered. The school has made appropriate course corrections and expects to be back on track to meet targets. The Community Engagement Team continues to meet monthly to review the implementation status and impact of key strategies. The school continues to use these key strategies to improve student achievement and meet targets for both the seven level 1 indicators and the five level 2 indicators selected. Most level 1 indicators measure all students' proficiency levels on the New York State Math, ELA and Science assessments. Level 2 indicators use the same assessments and narrow the focus to specific subgroups. Additional indicators include providing 200 hours of extended learning time, reducing the percent of students suspended, reducing the number of violent incidents, and curriculum development and support.



For this second reporting period, specific growth data for level 1 and 2 indicators used to determine if the school is on track was available for some grade levels for ELA and math. This data shows that students in grades K-3 are progressing well toward the targets, but many students in grades 4-8 have not shown the same growth trajectory. This data is preliminary and not a complete indication of impact. However, it is being closely monitored and strategies are realigned to better meet the needs of students.

The school has continued to implement and refine the five key strategies specifically designed to impact the level 1 and 2 indicators chosen for Receivership. These strategies are: a school wide writing initiative, 200 additional hours of extended learning time, student support systems, building the capacity of teachers to meet the needs of all students, teacher collaboration and planning to build a deeper understanding of the curriculum. Teachers continue to use one preparation period per cycle as a common planning time with their whole team, to use a common lesson plan template for intervention activities, and to attend 6 hours of building based professional development aimed at building their capacity to meet the needs of all students. Additionally, teachers utilize the data driven inquiry process to analyze student data and in turn use results to fine tune their instruction to meet the needs of all students.

The school continues to make positive progress toward reducing suspensions, reducing discipline referrals, increasing student attendance rates, and creating a positive school climate. In a recent survey given to all 6-8th graders, 80% of students report feeling safe in school and 86% of students feel school is a supportive place.

Attention – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to 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/N/G)	Base-line	Target	Analysis / Report Out
Priority School Make Yearly Progress		NA	Make Progress	Adequate yearly progress has not been made in the last two school years. Last year on the ELA and Math assessments 2% of students scored at level 3 and above. Our key strategies are aimed at moving students up to level 2 and above. At this time our data shows most students performing at level 2 or below. However, there has been movement of students within the bands toward level 3 on school based formative assessments.
School Safety		11	<7	We are currently on track to meet this target. There have been no violent incidents during this reporting period. Our multi-tiered systems of support have been implemented and are effective. See attached data chart for a comparison of data from this year to last year at this time. School safety data is monitored biweekly by the student support team during their team meetings.
3-8 ELA All Students Level 2 & Above		19%	20%	We are on track to meet this target. All key strategies are being implemented to address this target. Attached is a comparison of DIBELS composite score data for grades K-6 which shows an increase in proficiency in all grade levels except 4 th . Student data is monitored weekly by classroom teachers using a variety of formative assessments. Weekly grade level team meetings facilitated by administrators or an instructional coach are used to monitor summative or benchmark data to look for grade level trends and to adjust student placement in interventions (every 6 weeks). RTI plans are written using our common planning template to reteach skills as needed.
3-8 Math All Students Level 2 & Above		24%	25%	We are on track to meet this target. All key strategies are being implemented to address this target. Module 2 assessment data is attached. The data shows some movement toward proficiency at many grade levels (see chart attached). Interventions are being put in place to support all learners. Student data is monitored weekly by classroom teachers and co teachers using a variety of formative assessments. Intervention activities are planned using this data. Weekly grade level team meetings facilitated by administrators or an instructional coach are used to monitor summative or Module data to look for grade level trends and to plan for re teaching.



3-8 ELA All Students MGP		46.69	47.69	We are on track to meet this target. All key strategies are being implemented to address this target. Student data is monitored weekly by classroom teachers using a variety of formative assessments. Weekly grade level team meetings facilitated by administrators or an instructional coach are used to monitor summative or benchmark data to look for grade level trends and to adjust student placement in interventions (every 6 weeks). Intensive students in grades K-6 are progress monitored biweekly using the Diagnostic Indicators of Basic Early Literacy Skills assessment. Strategic students are progress monitored biweekly using the same measure and benchmark students have their progress monitored monthly.
3-8 Math All Students MGP		46.03	47.03	We are on track to meet this target. All key strategies are being implemented to address this target. Student data is monitored weekly by classroom teachers and co teachers using a variety of formative assessments. Intervention activities are planned using this data. Weekly grade level team meetings facilitated by administrators or an instructional coach are used to monitor summative or Module data to look for grade level trends and to plan for reteaching. A math support teacher continues to work directly with our grade 5 students based on their data from the grade 4 State assessment to help close the gaps.
Grades 4 & 8 Science All Students Level 3 & Above		23%	24%	We are on track to meet this target. All key strategies are being implemented to address this target. Student data is monitored weekly by classroom teachers and co teachers using a variety of formative assessments. Intervention activities are planned using this data. Grade level team meetings facilitated by administrators or an instructional coach are used to monitor summative or unit test data to look for trends and to plan for reteaching. A midyear checkpoint assessment is being developed and will be administered by grade 4 and 8 teachers to determine needs and plan future review.

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.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
Student Suspension Rate (Out of School)		18%	17%	We are on track to meet or exceed this target. During this reporting period there have been 55 suspensions. Last year at this time there were a total of 52 suspensions, a slight increase. We have analyzed the data to find that most suspensions and discipline referrals were for insubordination in the classroom and fighting. A



				<p>professional development course is scheduled for Feb 1 and 2 to provide teachers with strategies to deescalate situations and handle insubordinate students. Our multi-tiered systems of support have continued to reduce the number of office discipline referrals from 172 in 2014-2015 to 149 in 2015-2016 for the same period of time. School suspension data is monitored biweekly by the student support team during their team meetings. Tiered interventions are monitored for positive impact on student behavior. Additionally, all school administrators monitor student behavior for their assigned grades on a daily basis.</p>
<p>Curriculum Development and Support (DTSDE Tenet 3)</p>		<p>Developing</p>	<p>Developing</p>	<p>We are on track to meet or exceed this target. The implementation of a school wide writing initiative integrates literacy into all content areas. The addition of a common planning time for all teachers will allow for development of deep understanding of the curriculum and how to scaffold it for all learners. A common lesson planning template will allow teachers to modify instruction for identified subgroups to maximize their instruction and improve student outcomes. All Diagnostic Tool for School and District Effectiveness (DTSDE) recommendations for this Tenet are being implemented and we are working with the district to create a tool to effectively monitor this.</p>
<p>3-8 ELA Black Students level 2 & Above</p>		<p>32%</p>	<p>33%</p>	<p>We are on track to meet this target. All key strategies are being implemented to address this target. Subgroup data is disaggregated and interventions and supports are provided as described above (3-8 ALL students at level 2 and above).</p>
<p>3-8 Math Hispanic Students Level 2 & Above</p>		<p>20%</p>	<p>21%</p>	<p>We are on track to meet this target. All key strategies are being implemented to address this target. Student subgroup data is monitored weekly by classroom teachers and co teachers using a variety of formative assessments. Intervention activities are planned using this data to scaffold reteaching activities for this subgroup. Weekly grade level team meetings facilitated by administrators or an instructional coach are used to monitor summative or Module data to look for grade level trends and to plan for scaffolded reteaching.</p>
<p>Providing 200 Hours of Extended Day learning Time (ELT)</p>		<p>NA</p>	<p>Provide 200 Hours</p>	<p>We are on track to meet this target. The extended learning time program began has 106 students enrolled in grades 2-8. Nine hours and twenty minutes per week of extended learning time are provided to students. Students have participated in 91.8 hours to date. Weekly attendance is monitored by the administrator in charge. Students with poor attendance in the after/before school programs are provided with interventions. Student grades are monitored by the after school teacher at 5 week intervals to ensure instruction is aligned to student need. Our master schedule</p>



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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. School Wide Writing Initiative		A school wide writing Initiative has been implemented and all students in grades 3-8 have completed at least one writing piece using this strategy. After the initial implementation, teachers provided feedback during team meetings as to the strengths and weaknesses of the implementation. Questions were also answered. The writing initiative team then took these responses and reworked the initiative and timeline to be more effectively implemented. The data showed that students could accurately complete the graphic organizer but needed support transitioning into the final draft. More training will be provided to teachers during the next round of implementation. Our instructional coach worked with teachers, particularly the special area teachers, to co plan and co teach the writing initiative.
2. Teacher Collaboration to Meet the Needs of Students		Support reading teachers and classroom teachers in grades 1-6 are currently analyzing multiple points of data to evaluate the effectiveness of



			<p>the RTI programs to which students are assigned. After this analysis, program adjustments will be made at a team meeting. Students in grades 7 and 8 participate in a “walk to” model for literacy instruction. Students are grouped based on language proficiency levels. Grade 7 and 8 teachers have daily common planning periods with their co teachers to review data and plan differentiated instruction.</p> <p>Every grade level has identified a day in which their prep period will be used to common plan with their team mates. Agendas, sign in sheets and work products are kept. Additionally, a common lesson plan template has been identified for grades K-6 to be used to plan interventions.</p> <p>Teachers participate in monthly curriculum planning sessions aimed at incorporating the school’s instructional rocks into their instruction so that all students are learning at high levels. 32 teachers attended the January session.</p> <p>The math coach works with individual teachers to strengthen their math skills and deepen their understandings. She also provides co planning and co teaching opportunities to teachers in all grade levels.</p> <p>The after school program at Herman Badillo Bilingual Academy has five mini sessions, each focusing on a different skill. The first and third session will focus on writing and language skills. The second and fourth will have a mathematical focus. The final session will be project based learning where students will apply writing or math concepts through a hands-on extended project. For both writing and math, pre tests will be given and used to help drive the instruction.</p> <p>The after-school program has completed the first two sessions and the third (see attached chart for number of hours completed) has begun. The first session focused specifically on writing skills. The pre- test showed low scores across all four rubric categories: “Focus and Support”,</p>
3.	Providing 200 Hours of Extended Learning Time		



	<p>“Organization”, “Conventions, Fluency, and Sentence Variety” and “Word Choice/Voice.” The data proved that students at each grade level needed intensive instruction on the rubric categories “Organization” and “Word Choice/Voice”. Grade 2 will focus on “Conventions, Fluency, and Sentence Variety” instead of “Word Choice/Voice”. Step Up to Writing materials were distributed to each teacher to specifically target these skills. The mid year assessment showed at each grade level in the “Organization” category all students improved their performance (see chart attached).</p> <p>The second session focused on math, specifically targeting Module 1 standards. The end of module assessment was used as the pre-test. It showed that 80% of students enrolled in the after school program scored less than 60 percent on the end of module 1 math assessment. For this reason, we focused on reteaching the standards in module one at each grade level. Two websites were provided to teachers to locate materials based on the focus standards. Additionally, the Math Fluency Rocket program was distributed to increase fact fluency across the grade levels. This program was practiced daily. Data from this session is not available during this reporting time.</p> <p>Session three began January 12th. Again, the focus is on writing using Journey’s supplemental paired readings. Intensive instruction on the writing rubric categories “Organization” and “Word Choice/Voice” will continue. The mid writing assessment data continues to show that these two categories are the lowest across most grade levels even though there was improvement over the pretest.</p> <p>The daily schedule for the after school program remains the same, beginning with 30 minutes of homework help where the teacher can assist with student daily homework. The next hour focuses on intensive</p>
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		<p>instruction based on skills shown on the pretests. The program ends with an enrichment period. Each day, students have a different type of enrichment. Tuesday is instructional dance in the auditorium. Wednesday is paired reading groups with older students as models in the library. Thursday is exercise Zumba in the gym.</p> <p>Due to a shortage of teachers willing to work the program, each grade level has students on a wait list. These students will be added as soon as a spot opens up. On the wait list, second grade has 12 students, third grade has 18 students, fourth grade has 6 students, fifth grade has 23 students, sixth grade has 11 students, seventh grade has 6 students, and eighth grade has 0 students. A before school program began on January 19, 2016. Students in grades 2-8 will use computer based interventions that focus on ELA/ Math by grade level.</p>
4.	Building the Capacity of Teachers	<p>Teachers must attend 6 building based professional development hours this school year as indicated in the Receivership plan. These sessions will focus on our school's four big instructional rocks (1. Providing meaningful feedback to students. 2. Providing differentiated and small group instruction. 3. Increasing students' cognitive engagement and talk time 4. Writing across the curriculum.) At this time 49 out of 87 teachers have completed the required 6 hours and another 15 teachers have completed 3 or more hours. Two curriculum planning sessions were held during this reporting session which focused on creating the lesson plan and materials for the writing initiative in differentiation, art, PE, and social studies classes. There were 23 participants at the first session and 32 at the second.</p> <p>Three building based instructional coaches' work in classrooms co-teaching to provide support and modeling of various instructional and technological strategies. Through the use of the observation method, the coaches meet with teachers to discuss upcoming lessons and/or pedagogical methods to support instructional and technological goals and needs of students.</p>



	<p>Outside of the classroom, our coaches work one on one with teachers through grade level meetings, scoring common assessments, backwards planning, data analysis and action planning, and using online data systems. Lastly, all coaches plan, lead and facilitate building based professional development opportunities aligned with our school's 4 instructional rocks and key Receivership strategies.</p> <p>Our school partners with West Ed and the Regional Bilingual Educational Resource Network (RBERN). These partners provide specific coaching and professional development targeting the needs of English Language Learners. All support days and building visits with WestEd have been scheduled and 4 have been completed. The work has changed as a new consultant was assigned to us. The leadership team met with the new consultant and developed a plan to build on the previous work done and pull in school based initiatives. RBERN coach has worked with the second grade team to assist in collaborative planning and to support a new ENL teacher.</p>
<p>5. Multitiered System of Support</p>	<p>In order to maintain a safe and inviting school culture and climate, we continue to improve upon our process for providing supports and interventions to students and families we service. The student support team works closely with teachers to provide direct support and interventions within the classroom to increase positive student behaviors. In addition, community partners like Say Yes, and Kaleida Health provide early prevention and extensive individualized and family supports. All of which contributes to the reduction in tiered supports needed, the number of office discipline referrals, and the amount of short and long term suspensions.</p> <p>By establishing new protocols that determine when students should receive behavioral interventions, the support specialists can help curb unwanted behaviors allowing for increased opportunities for students' academic success. The data-based decision rule for referring students for Check-in/Check-out has been changed from 3 or more office discipline referrals within one month's time to 3 or more within a quarter. Also, any students with a long term suspension will now be referred for Check-in/Check-out. Currently we have 26 students who have been referred for</p>



<p>Green</p> <p>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.</p>	<p>Yellow</p> <p>Some barriers to implementation /outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Red</p> <p>Major barriers to implementation /outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>	<p>additional supports. At this time 17 students are participating in Check-in/Check-out. Of those 17 students, 2 students have successfully graduated from the program and no longer participate in Check-in/Check-out. Additionally, 1 student had a homeroom change and has not presented any unwanted behavior, thus ending the Check-in/Check-out process. There are 9 students who have not had any data collected and therefore are currently invalid. We are currently identifying the problems to create an efficient data collection process for every student on Check-in/Check-out. There are no students receiving any additional interventions or supports from Tiers 2 or 3 during this reporting period.</p> <p>For this reporting period, there has been a 13% decrease in the number of office discipline referrals from the 2014-2015 school year. There were 149 office discipline referrals submitted online during this reporting period. Of those 149 submitted referrals, 29 students had multiple office discipline referrals. Furthermore, the majority of the incidents leading to a discipline referral took place in the classroom and the majority of the referrals fall under the context of insubordination. The same is true for the previous school year as far as location and context. At this time during the 2014-2015 school year, there were 172 office discipline referrals submitted online with 33 students having 2 or more referrals.</p> <p>At this time during the 2014-2015 school year, there were 44 short term suspensions and 8 long term suspensions. Of the total short term suspensions for this reporting period, 7 students had multiple suspensions. Currently, there are 48 short term suspensions and 7 long term suspensions.</p>
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Part III – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)



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.

Status (R/Y/G)	Analysis / Report Out
	<p>The Community Engagement Team (CET) members have continued to meet monthly to discuss various areas of the receivership plan and its implementation. Three 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. Members of the CET had additional meetings in January to review data and plan needed adjustments to prepare this quarterly report. The entire CET met on November 17th, December 21st and January 27th. November’s topics of discussion was to review a proposal from The Belle Center to provide direct services to students at their site. The proposal was rejected by CET as not providing anything new to our students beyond the existing program. December’s meeting focused on monitoring the implementation of the writing initiative. It was decided by the CET that teachers needed more support and clarity. Curriculum planning sessions were scheduled. Subgroups of this team met on January 7th to discuss the report’s completion.</p> <p>Members of the Community Engagement Team will continue to meet to review key strategies, complete all quarterly reports and to provide feedback and suggestions. The final quarterly report for this reporting period will be shared with the whole school during the February faculty meeting and will be posted on our school’s webpage for all stakeholders to view.</p>

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
	<p><i>The district has finished negotiations for changes in the collective bargaining agreement for 20 of the schools identified as Struggling or Persistently Struggling. For the schools that have not been included in the most recent decisions of the Commissioner regarding the district proposals to alter the Buffalo Teacher’s Federation (BTF) contract, we have sent dates for negotiation to the BTF to begin the process - the goal is to have all Receivership schools included in the Commissioner’s decisions regarding the proposals altering the BTF collective bargaining agreement.</i></p> <p><i>The Commissioner has approved the Receiver’s ability to:</i></p> <p><i>Involuntarily transfer teachers from any Receivership school</i></p> <p><i>Deny the voluntary transfer of any teacher (to increase the stability of the faculty)</i></p> <p><i>Change the start time of a school building</i></p>



Green	<p>Change the period length or time allotment in the school building to allow for additional common planning time</p> <p>Mandate Professional Development of teachers and administrators at all Receivership schools</p> <p>Ability to fill summer school and extra-curricular activity positions with the most qualified teacher, not simply by seniority</p> <p>Ability to interview teachers and fill transfers with the most qualified teacher</p> <p>The ability to hold faculty meetings twice per month</p> <p>Receivership schools are in the process of analyzing the approved proposals and working/discussing with their CET's to decide what changes are going to take place that allow use of the enhanced Receivership "powers". Principals will begin to gather data to support teacher transfers and identify additional Professional Development that will be mandated at their individual schools.</p> <p>Lastly, voluntary teacher transfers are due to the Human Resources office by March 23rd. After that date, the Receivership Principals will be notified of teachers from their schools' that have requested a transfer. After discussion with the Receiver, they will decide if a teacher will be allowed to transfer.</p> <p>Increased use of the additional Receivership powers - approved by the Commissioner will be discussed and examined by each schools Administrative team, along with the CET, Associate of School Leadership, and the Superintendent as Receiver.</p>		
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)


<p>Best Practices</p> <p>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.</p>	
List the best practice currently being implemented in the school.	
1.	<p>School Wide Writing Initiative</p> <p>This writing initiative has been implemented in grades 3-8. Teachers follow a script to teach students how to use the active reading strategy to understand a text based question,</p>



	<p>use a graphic organizer during prewriting, and finally to score using a common rubric. An implementation calendar was created so that students were exposed to this writing strategy in every subject by the end of the school year (see attached implementation calendar). All teachers of students in grades 3-8 will be expected to implement this initiative. Final writing pieces are collaboratively scored by grade level teams using a rubric. Each teacher submits to their administrator three samples (high, middle, low) of student writing for each class taught. Rubric scores are entered into the Illuminate system to track the data. Each student will have a folder of all of their writing samples so that growth can be measured and reviewed with student.</p> <p>The benefits of this initiative are that it provides students with a consistent and/or formulaic way to attack their writing. Common language and a common graphic organizer are used by all. Students have multiple opportunities to practice writing in all subjects throughout the year.</p> <p>This initiative is based on the work done at Brockton High School which was presented to our team at a training last summer. It could be easily duplicated in other schools.</p>
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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: _____