

Receivership Schools ONLY

Quarterly Report #1: *July 1, 2017 to October 13, 2017*

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website:			
ABGS	280201030010	Hempstead	John Hopkins University	Check which plan below applies:			
				SIG			SCEP X
				Cohort (4, 5, 6, or 7?):			
Model:							
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Shimon Waronker, Ed.D	Adrian Manuel, Ed.D			6-8	28%	17%	1438
	Appointment Date:7/5/17						

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 July 5, 2017, a new principal was appointed to lead ABGS middle school. The principal has worked closely with the CET and school community to update and implement continuation plans. The new principal has brought a vision to transform the campus to a set of small learning communities over the next school year. The transformation will complement the plans already in progress by the CET to bring a community school model to ABGS. He has also worked closely with the school leadership team and teacher leaders to develop evidence based and data driven systems. The school community is proud to have made demonstrable improvement for the 2016-17 school year and is focused on accelerating progress for the 2017-18 school year.



Receivership Quarterly Report and Continuation Plan –1ST Quarter

July 1, 2017-October 13, 2017

(As required under Section 211(f) of NYS Ed. Law)

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



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

Part I – Demonstrable Improvement Indicators (Level 1)

Identify Indicator # and Name	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 17-18 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.
#5 School Safety	37		G	Y	School based teams will strengthen their approach to monitoring school wide safety issues through the use of data dashboards, data protocol meetings and continuous cross team collaboration (administrative, security, and health and safety committee). The administrative staff spends more structured time in the halls and classrooms to pro-actively monitor behavior and provide feedback to faculty. Investments in social and emotional extended learning programs and community partnerships will aid in fostering a positive school tone and culture.	<ul style="list-style-type: none"> ➤ VADIR Report ➤ Disciplinary referrals ➤ Incident reports ➤ In school and out of school suspension data 	<ul style="list-style-type: none"> ➤ 2016-17 performance: 22 incidents (down from 31 in previous year) ➤ School suspensions have been down for the first two months of school (Sept/Oct rates is 1.3%) ➤ In-school suspensions have not been for violent and disruptive incidents



Receivership Quarterly Report and Continuation Plan –1ST Quarter

July 1, 2017-October 13, 2017

(As required under Section 211(f) of NYS Ed. Law)

<p>#9 3-8 ELA all students Level 2 & above</p>	<p>40.2%</p>		<p>G</p>	<p>Y</p>	<p>The Balanced Literacy adoption has been slow to progress. We have decided to continue using the NYS ELA modules in our pacing and delivery of curriculum. A strategic plan for adoption of a Balanced Literacy curriculum is in the works. Teachers in each grade level will pilot Balanced Literacy approaches in the spring. Interim assessments (3x per year) will be implemented as well as protocol based meetings for analyzing data, reviewing student work and lesson planning. The 6th grade teachers have launched a portfolio process that will culminate in student led conferences in the spring. Writing will be the anchor for the portfolios. The ELA department is utilizing Mastery Connect to create common formative assessments that will provide actionable data.</p>	<ul style="list-style-type: none"> ➤ ELA Interim Assessments #1,2 & 3 ➤ Grade level Benchmark assessments ➤ Prescriptive Reading Assessment (PRA) administered fall, winter and spring ➤ ELA GPA index ➤ NYS ELA simulated exam (AIS program only) in Feb. 	<ul style="list-style-type: none"> ➤ 2016-17 performance: 42% ➤ ELA interim assessment #1 will be administered on November 9th per our assessment calendar ➤ AIS program launches November 13. Students will take PRA assessment
<p>#39 3-8 Math All students</p>	<p>39.83</p>		<p>G</p>	<p>Y</p>	<p>We have implemented the Go Math curriculum for grades 6-8. Teachers use weekly common planning time to discuss pacing and planning. Interim assessments (3x per year) will be administered in all math courses. Math coaches and grade leads have received training in facilitating protocol based meetings for data analysis and looking at student work. The math department is utilizing Mastery Connect to create common formative assessments that will provide actionable data.</p>	<ul style="list-style-type: none"> ➤ Math Interim Assessments #1,2 & 3 ➤ Grade level benchmark assessments ➤ NYS simulated math exams (AIS program only) ➤ GPA index 	<ul style="list-style-type: none"> ➤ Math performance 2016-17: 32% ➤ Math interim assessment #1 will be administered November 8th ➤ 1st math benchmarks were administered in mid-October



#1 Priority School makes yearly progress	N/A		Y		The data team will continue to analyze student data, as well as, other indicators that affect outcomes. We are implementing new interim assessments 3 times per year and will use the data to drive intervention cycles and growth analysis. We have implemented “Go Math” curriculum in math grades 6-8. Our ELA program is currently planning for a transformation to Balanced Literacy. Partnerships with Nassau Community College (GEAR UP), Adelphi(STEP), John Hopkins University and CSSR continue and provide the school with a network of aligned external supports for extending learning, providing student enrichment and professional development for faculty.	<ul style="list-style-type: none"> ➤ Interim assessment data points ➤ Targets and indicators aligned with AYP 	<ul style="list-style-type: none"> ➤ Interim assessments are administered in November, February and May. ➤ Simulated state exams in ELA and math will be administered in February (AIS program)
#15 3-8 math All Students Level 2 and above	37%		G	Y	We have implemented the Go Math curriculum for grades 6-8. Teachers use weekly common planning time to discuss pacing and planning. Interim assessments (3x per year) will be administered in all math courses. Math coaches and grade leads have received training in facilitating protocol based meetings for data analysis and looking at student work. The math department is utilizing Mastery Connect to create common formative assessments that will provide actionable data.	<ul style="list-style-type: none"> ➤ Math Interim Assessments #1,2 & 3 ➤ Grade level benchmark assessments ➤ NYS simulated math exams (AIS program only) ➤ GPA index 	<ul style="list-style-type: none"> ➤ Math performance 2016-17: 32% ➤ Math interim assessment #1 will be administered November 8th ➤ 1st math benchmarks were administered in mid-October
#33 3-8 ELA All Students MGP	46.47%		G	Y	The Balanced Literacy adoption has been slow to progress. We have decided to continue using the NYS ELA modules in our pacing and delivery of curriculum.	<ul style="list-style-type: none"> ➤ ELA Interim Assessments #1,2 & 3 ➤ Grade level Benchmark assessments 	<ul style="list-style-type: none"> ➤ 2016-17 performance: 42% ➤ ELA interim assessment #1 will be administered on November 9th per



					A strategic plan for adoption of a Balanced Literacy curriculum is in the works. Teachers in each grade level will pilot Balanced Literacy approaches in the spring. Interim assessments (3x per year) will be implemented as well as protocol based meetings for analyzing data, reviewing student work and lesson planning. The 6 th grade teachers have launched a portfolio process that will culminate in student led conferences in the spring. Writing will be the anchor for the portfolios. The ELA department is utilizing Mastery Connect to create common formative assessments that will provide actionable data.	<ul style="list-style-type: none"> ➤ Prescriptive Reading Assessment (PRA) administered fall, winter and spring ➤ ELA GPA index ➤ NYS ELA simulated exam (AIS program only) in Feb. 	<ul style="list-style-type: none"> ➤ our assessment calendar ➤ AIS program launches November 13. Students will take PRA assessment
#85 Grades 4 and 8 Science All Students Level 3 and above	34%		G	Y	Coherent curriculum, assessment cycles and extensive science enrichment will drive progress in science learning/achievement. ABGS Middle School is committed to developing an extensive offering of STEM learning experiences. After school programs and community partners (Gear Up, STEP, Culture Play, and more) will provide STEM learning that is hands-on and multi-disciplinary.	<ul style="list-style-type: none"> ➤ Science benchmark assessment scores ➤ Science GPA index ➤ STEM enrichment participation rates ➤ AIS science program participation and performance 	<ul style="list-style-type: none"> ➤ 2016-17 performance: 22% ➤ 1st Science benchmarks were administered in Mid-October ➤ AIS science program launches November 13th ➤ Teachers have been working on updates for curriculum pacing based on data
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .			Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part II – Demonstrable Improvement Indicators (Level 2)

Identify Indicator # and Name	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 17-18 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.
#2 Plan for and implement quality Community School Model	N/A		G	Y	Our CET is focused on action and implementing the community school model plans. They will soon identify a lead agency and work with school administration to implement new school/community based supports as part of grant funding. The CET is working closely with the new principal to develop and spread the vision for small learning communities and the community school model. The CET will be involved in campus transformation plans and oversight.	<ul style="list-style-type: none"> ➤ Approved budget (CET) ➤ Lead agency proposal responses to RFP ➤ Agendas and minutes from CET meetings 	<ul style="list-style-type: none"> ➤ CET has approved a budget for grant funds to initiate community school model ➤ 1 lead agency was interviewed in early October for potential partnership ➤ CET meeting notes reflect continued engagement and planning towards Community School model
#4 Student Suspension Rate	18%		G	Y	Multiple teams (Grade support teams, security team, health and safety committee, instructional support team) will continue to monitor student behavior data from different vantage points and actionable stances. Improving tone and culture is a community-based effort. Our community partners, parents, faculty and students are engaged in a variety of robust ways. We are looking to hire two additional deans and expand after school programming for conflict	<ul style="list-style-type: none"> ➤ In school suspension rates ➤ Out of school suspension rates ➤ Discipline referrals ➤ VADIR reports 	<ul style="list-style-type: none"> ➤ 2016-17 performance: 6.0% ➤ Suspensions in September and October are down from previous years ➤ 19 total suspensions YTD. representing a 1.3% current rate ➤ 1 suspension for a student with IEP in first 60 days of school.



					resolution, restorative practices and positive social exchange.		
#94 Providing 200 Hours of quality Extended Day Learning Time (ELT)	N/A		G	Y	The ABGS Middle School administration and CET have developed programs to address ELT. The programs are: Saturday Academy 9:00 am-12:00 pm, and Tiger Academy Tuesday and Thursday 2:45 – 5:30. Students for each program have been identified based on data. All students continue to have a double period (80 minutes) of ELA/ENL and math.	<ul style="list-style-type: none"> ➤ Student attendance rates for ELT times ➤ School schedule ➤ AIS attendance and participation rates ➤ Saturday academy attendance and participation rates 	<ul style="list-style-type: none"> ➤ AIS program launches November 13th ➤ Daily attendance has been above 93% for the first two months of school (double blocks for math and ELA instituted)
#95 Teacher Attendance	92.9%		G	Y	The principal and administrative team has promoted high attendance rates amongst faculty since the start of the year. The team believes that a positive school tone and culture, consistent communication/engagement, and high levels of administrative presence throughout the school day contribute to a supportive and trust oriented professional culture.	<ul style="list-style-type: none"> ➤ Weekly and monthly teacher attendance rates ➤ Daily coverage sheets 	<ul style="list-style-type: none"> ➤ Teacher attendance average for September and October is 96%
#98 Chronic Absenteeism	N/A		G	Y	Due to the increase in attendance teacher staffing, we have been able to increase our number of home visits, conferences with parents and referrals to outside agencies in an effort to address family needs of students who are chronically absent. This initiative will continue throughout the year as a means to improve our students' attendance percentile which currently stands at over 90%. Additionally, grade level teams now meet to work on intervention plans for students with chronic issues (behavioral/attendance/academic).	<ul style="list-style-type: none"> ➤ Truancy reports ➤ Daily attendance rates ➤ Grade Team reporting dashboard (chronic attendance data) 	<ul style="list-style-type: none"> ➤ Grade support teams are meeting weekly to monitor grade cohort attendance rates and discuss/plan for interventions for students at risk ➤ Attendance rates YTD is 93%



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

Key Strategies			
<ul style="list-style-type: none"> Do not repeat strategies described in Parts I and II. If the school has selected the SIG 6 or SIG 7 Innovation Framework model, include an analysis of the evidence of the impact of the required lead partner. Every school must discuss the use of technology in the classroom to deliver instruction. 			
List the Key Strategy from your approved intervention plan (SIG or SCEP).		Status (R/Y/G)	Analysis/Report Out
1.	Use of technology in the classroom to deliver instruction	Y	Teachers are using Mastery Connect software to create/implement assessments (paper/computer based) that can be used with cloud based mastery tracking software. Teachers have projector boards in classrooms to use during instruction. All classrooms have a small computer center 3-6 desktops for individualized work and research 1:1 laptop programs are currently being planned for after school enrichment and STEM learning programs
2.	EPO (lead partner) for SIG 6 and SIG 7 ONLY		
3.	Data driven instructional leadership	Y	The administrative team’s supervisory duties and responsibilities has been re-organized. Grade level administrators lead grade support teams (dean, social worker, attendance teacher, and psychologist) on a weekly basis to review data dashboard, plan interventions and monitor cohort performance (academic/behavioral). The administrators also meet twice per week as with instructional coaches as part of the instructional leadership team. The team is leading the new assessment cycle and data driven instructional efforts. All administrators have been asked by the principal to schedule at least 30% of weekly time in classrooms observing instruction and providing actionable feedback. District Master Teachers will launch instructional leadership rounds in late November/early December. Grade support teams launch the first week in November.
4.	Implement school-wide interim assessments in ELA and Math three times per year along with mastery tracking	G	Interim assessments have been created in house using the Mastery Connect platform and national item bank of CCLS questions/performance tasks. An assessment calendar was created for administering exams and data analysis cycles. The first interim assessments will be administered the week of November 6. Data will be reviewed immediately by the



			instructional leadership team and then by grade level teams using data protocols provided by Teaching Matters coaching support.	
5.	Teacher “Push in” program to support struggling students	G	All teachers at ABGS “push in” to a core content teacher’s classroom at least two periods a week. The teachers provide additional support to the lowest performing students as identified by classroom teachers. During the “Push in,” the supporting teacher helps students with literacy and academic habits. Keeping students engaged and productive with real time classroom intervention support. The program launched in October and is still developing.	
	Secondary instructional coaches (content area and Bilingual/ENL	G	Instructional coaches have been identified in ELA, math, social studies, science and ENL. The coaches meet twice a week with school administration to plan for instructional improvement. The coaches have completed a three day institute with Teaching Matters called “Assessment Matters.” They have led the implementation of our new assessment cycles and have been trained on facilitating protocol based data meetings with their teams. The coaches also receive weekly coaching from Teaching Matters.	
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part IV – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)

Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. If the 17-18 CET plan and/or the 17-18 CET membership changed, please attach copies of those updated documents to this report.

Status (R/Y/G)	Analysis/Report Out
G	<p>The CET continues to meet twice a month. Members review and discuss progress towards established goals. Recently, the CET has been highly engaged in developing a community school model for ABGS. In the spring of 2017, a needs assessment was conducted by the Children’s Aid Society. Over the summer, multiple sessions were held to inform/educate CET members about the community school model with a focus on the role of a lead agency. The team worked closely with Children’s Aid Society and District administrators to create a request for proposals (RFP) process. An information session was held for potential partners. One proposal made it to the presentation stage in early October. The CET felt it necessary to resubmit the RFP with some minor adjustments in order to get more proposals/presentations for vetting.</p> <p>In mid-October, multiple committee members participated in a multi-day community schools conference held in New York City. Team members were able to visit other community schools and learn from their programs and experiences.</p> <p>The CET remains an active part of the school and local community. Members are present at school events. In August, representatives of the CET spoke at the parent orientations about their work and vision.</p> <p>The new principal has joined the CET since July and has begun to share his vision and early analysis of the school’s improvement needs. The principal presented a vision for transforming the school to a campus of four small learning communities. The CET will continue to work closely with the principal to discuss plans for small learning communities as well as alignment to the vision of a community school model.</p> <p>The committee structure below is being re-examined for the 2017-18 school year. There is a proposal to streamline committees from five to three.</p>



<u>Powers of the Receiver</u>			
Describe the use of the School Receiver’s powers (pursuant to CR §100.19) during this reporting period. Discuss the goal of each power and its expected impact.			
Status (R/Y/G)	Analysis/Report Out		
G	The current receiver, Dr. Shimon Waronker and his Designee, have done three things during the quarter: Appointed a new principal, negotiated a contract with the Teacher's Union, and have continued communication with all stakeholders. On July 5, 2017, we placed a new Middle School Principal. On July 16, 2017, we negotiated a contract with the Teacher's Union extending their daily instructional time and increasing the year. Finally, the Receiver continues to conduct weekly meetings with the principals of our receivership schools, as well as individual meetings. In an effort to ensure the other administrators are aware of the happenings in the Receivership schools, each building principal is provided an opportunity to share out at monthly principals' meeting officiated by the Superintendent of Schools. The Receiver continues to keep the board informed on a monthly basis. Contracts outlining the body of work conducted at each school site is provided to the BOE for review prior to approval. The principals and the Receiver have hosted public forums to update the community and have allowed the community to ask clarifying questions regarding the efforts to transform the schools to good academic standing.		
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part V – Community Schools Grant (CSG)

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

<u>Community Schools Grant (CSG)</u>	
As per CR §100.19, Receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations.	
Required Activities	Provide updates to each activity with regard to its planning, implementation, or operations.
Community-Wide Needs Assessment (if one is being conducted in 17-18)	Completed May 19, 2017 in partnership with Children’s Aid Society



To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:		Parent orientations were conducted in August. 751 parents attended. The CET presented their vision and solicited for new members.	
1. public meetings held with parents, teachers, and community members to provide information and solicit input (CR §100.19: held at least quarterly during the school year)			
2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language)			
3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee		Site coordinator has not been hired as of yet.	
Steering Committee (challenges, meetings held, accomplishments)			
Feeder School Services (specific services offered and impact)			
Community School Site Coordinator (accomplishments and challenges)		Still looking for qualified lead agency to assist with the hiring/selection	
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)		Budget has been established and approved by CET. Funds have not been used yet.	
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)		Budget has been established and approved by CET. Funds have not been used yet.	
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
Red		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part VI – Budget

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

<u>Budget Analysis</u>		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved 17-18 FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 2.
PSSG:	G	To meet the 200 hours of Extended Learning Time, monies from PSSG will be used to support the After school Intervention Program for students, training for staff in preparation for AIS Instruction, and instructional support materials. AIS After school will be held three days per week and some Saturdays. Saturdays will be slated for special individualized and small group targeted instruction and regent preparation for students.
SIG/Title I A and D:	G	ABGS have partnered with John Hopkins and CSSR to support the middle school implementation of the strategies outlined in their SCEP. John Hopkins University and CSSR will provide the school with a network of aligned external supports for extending learning and professional development for faculty. Additionally, JHU will assist the middle school in creating and sustaining small learning communities. Monies from SIG-A and Title I A and D have been allocated to support these efforts. ABGS has also adopted the data platform Mastery Connect to monitor students' progress. Teaching Matters has already trained the instructional coaches on how to use data to drive and inform decisions. Instructional Coaches will turn-key training to their department. Title I A and D is provide a service assignment for instructional coaches, so they are able to participate in trainings and leadership meetings before and after their contractual hours.
CSG:	Y	Waiting for SED approval to move forward with expending funds. In meantime, district is preparing RFP to solicit a lead partner for transforming the middle school in to a CSM.

Part VII: Best Practices (Optional)

Best Practices
 The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school.. It is the intention of the Department to share these best practices with schools and districts in Receivership.



List the best practice currently being implemented in the school.	Describe the significant improvements in student performance, instructional practice, student/family engagement, and/or school climate that the best practice has had. Discuss the analysis of data/evidence to determine the impact. Describe the possibility of replication in other schools.
1.	
2.	
3.	

Part VIII – Assurance and Attestation

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

Name of Receiver (Print): Shimon Watonker, Ed.D
Signature of Receiver: [Signature]
Date: 11/9/17

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

Name of CET Representative (Print): PATRICIA A. McNEILL
Signature of CET Representative: [Signature]
Date: 11/08/2017