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Receivership
 Quarterly Report

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

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
09X219: I.S. 219 New Venture School	320900010219	NYC GEOG DIST # 9 - BRONX	Y	SCEP
Superintendent *(Chancellor)	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students *(Unaudited Register as of 1/15/16)
Carmen Fariña, Chancellor	Dominic Cipollone, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Leticia Rodriguez-Rosario, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	06,07,08	324

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*.

The new State Receivership law requires that “Persistently Struggling Schools” be given an initial one-year period to improve student performance, and “Struggling Schools” be given an initial two-year period to improve student performance. The State Education Department designated 62 New York City schools as Struggling or Persistently Struggling, which requires them to be placed in receivership under the Chancellor’s direction.

As part of this Administration’s commitment to ensure that all of our students receive a high-quality education, Mayor Bill de Blasio and Chancellor Carmen Fariña launched the Renewal School program, which included a \$150 million commitment to provide unprecedented resources to turnaround 94 of our most challenged schools. Fifty of the 62 state-designated Struggling and Persistently Struggling Schools are in the City’s Renewal Program. The remaining 12 are receiving similar resources and all 62 benefit from State-mandated supports.

Renewal Schools are implementing significant interventions to accelerate student performance and help close achievement gaps. Those interventions



include an additional five hours of expanded learning time; working with partner community-based organizations to provide rich after-school programming; and, increased professional development for school leaders, teachers and other school-based staff through coaches and partnerships with institutions such as Teachers College at Columbia University. Additionally, each Renewal School is now a Community School, offering wraparound services to our students and their families.

The education reforms in the Renewal School Program have a strong record of driving improvement. First, strong, effective leadership is critical in initiating and sustaining turnaround efforts in struggling schools. Since the launch of the Renewal School Program, we have dispatched teams of experienced principals and assistant principals to strengthen leadership and to provide expertise these schools need to help change direction. Where it is needed, we have and will continue to replace school leadership to help transform a school and boost student achievement.

Second, increased high-quality professional development provides teachers and principals targeted support to develop their craft and improve classroom instruction practices. We are investing in deepening teachers' skills through professional development at every grade.

Third, expanded learning time extends the school day by one hour each day and enables struggling schools to create more time for core subject instruction, tailored academic support for students' unique needs, and enrichment activities provided in collaboration with community partners. Schools now have a more seamless school day that reinforces core subject material while providing students with helpful strategies and services that support active learning.

Finally, the Community School model, which incorporates academic and social services into the school environment, provides services to students and communities beyond the classroom needs, with the goal of helping students focus and stay on task during the school day.

To oversee these efforts we established the Office of Community Schools and the Office of Renewal Schools. We also hired a team of district-based Directors of School Renewal (DSR) to support Renewal schools. DSRs participate in monthly professional development sessions. These professional development sessions focus on building capacity and facility in the areas of continuous school improvement processes, instructional and leadership coaching, data driven progress monitoring, and establishing systems and structures for sharing best practices within and across their schools.

All Community Schools in the City have been matched with a lead community-based organization and have hired a community school director - a new leader in the school whose primary responsibility is to coordinate partnerships and interventions.

Through these partnerships, we are able to provide more time for learning, academic support, enrichment activities, health services and more. For example, some schools might have a food pantry so that hunger does not distract from learning. Others schools might have a physician's office on site to keep kids healthy so they do not miss school. Still others might offer English classes for families so parents can help kids with their homework. We are confident that these interventions and new programs will make this school year and those to come successful experiences, which will drive student achievement in our struggling schools.

We are closely tracking indicators that schools are moving in the right direction. Across Districts 1-32, attendance has increased from 91.5 percent in the 2013-14 school year to 92.1 percent in the 2014-15 school year and is at an all-time high. Citywide, we also saw a modest test score improvement over the



past year, and while we are proud of this, we have much more work to do to ensure every child is reading on grade level and every student is graduating as a productive member of society.

Ensuring families are actively engaged in this work is critical. This summer we knocked on the doors of 35,000 families of Renewal School students to tell them what it meant for their school to be a Community School. We held family nights in all Community Schools in September to welcome families back to school, and get suggestions and feedback, and we're offering a 3-day training on Dr. Karen Mapp's Dual Capacity framework for all community schools. The training will be offered to teams from each school that are comprised of administration, parents, teachers and CBO staff.

The State-mandated receivership hearings have played a critical part in our larger goal of involving families in their children's education. The DOE held public meetings at all 62 Struggling and Persistently Struggling schools to discuss receivership and its requirements, and the Renewal Schools Program. We were pleased to hear directly from parents, students, and community members about what their schools need to improve to be successful. We recognize that families are key partners in achieving academic excellence for their children, and family engagement will continue to be a key element in these efforts.

All stakeholders at New Venture Community School are committed to the continued improvement and the success of our students academically, socially and emotionally. Collectively, students, staff and families contribute to a school community that is safe and conducive to learning. We have aligned our resources to build systems that are informed by input and feedback from the School Leadership Team (SLT) and Community Engagement Team (CET), and implemented by school staff and leadership, which meet regularly to evaluate progress based on qualitative and quantitative data.

New Venture Community School is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from middle school prepared to high school and is ready for a future as a productive, critically-thinking adult. New Venture community School is establishing programs to strengthen ties between school and community, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of school centered on student learning. School leaders support the quality implementation of a systemic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is adapted to meet the needs of all students. Teachers are developing units and lesson plans guided and aligned to the CCLS and NYS content standards and address student achievement needs. School leaders and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional development and mental health needs. The school shares data in a way that promotes dialogue among parents, student, and school community members centered on student learning and success, and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.

Attention – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to OISR@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

<u>LEVEL 1 – Indicators</u>				
Please list the school’s Level 1 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.				
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
3-8 ELA Growth Percentile	Yellow	44.6	45.6	The school has identified key standards RI.7.1 and RI.7.2 in ELA where students struggle most. Teachers are working towards consistently and coherently developing, implementing and measuring these standards through rigorous lesson plans and tasks in ELA.
3-8 ELA Percent Level 2 & Above	Yellow	36%	37%	The school has identified “movers and shakers” of the school and have grouped them into small groups. These students receive targeted support from the ELT program focused on academic enrichment.
3-8 Math Growth Percentile	Yellow	45.8	46.8	Last year, the school used CMP3 and this year is using EngageNY and GoMath to support mathematics instruction. The school has also hired a full-time mathematics coach to co-teach, model and provide professional development to support teaching and learning.
3-8 Math Percent Level 2 & Above	Yellow	29%	30%	Last year, the school used CMP3. The school has since changed their curriculum using EngageNY and GoMath to support mathematics instruction.
Grade 4 and 8 Science Percent Level 3 & Above	Yellow	18%	19%	The school is implementing the Project-Based Inquiry Science (PBIS) where “students take part in science learning experiences framed around answering Big Questions or addressing Big Challenges that guide instruction and serve to organize their learning progressions”.



The Make Priority School Progress	Yellow	N/A	Meet progress criteria	While progress continues, the benchmark for a school identified as struggling is an aspirational goal for this year. However, MS 219X will make substantial progress toward meeting Priority School progress criteria.
School Survey - Safety	Yellow	1.64	1.68	YTD data indicates continued drops in suspensions and student incidences. Attendance YTD is over benchmark target- 92.4%. MS 219X continues to implement a robust PBIS program and provides counseling and mental health services to students and families. This includes Tier 1 Social/Emotional Health instruction for all students.

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
Framework: Collaborative Teachers	Y	2.32	2.36	The leadership has identified structured time for teacher teams to meet. Teachers meet twice a week for 90 minutes by grade level and twice a week for 45 minutes in content/subject grade levels. Professional development occurs on Mondays for 45 minutes, and is focused on identified needs by the instructional cabinet.
Framework: Rigorous Instruction	Y	2.56	2.60	Teachers currently meet twice a week to plan and refine Common Core Learning Standards-aligned curricula. To support the schools instructional focus, content level coaches meet with respective teams to review selected programs and align it to the school’s vision. The school is working towards integrating “power standards” identified in the beginning of the school year across all classrooms. The school is working towards revising professional development plans to specifically support how teachers develop, implement, and measure key standards RI.1.1 and RI.7.2 across all content areas.
Implement Community School Model	Yellow	N/A	Implement	MS 219X has identified The Children’s Aid Society as their the main Community-Based Organization which provides both social-emotional, attendance and academic supports and works with the school to coordinate programs and services with other community based organizations.
Performance Index on State ELA Exam	Yellow	41	43	The school has identified key standards RI.7.1 and RI.7.2 in ELA where students struggle most, and teachers are working towards consistently and coherently developing, implementing and measuring these standards through rigorous lesson plans and tasks in ELA. The school has identified “movers and shakers” of the school have grouped them into small groups. These students receive targeted support from the ELT program focused on



				academic enrichment.
Provide 200 Hours of Extended Learning Time	Yellow	N/A	Implement	The school has fully implemented Extended Learning Time and is currently working towards improving the curriculum to support teaching and learning.
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

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Part II – Key Strategies

<p><u>Key Strategies</u> As applicable, identify any key strategies being implemented during the current reporting period that are <u>not described above</u>, but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes.</p>		
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.
<p>1. Rigorous Instruction Goals: By June 2016, all content teams will fully develop and implement six rigorous units of study containing 3 formative tasks and a culminating task to improve rigorous instruction as evidenced by a 25% reduction in the number of students who attained a Level 1 as measured by the 2015-16 ELA and Math assessments.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • The use of Online assessments will be implemented in order to drive instruction, these test results will be shared and individualized actions plans will be developed to meet the needs of the students. • Progress monitoring will be utilized by all teachers and coaches. Teachers will identify gaps in student learning and teachers will address these weaknesses by differentiating instruction. • Teachers will receive weekly Professional Development to address the needs of the 	<p>Yellow</p>	<p>Teachers currently meet twice a week to plan and refine Common Core Learning Standards-aligned curricula. To support the schools instructional focus which is to engage all students in accessing and understanding informational text, content level coaches meet with respective teams to review selected programs and align them to the school’s vision. Currently the school has 3 units of studies in English Language Arts (ELA) and in mathematics.</p> <p>GoMath end of unit assessments are currently being administered at each grade level. The data from the assessment are itemized based on standards and the team looks at trends/patterns and evidence and this analysis is used to inform reteach plans. In ELA, the school administers baseline assessments prior to starting units and end of unit assessments. Teachers use the provided rubric to score assessments and align it to the Teachers College Writing curriculum to differentiate instruction for students. Additionally, teacher teams engage in cycles of integrating student work analysis to support planning. Teachers take turns and bring samples of individual student work from their classrooms for content teams to analyze and provide next steps to support planning. The school also uses iReady for diagnostics assessment in ELA and math. The mathematics coach and literacy coach are currently working collaboratively to identify writing strategies to support understanding informational text and will develop professional development sessions to support teaching and learning.</p>



	<p>teachers, with topics including: Data driven instruction, creating rigorous tasks, creating assessments and analyzing students work.</p> <p>Renewal School Priority Areas: Classroom Implementation of Curricula/Writing Strategies Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students Professional Development: Academics</p>		
2.	<p>Supportive Environment Goals: By June 2016, there will be a 10% decrease in whole school incidents and suspensions as evidenced by OORS reports and school surveys</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • The school will ensure all students are connected to a supportive adult through weekly advisory, a robust intake process and a PPT Team approach that looks at students through the prism of guided support and appropriate interventions. • The school will apply the City Connects model from Children’s Aid Society and Boston College to help us identify which students need extra support. The data from these student surveys will help the school tier students according to their needs in four areas: academic; social emotional; physical well being; and family well- 	Yellow	<p>Students are currently supported by success mentors through the Children’s Aid Society, the schools identified Community Based Organization (CBO). Success mentors monitor students identified as at risk, chronically absent, and severely absent. The Children’s Aid Society works with small groups of students to develop social skills to minimize disruptive behavior in the classroom. The CBO is also implementing City Connects, a behavior intervention model from Boston College. To identify students who need additional support, the CBO completes whole class assessment by meeting with teachers and discussing individual students. This is followed by an analysis of students’ strengths and weakness based on academics, social/emotional development, family support and physical-wellbeing. Students are then tiered according to said needs by the City Connects coordinator who identifies appropriate external and some internal resources to support the child. The school and CBO are working collaboratively to support students, although there are some challenges in identifying appropriate external resources for students. There are internal resources to support students, however, but they are limited.</p>



	<p>being</p> <ul style="list-style-type: none"> • Additionally, the community school partnership with Children’s Aid Society (CAS), will provide students with additional support on an as need basis and they will also receive services from different providers which are affiliated with CAS. These supports will focus on academics, social-emotional development, family support, and physical well-being. • These supports will be monitored by our school personnel 		
<p>3.</p>	<p>Collaborative Teachers</p> <p>Goals: By June 2016, core subject inquiry team members will collaboratively analyze student work to improve student outcomes as evidenced by a 10% increase in proficiency levels on the NYS ELA and/or Math Assessments.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Teachers will have the opportunity to collaborate through common planning time (occurring twice weekly). • Teacher teams engage in a shared inquiry approach to ensure they adapt unit plans, examine student work, tier tasks, create interdisciplinary STEAM activities, and align instructional supports. 	<p>Yellow</p>	<p>The leadership has identified structured time for teacher teams to meet. Teachers meet twice a week for 90 minutes total by grade level and twice a week for 45 minutes in content/subject grade levels. Professional development occurs on Mondays for 45 minutes focused on identified needs by the instructional cabinet. The school is working towards developing tiered tasks and interdisciplinary STEAM (Science, Technology, Engineering, Arts and Math) activities to support classroom instruction.</p> <p>Teacher teams have been developing questions based on Depth of Knowledge framework across all content areas to support component 3b-Questioning and Discussion Techniques. In regard to inquiry, the leadership recently identified two content focused inquiry teams that are working towards establishing a consistent process and protocols for data/work analysis within teacher teams. The school does not have a data coach to support with grade and subject area teams, however there is an external consultant who works with the school to organize data to support teacher team meetings.</p>



	<ul style="list-style-type: none"> In grade teams, teachers will analyze data obtained from summative and formative assessments to identify students in need of AIS or enrichment activities. A Data Coach will work directly with grade and subject area teams to ensure that Data Driven Classroom (DDC) is being utilized to support progress monitoring. <p>Renewal School Priority Areas: Danielson Framework Implementation - Observation Cycle Inquiry</p>		
4.	<p>Effective School Leadership</p> <p>Goals: By June 2016, school leadership will create and implement a professional development plan that supports teacher growth in using higher order questioning strategies as evidenced by an increase in teachers moving one level in Danielson 3B discussion and questioning techniques based on classroom observations.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Professional learning cycles will be established to support teacher development. Teachers will be supported through these PD cycles, which will identify strategies and supports necessary to improve questioning 	Yellow	<p>Professional Development Cycles – The school is using a 4-week cycle to support implementation for teacher observations and feedback. In the beginning of the school year, the school started with component studies focused on Component 3b – Questioning and Discussion Techniques and 3c – Engaging Students in Learning which was followed by professional development to support teachers. Instructional coaches modeled identified expectations in classrooms and co-taught with teachers based on individual teacher needs. The instructional cabinet followed up with observations targeted at looking at these components based on data from Advance, and then provided additional support in these two areas by integrating looking at student work as an instructional cabinet. In the second cycle, the school selected another component based on identified school priorities and repeated this process.</p>



	<p>strategies.</p> <ul style="list-style-type: none"> An instructional coach will also work directly with grade and subject area teams to ensure the classroom activities and tasks are goal oriented, and in alignment with CCLS and informed by data. 		
5.	<p>Strong Family-Community Ties Goals: By June 2016, the school will increase structures that promote collaborative partnerships with families, CBOs and our corporate partner as evidenced by a 10% increase in parents who agree or strongly agree on the school culture section of the NYC survey .</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Student engagement programs will include more curriculum to support the arts and sciences through our STEAM initiative. We will also be implementing Friday afternoon enrichment clubs to support greater levels of student engagement. We will also offer “Success in learning” classes to promote literacy and math development at home thus ensuring that students take ownership of their own achievements and successes. Parent involvement programs will include events and workshops to support greater understanding of the types of support being offered through the Community School relationship. 	Green	<p>To support STEAM initiatives, the CBO is working collaboratively to provide a range of activities to support students such as:</p> <ul style="list-style-type: none"> Robotics – students use engineering concepts school to Junk Draw Robotics curriculum to support using everyday materials in innovative ways. Drone Initiative – the school has partnered with Bronx Community College and students learn to tinker with and fly drones. Building Beat and Video Game Design – students use coding to create music and design games. Fashion Zone – co-educational program in which students create different items such as iPad cases, keys chains, etc. <p>The CBO has initiated an Academic Parent and Teacher Teams (APPT) program where parents come have opportunities to communicate with teachers in a different capacity and gain knowledge to support their children at home. There is an AmeriCorps member and TASC member who develop and implements parent engagement workshops twice a month throughout the year to engage parents. Parent engagement is focused on monthly themes. In the month of January the school partnered with Bronx Botanical Garden to host the “Family Science Night”, which was well attended.</p>



	<ul style="list-style-type: none"> We will host monthly opportunities to provide families with a road map of our school's vision. 		
6.			
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

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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
Y	<p>The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. Listed below are the Superintendent-approved CET recommendations incorporated into the revised improvement plan:</p> <p>Superintendent-Approved CET Recommendations: A community member recommended that more supports/resources be made available for student's social and emotional needs. A community member recommended more supports to decrease incidences of bullying at the school. A community member recommended that the school provide opportunities from them to come and volunteer their time in the school. A parent recommended that the organization Learning Leaders work with the school. Increased strategies for greater family engagement in the school. Community member mentioned the importance of working in collaboration with neighboring shelters to support the needs of Students in Temporary Housing. Community member spoke to the importance of working together to ensure the safety of all staff and students, as there has been a spike in crime in the surrounding neighborhood .</p> <p>During the first week of the 2015-16 school year, written notice was sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE conducted a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school. Once the school's hearing was held, a summary of recommendations was provided to the school based on commentary from speakers captured in a transcript of the public hearing, a recommendations form provided to participants at the hearing, an online survey on our NYCDOE website, any email feedback received to our receivership@schools.nyc.gov email address, or by mail. The CET met to review the public input and finalize school improvement plan recommendations, which were submitted to the Superintendent, acting on behalf of the Chancellor as Receiver, for review. Upon Superintendent determination of which CET recommendations would be incorporated, the improvement plan was revised and resubmitted.</p>



The CET continually assesses and reports on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings.

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
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G	Beginning in July 2015, the NYCDOE engaged in regular consultation with the leadership of its collective bargaining units representing teachers – United Federation of Teachers (UFT) – and school supervisors – Council of School Supervisors and Administrators (CSA) – regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. The timeline for engagement with local collective bargaining units is the 2015-16 school year for implementation in the 2016-17 school year. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements.
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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 IV – Best Practices (Optional)

<p><u>Best Practices</u> 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.	Describe the best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools/districts.
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2.	
3.	

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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): Superintendent, Leticia Rodriguez-Rosario

Signature of Receiver: _____

Date: _____

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