

### 2022-2023 Receivership School Quarterly Report #3

Report Period: February 1, 2023 to April 28, 2023 (Due April 28, 2023)

This document is to be completed by the Superintendent/School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. Complete all sections by fully responding to each prompt. For Districts with State Monitors, to streamline reporting, related metrics, data, target status and applicable 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> <u>outcomes</u> of key strategies related to Receivership, and as such, is not considered a formal evaluation by 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.

Please note that to ensure the Department is able to provide school-specific targeted Technical Assistance, the School Demographic and Four-Year Trend Data should be reported as 'point-in-time' for each reporting period.

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	1	www.yonkerspublicschools.org
			Teaching Matters		

Superintendent	School Principal (If appointed since the last reporting period, please attach resume)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Grade-level Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate):
Dr. Edwin M. Quezada	Ryan James	8/15/22	Elaine Shine Exec. Dir	3-8	N/A



# \*School Demographic and Four-Year Trend Data

Data Source:	Level 2 and PowerSchool	

Date of Capture: 4-28-23

Total Current Enrollment/Registrant Counts: N= \_\_\_\_345 \_\_\_\_ SWD/ELL percentage total 0.4% ELL \_\_\_4\_\_\_%

# Four-Year Trend Data

	2018-2019	2019-2020	2021-2022	2022-2023 (YTD)
Average Daily Attendance Rate	93%	93%	89%	90%
Chronic Absenteeism Rate	30.4%	23.9%	54.5%	43.7%
Out-of-School Suspension % Rate and #	5.8%/#41	7.6%/#25	6.5%/#22	6%/#22_
Duplicated Suspensions	%/#	%/#	%/#	%/#
Unduplicated Suspensions	%/#	%/#	%/#	%/#
ELL Suspensions	10%/#4	18.2%/#4	0%/# 0	5%/#1
SWD Suspensions	8.1%/#11	14.6%/#6	_10%/#3	5%/#1

School/District Notes:



#### **Executive Summary**

Please provide a <u>plain-language summary</u> 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 recently completed the Accountable Talk Professional Learning Cycle. We have now transitioned to our Checking for Understanding Cycle. We are continuing to offer optional professional learning on Mondays when there is no faculty meeting. Topics covered include checking for understanding, Donor's Choose, and SEL for adults. 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 #3. 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. Teachers engaged in Data Chats with their students and these chats were used to inform instruction. During ELA and Math PLCs, we engaged in a process to triangulate data from the Benchmark Assessments, the mid year iReady Diagnostic, DataMate Practice Assessments, and Project Acceleration recommendations. This information was then used to inform instructional pacing, students recommended for after school, and students recommended for Winter and Spring Academy. The Data Team also developed Data Action Plans based on the standards students need support on following the mid year assessments. During common planning, we continue to discuss 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 of Science and Social Studies, Executive Director of Mathematics, and the Executive Director of ELA.

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. Students visit the PBIS store bimonthly to "purchase" prizes. We hosted a March Madness basketball tournament where students used their points to enter and attend the tournament. The tournament concluded with a faculty versus 7<sup>th</sup> grade game. We are planning soccer and kickball tournaments for May and June. We now have a Book Vending Machine to support a culture of reading and students can use PBIS points to purchase books.

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. In addition, we have established a monthly parent focus group. 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.



<u>Directions for Parts I, II, and III</u> - 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 third quarter. Include processes that were *used to assess the impact* of strategies implemented on student learning outcomes.

The 2022-2023 Receivership School Quarterly Report #3 is an opportunity for district and school staff to provide a reflective outline of 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, and ultimately, the school improvement process.* This should include a clear *focus on how evidence* guides decisions and an articulation of explicit, equitable educational supports accessible to all students to ensure positive social-emotional well-being and active engagement in learning in an inclusively diverse, culturally relevant, safe learning space.

- 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.
  - Claims should be evidentiary in nature.
  - o Reported information and related data should be accessible and able to be reviewed upon request.
- 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 #3 with Reflection on Lead Strategies Utilized during February 1, 2023 – April 28, 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	The Teaching Matters consultant supports teachers in grades 3 and 4. The consultant models 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. She has modeled instructional strategies such as using Thinking Jobs while reading, successfully answering text-based questions, and test readiness.
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. We concluded our cycle of professional learning on accountable



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		talk and have begun our cycle on checking for understanding. Our professional learning sessions have included mid year data analysis and reflection, planning for teacher intervisitations, review of APPR elements, assessment for, of, and as learning, NYSED testing preparation and protocols, and completion of the 5 Essentials Survey.  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</li> <li>Implications for Instruction following ELA DataMate Practice Assessment</li> <li>How to Use IXL</li> <li>Math DataMate Practice Assessment Norming and Scoring</li> <li>Math DataMate Practice Assessment Data Analysis and Implications</li> <li>Math Curriculum Pacing and Preparing for the Winter Diagnostic</li> <li>ELA and MATH PLC – Engaging Students in Data Chats and Using that to Drive Instruction</li> <li>Math PLC – iReady Diagnostic 2 Data Analysis and Pacing</li> <li>ELA and Math District Professional Learning on Test Readiness</li> <li>Review of ELA and Math NYS Test Readiness Stations based on areas for growth from data triangulation</li> <li>Review of CBT Tools and strategies</li> </ul>
		<ul> <li>Topics covered during common planning include:</li> <li>SEL / Community Circle Time Planning</li> <li>Review data of students at risk for chronic absenteeism and discussion for potential interventions</li> <li>Review of PBIS Plan</li> </ul>



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		Optional Professional Learning (Based on recommendations from NYSED OISR and School Support Partner, and teacher interest):  • Donor's Choose • Planning for Intervisitations • Destress before the Test – SEL for staff  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	At Cross Hill Academy, social emotional learning focuses on the social-emotional well-being of students. This is accomplished through the implementation of:  • My Brother's Keeper  • My Sister's Keeper  • Daily SEL check in / community circle time  The 6th grade teachers collaborated to develop and implement culturally responsive and socioemotional themed Authentic Learning Units (ALUs). The most recent ALU culminated in Women's History Month presentations for classmates and families.  As part of the after-school program, students participate in mindfulness and yoga sessions. Our social worker is available after school on Tuesdays to support students. Our Pupil Support Team partnered with WJCS to host a workshop for families on reducing test anxiety and stress prior to state exams.



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		Eight teachers and the assistant principal attended a series of professional learning sessions on designing and implementing project based learning.
		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. The PBIS store is open bimonthly for students to "purchase" prizes. We facilitated a Destress before the Test SEL workshop for staff.  Margaret's Place holds group sessions for 7 <sup>th</sup> and 8 <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 in grades 5-8 who observed the consultant demo pedagogical practices modeled the strategies for each other and received in the moment instructional coaching from the CK Ed consultant. She modeled strategies related to test readiness including Teacher Tell Me, Multiple Choice Games, Think Like a Test Creator, and CBT strategies.
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 several sessions with the CHA team around the PDSA cycles. Teachers are focused on providing feedback on students' exit slips and students can revise exit slips. We are completing our 2 <sup>nd</sup> PDSA cycle.
		In March, the CHA team attended a districtwide professional learning related to Continuous Improvement.



# 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 #3 Reflection on Activities Completed for this Indicator Level during February 1, 2023 – April 28, 2023

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 2 and Quarter 3. 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>
#33 3-8 ELA All Students MGP	Υ	Professional Growth and Development: Teachers are provided Professional Learning opportunities bi-weekly from the school to enhance their tools for:  • The District's 2022/23 Instructional Foci: Accountable Talk, Checks for Understanding, and Critical Thinking  • Mid-Year data analysis and reflection  • Planning for teacher intervisitations  • Review of APPR elements  • Assessment for, of, and as learning  • NYSED testing preparation and protocols	Grades 7 & 8 will complete Common Lit assessments in the spring to assess student growth and improvement by standards.  Grades 3-8 will 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 is used during small group instruction time. The data that is relevant to ELA 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 to identify additional support for skills not yet mastered. The students have mastered 3,873 skills through IXL and are proficient in 4,243 skills.



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.
		<ul> <li>District Professional Learning on Test Readiness</li> </ul>
		Teachers in grades 3-4 continue to work with our Teaching Matters Consultant. The focus has been on using Thinking Jobs, close reading strategies, and answering text-based questions.  Teachers in grades 5-8 are working with District Executive Director of ELA on guided reading and small group instruction. We continue to include an instructional block in the afternoon dedicated to small group instruction.
		The Instructional Coach, works with all teachers, across all grade levels.
		The ENL teacher pushes into ELA classes to support the ENL students during ELA instruction.
		Teachers continue to implement the district's foci.

- Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. 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.
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			SKILL PROG	RESS	
		Total questions answered	Skills practiced	Skills proficient	Skills mastered
	4	25,310	984	571	504
	Ш	26,442	798	387	334
Grade 3	A	1,633	96	57	54
	Q	776	67	25	25
	<b>(B)</b>	95	10	0	0
	4	24,251	880	528	479
	ш	46,842	1,615	890	805
Grade 4 & 65	A	1,307	78	29	23
	Ō	1,441	95	34	31
	(B)	577	21	7	6



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 2 and Quarter 3. 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>							
		Data and Assessments: In grades 3-6 Benchmark Interim 3 Assessments were administered to assess students' current level of progress toward standards mastery. Teachers used data to adjust instruction and plan for opportunities for acceleration and intervention.		4	1,987	135	59	51		
			because of	ш	255,376	3,179	1,673	1,558		
			Grade 5 음 60	A	1,224	64	28	26		
				<b>Q</b>	517	59	14	12		
				₿	1,197	35	21	19		
		Grades 3-8 administered an ELA DataMate Practice		4	1,499	94	39	37		
		Assessment in the beginning of January. Data was analyzed to identify students' strengths and	<b>Grade 6</b> 음 54		90,347	1,052	530	487		
		weaknesses in ELA skills and Standards to adjust instruction.		A	97	8	3	3		
				<b>Q</b>	144	20	4	4		
		As a result of analyzing the DataMate Practice		(B)	189	4	3	2		
		Assessment, Benchmark Interim 3 Assessment, and Project Acceleration, the assistant principal and instructional coach developed ELA expectations to prepare students for the ELA state exam. The assistant principal and instructional coach developed								



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	progimplinsti Des futu Inclinte Any	ress nact of some cribe had action ac	nade between such evidence, student learn ow the data tron steps. description of a bonding data uninks included	Quarter 2 and and the related ing, and achievends that emergence any adjustment used to inform to provide evice.	d Quarter 3. ed contributive vement. erged during  ets made to to the adjustmethod of the desired to the definition of t	as data, informa	Itlining the fic methods on eriod will inform plan along with
		multiple choice, short response, and extended response question stations based on standards that		<b>A</b>	8,604	351	198	187	
		students needed additional support. The stations were		m	48,204	1,212	550	505	
		on paper and on DataMate which is to the Nextera	<b>Grade 7</b> △ 58	Ā	3,750	246	69	59	
		CBT format. Teachers received support with	مد ت	Q	5,203	311	100	78	
		implementation of the stations during weekly PLC and common planning meetings. The instructional coach		(B)	23,712	867	439	370	
		met with teachers who requested modeling. During		4	2,002	111	60	56	
		weekly PLC meetings, we normed and scored		ш	11,784	371	154	131	
		students' short response answers. We also discussed	Grade 8	基	2,565	186	66	55	
		how to provide rubric aligned feedback to students.		0	147	24	2	0	
				<b>6</b>	9,900	348	172	132	
			assess	studer	nt growth and i	improvement b	by standards	Interim assessme s. Teachers used Iditional support	the assessment



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			Students continue to struggle with the standards related to informational text, specifically 3.RI.3. To address this, the Teaching Matters consultant modeled close reading strategies, the use of Thinking Jobs for close reading, and unpacking the questions. Following the state exams, the Teaching Matters consultant will continue to support teachers with closing instructional gaps related to informational text.



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	•	progimp instruction Des future Include the Any	gress ma act of su- ruction, s scribe hove re action ude a de correspon hyperlin	de betwee ch evidence student lear w the data steps. scription of inding data ks included	n Quarter 2 e and the reming, and a trends that any adjust used to inf	elated contributed achievement emerged duraments made form the adjusted evidence, s	er 3. Be explicit ibutive value of it.  uring this reporting to the continuation as data, information in the continuation in t	ire and determine in outlining the specific methods on a period will inform ation plan along with formation, and/or submitting the report.
					Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing	
					Avg. 38%	Avg. 50%	Avg. 21%	Avg. 51%	Avg. 38%	
			vel	%08 ≥						
			ant Lev	*				RL31		
			Achievement Level	%62-09						
			Act	1	L.3.4d	RF3.3	RI.3.5	RL3.9		
					L3.50			RL3.3		
				*65-1				RL3.2		
				40				RL3.6		
								RL3.7		
				i	L.3.1b		RL3.4		W.3.1	
					L.3.4a		RI.3.7			
				40%			RI.3.3			
							RI.3.1 RI.3.8			
							1.35-20-02		A Keu	



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			<ul> <li>Grade 4 – Benchmark Interim Assessment #3</li> <li>Students demonstrated progress on the standards related to literature (RL 4).         On Interim Assessment #2 the achievement level was &lt;40% on literature standards and is now 40-59%. </li> </ul>



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• [ • [ • ]	orogress nampact of some properties of some properties of some properties of the corresponding of the corresponding hyperlements of the corresponding th	nade between action evident lead ow the data on steps. It is sometime to be conding data inks include	en Quarter 2 be and the re rning, and a trends that f any adjust a used to intended to provide	2 and Quarte elated contributed contribute	er 3. Be explibutive value t. uring this report to the continuation that it is to the continuation as data,	asure and determine icit in outlining the of specific methods on orting period will inform nuation plan along with information, and/or to submitting the report.
				Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing	
				♣ Avg. 51%	Avg. 59%	Avg. 35%	Avg. 53%	Avg. 37%	
			vel × 80%						
			Achievement Level				RL4.2		
			Achi	L4.4	RF.4.3	RI.4.5	RL4.4		
			%	L4.5a		RI44	RL4.3		
			40-59%				RL4.1 RL4.6		
							RL4,9		
						RI.4.9		W.4.1	
			-53			RI.4.8			
			< 40%	,		RI.4.7			
						RI41			
				•					



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			standards and is now 40-59%.



	• I	uture action nclude a d the corresp Any hyperli	ow the data on steps. lescription coonding data inks include	trends that of any adjus a used to in ed to provide	tments made form the adju e evidence, s	uring this repo e to the contirustment. such as data,	orting period will inform nuation plan along with information, and/or to submitting the report.
		Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing	
		Avg. 43%	Avg. 53%	Avg. 27%	Avg. 39%	Avg. 17%	
	- 1						
	%08 A						
		L5.5a					
	%62-09	L.5.4b					
	9						
	%6 <u>\$</u>		RF.5.3a	RI.5.3	RL5.3		
	40-5		RF.5.3		RL54		
		L5.4		RI.5.5	RL5.6	W.5.1	
		L.5,6		RI.5.7	RL5.9		
	× 40%			RI.5.4	RL5.2		
	^ 4			RI.5.1			
				RI.5.9			
				orte l			
							o';
	Gra	de 6 – Ber	chmark Inte	erim Assess	sment #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 2 and Quarter 3. 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>Students continue to struggle with the standards related to literature, specifically 6.RL.2 and informational text, specifically 6.RI.5. To address this, the Teaching Matters consultant modeled close reading strategies, the use of Thinking Jobs for close reading, and unpacking the questions. Following the state exams, the Teaching Matters consultant will continue to support teachers with closing instructional gaps related to informational text.</li> <li>Students demonstrated progress on the standards related to informational text (RI.7). On Interim Assessment #2 the achievement level was &lt;40% on literature standards and is now 40-59%</li> </ul>



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• E	orogress man mpact of sunstruction, so Describe ho uture action nclude a de he correspo Any hyperlir	ade between the check evidence student learn withe data to a steps. Escription of a steps included	Quarter 2 a and the relating, and achiends that erany adjustments to provide e	nd Quarter 3. Ited contribut hievement. Items made to me the adjustration of the such that the adjustration is the adjustration of the such that the adjustration is the such that the such that the adjustration is the such that	Be explicit in ive value of spansor this reporting the continuation as data, info	e and determine n outlining the pecific methods on g period will inform on plan along with rmation, and/or ubmitting the report.
				Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing	
			4	Avg. 50%	Avg. 38%	Avg. 40%	Avg. 39%	Avg. 64%	
			%08 ≥						
			%62-09	L6.4b			RL6.9	W.6.1	
			1	L.6.5a		RI.6.4	RL6.4		
			\D	L.6.5c		RI.6.7	RL6.5		
			40-59%	L.6.6		RI.6.8			
			4	L6.4		RI.6.3			
			1		RF.5.3	RI.6.6	RL.6.6		
			×20			RI.6.9	RL.6.1		
			× 40%			RI.6.5	RL 6.3		
						RI.6.2	RL6.2		



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 2 and Quarter 3. 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>
			Grades 7-8 show the students below that are on track, require academic interventions, intensive, or attendance interventions. The teacher used CommonLit, as well as DataMate to create stations:



Milowiedge / Skill / Opportunity	
	M1 M2 M0 Current Grade Current Current On-Track M1 M2 M0 Current Grade Current Current Grade Absences Status Last Update Grade Absences Status
	70 77 73.5 2023-04-16 70 15 Intentive 80 76 76 2023-04-19 80 12 Academics
	12:33:09.0 (22:33:74) 68 75 71.5 2022-04-19 60 17 Information 75 75 75 2023-04-19 80 0 Academics 12:30:270 70
	65 65 65 2023-04-19 78 16 intensive
	12:31:09.0 68 68 64 20:23:64:19 65 18 Internative
	68 75 71.5 2023-04-25 70 25 Intensive 12:50:07.0 13:04:51.0 72 67 69-5 2023-04-19 79 25 Intensive
	92 90 91 2023-04-12 18 4 Dr-Track 12-20-27-0
	6.5 65 2022-04-18 6.0 5 Academics 12-20-67-0 72 70 71 2023-04-19 75 34 Internation
	73 75 74 2023-04-18 77 4 Academics 12-20-057-0 12-20-057-0 78 78 78 2023-04-19 45 2 Academics
	E2 BS (E5 2022-04-22 E0 7 CH-Track 95 95 95 3022-04-19 67 23 Abendance
	60 60 60 2022-04-18 77 10 Academica on 04 014 2024-19 180 8 00 Days
	12:33:09.0 80 90 85 2022-04-16 90 5 On-Track 80 73 78-5 2022-04-19 75 6 Academics
	12:21:00 60 60 22:20:20:618 60 29 Inhuncinum 85 85 85 20:20:419 90 3 On-Track
	12-23-09-0 G 2223-04-18 65 44 Internation 97 100 98.5 2023-04-19 100 3 On-Frank
	12:32:07.0 12:32:32:07.0 12:32:32:07.0 12:32
	12:31:07:0 12:51:07:0 12:51:07:0 10:50:07:0 10:50:07:0 10:50:07:07:07:07:07:07:07:07:07:07:07:07:07
	12:04:57.0
	EU III 2 20270-II III II I AMBININGE II 123087 0
	60 65 62 5 2023-04-20 65 8 Academics 12-20-27 0 13-02-49-0 75 75 75 2023-04-19 85 1 Academics
	60 68 64 2023-04-16 73 E Academics 12:50:67.0 12:30:97.0 72 70 71.5 2023-04-19 75 74 Insentise
	65 70 67.5 2022-04-18 65 3 Academics 12:20:07.0 12:32:09.0 72 75 74 2022-04-19 70 2 Academics
	60 60 60 2023-04-16 60 36 internative 12:33-07.0 12:33-09.0 70 65 67.5 2023-64-19 75 50 internative
	E7 E3 E5 2023-04-18 B5 17 Attendance 12-50-07-0
	76 65 70.5 2022-04-16 78 9 Academics 12-50-67.0
	12:31:09.0 65 65 2023-04-19 65 2 Academics 100 100 100 2023-04-18 100 0 On-Track 12:50:67:0
	12:32:90.0 75 65 70 2023-04-16 60 22 intensive
	12:31:09.0
	63 65 63 2023-04-18 60 34 Intentive
	M1 M2 M0 Current Grade Corrent Couriert On-Track Last Update Grade Absenced Status
	98 100 99 2023-04-19 100 5 Co-Track 12-20-07-0
	M1 M2 M0 Current Grade Current Con-Track 95 100 07 3 003244-19 100 3 00-Track 12-04-07 0
	Last Update Grade Absences Status 65 65 65 2023-04-19 77 5 Academics 12-23-09.0
	77 76 77.5 2022-04-18 70 27 intentitive 65 76 71.5 2022-04-19 75 7 Academics
	12:3107.0 90 80 90 2022-04-19 90 1 On Track
	12:33:09.0 65 75 70 2023:04-19 77 3 Academics
	65 60 63 2022-04-18 60 2 Academics 65 60 62 5 2023-04-19 55 4 Academics 12:33:09:0 12:30:97 0



М1	M2	MO	Current Grade Last Update	Current Grade	Current Absences	On-Track Status	M1	M2	MO	Current Grade Last Update	Current Grade	Current Absences	On-Track Status
65	65	65	2023-04-19 12:59:03:0	80	23	Intensive	70	80	75	2023-04-19 13:02:54.0	85	10	On-Track
70	65	67.5	2023-04-19 12:59:03.0	80	10	Academics	80	70	75	2023-04-17 11:15:49.0	82	25	Intensive
				***			65	65	65	2023-04-17	65	11	Academics
95	100	97.5	2023-04-19 12:59:03.0	100	2	On-Track	70	73	71.5	2023-04-17	90	21	Intensive
70	65	67.5	2023-04-25 13:07:23:0	70	12	Academics	70	85	77.5	11:15:49.0 2023-04-17	90	22	Attendance
78	88	83	2023-04-19 12:59:03:0	91	28	Attendance	60	60	60	11:15:49.0 2023-04-20 13:18:38.0	55	13	Academics
78	65	71.5	2023-04-19 12:59:03.0	79	28	Intensive	65	60	62.5	2023-04-17	60	64	Intensive
75	80	77.5	2023-04-19	90	4	On-Track	60	70	65	2023-04-17	75	16	Intensive
85	90	87.5	2023-04-19 12:59:03.0	85	11	On-Track	75	70	72.5	2023-04-17 11:15:49.0	80	14	Intensive
88	80	84	2023-04-19	75	1	On-Track	70	75	72.5	2023-04-17 11:15:49.0	75	12	Academics
82	85	83.5	2023-04-19	90	5	On-Track	78	82	80	2023-04-17 11:15:49.0	80	1	On-Track
75	75	75	2023-04-19 12:59:03.0	85	i	Academics	78	85		2023-04-17 11:15:49.0	90	5	On-Track
65	65	65	2023-04-19	75	5	Academics	80	85	82.5	2023-04-17 11:15:49.0	90	7	On-Track
			12:59:03.0				65	68	66.5	2023-04-17 11:15:49.0	75	17	Intensive
80	85	82.5	2023-04-19 12:59:03.0	90	2	On-Track	76	80	78	2023-04-17	70	10	On-Track
65	60	62.5	2023-04-19 12:59:03.0	60	9	Academics	65	65	65	2023-04-17	70	13	Academics
65	65	65	2023-04-19 12:59:03:0	83	16	Intensive	70	69	69.5	2023-04-17 11:15:49.0	80	14	Intensive
80	85	82.5	2023-04-25	80	7	On-Track	60	60	60	2023-04-17 11:15:49.0	55	63	Intensive
86	90	88	2023-04-19 12:59:03:0	90	23	Attendance	65	60	62.5	2023-04-17 11:16:56.0	55	20	Intensive
92	90	91	2023-04-19 12:59:03.0	90	12	On-Track	85	90	87.5	2023-04-17 11:16:44.0	92	16	Attendance
87	90	88.5	2023-04-19 12:59:03:0	95	10	On-Track	65	78		2023-04-19 13:07:05.0	78	2	Academics
75	78	76.5	2023-04-19	81	15	Intensive	85	82		2023-04-19 13:03:05.0	83	11	On-Track
75	78	76.5	2023-04-19 12:59:03:0	85	9	Academics	60	55	57.5	2023-04-25 13:06:15.0	55	23	Intensive



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	programmer	<ul> <li>Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. 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	Grade	Current Benchmark Unit and Week	Standards students need support with (Datamate)				
			Teacher 1	3	Unit 5	3.L.4 - Individuals				
						3.RI.2				
						3.RI.3				
						3.RI.4				
						3.RI.5				
						3.RI.7				
						3.RL.2				
						3.RL.3				
						3.RL.4 Individuals				
						3.RL.5				
			Teacher 2	3		None				
			Teacher 3	3		3.L.4				
						3.RI.2 3.RI.3				
						3.RI.4				
						3.RI.5				
						3.RI.7				
						3.RL.2				
						3.RL.3				
						3.RL.4				
						3.RL.5				
					1					
			Data Tr	acker	Provided to Student	s to Track Progress on ELA Stations				



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	•	progre impact instruct Descri future Include the cor	ss made of such tion, stube how action see a descression or the see a descression of the see a description of the see a d	e betwood evident of the date of the date of the date of the of the date of th	veen Quence and learning ata tren of any lata use ided to	uartered the g, and ds the ds the ds the ds to i provide to i	r 2 and related d achie at eme istmer inform de evid	d Quarter 3. Beed contributive very evenent. erged during thing the the adjustment dence, such as	e explicit invalue of specifications of specific	e and determine n outlining the pecific methods on g period will inform tion plan along with prmation, and/or ubmitting the report.
							Short Answer / I	Extended Re	esponse Data	Tracker		
				Student Name	Text	Restate Question	Answer	Detail that Supports Answer	Detail that Supports Answer	Next Step(s)	Did the student revise their response?	
			-									
		Professional Growth and Development:	Te im	cademy assroom eachers aprovem eachers	(Februa observ continuo ent acro are imp	ation.  e to coss gra  lemer	nd Sprir ollect ar ade leventing IXI	ng Ac nd an els, c L bas	ademy alyze lass w	student data ar ride, and indivic student perforr	on the ass nd identify lually. nance on	areas of the MAP Math
3-8 MGP Math- #39		Teachers are provided Professional Learning opportunities bi-weekly from the school to enhance their tools for:	ro ab	w with the	ne pyrar 6 of the	nid sy skills	mbol. <i>A</i> they ha	As se	en in t actice	he data below,	students	nt to math is in the have mastered red 1314 skills and



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	p in ir of the tree of tree of the tree of	rovide frogress apact of astruction active a	made f such e on, stud how the tion stee descri espondi erlinks i
		<ul> <li>The District's 2022/23 Instructional Foci: Accountable Talk, Checks for Understanding, and Critical Thinking</li> <li>Mid-Year data analysis and reflection</li> <li>Planning for teacher intervisitations</li> <li>Review of APPR elements</li> <li>Assessment for, of, and as learning</li> <li>NYSED testing preparation and protocols</li> <li>District Professional Learning on Test Readiness</li> </ul>	<b>Grade</b> 은 64		Total quest 25 26
		5 teachers participated in District Professional Learning around test readiness that was facilitated by the CK Ed consultant. The teachers that attended the two-day Professional Learning shared the information with their colleagues during our weekly PLCs.  Teachers were provided Professional Learning from the Ready Consultant.	<b>Grade</b> ≗ 65		2 <sup>4</sup>

Provide the specific data and related evidence used to measure and determine
progress made between Quarter 2 and Quarter 3. 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.
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			SKILL PROGRESS								
		Total questions answered	Skills practiced	Skills proficient	Skills mastered						
	4	25,310	984	571	504						
	Ш	26,442	798	387	334						
Grade 3	A	1,633	96	57	54						
	Q	776	67	25	25						
	<b>(B)</b>	95	10	0	0						
	4	24,251	880	528	479						
	Ш	46,842	1,615	890	805						
Grade 4	Ā	1,307	78	29	23						
C #s	Q	1,441	95	34	31						
	(EI)	577	21	7	6						



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	programma progra	ress ract of suction or the action of the ac	nade between such evidence, student learn now the data trong steps. description of a ponding data utilinks included to	Quarter 2 and and the relate ing, and achie ends that emeany adjustments to provide evice and and achie ends to inform to provide evice and the control of t	d Quarter 3. ed contributive evement. erged during ts made to the the adjustment	this reporting p ne continuation ent. as data, inform	utlining the cific methods on period will inform plan along with
				4	1,987	135	59	51	
		enhance math instruction. The consultant modeled strategies related to test readiness including Teacher	Secretary of		255,376	3,179	1,673	1,558	
			Grade 5	A	1,224	64	28	26	
				<b>Q</b>	517	59	14	12	
		Tell Me, Multiple Choice Games, Think Like a Test Creator, and CBT strategies. Teachers in grades 5-8		(9)	1,197	35	21	19	
		participated in peer intervisitations related to the		4	1,499	94	39	37	
		strategies the consultant modeled for them.  Two teachers and the assistant principal participated	la mad		90,347	1,052	530	487	
		in the district's monthly math PLC led by the Executive	Grade 6	A	97	8	3	3	
		Director of Mathematics and Assistant		<b>Q</b>	144	20	4	4	
		Superintendent. Topics covered included shifts to the NGLS, reviewing the NYS Math Educator Guide, CBT		<b>®</b>	189	4	3	2	
		strategies, and planning for instruction of Post Standards.  Teachers in grades 5-8 are part of the NSI Team and engaging in continuous improvement work aligned to student feedback.		1					



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	programmer	ress nact of suction cribe he action de action de action correspendent	nade between such evidence, student learn low the data tron steps. description of a conding data uninks included	Quarter 2 and and the related ing, and achie ends that emergency adjustments to provide evice and an adjustments.	d Quarter 3. ed contributive evement. erged during ets made to to the adjustment	Be explicit in ve value of specific this reporting the continuation as data, information as data, information the continuation of the continuation	e and determine noutlining the pecific methods on g period will inform on plan along with rmation, and/or ubmitting the report
		Our Title 1 meth teacher attends the district meth DLC		<b>4</b>	8,604	351	198	187	
		Our Title 1 math teacher attends the district math PLC as well as monthly Title 1 Teacher meetings.			48,204	1,212	550	505	
		as well as monthly that I reacher meetings.	Grade 7 △ 58	Ā	3,750	246	69	59	
		الحر بي	<b>Q</b>	5,203	311	100	78		
		Data and Assessments:		(B)	23,712	867	439	370	
		MAP data was synced to IXL to differentiate students'		4	2,002	111	60	56	
		learning skills plan based on individual RIT scores.			11,784	371	154	131	
		Math instruction during after school and on Saturdays	Grade 8	A	2,565	186	66	55	
		is project based and aligned to Illustrative Math and		0	147	24	2	0	
		iReady My Path.		<b>(D)</b>	9,900	348	172	132	
		Grades 3-8 administered a Math DataMate Practice				ed from Febro dents have 70 ents have 50 -	- 100% pas	ssed	



Status

Indicator

	Demonstrable improvement indicators.	<ul> <li>Describe future ac</li> <li>Include a the corre</li> <li>Any hyperelevant</li> </ul>
	As a result of analyzing the DataMate Practice Assessment, iReady Diagnostic #2, and Project Acceleration, the assistant principal and instructional coach developed math expectations and resources to address instructional gaps and prepare students for the math state exam. The assistant principal and instructional coach developed multiple choice and constructed response question stations based on	DataMate P - Green - Yellow - Red = I
	standards that students needed additional support with. The stations were on DataMate which is similar to the Nextera CBT format. Teachers received support with implementation of the stations during weekly PLC and common planning meetings. The instructional coach met with teachers who requested modeling. During weekly PLC meetings, admin. and teachers reviewed the 2023 Math Educator's Guide to ensure teachers were familiar with the standards assessed on the state exam and the rubrics that would be used to assess the constructed response questions. We also discussed how to provide rubric aligned feedback to students. We also provided teachers with a resource	37.1% 39.6% Multiple C

Identify specific strategies and action steps

(R/Y/G) implemented to support progress for each of the

Demonstrable Improvement Indicators.

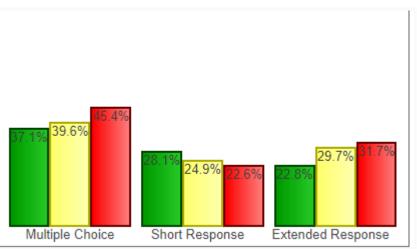
- Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on ion, student learning, and achievement.
- be how the data trends that emerged during this reporting period will inform ction steps.
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- perlinks included to provide evidence, such as data, information, and/or t documents, must be made publicly available prior to submitting the report.

\* 3% of students have 0 – 49% passed

#### **Practice Assessment**

- n = class score
- w = entire grade
- District

### eacher 1 Math DataMate Practice Assessment





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 2 and Quarter 3. 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>
	for students to use to familiarize themselves with the Nextera Equation Editor.	Grade 3 Teacher 2 Math DataMate Practice Assessment  39.6%  17.5%  17.5%  Multiple Choice  Short Response  Extended Response  Grade 3 Teacher 3 Math DataMate Practice Assessment



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 2 and Quarter 3. 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>
		39.6%  39.6%  39.6%  24.9%  22.6%  Extended Response  Grade 3 Teacher 4 Math DataMate Practice Assessment



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	•	progress made be impact of such evinstruction, studer Describe how the future action steps Include a descript the corresponding Any hyperlinks income	etween Quarter 2 a idence and the rela it learning, and ach data trends that er s. ion of any adjustmo data used to infor cluded to provide e	nd Quarter 3. Be expated contributive value nievement. merged during this repents made to the content made to the adjustment. vidence, such as data	oorting period will inform inuation plan along with
				78.9%  39.6%  Multiple Choice	24.9% 22.6% Short Response	29.7% 31.7% Extended Response	
				p 3 Standards	Bottom 3 Stand	dards	
				3.MD.5b 3.NF3b	3.MD.1 3.MD.7D		
			_	.OA.4	3.MD.7D 3.OA.8		
			٥.	.OA. <del>T</del>	J.OA.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 2 and Quarter 3. 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 Teacher 1 Math DataMate Practice Assessment
			39.3% 39.3% 39.3% 30.0% 29.3% 29.3% 16.9% 16.9% 16.9% Extended Response
			Grade 4 Teacher 2 Math DataMate Practice Assessment



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 2 and Quarter 3. 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 Teacher 3 Math DataMate Practice Assessment



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 2 and Quarter 3. 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>
			39.3%  22.8%  16.9%  Multiple Choice Short Response Extended Response  Grade 4 Teacher 4 Math DataMate Practice Assessment



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 2 and Quarter 3. 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	Multiple Choice Short Response Extended Response  DP 3 Standards 4.OA.4 4.OA.2 4.NF.4c 4.G.3 4.NF.3a  Arade 5 Teacher 1 Math DataMate Practice Assessment



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 2 and Quarter 3. 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>
			39.6%  19.9%  11.4% 22.0%  Multiple Choice Short Response Extended Response  Grade 5 Teacher 2 Math DataMate Practice Assessment



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	progress made impact of such or instruction, stude • Describe how the future action stee • Include a describe correspondi • Any hyperlinks	cific data and related evidence used to between Quarter 2 and Quarter 3. Be evidence and the related contributive valent learning, and achievement. The data trends that emerged during this eps. The injustments made to the ong data used to inform the adjustment included to provide evidence, such as ents, must be made publicly available.	explicit in outlining the alue of specific methods on s reporting period will inform continuation plan along with data, information, and/or
			34.8% 34.4% 39.6% Multiple Choice	33.3% 22.0% 13.9% 12.7% Short Response Extended Response	
			Top 3 Standards	Bottom 3 Standards	
			5.NBT.4	5.NF.4b	
			5.MD.5b	5.NF.7a	
			5.NBT.3a	5.NF.7c	
			Grade 6 Teacher 1 M	lath DataMate Practice Assessment	



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	•	progress made bet impact of such evid instruction, student Describe how the of future action steps. Include a description the corresponding Any hyperlinks include a description of the corresponding the correspo	tween Quarter 2 ard dence and the relat t learning, and ach data trends that em to on of any adjustme data used to inforr uded to provide ev	nerged during this reporting period will inform ents made to the continuation plan along with
				44.0% 45.5% Multiple Choice	28.6% 28.6% 25.1% Short Response	84 0% 34.0% 81.4% Extended Response
			Тор	p 3 Standards	Bottom 3 Stand	lards
				NS.4	6.EE.2c	
				RP3a	6.EE.3	
			6.	EE5	6.G.3	
			Gra	ade 7 Teacher 1 Math	DataMate Practice	Assessment



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	•	progress madimpact of such instruction, students and progress madimpact of such instruction in such instruction	e between Quart n evidence and the udent learning, a the data trends steps. cription of any ac ding data used to s included to pro	ter 2 and Quart the related continued achievement that emerged definition that emerged depends and the adjustments made inform the adjuide evidence,	uring this reporting le to the continuation	outlining the ecific methods on period will inform and/or
				44.9% 33.9% 33.9% Multiple Choice	18.8% 18.8% 21.0% Short Response	Points Question	% 6.0% 6.0% Extended Response	
			To	p 3 Standards	Rottom	3 Standards		
				.EE.4a	20110111	7.SP5c		
				.EE.1		7.NS.2d		
				.NS3		7.EE.2		
			Gr	ade 8 Teacher 1	Math DataMate P	ractice Assessme	ent	



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	•	progress made bet impact of such evid instruction, student Describe how the of future action steps. Include a description the corresponding Any hyperlinks included in the corresponding the cor	tween Quarter 2 and the related the relate	nd Quarter 3. Be explited contributive value nievement. It is marked to the contribution made to the contribution made to the adjustment.	easure and determine plicit in outlining the e of specific methods on corting period will inform tinuation plan along with a, information, and/or r to submitting the report.
				38.9% 29.5% 29.5% Multiple Choice	10.6% 10.6% 11.7% Short Response	13.5% 13.5% 10.6% Extended Response	
			То	p 3 Standards	Bottom 3 Stand	dards	
				.G4	8.EE.5		
			8.	.G9	8.EE.6		
			8.	.G3	8.F.3		
			Ma	ath Expectations Share	ed to Ensure New C	ontent Was Covered ar	nd Past Content Reviewed



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	•	progress made between impact of such evidence instruction, student learn Describe how the data tr future action steps.  Include a description of a the corresponding data under the Any hyperlinks included	ing, and achievement. ends that emerged during the any adjustments made to the used to inform the adjustment to provide evidence, such as	se explicit in outlining the value of specific methods on his reporting period will inform e continuation plan along with ht.
				Explore	Develop	Refine
				20 minutes whole class instruction     60 minutes of rotations for differentiated instruction         - Teacher Led Rotation         - Center Activity / Partner Activity         - My Path     10 minutes of CBT Tools Review	30 – 45 minutes whole class instruction     45 minutes of rotation         - Teacher Led Rotation         - Center Activity / Partner Activity         - CBT Practice     15 minutes Scoring of CBT Constructed Responses	45 – 60 minutes of rotations     Teacher Led Rotation     Center Activity / Partner Activity     My Path / Independent Activity     30 – 45 minutes of CBT Practice     Could print student work from previous day for students to score and then revise
					Afternoon Math Review – 30 to 45 minutes	
				Differentiation based on DataMate     Assign Skills on iReady     Fluency Practice     Activities from Christine King	a lafawa Mash Tash Duan and	on Chatiana (The managht is the
				•	·	on Stations (The percent is the
			-			e DataMate Assessment for that
			1 -	•	ighlighted standards are the m	nost tested standards and the
			b	llue highlight standards are th	e 2 <sup>nd</sup> most tested standards)	



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	progress impact of instruction  Describe future action include a the correst Any hyperimpact of the correst impact of the correst im	made between Quesuch evidence and student learning how the data trendion steps.  description of any sponding data use rlinks included to p	nd related evidence used to measure and determine parter 2 and Quarter 3. Be explicit in outlining the did the related contributive value of specific methods on any and achievement. The distribution of the thick that emerged during this reporting period will inform adjustments made to the continuation plan along with did to inform the adjustment. The provide evidence, such as data, information, and/or the made publicly available prior to submitting the report.
					3 <sup>rd</sup> Grade
			Lessons to Cover	Standards	Project Acceleration
			Lessons 23 – 29	3.MD.3 - 25% 3.MD.5b - 73.4% 3.MD.7c - 28% 3.MD.7d - 9.38% 3.NF.3a - 32.8% 3.NF.3b - 68.75% 3.NBT.1 - 36% 3.OA.1 - 61% 3.OA.2 - 41% 3.OA.3 - 37% 3.OA.4 - 58% 3.OA.4 - 58% 3.OA.5 - 39% 3.OA.8 - 18% 3.OA.9 - 44%	<ul> <li>Represent and solve problems involving multiplication and division (Understand the concepts of multiplication and division in terms of groups of objects, <u>Use</u> multiplication and division within 100 to solve word problems)</li> <li>Understand the properties of multiplication and the relationship between multiplication and division (Use the commutative and associative property of multiplication, Use the distributive property of multiplication)</li> <li>Develop understanding of fractions as numbers (Show and understand that fractions are equal parts of a whole, Compare fractions on a number line by reasoning about their size)</li> </ul>
			Sample CBT To	ools Scavenger Hunt	t Review



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 2 and Quarter 3. 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.
				The Instructional Coach will continue to work with all teachers, across all grade levels.



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 2 and Quarter 3. 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>Teachers identified students in grades 3-8 that would benefit from the Winter or Spring Academy based on the assessments and classroom observation.</li> <li>Teachers identified students in grades 5 – 8 who 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> <li>Students will be completing the Math iReady Diagnostic 3 between May 30, 2023, and June 2, 2023</li> </ul>



### Grade 8 Science Index #150

G Grade 8 Earth Science

- Increased use of Exit tickets
- Implementing RACE Strategy (restate, answer, cite, explain) during short response activities.
- Teacher-created tests.
- Hands-on scientific experiments and observation activities.
- The teacher attends bi-weekly PDs provided by the administrative team that focuses on the district foci.

#### **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.

# **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.

## Hands-On Scientific Experiments and Observations:

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90	2023-04-24 13:05:22.0	80	6	On-Track	80	80	80	2023-04-24 12:27:59.0	75	0	On-Track
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85	2023-04-24 13:05:22.0	80	11	On-Track	85	85	85	2023-04-24 12:27:59.0	85	13	On-Track
92.5	2023-04-24 13:05:22.0	90	10	On-Track	70	65	67.5	2023-04-24 12:27:59.0	75	1	Academics
67.5	2023-04-24 13:05:22.0	70	15	Intensive	75	80	77.5	2023-04-24 12:27:59.0	75	7	On-Track
82.5	2023-04-24	80	6	On-Track	60	60	60	2023-04-24 12:18:28.0	60	18	Intensive
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Report Above shows the marking period Grade 8 Earth Science grades for class and the data is broken down to show student that are on track, or students that require intervention services for attendance, academics, or intensive.



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 2 and Quarter 3. 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 implements lab activities for students to receive first-hand experiences to connect with complex topics.  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.	
		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.  Receives weekly lesson plan feedback and meets with the Assistant Principal and instructional coach for instructional planning.	



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 2 and Quarter 3. 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>
#100 3-8 ELA All Students Core Subject Performance Index	Y	Professional Growth and Development: Teachers are provided Professional Learning opportunities bi-weekly from the school to enhance their tools for:  • The District's 2022/23 Instructional Foci: Accountable Talk, Checks for Understanding, and Critical Thinking • Mid-Year data analysis and reflection • Planning for teacher intervisitations • Review of APPR elements • Assessment for, of, and as learning • NYSED testing preparation and protocols • District Professional Learning on Test Readiness  Teachers in grades 3-4 continue to work with our Teaching Matters Consultant. The focus has been on using Thinking Jobs, close reading strategies, and answering text-based questions.	Grades 7 & 8 will complete Common Lit assessments in the spring to assess student growth and improvement by standards.  Grades 3-8 will 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 is used during small group instruction time. The data that is relevant to ELA 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 to identify additional support for skills not yet mastered. The students have mastered 3,873 skills through IXL and are proficient in 4,243 skills.



Indicator Statu (R/Y/0		pro imp inst Des futu Include the	gress act of ruction scribe ire ac ude corre hyp	the specific data as made between of such evidence as on, student learning how the data trection steps. The adescription of an esponding data us documents, must be made to documents, must be made and the step of the step o	Quarter 2 and the relateng, and achie ends that emony adjustment of provide evi	d Quarter 3. ed contributive evement. erged during hts made to the the adjustment	Be explicit in o e value of spectathis reporting page continuation ent.  as data, inform	utlining the cific methods on period will inform plan along with
	Teachers in grades 5-8 are working with District				SKILL PROG	RESS		
	Executive Director of ELA on guided reading and small group instruction. We continue to include an			Total questions answered	Skills practiced	Skills proficient	Skills mastered	
	instructional block in the afternoon dedicated to small		4	25,310	984	571	504	
	group instruction.		Ш	26,442	798	387	334	
	The Instructional Coach, works with all teachers,	Grade 3 음 64	A	1,633	96	57	54	
	across all grade levels		Q	776	67	25	25	
	The ENL teacher pushes into ELA classes to support the ENL students during ELA instruction.		<b>(B)</b>	95	10	0	0	
	The above and the state of the		4	24,251	880	528	479	
	Teachers continue to implement the district's foci.		ш	46,842	1,615	890	805	
	Data and Assessments:	Grade 4	A	1,307	78	29	23	
	Data from grades 3-6 Benchmark Interim 3		Q	1,441	95	34	31	
	Assessment was analyzed to determine students' current level of progress towards standards mastery.  Teachers used data from to adjust instruction and plan for opportunities for acceleration and intervention.		(9)	577	21	7	6	



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	progimpa instr  Des futur  Inclute the c	ress in act of uction cribe laction cribe laction cribe action corresponding to the correspon	n, student learning thow the data tree on steps. description of a ponding data unlinks included to	Quarter 2 and and the relate ing, and achie ends that ements and adjustments sed to inform to provide evice.	I Quarter 3. d contributive exement. erged during ts made to the adjustment.	Be explicit in one value of spenthis reporting per continuation ent.	outlining the cific methods on period will inform n plan along with
		Grades 3-8 administered an ELA DataMate Practice Assessment in the beginning of January. Data was		4	1,987	135	59	51	
	analyzed to identify students' strengths and weaknesses in ELA skills and Standards to adjust instruction.  As a result of analyzing the DataMate Practice	Grade 5		255,376	3,179	1,673	1,558		
			A	1,224	64	28	26		
		(_) 00	Q	517	59	14	12		
			<b>(B)</b>	1,197	35	21	19		
		Assessment, Benchmark Interim 3 Assessment, and	1	4	1,499	94	39	37	
		Project Acceleration, the assistant principal and instructional coach developed ELA expectations to		ш	90,347	1,052	530	487	
		prepare students for the ELA state exam. The	Grade 6	A	97	8	3	3	
		assistant principal and instructional coach developed	(C) 294	<b>Q</b>	144	20	4	4	
		multiple choice, short response, and extended		₿	189	4	3	2	
		response question stations based on standards that students needed additional support. The stations were on paper and on DataMate which is to the Nextera CBT format. Teachers received support with implementation of the stations during weekly PLC and common planning meetings. The instructional coach							



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	progings impainstructure of the control of the cont	ress ract of action or action of act	nade between such evidence, student learn now the data tron steps. description of a ponding data utilinks included	Quarter 2 and and the relate ing, and achie ends that emeany adjustments to provide evice.	d Quarter 3. ed contributive vement. erged during  ets made to the adjustmethod of the desired contribution of the adjustmethod of the such	Be explicit in ye value of sp this reporting he continuation ent. as data, infor	e and determine n outlining the pecific methods on g period will inform on plan along with rmation, and/or ubmitting the report.
		met with teachers who requested modeling. During weekly PLC meetings, we normed and scored		4	8,604	351	198	187	
		students' short response answers. We also discussed			48,204	1,212	550	505	
		how to provide rubric aligned feedback to students.	Grade 7 ≥ 58	A	3,750	246	69	59	
		Teachers continue to collect and analyze student data		Q	5,203	311	100	78	
		and identify areas of improvement across grade levels, class wide, and individually.		(E)	23,712	867	439	370	
		icvois, diass wide, and marriadally.		4	2,002	111	60	56	
			5.00	m	11,784	371	154	131	
			Grade 8	A	2,565	186	66	55	
				0	147	24	2	0	
				ூ	9,900	348	172	132	
			assess	stude	•	mprovement b	y standards	s. Teachers u	ssments which will used the assessment port in.



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 2 and Quarter 3. 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 continue to struggle with the standards related to informational text, specifically 3.RI.3. To address this, the Teaching Matters consultant modeled close reading strategies, the use of Thinking Jobs for close reading, and unpacking the questions. Following the state exams, the Teaching Matters consultant will continue to support teachers with closing instructional gaps related to informational text.



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	•	progimps instruction Des futu Incluing the Any	gress ma act of su- ruction, s cribe hove re action ude a de correspon hyperlin	ide between ch evidence student lear w the data steps. scription of ending data ks included	n Quarter 2 e and the re ning, and a trends that any adjust used to inf I to provide	elated contributed achievement emerged duraments made form the adjusted evidence, s	er 3. Be explicit in the second secon	re and determine in outlining the specific methods on ag period will inform tion plan along with prmation, and/or submitting the report.
					Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing	
					Avg. 38%	Avg. 50%	Avg. 21%	Avg. 51%	Avg. 38%	
			lev	≥ 80%						
			ant Le	%				RL31		
			Achievement Level	%62-09						
			Act	- 1	L.3.4d	RF3.3	RI.3.5	RL3.9		
					L.3.5a			RL3.3		
				-59%				RL3.4		
				40				RL3.6		
				1				RL3.7		
				1	L.3.1b		RI.3,4		W.3.1	
					L.3.4a		RI.3.7			
				40%			RI.3.3			
				V			RI3.1			
							RI.3.8		А Кен	



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 2 and Quarter 3. 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>Grade 4 – Benchmark Interim Assessment #3</li> <li>Students demonstrated progress on the standards related to literature (RL 4).         On Interim Assessment #2 the achievement level was &lt;40% on literature standards and is now 40-59%. </li> </ul>



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• [ • [ • ]	orogress managed of some pact of some pact of some paction of the correspans of the	ade between uch evident lea student lea ow the data in steps. escription of bonding data inks include	en Quarter 2 be and the re rning, and a trends that f any adjust a used to intended to provide	2 and Quarte elated contributed contribute	er 3. Be explicibutive value of the conting this reported to the continustment.	sure and determine cit in outlining the of specific methods on orting period will inform the function plan along with information, and/or so submitting the report.
				Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing	
				Avg. 51%	Avg. 59%	Avg. 35%	Avg. 53%	Avg. 37%	
			evel × 80%						
			Achievement Level	26.60			RL4.2		
			Achie	L4.4	RF.4.3	RI.4.5	RL4.4		
				L4.5a		RI44	RL4.3		
			%65-01				RL4.1		
			4				RL4.6 RL4.9		
				1		R(4.9		W.43	
						RI4.8		2011	
			40%	2		RI.4.7			
			v	'		Rt.4.2			
						RI41			



Indicator  Status (RY/IG)  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 a progress made between Quarter 2 and Quarter 3. Be explicit in a impact of such evidence and the related contributive value of specinstruction, student learning, and achievement.  Describe how the data trends that emerged during this reporting future action steps.  Include a description of any adjustments made to the continuation the corresponding data used to inform the adjustment.  Any hyperlinks included to provide evidence, such as data, inform relevant documents, must be made publicly available prior to sub Grade 5 – Benchmark Interim Assessment #3  Students continue to struggle with the standards related to lite 5.RL.2. To address this, the Teaching Matters consultant moder reading strategies, the use of Thinking Jobs for close reading, the questions. Following the state exams, the Teaching Matter continue to support teachers with closing instructional gaps reinformational text.  Students demonstrated progress on the standards related to I On Interim Assessment #2 the achievement level was <40% of standards and is now 40-59%.	outlining the ecific methods on period will inform on plan along with mation, and/or omitting the report.  erature, specifically deled close g, and unpacking ers consultant will elated to literature (RL 3).
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Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• [ • [ • ]	orogress nampact of sometric of some pact of	nade between act evident lead ow the data on steps. It is conding data inks include	en Quarter of ce and the parning, and a trends that of any adjust a used to intered to provide	2 and Quarterelated contractions achievement emerged determined and after the adjusted and after the adjusted evidence, and and after the adjusted and ad	er 3. Be explication in the control of the continuous this report to the continuous the continuous the continuous the continuous the control of the control	sure and determine cit in outlining the of specific methods on the orting period will inform the uation plan along with information, and/or o submitting the report.
				Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing	
1				Avg. 43%	Avg. 53%	Avg. 27%	Avg. 39%	Avg. 17%	
			20						
			80%						
			%	L5,5a					
			%62-09	L.5.4b					
				-	RF.5.3a	RI.5.3	RL5,3		
			%65-0		RF.5.3		RL5.4		
I			40	154		Birr	DI E4	nie.	
				L5.4 L5.6		RI.5.5 RI.5.7	RL5.6 RL5.9	W.5.1	
			<u> 2</u> 9			RI.5.4	RL5.2		
I			< 40%			RI.5.1			
						RI.5.9			
						RI.5.2			
								_	*
			Gra	de 6 Par	nchmark Int	orim Associ	ement #3		
			Gia	ue u – bei	ioninark int	CIIII ASSES	əmem #3		



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 2 and Quarter 3. 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>Students continue to struggle with the standards related to literature, specifically 6.RL.2 and informational text, specifically 6.RI.5. To address this, the Teaching Matters consultant modeled close reading strategies, the use of Thinking Jobs for close reading, and unpacking the questions. Following the state exams, the Teaching Matters consultant will continue to support teachers with closing instructional gaps related to informational text.</li> <li>Students demonstrated progress on the standards related to informational text (RI.7). On Interim Assessment #2 the achievement level was &lt;40% on literature standards and is now 40-59%</li> </ul>



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• [ • [ • ] • ]	progress may mpact of sunstruction, some percentage of the corresponding many many many many many many many many	ade between ach evidence student learn ow the data to steps. escription of onding data	Quarter 2 a e and the rela- ning, and ach rends that er any adjustm used to infor to provide e	and Quarter 3 ated contribut nievement. merged during ents made to m the adjustr vidence, such	Be explicit ive value of some string this reporting the continuation as data, information as data, information in the continuation in the cont	re and determine in outlining the specific methods on any period will inform ation plan along with formation, and/or submitting the report.
				Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing	
				Avg. 50%	Avg. 38%	Avg. 40%	Avg. 39%	Avg. 64%	
			%08 ≥						
			%67-09	L6.4b			RL6.9	W.6.1	
				L-6.5a		RI.6.4	RL6.4		
			%	L.6.5c		RI.6.7	RL6.5		
			40-59%	L.6.6 L.6.4		RI.6.8			
			4	L.0.4		RI.6.3			
					RF.5.3	RI.6.6	RL.6.6		
			28			RI.6.9	RL.6.1		
			< 40%			RI.6.5	RL.6.3		
			177			RI.6.2	RL6.2		



(R/Y/G)	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 2 and Quarter 3. 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 1  Teacher 2  Teacher 3	Grade 3 3 3	Current Benchmark Unit and Week Unit 5	Standards students need support with ((Datamate) 3.L.4 - Individuals 3.RI.2 3.RI.3 3.RI.4 3.RI.5 3.RL.2 3.RL.3 3.RL.4 Individuals 3.RL.5 None 3.L.4 3.RI.2 3.RI.2 3.RI.3 3.RI.4 3.RI.5 Standards students need support with ((Datamate)) 3.RI.3 3.RI.4 3.RI.5 Standards students need support with ((Datamate)) 3.RI.4 3.RI.5 Standards students need support with ((Datamate)) 5.RI.2 5.RI.3 5.RI.4 5.RI.5 Standards students need support with ((Datamate)) 5.RI.5 Standards students need support wi				



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 2 and Quarter 3. 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>									
				Student Name	Text	Restate Question	Correctly Answer Question	Detail that Supports Answer	Detail that Supports Answer	Next Step(s)	Did the student revise their response?	
			Teachers identified students in grades 3-8 that would benefit from the Winter Academy (February) and Spring Academy (April) based on the assessments and classroom observation.  Teachers continue to collect and analyze student data and identify areas of improvement across grade levels, class wide, and individually.									



### 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 #3 Reflection on Activities Completed for this Indicator Level during February 1, 2023 – April 28, 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 2 and Quarter 3. 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>
#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.	Our Year to Date Attendance is 90%. We are continuing to connect with the families of students who are absent more than 5 days for the year.
		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.	
		PowerSchool clerk and school counselor contact families of students with excessive number of absences.	



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 2 and Quarter 3. 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.
		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.		
		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.		



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 2 and Quarter 3. 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>
		A retired YPD Detective makes home visits to those students identified by the school	
#102 3-8 ELA Black Core Subject PI	Υ	<ul> <li>Data and Assessments:</li> <li>Students completed the following assessments:         <ul> <li>Benchmark Interim Assessment 3</li> <li>Common Lit</li> </ul> </li> <li>In grades 3-6, Benchmark Interim Assessment #3 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 Benchmark and DataMate Practice Assessment data.</li> </ul>	The data that is relevant to ELA 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 to identify additional support for skills not yet mastered. The students have mastered 3,873 skills through IXL and are proficient in 4,243 skills.



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</li> <li>cor</li> <li>lea</li> <li>Des</li> <li>per</li> <li>Inc</li> <li>pla</li> <li>adj</li> <li>Any</li> <li>info</li> </ul>	Provide the specific data and related evidence used to meast and determine progress between Quarter 2 and Quarter 3. explicit in outlining the impact of such evidence and the relation contributive value of specific methods on instruction, student learning, and achievement.  Describe how the data trends that emerged during this report period will inform future action steps.  Include a description of any adjustments made to the continuplan 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 publicated available prior to submitting the report.				arter 3. Be the related n, student this reporting ne continuation rm the as data,
		Teachers collected and analyzed student data and identified areas of improvement across grade levels, class, and individually.				SKILL PROG	RESS	
					Total questions answered	Skills practiced	Skills proficient	Skills mastered
	As a result of analyzing the Data	As a result of analyzing the DataMate Practice		4	25,310	984	571	504
		Assessment, Benchmark Interim 3 Assessment,	26,442	798	387	334		
	and instructional coach developed ELA expectations to prepare students for the ELA	and Project Acceleration, the assistant principal and instructional coach developed FLA	Grade 3	A	1,633	96	57	54
		•	3 8	Q	776	67	25	25
				<b>(E0)</b>	95	10	0	0
	sho stat	short response, and extended response question		4	24,251	880	528	479
		stations based on standards that students needed additional support. The stations were on		ш	46,842	1,615	890	805
			Grade 4	A	1,307	78	29	23
			& 65	Q	1,441	95	34	31
		and common planning meetings. The						
		instructional coach met with teachers who		₿	577	21	7	6



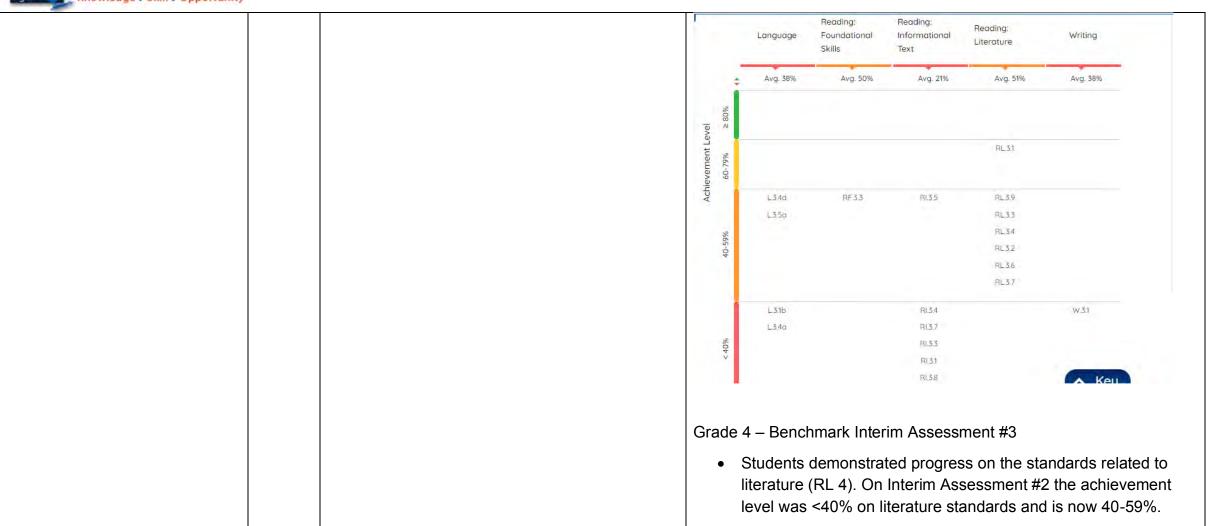
Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	and exp con lear  Desperi Incluplar adju Any info	deternicit in outributive ning, a cribe hod will ude a constant along istmention	with the corre	petween Quar pact of such education methods of ends that emeted to steps. In adjustment apponding data of provide evice ant documents	ter 2 and Quevidence and on instruction erged during to the used to information and the used to the dence, such a second and the terce, such a second and the terce and the t	arter 3. Be the related n, student this reporting ne continuation rm the as data,
	me	requested modeling. During weekly PLC						
		meetings, we normed and scored students' short response answers. We also discussed how to provide rubric aligned feedback to students.  Strategies: District Foci:  Checking for Understanding Critical Thinking to promote higher-order thinking skills Accountable Talk		4	1,987	135	59	51
				ш	255,376	3,179	1,673	1,558
			Grade 5	-	4.004	***	20	26
			合 60	A	1,224	64	28	26
				<b>Q</b>	517	59	14	12
				<b>®</b>	1,197	35	21	19
				4	1,499	94	39	37
				ш	90,347	1,052	530	487
	Utilization of LATIC framework strategies:  • Authentic Learning Units	9	Grade 6	A	97	8	3	3
		<ul> <li>Increase student independence</li> </ul>		<b>Q</b>	144	20	4	4
	<ul><li>expert board</li><li>help board</li></ul>		₿	189	4	3	2	
		<ul><li>flexible seating</li><li>technology infusion</li><li>whole group and small group instruction</li></ul>						



Indicator	Status (R/Y/G) implemented to support progress for each Demonstrable Improvement Indicators?	of the and exp con lear  Desperiing Including Plar adjuits Any info	determilicit in outributive ning, and cribe houde a dude a dude a dude structure typerlimation	nine progress utlining the intervalue of spend achievement ow the data transform future a escription of a with the corresponds included, and/or relev	between Qual npact of such ocific methods nt. ends that eme action steps.	rter 2 and Q evidence an on instruction erged during ats made to the a used to info dence, such s, must be n	this reporting the continuation orm the as data,
	<ul> <li>independent activity structures.</li> <li>Facilitate student-centered classroom that allowed students to take ownership of their learning</li> </ul>	om that	<b>A</b>	8,604	351	198	187
				48,204	1,212	550	505
		<b>Grade 7</b> & 58	ā	3,750	246	69	59
			0	5,203	311	100	78
			₿	23,712	867	439	370
	Grades 7 & 8 will complete Common Lit		<b>A</b>	2,002	111	60	56
	assessments in the spring to assess stude growth and improvement by standards.	nt	m	11,784	371	154	131
		Grade 8 ⊗ 48	A	2,565	186	66	55
	Grades 3-8 will complete MAP Reading assessments in the spring to assess student growth and improvement by standards.		0	147	24	2	0
			<b>(B)</b>	9,900	348	172	132
Teachers are implementing the reading (students RIT score from create personal study plans for sused during small group instruct		ed to Grades		•	three of four less student gr		Interim provement by



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 2 and Quarter 3. 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>
			standards. Teachers used the assessment to review skills and standards that students needed additional support in.
			<ul> <li>Grade 3 – Benchmark Interim Assessment #3</li> <li>All Students including Black students continue to struggle with the standards related to informational text, specifically 3.RI.3. To address this, the Teaching Matters consultant modeled close reading strategies, the use of Thinking Jobs for close reading, and unpacking the questions. Following the state exams, the Teaching Matters consultant will continue to support teachers with closing instructional gaps related to informational text and disaggregating data based on subgroups.</li> </ul>



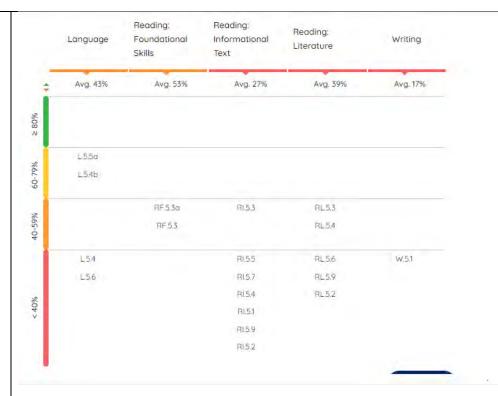


### Grade 5 – Benchmark Interim Assessment #3

 Students continue to struggle with the standards related to literature, specifically 5.RL.2. To address this, the Teaching Matters consultant modeled close reading strategies, the use of Thinking Jobs for close reading, and unpacking the questions. Following the state exams, the Teaching Matters consultant will continue to support teachers with closing instructional gaps related to informational text.



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 2 and Quarter 3. 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.
				Students demonstrated progress on the standards related to literature (RL 3). On Interim Assessment #2 the achievement level was <40% on literature standards and is now 40-59%.



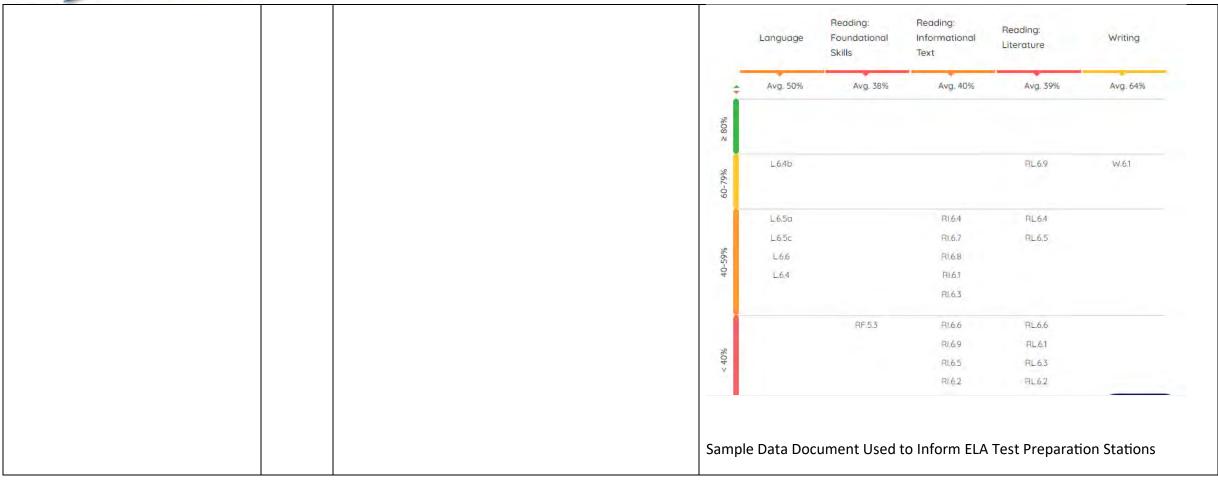
## Grade 6 – Benchmark Interim Assessment #3

 Students continue to struggle with the standards related to literature, specifically 6.RL.2 and informational text, specifically 6.RI.5. To address this, the Teaching Matters consultant modeled close reading strategies, the use of Thinking Jobs for close reading, and unpacking the questions. Following the state exams, the Teaching Matters consultant will continue to support teachers with closing instructional gaps related to informational text.



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 2 and Quarter 3. 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>Students demonstrated progress on the standards related to informational text (RI.7). On Interim Assessment #2 the achievement level was &lt;40% on literature standards and is now 40-59%</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?	exp cor lea • De per • Inco pla adj • An info	<ul> <li>and determine progress between Quarter 2 and Quarter 3. 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 1	3	Unit 5	( <u>Datamate</u> ) 3.L.4 - Individuals			
						3.RI.2 3.RI.3 3.RI.4 3.RI.5 3.RI.7 3.RL.2 3.RL.3 3.RL.3 3.RL.4 Individuals 3.RL.5			
			Teacher 2 Teacher 3	3		None  3.L.4  3.RI.2  3.RI.3  3.RI.4  3.RI.5  3.RI.7  3.RI.7			
			Data 1	racke	er Provided to Students	s to Track Progress on ELA Stations			



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 2 and Quarter 3. 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>							
				Student Name	Text	Restate Question		Detail that Supports Answer	Detail that Supports Answer	Next Step(s)	Did the student revise their response?	
			W as	/inter Ac ssessme eachers	ademy ents and continu	(Febi d clas ie to d	ruary) sroom collect	and Spond observand and ar	oring Ac vation. nalyze s	that would be ademy (April tudent data a class wide, a	) based on the	



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 2 and Quarter 3. 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>
#103 3-8 ELA Hispanic Core Subject Pl	Y	Data and Assessments: Students completed the following assessments:  Benchmark Interim Assessment 3 Common Lit  In grades 3-6, Benchmark Interim Assessment #3 was administered to assess student strengths and weakness based on skill and standard.	Grades 7 & 8 will complete Common Lit assessments in the spring to assess student growth and improvement by standards.  Grades 3-8 will 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 is used during small group instruction time. The data that is relevant to ELA is the row with the book symbol. As seen in the data below, students have



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		Students use IXL during small group instruction time to receive support based on Fall MAP assessment, Benchmark data, and the ELA DataMate Practice Assessment.  Teachers collected and analyzed student data and identified areas of improvement across grade levels, class, and individually.	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. The students have mastered 3,873 skills through IXL and are proficient in 4,243 skills.
		As a result of analyzing the DataMate Practice Assessment, Benchmark Interim 3 Assessment, and Project Acceleration, the assistant principal and instructional coach developed ELA expectations to prepare students for the ELA state exam. The assistant principal and instructional coach developed multiple choice,	
		short response, and extended response question	



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	d detendicit in triburning scribe iod white iod white iod white iod white iod wastm. I hypormat	the specific data a ermine progress b n outlining the imp tive value of speci , and achievement e how the data tre vill inform future act a description of art ng with the correst ent. erlinks included to tion, and/or releval	rter 2 and Quevidence and on instruction erged during that made to the used to inform dence, such as, must be m	arter 3. Be the related a, student this reporting ae continuation rm the as data,	
		stations based on standards that students			•	SKILL PROG		
					Total questions answered	Skills practiced	Skills proficient	Skills mastered
					1300 40231010 0121010	Sima processo	anna pronorent	
				4	25,310	984	571	504
				Ш	26,442	798	387	334
			Grade 3	A	1,633	96	57	54
		instructional coach met with teachers who	A 64		776	67	25	25
		requested modeling. During weekly PLC		Q		07	25	25
		meetings, we normed and scored students' short		<b>(E)</b>	95	10	0	0
		response answers. We also discussed how to provide rubric aligned feedback to students.		4	24,251	880	528	479
		Strategies:		ш	46,842	1,615	890	805
			Grade 4	A	1,307	78	29	23
		District Foci:	C 65	Q	1,441	95	34	31
		<ul> <li>Checking for Understanding – teachers use formative assessments</li> </ul>		(E)	577	21	7	6



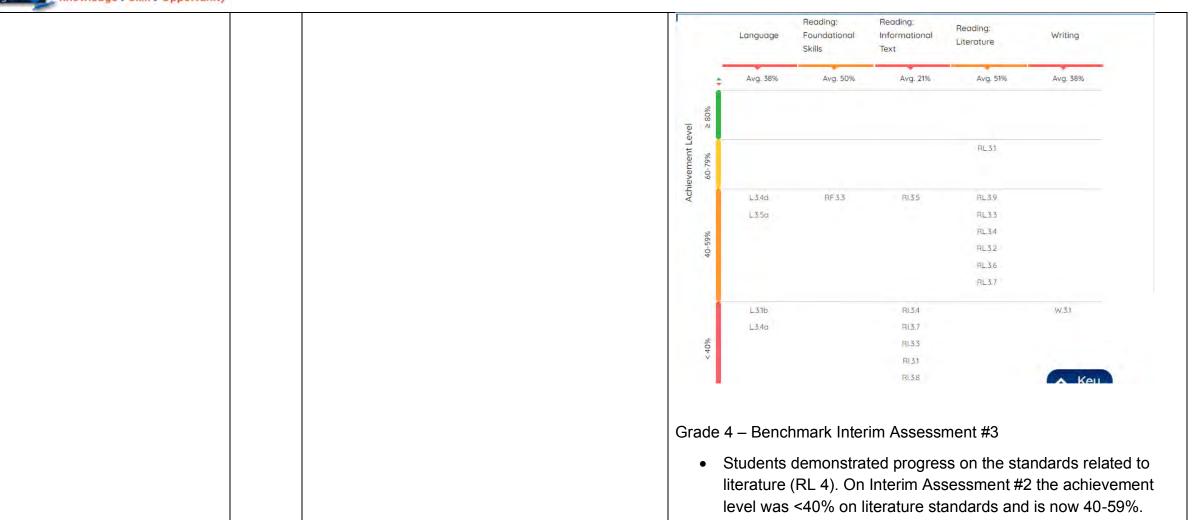
Indicator	Status (R/Y/G) What specific strategies a implemented to support p Demonstrable Improvements	rogress for each of the explications?  ent Indicators?  Description  Inclusion  Inclusion  Any infort	determiticit in our ributive ning, an cribe hood will ir ude a de along variment. hyperlir mation,	ine progress I utlining the im value of spec d achievement ow the data treat form future a escription of a with the corres	ends that eme ection steps.	eter 2 and Quevidence and on instruction erged during the ts made to the used to inform the control of the cont	arter 3. Be the related a, student this reporting the continuation rm the as data,
	Critical Thinking to thinking skills	promote higher-order	<b>A</b>	1,987	135	59	51
	Accountable Talk			255,376	3,179	1,673	1,558
	Utilization of LATIC frame	4 50	A	1,224	64	28	26
	<ul><li>Authentic Learning</li><li>Increase student in</li></ul>	g Units	Q	517	59	14	12
	expert board	idependence	(B)	1,197	35	21	19
	<ul><li>help board</li><li>flexible seating</li></ul>		4	1,499	94	39	37
	technology infusion		ш	90,347	1,052	530	487
	<ul> <li>whole group and small group instruction</li> <li>independent activity structures.</li> <li>Facilitate student-centered classroom that</li> </ul>		A	97	8	3	3
		ed classroom that	<b>Q</b>	144	20	4	4
	allowed students to take of learning	ownership of their	(B)	189	4	3	2

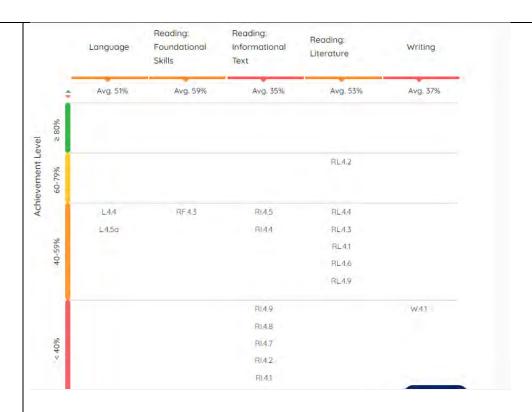


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				4	8,604	351	198	187
				m	48,204	1,212	550	505
			<b>Grade 7</b>	Ā	3,750	246	69	59
				Q	5,203	311	100	78
				<b>(B)</b>	23,712	867	439	370
				<b>a</b>	2,002	111	60	56
				m	11,784	371	154	131
			Grade 8	Ā	2,565	186	66	55
				0	147	24	2	0
				<b>(B)</b>	9,900	348	172	132
					ve completed which will asse			Interim provement by



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			standards. Teachers used the assessment to review skills and standards that students needed additional support in.  Grade 3 – Benchmark Interim Assessment #3  • Students continue to struggle with the standards related to informational text, specifically 3.RI.3. To address this, the Teaching Matters consultant modeled close reading strategies, the use of Thinking Jobs for close reading, and unpacking the questions. Following the state exams, the Teaching Matters consultant will continue to support teachers with closing instructional gaps related to informational text.





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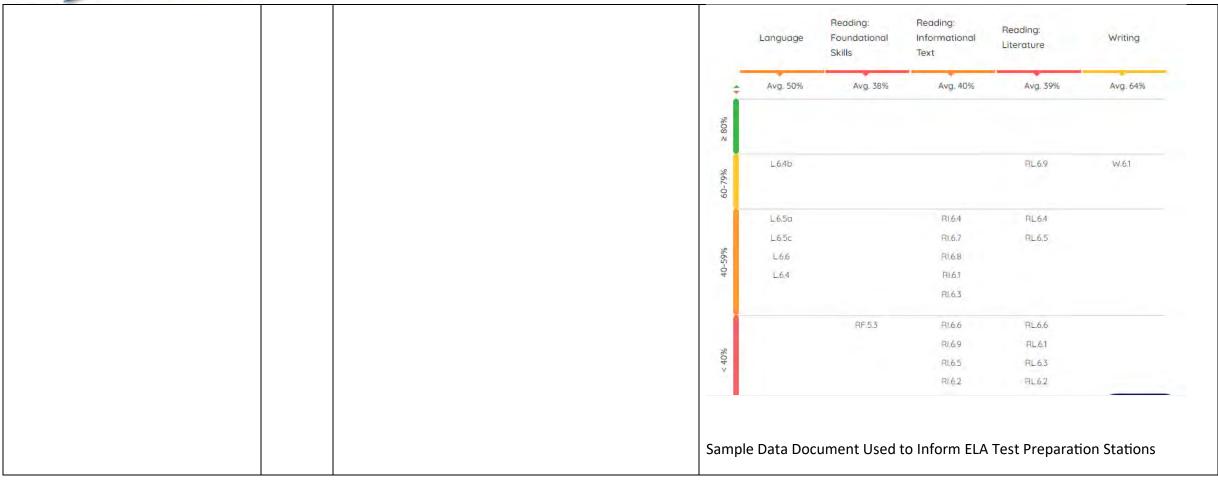
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			Teacher	Grade	Current Benchmark Unit and Week	Standards students need support with (Datamate)			
			Teacher 2 Teacher 3	3 3 3	Unit 5	3.L.4 - Individuals 3.RI.2 3.RI.3 3.RI.4 3.RI.5 3.RI.7 3.RI.2 3.RL.3 3.RL.4 Individuals 3.RL.5 None 3.L.4 3.RI.2 3.RI.3 3.RI.4 3.RI.2 3.RI.3 3.RI.4 3.RI.2 3.RI.3 3.RI.4 3.RI.5 3.RI.5 3.RI.7 3.RI.7			
			Data 1	racke	r Provided to Student	s to Track Progress on ELA Stations			



Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	•	and dete explicit is contributed learning  Described period we include a plan along adjustment of the Any hypinformat	Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. 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.								
				Student Name	Text	Restate Question	Correctly Answer Question	Detail that Supports Answer	Detail that Supports Answer	Next Step(s)	Did the student revise their response?		
			W as	/inter Ad ssessme	ademy ents and	(Febr	uary) a sroom	and Sp observ	ring Ac vation.		enefit from the ) based on the		
											and individually		



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 2 and Quarter 3. 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>
#440		Destancianal Oracido and Development	
#112 3-8 Math Black Core Subject Pl		Professional Growth and Development: Teachers are provided Professional Learning opportunities bi-weekly from the school to enhance their tools for:	Teachers are implementing IXL based on student performance on the MAP Math Assessment and DataMate Practice 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. Students have mastered 1314 skills and are proficient at 1455 skills out of 2555 skills practiced.



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</li> <li>con</li> <li>lear</li> <li>per</li> <li>Incl</li> <li>plar</li> <li>adjr</li> <li>Any</li> <li>info</li> </ul>	I determined the control of the cont	the specific data a ermine progress be in outlining the imp ative value of spec g, and achievement e how the data tre will inform future act a description of an eng with the correst tion, and/or relevate e prior to submittir	etween Qua pact of such ific methods it. nds that eme ction steps. ny adjustmen ponding data o provide evient	rter 2 and Quevidence and on instruction erged during that made to the used to inform dence, such as, must be m	arter 3. Be I the related n, student this reporting ne continuation rm the as data,
	The District's 2022/23 Instructional Foci:			<u> </u>	SKILL PROG		
	Accountable Talk, Checks for Understanding, and Critical Thinking			Total questions answered	Skills practiced	Skills proficient	Skills mastered
	Mid-Year data analysis and reflection		4	25,310	984	571	504
	<ul> <li>Planning for teacher intervisitations</li> <li>Review of APPR elements</li> </ul>		Ш	26,442	798	387	334
	Assessment for, of, and as learning	Grade 3	A	1,633	96	57	54
	<ul> <li>NYSED testing preparation and protocols</li> </ul>	0.64	Q	776	67	25	25
	District Professional Learning on Test     Readiness		<b>(E)</b>	95	10	0	0
			4	24,251	880	528	479
	5 teachers participated in District Professional			46,842	1,615	890	805
	Learning around test readiness that was facilitated by the CK Ed consultant. The teachers	Grade 4	A	1,307	78	29	23
	that attended the two-day PL shared the	C 83	Q	1,441	95	34	31
	information with their colleagues during our weekly PLCs.		E	577	21	7	6



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  Desperii Incl plar adju Any info	detern licit in o tributive ning, a scribe h od will ude a o a along ustmen hyperl rmatior	with the corre	petween Quar pact of such e cific methods ont. ends that eme action steps. ny adjustmen sponding data o provide evice ant documents	ter 2 and Quevidence and on instruction erged during to the used to information and the used to the dence, such a second and the terce, such a second and the terce and the t	arter 3. Be I the related In, student this reporting The continuation The continuation The continuation The continuation
				4	1,987	135	59	51
		Teachers were provided Professional Learning from the Ready Consultant.	Secretary Secretary	ш	255,376	3,179	1,673	1,558
		nom the ready consultant.	Grade 5	A	1,224	64	28	26
		The consultant from CK Education continues to		<b>Q</b>	517	59	14	12
		support teachers with pedagogical practices to		<b>(B)</b>	1,197	35	21	19
		enhance math instruction. She modeled strategies related to test readiness including	Y .	4	1,499	94	39	37
		Teacher Tell Me, Multiple Choice Games, Think	Van Land	m	90,347	1,052	530	487
		Like a Test Creator, and CBT strategies. Teachers in grades 5-8 participated in peer	Grade 6	A	97	8	3	3
		intervisitations related to the strategies the		<b>Q</b>	144	20	4	4
	consultant modeled for them.			<b>(B)</b>	189	4	3	2
		Two teachers and the assistant principal participated in the district's monthly math PLC led by the Executive Director of Mathematics and Assistant Superintendent. Topics covered						



Indicator	Status (R/Y/G) What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	exp con lear Des per Incl plar adju Any info	detern licit in o tributive rning, a scribe h iod will ude a o n along ustmen hyperl rmatior	nine progress putlining the interpretation of spends achievement ow the data transform future alescription of a with the correst.	between Quanpact of such cific methods ent. ends that emeaction steps.	rter 2 and Q evidence an on instruction erged during at smade to the used to infect the control of the control	d the related on, student this reporting the continuation orm the as data,
	included shifts to the NGLS, reviewing the NY Math Educator Guide, CBT strategies, and	8	<b>a</b>	8,604	351	198	187
	planning for instruction of Post Standards.			48,204	1,212	550	505
		Grade 7	A	3,750	246	69	59
	Teachers in grades 5-8 are part of the NSI Te	am	0	5,203	311	100	78
	and engaging in continuous improvement wor aligned to student feedback.		(B)	23,712	867	439	370
			4	2,002	111	60	56
	Our Title 1 math teacher attends the district m			11,784	371	154	131
	PLC as well as monthly Title 1 Teacher meeting	IGS. Grade 8	A	2,565	186	66	55
			Q	147	24	2	ō
	Data and Assessments:		<b>(B)</b>	9,900	348	172	132
	MAP data was synched to IXL to differentiate students learning skills plan based on individu RIT scores.	iReady	/ Data I	<u>Updates</u>			



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		Math instruction during after school and on Saturdays is project based and aligned to Illustrative Math and iReady My Path.  Grades 3-8 administered a Math DataMate	* 7	90% of students has of students has of students has of students has	ave 70 ve 50	0 – 10 – 69' - 49%	00% % pa	pas:	sed d and	•	2023 assed (Year-to-Date)	3, to	prese	ent:
		Practice Assessment. Data was analyzed to students' strengths and weaknesses in math skills and standards to adjust instruction.	Unic	or African American	Student Bh 10m	Instruction	Lesson 00	ns Passed 987%	:49	is.	4%	92	Lessons 2%	100/100
		As a result of analyzing the DataMate Practice Assessment, iReady Diagnostic #2, and Project Acceleration, the assistant principal and instructional coach developed math expectations and resources to address instructional gaps and prepare students for the math state exam. Data was presented by subgroup. The assistant principal and instructional coach developed		- Green = class sco - Yellow = entire g - Green = District rade 3 Teacher 1	re rade			e Pra	ctice	Ass	sessm	nent		



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		multiple choice and constructed response question stations based on standards that students needed additional support with. The stations were on DataMate which is similar to the Nextera CBT format. Teachers received support with implementation of the stations during weekly PLC and common planning meetings. The instructional coach met with teachers who requested modeling. During weekly PLC meetings, we reviewed the 2023 Math Educator's Guide to ensure teachers were familiar with the standards assessed on the state exam and the rubrics that would be used to assess the constructed response questions. We also discussed how to provide rubric aligned feedback to students. We also provided teachers with a resource for students to use to familiarize themselves with the Nextera Equation Editor.	37.1% 39.6% 24.9% 22.6% 29.7% 31.7% Multiple Choice Short Response Extended Response  Grade 3 Teacher 2 Math DataMate Practice Assessment



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			39.6% 39.6% 27.3% 19.0% 24.9% 22.6% T7.5% 19.0% 17.5% 19.0% T7.5%



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 2 and Quarter 3. 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>
			39.6% 39.6% 26.2% 24.9% 22.6% 29.7% 31.7%  Grade 3 Teacher 4 Math DataMate Practice Assessment



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 2 and Quarter 3. 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.
				78.9%  39.6%  39.6%  24.9%  22.6%  Multiple Choice Short Response Extended Response
				bp 3 Standards Bottom 3 Standards 3.MD.5b 3.MD.1
				3.NF3b 3.MD.7D



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 2 and Quarter 3. 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.
				rade 4 Teacher 1 Math DataMate Practice Assessment



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 2 and Quarter 3. 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>
			39.3% 39.3% 39.3% 39.3% 31.7% 22.8% 16.9% 16.9% Indeed A Teacher 2 Math DataMate Practice Assessment



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 2 and Quarter 3. 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>
			39.3% 22.8% 16.9% 16.9% In the second of the



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 2 and Quarter 3. 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>
			39.3%  22.8%  22.8%  Multiple Choice Short Response Extended Response  Grade 4 Teacher 4 Math DataMate Practice Assessment



Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	•	and determine pexplicit in outlinicontributive value learning, and accomplished by the period will information with adjustment.  Any hyperlinks information, and	orogress between Que of specific method this pecific method that each of the corresponding deposit of the corresponding defined to provide each of the corresponding defined to the corresponding defined	nents made to the continuation lata used to inform the evidence, such as data, ents, must be made publicly
			2	39.3%  Multiple Choice  op 3 Standards 4.0A.4 4.0A.2 4.G.3	22.8% Short Response  Bottom 3 Stan 4.G.1 4.NF.4c 4.NF3a	22.2% 16.9% Extended Response



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 2 and Quarter 3. 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 Teacher 1 Math DataMate Practice Assessment  34.3% 34.4% 39.6% 12.7% 21.4% 22.0% Extended Response  Grade 5 Teacher 2 Math DataMate Practice Assessment



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 2 and Quarter 3. 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.
			5	39.6%  Multiple Choice Short Response Extended Response  p 3 Standards .NBT.4 .MD.5b .MD.5b .NF.7a .NBT.3a .S.NF.7c



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 2 and Quarter 3. 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.
			Gr	rade 6 Teacher 1 Math DataMate Practice Assessment
			6. 6.	Multiple Choice Short Response Extended Response  p 3 Standards  .NS.4 6.EE.2c  .RP3a 6.EE.3  .EE5 6.G.3



Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• D p a a ii	and determine explicit in outline contributive value arning, and a Describe how period will information, artifaction, arti	e progress betweening the impact of specific machievement. It the data trends to the future action cription of any add the corresponds included to progression.	een Quarter 2 and of such evidence ethods on instruction that emerged do steps. Ijustments madding data used to vide evidence, socuments, must	uring this reporting e to the continuation to inform the
			Grad	le 7 Teacher 1 I	Math DataMate P	ractice Assessme	ent
				9% 33.9% Multiple Choice	18.8% 18.8% 21.0% Short Response	Points Question	6.0% 6.0% Extended Response
			<b>Top</b> 3	Standards 4a	Bottom	<b>3 Standards</b> 7.SP5c	
			7.EE	.1	7.NS.2d		



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 2 and Quarter 3. 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>
			7.NS3 7.EE.2
			Grade 8 Teacher 1 Math DataMate Practice Assessment
			38.9% 29.5% 29.5%  10.6% 10.6% 11.7%  Multiple Choice Short Response Extended Response
			Top 3 Standards 8.G4  Bottom 3 Standards 8.EE.5



Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	•	and determine progrexplicit in outlining the contributive value of learning, and achieved Describe how the date period will inform fut linclude a description plan along with the cadjustment.  Any hyperlinks including information, and/or reavailable prior to subsequents.	ata trends that emerged ure action steps. In of any adjustments materials or a distributed at a user ded to provide evidence elevant documents, mutamitting the report.	and Quarter 3. Be nce and the related struction, student during this reporting ade to the continuation d to inform the e, such as data,
				.G9 .G3	8.EE.6 8.F.3	
				ath Expectations Shared ontent Reviewed	I to Ensure New Content \	Was Covered and Past
				Explore	Develop	Refine
				20 minutes whole class instruction     60 minutes of rotations for differentiated instruction     Teacher Led Rotation     Center Activity / Partner Activity     My Path     10 minutes of CBT Tools Review	30 – 45 minutes whole class instruction     45 minutes of rotation         - Teacher Led Rotation         - Center Activity / Partner Activity         - CBT Practice     15 minutes Scoring of CBT Constructed Responses	45 – 60 minutes of rotations     Teacher Led Rotation     Center Activity / Partner Activity     My Path / Independent Activity     30 – 45 minutes of CBT Practice     Could print student work from previous day for students to score and then revise
				Differentiation based on <u>DataMate</u>	Afternoon Math Review – 30 to 45 minutes	
				Assign Skills on iReady     Fluency Practice     Activities from Christine King		
				•	sed to Inform Math Test I Students who answered g	Preparation Stations (The uestions correctly on the
				•	that specific standard. Th	•



Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• sta	and det explicit contribu learning Describ period v Include plan ald adjustm Any hyp informa availabl	termine progressin outlining the utive value of spand achiever be how the data will inform future a description cong with the connent.  Derlinks include the prior to submitted the prior to submitted in the content.	trends that emerged during this reporting
			th	e 2 <sup>nd</sup> mos	t tested standar	ds)
						3 <sup>rd</sup> Grade
				essons to Cover	Standards  3.MD.3 - 25%  3.MD.5b - 73.4%  3.MD.7c - 28%  3.MD.7d - 9.38%  3.NF.3a - 32.8%  3.NF3b - 68.75%  3.NBT.1 - 36%  3.OA.1 - 61%  3.OA.2 - 41%  3.OA.2 - 37%  3.OA.5 - 39%  3.OA.5 - 39%  3.OA.5 - 39%  3.OA.9 - 44%	Project Acceleration  Represent and solve problems involving multiplication and division (Understand the concepts of multiplication and division in terms of groups of objects, Use multiplication and division within 100 to solve word problems)  Understand the properties of multiplication and the relationship between multiplication and division (Use the commutative and associative property of multiplication, Use the distributive property of multiplication)  Develop understanding of fractions as numbers (Show and understand that fractions are equal parts of a whole, Compare fractions on a number line by reasoning about their size)
			Sa	mple CBT	Tools Scavenge	r Hunt Review



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 2 and Quarter 3. 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.
				7. Circle the tool I would use if I wanted to draw something  8. Circle the tool I would use if I wanted to write 2 is less than 3.  9. In blue, circle the tool for greater than 10. In red, circle the tool for less than 11. In yellow, circle the tool for red on 12. In great, circle the tool for not equal to 13. In orange, circle the tool for a line segment.  Show your work.



Indicator	Status (R/Y/G) What specific strategies and action steps wer implemented to support progress for each of Demonstrable Improvement Indicators?	
		<ul> <li>The Instructional Coach will continue to work with identified teachers, across all grade levels.</li> <li>Teachers identified students in grades 3-8 who would benefit from the Winter or Spring Academy based on the assessments and classroom observation.</li> <li>Teachers identified students in grades 5 – 8 who would continue to work in small groups daily with the teacher's assistant and school</li> </ul>
		aides. Students are encouraged to attend after school and the Saturday Academy.
		Students will be completing the Math iReady Diagnostic 3 between May 30, 2023, and June 2, 2023
#113 3-8 Math Hispanic Core Subject Pl	Professional Growth and Development:	Teachers are implementing IXL based on student performance on the MAP Math Assessment and DataMate Practice Assessment. The data relevant to math is in the row with the pyramid symbol. As seen in the



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 2 and Quarter 3. 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 are provided Professional Learning opportunities bi-weekly from the school to enhance their tools for:  • The District's 2022/23 Instructional Foci: Accountable Talk, Checks for Understanding, and Critical Thinking  • Mid-Year data analysis and reflection  • Planning for teacher intervisitations  • Review of APPR elements  • Assessment for, of, and as learning  • NYSED testing preparation and protocols  • District Professional Learning on Test Readiness  5 teachers participated in District Professional Learning around test readiness that was	data below, students have mastered about 50% of the skills they have practiced. Students have mastered 1314 skills and are proficient at 1455 skills out of 2555 skills practiced.



Indicator	Status (R/Y/G) What specific strategies and action steps with implemented to support progress for each Demonstrable Improvement Indicators?		B. Be elated ent coorting tinuation
	attended the two-day PL shared the inform with their colleagues during our weekly PL	Cs.	nastered
	Teachers were provided Professional Lear from the Ready Consultant.	<b>(1)</b> 26,442 798 387 33	04
	The consultant from CK Education continu support teachers with pedagogical practice enhance math instruction. Ms. King model	es to	54 25 0
	intervisitations related to the strategies the consultant modeled for them.	Think  24,251  880  528  47  46,842  1,615  890  80  6rade 4  8 1,307  78  29  2	79 05 23
Two teachers and the assistant principal participated in the district's monthly math PLC led	(B) 577 21 7 6	6	



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  Desperiing plar adjuinto	deternation determing, a cribe hod will ude a constant along astmen hyperlarmation	with the corres	petween Quar pact of such e cific methods ont. ends that eme action steps. ny adjustment sponding data o provide evice ant documents	ter 2 and Quevidence and on instruction erged during to the used to inform dence, such as, must be many terms of the content o	arter 3. Be the related n, student this reporting ne continuation rm the as data,
		by the Executive Director of Mathematics and Assistant Superintendent. Topics covered included shifts to the NGLS, reviewing the NYS Math Educator Guide, CBT strategies, and		4	1,987	135	59	51
			Grade 5 음 60	ш	255,376	3,179	1,673	1,558
				A	1,224	64	28	26
		planning for instruction of Post Standards.		<b>Q</b>	517	59	14	12
		Teachers in grades 5-8 are part of the NSI Team		<b>(B)</b>	1,197	35	21	19
		and engaging in continuous improvement work		4	1,499	94	39	37
		aligned to student feedback.	la maria	m	90,347	1,052	530	487
		Our Title 1 math teacher attends the district math PLC as well as monthly Title 1 Teacher meetings.	Grade 6	A	97	8	3	3
			12,27	<b>Q</b>	144	20	4	4
			(B)	189	4	3	2	
		Data and Assessments:						



Indicator	Status (R/Y/G) implemented to support progress for ear Demonstrable Improvement Indicators	each of the ?	and determexplicit in ocontributive learning, and Describe heperiod will include a diplan along adjustment Any hyperliinformation	nform future a escription of a with the corre	between Quantipact of such objects of such obj	rter 2 and Quevidence and on instruction erged during ats made to the used to information of the used	uarter 3. Be d the related n, student this reporting he continuation orm the as data,
	MAP data was synched to IXL to different students learning skills plan based on i		<b>A</b>	8,604	351	198	187
	RIT scores.	Ildividual		48,204	1,212	550	505
			rade 7 & 58	3,750	246	69	59
	Math instruction during after school and	d on	Q	5,203	311	100	78
	Saturdays is project based and aligned Illustrative Math and iReady My Path.	to	(B)	23,712	867	439	370
	Crades 2.0 administered a Math Data	1-1-	4	2,002	111	60	56
	Grades 3-8 administered a Math Data Practice Assessment. Data was analyz			11,784	371	154	131
	students' strengths and weaknesses in	math	rade 8 & 48	2,565	186	66	55
	skills and standards to adjust instructio	n.	Q	147	24	2	0
	As a result of analyzing the DataMate I	Practice	69	9,900	348	172	132
	Assessment, iReady Diagnostic #2, an Acceleration, the assistant principal an instructional coach developed math ex	d iRe	eady Data L	<u>Jpdates</u>			



Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	•	and dete explicit in contribut learning. Describe period w Include a plan alor adjustme Any hype informati available	ermine pro n outlining tive value , and ach e how the vill inform a descriping with the ent. erlinks indice prior to	future action of any ne corresponding to portion of the corresponding to portion of the correlevant submitting	ween Que to feel of steps adjustmenting de tocume the reportant de tocument de	uarter 2 ach evidends on instanced on instanced evidence, ents, musport.	and Quar ce and the truction, so during thit de to the to inform such as at be mad	ter 3. Be ne related student s reporting continuation n the data, le publicly
		and resources to address instructional gaps and prepare students for the math state exam. The assistant principal and instructional coach developed multiple choice and constructed response question stations based on standards	* 7	0% of stu % of stud % of stud	idents ha lents hav lents hav	ns passed eve 70 – 10 e 50 – 69% e 0 – 49%	0% pass 6 passed passed	sed d and		present:
		that students needed additional support with. The	Δνε	Lesson Time-on-Ta erage Lesson			%	Lessons Passed (Year-t	(o-Date)	
		stations were on DataMate which is similar to the Nextera CBT format. Teachers received support		ne-on-Task per Student	Students Using Instruction	Average % Lessons Passed	0-49%	50-69%	70-100% 👙	Students Completing Lessons
		with implementation of the stations during weekly		9h 17m	199/201	86%	3%	8%	89%	199/201
		PLC and common planning meetings. The instructional coach met with teachers who requested modeling. During weekly PLC meetings, we reviewed the 2023 Math Educator's Guide to ensure teachers were familiar with the standards assessed on the state exam and the		- Green - Yellow - Green	= class scor = entire gra = District			ctice Ass	essment	
		rubrics that would be used to assess the	Oit	auc 5 i c	acrici i iv	natii Dataiv	iaic i ia	Clicc Ass	Coomen	•
		constructed response questions. We also								
		discussed how to provide rubric aligned feedback								
			l							110   0



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 2 and Quarter 3. 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>
		to students. We also provided teachers with a resource for students to use to familiarize	
		themselves with the Nextera Equation Editor.	
			37.1% 39.6% 24.9% 22.6% 22.8% 29.7% 31.7% Multiple Choice Short Response Extended Response  Grade 3 Teacher 2 Math DataMate Practice Assessment



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 2 and Quarter 3. 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>
			39.6%  24.9%  22.6%  Total Processor of State of



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 2 and Quarter 3. 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>
			39.6% 39.6% 26.2% 24.9% 22.6% 29.7% 31.7%  Grade 3 Teacher 4 Math DataMate Practice Assessment



Status R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	•	and determine pro explicit in outlining contributive value learning, and achi Describe how the period will inform Include a descript plan along with the adjustment. Any hyperlinks ind information, and/o	ogress between Qu the impact of such of specific method: evement. data trends that en future action steps. ion of any adjustme e corresponding da	ents made to the continuation at a used to inform the vidence, such as data, ants, must be made publicly
			78.9% 39.6%  Multiple Choice p 3 Standards	24.9% 22.6% Short Response  Bottom 3 Stand	29.7% 81.7% Extended Response
			s.MD.5b s.NF3b	3.MD.1 3.MD.7D	



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 2 and Quarter 3. 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.OA.4  3.OA.8  Grade 4 Teacher 1 Math DataMate Practice Assessment



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 2 and Quarter 3. 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>
			39.3% 39.3% 39.3% 39.3% 31.7% 28.8% 16.9% Multiple Choice Short Response Extended Response  Grade 4 Teacher 2 Math DataMate Practice Assessment



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 2 and Quarter 3. 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>
			39.3% 22.8% 16.9% 16.9% In the second of the



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 2 and Quarter 3. 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>
			39.3%  22.8%  22.8%  Multiple Choice Short Response Extended Response  Grade 4 Teacher 4 Math DataMate Practice Assessment



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 2 and Quarter 3. 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.			
			2	39.3%  Multiple Choice  op 3 Standards 4.0A.4 4.0A.2 4.G.3	22.8%  Short Response  Bottom 3 Start  4.G.1  4.NF.4c  4.NF3a	28.8% 16.9% Extended Response	



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 2 and Quarter 3. 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 Teacher 1 Math DataMate Practice Assessment  34.3% 34.4% 39.6% 12.7% 21.4% 22.0% Extended Response  Grade 5 Teacher 2 Math DataMate Practice Assessment				



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 2 and Quarter 3. 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>				
			5	Top 3 Standards 5.NBT.4 5.NBT.3a 59.6%  13.9% 12.7% 19.9% 22.0% Extended Response  Extended Response  5.NF.7a 5.NF.7a 5.NF.7c				



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 2 and Quarter 3. 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>			
			Gr	rade 6 Teacher 1 Math DataMate Practice Assessment			
			6. 6.	Multiple Choice Short Response Extended Response  p 3 Standards  .NS.4 6.EE.2c  .RP3a 6.EE.3  .EE5 6.G.3			



Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• D p a a ii	<ul> <li>Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. 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>			
			Grad	le 7 Teacher 1 I	Math DataMate P	ractice Assessme	ent
				9% 33.9% Multiple Choice	18.8% 18.8% 21.0% Short Response	Points Question	6.0% 6.0% Extended Response
			<b>Top</b> 3	Standards 4a	Bottom	<b>3 Standards</b> 7.SP5c	
			7.EE	.1	7.NS.2d		



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 2 and Quarter 3. 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>
			7.NS3 7.EE.2  Grade 8 Teacher 1 Math DataMate Practice Assessment  10.6% 10.6% 11.7% 13.5% 13.5% 10.6% 10.6% 11.7% Extended Response  Top 3 Standards 8.G4  8.EE.5



Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	•	and determine progrexplicit in outlining the contributive value of learning, and achieved Describe how the day period will inform future a description plan along with the cadjustment.  Any hyperlinks including information, and/or reavailable prior to subserved.	ata trends that emerged ure action steps. In of any adjustments materials or a distributed at a user ded to provide evidence elevant documents, mutamitting the report.	and Quarter 3. Be nce and the related struction, student during this reporting ade to the continuation d to inform the e, such as data,
				.G9 .G3	8.EE.6 8.F.3	
				ath Expectations Shared ontent Reviewed	I to Ensure New Content \	Was Covered and Past
				Explore	Develop	Refine
				20 minutes whole class instruction     60 minutes of rotations for differentiated instruction     Teacher Led Rotation     Center Activity / Partner Activity     My Path     10 minutes of CBT Tools Review	30 – 45 minutes whole class instruction     45 minutes of rotation         - Teacher Led Rotation         - Center Activity / Partner Activity         - CBT Practice     15 minutes Scoring of CBT Constructed Responses	45 – 60 minutes of rotations     Teacher Led Rotation     Center Activity / Partner Activity     My Path / Independent Activity     30 – 45 minutes of CBT Practice     Could print student work from previous day for students to score and then revise
				Differentiation based on <u>DataMate</u>	Afternoon Math Review – 30 to 45 minutes	
				Assign Skills on iReady     Fluency Practice     Activities from Christine King		
				•	sed to Inform Math Test I Students who answered g	Preparation Stations (The
				•	that specific standard. Th	•



Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• st	and dete explicit in contributi learning, Describe period wi Include a plan alon adjustme Any hype informatic available	rmine progres n outlining the ive value of sp and achieven how the data ill inform future a description o ng with the cor ent. erlinks include on, and/or rele e prior to subm	ta and related evidence used to measure is between Quarter 2 and Quarter 3. Be impact of such evidence and the related pecific methods on instruction, student ment.  It trends that emerged during this reporting exaction steps. If any adjustments made to the continuation responding data used to inform the distribution of the distribution of the distribution of the report.  It is a standards and the blue highlight standards are distributed to measure and the standards are distributed to measure and the report.
			th	ie 2 <sup>nd</sup> most t	tested standard	ls)
						3 <sup>rd</sup> Grade
				3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	Standards 3.MD.3- 25% 3.MD.3- 25% 3.MD.7c - 28% 3.MD.7d - 9.38% 3.MD.7d - 9.38% 3.NF.3b - 68.75% 3.NF.3c - 32.8% 3.OA.1 - 61% 3.OA.2 - 41% 3.OA.3 - 37% 3.OA.4 - 58% 3.OA.5 - 39% 3.OA.5 - 39% 3.OA.5 - 39% 3.OA.9 - 44%	Represent and solve problems involving multiplication and division (Understand the concepts of multiplication and division in terms of groups of objects, Use multiplication and division within 100 to solve word problems)  Understand the properties of multiplication and the relationship between multiplication and division (Use the commutative and associative property of multiplication, Use the distributive property of multiplication)  Develop understanding of fractions as numbers (Show and understand that fractions are equal parts of a whole, Compare fractions on a number line by reasoning about their size)
			Sa	imple CBT T	ools Scavenger	Hunt Review



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 2 and Quarter 3. 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.
				7. Circle the tool I would use if I wanted to draw something  8. Circle the tool I would use if I wanted to write 2 is less than 3.  9. In blue, circle the tool for greater than 10. In red, circle the tool for less than 11. In yellow, circle the tool for red on 12. In great, circle the tool for not equal to 13. In orange, circle the tool for a line segment.  Show your work.



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 2 and Quarter 3. 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.
			wo aid St Ad	<ul> <li>Ms. Shehadeh will continue to work with all teachers, across all grade levels.</li> <li>Teachers identified students in grades 3-8 that would benefit from the Winter or Spring Academy based on the assessments and classroom observation.</li> <li>eachers identified students in grades 5 – 8 that would continue to ork in small groups daily with the teacher's assistant and school des.</li> <li>tudents are encouraged to attend after school and the Saturday cademy.</li> <li>tudents will be completing the Math iReady Diagnostic 3 between ay 30, 2023, and June 2, 2023</li> </ul>



## Part IV – Community Engagement Team (CET)

## **Community Engagement Team (CET)**

The role of the Community Engagement Team 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 2022-2023 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/title 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>A workshop around using iReady and IXL was facilitated by the Title 1 Math</li> <li>Teacher and the instructional coach Winter Academy and Spring Academy were added to the schedule to support student achievement.</li> <li>A member was added to the Attendance Team to make home visits.</li> <li>Implementation of test readiness stations for ELA and Math based on mid year data sources</li> <li>Consultants provided support around CBT strategies</li> <li>A workshop around reducing stress and anxiety was facilitated by WJCS and the PST</li> </ul>

## Part V - Receivership Powers

Powers of the Receiver

<u> </u>	
Provide a summary of the use of the School	I Receiver's powers during this reporting period.

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

NY EL .gov	New York State EDUCATION DEPARTMENT Knowledge > Skill > Opportunity
Part V	– Assurance and Attestation
	By signing below, I attest to the fact that the information in this Receivership Quarterly Report is true and accurate to the best of my knowledge; and that all requirements with regard to public hearings and Community Engagement Team criteria have been met as necessary and required per Commissioners Regulation §100.19.
9	Name of Receiver (Print):  Signature of Receiver:  Date:
	By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this Receivership Quarterly Report, and has had not be opportunity to review and update, as necessary, its 2022-2023 Community Engagement Team Plan and membership.
9	Name of CET Representative (Print):  Signature of CET Representative:  Title of CET Representative:

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

Date: