

Receivership Schools ONLY

Quarterly Report #3: *January 15, 2018 to April 20, 2018* and Continuation Plan for 2018-19 School Year

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	662300-01-0036	Yonkers City School District	Not Applicable	Check which plan below applies:				
				SIG			SCEP	
				Cohort (4, 5, 6, or 7?): SIG 7				
Model: The Innovation and Reform Framework Model utilizing the Family and Community School Design								
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	% ELL	% SWD	Total Enrollment
Dr. Edwin M. Quezada	Brian Gray	Executive Director of School Improvement and the CHA CET		PK – 8 th grade	N/A	41	117	683
	Appointment Date: July 2014							

Executive Summary
<p>Please provide a <i>plain-language summary</i> 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 <i>no more than 500 words</i>.</p>
<p>The Receivership Indicators continue to be addressed by the Cross Hill Academy community as it moves forward toward a reaching higher levels of student achievement. We continue the following initiatives/strategies for school improvement: increased accountable talk/student voice in the classroom, increased community engagement, academically focused after school programming based on Skill Recovery/Retention and differentiated instruction, enhanced Math and English Language Arts instruction through Journeys and GoMath/ Math Modules, continued community partnerships (Jewish Community of Yonkers, Teachers College, Columbia University, Accelerated Literacy Learning, Hudson River HealthCare, SMILE Dentistry, WJCS, and Sarah Lawrence College, use of MAP (Measuring Academic Progress) data to inform instruction, increased literacy in the homes through increased use of our Family Welcome Center (FWC), continued use of Study Island and the implementation of STEAM activities. CHA continues to professionally develop the faculty on Workshop Model Instruction (WMI), Accountable talk, GoMath,</p>



Fundations, Journeys and Orton Gillingham. Our Community Engagement Team (CET) provides our school team with stakeholder input through our monthly meetings; focusing on indicators, building a community school, and monitoring chronic absenteeism. In the classroom. Teachers provide instruction to small groups and students setting individual goals. Our faculty use the WMI daily, which allows for student to teacher conferencing and group work tailored to each student's achievement based MAP data. Our Extended Learning Time Program reaches students in grades two through eight. CHA students have shown academic growth due to student literacy and numeracy instruction to students grouped by ability level and common needs. Students use of Study Island, Journeys and Go Math Personal Trainer allows them to build upon what was learned in the classroom and challenges them to reach higher levels. Another strategy to extend practice in grades 3-8 is online access to resources to provide practice of the skills they are taught during the school day which also supported Computer Based Testing (CBT). The Science plan designed by CHA staff includes instructional supports for grades 4 and 8 students on science tasks, preparing them to become critical thinkers, aligning with the foundational skills to support their NYS Science Assessments; a designated Lab space and mock exams. We completed the ELA Computer Based Test and our students were engaged and well prepared for this format of testing. We are so proud of their efforts. CHA continues to build on the success of Guided Reading through the use of our Literacy-Numeracy Coach, who provides feedback to teachers leading to increased rigor in classroom lessons. Our Family Welcome Center liaison meets with all families and refers them to community resources through the connection with the District Vive Adult program. She coordinated a clothing drop and connects with families in regard to absenteeism. Our liaison hosted the book fair where many parents purchased items and were introduced to all many Scholastic resources. The Family Welcome Center liaison is a valued member of the CHA Attendance Committee and leads the outreach initiative, along with the guidance counselor. Another school resource is the Literacy/Numeracy Coach who works with teachers on identified strategies and best practices. She worked tirelessly with administration to ensure schoolwide readiness for CBT. The whole CHA community remains focused on school goals. All are committed to building a student centered community school.

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 School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for Receivership schools with School Comprehensive Education Plans (SCEP). The Quarterly Report in its entirety must be posted on the district web-site.

Please note - This document also serves as the Continuation Plan for Receivership schools for the 2018-19 school year. All prompts submitted under the "2018-19 School Year Continuation Plan" heading should directly align with or be adaptations to approved intervention plans (SIG, or SCEP), and must have input from community engagement teams.



Directions for Part 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 third quarter in light of their realized level of implementation and their impact on student learning outcomes. 2018-19 Continuation Plan sections are an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create the framework by which the school transitions from the current year, using its own summary analysis, to the upcoming school year in a manner that represents continuous and comprehensive planning. 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)

LEVEL 1 Indicators								
Please list the school’s Level 1 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.								
Identify Indicator	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/SIF goals and or key strategies that have supported progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What are the formative data points that are being utilized to assess progress towards the target for this demonstrable improvement indicator?	Based upon the formative data points identified, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.	2018-19 School Year Continuation Plan for Meeting this Indicator
Priority School Makes Yearly Progress	N/A	This is no longer an indicator		Yes	Workshop Model Instruction used daily. We are working with a Literacy consultant to accomplish the following: 1. Teachers are now on round two of classroom visitations to the WMI Lab	<ul style="list-style-type: none"> MAP Fall and Winter administration CBT Testing Samplers Benchmarks DRA II Winter Assessment Mid-Terms 	Decrease from 13 suspensions in March 2017 to 9 in March 2018 The growth in student Reading RIT scores from Fall 2016 to Fall 2017 ranged from 4.9 to 25.	CHA will continue in 2018-2019 with the Workshop Model and the use of the Literacy Coach. The Literacy Coach will: -Assist teachers with visitations to the WMI Lab Classrooms. -Provide teachers with detailed questions that promote an in-depth lens



				<p>Classrooms. Teachers are still provided detailed questions that promote an in-depth lens for the visitation and are used for follow-up discussions.</p> <p>2. Assistant Principals are in classrooms once weekly, in addition to the APPR requirements to look for evidence of planning using the Workshop Model; with a lens on Accountable Talk and Differentiation of group tasks.</p> <p>The continued development of a Community School Model through a partnership with WJCS,</p>	<ul style="list-style-type: none">• Administrative Walkthroughs and Formal Observations• Personal Math Trainer results		<p>for the visitation and are used for follow-up discussions.</p> <p>Assistant Principals will continue to visit classrooms once weekly, in addition to the APPR requirements to look for evidence of planning using the Workshop Model; with a lens on Accountable Talk and Differentiation of group tasks.</p> <p>All teams and committees will continue the laser like focus on relevant available data for instruction and decision making. Continue administration of MAP assessment three times a year</p>
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				<p>who is helping with classroom discussions on respect and bullying. They are also involved in the leadership of the Gender Academies. Additionally, they now see 72 students for mental health counseling, reducing the number of disruptions to instruction.</p> <p>Hudson River Healthcare is working with families to update immunizations and provide yearly physicals.</p> <p>Continued school guidance by the CET. Our CET has chosen the Circle foundation as the curriculum to support the social emotional growth of our gender academies. They established a celebration for students with perfect attendance monthly. CET continues to meet to discuss the indicators and the data collected to support t our progress.</p>			
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				<p>Use data to drive instruction and at the base of all decisions. Topics we are addressing are: 95% Participation in all subgroups, increasing PI in ELA to address the MGP.</p> <p>Continue the ELT program which provides three periods after school to target ELA, Math and promote Enrichment activities based on student interest; new interest inventory was provided and enrichment activities were adjusted. STEAM Jr. afterschool program incorporates instruction that is based on Lexile levels, focusing on the MAP Learning Continuum topics. The MAP assessment results prompted the data team to send out applications for students in need of more support in Math and ELA. Groupings</p>			
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					were shifted based on MAP results.			
(15) 3-8 Math All Students Level 2 and above	32%	38%		yes	<ul style="list-style-type: none"> Fall implementation of the NYS Math Modules in all grades. Go Math continues to be the Tier I instruction and all students have access to their Personal Math Trainer. Personal Math Trainer reports have helped the WMI groupings in our Math Blocks. The Math Modules exit tickets have provided formative feedback that has resulted in grouping changes and the pacing of material. 	<ul style="list-style-type: none"> Use of math MAP data three times during the year. Review of all subgroup data to understand baseline for 2017-2018 academic year. MAP Fall and Winter administration CBT Testing Samplers Benchmarks DRA II Winter Assessment Mid-Terms Administrative Walkthroughs and Formal Observations Personal Math Trainer 	<p>The MAP projected proficiency for all students Level 2 and above for the Spring 2018 Math assessment is 31.6%. This is why the team chose to fill the box in yellow.</p> <p>However, in Spring 2017, Math the results for all students Level 2 and above was 40.7%</p>	<p>CHA will continue implementing the NYS Math Modules. Go Math will continue to be used as the Tier 1 intervention instruction. Students will use the Personal Math Trainer and Study Island to reinforce classroom concepts and challenge students with spiraled questions. Continue administration of MAP assessment three times a year</p>
(39) 3-8 Math all Students MGP	44.75%	46.75%		yes	<ul style="list-style-type: none"> Targeted ELT AM and P.M. small group 	<ul style="list-style-type: none"> iReady-CCLS targeted skills practices for state exams, grades 3-8. 	<p>The reference to the Reading scores was an error.</p>	<p>CHA will continue in 2018-2019 with its targeted instruction in the AM and PM.</p>



				<p>instruction, offered to all grades.</p> <ul style="list-style-type: none"> Grade level common planning time/Vertical Congruence with 2 grade levels. We are using the NYS Math Modules as a supplement to Go Math; increasing the use of vocabulary and math fluency. Use of exit tickets from Math modules to observe data specific to that grade level and drilled down to subgroups. Online Go Math that provides individualized instruction based on students level. We also have use the Math on the Spot Videos. Implementation of Math Lunch and Learns. Grades 3-8 	<ul style="list-style-type: none"> C0-teaching opportunities on grade levels, Title I, Title III, classroom teachers, and teaching assistants. Constant and consistent data review on grade level (MAP Data) three times during the academic year. MAP Fall and Winter administration CBT Testing Samplers Benchmarks DRA II Winter Assessment Mid-Terms Administrative Walkthroughs and Formal Observations Personal Math Trainer 	<p>There was growth in the mean RIT scores in Math from Fall 2017 to Sprint 2018 in every grade except for grades 1 and 7. The growth for the other grades is as follows: K - +14, 2 = +12, 3 - +9, 4 - + 16, 5 - + 2, 6 - +9 and grade 8 - +8.</p>	<p>-grade level common planning</p> <ul style="list-style-type: none"> Online Go Math to assist with fluency. Math Lunch and Learn Focus on subgroups AIS services incorporating skills identified in the MAP Learning Continuum Continue administration of MAP assessment three times a year
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				<p>are using lunch time as a chance to provide targeted instruction to all students with a focus on the data by subgroup. The Spot Videos are a huge support.</p> <ul style="list-style-type: none">• Study Island is being utilized to provide practice of math and ELA questions; addressing the need for more proficiency in Reading Comprehension and multiple choice strategies. Our PLC has focused on the use of our Rationale Worksheet as it pertains to multiple choice questions; providing insight to why they answered questions incorrectly.• We sent staff to training on the Skills			
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					<p>Navigator under the MAP program.</p> <ul style="list-style-type: none"> Continued training for Math Modules has supported the students in obtaining and practicing grade level math skills. 			
(85) Grades 4 and 8 Science All Students Level 3 and Above	40%	46%		yes	<ul style="list-style-type: none"> Continued to scaffold the performance tasks in grades 2-4th grade. Set up the 4th Grade Science Lab in room 212; each class is scheduled there three times weekly. Established a 4th Grade SCI FRI program to reinforce concepts learned throughout the week. Created a science practice 	<ul style="list-style-type: none"> Study Island Data Benchmark Exams 	<p>Teacher formative and summative assessments have shown growth in student understanding of content and improvement in documenting various science processes.</p> <p>Students reported that their time in the Science Lab gives them a deeper understanding of what they learn in class.</p>	<p>CHA will continue to prepare the students for the Science Exam, by:</p> <ul style="list-style-type: none"> -Reinforcing concepts weekly on Science Friday -Science labs -Scaffolding the performance tests -Science practice tests <p>School will continue after school STEAM focus.</p>



					<p>test booklet for grades 4 and 8; students are reviewing the tests as a group asking for consensus as to the correct answer; accountable talk and group work, making the corrections through student discourse and self-directed learning.</p> <ul style="list-style-type: none"> Teachers continue to use the Mystery Science Curriculum. <p>All staff now have a user name and password for DiscoveryEd, which is being used to support tier II interventions and for enrichment activities.</p>			
(33) 3-8 ELA All Students MGP	48.94	50.94		yes	<p>Workshop Model Instruction used daily. We are working with a literacy consultant to accomplish the following:</p>	<ul style="list-style-type: none"> MAP Fall and Winter administration CBT Testing Samplers 	<p>There was growth in the mean MAP Reading RIT scores from Fall 2017 to Sprint 2018 in every grade except for grades 1 and 7 which remained the same.</p>	<p>2018-2019 with the Workshop Model and the use of the Literacy Coach. The Literacy Coach will:</p>



				<ol style="list-style-type: none"> 1. Teachers are now on round two of classroom visitations to the WMI Lab Classrooms. Teachers are still provided detailed questions that promote an in-depth lens for the visitation and are used for follow-up discussions. 2. Assistant Principals are classrooms once weekly, in addition to the APPR requirements to look for evidence of planning using the Workshop Model; now with a lens on Accountable Talk and Differentiation of group tasks. 	<ul style="list-style-type: none"> • Benchmarks • DRA II Winter Assessment • Mid-Terms • Administrative Walkthroughs and Formal Observations 	<p>The growth for the other grades is as follows: K - +6, 2 = +4, 3 - +21, 4 - + 14, 5 - + 8, 6 - +13 and grade 8 - +32.</p>	<p>-Assist teachers with visitations to the WMI Lab Classrooms.</p> <p>-Provide teachers with detailed questions that promote an in-depth lens for the visitation and are used for follow-up discussions.</p> <p>-Push in to classes to reinforce learned skills Student grouping will be fluid</p> <p>Assistant Principals will continue classrooms once weekly, in addition to the APPR requirements to look for evidence of planning using the Workshop Model; with a lens on Accountable Talk and Differentiation of group tasks which are aligned to the District foci</p> <p>Continue administration of MAP assessment three times a year</p>
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				<p>3. The consultant also has a, afterschool PD series called Toolbox Tuesdays, focusing on the use of strategies in “That Workshop Model Book.”</p> <p>4. We have used two books to help further develop our Lab Teachers in their WMI practice; Writing Strategies by Seravello and Reading Strategies by Seravello. These book talks have resulted in more common preps and an internal book loan system. Teachers response “Absolute favorite book in a long time” referring to</p>			
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				<p>Reading Strategies.</p> <ol style="list-style-type: none">5. Aps are in classrooms once weekly, in addition to the APPR requirements to look for evidence of planning using the Workshop Model.6. Continued use of Journeys and the Workshop Model. Students now have home access to the stories they are reading through ThinkCentral.7. Select staff went to Skills Navigator training and turnkeyed the information to colleagues in congruence meetings and common preps.8. Faculty and staff continue to work			
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					<p>with student to set goals based on the Learning Continuum.</p> <p>9. The school is working with Bank Street Education on our CHA PLC which is focusing on ELA and the root causes of our low performance on Part I. We are requiring in all PLC classes that they provide a rationale to support their answers to all multiple choice questions regarding Comprehension; must be evidence based. Evidence and data are used in data meetings to drive instructional practice and content.</p>			
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				<p>10. CHA’s QIP team has taken on the PLC worksheet to gather better data to inform teaching.</p> <p>11. The STEAM Jr. is a one period program specifically designed to address writing strategies for the Short Answer Response and the Extended Response.</p> <p>12. Title I Reading and TA teachers are pushing into grade levels to support smaller group instruction that uses focused groups based on ability.</p> <p>Finished testing K-2 on Skills Checklist on NWEA MAP. This data is more valuable as it supports what work must be done to support reading, writing and math.</p>			
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<p>(2) Plan for and implement Community School Model Level 2 as Level 1</p>	<p>N/A</p>	<p>See Community School Rubric</p>		<p>Yes</p>	<p>Develop a Community School Model- Our partnership with WJCS has grown to over 70 students. They now support us with individual sessions as well as group sessions. They are leading classroom discussions on respect and bullying. They are also involved in the leadership of the Gender Academies.</p> <p>Hudson River Healthcare works with families to update immunizations and provide yearly physicals. Applications are out and enrollment has begun.</p> <p>Continue with the CET- CET continues to meet to discuss the indicators and the data collected to support t our progress.</p> <p>Use data to drive instruction and at the base of all decisions. Topics we are addressing are: 95% Participation in</p>	<p>Parent survey Focus groups – students and parents Attendance Data Suspension Data Chronic Absenteeism Academic Assessment data</p>	<p><u>The Data Team at Cross Hill Academy has continued to collect, report and discussing pertinent data regarding the following: Attendance/Chronic Absenteeism, Restorative Practice/Discipline, Academic progress, and how the aforementioned relates to classroom instruction. The CET, Faculty and the CHA Community were presented and provided with data teams findings. The Data Team carefully monitors data regarding the Receivership Indicators. Projections were provided to the CET and SDT. In</u></p>	<p>In 2018-2019 CHA will hold an Open House, PTSA meetings, teacher meetings, and parent conferences.</p> <p>The families and the community can provide input at the meetings and through the District website.</p> <p>All stakeholders can access the CET through the school main office, contacting the school leader via phone or email.</p> <p>The CET will continue to meet and discuss the Receivership Indicators and school foci for the year. The school leader will present the District foci to the whole school community.</p> <p>Feeder school staff participate in PD with the CHA teachers.</p> <p>Other feeder school students will be offered services from the Medical</p>
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					<p>all subgroups, increasing PI in ELA to address the MGP.</p> <p>Continue the ELT program which provides three periods after school to address the needs for ELA, Math and Enrichment activities of student interest; new interest inventory was provided and enrichment activities were adjusted. STEAM Jr. afterschool program continues to provide instruction that is based on Lexile levels, focusing on the Learning Continuum topics that have been identified. MAP testing results has prompted the data team to send out applications for students in need of more support in Math and ELA. Groupings were shifted around to group based on math needs as of completion of the ELA and used MAP data to inform those changes.</p>		<p><u>addition, the Data Team analyzed MAP Data, Benchmarks and teacher assessments to help drive instruction.</u></p> <p><u>CHA has continued providing focus groups for parents and students to assess the school’s climate and ways to drive instruction. As a result of these meetings, parents conveyed the need for continued open communication with teachers. CHA responded by continuing the use of the Remind App and encouraged more faculty to use Classroom Dojo. Furthermore, an informational workshop for</u></p>	<p>mobile, Social emotional health services through WJCS and assistance from the Family Welcome Center liaison.</p>
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				<p>CHA continues to focus on attendance to support students and families. In addition to what we did last year, the focus is to promote better attendance through following interventions: Perfect Attendance Awards, Telephone calls, letters and (New) Parent Attendance Survey. Additionally, during poor weather days, ConnectEd messages have been sent out the night before reminding parents of the link to their child’s success. Handwritten notes are added to the attendance letters sent home to encourage parents to change attendance patterns.</p>		<p><u>parents was provided on Receivership Indicators and NYSED CBT on ELA and Math.</u></p> <p><u>CHA uses differentiated instruction and the Workshop Model to address rigor and student discourse in the following subgroups: Black, Latino/Hispanic, Economically Disadvantaged, and Special Education.</u></p> <p><u>The Superintendent of Schools provided a monthly report to CHA that focused on suspensions. During this reporting period, it was found that the schools suspensions had an</u></p>	
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							<p><u>increase amongst repeat offenders. Those repeat offenders were referred to WJCS to address their mental health needs. This led to Year 3 of the CHAMP (XXVI) program, which began in the late Spring of 2018. The CET and the Data team analyzed the data, as well as the use of Restorative Practice. The positive impact of the CHAMP program is still worthwhile. The integration of a Student “Think Sheet” was designed for students to complete during their time in CHAMP</u></p>	
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							<p><u>to reflect on their challenging behavior.</u></p> <p><u>Based on a Receivership Indicator, CHA continues to focus on student attendance as a priority. The Attendance Committee (XXVII), was able to analyze attendance data weekly and provided data to teachers bimonthly at faculty meetings as a result of discussions held at a CET meeting.</u></p>	
(5) School Safety	6	<5		Yes	The CHA Data Team met to go over the data from Level 2 Reporting. We looked at the data and determined that we have not had any	Monthly eschool reports VADIR reports The Data Team reviews monthly suspension reports by grade, gender, race and reason for suspension. These	Reduced suspensions The school is below the target of 6 for serious incidents for the year. According to the VADIR reports	CHA will continue to monitor and track the social safety with support from teachers, parents, and school safety officers.



				<p>significant safety concerns to date. We read over the description of this indicator which is provided by the state. Teachers and Staff were made aware of the new indicator. Increased use of Restorative Circles in every classroom. We have done a needs assessment and have scheduled a Restorative Practice Workshop for all teachers grades 3-6 and one representative from each house. The Lakeshore Learning Sensory Based Room, has been installed to provide a location for students to de-escalate behaviors and provide regulation strategies by our Crisis Intervention Teacher in an effort to reduce suspensions. We also have the CHAMP program in place with Mr. Ahmed, who is skilled in crisis de-escalation strategies and</p>	<p>reports are generated through eschool and distributed by the Superintendent’s Office and the CHA clerk.</p>	<p>Assault with Physical Injury – 1 Weapons Possession/Routine Security Check – 1 Material Incidents Discrimination, Harassment, Bullying/Excluding Cyberbullying – 1 Material Incidents Discrimination, Harassment, Bullying/Cyberbullying – 1</p>	<p>Continued implementation of CHAMP program and Restorative Practices</p>
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				mentoring for better choices through Restorative conferences.				
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)

LEVEL 2 Indicators								
Please list the school's Level 2 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.								
Identify Indicator	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/SIF goals and or key strategies which have supported progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What are the formative data points that are being utilized to assess progress towards the target for this demonstrable improvement indicator?	Based upon the formative data points identified, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.	2018-19 School Year Continuation Plan for Meeting this Indicator
(17) 3-8 Math Black Students Level 2 and Above	31%	37%	█	Yes	Winter implementation MAP has provided us with detailed data on each subgroup. As a result, the Learning Continuum has	<ul style="list-style-type: none"> MAP Fall and Winter administration CBT Testing Samplers Benchmarks 	MAP Fall projected proficiency for Black students level 2 and above – 29.4%	CHA will continue in 2018-2019 with its targeted instruction in the AM and PM.



					<p>allowed teachers to see patters and skills that are ready to learn. This data has also been used to inform us which Black students need more targeted instruction during their lunch period. The continued use of NYS Math Modules and the Online Go Math provides individualized instruction based on student level; both home and at school. Using exit tickets from math modules to observe data specific to that subgroup. Additionally, reducing suspensions through mentoring has resulted in a decrease in lost instruction.</p>	<ul style="list-style-type: none"> • Mid-Terms • Administrative Walkthroughs and Formal Observations • Personal Math Trainer 		<p>-grade level common planning - Online Go Math to assist with fluency. -Math Lunch and Learn Student progress and needs broken down to subgroups School outreach to District for mentors for those students most at risk</p>
(18) 3-8 Math Hispanic	30%	36%		Yes	<p>Winter implementation MAP has provided us</p>	<ul style="list-style-type: none"> • MAP Fall and Winter administration 	<p>MAP Fall projected proficiency for Hispanic students level 2 and above – 29.4%</p>	<p>CHA will continue in 2018-2019 with its</p>



Students Level 2 and Above					<p>with detailed data on each subgroup. As a result, the Learning Continuum has allowed teachers to see patterns and skills that are ready to learn. This data has also been used to inform us which Hispanic/Latino students need more targeted instruction during their lunch period. The continued use of NYS Math Modules and the Online Go Math provides individualized instruction based on student level; both home and at school. Using exit tickets from math modules to observe data specific to that subgroup. Additionally, reducing suspensions through mentoring has resulted in a</p>	<ul style="list-style-type: none">• CBT Testing Samplers• Benchmarks• DRA II Winter Assessment• Mid-Terms• Administrative Walkthroughs and Formal Observations• Personal Math Trainer		<p>targeted instruction in the AM and PM.</p> <ul style="list-style-type: none">-grade level common planning- Online Go Math to assist with fluency.-Math Lunch and Learn <p>Continue administration of MAP assessment three times a year</p>
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					decrease in lost instruction.																																																			
(20) 3-8 Math ED Students Level 2 and above	29%	35%		Yes	<p>Winter implementation of the MAP has provided us with detailed data on each subgroup. As a result, teacher analysis of the MAP Learning Continuum revealed patterns and skills that need reteaching. This data has also been used to inform us which ED students need more targeted instruction during their lunch period. The continued use of NYS Math Modules and the Online Go Math program provides individualized instruction based on student level; both home and at school. Using exit tickets from math modules to observe data specific to that subgroup.</p>	<ul style="list-style-type: none"> • MAP Fall and Winter administration • CBT Testing Samplers • Benchmarks • DRA II Winter Assessment • Mid-Terms • Administrative Walkthroughs and Formal Observations • Personal Math Trainer 	<p>Fall 2017-Spring 2018</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Subgroup</th> <th>+/- growth in MEAN RIT Score</th> </tr> </thead> <tbody> <tr> <td rowspan="2">K</td> <td>Black</td> <td>+22.7</td> </tr> <tr> <td>Latino</td> <td>+25.5</td> </tr> <tr> <td rowspan="2">1</td> <td>Black</td> <td>+16.1</td> </tr> <tr> <td>Latino</td> <td>+18.2</td> </tr> <tr> <td rowspan="2">2</td> <td>Black</td> <td>+17.9</td> </tr> <tr> <td>Latino</td> <td>+21.2</td> </tr> <tr> <td rowspan="2">3</td> <td>Black</td> <td>+15.1</td> </tr> <tr> <td>Latino</td> <td>+14.7</td> </tr> <tr> <td rowspan="2">4</td> <td>Black</td> <td>+16</td> </tr> <tr> <td>Latino</td> <td>+12.9</td> </tr> <tr> <td rowspan="2">5</td> <td>Black</td> <td>+9.7</td> </tr> <tr> <td>Latino</td> <td>+11.2</td> </tr> <tr> <td rowspan="2">6</td> <td>Black</td> <td>+16.1</td> </tr> <tr> <td>Latino</td> <td>+10.6</td> </tr> <tr> <td rowspan="2">7</td> <td>Black</td> <td>+4.1</td> </tr> <tr> <td>Latino</td> <td>+5.7</td> </tr> <tr> <td rowspan="2">8</td> <td>Black</td> <td>+6.4</td> </tr> <tr> <td>Latino</td> <td>+7.3</td> </tr> </tbody> </table>	Grade	Subgroup	+/- growth in MEAN RIT Score	K	Black	+22.7	Latino	+25.5	1	Black	+16.1	Latino	+18.2	2	Black	+17.9	Latino	+21.2	3	Black	+15.1	Latino	+14.7	4	Black	+16	Latino	+12.9	5	Black	+9.7	Latino	+11.2	6	Black	+16.1	Latino	+10.6	7	Black	+4.1	Latino	+5.7	8	Black	+6.4	Latino	+7.3	<p>CHA will continue in 2018-2019 with its targeted instruction in the AM and PM. -grade level common planning - Online Go Math to assist with fluency. -Math Lunch and Learn -Continue administration of MAP assessment three times a year</p>
Grade	Subgroup	+/- growth in MEAN RIT Score																																																						
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					Additionally, reducing suspensions through mentoring has resulted in a decreased loss of instructional time.			
(95) Teacher Attendance	92.9%	94.4%		Yes	Rewards, certificates of appreciation. Lunch with teachers with perfect attendance. More House breakfast programs have been hosted to show appreciation and increase social opportunities focusing on relationships; all AP driven.	Ongoing data collection of attendance.	(95) Teacher Attendance	CHA will continue to acknowledge those teachers with perfect attendance via announcements, award certificates, special parking space, donated gift cards



(98) Chronic Absenteeism	N/A	See chronic Absenteeism Rubric	Yes	Perfect attendance assembly. Improved attendance rewards. Attendance committee is meeting to utilize new code of conduct and RTI to develop strategies for improvement We also have the CHAMP program in place with Mr. Ahmed, who is skilled in crisis de-escalation strategies and mentoring for better choices through Restorative conferences; this has reduced the recent suspension rates. CHA continues to focus on attendance to support students and families. In addition to what we did last year, the focus is to promote better attendance through following interventions: Perfect Attendance Awards, Telephone	Ongoing data collection of attendance reports from eschool and analysis by Data Committee and administration		2015-16 School Year (if available)	2016-17 School Year (as reported in SIRS)	2017-18 School Year (as reported in SIRS)	Change 2016- 17 to 2017- 18 School Year	The Attendance and Data Committees together will analyze student absence reports. Results will be shared with the pupil support team. Outreach will be made to the family. The same procedures will remain in place.
						Chronically Absent Students	426	324	282	(42)	
						Number Enrolled		828	776	(52)	
						Chronic Absenteeism Rate		39%	36%	(3%)	
						Average Days Absent for Chronically Absent Students		27.60	26.93	(0.67)	



				calls, letters and (New) Parent Attendance Survey. Additionally, during poor weather days, ConnectEd messages have been sent out the night before reminding parents of the link to their child’s success. Handwritten notes are added to the attendance letters sent home to encourage parents to change attendance patterns.			
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)



(This section should only be completed as needed, for strategies not already listed in Parts I and II.)

Key Strategies				
Identify any key strategies being implemented during the current reporting period that are <i>not described in Part I or II above but</i> are embedded in the approved intervention plan/budget and are instrumental in meeting projected school improvement outcomes. 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. Responses should be directly aligned with approved 2017-18 interventions plans (SIG or SCEP), and should include evidence and/or data used to make determinations. If the school has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school if not described in Part I and II above.				
List the Key Strategy from your approved intervention plan (SIG, SIF or SCEP).	Status (R/Y/G)	Analysis / Report Out	2018-19 School Year Continuation Plan	
1.	Use of technology	Teachers use various forms of technology in the classroom. Examples of the various forms of technology are: SmartBoard, Clickers, ClassDojo, Ladybugs, iPads, apps such as Remind101, Study Island, 3D printers	The School Tech team will hold after school teacher tech tips PD sessions to expand the use of tech tools in the classroom.	
2.	Parent Literacy Classroom Events	Parents are invited into classrooms to work with and hear their students read their work samples and celebrate knowledge.	These events have become part of the school culture. Parent participation has increased since the start of the events.	
3.				
4.				
5.				
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 and its sub-committees that may be charged with addressing specific components of CET Plan. Describe outcomes of the CET plan implementation, school support, and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET for the 2018-19 School Year.		
Status (R/Y/G)	Analysis/Report Out	2018-19 School Year Continuation Plan
	<p>CET continues to meet and discuss building initiatives. We have provided a data analysis of all indicators and update them each monthly. We have discussed the Chronic Absenteeism indicator and parent ideas are being infused into the attendance protocols of the building. The CET also has been instrumental in determining the program we will use to address the social emotional needs of our school. They also have had input on the revisions of the PBIS program. Additionally, CET Member have been provided an opportunity to be involved in new school wide committees to support the growth and movement towards a responsive and restorative school community to include: PBIS, Restorative, Social Media/Morning Announcements, PDC, School Safety Team, Wellness Committee, Attendance Committee, Math Modules, Faculty, student, parent Manual, and School Climate Committee.</p> <p>Representatives of all stakeholder groups participate on the CET. Each member is expected to meet with their groups and share information prior to the next meeting. The beginning of each meeting includes feedback from each group prior to making any decisions. Minutes are maintained by one of the teacher reps. and shared at after school mandated staff meetings, PTSA meetings, PST meetings and partner meetings.</p>	<p>Continue all committees and teams Revised attendance protocols Identification of a new social emotional program – possible pilot Refresher training on Restorative Practices Data analysis Continue monthly meetings Sub-committees meet weekly Do not expect changes to the CET</p>



Powers of the Receiver			
Describe this quarter's use of the School Receiver's powers (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers. Please identify any changes in Receivership Powers to be utilized in the 2018-19 School Year.			
Status (R/Y/G)	Analysis/Report Out	2018-19 School Year Continuation Plan	
	<p>The Receiver, District administrator and the school leaders expanded the partnership with Hudson River HealthCare (HRHC) and Westchester Jewish Community Services (WJCS) to provide additional medical, social and emotional services to students. This decision was based on a review of the caseloads from the previous quarter. The goal was to provide services to additional students. The school Pupil Support Team and the WJCS Team meet weekly with the school leader for progress monitoring.</p> <p>The Receiver approved the ongoing placement of the Literacy/Numeracy Coach. The goal is to ensure the reading writing workshop model are implemented in every classroom with fidelity in addition to supporting new teachers. The result was improved MAP RIT scores in all grades except Grade 1 and Grade 7.</p> <p>The Receiver and the District Administrative team continued PD for the school administration. Receivership school leaders network and share best practices with leaders from schools in good standing. These leaders are assigned to PLCs with guidance from District administration and Bank St. College.</p> <p>Meetings were held monthly with the Receivership school leaders with updates, progress monitoring and data review. Two District administrators visit the school monthly for updates from the school leader. In addition, issues at all Receivership schools are addressed with a sense of priority by all District personnel.</p>	<p>The Receiver, District administrator and the school leaders will continue the partnership with the Police Athletic League to include evenings and weekends. The Literacy/Numeracy Coach will remain at the school.</p> <p>The Receiver and the District Administrative team will provide PD for the school administration.</p> <p>Two District administrators will visit the school monthly for updates from the school leader.</p> <p>School leaders will participate in PLCs.</p> <p>Transfers and placements to school will be reviewed by District administration.</p>	
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 – Budget – (As applicable)

(Please complete this section regarding any applicable funding: such as the Community School Grant (CSG), the Persistently Struggling Schools Grant (PSSG) and/or the School Improvement Grant (SIG) 1003(g). Add rows as needed.)

<u>Budget Analysis</u>			
Please designate either as CSG, PSSG or SIG expenditures and describe the budget item or activity.	Status(R/Y/G)	If expenditures from the approved 17-18 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the plan. If there is a challenge with expenditures, discuss the course correction to be put in place.	<p>ALONG WITH THIS REPORT/CONTINUATION PLAN, PLEASE SUBMIT <u>AS APPLICABLE</u>:</p> <ul style="list-style-type: none"> SIG FS-10 2018-19 BUDGET AND BUDGET NARRATIVE <u>AS APPLICABLE</u>. <p>DO NOT SUBMIT CSG or PSSG BUDGET DOCUMENTS.</p> <p>BUDGET FORMS ARE AVAILABLE AT: http://www.oms.nysed.gov/cafe/forms/.</p>
SIG - All expenditures from the approved budget are on target. Personnel are in place. Committees have been identified and have begun working for the school.		There has been increased use of the Workshop Model in the ELA and Math classrooms. Student grouping is fluid.	
CSG - Partners are in place. Medical and Mental Health Services are offered to students. The school is in full working order without any initiativea being held back for financial reasons. One challenge is the construction and the NYS permit approval time.		Students and families are visiting the mobile unit for medical reasons. Increased parent visits to the Family Welcome Center.	

Part VI: 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 that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.



List the best practice currently being implemented in the school.		Describe a best practice in place this quarter in terms of its impact on the implementation of the plan. Discuss the analysis of evidence to determine its success. Discuss the possibility of replication in other schools.
1.		
2.		
3.		



Part VII – 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 into the 2017-2018 Continuation Plan, and has had 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: _____

The University of the State of New York

THE STATE EDUCATION DEPARTMENT

Albany, NY 12234

2018-19

School Improvement Grant 1003(g)

Continuation Plan Cover Page

District Name	
School Name	
Contact Person	Telephone ()



E-Mail Address	
<p>I hereby certify that I am the applicant's chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.</p>	
Authorized Signature (in blue ink)	Title of Chief School/Administrative Officer
Typed Name:	Date: