

Receivership Schools ONLY

Quarterly Report #3: *January 31, 2017 to April 28, 2017* and Continuation Plan for 2017-18 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: http://www.yonkerspublicschools.org/crosshill			
				Check which plan below applies:			
Cross Hill Academy	662300-01-0036	Yonkers City School District		SIG/SIF		SCEP	
				Cohort: 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	% ELL	% SWD	Total Enrollment
Dr. Edwin M. Quezada	Brian Gray	Elaine Shine		PreK through 8	6.8%	17.18%	716
	Appointment Date: 7-2014						

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 positioned to meet the receivership indicators, leading the school community to new levels of achievement. The school has addressed the indicators through meaningful: increased community engagement, sustained after school programming (Skill Recovery and Retention), enhanced Math and English Language Arts instruction, continued partnerships (Jewish Community of Yonkers, Teacher's College, Accelerated Literacy Learning, Hudson River Healthcare, SMILE Dentistry, WJCS, and GoMath!), our half day Professional Development, Use of MAP (Measures of Academic Progress) data to inform instruction, Vertical Teaming regarding Science Curriculum for all grades, Increased parent involvement in the Family Welcome Center, Continued use of Study Island and the implementation of STEAM activities. Cross Hill



Academy schedules professional development for the faculty on topics which impact instruction through exploring all of the GoMath! online tools to enhance rigor/ student discourse and instituting routines through Workshop Model Instruction. The Cross Hill Academy Community Engagement Team (CET), in addition to meeting monthly, is exploring the rubric based indicators to ensure the school is developing the Community School Model and monitoring chronic absenteeism. Cross Hill Academy provides instruction that is tailored to the individual students through small group instruction and personal goal setting. The faculty uses the Workshop Model which allows for individual student conferences and group work based on student abilities as learned from the Winter MAP data. The Extended Learning Time program reaches students in grades two through eight, improving literacy and math skills through grouping students by ability level tailoring instruction to individual student's needs. Study Island continues to build upon extended practice in grades 3-8 as well as Think Central (ELA and Math); students use the online access to resources to provide practice of skills they are taught during the school day. Study Island allows students to work through ELA, Math and Science questions similar to questions on NYS assessments in the past. Cross Hill Academy focuses ongoing instruction supporting 4th and 8th grade science aligned to the curriculum through building a foundation in grades leading up to testing grade levels. Staff has also used data from the practice tests to determine the effectiveness of instruction and topics that need reinforcement as well as the released questions. Cross Hill Academy staff builds on the success of Guided Reading through the use of the Literacy/Numeracy Trainer, who develops teachers during faculty meetings and through classroom Professional Learning Communities. The trainer has been instrumental in creating workshops that are standards based and help faculty establish the quality of instruction based on the analysis of released questions from prior tests. The Family Welcome Center Liaison provides services to families, coordinates clothing drops, connects with families regarding absenteeism and hosts our first ever CHAPS (Cross Hill Academy Parent Support) meetings discussing best parenting practices to support their children's academic achievement. The Family Welcome Center Liaison is a valued member of the CHA Attendance Committee and leads the outreach initiative, along with the Guidance Counselor. Cross Hill Academy's administration and staff participates in half day professional development sessions as afforded by the Superintendent. Cross Hill Academy remains committed to building student achievement through all stakeholders working together to ensure student success.

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 2017-18 school year. All prompts submitted under the "2017-18 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. *2017-18 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	2016-17 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2016-17 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.	2017-18 School Year Continuation Plan for Meeting this Indicator
Priority School makes yearly progress	N/A	Make Progress		Yes	Increase use of the Workshop Model Instruction through Coaching and grouping. This has had an influence on this indicator as it has created learning environment that is more differentiated, more rigorous, and allows for more student discourse.	MAP: Fall, Winter, Spring Journeys: Unit Assessments GoMath!: Unit Assessments, Mid-Year Assessments, Personal Math Trainer. I-Ready: Mid-Year Assessment Study Island: Weekly	Thirty-two teachers out of 49 have been trained by Accelerated Literacy Learning. Another 9 have attended the after school weekly book talk/PD series with the consultant. They explored the book “That Workshop Model Instruction Book.” One fifth grade student,	Communicate to all stakeholders how Annual Yearly Progress is calculated. Continue to place emphasis on student participation the NYS Testing Participation. Focus more on data by all subgroups during each data team meeting. Create



				<p>Instruction has grown as groups focused on like skills improve reading, writing and numeracy skills. Increased focus on Guided Reading. This is done through providing resources and professional development.</p> <p>This has changed the instructional landscape of grades 4-8 as Guided Reading is done through exploring themes within mini book clubs. Guided Reading has improved the lower house as a result of the training. Groups are based on needed skills rather than whole class.</p> <p>Continued focus on GoMath! and the NYS Math Modules. Staff has had GoMath! and Math Modules PD regularly all year. As a result of the work on the Math Modules, through the MSP Grant, the school has sent out four Experts and four Non-Experts to training. All come back and turnkey information during Common Preps and Congruence.</p> <p>GoMath! has been a topic of training one faculty meeting</p>	<p>Data <u>CHA Benchmarks:</u> Spring Writing Samples:</p>	<p>who was at risk due to suspension rate and attendance said “I hated reading until we started book club. I loved the book ‘Lost” by Jerry Spinelli. Reading it with my friends made it fun. I even understood ‘Theme!’ Now I love reading. I have read ‘Titan’ and ‘Maniac Magee.’” Both 5th grade classes explored the theme of “Who shapes who I become?” Each class culminated the book club with a presentation incorporating the theme within the context of the book each group read.</p> <p>DRA scores have increased beginning the first half of the school year. Kindergarten has grown to 82% reading on grade level based on Mid-Year DRA. First grade is at 14 % and Second grade is now reaching 25% on grade level.</p> <p>Focusing on Math instruction has yielded more student discourse in this area. Prior to this quarter, math was a very quiet subject in the classroom.</p>	<p>subcommittees for each subgroup.</p> <p>Expand the Extended Learning Time (ELT) and focus time on using the Personal Math Trainer for each student. Focus time during ELT on using the Personal Math Trainer for each student.</p> <p>Continue the use of Workshop Model Instruction. Focus on the skills and differentiation of tasks provided to students and the routines that help groups moving with little support. Continue to push Guided Reading. More structured PD on how to use the new Guided Reading Library and how to select the leveled text that will work best.</p> <p>Ensure that all students have access to the Personal Math Trainer. Educate families on how to use the Trainer and other GoMath! resources at home.</p> <p>Highlight the indicators that seem to be in need of a laser like focus building-wide. Discuss the rubric text and examples of what effective and highly effective teaching looks</p>
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			<p>a month and during all of the Receivership half day PD sessions for a total of over 16 hours of PD.</p> <p>Tracking skills/NYSUT Indicators that were deficient or nonexistent during formal observations and walk-through observations.</p> <p>Through meetings on monthly evaluations, the leadership team identified areas of instruction that need attention; specifically goal setting, self-directed learning, articulating measures of success, and providing 21st Century skills. The school has focused training on standard two during PD Days so that as a whole the school can reach a more effective level.</p> <p>Begin to use and train stakeholders in Restorative Practices. This has led to a drastic decrease in suspensions during the first semester; hence, more instructional time gained. Suspension rates increased in the second semester, as</p>		<p>After attending the Renewal Schools Conference, the theme of increasing student discourse was prevalent, leading CHA to provide more opportunity for student voice through GO Math! and Math Modules. The Math PD sessions provided a focus on using data from GoMath! assessments and the concept of the Personal Math Trainer. Over 40% of the students in grades 3-8 are using the GoMath! Personal Math Trainer.</p> <p>Tracking skills in need of improvement has driven the PD with a laser-like focus on Teacher Indicators that were weak indicators. "PD on goal setting helped me understand the importance of students having ownership." Another staff member said "I had students tracking the classes' success when I established goals based on my objectives." "When students are in groups they talk more, and that can be a good thing. Right?" Students said "We like it when you talk to us about</p>	<p>like.</p> <p>Provide more training on Restorative Practices and language used in the classroom.</p> <p>Train Parents on the concept of restorative practices and provide strategies of how to support this at home through questioning and parent to child conversations.</p> <p>Increase the use of Restorative Circles in all classrooms at least twice a week.</p> <p>Increase the use of online testing in Journeys and GoMath! to ensure teachers receive immediate feedback on learning. This will also increase preparedness for computer based testing.</p>
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				<p>students claimed to want restorative conversations after severe infractions; this has made CHA focus again on the PBIS model. When addressed, the suspension rate slowed again.</p>		<p>the problem. We hate when you suspend us.” My response “I like it better when all can learn and students take ownership of their own words and actions.”</p> <p>Study Island continues to show gains in the number of questions approached both in and out of school.</p> <p>CHA Benchmarks in ELA indicated an increased proficiency in SAR and ER questions. In math, students were able to demonstrate success at close to 38% scoring a passing grade of 65% or better.</p>	
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<p>3-8 Math All Students Level 2 and above</p>	<p>32%</p>	<p>35%</p>		<p>YES</p>	<p>Increase use of the Workshop Model Instruction through Coaching and grouping. This has had a positive impact influence on this indicator as it has created a learning environment that is more differentiated, more rigorous, and allows for more student discourse. Instruction has grown as groups focused on like skills to develop better reading, writing and numeracy skills.</p> <p>Continued focus on GoMath! and the NYS Math Modules. We have implemented GoMath! and Math Modules PD all year. For the Math Modules, through the MSP Grant, we have sent four Experts and four Non-Experts to training. All come back and turnkey information during Common Preps and Congruence. GoMath! has been a the focus of one faculty meeting monthly and during all of the Receivership ½ day PD sessions for a total of over 16 hours of PD.</p> <p>Tracking skills/NYSUT Indicators that were</p>	<p><u>MAP:</u> Fall, Winter, Spring <u>GoMath!:</u> Unit Assessments, Mid-Year Assessments, Personal Math Trainer. <u>I-Ready:</u> Mid-Year Assessment <u>Study Island:</u> Weekly Data <u>CHA Benchmarks:</u> Spring</p>	<p>Focusing on Math instruction has yielded more student discourse in this area. Prior to this quarter, teacher instruction was the method used in most classrooms. After attending the Renewal Schools Conference, the theme of increasing student discourse was prevalent, leading CHA to provide more opportunity for student voice through GoMath! and Math Modules.</p> <p>The Math PD sessions provided a focus on using data from GoMath! assessments and the concept of the Personal Math Trainer. Over 40% of the students in grades 3-8 are using the GoMath! Personal Math Trainer.</p> <p>Identifying and targeting skills has driven the PD with a laser-like focus on Teacher Indicators that are considered an area in need. "PD on GoMath! has helped me to better understand the online manipulatives that impact learning." Another staff member said "The Personal Math Trainer is a great tool. Using it as a</p>	<p>Continue current programming with GoMath!</p> <p>Continue to provide monthly Professional Development on GoMath!</p> <p>Further infuse the Math Modules.</p> <p>Focus more on the use on Computer Based Assessments in GoMath! and iReady.</p> <p>Expand the ELT and focus time on using the Personal Math Trainer for each student.</p>
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				<p>deficient or nonexistent during formal observations and walk-through observations.</p> <p>Through school leadership meetings regarding the monthly teacher observations, the team identified areas of instruction that need PD; goal setting, self-directed learning, articulating measures of success, and providing 21st Century skills. A lot of time was allocated to the school training on standard two during PD Days so that the school can reach the indicator.</p> <p>Begin to use and train stakeholders in Restorative Practices.</p> <p>This has led to a drastic decrease in suspensions during the first semester; hence, more instructional time gained. Suspension rate increased in the second semester, as students claimed to want restorative conversations after severe infractions; this has made CHA focus again on the PBIS roots and program. When addressed, the suspension rate decreased.</p>		<p>group in my Work Time gives access equal to all.”</p> <p>“When students are in groups they talk more, and that can be a good thing.”</p> <p>MAP Data shows an increase in RIT scores from Fall to Winter. The scores are at or above the level of success seen in last year’s Mid-Year gains. Based on winter data, CHA has performed slightly better in Math going from 78% to 79%.</p> <p>Study Island continues to show gains in the number of questions approached both in school and home.</p> <p>On the CHA math benchmarks, students were able to demonstrate success at close to 38% scoring a passing grade of 65% or better.</p>	
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					<p>Increase the use of data based instruction. Teachers were trained on GoMath! assessments and how to use the Tier II instructional material on ThinkCentral. Faculty took the Mid-Year MAP scores more seriously due to it becoming a major influence on their APPR scores. They were re-trained in the Learning Continuum and two teacher leaders were sent out for training on how to use the Skills Navigator. CHA also gave its third math benchmark in the beginning of April. The scores and data were used to guide instruction and topics in need of review.</p>			
3-8 Math All Students	44.75	45.75		Achievement of the indicator is based	Increase use of the Workshop Model Instruction through Coaching and	<u>MAP</u> : Winter, Spring <u>GoMath!</u> : Unit Assessments, Mid-Year	MAP Data shows an increase in RIT scores from Fall to Spring. The scores are at/or	Continue current programming with GoMath!



<p>MGP</p>				<p>on spring assessment results.</p>	<p>grouping. This has had a positive effect on this indicator as it has created a learning environment that is more differentiated, more rigorous, and allows for more student discourse. Instruction has grown as groups focused on like skills to develop better reading, writing and numeracy skills.</p> <p>Continued focus on GoMath! and the NYS Math Modules. We have had GoMath! and Math Modules PD this year. Through the MSP Grant, the school sent out four Experts and four Non-Experts to training. All come back and turnkey information during Common Preps and Congruence.</p> <p>GoMath! has been the main PD topic during one faculty meeting monthly and during all Receivership ½ day PD sessions for a total of over 16 hours.</p> <p>Tracking skills/NYSUT Indicators that were deficient or nonexistent during formal observations and walk-through</p>	<p>Assessments, Personal Math Trainer. <u>I-Ready</u>: Mid-Year Assessment <u>Study Island</u>: Weekly Data <u>CHA Benchmarks</u>: Spring</p>	<p>above the level of success seen in last year’s Mid-Year gains. Based on winter data, CHA has performed slightly better in Math going from 78% to 79%.</p> <p>Study Island continues to show an increase in the number of questions attempted.</p> <p>CHA Benchmarks in math: Students were able to demonstrate success at close to 38% scoring a passing grade of 65% or better.</p>	<p>Continue to provide monthly Professional Development on GoMath!</p> <p>Further infuse the Math Modules.</p> <p>Focus more on the use on Computer Based Assessments in GoMath! and iReady.</p> <p>Expand ELT and focus time on using the Personal Math Trainer for each student.</p>
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				<p>observations. Through leadership meetings regarding the monthly evaluations, the team identified areas of instruction that need PD; goal setting, self-directed learning, articulating measures of success, and providing 21st century skills. The staff has focused training on standard two during PD Days.</p> <p>Begin to use and train stakeholders in Restorative Practices. This has led to a drastic decrease in suspensions during the first semester; hence, more instructional time gained. Suspension rates increased in the second semester as noted in Data Team reports, as students requested restorative conversations after severe infractions; this has made CHA focus again on PBIS roots and the program. After adjustments were made, the suspension rate slowed again.</p> <p>Increase the use of data based instruction. Teachers were trained on</p>			
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					<p>GoMath! assessments and how to use the Tier II instructional material on ThinkCentral.</p> <p>Faculty took the Mid-Year MAP scores more seriously due to it becoming a major influence on their APPR. They were retrained in the Learning Continuum and two teacher leaders were sent out for training on how to use the Skills Navigator.</p> <p>CHA also gave its third math benchmark in the beginning of April. The scores and data were used to design instruction and topics in need of review.</p>			
Grade 4 and 8 Science All Students level 3 and above	40%	43%		YES	<p>Increase use of the Workshop Model Instruction through Coaching and grouping.</p> <p>The influence of this model on this indicator is positive as it has created a learning environment that is more differentiated, more rigorous, and allows for more student discourse. Instruction has grown as groups focused on like skills to develop better reading, writing and numeracy skills.</p>	<p>Lab Tests Benchmark Tests Test Review Packets</p>	<p>A series of lab tests show that 62% of all students tested learned the skills associated with the 4th grade science curriculum.</p> <p>73% of students were able to answer more than 50% of the written benchmark questions correctly; 46% answering on or above proficiency of 80% or higher.</p> <p>97% of all 8th Grade students taking the Science Assessment have</p>	<p>Continue to provide the 4th and 8th grade students access to a dedicated Lab room to focus on Lab Assessments and Skills.</p> <p>Create three benchmark assessments to be administered every 10 weeks.</p> <p>Duplicate and bind the CHA Science Review Books and ensure distribution prior to start of the school year.</p> <p>Build upon the scaffolding of lab material in grades 2-3 and</p>



					<p>CHA looked at the impact of scaffolding the science performance tasks; this changed the pacing instruction.</p> <p>CHA conducted two science benchmark assessments based on lab skills and written science questions.</p>		<p>participated in the classwork and homework review using the CHA review book.</p> <p>Students in grades 2-3 were provided Lakeshore Science Lab Kits that scaffold lab curriculum. The result of this action is students in the 4th grade were able to comprehend the concepts taught in labs faster than before due to their prior knowledge and vocabulary, allowed the teacher to take more time on other topics when needed.</p>	<p>grade 7.</p>
<p>Plan and implement a Community School Model</p>	N/A	Community School Model Rubric		<p>YES</p>	<p>The Family Welcome Center continues to remain a center of activity in the school. The liaison has made strong community connections and has redesigned the Family Welcome Center to be more community friendly. She joined several of the building committees including the attendance committee and the CET.</p> <p>The District and school continue to solidify the plan to open up a CHA Wellness Clinic.</p> <p>Continue to build Positive Parent Partnerships focusing</p>	<p>CET Meetings SDT Meetings Data Team Meetings</p>	<p>The CET meets monthly and established subcommittees to address the indicators.</p> <p>The Family Welcome Center Liaison spent hours contacting community organizations from the library to Laundromats. She canvassed the city to encourage partnerships with various city agencies. One parent said “That woman in the room over there really helped me out. My son is going to camp this summer.” Another said “I could not afford the school uniform. But the family lady gave me free clothes for my boys.”</p>	<p>Ensure that the CHA Wellness Clinic is built and is accessible to as many CHA students as possible.</p> <p>Send staff to visit schools that are model schools for the Community Schools Model. Provide a Climate Survey to the school community and update the SCEP to align with the communicated needs.</p> <p>Place more emphasis on Parent Partnerships.</p> <p>Continue to identify community partners that can provide services to meet family needs not served by current partners.</p>



					on increasing student attendance and academic achievement, through varied activities at different times.		<p>Additionally, all of the lost and found clothing that was not claimed is being washed by a local Laundromat owned by a parent. The clothes are returned to identifiable families while the others are sent to “The Closet” a school run clothing give-away shop.</p> <p>The Wellness Center has been approved by the state to begin a partnership with WJCS. Starting soon. The partnership with Hudson River HealthCare began with visits from the Mobile Unit and helping with immunizations.</p> <p>The after-school partnership with Jewish Council of Yonkers is still going strong. They are building academics through three hours of extended learning time weekly along with three hours of student selected enrichment programs: Robotics, Cooking, Knitting, STEAM, and Drama.</p>	
3-8 ELA All Students MGP	48.9	49.9		Achievement depends on ELA results.	Thirty-two teachers out of 49 have been trained by Accelerated Literacy Learning. Another 9 have attended the after school	<u>MAP</u> : Winter, Spring <u>Journeys</u> : Unit Assessments <u>I-Ready</u> : Mid-Year Assessment	MAP Data shows an increase in RIT scores from Fall to Winter. The scores are at or above the level of success seen in last year’s Mid-Year	Focus more on data by subgroups during each data team meeting. Create subcommittees for each subgroup.



				<p>weekly book talk/PD series with her. The group explored the book “That Workshop Model Instruction Book.”</p> <p>Tracking skills drives the PD and focus on Teacher Indicators.</p> <p>MAP Data shows an increase in RIT scores from Fall to Spring. The scores are at or above the level of success seen in last year’s Mid-Year gains.</p> <p>Study Island continues to show gains in the number of questions attempted.</p> <p>CHA Benchmarks in ELA illustrate an increased proficiency in SAR and ER questions.</p>	<p><u>Study Island: Weekly Data</u> <u>CHA Benchmarks: Spring Writing Samples: Spring</u></p>	<p>gains. MAP Data shows an increase in RIT scores from Fall to Winter. Based on winter data, CHA has performed higher in ELA, increasing from 71% to 83% reaching 2 and above.</p> <p>Study Island continues to show gains in the number of questions attempted by students.</p> <p>CHA Benchmarks in ELA show students scoring higher on the SAR based on the NYS rubric. The Extended Essays scores range between 1 to 2 points higher than the student scores last year.</p> <p>I-Ready, although a new initiative, has focused help for students in ELA among the Latino/Hispanic and Black student population.</p> <p>Writing samples pulled from each teacher included what the teacher thought was low, medium and high. Essays were read and discussed by grade level teams.</p> <p>The ELT program was</p>	<p>Expand the ELT and focus time on Guided Reading Skills.</p> <p>Implement Reading Plus for all Special Education Students.</p> <p>Use the Foundations program with fidelity.</p>
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								designed as Lexile based learning; creating multi-aged groups; MAP Scores rose in RIT value for students that attended per Winter Assessment data.	
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .			Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.	

Part II – Demonstrable Improvement Indicators (Level 2)

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	2016-17 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2016-17 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.	2017-18 School Year Continuation Plan for Meeting this Indicator
3-8 Math ED students to level 2 and above	29%	32%		YES	Increase use of the Workshop Model Instruction through coaching and grouping. This has had an impact on this indicator as it has resulted in a learning environment that is more differentiated, more	<u>MAP</u> : Fall, Winter, Spring <u>GoMath!</u> : Unit Assessments, Mid-Year Assessments, Personal Math Trainer. <u>I-Ready</u> : Mid-Year Assessment	Instruction has yielded more student discourse in this area. The Math PD sessions provided a focus on using data from GoMath! assessments and the concept of the Personal Math Trainer.	Continue current programming with GoMath! Continue to provide monthly Professional Development sessions on GoMath!



				<p>rigorous, and allows for more student discourse. Instruction has grown as groups focused on like skills to develop better reading, writing and numeracy skills.</p> <p>Continued focus on GoMath! and the NYS Math Modules. We have had GoMath! and Math Modules PD all year long. For the Math Modules, through the MSP Grant, we have sent out four Experts and four Non-Experts to training. All come back and turnkey information during Common Preps and Congruence. GoMath! has been a topic of training one faculty meeting monthly and during all of our Receivership ½ day PD sessions for a total of over 16 hours of PD.</p> <p>Tracking skills/NYSUT Indicators that were deficient or nonexistent during formal observations and walk-through observations. Through meetings regarding the monthly evaluations, we identified areas of instruction that need PD; goal setting, self-directed learning, articulating measures of success, and providing 21st</p>	<p><u>Study Island</u>: Weekly Data <u>CHA Benchmarks</u>: Spring Writing Samples:</p>	<p>Over 40% of the students in grades 3-8 are using the GoMath! Personal Math Trainer.</p> <p>Tracking skills in need of improvement has driven the PD and laser-like focus on Teacher Indicators that were weak indicators. “PD on GoMath! has help me better understand the online manipulatives that impact learning.” Another staff member said “The Personal Math Trainer is a great tool. Using it as a group in my Work Time makes access to it equal to all.”</p> <p>Students said “we like it when you talk to us about the problem. We hate when you suspend us.” My response “I like it better when all can learn and students take ownership of their own words and actions.” Restorative practices have had an impact on administration, teachers and students.</p> <p>MAP Data shows an increase in RIT scores from Fall to Spring. The scores are at or above the level of success seen in last year’s Mid-Year</p>	<p>Further infuse the Math Modules.</p> <p>Focus more on the use of Computer Based Assessments in GoMath! and iReady.</p> <p>Expand ELT and focus time on using the Personal Math Trainer for each student.</p>
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				<p>century skills. We have focused training on standard two during PD Days so that we can reach a more effective level.</p> <p>Begin to use and train stakeholders in Restorative Practice. This has led to a drastic decrease in suspensions during the first semester; hence, more instructional time gained. Suspension rate increased in the second semester, as students claimed to want restorative conversations after severe infractions.</p> <p>Increase the use of data based instruction. Teachers were trained on GoMath! assessments and how to use the Tier II instructional material on ThinkCentral. Faculty took the Mid-Year MAP scores more seriously due to it becoming a major influence on their APPR. They were retrained in the Learning Continuum and two teacher leaders were sent out for training on how to use the Skills Navigator. CHA also gave its third math</p>		<p>gains.</p> <p>Study Island continues to show gains in the number of questions approached.</p> <p>CHA Benchmarks in math, students were able to demonstrate success at close to 38% scoring a passing grade of 65% or better.</p> <p>MAP Data shows an increase in RIT scores from Fall to Winter. Based on winter data, CHA has performed slightly better in Math going from 78% to 79%.</p>	
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					benchmark in the beginning of April. The scores and data were used to determine areas for instruction and topics in need of review.			
3-8 Math Black Students level 2 and above	31%	34%		YES	<p>Employ the same general strategies as the other subgroups. Strategies include: Increase use of the Workshop Model Instruction through Coaching and grouping, Continued focus on GoMath! and the NYS Math Modules, Tracking skills/NYSUT Indicators that were deficient or nonexistent during formal observations and walk-through observations, begin to use and train stakeholders in Restorative Practices, and increase the use of data based instruction.</p> <p>Identify those male students in grades 7 and 8 that are included in the Black subgroup and encourage them to attend the My Brother's Keeper Saturday program.</p>	<p><u>MAP</u>: Winter, Spring <u>GoMath!</u>: Unit Assessments, Mid-Year Assessments, Personal Math Trainer. <u>I-Ready</u>: Mid-Year Assessment <u>Study Island</u>: Weekly Data <u>CHA Benchmarks</u>: Spring Writing Samples</p>	<ol style="list-style-type: none"> 1. Instruction has yielded more student discourse in this area. Over 40% of the students in grades 3-8 are using the GoMath! Personal Math Trainer. 2. Tracking skills in need of improvement has driven the PD and laser-like focus on Teacher Indicators that were weak indicators 3. MAP Data shows an increase in RIT scores from Fall to Winter. The scores are at or above the level of success seen in last year's Mid-Year gains. Under the Projected Proficiency Reports, it is noted that 33% of all Black students were at a level 2 or more. 4. Study Island continues to show gains in the number of questions approached. 5. CHA Benchmarks in math, students were able to demonstrate success 	<p>Continue current programming with GoMath!</p> <p>Continue to provide monthly Professional Development on GoMath!</p> <p>Further infuse the Math Modules.</p> <p>Focus more on the use on Computer Based Assessments in GoMath! and iReady.</p> <p>Include time in the ELT schedule for the Personal Math Trainer for each student.</p>



							at close to 38% scoring a passing grade of 65% or better.	
3-8 math Hispanic students level 2 and above	30%	33%		Yes	<p>Increase use of the Workshop Model Instruction through Coaching and grouping. This has had influence in this indicator as it has created a learning environment with lessons that are more differentiated, more rigorous, and allows for more student discourse as noted during admin. classroom observations.</p> <p>Continued focus on GoMath! and the NYS Math Modules.</p> <p>GoMath! has been a topic of training one faculty meeting monthly and during all of our Receivership ½ day PD sessions for a total of over 16 hours of PD.</p> <p>Tracking skills/NYSUT Indicators that were deficient or nonexistent during formal observations and walk-through observations. Through meetings regarding the monthly evaluations, we identified areas of instruction that need PD; goal setting, self-directed learning,</p>	<p><u>MAP</u>: Fall, Winter, Spring <u>GoMath!</u>: Unit Assessments, Mid-Year Assessments, Personal Math Trainer. <u>I-Ready</u>: Mid-Year Assessment <u>Study Island</u>: Weekly Data <u>CHA Benchmarks</u>: Spring Writing Samples</p>	<p>Instruction has yielded more student discourse in this area..</p> <p>Over 40% of the students in grades 3-8 are using the GoMath! Personal Math Trainer.</p> <p>MAP Data shows an increase in RIT scores from Fall to Winter. The scores are at or above the level of success seen in last year's Mid-Year gains. From the Winter data we were at 30% proficiency in Math.</p> <p>Study Island continues to show gains in the number of questions approached.</p> <p>CHA Math Benchmark results indicate students were able to demonstrate success at close to 38% scoring a passing grade of 65% or better.</p>	<p>Continue current programming with GoMath!</p> <p>Continue to provide monthly Professional Development on GoMath!</p> <p>Further infuse the Math Modules.</p> <p>Focus more on the use on Computer Based Assessments in GoMath! and iReady.</p> <p>Expand the ELT program to include time for technology programs and supports such as Personal Math Trainer for each student.</p>



				<p>articulating measures of success, and providing 21st century skills.</p> <p>As a result of training in Restorative Practices, there has been a decrease in suspensions during the first semester; hence, more instructional time gained. Suspension rate increased in the second semester, as students claimed to want restorative conversations after severe infractions. When addressed, the suspension rate slowed again.</p> <p>Increase the use of data based instruction. Identify the students in each subgroup by class Teachers were trained on GoMath! assessments and how to use the Tier II instructional material on ThinkCentral.</p> <p>CHA also gave its third math benchmark in the beginning of April. The scores and data were used to influence instruction and topics in need of review.</p>				
Teacher Attendance	92.9	93.9%		YES	Through reviewing monthly attendance reports, the Cross	District Attendance Reports	Current Teacher attendance rate is at 95.4%.	Provide monthly reports to each individual faculty.



					Hill Academy data team along with the Cross Hill Academy Attendance Committee have found the following patterns and trends: teacher attendance decreases before long holidays and during late Spring after testing.			Set a goal that will increase faculty attendance 2% from this year's data. Provide a Monthly Perfect Attendance Award and a prize (parking spot).
Chronic Student Absenteeism	N/A	Chronic Absenteeism Rubric		Yes	Through reviewing monthly attendance reports, the Cross Hill Academy data team along with the Cross Hill Academy Attendance Committee have found the following patterns and trends: A. January and February tend to be our lowest percentage of attendance for the past three years. B. The grades for the highest absenteeism are Pre-K and kindergarten. During winter months, the eighth grade attendance has been low. C. The secondary student attendance seems to align more with the suspension rate rather than illness or doctor appointments. D. We have seen an increase	<u>Chronic Absenteeism Report:</u> Weekly <u>Absenteeism Reports:</u> Daily <u>Truancy Reports:</u> Monthly	Per District reports, the number of chronically absent students has decreased from the last school year.	Continue to have the Chronic Absenteeism Committee meet weekly and report to the CET monthly. Provide each teacher with attendance reports bi-monthly. Create a Cognos report that will provide attendance by student monthly to enable us to see patterns. Continue the "Every Minute Counts" Campaign. Begin to award students who have perfect attendance on a monthly basis.



				<p>in the number of Arabic students taking all Muslim holidays.</p> <p>E. Transportation/Busing has been a common response when reaching out to families.</p> <p>F. A number of mothers that were contacted regarding pre-K families indicated that they just wanted their child home with them for a day.</p> <p>Separation anxiety can be a parental issue, as well as, a pre-K student issue. Our turnaround conversation is that they are welcome to integrate themselves into our pre-K program through volunteering for holiday celebrations, volunteering as a chaperone, and reading to the class.</p> <p>Chronically absent children at Cross Hill Academy are monitored by the Attendance committee which consists of guidance counselor, family welcome center liaison, psychologist, and administrator. The following</p>			
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				<p>are the findings/patterns were found by the Attendance Committee in reference to the chronically absent students:</p> <p>A. chronic absenteeism spans all grade levels.</p> <p>D. Highest concentration of chronic absenteeism is in pre-K and eighth grade; for reasons discussed above.</p> <p>E. Of the chronically absent students this year only 44% were chronically absent last year. This proves that when we address chronic absenteeism, we can have a positive impact on student outcomes.</p> <p>F. Gender plays a role in chronic absenteeism. More boys than girls are chronically absent. Lower percentages of boys who are chronically absent are found in gender based academies in 6th and 7th grades.</p> <p>G. In secondary grades, chronic absenteeism is found in children with higher suspension rates. Bringing back the CHAMP program has</p>			
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				<p>reduced the number of suspensions and secondary classrooms. This proves that having alternatives to suspension and mentoring can play a large role in decreasing chronic absenteeism.</p> <p>The following steps are taken to address absenteeism CHA:</p> <p>A. Cross Hill Academy attendance committee meets weekly to discuss students and their absenteeism.</p> <p>B. The school attendance policy brochure has been created and used with students who have 10 or more absences. This brochure is new this year and will become a part of our open house material in the next school year.</p> <p>C. We have our own campaign to address attendance. It is entitled "every minute counts" and is used for all conversations with families regarding Attendance. This reminds families the importance of every piece of</p>			
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				<p>instruction that is threaded together to provide academic success. If the thread is broken students end up trying to connect material with gaps in their instruction.</p> <p>D. Eschool clerk provides absenteeism reports to administration weekly.</p> <p>E. Attendance committee reviews weekly reports and divides the list of chronically absent children for personal phone calls.</p> <p>F. The Family Welcome Center Liaison calls children who have 10 to 15 absences.</p> <p>G. The guidance counselor calls all families who have 16 to 20 absences.</p> <p>H. Students who reach 18 absences are called in for meetings with grade level administrators.</p> <p>I. Attendance letters are sent out weekly as generated through eSchool. Students with 15 to 20 absences have handwritten notes to parents reinforcing the "every minute counts" campaign. This letter</p>			
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				<p>is also accompanied by number of last minutes of instruction chart. The chart converts days of absenteeism in two hours of the last instruction. This has a large impact on number of parents that call us back regarding attendance.</p> <p>J. Teachers and aides make phone calls to families where absenteeism reaches five absences or three consecutive days.</p> <p>K. Teachers contact guidance counselor when they are concerned with student absenteeism.</p> <p>L. Teachers work with guidance counselor to make any referrals to child protective services regarding educational neglect/20 days absent protocol.</p> <p>M. Teachers are provided their class's attendance rates at the first faculty meeting of every month. This procedure has helped teachers identify who needs personal calls, who's attendance may be</p>			
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				<p>inaccurately computed, and provides data regarding patterns.</p> <p>N. CHA has started a monthly perfect attendance award which is announced during the morning announcements on the final day of each month. This initiative is new and has derived from our CET meeting in April. The first awards will be given at the end of next week.</p> <p>4. Cross Hill Academy has designated the E school clerk as the daily attendance staff member. The following resources are being used by our attendance committee:</p> <p>A. Material from the school leader’s visit to the renewal schools in New York City.</p> <p>B. Research found on Attendanceworks.org- specifically their list of reasons why Attendance has positive impact on student achievement.</p> <p>C. Research found on the Children's Aid Society website</p>			
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				<p>D. Free materials from New York State and Children's Aid Society; bookmarks and posters.</p> <p>E. The school uses CHA students in the attendance related material.</p> <p>Best practices in this area are aligned with answers from question three listed above. One additional best practice that Cross Hill Academy has done is a partnership with TGI Fridays. TGI Fridays has partnered with us to provide free appetizers/free kids meals for any family that corrects our identified absenteeism concerns. This program is tracked by the attendance committee and the Family welcome Center. Goals for individual families are set, and when achieved the coupon goes home in the backpack. Parents who self reflect and identify the reason for their child's absenteeism may also receive free appetizer coupons if they</p>			
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				<p>correct their families attendance concerns.</p> <p>6. Cross Hill Academy communicates how attendance has improved through connected messages regarding the importance of attendance and school starts times. We also include attendance data in our quarterly receivership reports. These reports are provided to the CET and made public on our website.</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 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 not described in Part I or II above, but 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 2016-17 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations. If the school has a SIF grant



during the 2016-17 school year, or 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	2017-18 School Year Continuation Plan
1.	Technology Enhancement		<p>CHA is learning how to communicate with all stakeholders in a more frequent manner.</p> <p>Use of Microsoft 365 is being explored and will impact instruction and communication.</p> <p>CHA staff uses ConnectEd, School Email, School Website, Classroom Dojo, Remind App to improve communication.</p> <p>Study Island and iReady are being used to supplement instruction and provide a data source.</p>	<p>Create a School-wide parent email group for weekly bullitens.</p> <p>Create a Parent Text Group for on the spot communications.</p> <p>Continue to Develop our Social Media through FaceBook and Twitter.</p> <p>Look at different products to use for Tier II and Tier III instruction in Math and ELA.</p>
2.	CHAMP (CHA Mentoring Program)		<p>CHA's focus on mentoring students who are frequently suspended has proven to be very successful.</p> <p>Create a space for students to continue instruction, catch up on missing assignments, and complete a Think Sheet.</p>	<p>Continue to build upon the curriculum access for students in the CHAMP room.</p> <p>Provide one staff member to set up mentors, communicate with families, and maintain the academic focus of the room.</p> <p>Create a system where faculty can provide work for the students to do electronically.</p>
3.	Restorative Practice		<p>Conflicts are resolved through restorative practice.</p> <p>Parents have been a part of restorative conferences.</p> <p>Restorative Practice has prevented suspensions for level II Code of Conduct Infractions.</p>	<p>Train remaining faculty and all parents on the process of Restorative Practice.</p> <p>Train the teachers on how to be more effective at Restorative Circles.</p> <p>Further develop Restorative Practices among teachers to ensure the circles are included as an intervention in the CHAMP room.</p>
4.	PBIS		<p>Each House created different initiatives that support</p>	<p>Ensure school-wide use and understanding of PBIS.</p>



			<p>the rewards portion of PBIS.</p> <p>Teachers continue the use of Sammy Tickets.</p>	<p>Ensure that each teacher is using a system within their rooms that are goal based.</p> <p>Each house will set goals for rewards that are provided to entire houses for common area expectations: Cafeteria, Hallways, Bathrooms, and Bus Transportation.</p> <p>Develop ways for the PBIS system to better be implemented in our secondary classrooms.</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 <u>with impact</u> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



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 2017-18 School Year.		
Status (R/Y/G)	Analysis/Report Out	2017-18 School Year Continuation Plan
	<p>The CET meets as a whole group monthly. We also divided the team into three subcommittees: Community School Model Committee, Teacher Attendance Committee and the Chronic Absenteeism Committee.</p> <p>Each committee has focused on the program building and the rubric for each of these indicators. The committees are also responsible for providing a draft of the rubric report to the CET, prior to sending it to the District Executive Director of School Improvement.</p>	<p>Continued CET meetings monthly.</p> <p>Continued use of sub-committees to strengthen those indicators.</p> <p>Explore ways to improve community engagement.</p> <p>Enhance the community perception of CHA. Through community service, concerts and classes</p> <p>Plan a celebration for CHA when we exit Receivership and continue our journey to becoming Yonkers Top Elementary School.</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 2017-18 School Year.		
Status (R/Y/G)	Analysis/Report Out	2017-18 School Year Continuation Plan
	<p>The Superintendent of Schools has embraced the powers of receivership. Below are some actions taken by the superintendent to support all schools in receivership:</p> <ol style="list-style-type: none"> 1. Provides ongoing leadership professional development/coaching 2. Enhance curriculum offerings by adding new curriculum materials and programs and identifying partners to support all instructional initiatives 3. Instituted half days to allow for professional development at the Receivership Schools <p>Impact:</p> <ol style="list-style-type: none"> 1. Increased on site professional development 2. Increased job-embedded professional development 	<p>The school met the majority of indicators last year and expects to meet them in 16-17. If this occurs, with the Commissioner’s approval, the school will be removed from Receivership.</p> <p>If not, the school cannot identify what changes will occur in Receivership powers at this time.</p>



	3. Enhanced the use of achievement data by all teachers 4. Increased parental involvement and engagement 5. Evidence of a positive culture focused on student achievement					
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>	<table border="1"> <tr> <td style="background-color: #ffff00;">Yellow</td> <td>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</td> <td style="background-color: #ff0000;">Red</td> <td>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</td> </tr> </table>	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.
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)

(This section should only be completed, if the school is funded by the Persistently Struggling Schools Grant (PSSG) and/or the School Improvement Grant (SIG). Add rows as needed.)

<u>Budget Analysis</u>			
Please designate either as PSSG expenditures or SIG expenditure and describe the budget item or activity.	Status(R/Y/G)	If expenditures from the approved 16-17 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.	ALONG WITH THIS REPORT/CONTINUATION PLAN, PLEASE SUBMIT <u>AS APPLICABLE</u>: <ul style="list-style-type: none"> SIG FS-10 2017-18 BUDGET AND BUDGET NARRATIVE AS APPLICABLE. <u>DO NOT SUBMIT PSSG BUDGET DOCUMENTS AT THIS TIME.</u> BUDGET FORMS ARE AVAILABLE AT: http://www.oms.nysed.gov/cafe/forms/ .
Partnership with Hudson River HealthCare		Introduction of the mobile unit, increase in number of students with insurance, increase parental involvement in Healthy Lifestyle workshops	
Partnership with Teacher’s College		Teacher PD on writing instruction and infusion of strategies to improve student writing; admin. and teachers review student work and indicated	



		improvement in student vocabulary and writing structure.	
Partnership with ALL		Increased implementation of the Writing Workshop Model in classrooms; more accountable talk	

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 2017-2018 Community Engagement Team plan and membership.

Name of CET Representative (Print): _____

Signature of CET Representative: _____

Date: _____