

2021-2022 Receivership School Final Report and 2022-23 Continuation Plan

Final Report: *April 15, 2022, to June 30, 2022*

Continuation Plan for the 2022-23 School Year

This document is to be completed by the School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. **All sections of the report must be completed by fully responding to each prompt.**

The reporting portion of this document is a self-assessment of the **implementation and outcomes of key strategies** related to Receivership, and as such, is not considered a formal evaluation via the New York State Education Department. Once finalized and accepted, this document in its entirety ***must be posted in a conspicuous place*** on the district website. All responses submitted under the “2022-2023 School Year Continuation Plan” heading should directly align with, or be adaptations to, the previously approved intervention plans and **require explicit engagement and input from community engagement teams (CET)**.

| School Name | School BEDS Code | District | Lead Partner or EPO | | Hyperlink to where this plan will be posted on the district website: | | | |
|----------------------|---|--|---------------------|--|--|-------|-------|---|
| Cross Hill Academy | 6623-00-010036 | Yonkers City School District | IDE Corp | | www.yonkerspublicschools.org | | | |
| Superintendent | School Principal (If new, please attach resume) | Additional District Staff working on Program Oversight | Grade Configuration | High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.): | Total Enrollment | % ELL | % SWD | % Students designated as both ELL & SWD |
| Dr. Edwin M. Quezada | Gail Joyner-White Appointment Date: 8/15/19 | Elaine Shine Executive Director | Grades 3-8 | N/A | 325 | 5.5% | 10.2% | 0.9% |

Executive Summary

Please provide a *plain-language summary* of this combined report and continuation plan to both reflect the changes and progress made since the last reporting period and to describe how actions taken to implement lead strategies, engage the community, and enact Receivership powers during the past quarter will provide a basis for developing a data-informed continuation plan for the next school year. 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*. **Any links included must be made publicly available prior to submitting the report.**

Cross Hill Academy implemented Phase III of the School Improvement Plan for the 2021-2022 school year. Flight #2122 is coming into descent to reach our destination. We recently analyzed our diagnostic and end of year data to guide us as we revisit our goals and action plans.

We made progress with the implementation of the Learner Active Technology Infused Classroom (LATIC) framework. Teachers collaborated to design Authentic Learning Units that infused Benchmark Advance (3-6), Ready Math, NY State Modules (7/8), Science, and Social Studies. During LATIC professional learning, teachers designed authentic learning units that allow students to learn anywhere at any time. “The Learning Anywhere, Anytime “learning environment is designed such that students can be learning from home, in school, or moving between the two settings, and the day looks largely the same.” (© 2020, Nancy Sulla - President, IDE Corp). We were intentional in our efforts to design standards-based instruction that supports the increase of academic rigor while actively engaging students in taking ownership of their learning. We utilized the Professional Learning Experience from EDQUIDDITY to provide our staff with self-paced online professional learning experiences and social emotional lessons. In addition, the district has provided the Rethink Ed Social Emotional Learning platform. We continued to incorporate the district daily mindful minute into our morning announcements. We continued to incorporate multiple perspectives and added identity goals to take a closer look at teacher and student assets. We asked our staff to incorporate identity goals into their lesson plans and to remain intentional in creating a welcoming and affirming environment. We conducted diagnostic exams, mid-year and end of year assessments for Benchmark English Language Arts/Ready Mathematics. Using the results from the data, each grade team continued to identify a problem of practice and an intervention strategy and conducted PDSA cycles.

The leadership team will continue to support teacher teams by providing professional learning opportunities, time to collaborate, and resources that impact teacher practice and academic outcomes of our students. Enrollment in the Afternoon Academy will restart the second week of October and continue to focus on academic and social emotional enrichment opportunities. We will continue to work with our afterschool partners, the Leadership Program and The Cobra Performing Arts. The student membership in the My Brother's Keeper and My Sister's Keep H.E.R. programs have increased and will continue to be conducted in the upcoming school year. In alignment with creating a welcoming and affirming environment, both MBK/MSK H.E.R initiatives provided students with opportunities to better understand who they are and support them in being responsible and making wise choices.

To assist in our effort to have ALL stakeholders engaged in conversations regarding our school community, we will continue to have a fully functioning Parent Teacher Student Association (PTSA) and Community Engagement Team. Meetings provided opportunities for all stakeholders' voices to be heard. Communication with stakeholders continued to improve through a more interactive website and social media presence. CHA works with community partners to address the physical and emotional needs of students. Community partners include Westchester Jewish Community Services (WJCS), Eye on Education, Healthy Kids, and Margaret's Place. This is a living document that will be revised through the CET and School Teams. We will identify areas of concern and adjust action plans as needed.

Directions for Parts I, II, and III - District and school staff should respond to these sections of the document by both analyzing and summarizing the steps taken to implement lead strategies since the third quarter and to identify the key strategies that will be addressed in the 2022-2023 Continuation Plan.

- When responding to prompts pertaining to the *Final Report and Reflection*, include processes that were used in Quarter 4 **to assess the impact** of strategies implemented on student learning outcomes.
- When responding to prompts pertaining to the *2022-23 School Year Continuation Plan*, include processes for **assessing impact** on student learning outcomes that will be implemented during the new school year.

The 2022-2023 Continuation Plan is an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year and is intended to create a *framework* by which the school transitions from the current year to the upcoming school year in a manner that represents *continuous and comprehensive planning*. This should include a clear **focus on how evidence** guides decisions and an articulation of explicit supports for student social-emotional well-being, diversity, equity, inclusion, and active engagement in learning.

- The District should ensure that the implementation of lead strategies addresses the needs of *all learners*, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.
- District and school staff should **assess the impact** of identified lead strategies on student learning, as connected and aligned to diagnostic review feedback, to ensure strategy implementation can achieve *long-term sustainable growth*.

Part I –Lead Strategies for Improvement

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| <p>Lead Strategies for School Improvement Include 3-4 core lead strategies that are central to the school’s improvement plan. The lead strategies included should be a continuation or extension of lead strategies implemented in the prior school year and serve as key levers for improvement based on trends in student performance data to serve as overarching approaches for implementing strategically focused action plans for achieving demonstrable improvement.</p> | | | |
| <p>Final Report and Reflection on Lead Strategies Applied during April 15, 2021 - June 30, 2022</p> | | <p>Lead Strategies that will Guide the 2022-23 School Year Continuation Plan</p> | |
| <p>List the lead strategies that guided the school’s improvement work during the 2021-22 school year, including any that were discontinued.</p> | <p>For each lead strategy, provide context for why the strategy was selected as a key lever for improvement based on data trends, as well as whether or not the lead strategy will be maintained during the next school year.</p> | <p>List the lead strategies that will guide the school’s improvement plan during the 2022-23 school year.</p> | <p>Explain why the lead strategy listed was selected based on current data trends, and how the lead strategy will help to achieve progress toward this year’s demonstrable improvement targets.</p> |

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| <p>1. Learner Active Technology Infused Classroom (LATIC) framework</p> | <p>This framework allows teachers and students to reflect on their practice and incorporate the current curricula thus allowing students to connect their learning to the real world. The use of this framework has resulted in a shift in teacher practices and has fostered student independence. The tools that are a part of LATIC encourage teacher facilitation and student choice. Teachers have become better facilitators of student learning through the increase of student independence through utilization of LATIC framework strategies: Authentic Learning Units, peer expert wall, help wall, flexible seating, technology infusion, whole group and small group instruction, and independent activity structures. There has been a change of teacher versus student talk within the lessons where students are engaging in an increase of academic discourse using accountable talk strategies. In addition, in June, LATIC conducted interviews with each teacher over a 2-day period to identify areas of strength and growth. LATIC also met with administration to align observational tools. The LATIC coach updated look fors when walking through classrooms. The LATIC Coach will support unit design and IDE specialist will push into model and support teacher implementation. School administration noticed implementation of the framework via walkthroughs and observations. Noted results included a shift</p> | <p>Authentic Learning Units (ALU) Professional Learning Experience (PLE) Modules</p> | <p>The Learner-Active, Technology-Infused Classroom is a complex system of structures and strategies that, when working well together, produce significant results in the areas of achievement, SEL, and executive function. The ALU's allows teachers to incorporate real-world issues into their curriculum, giving students the opportunity to connect their learning to the real world.</p> <p>The PLE's Reinventing the Classroom Experience: Learning Anywhere, Anytime, teachers will have the opportunity to Explore the 7 Attributes of Reinventing the Classroom Experience that can be used to design instructional plans and their professional growth. Using the PLE's teachers can take ownership of their learning. They can explore the modules at their own pace.</p> <p>The school chose to continue this strategy based on the significant improvement in instruction noted in walkthroughs and observations. Students showed an increase in achievement in ELA assessments.</p> |
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| | <p>as it relates to teacher: student talk ratio. Teachers are talking less and students are talking more. Students are taking ownership of their learning.</p> | | |
| <p>2. Professional Learning</p> | <p>Effective professional learning focuses on developing the core attributes of a team. It enhances teachers' understanding of the content they teach and equips them with a range of strategies that enable their students to learn that content. We've created and implemented a professional learning calendar. We noted evidence of implementation of learned skills during walkthroughs and observations. During the Faculty meetings 2 times per month and Professional Learning sessions 2 times per week grade level teams met to:</p> <ul style="list-style-type: none"> Collect, analyze and discuss data Create re- Post Assessments Share Intervention Strategies Diagnosis and Plan for Unfinished Learning Generate a Grading Check list Plan Authentic Learning Units Implement components of improvement science Share Problem of Practice Implement PDSA Cycle Timeline Share effective practices around Benchmark and Ready Incorporate multiple perspectives into the existing curriculum | <ul style="list-style-type: none"> Implement Professional Learning Calendar Participate in the NYSED Virtual Data Office Hours Professional Learning Experiences (PLE) for teachers Faculty Meetings Professional Learning Sessions PDSA cycles SEL check in Data analysis Participation in Bank St. NSI | <p>In 2022-2023, the Faculty meetings will take place one time per month with the entire staff. The 2nd meeting will be a grade level collaborative space to align planning and curriculum pacing. Some of the tasks will include:</p> <ul style="list-style-type: none"> Diagnosis and Plan for Unfinished Learning Generate a Grading Check list Incorporate multiple perspectives into the existing curriculum SEL Check-ins for staff and students - Faculty meetings and PLC's have a SEL opening activity. Identify science and social studies resources and materials that align with the Benchmark units to incorporate into the existing curriculum. Continue to explore PLE Modules <p>Professional Learning sessions will take place 2 times per week. Grade level teams will meet to:</p> <ul style="list-style-type: none"> Collect, analyze and discuss data Create Pre- Post Assessments Share Intervention Strategies Authentic Learning Unit Planning Implementation of the components of improvement science Share Problem of Practice Implement PDSA Cycle Timeline - |

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| | <p>SEL Check ins for staff and students - Faculty meetings and PLC's included a SEL opening activity.</p> <p>2nd Grade Introduction to Data Analysis Met with 2nd grade team on a weekly basis</p> <p>Navigation of Benchmark and Ready platforms to access data</p> <p>Collect and analyze trends in the data per classrooms and across grade level</p> <p>Identify areas of improvement and mastery to create small groups for instruction</p> <p>The NYSED school support partner supported the work via three areas: culturally responsive teaching and supporting teachers with the incorporation of multiple perspectives.</p> <p>Professional Learning Experiences (PLE): We implemented the self-paced professional learning experiences. Self-Paced Professional Learning Experiences include:</p> <ul style="list-style-type: none"> The Equity Lens: Reflecting on Your Learning Environment Increasing Engagement with Differentiated Activity Lists Anchor Learning and Engage Students with the 5 Ps of PBL Building Executive Function: Skills for Life Teacher as Facilitator: The Formative Assessment-Relationship Connection | | <p>Share effective practices around Benchmark and Ready</p> <p>The NYSED school support partner, will continue to support the work via three areas: culturally responsive teaching and supporting teachers with the incorporation of multiple perspectives. The format they design will specifically outline student/teacher actions.</p> <p>Teachers will continue to have access to the Professional Learning Experiences (PLE) to deepen their practices around the LATIC framework. Each self-paced PLE focuses on a specific topic (e.g., learning anywhere, anytime; 7 lenses of equity; building SEL and executive function; the 5 Ps of PBL; differentiation, etc.) presented across a number of modules, which can be navigated in any order. This will allow educators to get just-in-time support and ideas as well as to expand their knowledge and possibilities for instructional innovation. Each self-paced PLE will include approximately 25–30 hours of content engagement. The self-paced professional learning experiences will provide teachers with the opportunities to extend their learning beyond the faculty and grade level meetings.</p> |
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| | <p> Identified science and social studies resources and materials that align with the Benchmark units to incorporate into the existing curriculum. Ready Classroom refresher to review all aspects of the program. Mystery Science infused into curriculum maps and pacing guides. BOCES Social Studies to review curriculum maps and pacing guides. Completed Nearpod training to enhance and increase student engagement. </p> <p> NSI Overview: Cross Hill Academy is part of Bank Street Education Center (the Ed Center) and will continue our partnership with 23 schools in YPS to form a network of teachers, school leaders, and district leaders engaging in continuous improvement, with a focus on improving outcomes in middle grades mathematics. In the 2020-21 school year, our network focused on ensuring that students who are Black, Latinx, and/or experiencing poverty were experiencing high quality, meaningful interactions in the mathematics classroom. 2021-2022 The focus was on providing feedback to students that was timely and measurable. </p> <p> Administrators attend District PD and PLC meetings </p> | | <p> In 2022-2023, YPS NSI network members will continue with this work by re-evaluating the root causes of disproportionate outcomes through a review of data, identifying a new theory of improvement, and implementing instructional changes to improve outcomes for Black, Latinx and/or students experiencing poverty in grades 5-8. </p> <p> This work guided teachers to be aware of the students in each subgroup and make intentional decisions about their instruction. </p> <p> Administration will attend NYSED Summits and travel to similarly populated schools with exemplary programs/practices. </p> |
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| <p>3. Progress Monitoring/PDSA Cycles</p> | <p>Using the School Reform Initiative Data Driven Dialogue protocol to analyze the data allowed teachers to engage in conversation about their noticings as they review their classes Diagnostic data. What do you notice about the data? What are the noticings across classes/grades? I believe the data suggests ... because... List some possibilities for change or improvement that this data suggests. Based on that data, Grade Teams identified a problem of practice and an intervention. Teachers in grades 3-6 will identified students for their focus groups.</p> | <p>PDSA Cycles Pre/Post Cycle Assessments</p> | <p>Progress monitoring will be used to assess students' academic performance, quantify their rates of improvement or progress toward goals, and determine how they are responding to instruction. Through input and analyzing the data, instructional groups are formulated to differentiate instruction. We will continue progress monitoring in this manner for the 2022- 2023 school year.</p> <p>We will continue to engage in Data Driven Dialogue to identify areas of mastery and improvement and highlight best practices. From the previous years, administration noticed a change in classroom lessons with data driven decision making for small group instructional design.</p> <p>Based on data from PDSA cycles there is a continued need to enhance the skills and mindsets of our teachers as it relates to data and continuous school improvement.</p> |
| <p>4. Culturally Responsive Sustaining Education/Social Emotional Learning</p> | <p>At Cross Hill Academy, social emotional learning focuses on the social-emotional well-being of students through the implementation of: Mindful Monday Wellness Wednesday Feel-good Friday</p> | <p>Wellness Toolkit - each month they will teach interpersonal skills, distress tolerance skills, Organizational Skills Training (OST), and mindfulness</p> <p>In addition, they will conduct small groups to process traumatic current</p> | <p>Social Emotional work needs to be continuous and part of the school culture. Due to this ongoing work, the PST weekly meetings are focused on student current needs. Student concerns are identified quickly and</p> |

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| | <p> Restorative Circles- Morning Meetings Daily Mindful Minute – District initiative Daily My Brother’s Keeper My Sister’s Keep H.E.R Healthy Smart Curriculum This allows staff and students to get a sense of their social/emotional mindset and set the tone and focus for the instructional day. Teachers also utilize goal setting with their students as a restorative practice. With goal setting, students take ownership of areas they’d like to improve (academically or socially), and they set realistic and actionable steps to work toward their goal. </p> <p> My Brother's Keeper is an initiative that helps close the achievement gaps and helps them reach their full potential. The facilitators of the My Brother's Keeper and My Sister’s Keep H.E.R. groups align lessons with the culturally responsive work as students have opportunities to better understand who they are and how to make wise choices. Culturally responsive and socioemotional themed Authentic Learning Units (ALUs) builds relationships, strives to be respectful to all, provides the opportunity for equitable dialogue and decision-making, involves relevant stakeholders and encourages all to take responsibility. Conducted home visits for wellness checks </p> | <p> event (I.e., mass shooting, community violence, loss & grief) </p> <p> School assemblies Classroom push-in focusing on: bullying behaviors, diversity, and anti-bullying presentations by YPD </p> <p> Staff Development sessions </p> <p> Schoolwide Kindness Challenge </p> <p> WJCS will implement Staff Professional Development – trauma informed training/cultural responsiveness; LGBTQIA+ information/resources </p> <p> August 2022: Professional development Teachers – what constitutes an appropriate referral Aides – safety, supervision and support September 2022: Professional development; 1st school staff meeting Town Hall </p> | <p> action plans are developed in a timely manner. These choices were based on PST meeting notes, suspension data and student attendance data. </p> |
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| | <p>Family engagement to assess household needs (i.e. Provided food, clothing, referrals for emergency housing, financial support, and school transportation)</p> | <p> Introduction of organizational skills training group for referrals to start by the end of the month Teachers and aides – trauma informed training/cultural responsiveness; LGBTIQ+ information/resources October 2022: Parent workshop/Homecoming Dinner Dance- “How can I best support my child in school?” Antibullying presentations Grades 3-5 – YPD community affairs division Grades pre-k to 2 – individual classroom push-ins November 2022: Campus wide food drive for families in need; December 2022: Campus wide toy drive January 2023: Introduction of organizational skills training group for referrals to start by the end of the month February 2023 Review referrals March 2023 Parent Workshops-” Conflict Resolution” April 2023 Substance Awareness and education May 2023 Activities for mental health awareness month June 2023 </p> | |
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| | | Presentation for 8th graders for the transition to high school | |
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Part II – Demonstrable Improvement Indicators-Level 1

| Level 1 Indicators Please list the school’s Level 1 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific strategies and action steps that will support progress toward the Demonstrable Improvement Indicators. | | |
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| Identify Indicator | Final Report and Reflection on Activities Completed during April 15, 2021- June 30, 2022 | 2022-2023 School Year Continuation Plan for Meeting this Indicator |
| | What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Describe how the data trends that emerged during this period will inform future action steps. | Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2022-2023 school year to support progress for this Demonstrable Improvement Indicator? Provide a data-informed rationale for the strategies and action steps indicated. Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. |
| #33 3-8 ELA All Students MGP | Teachers were provided Professional Learning opportunities from the LATIC Team throughout the year to enhance their tools for students to learn anywhere at any time. The CHA Afterschool Academy for Success began in January and continued to June to support ELA (2x per week). The goal was to increase 10% on each administration of the assessment, more specifically from the diagnostic to the mid-year and end of year. We monitored all students and specific subgroups. | Continued use of LATIC framework strategies and support from LATIC coach and IDE specialists. These practices were observed during classroom visits by administration and coaches. The CHA After School Academy for Success continue until from October to June to support ELA instruction. Students that attended the afterschool academy demonstrated an increase on the classroom assessments. |

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| | <p>Grades 5-8 are departmentalized so they are focused on teaching ELA/Social Studies. We also included an instructional block in the afternoon dedicated to small group instruction. This is when teachers and providers revisited material from the morning block that students may have struggled with.</p> <p>Teachers collected and analyzed student data and identified areas of improvement across grade levels, class wide, and individually. Teachers engaged in weekly discourse around data findings using the data dialogue and reassessed their intervention strategies in order to maximize student improvement.</p> <p>Our professional learning calendar provided a comprehensive picture of the professional learning that was conducted from November through the end of June.</p> <p>In grades 7-8 students completed DataMate assessments to assess student growth and improvement by standards. The DataMate assessment was not given in the Spring as per the district.</p> <p>In grades 3-8, students completed a two-day DataMate ELA Practice test to measure student levels and build student stamina for CBT testing.</p> <p>In grades 3-8 students completed MAP Reading assessments in the spring to assess student growth and improvement.</p> <p>Students completed weekly assessments using the Benchmark week one and week two assessments to identify standards of improvement, followed by the cumulative end of unit assessment.</p> | <p>Teachers will continue to engage in weekly discourse around data findings and identify and share successful interventions.</p> <p>The Professional learning calendar will continue to provide a schedule of opportunities for professional learning from September through June including Professional Learning opportunities from the LATIC team. Teachers will also have access to the IDE PD and resources for the LATIC model.</p> <p>Grades 7 & 8 will continue to complete the DataMate assessments in the fall, winter, and spring to assess student growth and improvement by standards at the directive of the district. This data was analyzed during grade level meetings and informed classroom group decisions.</p> <p>Grades 3-8 will continue to complete MAP Reading assessments in the fall, winter, and spring to assess student growth and improvement by standards.</p> |
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Students completed the Benchmark Interim assessments in the spring to assess students' growth and improvement from September through June.

| Tests | Interim Assessment 1 (Gr. 6) | Interim Assessment 4 (Gr. 6) |
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| Class (3/6) ⌵ | Average % Score ⌵ (based on tests selected) | |
| Eng L.A. - 6th Grade - Samojedny - 2-3(A-E) | 40 | 37 |
| Eng L.A. - 6th Grade - Samojedny - 2-3(A-E) | 44 | 40 |
| Tests | | |
| | Interim Assessment 1 (Gr. 5) | Interim Assessment 4 (Gr. 5) |
| Class (5/15) ⌵ | Average % Score ⌵ (based on tests selected) | |
| Eng L.A. - 5th Grade - Chiara - 2-3(A-E) | 46 | 45 |
| Eng L.A. - 5th Grade - Chiara - 2-3(A-E) | 46 | 40 |
| Tests | | |
| | Interim Assessment 1 (Gr. 4) | Interim Assessment 3 (Gr. 4) |
| Class (5/20) ⌵ | Average % Score ⌵ (based on tests selected) | |
| Eng L.A. - 4th Grade - Lomedico - 2-3(A-E) | 45 | 35 |
| Eng L.A. - 4th Grade - Zappia - 2-3(A-E) | 43 | 33 |
| Homeroom - 4th Grade - Huxta - 1(A-E) | 42 | 32 |
| Tests | | |
| | Interim Assessment 1 (Gr. 3) | Interim Assessment 3 (Gr. 3) |
| Class (4/18) ⌵ | Average % Score ⌵ (based on tests selected) | |
| Eng L.A. - 3rd Grade - Egan - 2-3(A-E) | 39 | 28 |
| Eng L.A. - 3rd Grade - Murray-Mcgoey - 2-3(A-E) | 35 | 28 |
| Eng L.A. - 3rd Grade - O Sullivan - 2-3(A-E) | 36 | 24 |
| Homeroom - 3rd Grade - Lucasavage - 1(A-E) | 32 | 33 |

The data shows third grade students demonstrated a 15.5% average increase from Interim Assessment 1 to Interim Assessment 3. Fourth grade demonstrated a 38% average increase from Interim Assessment

Grades 3-6 will complete four Benchmark Interim assessments throughout the school year to assess student growth and improvement by standards.

Teacher PD on NGLS and curriculum review in preparation for Spring 2023 assessments.

Conduct targeted outreach to MLL and SWD students to ensure participation in ELT.

Ensure MLL and SWD receive the required and needed supports.

1 to Interim Assessment 3. Fifth grade demonstrated a 12% average increase from Interim Assessment 1 to Interim Assessment 4. Sixth grade demonstrated a 6% average increase from Interim Assessment 1 to Interim Assessment 4.

Progress Monitoring/PDSA Cycles were conducted to assess students' academic performance, quantify their rates of improvement or progress towards goals, and determine how they responded to instruction.

PDSA Cycle Readiness Poll

| | November | February | May |
|----------------------|----------|----------|-----|
| I'm cool | 25% | 15% | 11% |
| I'm Confident | 33% | 46% | 67% |
| I Hope I can do this | 33% | 38% | 22% |
| Getting Nervous | 0 | 0 | 0 |
| Bundle of Nerves | 8% | 0 | 0 |
| I Quit | 0 | 0 | 0 |

Teachers' confidence using cycles increased as indicated in the PDSA cycle readiness poll.

For the 2022-2023 school year, Progress Monitoring/PDSA Cycles will continue to be conducted throughout the school year to assess student academic performances, rate of progress toward specific goals through interventions.

There will be a reflection process in place for PDSA cycles and a continuous goal to increase by 10% for each assessment.

3-8 MGP Math
-#39

Teachers were provided Professional Learning opportunities from the LATIC Team throughout the year to enhance their tools for students to learn anywhere at anytime.

Increase student independence through utilization of LATIC framework strategies: Authentic Learning Units, expert board, help board, flexible seating, technology infusion, whole group and small group instruction, and independent activity structures. LATIC Coach supported unit design and IDE specialist pushed into model and support teacher implementation.

Facilitate student-centered classroom that allowed students to take ownership of their learning

We worked on increasing student independence through utilization of Ready Classroom framework

Teachers were provided Professional Learning opportunities from the Ready Consultant and District Math Director throughout the year to provide feedback to increase student engagement and academic growth.

The CHA Afterschool Academy for Success began in January and continued to June to support Math via I-ready classroom. (2x per week). The goal was to increase 10% on each administration of the assessment, more specifically from the diagnostic to the mid-year and end of year. We monitored all students and specific subgroups.

Grades 5-8 are departmentalized so they are focused on teaching Math/Science. We also included an instructional block in the afternoon dedicated to small group instruction. This is when teachers and providers revisited material from the morning block that students may have struggled with.

Plan Do Study Act (PDSA) Cycles-3 phases (Fall, Winter, Spring), 2 cycles per phase over a 2-week period consisted of a pre-assessment, instruction, and post-assessment. Data analysis and

Continued use of LATIC framework strategies and Professional Learning opportunities from LATIC coach and IDE specialists and District Math Director throughout the year.

Continued use of Ready Classroom framework.

The CHA After School Academy for Success will be implemented in October to support Math instruction. Students that attended the afterschool academy increased on the classroom assessments.
Students will complete 20 minutes of IReady daily

Grades 5-8 will continue to be departmentalized so they are focused on teaching Math/Science.
Small group instruction will continue to take place during an instructional block in the afternoon to provide additional support.

Teachers will continue to engage in weekly discourse around data findings and identify and share successful interventions.

planning followed each cycle. We adjusted the number of cycles and duration based on the teacher feedback of needing more time to discuss findings between cycles. This process allowed teachers to initiate teacher collaboration with grade level team and school wide as grade teams shared practices, identified effective strategies and practices to promote student growth, adjusted their problem of practice and intervention based on pre/post data.

The partnership with Bank Street (Yonkers Network for School Improvement, NSI) targeted grades 5-8 focusing on PDSA cycles with a major focus on standards with SEL. The shift in NSI PDSA cycles is focused on actionable teacher feedback.

The district hired a Title One Math specialist to support small group instruction.

There will be a reflection process in place for PDSA cycles and a continuous goal to increase by 10% for each ready assessment.

Continue to implement IReady Diagnostic Assessments in the Fall/Winter/Spring.

Partnership with Bank Street (Yonkers Network for School Improvement, NSI) will continue for next year with a focus on PDSA cycles.

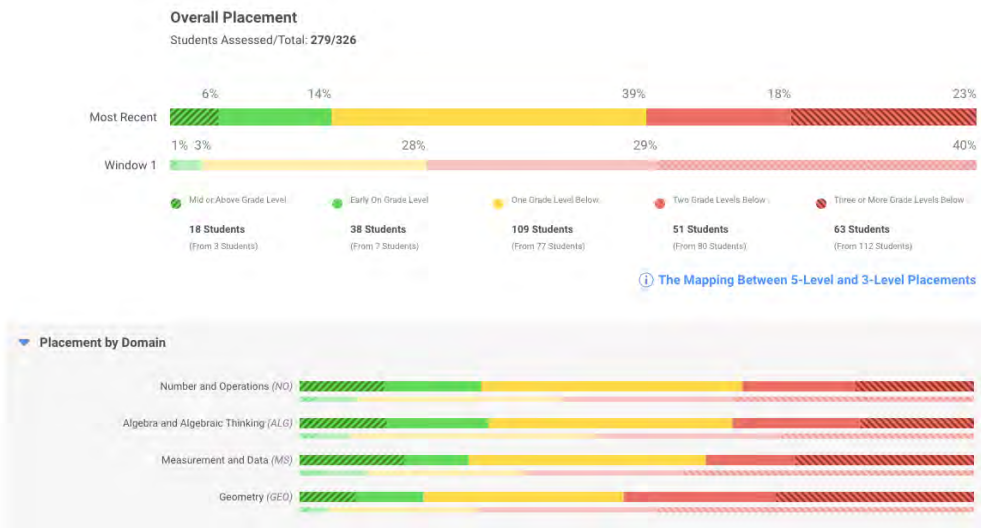
Small group instruction will continue to take place to provide additional support to identified students in building foundational mathematical concepts.

There will be three I-Ready Diagnostic given to assess students' growth and improvement.

Overall there was improvement in Math results with the ongoing varied and targeted supports.

Teacher PD on NGLS and curriculum review in preparation for Spring 2023 assessments.

Spring IReady Diagnostic 3 was given to assess students' growth and improvement from the Winter Diagnostic. Students worked on I-Ready 20 minutes daily. Students were administered Math MAP Spring Assessment to assess students' growth and improvement from Fall and Winter.



| Grade | Overall Grade-Level Placement | 3% | 15% | 51% | 26% | 5% | Students Assessed/Total | |
|---------|-------------------------------|----|-----|-----|-----|-----|-------------------------|-------|
| Grade 3 | Most Recent | | 3% | 15% | 51% | 26% | 5% | 65/69 |
| | Window 1 | | 0% | 0% | 29% | 37% | 34% | |
| Grade 4 | Most Recent | | 13% | 20% | 39% | 19% | 9% | 54/59 |
| | Window 1 | | 0% | 4% | 37% | 33% | 26% | |
| Grade 5 | Most Recent | | 6% | 10% | 36% | 28% | 20% | 50/54 |
| | Window 1 | | 2% | 2% | 30% | 22% | 44% | |
| Grade 6 | Most Recent | | 8% | 15% | 30% | 12% | 35% | 60/61 |
| | Window 1 | | 2% | 3% | 22% | 27% | 47% | |
| Grade 7 | Most Recent | | 3% | 9% | 44% | 3% | 41% | 34/43 |
| | Window 1 | | 3% | 6% | 26% | 26% | 38% | |
| Grade 8 | Most Recent | | 0% | 0% | 25% | 13% | 63% | 16/40 |
| | Window 1 | | 0% | 0% | 6% | 13% | 81% | |

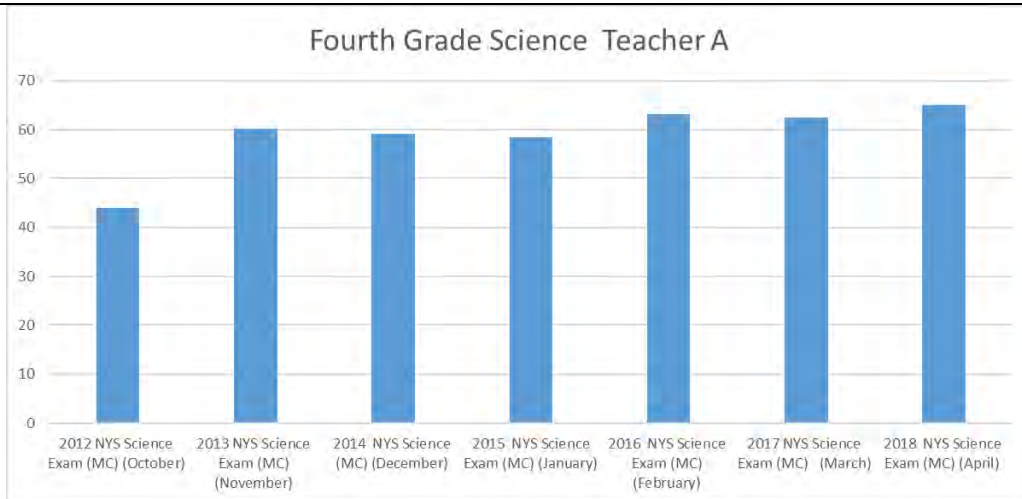
Based on the data comparison from Diagnostic I to the end of Year Assessment the following demonstrates the percentage increase of the students on or above grade level:

- Third grade increased by 18% on or above grade level
- Fourth grade increased by 29% on or above grade level
- Fifth grade increased by 12% on or above grade level
- Sixth grade increased by 18% on or above grade level
- Seventh grade increased by 3% on or above grade level and an increase of 20% of students from two or more grade levels below to one grade level below.
- Eighth graders showed no change in students on or above grade level. However, there was an increase of 19% of students from three or more grade levels below to one grade level below.

Algebra Grade 8

| | | |
|---------|------------------------|----------------------------------|
| Grade 8 | September Algebra Mock | June Algebra Regents Scale score |
|---------|------------------------|----------------------------------|

| | | | | | | | | |
|--|--|--|---------------------------|--|---------|-------|-------|--|
| | <table border="1" data-bbox="365 157 1190 272"> <tr> <td data-bbox="365 157 620 233"></td> <td data-bbox="620 157 908 233">Assessment Scale score</td> <td data-bbox="908 157 1190 233"></td> </tr> <tr> <td data-bbox="365 233 620 272">Algebra</td> <td data-bbox="620 233 908 272">12.6%</td> <td data-bbox="908 233 1190 272">65.7%</td> </tr> </table> <p data-bbox="365 272 1408 383">The data shows that students increased by 53.1% from September to June in the algebra class.</p> | | Assessment Scale score | | Algebra | 12.6% | 65.7% | |
| | Assessment Scale score | | | | | | | |
| Algebra | 12.6% | 65.7% | | | | | | |
| <p>Grades 4 and 8 Science Index #150</p> | <p>Grade 4 Science: Implement Mystery Science content and support skills. Science assessment practice was provided based on archived science written tests. Fourth grade practice New York State Science Test was given to assess student progress and plan instruction/intervention. Hands-on scientific exploration and observation activities (tadpoles, Snap Circuits, Little Bits, observation walks, etc.) Brain Pop videos and quizzes to reinforce concepts and monitor progress of science standard mastery. School-wide STEAM Fridays.</p> <p>Grade 8 Earth Science: Pre-assessment based on archived science written tests Regents questions from the New York State Science Tests given every month to monitor progress and plan instruction/intervention. Exit tickets Teacher-created tests based on the regents. Hands-on scientific experiences and lab activities. PDSA Cycle on content vocabulary using the Frayer Model as an intervention. CHA administration monitors facilitation and student practice through formal observations and walkthroughs. They provided our Grade 4 and 8 students with a mock exam in March.</p> <p>Grade 4</p> | <p>For the 2022-2023 school year, Progress Monitoring/PDSA Cycles will be conducted throughout the school year to assess student academic performances, rate of progress toward specific goals through interventions.</p> <p>Grade 4 students will conduct a mock exam in October, January, and April to prepare them for the state exam in 5th grade for the 2023-2024 school year.</p> <p>Grade 8 students will conduct a mock exam in October, January, and April.</p> | | | | | | |



This is a sample of one 4th grade teacher who conducted mock past science state exams from October- April in preparation for the 2022 4th grade Science state exam. The data shows a gradual increase of student scores over time currently representing an average of 65% in April.

Grade 8
100% of students showed growth in scores from September’s mock Regent’s exam to the June Regents exam.

| Grade 8 | September Earth Science Mock Assessment Scale score | June Earth Science Regents Scale score |
|---------------|---|--|
| Earth Science | 20% | 42.4% |

The data shows that students increased by 22.4% from September to June on the Earth Science Regents.

#100
3-8 ELA All
Students Core

Teachers were provided Professional Learning opportunities from the LATIC Team throughout the year to enhance their tools for students to learn anywhere at any time.

Continued use of LATIC framework strategies and support from LATIC coach and IDE specialists. These practices were observed during classroom visits by administration and coaches.

| | | |
|----------------------------------|---|--|
| <p>Subject Performance Index</p> | <p>The CHA Afterschool Academy for Success began in January and continued to June to support ELA (2x per week). The goal was to increase 10% on each administration of the assessment, more specifically from the diagnostic to the mid-year and end of year. We monitored all students and specific subgroups.</p> <p>Grades 5-8 are departmentalized so they are focused on teaching ELA/Social Studies. We also included an instructional block in the afternoon dedicated to small group instruction. This is when teachers and providers revisited material from the morning block that students may have struggled with.</p> <p>Teachers collected and analyzed student data and identified areas of improvement across grade levels, class wide, and individually. Teachers engaged in weekly discourse around data findings using the data dialogue and reassessed their intervention strategies to maximize student improvement.</p> <p>Our professional learning calendar provided a comprehensive picture of the professional learning that was conducted from November through the end of June.</p> <p>In grades 7-8 students completed DataMate assessments to assess student growth and improvement by standards. The DataMate assessment was not given in the Spring as per the district.</p> <p>In grades 3-8, students completed a two-day DataMate ELA Practice test to measure student levels and build student stamina for CBT testing.</p> <p>In grades 3-8 students completed MAP Reading assessments in the spring to assess student growth and improvement.</p> | <p>The CHA After School Academy for Success will kick off in October to support ELA instruction. Students that attended the afterschool academy increased on the classroom assessment.</p> <p>Teachers will continue to engage in weekly discourse around data findings and identify and share successful interventions.</p> <p>The Professional learning calendar will continue to provide a schedule of opportunities for professional learning from September through June. Professional Learning opportunities from the LATIC team.</p> <p>Grades 7 & 8 will continue to complete the DataMate assessments in the fall, winter, and spring to assess student growth and improvement by standards at the directive of the district.</p> <p>Grades 3-8 will continue to complete MAP Reading assessments in the fall, winter, and spring to assess student growth and improvement by standards.</p> <p>Grades 3-6 will complete four Benchmark Interim assessments throughout the school year to assess student growth and improvement by standards.</p> <p>For the 2022-2023 school year, Progress Monitoring/PDSA Cycles will continue to be conducted throughout the school year. To assess student academic performances, rate of progress toward specific goals through interventions.</p> <p>There will be a reflection process in place for PDSA cycles and a continuous goal to increase by 10% for each assessment.</p> |
|----------------------------------|---|--|

Students completed weekly assessments using the Benchmark week one and week two assessments to identify standards of improvement, followed by the cumulative end of unit assessment.

Students completed three Benchmark Interim assessments in the fall, winter, and spring to assess students' growth and improvement from September through June.

| Tests | Interim Assessment 1 (Gr. 6) | | Interim Assessment 4 (Gr. 6) |
|--|--|----|------------------------------|
| Class (3/6) ▾ | Average % Score (based on tests selected) ^ | ▾ | ▾ |
| Eng L.A. - 6th Grade - Samoyedny - 2-3(A-E) | 40 | 37 | 43 |
| Eng L.A. - 6th Grade - Samoyedny - 2-3(A-E) | 44 | 40 | 46 |
| Tests | Interim Assessment 1 (Gr. 5) | | Interim Assessment 4 (Gr. 5) |
| Class (5/15) ▾ | Average % Score (based on tests selected) ^ | ▾ | ▾ |
| Eng L.A. - 5th Grade - Chiara - 2-3(A-E) | 46 | 45 | 59 |
| Eng L.A. - 5th Grade - Chiara - 2-3(A-E) | 46 | 40 | 50 |
| Tests | Interim Assessment 1 (Gr. 4) | | Interim Assessment 3 (Gr. 4) |
| Class (5/20) ▾ | Average % Score (based on tests selected) ^ | ▾ | ▾ |
| Eng L.A. - 4th Grade - Lomedico - 2-3(A-E) | 45 | 35 | 55 |
| Eng L.A. - 4th Grade - Zappia - 2-3(A-E) | 43 | 33 | 51 |
| Homeroom - 4th Grade - Huxta - 1(A-E) | 42 | 32 | 53 |

| Tests | Interim Assessment 1 (Gr. 3) | Interim Assessment 3 (Gr. 3) |
|---|--|------------------------------|
| Class (4/18) ▾ | Average % Score (based on tests selected) ▾ | ▾ |
| Eng L.A. - 3rd Grade - Egan - 2-3(A-E) | 39 | 28 |
| Eng L.A. - 3rd Grade - Murray-Mcgoey - 2-3(A-E) | 35 | 28 |
| Eng L.A. - 3rd Grade - O Sullivan - 2-3(A-E) | 36 | 24 |
| Homeroom - 3rd Grade - Lucasavage - 1(A-E) | 32 | 33 |

The data shows third grade students demonstrated a 15.5% average increase from Interim Assessment 1 to Interim Assessment 3. Fourth grade demonstrated a 38% average increase from Interim Assessment 1 to Interim Assessment 3. Fifth grade demonstrated a 12% average increase from Interim Assessment 1 to Interim Assessment 4. Sixth grade demonstrated a 6% average increase from Interim Assessment 1 to Interim Assessment 4.

Progress Monitoring/PDSA Cycles were conducted to assess students' academic performance, quantify their rates of improvement or progress towards goals, and determine how they responded to instruction.

PDSA Cycle Readiness Poll

| | November | February | May |
|----------------------|----------|----------|-----|
| I'm cool | 25% | 15% | 11% |
| I'm Confident | 33% | 46% | 67% |
| I Hope I can do this | 33% | 38% | 22% |
| Getting Nervous | 0 | 0 | 0 |
| Bundle of Nerves | 8% | 0 | 0 |
| I Quit | 0 | 0 | 0 |

Teachers' confidence using cycles increased as indicated in the PDSA cycle readiness poll.

| | | |
|---|---|---|
| | | |
| <p>#160 3-8 Chronic Absenteeism- All Students</p> | <p>Teachers contacted homes/families of their students to determine the reason for the absence after two consecutive absences. Teachers inform parents and Attendance Committee/Pupil Support Team of chronic absenteeism and lateness. If a student is absent, they are expected to present an absent note/ doctor’s note upon return.</p> <p>PowerSchool clerk sends monthly letters to student homes indicating their attendance record from the previous month.</p> <p>Teachers utilize Class Dojo and Remind to communicate with parents. Attendance committee/Pupil Support Team reports to the CET and staff during faculty meetings. Work with district to identify mentors for at-risk students. Conduct home visits and safety checks</p> <p>Though the CDC guidelines adapted over time, this resulted in the fluctuation of student quarantine numbers as indicated in the chart below.</p> | <p>Teachers will continue to inform parents and Attendance Committee/Pupil Support Team of chronic absenteeism and lateness.</p> <p>Parents are expected to present an absent/doctor’s note upon return.</p> <p>PowerSchool clerk will send monthly letters to student homes for chronic absenteeism (10% of the total active school days) from the previous month.</p> <p>Teachers will continue to utilize communication apps (ClassDojo, Clever, Teams) to communicate with parents.</p> <p>The Attendance Committee will continue to monitor student attendance schoolwide and create incentives for perfect attendance.</p> <p>Perfect Attendance awards will be presented during every star student ceremony “Who will wear the Golden Wings”-weekly competition will continue. This takes place between the grades for the top attendance for the week.</p> <p>Since attendance improved as the year went by and covid cases decreased, the school will continue with the practices that were successful in increasing student attendance. Based on student feedback, it was the robust ELT program that motivated them to come to school.</p> |

Student Attendance

| | 3rd | 4th | 5th | 6th | 7th | 8th | All |
|-----------|-----|-----|-----|-----|-----|-----|-----|
| September | 91 | 91 | 89 | 92 | 91 | 88 | 90 |
| October | 90 | 91 | 91 | 90 | 92 | 90 | 91 |
| November | 90 | 91 | 90 | 88 | 90 | 92 | 90 |
| December | 91 | 91 | 89 | 92 | 91 | 88 | 90 |
| January | 78 | 86 | 83 | 86 | 87 | 87 | 85 |
| February | 88 | 90 | 90 | 86 | 90 | 91 | 89 |

Student Attendance

| | 3rd | 4th | 5th | 6th | 7th | 8th | All |
|---------------|-----|-----|-----|-----|-----|-----|------|
| March | 86 | 94 | 90 | 91 | 91 | 92 | 91 |
| April | 90 | 93 | 90 | 91 | 94 | 92 | 92 |
| May | 88 | 88 | 87 | 89 | 90 | 91 | 89 |
| June | 80 | 90 | 82 | 83 | 93 | 93 | 87 |
| Total Average | 87 | 90 | 88 | 88 | 90 | 90 | 89.4 |

During the weekly pupil support team meeting the team reviews attendance and identifies potential chronic absenteeism. In efforts to be proactive and not reactive, the student list is divided amongst the team

Social Emotional Learning (SEL) blocks will be built into the daily schedule. We will use Rethink Curriculum and Edquiddity PLE modules.

The afterschool academy will begin the second week of October to hook students into the activities and boost attendance rates for the 2022-2023 school year.

Develop a PBIS Plan to support student academic and social support in conjunction with District administration. Supplies will be purchased for student redemption of Panther Bucks.

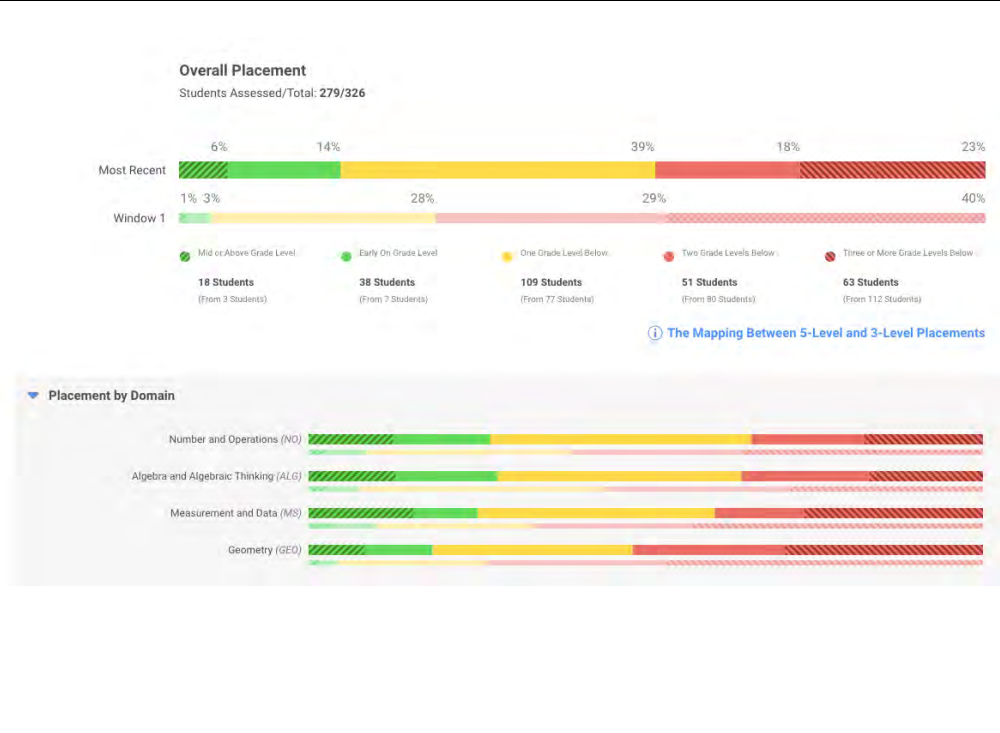
members. Weekly meetings result in calls home to families to increase student attendance.

Perfect Attendance awards are presented during every star student ceremony
 “Who will wear the Golden Wings”-This is an ongoing weekly competition between the grades for the top attendance for the week. This contest was put in place to increase schoolwide attendance.

Social Emotional Learning (SEL) blocks built into schedule daily. (Rethink Curriculum)

Students who attended the afternoon academy showed an increase in attendance.

#110
 3-8 Math All Students Core Subject Performance Index



Continued use of LATIC framework strategies and Professional Learning opportunities from LATIC coach and IDE specialists and District Math Director throughout the year.

Continued use of Ready Classroom framework.

| Grade | Overall Grade-Level Placement | 3% | 15% | 51% | 26% | 5% | Students Assessed/Total |
|---------|-------------------------------|-----|-----|-----|-----|-----|-------------------------|
| Grade 3 | Most Recent | 3% | 15% | 51% | 26% | 5% | 65/69 |
| | Window 1 | 0% | 0% | 29% | 37% | 34% | |
| Grade 4 | Most Recent | 13% | 20% | 39% | 19% | 9% | 54/59 |
| | Window 1 | 0% | 4% | 37% | 33% | 26% | |
| Grade 5 | Most Recent | 6% | 10% | 36% | 28% | 20% | 50/54 |
| | Window 1 | 2% | 2% | 30% | 22% | 44% | |
| Grade 6 | Most Recent | 8% | 15% | 30% | 12% | 35% | 60/61 |
| | Window 1 | 2% | 3% | 22% | 27% | 47% | |
| Grade 7 | Most Recent | 3% | 9% | 44% | 3% | 41% | 34/43 |
| | Window 1 | 3% | 6% | 26% | 26% | 38% | |
| Grade 8 | Most Recent | 0% | 0% | 25% | 13% | 63% | 16/40 |
| | Window 1 | 0% | 0% | 6% | 13% | 81% | |

Based on the data comparison from Diagnostic I to the End of Year Assessment the following demonstrates the percentage increase of the students on or above grade level:
 Third grade increased by 18% on or above grade level
 Fourth grade increased by 29% on or above grade level
 Fifth grade increased by 12% on or above grade level
 Sixth grade increased by 18% on or above grade level
 Seventh grade increased by 3% on or above grade level and an increase of 20% of students from two or more grade levels below to one grade level below.
 Eighth grade showed no change in students on or above grade level. However, there was an increase of 19% of students from three or more grade levels below to one grade level below.

Algebra Grade 8

| | | |
|---------|------------------------|----------------------------------|
| Grade 8 | September Algebra Mock | June Algebra Regents Scale score |
|---------|------------------------|----------------------------------|

The CHA After School Academy for Success will be implemented in October to support Math instruction. Students that attended the afterschool academy increased on the classroom assessments.
 Students will complete 20 minutes of IReady daily

Grades 5-8 will continue to be departmentalized so they are focused on teaching Math/Science by a content specialist.
 Small group instruction will continue to take place during an instructional block in the afternoon to provide additional support.

Teachers will continue to engage in weekly discourse around data findings and identify and share successful interventions.

There will be a reflection process in place for PDSA cycles and a continuous goal to increase by 10% for each ready assessment.

Continue to implement IReady Diagnostic Assessments in the Fall/Winter/Spring.

Partnership with Bank Street (Yonkers Network for School Improvement, NSI) will continue for next year with a focus on PDSA cycles.

Small group instruction will continue to take place to provide additional support to identified students in building foundational mathematical concepts.


There will be three I-Ready Diagnostic given to assess students' growth and improvement.

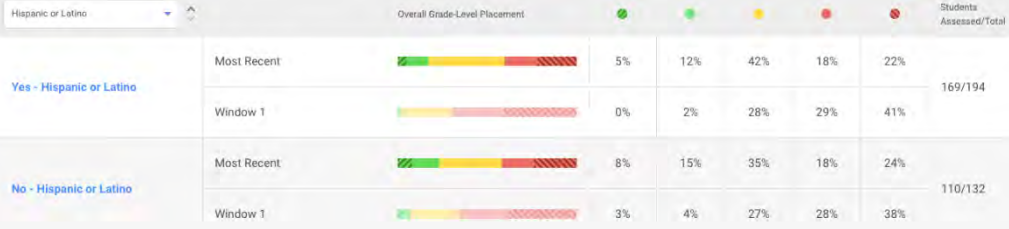
PD will be conducted by the LATIC Coach on how to incorporate the model into mathematics.

| | | | | |
|--|---------|------------------------|-------|--|
| | | Assessment Scale score | | |
| | Algebra | 12.6% | 65.7% | |
| The data shows that students increased by 53.1% from September to June in the algebra class. | | | | |

Part III – Demonstrable Improvement Indicators-Level 2

| Level 2 Indicators Please list the school’s Level 2 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific strategies and actions that will support progress toward the Demonstrable Improvement Indicators. | | | | | | | | | | | | | | |
|---|--|---------------------|--------------------|--|--------------|-------|-------|--------------|-----|-----|--|--|--|--|
| Identify Indicator | Final Report and Reflection on Activities Completed during April 15, 2021 - June 30, 2022 What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Describe how the data trends that emerged during this period will inform future action steps. | | | 2022-23 School Year Continuation Plan for Meeting this Indicator Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2022-2023 school year to support progress for this Demonstrable Improvement Indicator? Provide a data-informed rationale for the strategies and action steps indicated. Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. | | | | | | | | | | |
| #102 3-8 ELA Black Core Subject PI | <table border="1"> <thead> <tr> <th>Grade</th> <th>Diagnostic Average</th> <th>End of Year Average</th> </tr> </thead> <tbody> <tr> <td>7th DataMate</td> <td>52.9%</td> <td>56.9%</td> </tr> <tr> <td>8th DataMate</td> <td>34%</td> <td>52%</td> </tr> </tbody> </table> | Grade | Diagnostic Average | End of Year Average | 7th DataMate | 52.9% | 56.9% | 8th DataMate | 34% | 52% | Based on the data 7th grade increased by 4% from the mock exam to the administration in June. 8th grade increased by 18% from the mock exam to the administration in June. | | | Grades 3-6 will continue to complete four Benchmark Interim assessments throughout the school year to assess student growth and improvement by standards. Departmental instruction will continue in the upper grades as those students showed growth in ELA and Math. The CHA After School Academy for Success will be implemented to support ELA instruction. Support Staff from School will conduct outreach to students in this subgroup to enroll in the ELT program. ELT and field trip transportation will be provided to ensure maximum registration. |
| Grade | Diagnostic Average | End of Year Average | | | | | | | | | | | | |
| 7th DataMate | 52.9% | 56.9% | | | | | | | | | | | | |
| 8th DataMate | 34% | 52% | | | | | | | | | | | | |

| <p>#103 3-8 ELA Hispanic Core Subject PI</p> | <table border="1" data-bbox="360 164 1185 310"> <thead> <tr> <th>Grade</th> <th>Diagnostic Average</th> <th>End of Year Average</th> </tr> </thead> <tbody> <tr> <td>7th DataMate</td> <td>50%</td> <td>52%</td> </tr> <tr> <td>8th DataMate</td> <td>51.5%</td> <td>63%</td> </tr> </tbody> </table> <p>Based on the data 7th grade increased by 2% from the mock exam to the administration in June. 8th grade increased by 11.5% from the mock exam to the administration in June.</p> | Grade | Diagnostic Average | End of Year Average | 7th DataMate | 50% | 52% | 8th DataMate | 51.5% | 63% | <p>Grades 3-6 will continue to complete four Benchmark Interim assessments throughout the school year to assess student growth and improvement by standards.</p> <p>Departmental instruction will continue in the upper grades as those students showed growth in ELA and Math.</p> <p>The CHA After School Academy for Success will be implemented to support ELA instruction.</p> <p>The ESL teacher will reach out to students in this subgroup to participate in ELT.</p> |
|--|---|---|--------------------|---------------------|--------------|-----|-----|--------------|-------|-----|---|
| Grade | Diagnostic Average | End of Year Average | | | | | | | | | |
| 7th DataMate | 50% | 52% | | | | | | | | | |
| 8th DataMate | 51.5% | 63% | | | | | | | | | |
| <p>#112 3-8 Math Black Core Subject PI</p> |  <p>Based on the data comparison from Diagnostic I to the end of Year Assessment, students who identify as Black demonstrated a 15% increase of the students on or above grade level schoolwide.</p> <p>The district hired a Title One Math specialist to support small group instruction.</p> | <p>Continued use of LATIC framework strategies and Professional Learning opportunities from LATIC coach and IDE specialists and District Math Director throughout the year.</p> <p>Continued use of Ready Classroom framework.</p> <p>The CHA After School Academy for Success will be implemented in October to support Math instruction. Students that attended the afterschool academy increased on the classroom assessments.</p> <p>Students will complete 20 minutes of IReady daily</p> <p>Grades 5-8 will continue to be departmentalized so they are focused on teaching Math/Science.</p> <p>Small group instruction will continue to take place during an instructional block in the afternoon to provide additional support.</p> <p>Teachers will continue to engage in weekly discourse around data findings and identify and share successful interventions.</p> <p>Continue to implement IReady Diagnostic Assessments in the Fall/Winter/Spring.</p> <p>Partnership with Bank Street (Yonkers Network for School Improvement, NSI) will continue for next year with a focus on PDSA cycles.</p> | | | | | | | | | |

| | | |
|---|---|--|
| | | <p>Small group instruction will continue to take place to provide additional support to identified students in building foundational mathematical concepts.</p> <p>The Spring IReady Diagnostic 3 will be given to assess students' growth and improvement from the Winter Diagnostic.</p> |
| <p>#113 3-8 Math Hispanic Core Subject PI</p> |  <p>Based on the data comparison from Diagnostic I to the end of Year Assessment, students who identify as Hispanic or Latino demonstrated a 15% increase of the students on or above grade level schoolwide.</p> <p>The district hired a Title One Math specialist to support small group instruction.</p> | <p>Continued use of LATIC framework strategies and Professional Learning opportunities from LATIC coach and IDE specialists and District Math Director throughout the year.</p> <p>Continued use of Ready Classroom framework.</p> <p>The CHA After School Academy for Success will be implemented in October to support Math instruction. Students that attended the afterschool academy increased on the classroom assessments. Students will complete 20 minutes of IReady daily</p> <p>Grades 5-8 will continue to be departmentalized so they are focused on teaching Math/Science. Small group instruction will continue to take place during an instructional block in the afternoon to provide additional support.</p> <p>Teachers will continue to engage in weekly discourse around data findings and identify and share successful interventions.</p> <p>Continue to implement IReady Diagnostic Assessments in the Fall/Winter/Spring.</p> <p>Partnership with Bank Street (Yonkers Network for School Improvement, NSI) will continue for next year with a focus on PDSA cycles.</p> <p>Small group instruction will continue to take place to provide additional support to identified students in building foundational mathematical concepts.</p> <p>The Spring IReady Diagnostic 3 will be given to assess students' growth and improvement from the Winter Diagnostic.</p> |

| | | |
|---|---|---|
| | | |
| <p>#115 3-8 Math ED core subject PI</p> | <p>The majority of students at CHA are included in the ED subgroup. Based on the data comparison from Diagnostic I to the End of Year Assessment the following demonstrates the percentage increase of the students on or above grade level:</p> <p>Third grade increased by 18% on or above grade level Fourth grade increased by 29% on or above grade level Fifth grade increased by 12% on or above grade level Sixth grade increased by 18% on or above grade level Seventh grade increased by 3% on or above grade level and an increase of 20% of students from two or more grade levels below to one grade level below. Eighth grade showed no change in students on or above grade level. However, there was an increase of 19% of students from three or more grade levels below to one grade level below.</p> <p>A Math trend across all grade levels was an improvement in classroom assessments as the year progressed and as attendance improved. After each cycle, interventions were put in place to address targeted skills. These data driven strategies proved successful for students.</p> | <p>Continued use of LATIC framework strategies and Professional Learning opportunities from LATIC coach, IDE specialists and District Math Director throughout the year.</p> <p>Continued use of Ready Classroom framework.</p> <p>The CHA After School Academy for Success will kick off in October to support Math instruction. Students that attended the afterschool academy increased on the classroom assessments. Students will complete 20 minutes of IReady daily.</p> <p>Grades 5-8 will continue to be departmentalized so they are instructed by content area specialists. Small group instruction will continue to take place during an instructional block in the afternoon to provide additional support.</p> <p>Teachers will continue to engage in weekly discourse around data findings and identify and share successful interventions.</p> <p>Continue to implement IReady Diagnostic Assessments in the Fall/Winter/Spring.</p> <p>Partnership with Bank Street (Yonkers Network for School Improvement, NSI) will continue for next year with a focus on PDSA cycles. This work focuses on specific subgroups.</p> <p>The Spring IReady Diagnostic 3 will be given to assess students' growth and improvement from the Winter Diagnostic.</p> |

Part IV – Community Engagement Team (CET)

Community Engagement Team (CET)

*The role of the [Community Engagement Team](#) is to develop recommendations for school improvement by **soliciting input through public engagement**.*

*Recommendations made by the CET, including how the school community **and community at-large** were engaged to (1) provide input into the school’s Continuation Plan and (2) review and update, if necessary, its 2022-2023 Community Engagement Team plan and membership, should be addressed in response to the prompts below.*

| Report Out of 2021-2022 CET Plan Implementation | Plan for Use of CET Recommendations in 2022-2023 |
|--|--|
| <p>Describe how recommendations made by the CET during 2021-2022 were used to inform implementation of the school’s improvement plan.</p> <ul style="list-style-type: none"> List the categories of stakeholders that have participated as members over the past school year. Note any changes made to the CET’s membership since the last reporting period. Include links, or embed, real time artifacts such as meeting agendas, membership lists, signed attendance lists, etc. | <p>Describe how recommendations made by the CET during 2022-23 will be used to inform implementation of the school’s improvement plan.</p> <ul style="list-style-type: none"> Include any changes that will be made to CET membership for the 2022-23 school year. Include the role/title of any new members. |
| <p>Administrators, Teachers, Parents, Community Partners, CSEA Members Gail Joyner-White, Will Barrow Taren Washington-Peterson Mary Mallon, Josephine Chiara Jillian Luckasavage, Lisa Egan, Jumana Shehadeh, Renee Fazzinga Sumie Hernandez Maila Vasquez Wilhelmina Harris</p> | <p>We conducted a needs assessment for the upcoming school year to determine what goals, action steps and resources will support our work.</p> <p>We will add additional parents to the CET team.</p> <p>We will schedule additional opportunities for parent engagement in 22-23. Support staff will conduct outreach to parents to invite and inform them. Refreshments will be offered at parent meetings.</p> <p>Hourly compensation for Administrators and Teachers on CET.</p> |

| | |
|---|--|
| <p>Meeting Dates</p> <p>10/25/21 11/15/21 12/20/21 1/10/22 1/24/22 2/28/22 4/28/22 6/14/22</p> <p>There was a recommendation to implement a new late arrival policy procedure. The new form was put in place on 10/31/21.</p> <p>Attendance incentive – Golden Wings implemented December 2021. Safety Protocols for bus and masks reviewed.</p> <p>Technology: Each child has a device (Chrome book or laptop). Teachers have been issued new laptops as well.</p> <p>Discussed ways to increase participation for PTSA.</p> <p>Renamed PTSA meetings to increase parent involvement to Family Meetings.</p> | |
|---|--|

Part V - Receivership Powers

| <p><u>Powers of the Receiver</u> Provide a summary of the use of the School Receiver’s powers during 2021-2022 school year.</p> | <p>Describe the anticipated use of the School Receiver’s powers during the 2022-2023 school year (pursuant to those identified in Commissioners Regulation §100.19).</p> |
|--|--|
| <p>The School Receiver did not use the powers this period.</p> | <p>We do not anticipate the use of the Receiver’s powers at this time.</p> |

Part VI – Assurance and Attestation

By signing below, I attest to the fact that the information in this continuation plan is true and accurate to the best of my knowledge and that all requirements with regard to public hearings and the Community Engagement Teams, as per Commissioners Regulation § 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 continuation plan and to review and update, if necessary, its 2022-2023 Community Engagement Team plan and membership.*

Name of CET Representative (Print): _____

Signature of CET Representative: _____

Title of CET Representative: _____

Date: _____

****The CET Attestation must be signed by a CET member other than a school administrator.***

Revised June 1, 2022