

# 2022-2023 Receivership School Quarterly Report #2

Report Period: November 1, 2022 to January 31, 2023 (Due January 31, 2023)

This document is to be completed by the School Receiver and/or their designee and submitted electronically to <u>OISR@NYSED.gov</u>. Complete all sections by fully responding to each prompt. For Districts with State Monitors, to streamline reporting, related metrics, data, target status and related evidence should be drawn from the most recent Superintendent-District Academic and Financial Summary Status Report based on the Monitor's Recommendations.

The reporting portion of this document is a self-assessment of the *implementation <u>and</u> 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 <u>must be posted</u> in a conspicuous place on the district website. All responses should directly align with, or be adaptations to, previously approved intervention plans and require explicit engagement and input from Community Engagement Teams.

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	Hyperlink to where this plan will be posted on the district website:
Cross Hill Academy	6623-00- 010036	Yonkers City School District	CK Education Teaching Matters	1	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	Ryan James	8/15/22	Elaine Shine Exec. Dir	Grades 3-8	N/A	345	4%	10%	0.4%



## **Executive Summary**

Please provide a *plain-language summary* of this completed report to reflect changes and progress made during this reporting period and to describe how actions were taken to implement lead strategies, engage the community, and enact Receivership powers. 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*. Applicable links must be made publicly available prior to submitting the report.

We have made progress with the implementation of instructional strategies related to the District Foci of Accountable Talk, Critical Thinking, and Checking for Understanding. We are currently in the Accountable Talk Professional Learning Cycle. Following the November visit from OISR, we began offering optional professional learning on Mondays when there is not a faculty meeting. Topics covered include going deeper with accountable talk, project-based learning, PowerSchool, Schoology, and IXL. The leadership team continues to support teacher teams by providing professional learning opportunities, time to collaborate, and resources that impact teacher practice and academic outcomes of our students. We conducted Benchmark Interim Assessment #2, ELA Datamate Practice Assessment, iReady Diagnostic #2, and Math Datamate Practice Exam. To continue to develop a data driven culture, the Data Team met to identify protocols to be used for student data chats following the recent assessments. Data chats will take place over the next two weeks. During ELA and Math PLCs, we engaged in a process to triangulate data from the State Exams, Fall Assessments, and Project Acceleration recommendations. This information was then used to inform instructional pacing, students recommended for Winter Academy. We are in the process of reviewing the ELA and Math Datamate Assessments as well as iReady Diagnostic #2. During common planning, we discussed Benchmark curriculum pacing which was recommended by the NYSED school support partner.

We have also received instructional support visits from the District Assistant Superintendent, the Executive Director of School Improvement, Executive Director for Science and Social Studies, Executive Director for Mathematics, and the Executive Director for ELA. The Executive Director of School Improvement and a District data specialist facilitated a CET meeting to review State Indicators and discuss action steps for improvement. The Principal facilitated a meeting for families around supporting students in preparing for the NYS Exams.

In alignment with creating a welcoming and affirming environment, both MBK/MSK initiatives provide students with opportunities to better understand who they are and support them in being responsible and making wise choices. Representatives from MBK/MSK attended the Yonkers MBK Sixth Anniversary Event. We have established a PBIS committee to provide support with the implementation of the plan. We have awarded two students in each class with the most Panther Points with a pizza party. The PBIS store opened last week and students had the opportunity to buy items with their points.

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 provide opportunities for all stakeholders' voices to be heard. Communication with stakeholders continues 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) and Margaret's Place. This is a living document that will be revised through the Community Engagement 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 the sections of this document by both analyzing and summarizing the steps taken to implement lead strategies during the first quarter. Include processes that were *used to assess the impact* of strategies implemented on student learning outcomes.

The 2022-2023 Receivership School Quarterly Report #2 is an opportunity for district and school staff to provide a reflective outline of proposed actions, strategies, and process adaptations made to the school's 2022-2023 Continuation Plan, as part of an ongoing process of *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

## Lead Strategies for School Improvement

Include 3-4 core lead strategies that are central to the school's improvement plan, and outline the progress made this quarter by applying each strategy. Lead strategies are key levers for improvement that are identified based on trends in student performance data and serve as overarching approaches for implementing strategically focused action steps toward achieving demonstrable improvement.

# Quarterly Report #2 with Reflection on Lead Strategies Utilized during November 1, 2022 – January 31, 2023

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
Learner Active Technology Infused Classroom (LATIC) Framework	NA	Following conversations about implementation and effectiveness of LATIC at CHA, we discontinued IDE LATIC support
Collaboration with Teaching Matters Consultant	Y	Our Teaching Matters consultant supports teachers in grades 3 and 4. The consultant visited classrooms to identify trends and patterns and shared this information with the leadership team. She met with teachers to begin goal setting in alignment to areas of need identified in classroom visits. She will model pedagogical practices, co-plan, and coach based on the needs of individual teachers. She is working with the leadership team to identify non-negotiables, develop an ELA vision, and create an ELA instructional framework. Following the classroom visits, review of Cycle 1 APPR data, and conversations about how to best support improved outcomes for students, we identified the 3 <sup>rd</sup> and 4 <sup>th</sup> grade teachers as being the teachers that would receive support from this consultant.



	<u><u> </u></u>	
Identify the lead strategies that guided the school's	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
improvement work during the		
reporting period, including any		
that were discontinued.	V	Effective professional learning features on meeting the needs of edult learners, which include expertunities for collaboration
Implementation of Professional Learning Plan	Y	Effective professional learning focuses on meeting the needs of adult learners, which include opportunities for collaboration, differentiation, and modeling by colleagues. We have created a professional learning plan that accounts for after-school professional learning, as well as professional learning communities (PLCs), common planning, and optional professional learning in response to feedback during the NYSED OISR visit. In 2022-2023, the faculty meetings take place twice per month after school on Mondays. After school professional learning has covered topics such as APPR norming and accountable talk. For this cycle of after school professional learning, we are focusing on accountable talk. On January 9 <sup>th</sup> , three teachers facilitated professional learning about accountable talk strategies they use in their classrooms including engaging students in a gallery walk where they see and wonder about images, engaging students in jigsaw reading groups, and students collaborating to answer a short response question and then peer assessing other group responses. Teachers were able to choose which strategy they wanted to learn more about. On January 23 <sup>rd</sup> two teachers facilitated professional learning about supporting SWDs and MLLs with accountable talk. The accountable talk cycle will culminate in a Share Fair on February 28 <sup>th</sup> .
		On January 11 <sup>th</sup> , two teachers attended a PW BOCES professional learning on the Social Studies curriculum. This information was then shared with 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade teachers during common planning.
		In addition to bimonthly professional learning after school, teachers also engage in weekly professional learning communities based on content area and common planning in grade teams. Topics covered during PLCs include:
		<ul> <li>Data Triangulation in ELA and Math PLCs (Review of qualitative and quantitative data from beginning of year assessments and in class assessments, Review of Project Acceleration Power Standards, Review of ELA/Math State Exam Data) which was used to create ELA and Math Profiles</li> </ul>
		ELA and Math Predictions for Datamate Practice Assessments
		ELA Datamate Practice Assessment Norming and Scoring
		ELA Datamate Practice Assessment Data Analysis
		Math Curriculum Pacing and Preparing for the Winter Diagnostic
		<ul> <li>ELA PLC – Continuation of Data Analysis and Engaging Students in Data Chats</li> </ul>
		Math PLC – iReady Diagnostic 2 Data Analysis and Pacing



Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
		Topics covered during common planning include:
		<ul> <li>SEL / Community Circle Time Planning</li> <li>Review of students at risk for chronic absenteeism and discussion for potential interventions</li> <li>Review of PBIS Plan</li> </ul>
		<ul> <li>Optional Professional Learning (Based on recommendations from NYSED OISR and School Support Partner, Angela Prince):</li> <li>Best practices for accountable talk</li> <li>Use of Schoology and PowerSchool</li> <li>Project Based Learning</li> <li>Use of IXL</li> </ul>
		Based on NYS ELA/Math data, there is a continued need to enhance the skills and mindsets of our teachers as it relates to data and continuous school improvement. Progress monitoring is 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 in order to differentiate instruction.
Implementation of Culturally Responsive Sustaining Education / Social Emotional Learning	Y	<ul> <li>At Cross Hill Academy, social emotional learning focuses on the social-emotional well-being of students. This is accomplished through the implementation of: <ul> <li>My Brother's Keeper</li> <li>My Sister's Keeper</li> <li>Daily SEL check in / community circle time</li> </ul> </li> </ul>
		The 6 <sup>th</sup> grade teachers collaborated to develop and implement culturally responsive and socioemotional themed Authentic Learning Units (ALUs).
		As part of our after-school program, students participate in mindfulness and yoga sessions. Our social worker is available after school on Tuesdays to support students.



Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
		We are continuing to implement our PBIS Plan that focuses on the values of kindness, perseverance, community and empowerment. Each morning we remind students of the values as part of morning announcements. We have established a PBIS Committee that consists of teachers, a representative from Rockland Day Treatment, a representative from Margaret's Place, and students.
		Margaret's Place holds group sessions for 7 <sup>th</sup> and 8 <sup>th</sup> grade students. Our Margaret's Place coordinator facilitates Youth Empowered to Speak sessions with our 7 <sup>th</sup> grade students.
Collaboration with CK Education Consultant	Y	Our CK Education consultant is supporting math instruction, demonstrating pedagogical practices with teachers, and shifting teacher mindset about what students can achieve in math. Teachers who observed the consultant demo pedagogical practices will model the strategies for other teachers. One teacher per grade level was selected to receive support from CK Education.
Participation in the Yonkers Public Schools Network for School Improvement	Y	CHA is part of the Network for School Improvement led by Bank Street Education Center, a network of teachers, school leaders, and district leaders to engage in continuous improvement with a focus on improving outcomes in middle school mathematics. The CHA team completed the class surveys about math identity and use of feedback and conducted empathy interviews with two students. The NSI coach has facilitated 3 sessions with the CHA team around the PDSA cycle. Teachers are focused on providing feedback on students' exit slips and students have the opportunity to revise exit slips. The current cycle will be studied on January 31 <sup>st</sup> . CHA Team will then determine if they are going to adopt, adapt, or abandon the change idea.
		Below find data from beginning of the year survey. This data was used to inform the plan for providing students with feedback. Students will complete a mid-year survey in February.





## 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 informed the implementation of specific strategies and action steps to support progress toward the Demonstrable Improvement targets during this quarter.

Quarterly Report #2 Reflection on Activities Completed for this Indicator Level during November 1, 2022 – January 31, 2023



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	•	Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. Describe how the data trends that emerged during this reporting period will inform future action steps. Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly
				available prior to submitting the report.



	Y	Professional Growth and Development:										
#33 3-8 ELA All Students MGP		Teachers are provided Professional Learning	Grades 7 & 8 will continue to complete assessments in the winter, and spring to assess student growth and improvement by standards.									
		opportunities bi-weekly from the school to enhance their tools for:	spring to as	5553	s student growth		ement by Sta	anuarus.				
	The District's 2022/23 Instructional Foci: Accountable Talk, Checks for Understanding, and Critical Thinking     Sale along				Grades 3-8 will continue to complete MAP Reading assessments in the spring to assess student growth and improvement by standards. Teachers are implementing the use of IXL for reading (students RIT score from MAP used to create personal study plans for students). IXL used during small group instruction time. The data that is relevant to E							
		IXL										
		NGLS	is the row with the book symbol. As seen in the data below, students have mastered about 50% of the skills they have practiced. Our next step is to review the ELA Datamate Assessment Data with the IXL skills									
		Teachers in grades 3-4 are working with the Teaching Matters consultant on creating				oort for skills not yet mastered.						
		questions that facilitate critical thinking and			Total questions answered	Skills practiced	Skills proficient	Skills mastered				
		meaningful opportunities for accountable talk and develop / identify tasks that supports student			9,375	334	219	194				
		mastery of skills / objectives.		ш	8,222	203	130	123				
			Grade 3	A	514	27	15	15				
		Teachers in grades 5-8 are working with District		Q	54	9	1	1				
		Executive Director of ELA on guided reading and small group instruction. Grades 5-8 are still		ø	28	1	0	0				
		departmentalized. We continue to include an instructional block in the afternoon dedicated to			13,685	451	284	262				
		small group instruction.		Ш	30,724	1,062	636	577				
			Grade 4	因	368	24	6	6				
eceivership, Quarterly Report #2 2022 – 2023 Scho	ool Year	The Instructional Coach, works with all teachers, across all grade levels		Q	291	19	5	4				
				ø		No practice	yet					
		The ENL teacher pushes into ELA classes to support the ENL students during ELA instruction.										
			4	8	961	71	28	22				
		Teachers continue to implement the district's foci.	<u> </u>	1	24,576	700	296	269				
As required under Section 211(f) of NYS Ed. Law)		<ul> <li>Checking for Understanding – teachers use formative assessments (exit tickets,</li> </ul>	Grade 5	2	698	37	17	16				
		thumbs up, thumbs down, KWL charts,	G 30		209	25	5	5				

gе



Indicator	<ul> <li>Status Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.</li> <li>Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
3-8 Math	<ul> <li>Professional Growth and Development: Teachers are provided Professional Learning opportunities bi-weekly from the school to enhance their tools for:         <ul> <li>The District's 2022/23 Instructional Foci: Accountable Talk, Checks for Understanding, and Critical Thinking</li> <li>Schoology</li> <li>IXL</li> </ul> </li> <li>The second I-Ready Diagnostic was given to assess students' growth and improvement from the Fall 2022 Diagnostic. This data is used to plan appropriate Tier 1 instruction as well as provide opportunities for Tier 2 and 3 interventions and acceleration.</li> </ul> <li>Overall Placement Sudents Assessed/Total: 325/344</li> <li>Wirdow 2</li> <li>ISC</li> <li>Wirdow 2</li> <li>Schoology</li> <li>IXL</li>
	Teachers were provided Professional Learning in November by the district on the District's Instructional Foci, Implementing Culturally Responsive Critical Thinking, NGLS Standards, Ready Math.
	Teachers were provided Professional Learning         from the Ready Consultant.



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul> <li>deterr explic contril learnin</li> <li>Descr period</li> <li>Includ plan a adjust</li> <li>Any h inform</li> </ul>	nine progres it in outlining butive value ng, and ach ibe how the will inform le a descript long with th ment. yperlinks ind nation, and/o	fic data and rela ss made betwee g the impact of s of specific meth evement. data trends tha future action ste ion of any adjus e corresponding cluded to provid- or relevant docu submitting the re	en Qua such e nods o t emer eps. stment g data e evide ments	arter vide n ins ged s ma useo ence	1 ar nce struc duri ade t d to e, su	nd Q and ction ing th to the infor uch a	the , stu his r e cc m th	er 2. Be related ident reporting ontinuation ne ata,
			Grade	* *	Överall Grade-Level Placement		•	•	•		Students Assessed/Total
		The consultant from CK Education, visited math	Grade 3	Window 2	8	3%	5%	45%	31%	16%	62/64
		classrooms and is now supporting teachers with pedagogical practices to enhance math instruction.		Window 1		2%	2%	29%	31%	37%	
			Grade 4	Window 2	×	6%	14%	32%	37%	11%	63/63
				Window 1	*	0%	6%	32%	29%	33%	
		Two teachers are participating in the district's	Grade 5	Window 2	2000	4%	16%	42%	26%	12%	57/58
		monthly math PLC led by the Executive Director		Window 1		0%	9%	28%	26%	37%	
		of Mathematics and Assistant Superintendent.	Grade 6	Window 2	85 <b>0</b>	8%	6%	42%	23%	21%	52/52
		Teachers in grades 5-8 are part of the NSI Team		Window 1		6%	2%	19%	33%	40%	
		and engaging in continuous improvement work	Grade 7	Window 2		2%	10%	33%	12%	43%	49/57
		aligned to student feedback.		Window 1		0%	10%	20%	16%	53%	
			Grade 8	Window 2		2%	10%	12%	26%	50%	42/50
		Our Title 1 math teacher's schedule was adjusted to allow her to attend the Math PLCs with all grade levels. She also has two additional periods a week to plan for small group instruction.			s are mid or abc from 4 students	•				ere v	was an



Indicator	(R/Y/G) implem	/ specific strategies and action steps nented to support progress for each of the instrable Improvement Indicators.	•	Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. Describe how the data trends that emerged during this reporting period will inform future action steps. Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	for Mat iReady He will coachi Routin sequer <u>Data a</u> MAP d studen RIT sc Math ir Saturd	eadership Team and the Executive Director thematics visited classrooms and used the v checklist to inform professional learning. be providing professional learning and ng around the Try-Discuss-Connect e specifically in the areas of selecting and noing students to share their strategies. <u>Ind Assessments:</u> ata was synched to IXL to differentiate ts learning skills plan based on individual ores. Instruction during after school and on ays is project based and aligned to tive Math.		<ul> <li>10% of students are on grade level. There was an improvement from 18 to 33 students.</li> <li>35% of students are one grade level below. There was an improvement from 88 students to 115 students. 26% of students are two grade levels below. There are currently 86 students two grade levels below.</li> <li>24% of students are three or more grade levels below. There was an improvement from 136 to 77 students.</li> <li>Overall, students performed best on Algebra and Algebraic Thinking and Numbers and Operations.</li> <li>Grades 4 and 5 had the highest percentage of students on grade level.</li> <li>Measurement and Data and Geometry are the domains that students need support in.</li> <li>Based on the diagnostic, Title I Math Teacher will continue to work with students in small groups and adjust her groups as needed.</li> </ul>



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul> <li>Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
		Students are participating in iReady challenges where they are awarded incentives for passing a certain number of lessons. In grades 3-8 iReady Diagnostic #2 was administered to assess students' current level of progress towards standards mastery. Grades 3-8 administered a Math DataMate Practice Assessment over the last two days. Data will be used to review students' strengths and weaknesses in math skills and standards to adjust instruction. Teachers will analyze school and grade level data using 21-22 NYS Math Assessment and the District January 2023 Math Practice Assessment (DataMate)	Teachers are implementing the use of IXL for math based on student performance on the MAP Math Assessment. The data relevant to math is in the row with the pyramid symbol. As seen in the data below, students have mastered about 50% of the skills they have practiced. Our next step is to review the Math Datamate Assessment Data with the IXL skills to identify additional support for skills not yet mastered.



Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul> <li>Provide the specific data and related evidence used to measure an determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>						
	Continued use of parts of the LATIC framework	Γ		<b>v</b>	SKILL PROG	RESS		
	strategies and support from Instructional Coach.			Total questions answered	Skills practiced	Skills proficient	Skills mastered	
	These practices were observed during classroom visits by Instructional Coach.		4	9,375	334	219	194	
	Expert board		m	8,222	203	130	123	
	Help board		Grade 3	514	27	15	15	
	Resource area		9	54	9	1	1	
	ALU's/PBL's     Tachadagur		P	28	1	0	0	
	<ul><li>Technology</li><li>Flexible seating during small group</li></ul>		4	13,685	451	284	262	
	<ul> <li>Activity lists/Choice Boards</li> </ul>		m	30,724	1,062	636	577	
			Grade 4	368	24	6	6	
			G 63	291	19	5	4	



Indicator	Status (R/Y/G)	, , , , , , , , , , , , , , , , , , ,			<ul> <li>Provide the specific data and related evidence used to measure an determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>							
					961	71	28	22				
					24,576	700	296	269				
			<b>Grade 5</b> 은 58	A	698	37	17	16				
				Q	209	25	5	5				
			1	ø	625	19	12	11				
					647	34	14	14				
				m	142	8	0	0				
			Grade 6 & 52	A	60	3	2	2				
				Q		No practice	yet					



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	dete exp con lear • Des peri • Incl plar adju • Any info	ermine licit in o tributiv ning, a scribe h od will ude a o n along ustmen hyper rmatio	e specific data progress made outlining the im e value of spec and achievement ow the data tra- inform future a description of a with the corre- t. links included to n, and/or releva- prior to submitti	e between Qu pact of such e cific methods o nt. ends that eme action steps. ny adjustmen sponding data to provide evic ant documents	arter 1 and C evidence and on instruction rged during t ts made to th used to info lence, such a	Quarter 2. Be the related n, student this reporting ne continuatio rm the as data,
			u		2,745	132	65	58
				m	23,582	559	262	232
			Grade 7 & 57	A	230	12	1	1
			0.4	Q	2,525	191	51	39
				9	17,328	665	336	295
					1,581	85	51	47
					1,265	36	19	13
			Grade 8 & 50	A	47	3	2	1
			10.00	al	134	16	1	0
				¥.				



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				<ul> <li>Teachers will identify students in grades 3-8 that would benefit from the Winter Academy based on the assessments and classroom observation.</li> <li>Teachers identified students in grades 5 – 8 that would continue to work in small groups daily with the teacher's assistant and school aides.</li> <li>Students are encouraged to attend after school and the Saturday Academy.</li> </ul>
Grade 8 Science Index #150		<ul> <li>Grade 8 Earth Science</li> <li>Increased use of Exit tickets</li> <li>Implementing RACE Strategy (restate, answer, cite, explain) during short response activities.</li> <li>Teacher-created tests.</li> </ul>	Eiç	ght grade Pre-Assessment Earth Science Regents Data:



<ul> <li>Hands-on scientific experiments and observation activities.</li> <li>The teacher received culturally responsive critical thinking PD from the district during Superintendent's Day.</li> <li>The teacher attends bi-weekly PDs</li> </ul>	DataMate <sup>®</sup> ELITE  Home   Preferences   Feedback   Usage Log   Logout      Create A Report      Create A Report						
provided by the administrative team that focuses on the district foci.	Year: 2023 V Test School: CROSS HILL ACADEM	: Fall 2022 Regents Pre-Test - Ea Y	Class: Select	Report: Se			
District Foci: • Checking for Understanding	Question Summary Questions (44)	Correct Ans (of 41)	Mean (10.37)	Max P (43)			
<ul> <li>Critical Thinking to promote higher order thinking skills</li> <li>Accountable Talk</li> <li>Exit Tickets: This form of formative assessment is used after every lesson to ensure that students are comprehending the topics covered. This formative assessment helps the teacher plan her future lessons; students that have misconceptions receive clarifications based on the data collected from the exit tickets.</li> </ul>	Book 1 Question 1 Question 2 Question 3 Question 4 Question 5 Question 6 Question 7 Question 8 Question 9 Question 10 Question 11 Question 12 Question 13	22 8 18 22 12 11 11 38 18 22 17 20	53.7% 19.5% 43.9% 53.7% 29.3% 26.8% 41.5% 26.8% 92.7% 43.9% 53.7% 41.5% 41.5% 48.8%	(43) 1 1 1 1 1 1 1 1 1 1 1 1 1			
Teacher Created End of Unit Tests (Summative Assessments): The teacher creates summative assessments based on the content covered during the unit. The teacher also implements test questions into her tests that are directly collected from previous Earth Science regents exams.	Question 14 Question 15 Question 16 Question 17 Teacher addresses the lesson objectives. Stu Now and Exit Tickets	idents are also expo					



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	•	Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. Describe how the data trends that emerged during this reporting period will inform future action steps. Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<ul> <li>Hands-On Scientific Experiments and Observations: Teacher implements lab activities for students to receive first-hand experiences to connect with complex topics.</li> <li>Unit Pre-Assessment with Earth Science Regents Questions (Formative Assessments): Teacher creates pre-unit pre-assessments to assess prior knowledge based on subject materials and to give students a preview of the unit to be covered.</li> <li>RACE Strategy: The teacher implements the RACE Strategy (restate, answer, cite, explain) to support ELA instruction and Earth Science regent's exam short response questions.</li> </ul>		



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul> <li>Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
		District Offered Professional Development: Teachers have attended multiple district wide, and school offered professional development. Receives weekly lesson plan feedback and meets with the Assistant Proncipal for instructional planning.	
#100 3-8 ELA All Students Core Subject Performance Index	Y	Professional Growth and Development: Our professional learning plan provides a comprehensive picture of the professional learning that was conducted from November through the end of January.	Grades 7 & 8 will continue to complete assessments in the winter and spring to assess student growth and improvement by standards. Grades 3-8 will continue to complete MAP Reading assessments in the spring to assess student growth and improvement by standards. Teachers are implementing the use of IXL for reading (students RIT score from MAP used to create personal study plans for students). As
		Teachers are provided Professional Learning opportunities bi-weekly from the school to enhance their tools for:	seen in the data below, students have mastered about 50% of the skills they have practiced. Our next step is to review the ELA Datamate Assessment Data with the IXL skills to identify additional support for skills not yet mastered.



Indicator	Status (R/Y/G)	(Y/G) implemented to support progress for each of the Demonstrable Improvement Indicators.				specific data and rogress made be utlining the impact value of specific d achievement. we the data trend form future action escription of any with the corresponents included to p and/or relevant ior to submitting	etween Quar ct of such ev methods or s that emerg on steps. adjustments nding data u rovide evide documents,	ter 1 and Quidence and to instruction, ged during the made to the used to inform nce, such as	arter 2. Be he related student is reporting continuation n the data,
		The District's 2022/23 Instructional Foci:			•		SKILL PROG	RESS	
		Accountable Talk, Checks for Understanding, and Critical Thinking				Total questions answered	Skills practiced	Skills proficient	Skills mastered
		<ul> <li>Schoology</li> </ul>		-		9,375	334	219	194
		• IXL			m	8,222	203	130	123
		NGLS		Grade 3		514	27	15	15
		Teachers in grades 3-4 are working with the			Q	54	9	1	1
		Teaching Matters consultant on creating			ø	28	1	0	0
		questions that facilitate critical thinking and meaningful opportunities for accountable talk and				13,685	451	284	262
		develop / identify tasks that supports student			ш	30,724	1,062	636	577
		mastery of skills / objectives.		<b>Grade 4</b> 음 63		368	24	6	6
		Teachers in grades 5-8 are working with District		C 63	Q	291	19	5	4
		Executive Director of ELA on guided reading and small group instruction. Grades 5-8 are still			ø		No practice	yet	



Indicator	(R/Y/G) ir	dentify specific strategies and action steps mplemented to support progress for each of the Demonstrable Improvement Indicators.	dete exp con lear • Des peri • Incl plar adju • Any info	ermine p licit in ou tributive ning, and cribe ho od will ir ude a de along v stment. hyperlir rmation,	specific data an rogress made to itlining the impa- value of specified achievement. w the data tren iform future act escription of any with the correspond and/or relevan or to submitting	between Quar act of such evi ic methods on ds that emerg tion steps. y adjustments oonding data u provide evider t documents, r	ter 1 and Qua dence and th instruction, s ed during this made to the o sed to inform nce, such as o	arter 2. Be e related tudent c reporting continuation the data,	
		lepartmentalized. We continue to include an			961	71	28	22	
		nstructional block in the afternoon dedicated to mail group instruction.			24,576	700	296	269	
	sman group instruction.		<b>Grade 5</b> යි 58	A	698	37	17	16	
	Т	<ul> <li>Teachers continue to implement the district's foci.</li> <li>Checking for Understanding</li> <li>Critical Thinking</li> <li>Accountable Talk</li> </ul>		Q	209	25	5	5	
				9	625	19	12	11	
					647	34	14	14	
		Continued use of parts of the LATIC framework			142	8	0	0	
		strategies and support from Instructional Coach. These practices were observed during classroom	Grade 6 & 52	A	60	3	2	2	
		visits by Instructional Coach.	22	Q		No practice yet			
	<ul><li>Expert board</li><li>Help board</li></ul>		(EB)		yet				
		<ul><li>Resource area</li><li>ALU's/PBL's</li><li>Technology</li></ul>							



Indicator	(R/Y/G) i	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	det exp cor lea • Des per • Inc pla adj • Any info	ermine licit in c atributive rning, a scribe h iod will ude a c n along ustmen / hyperl ormatior	progress made outlining the im e value of spec nd achievemen ow the data tre inform future a lescription of a with the corres	e between Qu pact of such e sific methods o nt. ends that eme ction steps. ny adjustmen sponding data o provide evic ant documents	arter 1 and 0 evidence and on instruction erged during 1 ts made to th used to info dence, such a s, must be m	the related a, student his reporting the continuation rm the as data,
		Flexible seating during small group			2,745	132	65	58
		Activity lists/Choice Boards			23,582	559	262	232
			Grade 7 & 57	A	230	12	1	1
		Data and Assessments: In grades 3-6 Benchmark Interim 2 Assessments	0.5	Q	2,525	191	51	39
		were administered to assess students' current		9	17,328	665	336	295
		level of progress towards standards mastery. Teachers use data from weekly Benchmark		٨	1,581	85	51	47
		quizzes to adjust instruction and plan for			1,265	36	19	13
		opportunities for acceleration and intervention.	Grade 8	<u>A</u>	47	3	2.	1
		Grades 3-8 administered an ELA DataMate	0.30	Q	134	16	1	0
		Practice Assessment in the beginning of January. Data is used to review students' strengths and		9	6,298	210	120	95
		weaknesses in ELA skills and Standards to adjust instruction.			ave completed throughout the			Interim dent growth and



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul> <li>Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
		Teachers analyzed school and grade level data using 21-22 NYS ELA Assessment and the District January 2023 ELA Practice Assessment (DataMate) Teachers continue to collect and analyze student data and identify areas of improvement across grade levels, class wide, and individually.	improvement by standards. Teachers used the assessment to review skills and standards that students needed additional support in. 3 <sup>rd</sup> Grade: When comparing the Benchmark Data to the ELA Datamate Practice Assessment, R.I.3, R.I.4, and R.L5 are standards that students need additional support with.



	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
-	Avg. 33%	Avg. 42%	Avg. 31%	Avg. 32%	Avg. 25%
vel 2 80%					
Achievement Level	L326				
A Second					
Ac	1.3.2g	RF33d	RL35	FL.3.2	0h.E.W
40-59%	L356	RF33			
5-Q#	L31c				
	L3/4	RF.3.3c	RE34	RL33	W3.2
	1.3.2d		RL5.7	RL34	W3t
	L3td		R£5.6	RL3.6	W.3.3
	L3tg		FI.3.3	RL 5.9	
	135		RI.3.9	FIL.3.1	
	1.316		RIBS	RL 3.7	
- <u>-</u>	L 31f		RL5.2	RL3.5	
< 40%	L3.tg		RI.3.8		
	L3.6				
	L3.50				
	L.3.2				
	L.3.3				
	L3.4c				
	L32c				
	1.3.20				
4 <sup>th</sup> Grade: R.L.4 is th	When con e standard	nparing the B that students	enchmark Da s need additic	ta to the ELA D onal support w	oatamate Practi ith.



Arg. 47%         Arg. 57%         Arg. 30%         Arg. 43%         Arg. 27%           V00         L42a         L42a         L44b         L44b         L44b           L44b         L44b         L44b         L44b         L44b         L44b           L44b         L44b         RE43         RL43         RL44           L44b         RE43         RL43         RL45         L44b           L44b         RE43         RL43         RL45         L44b           L43a         RE43         RL43         RL45         L44b           L43b         L43b         RL43         RL45         RL45           L42         RL48         RL49         W42         W42           L43b         RL43         RL43         W43         W43           L45         RL41         RL43         W43         W43           L45         RL41         RL43         W43         W43           L45         RL47         RL45         W43         W43           L45         RL47         RL45         W43         W43           L45         RL47         RL45         W43         W43           L45         RL46         RL	L42d         L44b         L45c         L44b         L45b         L42         L44b         L42         R44d         R44d         R44d         L45         L45         R44d         R44d         L45         R44d         R44d	Lo	Language	Reading: Foundational Skills	Reading. Informational Text	Reading: Literature	Writing
Interview         Interview <thinterview< th="">         Interview         <thinterview< th="">         Interview         Interview</thinterview<></thinterview<>	L446 L46 L44c PF43a R149 RL47 L43a RF43 R143 RL44 L43b RL43 L43b RL43 L43c RL44 L43c RL44 L43c RL44 L43c RL44 L43c RL44 L43c R144 L43c R148 RL49 W42 L43 R144 RL41 W43 L43 R144 RL42 L43c R147 RL42 L43c R147 RL42 L43c R147 RL42	+	Avg. 47%	Avg. 57%	Avg. 30%	Avg. 43%	Avg. 27%
NGCOP         LA4b           L446         RF43a         RI49         RL47           L43a         RF43         RI43         RL44           L41b         RL43         RL44           L41b         RL44         RL43           L414         R141         R141           L415         R141         R142           L415         R141         R142	L446 L46 L44c PF43a R149 RL47 L43a RF43 R143 RL44 L43b RL43 L43b RL43 L43c RL44 L43c RL44 L43c RL44 L43c RL44 L43c RL44 L43c R144 L43c R148 RL49 W42 L43 R144 RL41 W43 L43 R144 RL42 L43c R147 RL42 L43c R147 RL42 L43c R147 RL42	2 80%					
L44/9     №F4.3g     №4.9     №L4.7       L43a     №F4.3     №L43     №L44       L41b     №L43     №L43       L45a     №L43     №L44       L41d     №L44       L41d     №       L41d     №   <	L44       RF43a       RI49       RL47         L43a       RF43       RI43       RL44         L41b       RL43       RL43         L45a       RL43       RL43         L43b       RL43       RL44         L43b       RL43       RL44         L43b       RL44       RL45         L43c       RL45       RL45         L44       RL45       RL45         L45       RL45       RL45         L42       RL48       RL49         L45       RL43       RL42         L45       RL43       RL42	utr	1.4.2d				
L44/9     №F4.3g     №4.9     №L4.7       L43a     №F4.3     №L43     №L44       L41b     №L43     №L43       L45a     №L43     №L44       L41d     №L44       L41d     №       L41d     №   <	L446       RF43a       RI49       RL47         L43a       RE43       RL43       RL44         L41b       RL43       RL43         L45a       RL45       RL44         L43d       RL44       RL45         L44b       RL45       RL45         L42b       RL45       RL45         L43       RL45       RL45	eme 79%	L.4.4b				
L4.3a         RF.4.3         RL4.3           L4.1b         RL4.3           L4.5a         RL4.4           L4.5a         RL4.4           L4.1b         RL4.4           L4.5a         RL4.4           L4.1d         RL4.4           L4.1d         RL4.4           L4.1d         RL4.4           L4.1d         RL4.4           L4.4         L4.4           L4.4         L4.4           L4.4         L4.4           L4.4         L4.4           L4.4         L4.4           L4.4         RL4.4           L4.5         RL4.1           L4.5         RL4.1           L4.3         RL4.2           L4.3         RL4.2	L43a       RE43       RL43       RL44         L43a       RL43       RL43         L45a       RL45       RL45         L43d       RL44       RL44         L43d       RL44       RL45         L44       L44       L45b         L42b       RL48       RL49         L43       RL43       RL44         L43       RL44       W42         L43       RL43       RL43         L45       RL43       RL42         L43c       RL47       RL45         RL42       RL42	Achievement Level 60-79% 2	L4.6				
LA1b     RLA3       LA1c     RLA4       LA1c     RLA5       RLA5     RLA5       LA1c     RLA5       RLA5     RLA5	LA1b RLA3 LA1c RLA4 LA1d LA1d LA1d LA1d LA1d LA1d LA1d LA1d LA1d		L4.4a	RF4.3a	RI.4.9	RL4.7	
ILA 5a     RLA 6       ILA 3d     ILA 7       ILA 4     ILA 5b       ILA 5b     ILA 2b       ILA 2     RLA 8       ILA 2     RLA 8       ILA 5b     ILA 2b       ILA 2     RLA 8       ILA 2     RLA 7       ILA 5     RLA 7       ILA 5     RLA 7       ILA 6     RLA 7	L4.5α       RL4.δ         L4.3d       L4.3f         L4.47       L4.47         L4.44       L4.5b         L4.2b       L4.48         L4.2       RL4.8         L4.2       RL4.8         L4.3       RL4.9         L4.3       RL4.9         L4.3       RL4.9         L4.3       RL4.9         L4.3       RL4.9         L4.3       RL4.1         L4.3       RL4.2		L4.3u	RF.4.3	RL43	RL4.4	
L45a     RL46       L43d     L43f       L43f     L44       L45b     L42b       L42     RL46       L43     RL41       L43     RL44       L43     RL45       L43     RL44       L43     RL44       L43     RL44       L43     RL44       L43     RL44       L43     RL45       L43     RL47       L43     RL47       L43     RL47	L4.5c     RLA&       L4.1d     L4.1f       L4.1f     L4.1f       L4.4     L4.5b       L4.2b     RLA&       L4.2     RLA&       L4.3     RLA.4       L4.3     RLA.7       L4.3     RLA.7       L4.3     RLA.7       L4.4     RLA.5					RL4.3	
L43 L44 L45b L42 L42 L43 L43 L45 R144 R144 R144 R143 R144 R143 R145 R145 R147 R145 R142 R142	L4.17 L4.17 L4.24 L4.25 L4.25 L4.25 L4.25 R14.4 RL4.9 W4.2 L4.3 R14.4 RL4.1 W4.3 L4.5 R14.2 L4.32 R14.7 RL4.2 L4.32 R14.2		LASa			RL/L6	
L43 L44 L45b L42 L42 L43 L43 L45 R144 R144 R144 R143 R144 R143 R145 R145 R147 R145 R142 R142	L44 L45b L42b L42 R148 RL49 W42 L43 R144 RL41 W43 L45 R141 W43 L45 R141 RL42 L43c R147 RL45 R142	269%	LAdd				
L45b L42b L42 R148 RL49 W42 L43 RL44 RL41 W43 L45 R141 RL41 W43 L45 R141 RL42 L43c R147 RL45 RL42	L45b L42b L42 R148 RL49 W4.2 L43 R144 RL41 W43 L45 R141 RL42 L43c R147 RL45 R142	÷	Later				
L45b L42b L42 R148 RL49 W42 L43 RL44 RL41 W43 L45 R141 RL41 W43 L45 R141 RL42 L43c R147 RL45 RL42	L45b L42b L42 R148 RL49 W4.2 L43 R144 RL41 W43 L45 R141 RL42 L43c R147 RL45 R142		1.4.4				
L42 R148 RL49 W42 L43 RL44 RL41 W43 L45 R141 RL41 W43 L45 R141 RL42 L43c R147 RL45 R142	L42 F148 FL49 W42 L43 FL44 FL11 W43 L45 FL41 FL42 L43c FL45 FL45 FL42		1.4.5b				
LA3 RUA RLA3 WA3 LA5 RIA1 RLA2 LA3c RUA7 RLA5 RLA2	L43 FM.4 FL83 W43 L45 FM41 FL42 L43c FM47 FL45 FM42		L.4.2b				
LA3 RUA RLA3 WA3 LA5 RIA1 RLA2 LA3c RUA7 RLA5 RLA2	L43 FM.4 FL83 W43 L45 FM41 FL42 L43c FM47 FL45 FM42		Liž		F14.8	RL-1.9	W1.2
L45 R141 RL42 L43c R147 RL45 RL42	L45 R143 RL4.2 L43c R14.7 RL4.5 RL4.2						
PI-0.7 FL-0.5 FL-0.2	L43c PL4.7 RL4.5 RL4.2						
RI4.2	FI.4.2	40%					
		V.					
		ade: W	When con	mparing the Be	enchmark Da	ta to the ELA D	Datamate Practice As
e: When comparing the Benchmark Data to the ELA Datamate Practice A	/hen comparing the Benchmark Data to the ELA Datamate Practice A	L. 2 a	and R.I.6	6 are standard	s that studen	ts need additic	onal support with. S
omparing the Benchmark Data to the ELA Datamate Practic .6 are standards that students need additional support with	omparing the Benchmark Data to the ELA Datamate Practic .6 are standards that students need additional support with			er understandi			



	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
	Avg. 51%	Avg. 61%	Avg. 39%	Avg. 47%	Avg. 32%
evel 2 80%					
auto	1.55b	RF.53a		RL54	
eveme 60-79%	1.55a				
Achievement Level 60-79% 2	(L.52c)				
	L5ia	RF.53	RI.5.7	RL 59	
	1.55c		RI.5.9	RLS5	
	L5.4q		RL53	RL56	
	1.52a		RL5.8	FIL.5.1	
	L5.6			RLS.2	
165-0	1.54			RL 53	
÷.	1.53c				
	L.5.1b				
	L5.5b				
	L5.2b				
	L50e				
	1.550		RI.5.1	RL5,7	W.5.3
	L52d		RI.5.4		W.5.2
50	L5td		RI.52		W.51
×	L.5.46		RI.55		
			PI.5.6		



Láta       Reading: Foundational Skills         Lótd       Phonics and Word Recognition         R533 : Know and apply grade-level phonics and word analysis skills in decoding words.       Lá3       W62         Lótd       RF53       RL64       RL57       W63         Lótd       RF53       RL64       RL67       W63         Lóta       RL65       RL63       RL63         Lóta       RL65       RL61       RL63         Lóta       RL63       RL61       RL63         Lóta       RL63       RL64       RL63         Lóta       RL63       RL64       RL63         Lóta       RL63       RL64       RL64         RL64       RL65       RL64       RL64         Lóta       RL64       RL64       RL64         RL64       RL65       RL64       RL64	<b>%</b>	Skills Avg. 56%		Avg. 34%	-	Avg. 48%	.Avg. 4	995
Léild     Reading: Foundational Skills       Phonics and Word Recognition     RF.5.3 : Know and apply grade-level phonics and word analysis skills in decoding words.       Léide     RF.5.3 : Know and apply grade-level phonics and word analysis skills in decoding words.       Léide     RF.5.3 : Know and apply grade-level phonics and word analysis skills in decoding words.       Léide     RF.5.3 : Know and apply grade-level phonics and word analysis skills in decoding words.       Léide     RF.5.3 : Know and apply grade-level phonics and word analysis skills in decoding words.       Léide     RF.5.3 : Know and apply grade-level phonics and word analysis skills in decoding words.       Léide     RF.5.3 : Know and apply grade-level phonics and word analysis skills in decoding words.       Léide     RF.5.3 : Know and apply grade-level phonics and word analysis skills in decoding words.       Léide     RF.5.3 : Know and apply grade-level phonics and word analysis skills in decoding words.       Léide     RF.5.3 : Know and apply grade-level phonics and word analysis skills in decoding words.       Léide     RF.5.3 : Know and apply grade-level phonics and words.       Léide     RF.5.3 : Know and apply grade-level phonics and word analysis skills in decoding words.       Léide     RF.5.3 : Know and apply grade-level phones.       Léide     RF.5.3 : Know and apply grade-level phones.       Léide     RF.5.3 : Know analysis skills in decoding words.       Léide     RF.5.3 : Know analysis skills in decoding word								
L62b     Phonics and Word Recognition       RF.5.3 : Know and apply grade-level phonics and word analysis skills in decoding words.     6.3     W.6.2       L64a     RF.5.3     RL64     RL6.7     W.6.3       L65c     RL65     RL6.5     RL6.5       L64     RL6.5     RL6.1     RL6.1       L65a     RL6.3     RL6.5     RL6.1       L62a     RL6.3     RL6.5     RL6.1       L63a     RL6.3     RL6.5     RL6.1       L64a     RL6.3     RL6.5     RL6.1       L65a     RL6.3     RL6.5     RL6.1       L61a     RL6.5     RL6.1     RL6.1       L62a     RL6.3     RL6.5     RL6.1       L61a     RL6.5     RL6.5     RL6.5       L61a     RL6.5     RL6.5     RL6.5       L61a     RL6.5     RL6.5     RL6.5       L61b     RL6.5     RL6.5     RL6.5       L61a     RL6.5     RL6.5     RL6.5       L61b     RL6.5     RL6.5     RL6.5       L61b     RL6.5     RL6.5     RL6.5       L62b     RL6.5     RL6.5     RL6.5       L63b     RL6.5     RL6.5     RL6.5       L64b     RL6.5     RL6.5     RL6.5		Reading: Fo	: Foundat	tional Skills		1.69		
L640 RF53 R164 RL67 W63 L65c R165 RL64 L66 RL65 L64 RL65 L65 RL61 L65 RL61 L65a RL61 L65a RL61 L65a RL61 L65a RL65 L61 L65a RL65 W6B L616 L616 RL65 L616 RL65 RL66 RL65 L616 RL65 RL66 RL65 RL66 RL68				1.01	el phonics			
L66 RL65 L64 RL62 L65 RL61 L65a L65a L65a RL63 RL65 W.6B L61e RL67 RL62 RL62 RL61 RL64						_		
L65 RL61 L65a L62a RL63 RL66 W68 L67e RL67 RL62 RL61 RL63 RL66				RI.6.5				
L620 R163 RL66 W68 L61e R167 R162 R161 R166								
Láite R16.7 R16.2 R16.1 R16.6						-		
RL6.1 RL6.6				FI.6.7		HLOD	WVR.	
	Ą	DataMate	te Ass	sessme	ent on	the tes	t catego	ories con
eports below show a comparison of teachers' class performa YS ELA DataMate Assessment on the test categories compa chool and the district. The standards students performed bes		id the distric dards stude						



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul> <li>Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
			Grade 3



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	•	<ul> <li>Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
				Teacher 2 Teacher 2's Schools District 62.2% B 7 Multiple Choice Short Response Extended Response



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul> <li>Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
			Teacher 3's Schools Distinct



		··· · · · · · · · · ·	
Indicator	(R/Y/G) implemente	ecific strategies and action steps ed to support progress for each of the able Improvement Indicators.	<ul> <li>Provide the specific data and related evidence used to measure a determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
			Teacher 4       Teacher 4's       Destrict         Image: Construct of the second



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul> <li>Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
			Grade 4



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	•	Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. Describe how the data trends that emerged during this reporting period will inform future action steps. Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
				Teacher 6 Teacher 6's Schools District 38.7% Multiple Choice Short Response Extended Response



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	•	Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. Describe how the data trends that emerged during this reporting period will inform future action steps. Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			4. 4.	Teacher 7 Teacher 7's District Di



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul> <li>Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
			Grade 5



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. Describe how the data trends that emerged during this reporting period will inform future action steps. Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			Teacher 9       Teacher 9's       Distinct         Image: Standards Bottom 3 Standards       S.L.4       S.RL3         S.RL4       S.RL2         S.RL5       S.RL6         S.L5       S.RL6



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul> <li>Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
			Grade 6 Teacher 10 Teacher 10's Teacher 10'



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul> <li>Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
			Grade 7
			Teacher 11       Teacher 11's       District         Image: Choice Short Response       Image: Choice Short Response       Image: Choice Short Response         Top 3 Standards Bottom 3 Standards       Standards Bottom 3 Standards         7.RI.4       7.RI.4 (Q18)         7.RI.6       7.RI.3         7.RL.2       7.RI.5 (Q15)
			Crada 9
			Grade 8



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul> <li>Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
			Grade 8



Indicator	(R/Y/G) impleme	specific strategies and action step ented to support progress for each strable Improvement Indicators.	<ul> <li>the determine progress explicit in outlining to contributive value of learning, and achieve</li> <li>Describe how the data period will inform fue</li> <li>Include a description plan along with the adjustment.</li> <li>Any hyperlinks inclusion</li> </ul>	ata trends that emerged during this reporting ture action steps. In of any adjustments made to the continuation corresponding data used to inform the uded to provide evidence, such as data, relevant documents, must be made publicly
			Top 3 Standards 8.RI.4	Bottom 3 Standards 8.RL.4
			8.L.4 8.RL.3	7.RI.3 7.RI.5
			scored the highest percent	d broken up into the standards that students centage in to show strengths for each grade level, Is that had the lowest percentage showing areas d on and revisited during instructional time.
			<ul> <li>levels.</li> <li>The ENL teacher students during</li> <li>Teachers will ide</li> </ul>	entify students in grades 3-8 that would benefit Academy based on the assessments and



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul> <li>Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> <li>School has identified students needed to move up a minimum of any level to inform the Discussional prices.</li> </ul>
#160 3-8 Chronic Absenteeism – All Students		During Common Planning teachers review an excel sheet with updated attendance for each student and provide information about reason(s) why students are absent. Teachers contact families of their students to determine the reason for the absence after two consecutive absences or two absences for the month. Teachers inform pupil support team if students have excessive absences. If a student is absent, they are expected to present an absent note upon return. PowerSchool clerk sends monthly letters to student homes indicating their attendance record for the previous month.	one level to increase the PI. To reinforce the need for attendance improvement, middle school students had an honor roll assembly and received certificates for good and improved attendance. As part of the PBIS Plan, students continue to earn Dojo points for perfect attendance and improved attendance. Attendance has been at or above 89% for most days in January. About 40% of our students are chronically absent. We are continuing to connect with the families of students who are absent more than 5 days for the year.



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		PowerSchool clerk and school counselor contact families of students with excessive number of absences.		
		Teachers utilize Class Dojo and Remind to communicate with parents. Pupil Support Team reports to the CET.		
		Monthly attendance team meetings with Pupil Support Staff. This was implemented based on feedback from the NYSED School Support Partner.		
		Principal sends out frequent ConnectEd messages about the importance of daily attendance.		
		A retired YPD Detective makes home visits to those students identified by the school		



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 action steps to support progress toward the Demonstrable Improvement targets during this quarter.

Quarterly Report #2 Reflection on Activities Completed for this Indicator Level during November 1, 2022 – January 31, 2023



Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul> <li>Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
#102 3-8 ELA Black Core Subject PI	Y	<ul> <li><u>Data and Assessments:</u></li> <li>Students completed the following assessments: <ul> <li>Benchmark weekly tests and Interim Assessment 2</li> <li>Common Lit</li> <li>DataMate ELA Practice Exam</li> </ul> </li> <li>In grades 3-6, Benchmark Interim Assessment #2 was administered to assess student strengths and weakness based on skill and standard.</li> <li>Students use IXL during small group instruction time to receive support based on Fall MAP assessment and Benchmark data.</li> <li>Teachers collected and analyzed student data and identified areas of improvement across grade levels, class wide, and individually.</li> </ul>	3 <sup>rd</sup> grade Benchmark Data November to January When comparing the Benchmark Data to the ELA Datamate Practice Assessment, R.I.3, R.I.4, and R.L5 are standards that students need additional support with.



During the ELA PLC teachers, we have developed an ELA Profile as a result of our data triangulation. Teachers also made predictions		Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
about which standards they thought students	+	Avg. 32%	Avg. 44%	Avg. 32%	Avg. 34%	Avg. 28%
would do best on and which standards might be challenging for students as they complete the DataMate Practice Exam.	19% ≥ BC%	L3.28				
Strategies:	-09					
District Foci:		L3.2g	RF.3.3	RL3.5	RL3.6	w/310
Checking for Understanding		L35c			RL33	
Critical Thinking to promote higher-order	N65-0	L34c.				
thinking skills	4	L31c L31e				
Accountable Talk		L34	RF33d	RI39	RL.3.2	W32
		1.3.2d	RF.3.3c	R13.4	RL34	W31
Utilization of LATIC framework strategies:		L3.1d		FIL3.7	FL.3.1	E.E.W.
Authentic Learning Units		L3to		RI3.1	FIL.3.9	
Increase student independence		135		PL33	RL.3.7	
expert board		L31F		RL3.2 RL3.6	RL35	
<ul> <li>help board</li> </ul>	< 403	E3.1g		FIL3.8		
<ul> <li>flexible seating</li> </ul>		L3.6				
technology infusion		1350				
<ul> <li>whole group and small group instruction</li> </ul>		L32				
<ul> <li>independent activity structures.</li> </ul>		1.31				
Facilitate student-centered classroom that		L3.2c				
allowed students to take ownership of their		1.5.20				
learning					mber to Ja	<b>NUARY</b> e Practice Assessment, R.L.4 is the
			-	idditional supp		



	Language	Reading. Foundational Skills	Reading. Informational Text	Reading: Literature	Writing
1	Avg. 48%	Avg. 59%	Avg. 33%	Avg. 47%	Avg. 31%
8					
ALL N					
	L.4.2a				
%66-09	L4.6				
-a	1.12	Par an	PL 4 P		
	14.50	RF.4.3a	R14.9	RL47	
	L4.3a		FIL4.8	BL4.3 BL4.4	
	LAID			RL4.6	
40-59%	L4.1g			RLAZ	
-04	Lia			FL4.9	
	1.4.16			AL45	
	L4.56				
	L.4.2b				
	LAD		RL4.4	READ	W4.2
ie.	L42		F0.4.1		W.4.3
< 40)	L45		BL4.7		
	L4.3c		FL4.2		



d	scored	Raw Score	Extended Response		Multiple	LEP	SpEd	LunchSta tus	Ethnicity
Performa		Store	Response	nesponse	choice			tus	
nce Level									
<b>▼ ↓</b>		-	-	-	-	-	-	-	Τ.
s 2L	Yes	12	2	1	9	No	No	Yes	В
s 2L	Yes	14	1	5	8	No	No	Yes	В
s 2H	Yes	19	4	7	8	No	No	Yes	В
s 2H	Yes	19	1	10	8	No	No	Yes	В
s 3M	Yes	23	3	10	10	No	No	No	В
s 2M	Yes	17	3	2	12	No	Yes	Yes	В
s 1M	Yes	6	0	2	4	No	No	Yes	В
s 1M	Yes	7	1	4	2	No	No	No	В
	Yes	8	0	4	4	No	No	Yes	В
s 1H	Yes	9	1	4	4	No	No	Yes	В
s 2H	Yes	18	2	7	9	No	No	Yes	В
D	No	5	0	0	5	No	Yes	Yes	В
	No	6	0	0	6	No	No	Yes	В
	Yes	3	0	2	1	No	No	Yes	В
	Yes	4	0	1	3	No	No	Yes	В
	Yes	7	0	1	6	No	No	Yes	В
	Yes	13	0	3	10	No	No	No	В
	Yes	18	2	7	9	No	No	No	B
s 2H	Yes	19 3	1	9	9	No	No	Yes	
			0	0	3	No	Yes	Yes	в



Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul> <li>an</li> <li>ex</li> <li>co</li> <li>lea</li> <li>De</li> <li>pe</li> <li>Ino</li> <li>pla</li> <li>ad</li> <li>An</li> <li>inf</li> </ul>	ovide th d deterr plicit in ntributiv arning, a escribe h riod will clude a an along justmen y hyper ormatio ailable p	nine pro outlining outlining outlining outling now the inform descrip descrip descrip descrip descrip descrip descrip descrip descrip descrip descrip descrip descrip descrip	ogress g the in e of spe ieveme data t future tion of ne corre cluded or relev	betwe mpact of ecific m ent. trends t action any ad espond	en Qua of such hethods that em steps. ljustme ling da vide ev ocumen	arter 1 a eviden s on inst herged c nts mac ta used idence, ts, mus	and Qu ce and ructior luring de to th to info such a	larter 2 d the re n, stud this re ne con orm the as data	2. Be elated ent porting tinuation
			and 1	is estim LunchSta tus			rm at a <sup>Multiple</sup>	level 3 Short		Raw Score	scored	Estimate d
			3	r 🔻	T	Ŧ	-			-	-	Performa nce Level
			В	No	Yes	No	3	1	0	4	Yes	1L
			В	Yes	No	No	4	2	0	6	Yes	1M
			В	Yes	No	No	4	2	0	6	Yes	1M
			В	No	No	No	9	12	2	23	Yes	3L
			В	No	No	No	3	5	0	8	Yes	1M
			В	Yes	No	No	6	4	1	11	Yes	1H
			В	Yes	No	No	6	5	1	12	Yes	1H
			В	Yes	No	No	4	1	0	5	Yes	1M
			В	Yes	No	No	4	4	0	8	Yes	1M
			В	No	No	No	6	4	1	11	Yes	1H
			ELA F		Assess ted to p	ment	taken ir	n Janua	ary 2023	3. Out	of 15	n the NYS students, to



Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul> <li>and exp cor lea</li> <li>De per</li> <li>Inc pla adj</li> <li>Ant info</li> </ul>	d deterr olicit in ntributiv rning, a scribe h riod will clude a n along justmen y hyper ormatio	mine pro outlining re value and achi now the inform descript with th t. links inc	ogress g the in of spe ieveme data t future ion of e corre cluded or relev	betwee mpact of ecific m ent. rends t action any ad espond to prov vant do	en Qua of such ethods hat em steps. justme ing dat vide ev cumen	ta used idence, ts, must	nd Qu ce and ruction uring t le to th to info such a	arter 2 the re a, stude his rep e cont rm the as data	. Be lated ent porting inuation
			Ethnicity	LunchSta	SpEd	LEP	Multiple		Extended	Raw	scored	Estimate
				tus			Choice	Response	Response	Score		d De eferrer
												Performa nce Level
			<b>.............</b>	-	-	-	-	-	-	-	-	The Level
			В	No	No	No	7	4	0	11	Yes	1M
			В	Yes	No	No	9	2	0	11	Yes	1M
			В	Yes	No	No	12	5	2	19	Yes	1H
			В	Yes	No	No	12	6	1	19	Yes	1H
			В	Yes	No	No	15	6	0	21	Yes	1H
			В	Yes	No	No	17	5	0	22	Yes	1H
			В	Yes	No	No	16	5	2	23	Yes	1H
			В	Yes	No	No	17	10	2	29	Yes	2H
			В	Yes	No	No	6	5	1	12	Yes	1M
			В	Yes	No	No	8	6	1	15	Yes	1M
			В	Yes	No	No	12	4	0	16	Yes	1H
			В	No	No	No	14	6	0	20	Yes	1H
			В	Yes	No	No	14	7	1	22	Yes	1H
			B	Yes	Yes	No	15	8	2	25	Yes	2L
			В	No	No	No	20	8	2	30	Yes	2H
			•									the NYS
				Tactice	Assess	ment	aken Ir	i Janua	ary 2023	b. Out		students,



Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul> <li>and exp cor lea</li> <li>Des per</li> <li>Inc pla adj</li> <li>Any info ava</li> <li>6 are e</li> </ul>	d detern olicit in ntributiv rning, a scribe h riod will clude a in along justmen y hyper ormatio ailable p estimate	mine pro outlinin re value and ach now the inform descrip desc	ogress g the i e of sp ievem e data future tion of ne corr cludec or rele submi erform	s betwee impact ecific m nent. trends e action f any ac respond d to pro evant do itting the at a lev	een Qu of such nethods that en steps. djustme ding da ovide ev ocumer e repor	ents ma ata used vidence nts, mus	and Qu nce and truction during de to th to info , such a st be m	uarter 2 d the re n, stud this re he con orm the as data nade pu to perfe	2. Be elated lent porting itinuatic a, ublicly
					current	ly nav		simate	a perior	manee		
				LunchSta tus	SpEd	LEP		Response	Extended Response	Raw Score	_	Estimate d Performa nce Level
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			_ <b>T</b> B	tus Tes	▼ No	v No	Choice	Response	Response	Score v 23	Yes	d Performa
			B B	tus Tes No	No No	▼ No No	Choice	Response v 8 0	Response 2 0	Score 23 6	Yes No	d Performa nce Level
			B B B	tus Ves No Yes	No No No	No No No	Choice	Response 8 0 0	Response 2 0 0	Score 23 6 9	Yes No No	d Performa nce Level
			B B B B B	tus Yes No Yes Yes	No No No No	▼ No No	Choice	Response v 8 0	Response           2           0           0           0           0           0	Score 23 6	Ves No No No	d Performa nce Leve
			B B B	tus Ves No Yes	No No No	No No No No	Choice	Response 8 0 0 0	Response 2 0 0	Score 23 6 9 13	Ves No No Yes	d Performa nce Levei î 1H
			B B B B B B B	tus Yes No Yes Yes Yes	No No No No	No No No No	Choice	Response 8 0 0 0 6	Response 2 0 0 0 0 0 0	Score 23 6 9 13 13	Ves No No Yes Yes	d Performa nce Leve 1 1H
			B B B B B B B B B B	tus Yes No Yes Yes Yes Yes	No No No No No No	No No No No No	Choice 13 6 9 13 7 7 7	Response 8 0 0 0 6 6	Response 2 0 0 0 0 1	Score 23 6 9 13 13 14	Yes No No Yes Yes Yes	d Performa nce Leve 1 1H 1H 1M
			B B B B B B B B B B	tus Yes No Yes Yes Yes Yes Yes	No No No No No No	No No No No No No	Choice 13 6 9 13 7 7 10	Response 8 0 0 0 6 6 6 6	Response 2 0 0 0 0 1 0 0	Score 23 6 9 13 13 14 16	Yes No No Yes Yes Yes Yes	d Performa nce Leve 1H 1H 1M 1M 1M
			B B B B B B B B B B B B B	tus Yes No Yes Yes Yes Yes Yes No	No No No No No No No	No No No No No No No	Choice 13 6 9 13 7 7 10 10 10	Response 8 0 0 0 6 6 6 7	Response 2 0 0 0 1 0 1 0 1	Score 23 6 9 13 13 14 16 18	Yes No No Yes Yes Yes Yes Yes	d Performa nce Leve 1H 1H 1M 1M 1M 1M 1H



Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul> <li>anc exp con lear</li> <li>Des per</li> <li>Incl plar adju</li> <li>Any info</li> </ul>	d detern olicit in o otributiv rning, a scribe h iod will lude a o n along ustmen / hyper ormation	mine pr outlinin re value and ach now the inform descrip with th t. links in n, and/o	ogress g the in e of spe- ieveme data t future tion of ne corre- cluded or relev	betwe mpact of ecific m ent. rrends t action any ad espond to prov vant do	en Qua of such ethods hat em steps. justme ling da vide ev cumer	evidend arter 1 a eviden s on insi herged d ents mad ta used ridence, hts, mus	and Qu lee and tructior during t de to th to info such a	arter 2 the re , stude this rep ne cont rm the as data	2. Be elated ent porting tinuation
			7 are e level 2	estimate and 3	ed to pe are est	erform imated	to perf	/el 1, 3 form at	are est a level perform	3. The	ere is o	
				LunchSta tus	SpEd	LEP	Multiple Choice	Response	Extended Response	Raw Score	scored	Estimate d Performa nce Leve
			<b>"</b> T	-	-	-	-	-	•	-	-	-t
			В	Yes	No	No	7	7	1	15	Yes	1M
			В	Yes	No	No	12	8	2	22	Yes	1H
			B	No	No	No	17	14 •	2	33		2H
			B	No	No	No	18	14	4	36		зм
			B	Yes	No	No	19	14	3	36		зм
			B	Yes	No	No	8	5	1	14	Yes	1M
			B	Yes	No	No	8	7	2	17	Yes	1H
			B	Yes	No	No	9	7	1	17	Yes	1H
			B	Yes	No	No	11	6	1	18	Yes	1H
			B	Yes	No	No	10	9	1	20		1H
			B	Yes	No	No	15	12	2	29		2M
			B	Yes	No	No	13	13	4	30		2M
			В	Yes	No	No	21	13	4	38		ЗH
			B	Yes	No	No	2	0	0	2	No	



Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	•	Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. Describe how the data trends that emerged during this reporting period will inform future action steps. Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			EL 5 a	h grade DataMate Estimated Performance Levels based on the NYS A Practice Assessment taken in January 2023. Out of 16 students, are estimated to perform at a level 1, 8 are estimated to perform at a vel 2 and 3 are estimated to perform at a level 3.



Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul> <li>and exp con lea</li> <li>De pe</li> <li>Inc pla adj</li> <li>An infe</li> </ul>	ovide th d detern plicit in ntributiv arning, a escribe h riod will clude a justmer or along justmer or hyper ormatio ailable p	mine pr outlinin ve value and ach now the inform descrip g with th nt. links in n, and/	ogress g the i e of sp nievem e data future tion of ne corr cludec or rele	s betwe mpact of ecific m ent. trends f action action any ac respond to pro vant do	en Qua of such nethods that em steps. djustme ding da vide ev ocumen	arter 1 a n evider s on ins nerged o ents ma ta used ridence nts, mus	and Qu nce and tructio during de to t to info , such	uarter 2 d the ro n, stud this re he con orm the as dat	2. Be elated ent porting tinuation e a,
				LunchSta		LEP	Multiple		Extended	Raw	scored	Estimate
				tus			Choice	Response	Response	Score		d Performa
			<b>.</b> T	-	-	-		-	-	-	-	nce Level
			В	Yes	No	No	8	11	2	21	Yes	1H
			В	Yes	No	No	8	11	2	21	Yes	1H
			В	Yes	No	No	8	12	2	22	Yes	1H
			В	Yes	No	No	11	9	2	22	Yes	1H
			В	Yes	No	No	10	13	2	25	Yes	2L
			В	Yes	No	No	12	11	2	25	Yes	2L
			В	Yes	No	No	12	12	2	26	Yes	2L
			В	Yes	No	No	16	12	2	30	Yes	2H
			В	Yes	No	No	11	9	2	22	Yes	1H
			В	No	No	No	10	14	1	25	Yes	2L
			В	Yes	No	No	15	10	2	27	Yes	2M
			В	Yes	Yes	No	10	14	3	27	Yes	2M
			В	No	No	No	14	14	3	31	Yes	2H
			В	No	No	No	17	14	3	34	Yes	3L
			B	No No	No No	No No	17 19	14 13	3	34 34	Yes Yes	3L 3L



Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul> <li>Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> <li>Teachers will look at the data reports by question to review the percentage of students that got each item correct along with the depth of knowledge and standard in order to drive instruction. According to the data above, teachers will also begin to review writing short responses and extended responses.</li> </ul>
#103 3-8 ELA Hispanic Core Subject PI	Y	<ul> <li><u>Data and Assessments:</u></li> <li>Students completed the following assessments: <ul> <li>Benchmark weekly tests and Interim Assessment 2</li> <li>Common Lit</li> <li>DataMate ELA Practice Exam</li> </ul> </li> <li>In grades 3-6, Benchmark Interim Assessment #2 was administered to assess student strengths and weakness based on skill and standard.</li> </ul>	3 <sup>rd</sup> grade DataMate Estimated Performance Levels based on the NYS ELA Practice Assessment taken in January 2023. Out of 24 students that completed the assessment, 1 is estimated to perform at a level 3,10 at a Level 2, and 13 at a level 1.



Students use IXL during small group instruction time to receive support based on Fall MAP assessment and Benchmark data.	Ethnicity 🗸 🖓	Lunchs	Spł	۲ <u>~</u>	Mu Ch	SH Resp	Exte Resp	R ~ Sc ~	scc ~	d Performa
										nce Level
Teachers collected and analyzed student data	н	Yes	No	No	3	0	1	4	Yes	1M
and identified areas of improvement across	H	Yes	No	Yes	6 5	0	1	7	Yes	1M 1H
· · · · · · · · · · · · · · · · · · ·	Н	Yes	No	No	4	3	3	10	Yes	1H
grade levels, class wide, and individually.	Н	Yes	No	No	7	3	2	12	Yes	2L
During the ELA PLC teachers we have	Н	Yes	No	No	8	4	1	13	Yes	ZL
developed an ELA Profile as a result of our data	Н	Yes	No	No	7	6	3	16	Yes	2M
triangulation. Teachers also made predictions	H	Yes	No	Yes	7	7	3	17	Yes	2M
	Н	Yes	No No	No	9 10	6	3	18 19	Yes	2H
about which standards they thought students	Н	Yes	No	No	10	5	4	19	Yes	2H
would do best on and which standards might be	н	Yes	No	No	3	0	0	3	No	
challenging for students as they complete the	Н	Yes	Yes	No	8	0	0	8	No	
DataMate Practice Exam.	Н	Yes	No	No	4	1	1	6	Yes	1M
Datamate Practice Exam.	H	Yes	No No	Yes	3	5	1	9	Yes	1H 1H
	Н	Yes	No	No	5	2	2	9	Yes	1H
Strategies:	н	Yes	No	No	7	5	0	12	Yes	ZL
District Foci:	Н	Yes	No	No	7	5	2	14	Yes	ZL
	н	Yes	No	No	9	8	2	19	Yes	ZH
<ul> <li>Checking for Understanding – teachers</li> </ul>	H	No	No	No	7	11	3	21	Yes	3L
use formative assessments	H	Yes	No No	No No	4	0	0	4	No No	
Critical Thinking to promote higher-order	Н	Yes	No	No	3	1	0	4	Yes	IM
	Н	Yes	No	No	4	1	0	5	Yes	1M
thinking skills	Н	Yes	No	No	7	5	1	13	Yes	ZL
Accountable Talk	Н	No	No	Yes	6	6	1	13	Yes	ZL
	H	Yes	No	No	7	7	1	15	Yes	ZM
Utilization of LATIC framework strategies:	н	Yes Yes	No No	Yes	3	0	0	3	No No	
•	H	Yes	No	No	5	0	0	5	No	
<ul> <li>Authentic Learning Units</li> </ul>	н	Yes	No	No	6	0	0	6	No	
<ul> <li>Increase student independence</li> </ul>	Н	Yes	Yes	No	7	0	0	7	No	
<ul> <li>expert board</li> <li>help board</li> <li>flexible seating</li> <li>technology infusion</li> <li>whole group and small group instruction</li> </ul>	4 <sup>th</sup> grade I ELA Praction that complete 2 at a Leve	ce Asse eted the	ssmen asses	t take smen	n in J t, 1 is	Janua	ry 202	23. OI	ut of	33 studer



<ul> <li>Facilitate student-centered classroom that allowed students to take ownership of their learning</li> </ul>	Ethnicity 5	Lunchs	Spt	۲	Mu v Ch	SH ~ Resp	Exte Resp	R Sc	scc 🗸	Estir d Performa nce Level
		103	140	NO	0	0	0	0	TNO	
	н	Yes	No	No	6	6	1	13	Yes	1H
	н	Yes	No	No	4	6	0	10	Yes	1H
	H	Yes	No	No No	9	4	1	11 13	Yes	1H 1H
	н	Yes	Yes	No	8	4	2	13	Yes	1H
	H	Yes	No	No	3	1	0	4	Yes	11
	H	Yes	No	Yes	2	2	0	4	Yes	11
	н	Yes	No	No	3	1	0	4	Yes	11
	н	Yes	No	No	2	3	1	6	Yes	1M
	н	Yes	No	No	4	4	0	8	Yes	1M
	н	Yes	No	Yes	7	1	0	8	Yes	1M
	н	Yes	Yes	No	6	2	0	8	Yes	1M
	н	Yes	No	No	5	4	0	9	Yes	1M
	н	Yes	No	No	2	3	1	6	Yes	1M
	н	Yes	No	No	4	3	0	7	Yes	1M
	н	Yes	No	No	5	1	1	7	Yes	1M
	н	Yes	No	No	3	4	1	8	Yes	1M
	н	Yes	No	No	5	3	0	8	Yes	1M
	н	Yes	No	No	4	4	0	8	Yes	1M
	н	Yes	Yes	No	5	1	0	6	Yes	1M
	н	Yes	No	Yes	3	2	0	5	Yes	1M
	н	Yes	No	No	4	1	0	5	Yes	1M
	н	Yes	No	No	3	2	0	5	Yes	1M
	н	Yes	No	No	2	4	0	6	Yes	1M
	н	Yes	No	No	4	4	0	8	Yes	1M
	н	No	No	No	2	4	2	8	Yes	1M
	н	Yes	No	No	7	6	2	15	Yes	2L
	н	No	No	No	10	8	0	18	Yes	2M
	н	Yes	No	No	11	11	1	23	Yes	3L



			Spł 🗸	۲ <u>~</u>	Mu ~ Ch	SH ~ Resp	Exte Rest	R → Sc →	scc ~	d Performa
			_							nce Level
	н	Yes	Yes	No	11	4	1	16	Yes	1H
н		Yes	No	No	12	5	1	18	Yes	1H
н		Yes	No	No	15	7	1	23	Yes	1H
н		Yes	No	No	13	4	0	17	Yes	1H
н		Yes	No	No	11	6	1	18	Yes	1H
н		Yes	No	No	15	4	2	21	Yes	1H
Н		No	No	No	9	11	3	23	Yes	1H
H		No	Yes	No	15	5	0	20	Yes	1H
H		No	No	No	5	1	0	6	Yes	11
	н	Yes	No	No	5	2	0	7	Yes	11
Н		Yes	No	No	6	0	1	7	Yes	1L
н		Yes	No	No	5	3	0	8	Yes	1M
H		No	No	No	6	3	1	10	Yes	1M
н		Yes	No	No	8	2	0	10	Yes	1M
		Yes	No	No	6	5	1	12	Yes	1M
Н		Yes	No	No	8	4	1	13	Yes	1M
		No	No	No		5	1	14	Yes	1M
H	-	Yes	No	No	11	3	1	15	Yes	1M
H		Yes	No	No	4	6	0	10	Yes	1M
		Yes	No	No			1	12	Yes	1M
н		No	No	No	9	5	0	14	Yes	1M
н		Yes	Yes	No	8 11	6 3	0	14 15	Yes Yes	1M 1M
H		Yes	No No	No	7	8	0	15	Yes	1M
н		Yes	Yes	No	9	3	0	12	Yes	1M
H		No	No	No	16	11	3	30	Yes	ZH
H		No	Yes	No	16	7	1	24	Yes	2H
H		Yes	No	No	13	10	2	24	Yes	ZL
н		No	No	No	18	6	2	26	Yes	ZL
н		Yes	Yes	No	16	7	1	24	Yes	ZL
н		Yes	No	No	15	10	2	27	Yes	2M
н		No	No	No	18	7	2	27	Yes	2M
н		No	No	No	19	11	3	33	Yes	3L



	Ethnicity _ 맛	Lunch	Spt	L~	Mu Ch	St ~ Rest	Exte V Rest	R Sc	sco 🗸	Estir d Performa nce Level
Э		Yes	No	No	9	7	1	17	Yes	1H
н		No	No	No	7	8	2	17	Yes	1H
н		Yes	No	No	10	7	1	18	Yes	1H
	Н	Yes	No	No	11	7	2	20	Yes	1H
	н	Yes	No	No No	11 14	6	2	20 21	Yes Yes	1H 1H
н		Yes	No	No	14	7	2	21	Yes	1H
	н	Yes	No	No	12	6	2	21	Yes	1H
	н	Yes	No	No	14	6	2	23	Yes	1H
	н	Yes	No	No	15	8	1	24	Yes	1H
	H	Yes	No	No	10	6	1	17	Yes	1H
	н	Yes	No	No	10	6	2	18	Yes	1H
	н	Yes	No	No	11	6	1	18	Yes	1H
	н	Yes	Yes	No	13	6	1	20	Yes	1H
н		Yes	No	No	13	7	1	21	Yes	1H
н		No	No	No	13	6	2	21	Yes	1H
н	_	Yes	No	No	13	9	2	24	Yes	1H
H	1	Yes	No	No	4	3	0	7	Yes	1L
н		Yes	No	No	7	6	1	14	Yes	1M
H		Yes	No	No	7	6	1	14	Yes	1M
н		Yes Yes	No	No No	6 4	8	1	15 11	Yes Yes	1M 1M
	H	Yes	No	No	6	8	1	15	Yes	1M
	н	Yes	No	No	11	12	2	25	Yes	2L
	н	Yes	No	No	14	10	1	25	Yes	2L
	н	No	No	No	14	9	2	25	Yes	2L
н		No	No	No	18	7	2	27	Yes	2M
н	1	Yes	No	No	15	11	2	28	Yes	2M
H		No	No	No	12	12	3	27	Yes	2M
н		Yes	No	No	18	7	2	27	Yes	2M
	H	No	No	No	16	9	2	27	Yes	2M



	Ethnicity <sub>&gt;</sub>	Lunchs	Spt	L~	Mu ~ Ch	SH ~ Resp	Exte ~ Rest	R Sc	scc ~	Estir d Performa nce Level
	н	Yes	No	No	10	1	0	11	Yes	1M
	н	Yes	No	No	4	7	1	12	Yes	1M
н		Yes	No	No	4	7	1	12	Yes	1M
н		No	Yes	No	13	1	1	15	Yes	1M
н		Yes	No	No	14	1	0	15	Yes	1M
н		Yes	Yes	No	10	5	2	17	Yes	1H
	н	Yes	Yes	No	9	8	2	19	Yes	1H
	Н	Yes	No	No	15	5	0	20	Yes	1H
	н	Yes	No	No	12	7	2	21	Yes	1H
н		Yes	No	No	12	9	1	22	Yes	1H
н	1	Yes	No	No	14	7	2	23	Yes	1H
н		No	No	No	10	12	2	24	Yes	1H
н		Yes	Yes	No	15	14	2	31	Yes	2H
н		Yes	No	No	16	14	4	34	Yes	3L
н		Yes	No	No	18	14	4	36	Yes	3M
	н	Yes	No	No	2	7	2	11	Yes	1M
н		Yes	No	No	5	6	1	12	Yes	1M
	н	Yes	No	No	7	5	1	13	Yes	1M
н		Yes	No	No	4	7	2	13	Yes	1M
	н	Yes	No	No	6	7	1	14	Yes	1M
н		Yes	No	No	11	4	0	15	Yes	1M
н		Yes	No	No	8	7	2	17	Yes	1H
н		No	Yes	No	13	5	1	19	Yes	1H
н		Yes	No	No	12	8	2	22	Yes	1H
н		Yes	No	No	11	14	3	28	Yes	2L
н		Yes	No	No	14	14	4	32	Yes	2H



Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul> <li>and de explicit contril learning</li> <li>Descriperiod</li> <li>Includi plan a adjust</li> <li>Any h inform</li> </ul>	le the spece etermine p it in outlining butive value ng, and ac ibe how the long with the long with the ment. Sperlinks in hation, and ble prior to	rogres ng the e of sp hieven e data n future otion of he con ncludeo /or rele	s betw impact ecific trend: trend: e actic f any a respon d to pre- evant o	veen C at of su metho s that on step adjusti nding rovide docum	Quarte ich ev ods or emerg s. ments data u evide ients,	er 1 and idence instru ged du made used to nce, si	d Qua e and t iction, ring th to the inforr uch as	rter 2 he re stude is rep cont n the data	2. Be elated ent corting tinuatior
				J Lunchs	Spt 🗸	<u>د</u>	Mu	SH V	Exte v Rest	R ~ Sc	scc 🗸	Estir d Performa nce Level
			н	Yes	Yes	No	5	3	0	8	Yes	1M
			н	Yes	No	No	8	5	1	14	Yes	1M
			н	Yes	No	No	7	7	1	15	Yes	1H
			н	Yes	Yes	No	13	6	1	20	Yes	1H
			н	Yes	No	No	7	12	3	22	Yes	1H
			Н	Yes	No	No	7	11	4	22	Yes	1H
			Н	No	No	No	12	13	2	27	Yes	2M
			Н	Yes	No	Yes	15	11	3	29	Yes	2M
			Н	Yes	No	No	16	13	2	31	Yes	2H
			H	No	No	No	18	13	2	33	Yes	2H
			Н	Yes	No	No	9	8	1	18	Yes	1H
			H	No	No	No	10	7	1	18	Yes	1H
			н	Yes	No	No	8	12	2	22	Yes	1H
			Н	Yes	No	No	11	11	1	23	Yes	2L
			н	Yes	No	No	11	8	2	24	Yes	21
			н		No			14	2			2L 2M
			H	Yes		No	11 11	14	3	27 28	Yes	21VI 21VI
				No	No	No		14		28	Yes	21/1
			н	Yes	No No	No No	15 15	14 13	1	30 31	Yes	2H 2H



Indicator	(R/Y/G) ir	What specific strategies and action steps were mplemented to support progress for each of the Demonstrable Improvement Indicators?	<ul> <li>Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
		Professional Growth and Development:	Teachers will look at the data reports by question to review the percentage of students that got each item correct along with the depth of knowledge and standard in order to drive instruction. According to the data above, teachers will also begin to review writing short responses and extended responses. The I-Ready Diagnostic was given to assess students' growth and
#112 3-8 Math Black Core Subject Pl	0	<ul> <li>Feachers are provided Professional Learning opportunities bi-weekly from the school to enhance their tools for:</li> <li>The District's 2022/23 Instructional Foci: Accountable Talk, Checks for Understanding, and Critical Thinking</li> <li>Schoology</li> <li>IXL</li> </ul>	improvement from the Fall 2022 Diagnostic:
	N	Teachers were provided Professional Learning in November by the district on the District's nstructional Foci, Implementing Culturally	



Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul> <li>anc exp con lear</li> <li>Des per</li> <li>Incl plar adjr</li> <li>Any info</li> </ul>	d determine blicit in outlin ntributive va rning, and a scribe how iod will info lude a desc n along with ustment. y hyperlinks prmation, ar	progress ning the i lue of sp achievem the data rm future ription of n the corr includec ad/or rele	a and relate between C mpact of su ecific metho ent. trends that of action step any adjustr esponding of to provide vant docum tting the rep	Quart ich e ods c emei s. nent data evid	ter 1 vide on ins rged ts ma used	and nce a struc durii ade t d to i	Qua and t tion, ng th o the inform	irter the i stud nis re e cor m th s da	2. Be related dent eporting ntinuati e ta,
		Responsive Critical Thinking, NGLS Standards,	Gtade	- C Race		Overall Grade Level Placement	8		•		٠	Students Assessed/Total
		Ready Math.	Grade 3	Ovetall	Window 2 Window 1	a (105)	3%	5%	45%	31%	15%	62/64
		Teachers were provided Professional Learning from the Ready Consultant		Asian	Window 2.	_	0%	0%	100%	0%	0% 50%	- 2/2
	Christine King, consultant from CKED, visited math classrooms, created action plan for		Window 2 Black or African American Window 1		9%. 4%	9% 4%	26% 30%	30% 26%	26% 35%	23/23		
		supporting teachers with pedagogical practice to		Two or More Races	Window 2 Window 1		0%	0%	50%	0%	50%	2/2
	enhance math instruction, and demonstrated math games for teachers.			White	Window 2		0%	3%	50%	38%	9%	32/34
		1			Window 1		09/	0%	22%	38%	41%	- 80 9 1
		Two teachers are participating in the district's monthly math PLC led by the Executive Director		Not Reported	Window 2		D%.	0%	100%	0%	0%	2/2



		cont lear Des peri Inclu plan adju Any infor	ning, and a cribe how od will info ude a desc along with stment. hyperlinks mation, ar	lue of sp achievem the data rm future ription of a the corr includec ad/or rele	trends that e action steps	emer s. nent lata evid ents	rged ts ma use	duri ade t d to i e, sue	ng th o the infor ch a:	iis reporting continuation n the data,
	Teachers in grades 5-8 are part of the NSI Team	Grade 4	Quant	Window 2		6%	14%	32%	37%	11%
	and engaging in continuous improvement work	Grade 4	Overan	Window 1		0%	6%	32%	29%	33%
	aligned to student feedback.		Asian	Window 2		0%	0%	100%	0%	0%
	Our Title 1 meth teacher's schedule was adjusted		Asian	Window 1	-	0%	0%	50%	50%	0%
	Our Title 1 math teacher's schedule was adjusted to allow her to attend the Math PLCs with all		Black or African	Window 2		8%	8%	33%	33%	17%
	grade levels. She also has two additional periods		American	Window 1		0%	0%	25%	33%	12/12 42%
	a week to plan for small group instruction.		Two or More Races	Window 2		0%	0%	50%	50%	0%
	Leadership Team and the Fue suffice Director for			Window 1		0%	0%	25%	25%	50%
	Leadership Team and the Executive Director for Mathematics visit classrooms and use the iReady		White	Window 2 Window 1		5%	19% 5%	26% 36%	38% 29%	12% 42/42 31%
	checklist to inform professional learning. He will be providing professional learning and coaching		Not Reported	Window 2		33%	0%	33%	33%	0% 3/3
	around the Try-Discuss-Connect Routine specifically in the areas of selecting and sequencing students to share their strategies.			Window 1		0%	67%	0%	0%	33%
	Data and Assessments:									



Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	and exp con lear • Des peri • Inclu plar adju • Any info	determine licit in outlin tributive va ning, and a scribe how od will info ude a deso n along with ustment. hyperlinks rmation, ar	progress ning the lue of sp achievem the data rm future ription of the corr in the corr included	ta and relate s between G impact of su pecific metho nent. trends that e action step f any adjustr responding o d to provide evant docum itting the rep	Quart ch e ods c emer s. nent data evid ents	ter 1 vide on ins rged s ma useo ence	and nce a struc durin ade t d to i	Qua and t tion, ng th o the nform	irter the i stud nis re e coi m th s da	2. Be related dent eporting ntinuation e ta,
		MAP data was synched to IXL to differentiate		Race		Overall Grade-Level Placement			•			Students Assessed/Tutal
		students learning skills plan based on individual			Window 2	2000	4%	16%	42%	26%	12%	
		RIT scores.	Grade 5	Overall	Window 1		0%	9%	28%	26%	37%	57/58
					Window 2	_	0%	0%	100%	0%	0%	
		Math instruction during after school and on		Asian	Window 1		04		100%	200	0%	3/3
		Saturdays is project based and aligned to					0.8	0.8	100%	0.6	0.4	
		Illustrative Math.		Black or African American	Window 2		7%	20%	47%	27%	0%	15/15
					Window 1	-	0%	13%	33%	47%	7%	
		Students are participating in iReady challenges		Two or More Rages	Window 2		<u>0%</u>	0%	0%	33%	67%	3/3
		where they are awarded incentives for passing a			Window 1		0%	0%	0%	0%	100%	5,5
		certain number of lessons.			Window 2		3%	17%	37%	29%	14%	
				White	Window 1	-	0%	9%	23%	23%	46%	35/36
		In grades 3-8 iReady Diagnostic #2 was			Window 2	_	0%	0%	100%	0%	0%	
		administered to assess students' current level of		Not Reported	Window 1		0%	0%	0%	0%	100%	171
		progress towards standards mastery.										
		Grades 3-8 administered a Math DataMate										
		Practice Assessment over the last two days.										



Indicator	(R/Y/G) implemented	strategies and action steps were to support progress for each of the Improvement Indicators?	<ul> <li>an</li> <li>expl</li> <li>con</li> <li>lea</li> <li>De</li> <li>pe</li> <li>Inco</li> <li>pla</li> <li>adj</li> <li>An</li> <li>info</li> </ul>	d determine olicit in outl ntributive va rning, and scribe how riod will info lude a des n along wit ustment. y hyperlink ormation, a	e progress ining the alue of sp achievem the data orm future cription of h the corr s included nd/or rele	ta and relate s between ( impact of su ecific metho ient. trends that e action step any adjust responding d to provide want docum itting the rep	Quar ich e ods o eme os. men data evid	ter 1 evide on in erged ts ma use dence s, mu	and ence struc I dur ade d to e, su	I Qua and ction, ing th to the infor	arter the , stu his r e co m th s da	2. Be related ident reporting ontinuation ne
		sed to review students' strengths sees in math skills and standards to	Grade 6	Overall	Window 2	8	8%	6%	42%	23%	21%	52/52
	adjust instruct				Window 2		50%	50%	0%	0%	0%	
	Teachers will	analyze school and grade level		Asian	Window 1		50%	0%	50%	0%	0%	212
		-22 NYS Math Assessment and the		Black or African Ame Black or African	Window 2		0%	8%	33%	17%	42%	12/12
		ry 2023 Math Practice Assessment		American	Window 1		0%	0%	8%	42%	50%	
	(DataMate)			White	Window 2		8%	3%	47%	25%	17%	36/36
	We worked or	n increasing student independence			Window 1	-	5%	3%	22%	33%	36%	
		tion of Ready Classroom		Not Reported	Window 2		0%	0%	50%	50%	0%	2/2
	framework.				Window 1		0%	0%	0%	0%	100%	
		alized Instruction for students ts work on I-Ready 20 minutes										



Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul> <li>and exp cor lea</li> <li>De per</li> <li>Inc pla adj</li> <li>An info</li> </ul>	d determine blicit in outli ntributive va rning, and a scribe how riod will info lude a desc n along with ustment. y hyperlinks prmation, ar	e progress ning the i alue of sp achievem the data orm future cription of h the corr s includeo nd/or rele	ta and relate s between G impact of su- pecific metho nent. trends that e action steps f any adjustn responding o d to provide evant docume itting the rep	evide ents	er 1 vider n ins ged s ma usec ence	and ( nce a struct durin ide to I to ir , suc	Quai and t ion, ng th o the nform ch as	rter 2. he rela studen is repo contin n the data,
			ava		Window 2		2%	10%	34%	12%	42%
			Grade 7	Overall	Window 1		0%	10%	27%	16%	52%
			Grade 7	Overall	Window 1 Window 2		0% 0%	10% 0%	22%	16% 0%	
			Grade 7	Overall			0% 0% 0%	10% 0% 33%	22% 100% 67%	16% 0% 0%	
			Grade 7	Overall Asian Black of African	Window 2		0% 0% 0% 6%	10% 0% 33% 13%	22% 100% 67% 19%	16% 0% 0% 13%	
			Grade 7	Overall Asian Black or African American	Window 2 Window 1		0% 0% 0% 6%	10% 0% 33% 13%	22% 100% 67% 19%	16% 0% 0% 13% 25%	
			Grade 7		Window 2 Window 1 Window 2		0% 0% 0% 0%	10% 0% 33% 13% 0%	22% 100% 67% 19% 13%	16% 0% 13% 25% 0%	
			Grade 7	American	Window 2 Window 1 Window 2 Window 1 Window 2 Window 1		0% 0% 0% 6% 0% 0%	10% 0% 33% 13% 0% 0%	22% 100% 67% 19% 13% 100% 0%	16% 0% 13% 25% 0%	
			Grade 7	American	Window 2 Window 1 Window 2 Window 1 Window 2 Window 1 Window 2		0% 0% 0% 6% 0% 0% 0%	10% 0% 33% 13% 73% 0% 0%	22% 100% 67% 19% 13% 100% 0% 33%	16% 0% 0% 13% 25% 0% 100% 11%	
			Grade 7	American Two or More Races	Window 2 Window 1 Window 2 Window 1 Window 2 Window 1		0% 0% 0% 6% 0% 0% 0%	10% 0% 33% 13% 0% 0% 11% 4%	22% 100% 67% 19% 13% 100% 0% 33%	16% 0% 0% 13% 25% 0% 100% 11% 11%	52% 3/3 0% 3/3 50% 16/ 50% 16/ 0% 1/2 0% 1/2



Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul> <li>and</li> <li>expl</li> <li>cont</li> <li>learn</li> <li>Des</li> <li>periodic</li> <li>Incluid</li> <li>plant</li> <li>adjuid</li> <li>Any</li> <li>information</li> </ul>	determine icit in outlir ributive va ning, and a cribe how t od will infor ude a desc along with stment. hyperlinks rmation, an	progress ning the i lue of spo chievem the data t m future ription of the corr included od/or rele	a and related between Q mpact of successive ecific method ent. trends that e action steps any adjustm esponding d I to provide e vant docume tting the repo	uart ch e ds o mer s. nent ata evide	er 1 vider n ins ged s ma usec ence	and nce a struct durir de to I to ii , suc	Qua and t tion, ng th o the nforr ch as	rter 2 he ro stud is re con n the dat	2. Be elated ent porting tinuation e
			Grade				JIL.					Students
					Window 2	Placement	2%	10%	12%	26%	50%	Assessed/ lotal
			Grade 8	Overall								42/50
					Window 1		0%	5%	26%	12%	57%	
					Window 2		0%	0%	0%	0%	100%	
				American Indian or Alaska Native	Window T		05	0%	10%	0%	100%	1/1
					WINDOW 1		0.0	0.0	10.16	D %	100%	
					Window 2	-	0%	100%	0%	0%	0%	
		1										1/3
				Asian	Window 1	-	0%	100%	D%	0%	0%	
				Asian		-	0%	100%	0%	0%	0%	
				Asian Black or African American	Window 1 Window 2		0% 6%	100%	0% 18%	0% 29%	0%	17/18
				Black or African		-	0% 6% 0%	100% 12% 6%	0% 18% 35%	0% 29% 12%	0% 35% 47%	17/18
				Black or African	Window 2		0% 6% 0%	100% 12% 6% 0%	D% 18% 35% D%	0% 29% 12% 0%	0% 35% 47% 100%	17/18
				Black or African	Window 2 Window 1 Window 2		0% 6% 0%	100% 12% 6% 0%	0% 18% 35% D%	0% 29% 12% 0%	0% 35% 47% 100%	17/18
				Black or African American	Window 2 Window 1		0% 6% 0% 0%	100% 12% 6% 0%	0% 18% 35% 0%	0% 29% 12% 0%	0% 35% 47% 100%	
				Black or African American	Window 2 Window 1 Window 2		0% 6% 0% 0%	100% 12% 6% 0% 0%	0% 18% 35% 0% 0%	0% 29% 12% 0% 0%	0% 35% 47% 100% 100%	
				Black or African American	Window 2 Window 1 Window 2 Window 1 Window 2		0% 6% 0% 0% 0%	100% 12% 6% 0% 6%	0% 18% 35% 0% 6%	0% 29% 12% 0% 0% 24%	100% 100% 65%	
				Black or African American Two or More Races	Window 2 Window 1 Window 2 Window 1		0% 6% 0% 0% 0%	100% 12% 6% 0% 6%	0% 18% 35% 0% 6% 18%	0% 29% 12% 0% 0% 24%	100% 100%	1/1
				Black or African American Two or More Races	Window 2 Window 1 Window 2 Window 1 Window 2		0% 6% 0% 0% 0% 0%	100% 12% 6% 0% 6% 6% 0%	0% 18% 35% 0% 6% 18% 20%	0% 29% 12% 0% 0% 24% 18%	100% 100% 65%	1/1



Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	•	Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. Describe how the data trends that emerged during this reporting period will inform future action steps. Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment
			•	adjustment. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
				<ul> <li>In most grades, our Black students performed better than the overall student score. However, we need to review this data in more detail to determine what information was used to identify student race.</li> <li>With the exception of 5<sup>th</sup> and 8<sup>th</sup> grade, the percent of Black students three or more grade levels below is higher than the percent of overall students scoring three or more grade levels below. The percent of students scoring three or more levels below has decreased for all student groups since Diagnostic 1.</li> <li>The Instructional Coach works with all teachers, across all grade levels.</li> <li>Teachers identified students in grades 3-8 that would benefit from the afterschool Academy and Winter Academy during February break based on the assessments and classroom observation.</li> <li>The Title 1 math teacher is reviewing the data for the students she works with in small groups and will adjust support as needed</li> </ul>



Indicator	Status (R/Y/G)What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.Describe how the data trends that emerged during this reporting period will inform future action steps.Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	<ul> <li>Teachers reviewed data and identified students in grades 5 – 8 that would continue to work or will begin to also work in small groups daily with the teacher's assistant.</li> </ul>
#113 3-8 Math Hispanic Core Subject Pl	<ul> <li>Professional Growth and Development: Teachers are provided Professional Learning opportunities bi-weekly from the school to enhance their tools for:         <ul> <li>The District's 2022/23 Instructional Foci: Accountable Talk, Checks for Understanding, and Critical Thinking</li> <li>Schoology</li> <li>IXL</li> </ul> </li> </ul>
	Teachers were provided Professional Learning in November by the district on the District's Instructional Foci, Implementing Culturally



Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	anc exp con lear Des per Incl plar adju Any info	ovide the spe d determine blicit in outlin ntributive val rning, and a scribe how t riod will infor lude a descr n along with ustment. y hyperlinks prmation, an ailable prior f	progress ing the i ue of sp chievem he data m future iption of the corr includec d/or rele	s between G mpact of su ecific metho ent. trends that e action step any adjustr esponding o I to provide vant docum	Quart ch e ods c eme s. nent data evid ents	ter 1 vider on ins rged s ma usec ence	and nce a struc durin ade t d to i	Qua and t tion, ng th o the nforr ch as	rter he r stuc is re cor n th s dat	2. Be elated dent eporting ntinuati e ca,
		Responsive Critical Thinking, NGLS Standards,	Grade	+ A Hispanio or Latino		Overall Grade-Level						Students
		Ready Math.	orade	Trispancio Launo		Placement						Assessed/Total
		Teachers were provided Drefessional Learning	Grade 3	Overall	Window 2	8 2005	3%	5%	45%	.31%	16%	62/64
		Teachers were provided Professional Learning			Window 1		2%	2%	29%	31%	37%	
		from the Ready Consultant		Man Ultransis and alles	Window 2		0%	3%	50%	38%	9%	20/24
		The energy start from CKED winited math		Yes - Hispanic or Latino	Window 1	10000	0%	0%	22%	38%	41%	32/34
		The consultant from CKED, visited math			Window 2	150	7%	7%	40%	23%	23%	23%
		classrooms, created an action plan for supporting		Not Reported	Window 1	-	3%	3%	37%	23%	33%	30/30
		teachers with pedagogical practice to enhance				10000						
		math instruction and demonstrated math games	Grade 4	Overall	Window 2		6%	14%	32%	37%	11%	63/63
		for teachers.			Window 1		0%	6%	32%	29%	33%	
					Window 2		5%	19%	26%	38%	12%	
		I I wo teachers are participating in the district's		Yes - Hispanic or Latino					26%	209	21%	42/42
		Two teachers are participating in the district's					0%	5%	30.6	2.9 10	314	
		monthly math PLC led by the Executive Director			Window 1 Window 2		0%	5%	43%	33%	10%	
				Not Reported		-	0% 10%	5%	43%	33%	10%	21/21



Indicator	Status What specific strategies an (R/Y/G) implemented to support pro Demonstrable Improvemen	ogress for each of the	<ul> <li>and</li> <li>explication</li> <li>continue</li> <li>learring</li> <li>Description</li> <li>Incluiplan</li> <li>adju</li> <li>Any</li> <li>infor</li> </ul>	determine icit in outlin ributive val ning, and a cribe how t od will infor ide a descr along with stment. hyperlinks mation, an	progress ing the i ue of sp chievem he data m future iption of the corr includeo d/or rele	ta and relate s between G impact of su ecific metho ient. trends that e action step any adjustr responding of to provide want docum itting the rep	Quar ch e ds c eme s. nent data evid ents	ter 1 evide on ins rged ts ma useo	and nce struc duri ade f d to e, su	Qua and tion, ng th to the infor ch a	arter the r , stud nis re e cor m th s da	2. Be related dent eporting ntinuation e ta,
	Teachers in grades 5-8 are and engaging in continuous aligned to student feedbac	s improvement work	Grade 5	Overall	Window 2 Window 1		4% 0%	16% 9%	42% 28%	26% 26%	12% 37%	57/58
		n.		Yes - Hispanic or Latino	Window 2	<b>100</b>	3%	17%	37%	29%	14%	35/36
	Our Title 1 math teacher's	,			Window 1		.0%	9%	23%	23%	46%	
	to allow her to attend the N grade levels. She also has			Not Reported	Window 2 Window 1		0%	9%	36%	32%	23%	22/22
	a week to plan for small gro				Window 2		8%	6%	42%	23%	21%	
			Grade 6	Overall	Window 1		6%	2%	19%	33%	40%	52/52
	Leadership Team and the I Mathematics visit classroor	ms and use the iReady		Yes - Hispanic or Latino	Window 2 Window 1		8%	3%	47%	25%	17% 36%	36/36
	checklist to inform professional le	•			Window 2		6%	13%	31%	19%	31%	
	around the Try-Discuss-Co specifically in the areas of s sequencing students to sha	nnect Routine selecting and		Not Reported	Window 1		6%	0%	13%	31%	50%	16/16
	Data and Assessments:											



Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul> <li>Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>								
	MAP data was synched to IXL to differentiate students learning skills plan based on individual RIT scores.	Grade 7	Overall	Window 2	0%	10%	34%) 22%	12% 16%	42% 52%	50/57	
				Yes - Hispanic or Latino	Window 2	0%	4%	26%	11%	59%	27/31
		Math instruction during after school and on Saturdays is project based and aligned to		Not Reported	Window 2	4%	9%	35%	13%	39%	23/26
		Illustrative Math.			Window 2	2%	17%	12%	22%	43%	
		Students are participating in iReady challenges	Grade 8	Overall	Window 1	0%	5%	26%	12%	57%	42/50
		where they are awarded incentives for passing a certain number of lessons.		Yes - Hispanic or Latino	Window 2	0%	6% 0%	6% 18%	24% 18%	65% 65%	17/20
		In grades 3-8 iReady Diagnostic #2 was		Not Reported	Window 2	4%	12%	16%	28%	40%	25/30
		administered to assess students' current level of progress towards standards mastery.	<ul> <li>Window 1</li> <li>With the exception of 4<sup>th</sup> and 5<sup>th</sup> grade, fewer Latino / Hispani students were on or above grade level compared to overall</li> </ul>								
		Grades 3-8 administered a Math DataMate Practice Assessment over the last two days.		student sco	-						



Indicator	Status (R/Y/G)       What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul> <li>explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
	<ul> <li>Data will be used to review students' strengths and weaknesses in math skills and standards to adjust instruction.</li> <li>Teachers will analyze school and grade level data using 21-22 NYS Math Assessment and th District January 2023 Math Practice Assessmer (DataMate)</li> <li>We worked on increasing student independence through utilization of Ready Classroom framework.</li> <li>Personalized Instruction for students</li> <li>Students work on I-Ready 20 minutes daily.</li> <li>The Instructional Coach works with all teachers, across all grade levels.</li> <li>Teachers identified students in grades 3- that would benefit from the afterschool</li> </ul>	<ul> <li>than the percent of overall students scoring three or more grade levels below. The percent of students scoring three or more levels below has decreased for all student groups since Diagnostic 1.</li> <li>The Title 1 math teacher is reviewing the data for the students she works with in small groups and will adjust support as needed</li> </ul>



Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul> <li>Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
		<ul> <li>Academy and Winter Academy during February break based on the assessments and classroom observation.</li> <li>Teachers reviewed data for the identified students in grades 3-6 working in small groups daily with the one math specialist to adjust where needed</li> <li>Teachers reviewed data and identified students in grades 5 – 8 that would continue to work or will begin to also work in small groups daily with the teacher's assistant.</li> </ul>	





### Part IV – Community Engagement Team (CET)

## Community Engagement Team (CET)

<u>The role of the Community Engagement Team</u> is to serve as an active thought partner in contributing to, and supporting the development of, recommendations for school improvement by the school and district 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. Such should be addressed in response to the prompts below.

Report Out of 2022-23 CET Plan Implementation					
<ul> <li>List the constituent categories of stakeholders that have participated as CET members during this reporting period.</li> <li>Include any changes made to the CET's membership since the development of the 2022-2023 continuation plan. Include the role/ of any new members.</li> </ul>	Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school's improvement plan.				
Administrators, Teachers, Parents, Community Partners, CSEA Members	<ul> <li>Based on recommendations made by the CET:</li> <li>Additional responsibilities were delegated to Pupil Support Staff and other members of the CHA community to address student chronic absenteeism</li> <li>An Introduction to the NYSED Assessments workshop was held for parents/guardians</li> <li>A workshop around using iReady and IXL was facilitated by the Title 1 Math Teacher and the instructional coach</li> <li>A Winter Academy was added to the schedule to support student achievement</li> <li>A member was added to the Attendance Team to make home visits.</li> </ul>				



<ul> <li>List the constituent categories of stakeholders that have participated as CET members during this reporting period.</li> </ul>	Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school's improvement plan.
<ul> <li>Include any changes made to the CET's membership since the development of the 2022-2023 continuation plan. Include the role/ of any new members.</li> </ul>	



### Part V - Receivership Powers

# Powers of the Receiver

Provide a summary of the use of the School Receiver's powers during this reporting period.

The School Receiver did not use his powers during this reporting period.