



**NYSED Office of Innovation and School Reform (OISR)**  
**Receivership End of Year/4<sup>th</sup> Quarter Report 2017**

**School Information**

School Name:	Cross Hill Academy	School BEDS Code:	662300010036
District:	Yonkers City School District	Superintendent:	Dr. Edwin M. Quezada
School Principal:	Brian Gray	Grade Configuration:	PreK - 8
SIG/SIF/SCEP and Cohort/Model:	SIG 7		

**1. What are the accomplishments from the 2016-17 school year that you would like the community to know about your school?**

Cross Hill Academy is proud of the following accomplishments:

1. Over 70% of teachers have been trained and have used workshop model instruction at least once daily, providing classroom routines and small group instruction yielding an increase in rigor and student discourse.
2. We are proud of our partnerships and their ability to impact academics and social/emotional health. JCY continues to provide academic skills and enrichment during our afterschool programming. Our new partner, WJCS, provides mental health counseling for our students and families. Our partnership with Hudson River Health Care is in the early stages of program development and wellness center architectural design. CHA looks forward to opening up our wellness center; providing physical, emotional and dental care all in one space.
3. CHA faculty continues to support common core learning standards through the use of Journeys and GoMath! in addition to the New York State engage modules. Students continue to develop critical thinking skills through the use of Expeditionary Learning modules. Use of the Math modules has resulted in increased fluency with math facts.

**2. Which of this school's Demonstrable Improvement Indicators have been the most challenging to achieve and what steps will be taken in 2017-18 to make Demonstrable Improvement on these indicators?**

For Cross Hill Academy, the most difficult demonstrable improvement indicators to achieve has been the ELA and Math MGP grades 3 to 8 with level two and above. The difficulty is the inability to calculate and utilize data to inform instruction throughout the year. This places our focus on curriculum and instruction. Through the use of the workshop model, teachers are able to formatively assess student progress through small group instruction and accountable talk. For the 2017-18 school year, Cross Hill Academy will continue to provide interim assessments to determine academic gains. CHA will continue to implement EngageNY modules to improve rigor and student engagement. The staff will review student work samples during our House professional learning community meetings. The work sample meetings will allow multiple teachers to evaluate progress in reading, writing and math; providing opportunities for discussion on how to improve instruction.

**3. Did the superintendent use his or her receivership authority in the 2016-2017 school year? If so, how?**  
Yes  No

The Superintendent scheduled Professional Development days this year. The additional time for the whole school to meet and plan led to several noted improvements across the grade levels.

**4. Is your district interested in presenting a best practice at the second Promising Practices conference?**  
Yes  No

Cross Hill Academy would be interested in presenting strategies to improve student discourse during Math instruction.

**5. Summarize the trends in student achievement data that have resulted from the implementation of the SCEP, SIF or SIG plan. What has improved and what has not yet?**

The following trends have been identified by Cross Hill Academy as a result of implementation of our SIG plan:

1. A decrease in repeat chronic absenteeism. This continues to be a main focus as we move our school community forward. There has been more emphasis on parent involvement.
2. An increase in DRA scores in grades: kindergarten, grade one and grade two.
3. More targeted differentiated instruction offered in classrooms through small group instruction.
4. Increase in student voice using vocabulary from content curriculum.
5. An increase in students taking responsibility for positive behavior toward our school community and their academics.
6. During the winter MAP assessment, a trend was discovered that one subgroup of students in grades three, four and five were slightly behind the progress seen in previous years in Math. By identifying this trend, we have placed more extended learning time for this subgroup of students. Our Math Lunch Bunch will continue to address the needs of our students based on data provided.

**6. Describe the role of the Community Engagement Team in development and oversight of implementation of the school's improvement plan. Describe any actions that will be taken to enhance the ability of the Community Engagement Team to support improvement in student achievement.**

The CHA CET has made an impact on how our learning community understands the Receivership indicators and the programming that influences our success. The establishment of this team has resulted in increased communication to all stakeholders and has improved stakeholders' voice in the decisions being made regarding academics and the culture of the school. The CET will continue to assess the current learning community and make suggestions to improve it. As we had begun towards the end of this school year, leadership will continue to educate members of the CET on how to analyze and comprehend the school's data.

**7. In what ways has the Office of Innovation and School Reform (OISR) been supportive of your school improvement efforts?**

1. As a result of our conference calls with OISR representatives, we more closely monitored our school's improvement plan and made mid-year adjustments based on statements and feedback.
2. School visitations from representatives have also provided insight on what our school does well and what we need to continue to improve.

**8. In what ways can OISR better serve your district/school's improvement efforts?**

OISR could further establish best practices through interdistrict visitations, helping districts to identify strong schools where current receivership indicators are achieved, then provide an opportunity for the leadership from Receivership schools to visit and converse with those exemplary schools. If this is done specifically by indicator, the impact could be more meaningful and create collegial partnerships resulting in continued conversations.