

Receivership Schools ONLY

Quarterly Report #1: July 1, 2018 to October 13, 2018 (Due October 31, 2018)

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website:			
Cross Hill Academy	6623-00-01-0036	Yonkers City School District		Check which plan below applies:			
				SIG 7			SCEP
				Cohort (5, 6, or 7):			
Model: Community School Model							
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Dr. Edwin M. Quezada	Brian Gray	Ms. Elaine Shine		PreK-8	6.3%	19.3%	718
	Appointment Date: August, 2013						

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*.

Cross Hill Academy is off to a very good start to the 2018-2019 school year. We are implementing new programs to support this year's learning, while continuing with the workshop model of instruction. This year we have switched from GoMath! to the New York State Math Modules. The math modules are already challenging our students towards more engagement and new instructional strategies. We continue the use of Journeys, which is supplemented with Writers Workshop and the continuation of focused Guided Reading/Group Book talks. One key strategy for this year is the increased use of accountable talk; engaging our students with academic vocabulary that is explored and challenged within our group work. Cross Hill Academy continues to engage the community as we had over 300 parents at our Receivership Public Hearing. In addition, we still provide our students/families several community partners to include: Accelerated Literacy learning, WJCS,



Hudson River Health Care, Smile Dentistry, the Family Welcome Center, Healthy Kids, and Margaret’s Place. We have received the New York State testing results and through the use of our data team have started to identify areas where students are in need of improvement. As a result of this data, we are focusing on Writers Workshop to improve the quality of writing for Short Answer Responses and Extended Responses. During the first Community Engagement Team meetings, we looked at the receivership indicators and have identified areas in need of improvement to include Faculty Attendance and overall ELA and Math. We continue to focus on scaffolding our Fourth and Eighth grade science curricula through the use of mystery science and hands on learning labs. We continue to approach student attendance in a very positive and rewarding way; through focusing on achievement, parent awareness/support and perfect attendance. As a school, we welcome all stakeholders to raise up their voices to communicate our achievements and areas of improvement. Our communication with stakeholders continues to build as we set forth in designing a more responsive website and more active social media.

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	2018-19 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2018-19 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 18-19 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.
School Safety -#5	7	6	Y	Yes	Data collection and discussions will be handled by school safety committee Continue focus on the new code of conduct through grade level meetings and assemblies that support positive behavior interventions Continue focus on restorative practices District committee and NYU D-TAC regarding disproportionality and the use of forming a behavioral assessments A focus on positive growth	School Safety Reports Classroom removal data Suspension data	Thus far, we are at 4 suspensions; a decrease from 42 the previous year. Restorative circles are conducted daily. This practice led to a school community that communicates; hence, decreasing incidents of misunderstanding. An increase of students taking ownership of themselves and their actions.



					mindset and mindfulness WJCS anti-bullying curricula Gender Academy meetings twice monthly		
3-8 Math All Students Level 2 and above - #15	32%	38%		Yes	<ul style="list-style-type: none"> Continue professional development and math modules The district support in ensuring copies for modules are in house District continued support of having a literacy and numeracy coach Analyzed the released questions and the frequency of vocabulary used based on the standards Continued use of the Math editing tool for CBT implementation Use of engageNY module sprints to increase formative assessment and numeracy fluency Use of MAP data to determine workshop grouping and to identify the student needs and provide the necessary AIS 	<p>NYS Math Data</p> <p>MAP Scores for Fall 2018</p> <p>Preliminary End of Mod. 1 Assessment</p> <p>Lit/Math Coach is pushing in to classes to co-teach and assess</p> <p>Math Sprint Data- Timed</p>	<p>Lowest scoring grades on the NYS Math Exam were 5 and 7.</p> <p>MAP Projected score of 2 or more is at 33.8%</p> <p>MAP scores show that grades 5 and 7 have the lowest test results.</p> <p>Literacy/Numeracy Coach is working with 12 classrooms.</p> <p>MAP Math weakness is the Algebraic Thinking and Geometry. Teachers have been exploring the Learning Continuum to help identify sub-topics and creating lessons for daily instruction.</p>



					<ul style="list-style-type: none"> Disaggregating the state data based on ethnicity subgroups to analyze weaknesses by standard Interim assessments used: Mid and End of Module Assessments Continued use of Ready and iReady material After school program focusing on the use of Sum Dog and providing small group AIS Grade level congruence twice monthly with a focus on curriculum and the team scoring of student work 		
Community School Model #2	N/A			Y	<ul style="list-style-type: none"> Continued work with our CET to move the school forward regarding indicators and school-community partnerships Westchester Jewish Counseling Service- Providing individual counseling, family support, Gender Academy Social Emotional Curriculum, and Anti-bullying Workshops 	<p>CET meeting monthly.</p> <p>Receivership Open House Conducted</p> <p>WJCS now serving over 45 students and programming over 600 students. They are in search of another therapist to cover the intakes/referrals.</p> <p>Healthy Kids now supporting over 60 students.</p>	<p>All community partners have been invited to the table for our CET meetings.</p> <p>WJCS continues to be strong for students and families for individual and family counseling. Additionally, they are now starting group therapy for those who need to learn and practice skills.</p>



					<ul style="list-style-type: none"> Hudson River Health Care- Working on enrollment in health program SMILE Dentistry- Dates are in place for the first cleaning in November Healthy Kids- After school daycare is set up and working on homework help and social skills. 		
Grades 4 and 8 Science - #85	40%	46%		Yes	<ul style="list-style-type: none"> Pre-assessment provided to students with living environment Student introduce to concepts for fourth grade and eighth grade science Science lab open for students to explore performance related curricula Fourth grade and eighth grade self-contained classes have common preps and plan ELA, Science and Math lessons together 	Student took a pre-assessment based on archived science written tests.	<p>Students scored 34% based on prior knowledge. Teachers identified what topics may not need to be taught due to score results.</p> <p>Students have been introduced to the science lab and have begun the work on performance related topics.</p>
3-8 MGP ELA- #33	48.94	50.72		Yes with ongoing and frequent progress monitoring	<ul style="list-style-type: none"> Continued use of Journeys Curriculum Grades K through 2 are supplementing with 	<p>Journeys unit examinations</p> <p>NYS ELA data</p> <p>MAP Scores</p>	<p>Journeys data is ongoing and used to support AIS groupings 30 minutes daily.</p> <p>ELA data has shown that we must begin to work with</p>



					<p>Fundations as a tier II intervention</p> <ul style="list-style-type: none"> • Continued PD on Guided Reading/Book Studies • Professional development and the use of Writers Workshop • Expended use of New York state ELA modules • Continued support from Accelerated Literacy Learning (ALL) • Toolbox Thursdays are focused on Writers Workshop and make-n-take professional developments • Data team and ALL are developing our "skill of the week" program and our all school literacy investigation on the topic of writing personal narrative • Use of MAP scores to determine grouping and individuals in need of AIS • Continued use of the Learning Continuum to establish groups and 	<p>Reading Plus Data</p> <p>Max Scholar Data</p>	<p>urgency on the writing component. We will continue to look at using the PLC multiple choice protocol to obtain data to inform areas of deficient skills.</p> <p>MAP Projected score of 2 or more is at 31.8%</p> <p>MAP scores show that grades 5 and 7 are our lowest test scores.</p> <p>Literacy/Numeracy is working with 12 classrooms.</p> <p>In Reading Plus 16 students have moved up a level in the first month of school!</p> <p>Max Scholar has 35 students who use the program and get small group Orton Gillingham</p>
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					<p>formative assessments based on growth</p> <ul style="list-style-type: none"> • Use of Reading Plus to target the special-education subgroup and support students who are behind grade level in reading. • Afterschool program focusing on the use of Reading Plus and providing small group AIS • Increase student discourse through questioning prompts and answering prompts • Grade level congruence twice monthly with a focus on curriculum and group scoring of student work • The use of Max Scholar for students who are way below grade level and in need of phonics intervention 		
3-8 MGP Math - #39	44.75	46.75		Yes with frequent progress monitoring	<ul style="list-style-type: none"> • Continue professional development and math modules 	<p>NYS Math Data</p> <p>MAP Scores for Fall 2018</p> <p>Preliminary End of Mod. 1 Assessment</p>	<p>Lowest scoring grades on the NYS Math Exam were 5 and 7.</p> <p>MAP Projected score of 2 or more is at 31.8%</p>



				<ul style="list-style-type: none">• The district support and ensuring copies for modules are in house• District continued support of having a literacy and numeracy coach• Analyzed the released questions and the frequency of vocabulary used based on the standards• Continued use of the Math editing tool for CBT implementation• Use of engageNY module sprints to increase formative assessment and numeracy fluency• Use of map data to determine workshop grouping and to identify the student needs and provide the necessary AIS• Disaggregating the state data based on subgroups to analyze weaknesses by standard• Interim assessments used: Mid and End of Module Assessments	Lit/Mth Coach is pushing in to classes to co-teach	<p>MAP scores show that grades 5 and 7 are our lowest test scores.</p> <p>Literacy/Numeracy is working with 12 classrooms.</p> <p>MAP Math weakness is the Algebraic Thinking and Geometry. Teachers have been exploring the Learning Continuum to help identify sub-topics.</p>
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					<ul style="list-style-type: none"> Continued use of Ready and iReady material After school program focusing on the use of Sum Dog and providing small group AIS Grade level congruence twice monthly with a focus on curriculum and the team scoring of student work 		
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	2018-19 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2018-19 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 18-19 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.
3-8 Black Students Level 2 and above - #17	31%			Yes	<ul style="list-style-type: none"> Continue professional development and math modules The district support and ensuring copies for modules are in house 	NYS Math Data MAP Scores for Fall 2018 Preliminary End of Mod. 1 Assessment	Lowest scoring grades on the NYS Math Exam were 5 and 7. MAP Projected score of 2 or more is at 31.8%



				<ul style="list-style-type: none">• District continued support of having a literacy and numeracy coach• Analyzed the released questions and the frequency of vocabulary used based on the standards• Continued use of the Math editing tool for CBT implementation• Use of engage New York module sprints to increase formative assessment and numeracy fluency• Use of MAP data to determine workshop grouping and to identify the student needs and provide the necessary AIS• Disaggregating the state data based on subgroups to analyze weaknesses by standard• Interim assessments used: Mid and End of Module Assessments• Continued use of Ready and iReady material• After school program focusing on the use of Sum	Lit/Mth Coach is pushing in to classes to co-teach	<p>MAP scores show that grades 5 and 7 are our lowest test scores.</p> <p>Literacy/Numeracy is working with 12 classrooms.</p> <p>MAP Math weakness is the Algebraic Thinking and Geometry. Teachers have been exploring the Learning Continuum to help identify sub-topics.</p>
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					Dog and providing small group AIS <ul style="list-style-type: none"> Grade level congruence twice monthly with a focus on curriculum and the team scoring of student work 		
3-8 Math Hispanic Students Level 2 and above - #18	30%	36%		Yes	<ul style="list-style-type: none"> Continue professional development on differentiation and math modules The district support and ensuring copies for modules are in house Analyzed the released questions and the frequency of vocabulary used based on the standards Continued use of the Math editing tool for CBT implementation Use of engageNY module sprints to increase formative assessment and numeracy fluency Use of MAP data to determine workshop grouping and to identify the student needs and provide the necessary AIS 	NYS Math Data MAP Scores for Fall 2018 Preliminary End of Mod. 1 Assessment Lit/Mth Coach is pushing in to classes to co-teach	Lowest scoring grades on the NYS Math Exam were 5 and 7. MAP Projected score of 2 or more is at 31.8% MAP scores show that grades 5 and 7 are our lowest test scores. Literacy/Numeracy is working with 12 classrooms. MAP Math weakness is the Algebraic Thinking and Geometry. Teachers have been exploring the Learning Continuum to help identify sub-topics.



					<ul style="list-style-type: none"> Disaggregating the state data based on ethnicity subgroups to analyze weaknesses by standard Interim assessments used: Mid and End of Module Assessments Continued use of Ready and iReady material After school program focusing on the use of Sum Dog and providing small group AIS Grade level congruence twice monthly with a focus on curriculum and the team scoring of student work 		
3-8 Math ED Students Level 2 - #20	29%	35%		Yes	<ul style="list-style-type: none"> Continue professional development and math modules District continued support of having a literacy and numeracy coach Analyzed the released questions and the frequency of vocabulary used based on the standards 	<p>NYS Math Data</p> <p>MAP Scores for Fall 2018</p> <p>Preliminary End of Mod. 1 Assessment</p> <p>Lit/Math Coach is pushing in to classes to co-teach</p>	<p>Lowest scoring grades on the NYS Math Exam were 5 and 7.</p> <p>MAP Projected score of 2 or more is at 33.8%</p> <p>MAP scores show that grades 5 and 7 are our lowest test scores.</p> <p>Literacy/Numeracy is working with 12 classrooms.</p>



				<ul style="list-style-type: none">• Continued use of the Math editing tool for CBT implementation• Use of engage New York module sprints to increase formative assessment and numeracy fluency• Use of map data to determine workshop grouping and to identify the student needs and provide the necessary AIS• Disaggregating the state data based on ethnicity subgroups to analyze weaknesses by standard• Interim assessments used: Mid and End of Module Assessments• Continued use of Ready and iReady material• After school program focusing on the use of Sum Dog and providing small group AIS• Grade level congruence twice monthly with a focus on curriculum and the team scoring of student work		MAP Math weakness is the Algebraic Thinking and Geometry. Teachers have been exploring the Learning Continuum to help identify sub-topics.
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Chronic Absenteeism #98	N/A			Yes	<ul style="list-style-type: none"> • Attendance committee meets weekly • Attendance phone calls daily • Personal phone calls by Family Welcome Center liaison and registrar • Perfect attendance awards and Reward chest • Attendance letters sent home • Connect Ed calls reminding parents of what is considered chronic absenteeism • Continued outreach by faculty by phone, Class dojo, Remind 101, and Bloom 	<p>Attendance Team has met weekly.</p> <p>Focus is on Perfect Attendance and Parent Communication</p> <p>We have sent out attendance letters</p> <p>ConnectEd calls done daily; Blackboard Connect reports</p> <p>Principal Messages Weekly</p> <p>Increased use of technology by teachers to communicate with parents.</p>	<p>We have 497 students who still have perfect attendance as of October 29, 2018. (62.8%)</p> <p>Total of 28 parent letters have been sent out to date.</p> <p>The Family Welcome Center has logged 71 phone calls for attendance reasons.</p>
Teacher Attendance # 95	92.90	94.4%		Yes	<ul style="list-style-type: none"> • Discussion at faculty meeting regarding status of receivership indicator • Understanding of the District's data collection program; Ceriden • Request from District a Weekly statistical update using the state's formula to keep faculty aware of the impact their attendance has on this indicator 	<p>Attendance Committee is handling the programs and data communication of Faculty Attendance.</p> <p>Request for the district payroll department to provide updates on percentages of Teacher Attendance</p> <p>Letters to teachers regarding the importance of attendance</p>	<p>Sunshine Club has started to provide programming that encourages better attendance and helps to build a positive working environment</p> <p>Attendance Team is working with the PTA on a Lakeshore Learning Gift card for perfect attendance.</p>



					<ul style="list-style-type: none"> Perfect attendance certificates for teachers and staff Collaboration with PTA at local restaurant for faculty recognition The collaboration and institution of a Sunshine Club to help support those experiencing a hardship and recognition for individual achievement 	out monthly with an update on number of days	
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 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		We are using laptop carts on a rotating basis to explore typing, Reading Plus, Sum Dog, Max Scholar, Discovery Education, and the use of the CBT Editing Tools. Currently there is little to no technology to support the classrooms outside of the carts and we have requested more projectors and classroom assigned units for use in the AIS portion of instruction. The District Dept. of Technology is working with the school to meet the school’s needs.
2.	EPO (lead partner) for SIG 6 and SIG 7 ONLY		



3.	Writer’s Workshop with a focus on Narratives (ALL)		Consultant from ALL is working with teachers in 5 separate cohorts focusing on the writing process with rubrics and Anchor Charts.		
4.	Student Discourse through Accountable Talk Strategies.		We will continue to provide strategies to support student discourse during Faculty Meetings/Professional Development sessions.		
5.	Whole School Writing Prompt and Scoring		The ALL consultant will lead the school in the writing prompt scoring, which will be accomplished as a team during congruence.		
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	Red	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	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

<u>Community Engagement Team (CET)</u>	
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 18-19 CET plan and/or the 18-19 CET membership changed, please attach copies of those updated documents to this report.	
Status (R/Y/G)	Analysis/Report Out
	The CET meets monthly and continues to discuss improvements for our academic programs, as well as, the data is shared by the Data Team members. The team shared expectations with partners and programs are established in a timely manner.
<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
	The Receiver sustained the coach position for another year to support classroom instruction.



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 – 6/30/19 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 18-19)	An assessment was conducted in spring 2018 and will be conducted again in spring 2019.
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:	Public meeting was held. Parents were given an opportunity to ask questions and share concerns.
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)	ConnectEd calls, the website, fliers, various apps and social media sites are used to communicate with parents. The website can be translated to other languages.
3. parents, teachers, and community members’ access to Community School Site Coordinator and Steering Committee	Stakeholders have multiple ways to access the Coordinator via phone message, email, school website as well as school meeting.
Steering Committee (challenges, meetings held, accomplishments)	Meetings are held monthly, partners are in place
Feeder School Services (specific services offered and impact)	Meetings and training are held with YECA parents and staff
Community School Site Coordinator (accomplishments and challenges)	Partner outreach and resolution organization, organized school field trips; identifying and meeting with new partners based on the school needs
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	No challenges to date



Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	No challenges to date
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 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 2017-19 (PSSG, CSG) or 2018-19 (SIG 1003(g) 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:		
SIG:		Additional PD for teachers, class Fall field trips
CSG:		Family Welcome Center liaison in place, school attendance at various community events

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): _____

Signature of Receiver: _____

Date: _____

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 2018-2019 community engagement team plan and membership.

Name of CET Representative (Print): _____

Signature of CET Representative: _____

Date: _____