Receivership Schools ONLY

Quarterly Report #2: October 16, 2017 to January 12, 2018

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website:	
Cross Hill Academy	662300-01-0036	Yonkers City School District	Not Applicable	**Check which plan below applies:**	
				SIG	SCEP
				Cohort (4, 5, 6, or 7?): SIG 7 Model: The Innovation and Reform Framework Model utilizing the Family and Community School Design	

Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight	Grade Configuration	% ELL	% SWD	Total Enrollment
Dr. Edwin M. Quezada	Brian Gray Appointment Date: July 2014	Executive Director of School Improvement and the CHA CET	PK – 8th grade	41	117	683

Executive Summary

Cross Hill Academy is continuing to excel on addressing the school's receivership indicators, leading our school community towards a more rigorous level of instruction and new achievements! We have addressed the indicators through the following initiatives: increased community engagement, academically focused after school programming based on Skill Recovery/Retention and differentiated instruction, enhanced Math and English Language Arts instruction through Journeys and GoMath, continued amazing partnerships (Jewish Community of Yonkers, Teacher's College, Columbia University, Accelerated Literacy Learning, Hudson River Healthcare, SMILE Dentistry, WJCS, and Sarah Lawrence University, use of MAP (Measuring Academic Progress) data to inform instruction, increased use of our Family Welcome Center, continued use of

Study Island and the implementation of STEAM activities. CHA continues to professionally develop the faculty on GoMath, Fundations, Journeys and Orton Gillingham through on line tools to enhance rigor, student discourse and instituting routines through Workshop Model Instruction. Our Community Engagement Team, in addition to meeting monthly, is exploring the rubric based indicators to ensure that we are developing a strong Community School Model and monitoring chronic absenteeism. CHA provides instruction that's tailored to the individual student through small group instruction and personal goal setting. Our faculty uses the Workshop Model which allows for individual student conferences and group work based on student abilities as driven from the MAP data. After School, our program continues to reach 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, Journeys and Go Math Personal Trainer both continue to build upon extended practice in grades 3-8; students use the online access to resources to provide practice of the skills they are taught during the school day. CHA provides ongoing instructional supports for grades 4 and 8 students on science tasks aligned to the curriculum through building a foundation in grades leading up to testing grade levels. We have also used data from the Computer Based Testing Samplers and practice tests to determine the effectiveness of instruction and topics that need reinforcement. CHA continues to build on the success of Guided Reading through the use of our Literacy-Numeracy Coach, who professionally develops teachers during faculty meetings and through classroom PLCs. She 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. Our Family Welcome Center has provided services to our families, coordinated our clothing drop and connected with families regarding absenteeism. The Family Welcome Center Liaison continues to be a valued member of the CHA Attendance Committee and leads our outreach initiative, along with the Guidance Counselor. CHA's congruence meetings continue to engage our staff in Computer Based Testing strategies, taught by our Literacy-Numeracy Coach, who is provided by our receiver and Superintendent, where we continue to support our school's top goals which support the Superintendent's District goals. CHA remains committed to building student achievement through all stakeholders working together to ensure their success.

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*.

Attention – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcomes of key strategies related to Receivership, and as such, should not be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for Receivership schools receiving Persistently Struggling School (PSSG), School Improvement Grant (SIG), and Community School Grant (CSG) funds. Additionally, this document serves as the quarterly reporting instrument for Receivership schools with School Comprehensive Education Plans (SCEP). The Quarterly Report, in its entirety, must be posted on the district web-site.

Directions for Parts I and II - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies of the first quarter in light of their realized level of implementation and their impact on student learning outcomes. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging State academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

Part I – *Demonstrable Improvement Indicators (Level 1)*

Identify Indicator # and Name	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 17-18 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.
Priority School Makes Yearly Progress	N/A	Make progress		Yes	Increase the use of the Workshop Model– We are working with a partner to do the following: 1. There were five selected teachers to become Workshop Warriors. These teachers have received six hours weekly working towards full use of the Workshop Model. 2. Teachers have begun inter classroom visitations regarding the use of the Workshop Model with detailed questions that promote an in-depth lens	• MAP Fall and Winter administration • CBT Testing Samplers • Benchmarks • DRA II Winter Assessment • Mid-Terms • Administrative Walkthroughs and Formal Observations • Personal Math Trainer	MAP Projected growth summary report states in both reading and math the even grades met or exceeded the projected growth. The odd number grades did not meet projected growth

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for the visitation and are used for follow-up discussions.
3. In classrooms once weekly, in addition to the APPR requirements to look for evidence of planning using the Workshop Model.

Develop a Community School Model- Continued partnership with WJCS who is helping with classroom discussions on respect and bullying. They are also involved in the leadership of the Gender Academies.
Hudson River Healthcare is working with families to update immunizations and provide yearly physicals.

Continue with the CET-
CET continues to meet to discuss the indicators and the data collected to support t our progress.

Use data to drive instruction and at the base of all decisions. Topics we are addressing are: 95% Participation in all subgroups, increasing PI in ELA to address the MGP.

Continue the ELT program
We are using three periods to address the needs for ELA, Math and Enrichment. Additionally we started STEAM Jr. afterschool program. This program is designed to provide instruction that is based on Lexile levels. We have started the MAP testing and

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					will use that data to inform changes of Lexile level which indicates the need for student movement.		
(15) 3-8 Math All Students Level 2 and above	32%	38%		yes	• Fall implementation of the NYS Math Modules in all grades. • Go Math continues to be the Tier I instruction and all students have access to their Personal Math Trainer. • Integrated the use of Math Modules exit tickets to aid in the acquisition of data to inform student progress and method of solution.	• Use of math MAP data three times during the year. • Review of all sub-group data to understand baseline for 2017-2018 academic year. • MAP Fall and Winter administration • CBT Testing Samplers • Benchmarks • DRA II Winter Assessment • Mid-Terms • Administrative Walkthroughs and Formal Observations • Personal Math Trainer	The MAP projected proficiency for all students Level 2 and above for the Spring 2018 Math assessment is 31.6%.
(39) 3-8 Math all Students MGP	44.75%	46.75%		yes	• Targeted ELT AM and P.M. small group instruction, offered to grades PreK through 8. • Grade level common planning time/Vertical Congruence with 2 grade levels • We are using the NYS Math Modules as a supplement to Go Math; increasing the use of state vocabulary. • Use of exit tickets from Math modules to observe data specific to that group.	• iReady-CCLS targeted skills practices for state exams, grades 3-8. • C0-teaching opportunities on grade levels, Title I, Title III, classroom teachers, and teaching assistants. • Constant and consistent data review on grade level (MAP Data) three times during the academic year. • MAP Fall and Winter administration	

					• Online Go Math that provides individualized instruction based on students level. We also have use the Math on the Spot Videos. • Study Island is being utilized to provide practice of math and ELA questions; addressing the need for more proficiency in Reading Comprehension and multiple choice strategies. • We sent staff to training on the Skills Navigator under the MAP program.	• CBT Testing Samplers • Benchmarks • DRA II Winter Assessment • Mid-Terms • Administrative Walkthroughs and Formal Observations • Personal Math Trainer •	
(85) Grades 4 and 8 Science All Students Level 3 and Above	40%	46%		yes	• Continued to scaffold the performance tasks in grades 2-4th grade. • Set up the 4th Grade Science Lab in room 212. • Established a 4th Grade SCI FRI program to reinforce concepts learned throughout the week. • Created a science practice test booklet for grades 4 and 8. • Teachers started using the Mystery Science Curriculum. • All staff now have a user name and password for DiscoveryEd.	• Study Island Data • Benchmark Exams • Teacher Exit Tickets • Teacher made assessments	Science mid-terms
(33) 3-8 ELA All Students MGP	48.94	50.94		yes	• Increase the use of the Workshop –	• MAP Fall and Winter administration • CBT Testing Samplers	The growth in student Reading RIT scores from Fall 2016 to Fall 2017 ranged from 4.9 to 25.

| | | | | | We are working with the partner to do the following: | • Benchmarks | |

We are working with the partner to do the following:

1. There were five selected teacher to become Workshop Warriors. These teachers have received six hours weekly working towards full use of the Workshop Model.
2. Teachers have begun inter classroom visitations regarding the use of the Workshop Model with detailed questions that promote an in-depth lens for the visitation and are used for follow-up discussions.
3. In classrooms once weekly, in addition to the APPR requirements to look for evidence of planning using the Workshop Model.
- Continued use of Journeys and the Workshop Model. Students now have home access to the stories they are reading through ThinkCentral.
- Select staff went to Skills Navigator training and will turnkey the information to have students using this tool to obtain Tier II instruction.
- Faculty and staff are working with student to set goals based on the Learning Continuum.
- The school is working with Bank Street Education on our CHA PLC which is focusing on ELA and the root causes of our

- Benchmarks
- DRA II Winter Assessment
- Mid-Terms
- Administrative Walkthroughs and Formal Observations
- Personal Math Trainer

					low performance on Part I. We are requiring in all PLC classes that they provide a rationale to support their answers to all multiple choice questions regarding Comprehension; must be evidence based. • After school as one period that is specifically designed to work on writing strategies for the Short Answer Response and the Extended Response. • Title I Reading and TA teachers are pushing into grade levels to support smaller group instruction that uses focused groups based on ability. • Started testing K-2 on Skills Checklist on NWEA MAP.		
(2) Plan for and implement Community School Model Level 2 as Level 1	N/A	See Community School Rubric		Yes	Develop a Community School Model-Continued partnership with WJCS who is helping with classroom discussions on respect and bullying. They are also involved in the leadership of the Gender Academies. Hudson River Healthcare is working with families to update immunizations and provide yearly physicals. Continue with the CET- CET continues to meet to discuss the indicators and the data collected to support t our progress. Use data to drive instruction and at the base of all decisions. Topics we are addressing are: 95% Participation in all	Attendance Data Suspension Data	Increased parent involvement from 16-17 Reduced chronic absenteeism

			(green)		subgroups, increasing PI in ELA to address the MGP. Continue the ELT program We are using three periods to address the needs for ELA, Math and Enrichment. Additionally we started STEAM Jr. afterschool program. This program is designed to provide instruction that is based on Lexile levels. We have started MAP testing and will use that data to inform changes of Lexile level which indicates the need for student movement. CHA has focused on attendance to support students and families. In addition to what we did last year, the focus is to promote better attendance through following interventions: Perfect Attendance Awards, Telephone calls, letters and (New) Parent Attendance Survey.		
(5) School Safety	6	<5	(green)	Yes	The CHA Data Team met to go over the data from Level 2 Reporting. We looked at the data and determined that we have not had any significant safety concerns to date. We read over the description of this indicator which is provided by the state. Teachers and Staff were made aware of the new indicator. Increased use of Restorative Circles in every classroom. We have done a needs assessment and have scheduled a Restorative Practice Workshop for all teachers grades 3-6	Level 2 reporting Vadir reports Suspension data	0 reported serious incidents to date

| | | | | | and one representative from each house. We have created and ordered, through Lakeshore Learning, a Sensory Based Room, that will provide time for students to de-escalate behaviors and provide regulation strategies by our Crisis Intervention Teacher in an effort to reduce suspensions. | | |

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	**Yellow**	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	**Red**	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part II – *Demonstrable Improvement Indicators (Level 2)*

Identify Indicator # and Name	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 17-18 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.
(17) 3-8 Math Black Students Level 2 and Above	31%	37%		Yes	Fall implementation MAP Use of NYS Math Modules Online Go Math that provides individualized instruction based on student level. Using exit tickets from math modules to observe data specific to that subgroup	• MAP Fall and Winter administration • CBT Testing Samplers • Benchmarks • DRA II Winter Assessment • Mid-Terms • Administrative Walkthroughs and Formal Observations	MAP Fall projected proficiency for Black students level 2 and above – 27.7%

						• Personal Math Trainer	
(18) 3-8 Math Hispanic Students Level 2 and Above	30%	36%		Yes	Fall implementation of MAP Use of NYS Math Modules Online Go Math that provides individualized instruction based on student level .Use of exit tickets from math modules to observe data specific to that subgroup.	• MAP Fall and Winter administration • CBT Testing Samplers • Benchmarks • DRA II Winter Assessment • Mid-Terms • Administrative Walkthroughs and Formal Observations • Personal Math Trainer	MAP Fall projected proficiency for Hispanic students level 2 and above – 28.6%
(20) 3-8 Math ED Students Level 2 and above	29%	35%		Yes	Fall implementation of MAP Use of NYS Math Modules Online Go Math that provides individualized instruction based on students level. Use of exit tickets from Math modules to observe data specific to that group. ELT focused on targeted skills	• MAP Fall and Winter administration • CBT Testing Samplers • Benchmarks • DRA II Winter Assessment • Mid-Terms • Administrative Walkthroughs and Formal Observations • Personal Math Trainer	Math MAP Fall projected proficiency – 32.8%
(95) Teacher Attendance	92.9%	94.4%		Yes	Rewards, certificates of appreciation. Lunch with teachers with perfect attendance.	Ongoing data collection of attendance.	Maintaining teacher attendance rates over 90%
(98) Chronic Absenteeism	N/A	See chronic Absenteeism Rubric		Yes	Perfect attendance assembly. Improved attendance rewards. Attendance committee is meeting to	Ongoing data collection of attendance.	Decreased number of chronically absent students

					utililze new code of conduct and RTI to develop strategies for improvement		

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	**Yellow**	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	**Red**	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part III – *Additional Key Strategies – (As applicable)*

Key Strategies
- Do not repeat strategies described in Parts I and II.
- If the school has selected the SIG 6 or SIG 7 Innovation Framework model, include an analysis of the evidence of the impact of the required lead partner.
- Every school must discuss the use of technology in the classroom to deliver instruction.

List the Key Strategy from your approved intervention plan (SIG or SCEP).	Status (R/Y/G)	Analysis/Report Out
1. Use of technology	G	Teachers use various forms of technology in the classroom from ladybugs, SMARTBoards to clickers.
2. STEAM Lessons	G	Teachers are creating lessons in Science, Technology, Engineering, Arts and Math; ELT focus on STEAM with partner
3. LTG Grant Maker Space	G	Teachers are working with Columbia University (Karen, Mary and Rocio) to create lessons using electronics and circuitry.
4. Educational Trips	G	Students expand their learning by attending trips to: Westchester Children's Museum, Maritime Aquarium, New Victory Theater, and Jacob Burns Film Center.
5. Parent Literacy Classroom Events	G	Parents are invited into classrooms to work with and hear their students read their work samples and celebrate knowledge.

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	**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. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. If the 17-18 CET plan and/or the 17-18 CET membership changed, please attach copies of those updated documents to this report.	
Status (R/Y/G)	**Analysis/Report Out**
G	CET continues to meet and discuss building initiatives. We have provided a data analysis of all indicators and update them each monthly. We have discussed the Chronic Absenteeism indicator and parent ideas are being infused into the attendance protocols of the building.

Powers of the Receiver	
Describe the use of the School Receiver's powers (pursuant to CR §100.19) during this reporting period. Discuss the goal of each power and its expected impact.	
Status (R/Y/G)	**Analysis/Report Out**
	The Receiver approved the Literacy/Numeracy coach position at the school for the year. This educator will conduct PD and in class modeling for the new and experienced teachers to continue progress in student achievement. Approval of a room for student de-escalation.

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy _with impact_.	**Yellow**	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	**Red**	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part V – *Community Schools Grant (CSG)*

(This section needs to be completed by every Receivership school receiving CSG funds during the 8/1/17 – 6/30/18 budget period.)

Community Schools Grant (CSG)	
As per CR §100.19, Receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations.	
Required Activities	Provide updates to each activity with regard to its planning, implementation, or operations.

Community-Wide Needs Assessment (if one is being conducted in 17-18)	The evaluator is now coordinating the needs assessment.
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period: 1. public meetings held with parents, teachers, and community members to provide information and solicit input (CR §100.19: held at least quarterly during the school year)	The school held an Open House with all partners available to speak to families, PTSA meetings, teacher meetings, and parent conferences. The families and the community can provide input at the meetings and through the District website.
2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language)	All information on the District website can be translated in several languages. Receivership reports are found on the District website. District communication is in two languages.
3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee	All stakeholders can access the CET through the school main office, contacting the school leader via phone or email.
Steering Committee (challenges, meetings held, accomplishments)	The CET met and discussed the Receivership Indicators and school foci for the year. The school leader presented the District foci to the whole school community.
Feeder School Services (specific services offered and impact)	Feeder school staff participate in PD with the CHA teachers. In addition, feeder school students are offered services from the Medical mobile unit, Social emotional health services through WJCS and assistance from the Family Welcome Center liaison.
Community School Site Coordinator (accomplishments and challenges)	A Coordinator will be working with the school in February. In the meantime, the school administration has facilitated meetings and coordinated services with the District.
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	Partners have begun working in the school. There have not been any challenges with academic supports.
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	There are no accomplishments yet but planning has begun for the on-site clinic. District and school concerns in regard to expediting work permits.

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	**Yellow**	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	**Red**	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part VI – Budget
(This section should be completed by all schools funded by the Persistently Struggling Schools Grant (PSSG), the School Improvement Grant (SIG), and the Community Schools Grant (CSG). Add rows as needed.)

Budget Analysis		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved 17-18 FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 2.
PSSG:		
SIG:		All expenditures from the approved budget are on target. Personnel are in place. Committees have been identified and have begun working for the school.
CSG:		Partners are in place or the District has begun the resolution process with them. The school is in full working order without any initiative being held back for financial reasons. One challenge is the construction and the NYS permit approval time.

Part VII*: Best Practices (Optional)*

Best Practices	
The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school.. It is the intention of the Department to share these best practices with schools and districts in Receivership.	
List the best practice currently being implemented in the school.	Describe the significant improvements in student performance, instructional practice, student/family engagement, and/or school climate that the best practice has had. Discuss the analysis of data/evidence to determine the impact. Describe the possibility of replication in other schools.
1.	
2.	
3.	

Part VIII – *Assurance and Attestation*

By signing below, I attest to the fact that the information in this quarterly report is true and accurate to the best of my knowledge; and that the all requirements with regard to public hearings and the Community Engagement Teams, as per CR§ 100.19 have been met.

Name of Receiver (Print): _____

Signature of Receiver: _____

Date: _____

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this quarterly report, and the opportunity to review, and update if necessary, its 2017-2018 Community Engagement Team plan and membership.

Name of CET Representative (Print): _____

Signature of CET Representative: _____

Date: _____