

## Receivership Schools ONLY

### Quarterly Report #3: *January 15, 2019 to April 19, 2019* and Continuation Plan for 2019-20 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: <a href="http://www.yonkerspublicschools.org">www.yonkerspublicschools.org</a>				
Cross Hill Academy	6623-00-01-0036	Yonkers City School District		Check which plan below applies:				
				SIG				SCEP
				Cohort: 7				
Model:								
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	Mr. Brian Gray	Executive Director of School Improvement		PreK-8		6.3%	19.3%	718
	Appointment Date: August, 2013							

<b>Executive Summary</b>
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> .
Cross Hill Academy continues our commitment to raising the achievement of all students during the 2018-2019 school year. We, as a school, are using the Workshop Model of Instruction which continues to increase the rigor and student engagement of each class; leading to students taking ownership of their learning. The use of the New York State Math Modules continues to provide students classroom instruction and extended practice; which allows the teacher to provide instruction in small groups at their level. Our students are continuing to benefit from our Readers/Writers Workshop along with focused Guided Reading/Group Book talks. We continue to support an increase in student voice within each lesson through Accountable Talk strategies and continued use of the Keeping Learning on Track program. CHA works with our community partners to address the physical and emotional needs of our students. Our community partners include: WJCS, Hudson River Health Care, SMILE Dentistry, Healthy Kids, and Margaret's Place. During this quarter, our school has conducted several practice assessments that provide data that influences classroom learning. As a result of this data, our students are better prepared for Computer Based Testing and 21 <sup>st</sup> Century Skills. We also have created a Saturday program addressing the CBT skills for ELA and Math. During our Community Engagement

Team meetings, we discussed the receivership indicators and have begun to identify indicators for ESSA Cohort 1 Receivership. Our students continue to participate in the new Mystery Science program and the students are engaged and excited about the hands-on learning. We have welcomed parents and staff to participate in this year’s School Review and continue to encourage all stakeholders to have a voice. Our communication with stakeholders continues to build as we set forth in designing a more responsive website and more active social media. We look forward to a successful completion of this school year and celebrate our ability to work together towards success.

**Attention** – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to [OISR@NYSED.gov](mailto: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) 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 2019-20 school year. All prompts submitted under the “2019-20 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. 2019-20 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)**

<b>LEVEL 1 Indicators</b>								
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	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/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.	2019-20 School Year Continuation Plan for Meeting this Indicator
School Safety #5	7	6		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	School Safety Reports  Classroom removal data  Suspension data	To date, 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.	<b>The 19-20 Continuation Plan based on the new indicators will be posted on 8-1-19.</b>

					<p>use of forming a behavioral assessments</p> <p>A focus on positive growth mindset and mindfulness</p> <p>WJCS anti-bullying curricula</p> <p>Gender Academy meetings twice monthly</p> <p>Work aligned to SIG goal regarding improved climate</p>			
3-8 Math All Students Level 2 and above - #15	32%	38%		Yes	<ul style="list-style-type: none"> <li>• Continue professional development and math modules</li> <li>• District continued support of having a literacy and numeracy coach</li> <li>• Analyzed the released questions and the frequency of vocabulary used based on the standards</li> <li>• Continued use of the Math editing tool for CBT implementation</li> <li>• Use of engageNY module sprints to increase formative assessment and numeracy fluency</li> <li>• Use of MAP data to determine workshop grouping and to identify the student needs and</li> </ul>	<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 targeting areas of weakness.</p>	

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

					individual counseling, family support, Gender Academy Social Emotional Curriculum, and Anti-bullying Workshops <ul style="list-style-type: none"> <li>• Hudson River Health Care- Working on enrollment in health program</li> <li>• SMILE Dentistry- Dates are in place</li> <li>• Healthy Kids- After school daycare works on homework help and social skills.</li> </ul>	therapist to cover the intakes/referrals.  Healthy Kids now supporting over 60 students.	for those who need to learn and practice skills.	
Grades 4 and 8 Science - #85	40%	46%		Yes	<ul style="list-style-type: none"> <li>• Pre-assessment provided to students with living environment</li> <li>• Student introduce to concepts for fourth grade and eighth grade science</li> <li>• Science lab used for students to explore performance related curricula</li> <li>• Fourth grade and eighth grade self-contained classes have common preps and plan</li> </ul>	Pre-assessment based on archived science written tests.	Students scored 34% based on prior knowledge. Teachers identified what topics may not need to be taught due to score results.  Students have been introduced to the science lab and have begun the work on performance related topics.	

					ELA, Science and Math lessons together			
3-8 MGP ELA-#33	48.94	50.72		Yes with ongoing and frequent progress monitoring	<ul style="list-style-type: none"> <li>Continued use of Journeys Curriculum</li> <li>Grades K through 2 are supplementing with Foundations as a tier II intervention</li> <li>Continued PD on Guided Reading/Book Studies</li> <li>Professional development and the use of Writers Workshop</li> <li>Expended use of New York state ELA modules</li> <li>Continued support from Accelerated Literacy Learning (ALL)</li> <li>Toolbox Thursdays are focused on Writers Workshop and make-n-take professional developments</li> <li>Data team and ALL are developing our “skill of the week” program and our all school literacy investigation on</li> </ul>	Journeys unit examinations  MAP Scores  Reading Plus Data  Max Scholar Data	<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 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 since the first month of school!</p> <p>Max Scholar has 35 students who use the program and get small group Orton Gillingham method.</p>	

					<p>the topic of writing personal narrative</p> <ul style="list-style-type: none"> <li>• Use of MAP scores to determine grouping and individuals in need of AIS</li> <li>• Continued use of the Learning Continuum to establish groups and formative assessments based on growth</li> <li>• Use of Reading Plus to target the special-education subgroup and support students who are behind grade level in reading.</li> <li>• Afterschool program focusing on the use of Reading Plus and providing small group AIS</li> <li>• Increase student discourse through questioning prompts and answering prompts</li> <li>• Grade level congruence twice monthly with a focus on</li> </ul>			
--	--	--	--	--	---	--	--	--



					curriculum and group scoring of student work <ul style="list-style-type: none"> <li>• The use of Max Scholar for students who are way below grade level and in need of phonics intervention</li> <li>• Established Saturday and Vacation Academies</li> </ul>			
3-8 MGP Math - #39	44.75	46.75		Yes with frequent progress monitoring	<ul style="list-style-type: none"> <li>• Continue professional development and math modules</li> <li>• Analyzed the released questions and the frequency of vocabulary used based on the standards</li> <li>• Continued use of the Math editing tool for CBT implementation</li> <li>• Use of engageNY module sprints to increase formative assessment and numeracy fluency</li> <li>• Use of MAP data to determine workshop grouping and to identify the student needs and</li> </ul>	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.	

					provide the necessary AIS <ul style="list-style-type: none"> <li>Disaggregating the state data based on subgroups to analyze weaknesses by standard; use of ESSA indicators – subgroup data</li> <li>Interim assessments used: Mid and End of Module Assessments</li> <li>Continued use of Ready and iReady material</li> <li>After school program focusing on the use of Sum Dog and providing small group AIS</li> <li>Grade level congruence twice monthly with a focus on curriculum and the team scoring of student work</li> </ul>			
<b>Green</b>	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> .				<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	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	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/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.	2019-20 School Year Continuation Plan for Meeting this Indicator
3-8 Black Students Level 2 and above - #17	31%	37%		Yes	<ul style="list-style-type: none"> <li>Continue professional development and math modules</li> <li>Analyzed the released questions and the frequency of vocabulary used based on the standards</li> <li>Continued use of the Math editing tool for CBT implementation</li> <li>Use of engageNY module sprints to increase formative assessment and numeracy fluency</li> <li>Use of MAP data to determine workshop grouping and to identify the student needs and provide the necessary AIS</li> </ul>	MAP Scores for Fall 2018 and Winter 2019 broken down into subgroups  Preliminary End of Mod. 1 Assessment  Lit/Mth Coach is pushing in to classes to co-teach and checking for understanding  Interim assessments used: Mid and End of Module Assessments	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"> <li>Disaggregating the state data based on subgroups to analyze weaknesses by standard</li> <li>Continued use of Ready and iReady material</li> <li>After school program focusing on the use of Sum Dog and providing small group AIS</li> <li>Grade level congruence twice monthly with a focus on curriculum and the team scoring of student work</li> </ul>			
3-8 Math Hispanic Students Level 2 and above - #18	30%	36%		Yes	<ul style="list-style-type: none"> <li>Continue professional development on differentiation and math modules</li> <li>The district support and ensuring copies for modules are in house</li> <li>Analyzed the released questions and the frequency of vocabulary used based on the standards</li> <li>Continued use of the Math editing tool for CBT implementation</li> <li>Use of engageNY module sprints to increase formative</li> </ul>	<p>MAP Scores for Fall 2018 and Winter 2019 broken down into subgroups</p> <p>Lit/Mth Coach is pushing in to classes to co-teach</p> <p>Interim assessments used: Mid and End of Module Assessments</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> <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>	

					<p>assessment and numeracy fluency</p> <ul style="list-style-type: none"> <li>• Use of MAP data to determine workshop grouping and to identify the student needs and provide the necessary AIS</li> <li>• Disaggregating the MAP data and ESSA indicator data based on ethnicity subgroups to analyze weaknesses by standard</li> <li>• Continued use of Ready and iReady material</li> <li>• After school program focusing on the use of Sum Dog and providing small group AIS</li> <li>• Grade level congruence twice monthly with a focus on curriculum and the team scoring of student work</li> </ul>			
3-8 Math ED Students Level 2 - #20	29%	35%		Yes	<ul style="list-style-type: none"> <li>• Continue professional development and math modules</li> <li>• Analyzed the released questions and the frequency of vocabulary used based on the standards</li> </ul>	<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>	

					<ul style="list-style-type: none"> <li>Continued use of the Math editing tool for CBT implementation</li> <li>Use of engageNY module sprints to increase formative assessment and numeracy fluency</li> <li>Use of MAP data to determine workshop grouping and to identify the student needs and provide the necessary AIS</li> <li>Disaggregating the state ESSA data based on ethnicity subgroups to analyze weaknesses by standard</li> <li>Continued use of Ready and iReady material</li> <li>After school program focusing on the use of Sum Dog and providing small group AIS</li> <li>Grade level congruence twice monthly with a focus on curriculum and the team scoring of student work</li> </ul>	Interim assessments used: Mid and End of Module Assessments	Literacy/Numeracy is working with 12 classrooms including grades 5 and 7.	
Chronic Absenteeism #98				Yes	<ul style="list-style-type: none"> <li>Attendance committee meets weekly</li> <li>Attendance phone calls daily</li> </ul>	Attendance Team has met weekly.	Total of 28 parent letters have been sent out to date.	

					<ul style="list-style-type: none"> <li>• Personal phone calls by Family Welcome Center liaison and registrar</li> <li>• Perfect attendance awards and Reward chest</li> <li>• Attendance letters sent home</li> <li>• Connect Ed calls reminding parents of what is considered chronic absenteeism</li> <li>• Continued outreach by faculty by phone, Class Dojo, Remind 101, and Bloom</li> </ul>	<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>The Family Welcome Center has logged 171 phone calls for attendance reasons.</p> <p>Decrease in chronic absentees from 2017-2018.</p>	
Teacher Attendance # 95	92.90%	93.9%		Yes	<ul style="list-style-type: none"> <li>• Discussion at faculty meeting regarding status of receivership indicator</li> <li>• Understanding of the District's data collection program; Ceriden</li> <li>• Request from District on Weekly statistical update using the state's formula to keep faculty aware of the impact their attendance has on this indicator</li> <li>• Perfect attendance certificates for teachers and staff</li> <li>• Collaboration with PTA at local</li> </ul>	<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 out monthly with an update on number of days</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>	

					restaurant for faculty recognition <ul style="list-style-type: none"> <li>The collaboration and institution of a Sunshine Club to help support those experiencing a hardship and recognition for individual achievement</li> </ul>			
<b>Green</b>	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> .				<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	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.)*

<b>Key Strategies</b>			
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 2018-19 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 or SCEP).	Status (R/Y/G)	Analysis / Report Out	2019-20 School Year Continuation Plan
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.	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	
3.	Student Discourse through Accountable Talk Strategies.		Continue to provide strategies to support student discourse during Faculty Meetings/Professional Development sessions.	
4.	Whole School Writing Prompt and Scoring		The ALL consultant leads the school in the writing prompt scoring, which will be accomplished as a team during congruence.	
5.				
<b>Green</b>	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>	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b> 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**

<p><b>Community Engagement Team (CET)</b>          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 2019-20 School Year.</p>		
Status (R/Y/G)	Analysis/Report Out	2019-20 School Year Continuation Plan
	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	

	<p>shared expectations with partners and programs are established in a timely manner.</p> <p>New partnerships with USTA and Westchester Jazz.</p> <p>No new members.</p> <p>Information shared at staff, PTA, PST, and partner meetings</p> <p>Report outs at next meetings.</p>					
<p><b><u>Powers of the Receiver</u></b>          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 2019-20 School Year.</p>						
Status (R/Y/G)	Analysis/Report Out	2019-20 School Year Continuation Plan				
	Receivership continued the full-time coach position at CHA.					
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> .	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #ffff00; width: 15%; text-align: center;"><b>Yellow</b></td> <td style="width: 45%;">Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</td> <td style="background-color: #ff0000; width: 15%; text-align: center;"><b>Red</b></td> <td style="width: 25%;">Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</td> </tr> </table>	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	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 18-19 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><b>ALONG WITH THIS REPORT/CONTINUATION PLAN, PLEASE SUBMIT <u>AS APPLICABLE</u>:</b></p> <ul style="list-style-type: none"> <li><b>SIG FS-10 2019-20 BUDGET AND BUDGET NARRATIVE <u>AS APPLICABLE</u>.</b></li> </ul>
Westchester Jewish Community Services (CSG)		Student social emotional support	

Accelerated Literacy Learning (SIG)		Increase use of reading/writing Workshop Model	<b>DO NOT SUBMIT CSG or PSSG BUDGET DOCUMENTS.</b>  <b>BUDGET FORMS ARE AVAILABLE AT:</b> <a href="http://www.oms.nysed.gov/cafe/forms/">http://www.oms.nysed.gov/cafe/forms/</a>

**Part VI: Best Practices (Optional)**

<p><b><u>Best Practices</u></b></p> <p>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.</p>	
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 2018-2019 Continuation Plan, and has had the opportunity to review, and update if necessary, its 2019-2020 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

2019-20

School Improvement Grant 1003(g)

Continuation Plan Cover Page

District Name: Yonkers City School District	
School Name: Cross Hill Academy	
Contact Person: Elaine Shine	Telephone ( 914 ) 376-8183
E-Mail Address: <a href="mailto:eshine@yonkerspublicschools.org">eshine@yonkerspublicschools.org</a>	
<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 Superintendent of Schools
Typed Name: Dr. Edwin M. Quezada	Date: April 30, 2019