



**2022-2023 Receivership School Final Report and 2023-2024 Continuation Plan**  
Report Period: April 29, 2023 to June 30, 2023 (Due July 21, 2023)

This document is to be completed by the Superintendent/School Receiver and/or their designee and submitted electronically to [OISR@NYSED.gov](mailto: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 and outcomes 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 must be posted in a conspicuous place on the district website. All responses should directly align with, or be adaptations to, previously approved intervention plans and *require explicit engagement and input* from Community Engagement Teams.

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	Hyperlink to where this plan will be posted on the district website:
Cross Hill Academy	6623-00-010036	Yonkers City School District	CK Education Teaching Matters	1	<a href="http://www.yonkerspublicschools.org">www.yonkerspublicschools.org</a>

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



### **Executive Summary**

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

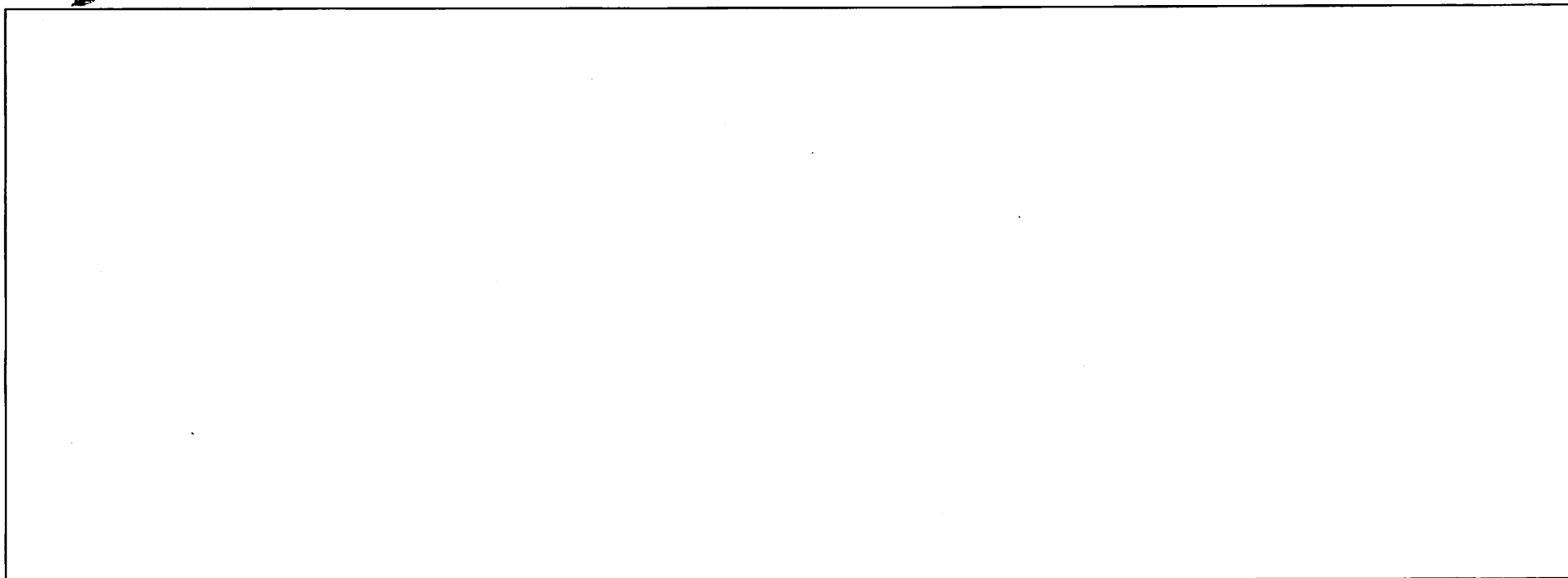
The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to **no more than 500 words**. Applicable links must be made publicly available prior to submitting the report.

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 ended the school year with a professional learning cycle on Checking for Understanding. We will deepen our understanding of Checking for Understanding during the 2023-2024 school year. We are continuing to offer optional professional learning on Mondays when there is no faculty meeting. Topics covered include Checking for Understanding and Keep Learning on Track. 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 the Benchmark Interim Assessment #4, iReady end of year assessment, MAP testing, and the NYS ELA and math exams. Teachers engaged in Data Chats with their students and these chats were used to inform instruction for the 2023-2024 school year. During ELA and Math PLCs, we reflected on student performance on the ELA and math NYS exams based on teacher observation, reviewed Project Acceleration to inform instruction for the remainder of the school year, reviewed math post standards to ensure that standards were covered to prepare students for the following year, and discussed strategies to support writing in response to a prompt based on text(s). Teachers continued to work with consultants from CK Education and Teaching Matters. We held our first Family First Friday, where 3<sup>rd</sup> grade families participated in student centered math tasks with their students. The event was well attended.

We have also received instructional support visits from the District Assistant Superintendent(s), 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 biweekly to “purchase” prizes. We now have a Book Vending Machine to support a culture of reading and students can use PBIS points to purchase books. Students used their PBIS points to participate in Field Day and attend the Talent Show / Spring Concert. With support from the PTA, we recognized over 100 students with 95%+ attendance by having an ice cream party.

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 a 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.





**Overview of School Demographic and Four-Year Trend Data**

*Please provide the demographic and four-year trend data requested below. When providing suspension data by category, please refer to the Suspension Tracking and Reporting Addendum included on page 4 of this template as a resource to determine related calculations.*

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.

**Total Current Enrollment/Registrant Counts:**

**SWD 10.5%**

**N 353**

**ELL 5.1%**

**SWD/ELL percentage total 2.8%**

Data Source: \_\_\_\_\_

Date of Capture: \_\_\_\_\_

SWD \_\_\_\_%

Total Current Enrollment/Registrant Counts: N= \_\_\_\_

ELL \_\_\_\_%

SWD/ELL percentage total \_\_\_\_%



<b>Average Daily Attendance and Chronic Absenteeism Rate by Year</b>				
	2018-2019	2019-2020	2021-2022	2022-2023 (YTD)
<b>Average Daily Attendance Rate</b>	93%	93%	89%	90%
<b>Chronic Absenteeism Rate</b>	30.4%	23.9%	54.5%	40.5%

<b>Suspension % Rate and Number by Category</b>				
	2018-2019	2019-2020	2021-2022	2022-2023 (YTD)
<b>Out-of-School Suspensions</b>	5.8%/##41	17.6%/##39	9.4%/##31	7.2%/##25
<b>Duplicated Suspensions</b>	4.8%/##34	17.9%/##7	13%/##4	16%/##4
<b>Unduplicated Suspensions</b>	1%/##7	82.1%/##32	87%/##27	84%/##21
<b>ELL Suspensions</b>	9.7%/##4	10.2%/##4	0%/##0	4%/##1
<b>SWD Suspensions</b>	26.8%/##11	15.4%/##6	9.7%/##3	4%/##1

**Suspension Tracking and Reporting Addendum**

**Out of School Suspensions #:**

Number of students who received at least one day of out of school suspension.

$$\text{Out of School Suspension \% Rate} = \frac{\text{Number of Students with at Least 1 Day Suspension}}{\text{Total Enrollment as of BEDS Day}} \times 100$$

**Duplicated Suspensions #:**

Number of the same student(s) suspended more than one time.

$$\text{Duplicated Suspension \% Rate} = \frac{\text{Number of Students Suspended More Than One Time}}{\text{Total Number of Suspensions}} \times 100$$

**Unduplicated Suspensions #:**

Number of students suspended out of school one time.

$$\text{Unduplicated Suspension \% Rate} = \frac{\text{Number of Students Suspended Out of School One Time}}{\text{Total Number of Suspensions}} \times 100$$

**English Language Learners (ELL) Suspensions #:**

Number of ELL students suspended at least one time.

$$\text{ELL Suspension \% Rate} = \frac{\text{Number of ELL Students Suspended at Least One Time}}{\text{Total Number of Suspensions}} \times 100$$



**Students with Disabilities (SWD) Suspensions #:**

Number of students with disabilities suspended at least one time.

$$SWD \text{ Suspension } \% \text{ Rate} = \frac{\text{Number of SWD Suspended at Least One Time}}{\text{Total Number of Suspensions}} \times 100$$

**Directions for Parts I, II, and III** - District and school staff should respond to these sections of the document by both analyzing and summarizing the steps taken to implement lead strategies since the third quarter, as well as by identifying key strategies that will be included in the 2023-2024 Continuation Plan as part of an ongoing process of *continuous and comprehensive planning, and ultimately, the school improvement process*. The report and continuation plan 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.

- When responding to prompts pertaining to the *Final Report and Reflection*, include processes that were used in Quarter 4 to assess the impact of strategies implemented on student learning outcomes.
- When responding to prompts pertaining to the *2023-2024 School Year Continuation Plan*, include processes for assessing impact on student learning outcomes that will be implemented during the new school year.
- 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.
  - 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 School Improvement**

*Include 3-4 core lead strategies that are central to the school's improvement plan. The lead strategies included should be a continuation or extension of lead strategies implemented in the prior school year and serve as key levers for improvement based on trends in student performance data to serve as overarching approaches for implementing strategically focused action plans for achieving demonstrable improvement.*

Final Report and Reflection on Lead Strategies Applied during April 29, 2023 – June 30, 2023		Lead Strategies that will Guide the 2023-2024 School Year Continuation Plan	
List the lead strategies that guided the school's improvement work during the 2022-2023 school year, including any that were discontinued.	For each lead strategy, provide context for why the strategy was selected as a key lever for improvement based on data trends, as well as whether the lead strategy will be maintained during the next school year.	List the lead strategies that will guide the school's improvement plan during the 2023-2024 school year.	Explain why the lead strategy listed was selected based on current data trends, and how the lead strategy will help to achieve progress toward this year's demonstrable improvement targets.
1. Learner Active Technology Infused Classroom (LATIC) Framework	Following conversations about implementation and effectiveness of LATIC at CHA, we discontinued IDE LATIC support		





2. Collaboration with Teaching Matters Consultant	Selected to provide ELA support for teachers in grades 3 and 4. Based on data, the administration and CET determined there was a need for support with close reading strategies, unpacking questions, and writing in response to prompts. The collaboration with this vendor will continue in 23-24.	Collaboration with Teaching Matters Consultant	We will continue to partner with Teaching Matters for the 2023-2024 school year. We will continue to focus on close reading strategies with an emphasis on guided reading as determined by student reading level as well as writing in response to prompts based on text(s). The data from the 2021-2022 school year indicated that many students did not attempt to respond to short answer or extended response questions on the NYS ELA exam. Preliminary 2022-2023 data indicates that many more students received at least 1 point on short answer or extended response questions than in previous years. We attribute this to support we received from the Teaching Matters consultant, station teaching with focus on writing prompts, and professional learning provided to teachers around student writing response expectations, rubrics, and unpacking questions. During the 2023-2024 school year, the Teaching Matters consultant will provide support on deepening student understanding of expectations for what an extended response prompt is asking, using graphic organizers to outline a writing response, unpacking each bullet in the prompt, providing textual evidence for each bullet, and engaging in self, peer, and teacher evaluation and feedback. By strengthening students' abilities to successfully respond to prompts in writing, we expect to see improved scores on the NYS ELA exam as well as stronger writers overall.
3. Implementation of Professional Learning Plan	The professional learning plan was created to ensure that teachers were provided professional learning that was aligned to the district foci, school identified areas of growth, as well as teacher interest. Through teacher observations, analysis of student data, and teacher self-reflection surveys, the	Implementation of Professional Learning Plan	We will continue to implement a professional learning plan for the 2023-2024 school year. The administrative team along with the CET will triangulate data from MAP, iReady/Benchmark, and NYS exams to inform weekly content area PLCs. Through conversations with teachers, APPR evaluations, and initial review of the data, it has been determined that teachers could use support



	administrative team identified areas that teachers need professional learning support. The professional learning plan was adjusted based on beginning of year, middle of year, and end of year assessment data. The data was used to adjust the plan for weekly content area PLCs and common planning based on teacher need.		around deepening their level of understanding around standards and progression of standards, providing actionable feedback, and differentiation based on student need. These areas of growth will be incorporated into our biweekly professional learning during faculty meetings. We will make connections between the district foci, exceeding the demonstrable indicators and school identified needs. We believe that by strengthening teacher practice through professional learning, we will see improved student outcomes.
4. Implementation of Culturally Responsive Sustaining Education / Social Emotional Learning	When students can make connections between their own lives or lived experience and the content, they are better able to understand what they are learning. When students' social-emotional needs are met they are better able to focus on learning. Through integration of authentic learning units / project based learning, students are able to see how the content connects to their lives. MBK/MSK, Pupil Support Team, and WJCS provide support for social emotional learning.	Implementation of Culturally Responsive Sustaining Education / Social Emotional Learning	<p>We will continue to implement authentic learning units / project based learning during the 2023-2024 school year. Two teachers, the instructional coach, and the assistant principal are participating in professional learning during the summer to incorporate technology into project based learning. We will build on the work of the 5<sup>th</sup> grade who completed a PBL unit around school improvement. They identified ways to improve the CHA community. Some of their ideas will be implemented next year. We want to leverage this work to provide more opportunities for authentic learning or PBLs to impact the lives of the students. Based on data from the APPR evaluations, we will also provide professional learning on ways to develop culturally responsive instruction daily.</p> <p>MSK/MBK will be leveraged as ways to support students' sense of belonging to the CHA community. We expect that with greater participation in MSK/MBK we will see improved attendance rates.</p>
5. Collaboration with CK Education Consultant	We partnered with CK Education to improve teacher practice in math. The NYS math exam 2021-2022 indicated that teachers needed more support in implementation of	Collaboration with CK Education Consultant	We will continue to partner with CK Education for the 2023-2024 school year. The consultant will be working closely with three teachers to develop math lab site classrooms where instructional practices will be modeled for CHA teachers. Teachers will engage

	<p>instructional strategies that would improve students' understanding of the math concepts. Beginning of school year and mid-year iReady data, NYS 2021-2022 math exam data, and in class assessments were used to inform the support the CK Education consultant provided. The consultant supports the teachers with student centered math tasks as well as strategies for computer-based testing. Following the state exam, the consultant supported teachers with strategies about visualizing problems and strengthening math vocabulary.</p>		<p>in intervisitations and learning walks to the lab classrooms with dedicated time to plan for implementation of what they observed. The data from the 2021-2022 school year indicated that many students did not attempt to respond to the constructed response questions on the NYS math exam. Preliminary 2022-2023 data indicates that many more students received points on the constructed response than in previous years. We attribute this to support we received from the CK Education consultant, station teaching with focus on use of CBT tools and constructed responses, and professional learning provided to teachers around student constructed response expectations, rubrics, and unpacking questions. With the support of the CK Education consultant, we strive to create a culture where students see themselves as mathematicians and develop the mindset to persevere when tasks are challenging. If we create environments where students tackle challenging tasks and teachers have the pedagogical strategies to support student centered math instruction, student outcomes on math assessments (NYS math exam and iReady) will improve as well as improved student mindsets around math abilities.</p>
<p><b>6. Participation in the Yonkers Public Schools Network for School Improvement (NSI)</b></p>	<p>Math teachers in grades 5-8 participated with the NSI to improve student performance in math. The network provided professional learning around strengthening the classroom culture around math, providing actionable feedback, and rigorous math tasks. The professional learning was provided based on student outcome data (NYS math exam), student surveys, and teacher surveys.</p>	<p><b>Participation in the Yonkers Public Schools Network for School Improvement</b></p>	<p>We will continue to partner with the YPS NSI for the 2023-2024 school year. The 7<sup>th</sup> and 8<sup>th</sup> grade earth science teacher will be joining the NSI team. The work with the YPS NSI supported a shift in the math culture at CHA. Students became more comfortable engaging in challenging math tasks as well as seeing themselves as mathematicians. Teachers provided students with actionable feedback and provided students with time to revise their work. We believe that this contributed to better student performance</p>



			on the end of year iReady assessment, as well as the NYS math exam.
--	--	--	---

**Part II – Demonstrable Improvement 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, action steps, goals, and commitments to support progress toward the Demonstrable Improvement Indicator targets.*



Final Report with Reflection on Lead Strategies Utilized during April 29, 2023 – June 30, 2023		2023-2024 School Year Continuation Plan for Meeting this Indicator
Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	Drawing from the information provided in the <b>Final Report and Reflection on Activities</b> , what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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	<b>Professional Growth and Development:</b> Teachers were provided Professional Learning opportunities bi-weekly from the school to enhance their tools for: <ul style="list-style-type: none"><li>• The District's 2022/23 Instructional Foci: Accountable Talk, Checking for Understanding, and Critical Thinking</li><li>• Data analysis and reflection</li><li>• Extended Response Writing</li><li>• Questioning Techniques</li><li>• Data Conversations and Goal Setting with Students</li></ul>	<ul style="list-style-type: none"><li>• Triangulate Spring MAP data, Benchmark Data, item analysis from NYS ELA exam to identify standards that students understand and areas for support</li><li>• Compare standards identified during data triangulation to Project Acceleration standards and standards students have historically done well with or have needed support with</li><li>• Will use this data to inform professional learning aligned to district foci – accountable talk, checks for understanding, and critical thinking as well as school specific professional learning around unpacking the standards, actionable feedback, and differentiation</li></ul>



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p>Teachers in grades 3-4 continued to work with our Teaching Matters Consultant. The focus has been on writing extended responses based on a prompt aligned to a text(s). The consultant worked with teachers to identify the structure of extended response prompts, opportunities to engage in extended response writing aligned to Benchmark curriculum, modeling how students should unpack and outline an extended response prompt, and how to engage students with peer assessment / evaluation. We will continue to focus on writing for the 2023-2024. Professional learning about using actionable feedback will be provided to teachers.</p> <p>Teachers in grades 5-8 continued to work with the District Executive Director of ELA on guided reading and small group instruction. We continued to include an instructional-block in the afternoon dedicated to small group instruction. During weekly PLC meetings, we continued to focus on extended response writing. 5<sup>th</sup> grade focused on using textual evidence to support the claim. 6<sup>th</sup>-8<sup>th</sup> grade focused on writing using textual</p>	<ul style="list-style-type: none"><li>• As we engage in professional learning around unpacking the standards, we will use resources that demonstrate the progression of ELA standards so that teachers can better understand what students are expected to master at each grade level</li><li>• During the 2022-2023 school year, teachers in grades 3-4 only had one PLC meeting and one common planning meeting a week. This meant we had to split the PLC time between ELA and math which was challenging. For the 2023-2024 school year, time will be built into the schedule for teachers to meet with their grade teams for ELA PLC, math PLC, and common planning.</li><li>• The data described previously will be used to inform daily small group instruction.</li><li>• IXL will be used more strategically to address skills that are aligned to specific standards identified as areas of needs.</li></ul>

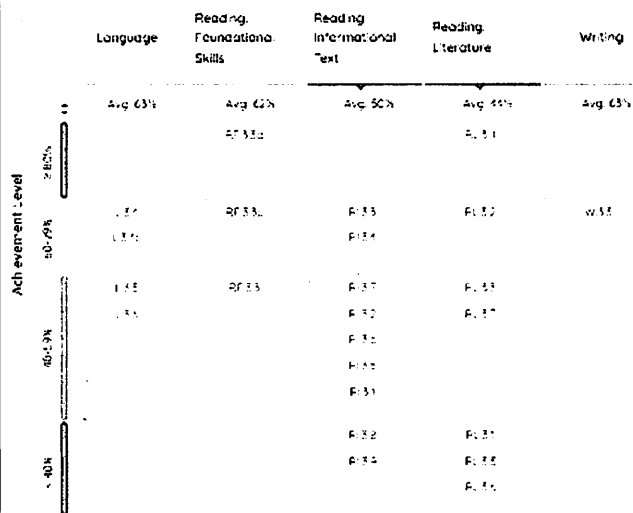


Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p>evidence and ideas from both texts to respond to the prompt. Based on review of student work and teacher input, we will focus on providing actionable feedback (self, peer, and teacher feedback) during the 2023-2024 school year.</p> <p>The Instructional Coach works with all teachers, across all grade levels.</p> <p>The ENL teacher pushes into ELA classes to support the ENL students during ELA instruction.</p> <p><u>Data and Assessments:</u> In grades 3-6 Benchmark Interim 4 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.</p>	<ul style="list-style-type: none"><li>• A data tracker will be implemented to monitor student progress on grade level standards. A section of the data tracker will include the specific skills students are working on using IXL. In addition, the data tracker will also be used to support SGI</li><li>• The short answer and extended response resources developed in collaboration with the Teaching Matters consultant will be implemented earlier in the school year. A data tracker will be implemented to monitor student progress related to writing. This tracker will be used to inform actionable feedback as well as differentiated resources to support student progress.</li><li>• Teachers will use station test sophistication resources throughout the year to support student mastery of grade appropriate standards. This will also support students in becoming comfortable using CBT Tools and typing their written responses</li></ul>



Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	Drawing from the information provided in the <b>Final Report and Reflection on Activities</b> , what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?
	<ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p>Grade 3 – Benchmark Interim Assessment #4</p> <ul style="list-style-type: none"><li>• Students continue to struggle with the standards related to informational text and literature. However, students have demonstrated growth since Benchmark assessment #3. On the previous assessment less than 40% of students demonstrated mastery on all informational text standards except RI.5. On assessment #4, students demonstrated progress on all informational text standards except RI.3.8 and RI.3.9. In the 2023-2024 school year, professional learning will be provided to support teachers in unpacking the standards and strategic checks for understanding to ensure student progress related to standards where students need additional support.</li></ul>	<ul style="list-style-type: none"><li>• The Teaching Matters consultant will continue to provide ELA support. She will focus on providing support with guided reading and writing in response to text prompts.</li><li>• Assistant Superintendent for ELA and ELA Executive Director will continue to provide support.</li><li>• In November, students will take the Benchmark Interim Assessment #2. Data from the assessment as well as class data from the data trackers will be used to assess student progress. Adjustments to instruction or professional learning will be made if necessary</li><li>• In January, students will complete the NYS ELA Datamate Practice exam. Data from the assessment as well as class data from the data trackers will be used to assess student progress. Adjustments to instruction or professional learning will be made if necessary</li></ul>



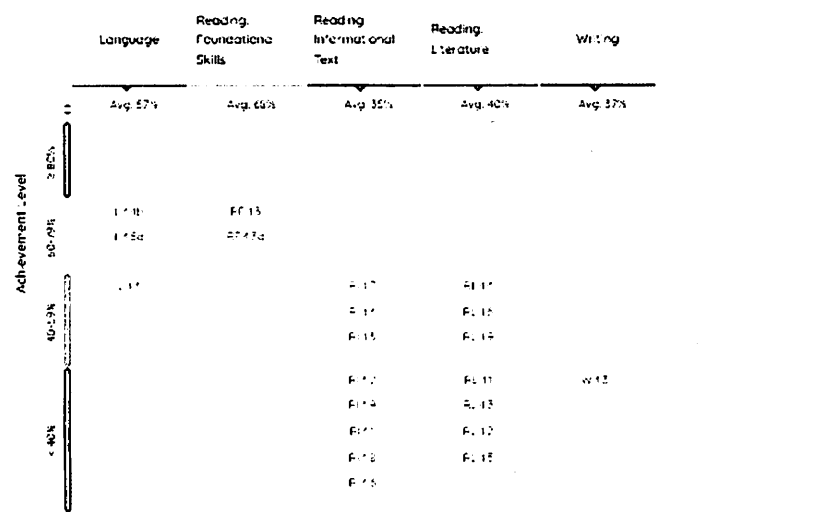


#### Grade 4 – Benchmark Interim Assessment #4

- Students demonstrated progress on the standards related to reading informational text. There appears to be a decline in progress in standards related to literature. In the 2023-2024 school year, we will review the types of questions that were asked for each of the standards. By better understanding how students were assessed for each of the standards, we can determine how to better align daily



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p>tasks and classroom assessments so that students are better prepared to demonstrate mastery.</p>	



#### Grade 5 – Benchmark Interim Assessment #4

- Students made progress on standards related to informational text and literature. On Interim Assessment #3, less than 40% of students demonstrated mastery on standards related to informational text and literature compared to interim assessment #4 that only has RI.5.6 and RL.5.3 with less than 40% of students demonstrating mastery. In the 2023-2024 school year, professional learning will be provided to support teachers in unpacking the standards and strategic checks



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p>for understanding to ensure student progress related to standards where students need additional support.</p> <ul style="list-style-type: none"><li>• Students demonstrated progress on the standards related to literature (RL 5.9). On Interim Assessment #3 the achievement level was &lt;40% and is now greater than 80%.</li></ul>	

	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
	Avg 57%	Avg 49%	Avg 48%	Avg 53%	Avg 55%
Achievement Level					
> 80%				F-54	
50-79%	I-55a	R-53 R-53a		R-54 R-55 R-56	
40-49%	L-51 L-52		R-56 R-57 R-58 R-59 R-60 R-61 R-62	R-57 R-58 R-59	W-51
< 30%	I-51a		F-54 F-55	F-55	

#### Grade 6 – Benchmark Interim Assessment #4

- Students continue to struggle with the standards related informational text. In the 2023-2024 school year, professional learning will be provided to support teachers in unpacking the standards and strategic checks for understanding to ensure student progress related to standards where students need additional support.



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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 style="list-style-type: none"><li>• Students demonstrated progress in the standards related to writing and language. On Interim Assessment #3 the achievement level was 40-59% on literature standards and is now 60-79%</li></ul>	

	Language	Reading Informational Text	Reading Literature	Writing
	Avg 43%	Avg 51%	Avg 55%	Avg 52%
Achievement Level				
≥ 80%	10.1		11.56	
	10.25		11.69	
	10.3		11.7	
	10.32		11.73	
	10.33		11.74	
			11.75	
40-79%	10.33	11.75		
		11.76		
		11.77		
		11.78	11.79	
		11.8	11.82	
		11.83	11.86	
		11.87	11.9	
< 40%		11.9	11.93	
		11.96	11.97	

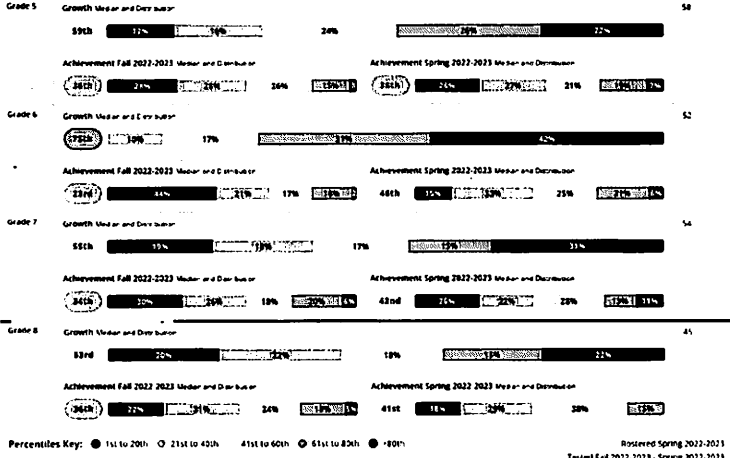
Grades 3-8 completed MAP Reading assessments in the spring to assess student growth and improvement by standards. The data below shows a comparison of Achievement Status from the Fall 2022-2023 to Spring 2022-2023.

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p><b>Growth and Achievement - All Students</b> (Cross and Academy I Reading)</p> <p>Grade</p> <p>All Grades Growth Median and Distribution</p> <p>87th 31% 18% 21%</p> <p>Achievement Fall 2022-2023 Median and Distribution</p> <p>31st 12% 21% 28% 23%</p> <p>Achievement Spring 2022-2023 Median and Distribution</p> <p>31st 28% 23%</p> <p>Percentiles Key: ● 1st to 20th ○ 21st to 40th ▲ 41st to 60th ● 61st to 80th ● 80th</p> <p>Number of Students: 112</p> <p>Reviewed Spring 2023-2024 Tested Fall 2022-2023 - Spring 2023-2024</p>	





Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p><b>Growth and Achievement by Grade</b> Cross-Hill Academy   Reading</p> <p>Grade <span style="float: right;">Number of Students 60</span></p> <p>Grade 3 Growth Median and Distribution</p> <p>47th 20% 18% 74%</p> <p>Achievement Fall 2022-2023 Median and Distribution</p> <p>32nd 45% 22% 35% 32nd 31% 19% 15%</p> <p>Grade 4 Growth Median and Distribution</p> <p>48th 27% 16% 21%</p> <p>Achievement Fall 2022-2023 Median and Distribution</p> <p>36th 45% 22% 31% 37th 31% 16% 14%</p>	

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	 <p>Grade 5 Growth Median and Distribution 58</p> <p>Grade 5 Achievement Fall 2022-2023 Median and Distribution</p> <p>Grade 5 Achievement Spring 2022-2023 Median and Distribution</p> <p>Grade 6 Growth Median and Distribution 52</p> <p>Grade 6 Achievement Fall 2022-2023 Median and Distribution</p> <p>Grade 6 Achievement Spring 2022-2023 Median and Distribution</p> <p>Grade 7 Growth Median and Distribution 54</p> <p>Grade 7 Achievement Fall 2022-2023 Median and Distribution</p> <p>Grade 7 Achievement Spring 2022-2023 Median and Distribution</p> <p>Grade 8 Growth Median and Distribution 45</p> <p>Grade 8 Achievement Fall 2022-2023 Median and Distribution</p> <p>Grade 8 Achievement Spring 2022-2023 Median and Distribution</p> <p>Percentiles Key: ● 1st to 20th ○ 21st to 40th ○ 41st to 60th ○ 61st to 80th ● 81st to 100th</p> <p>Revised Spring 2022-2023 Tested Fall 2022-2023 - Spring 2022-2023</p>	



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p>Teachers implemented the use of IXL for reading (students RIT score from MAP used to create personal study plans for students) for access over summer break if available. IXL was 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 item analysis when available with the IXL skills to identify additional support for skills not yet mastered. The students have mastered 5,105 skills through IXL and are proficient in 5,631 skills.</p>	



SKILL PROGRESS					
		Total questions answered	Skills practiced	Skills proficient	Skills mastered
<b>Grade 3</b> 62		31,663	1,209	686	598
		35,181	1,070	511	448
		1,993	121	67	63
		903	78	31	31
		95	10	0	0
<b>Grade 4</b> 65		31,747	1,210	705	630
		54,552	1,898	1,033	933
		1,930	118	52	47
		2,394	165	57	53
		696	28	9	7



Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?					Drawing from the information provided in the <b>Final Report and Reflection on Activities</b> , what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?				
	<ul style="list-style-type: none"><li>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>Describe how the data trends that emerged during this period will inform future action steps.</li></ul>					<ul style="list-style-type: none"><li>Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>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>				
	<div>Grade 5</div> <div>60</div>		2,496	157	73	65				
		375,908	5,030	2,815	2,562					
		1,306	72	30	27					
		1,067	99	36	33					
		1,290	39	22	20					
	<div>Grade 6</div> <div>54</div>		4,423	217	110	100				
		92,027	1,072	543	500					
		103	9	3	3					
		151	22	4	4					
		244	6	5	4					



Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?					Drawing from the information provided in the <b>Final Report and Reflection on Activities</b> , what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?				
	<ul style="list-style-type: none"> <li>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>					<ul style="list-style-type: none"> <li>Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>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>				
	<b>Grade 7</b>		10,398	421	244	228				
			50,308	1,242	566	522				
			5,611	368	102	76				
			6,374	382	123	97				
			26,486	945	484	413				
	<b>Grade 8</b>		2,522	141	73	65				
			12,567	392	163	140				
			3,067	220	80	69				
			147	24	2	0				
			9,900	348	172	132				



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p>For grades 7 and 8, the teacher used CommonLit, as well as DataMate to create small groups for small group instruction and stations.</p> <p>As a result of analyzing the Benchmark Interim 4 Assessment, MAP Reading Data and Project Acceleration, the administration and instructional coach developed ELA expectations to prepare students for the upcoming school year. The assistant principal and instructional coach developed goal setting sheets for the teachers to use with the students so that they were able to track their goals from September to June and show areas of strength and areas of weakness. Teachers received support with the implementation of the goal setting and interpreting the data during weekly PLC and common planning meetings. The instructional coach met with teachers who requested modeling. During weekly PLC meetings, we</p>	



Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	Drawing from the information provided in the <b>Final Report and Reflection on Activities</b> , what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p>discussed grade level data and class data. We also discussed how to provide rubric aligned feedback to students.</p> <p>Teachers identified students in grades 3-8 who would benefit from attending the Summer Programs offered based on the assessments and classroom observation.</p>	
3-8 MGP Math- #39	<p><u>Professional Growth and Development</u></p> <p>Teachers are provided Professional Learning opportunities bi-weekly from the school to enhance their tools for:</p> <ul style="list-style-type: none"><li>• The District's 2022/23 Instructional Foci: Accountable Talk, Checks for Understanding, and Critical Thinking</li><li>• Data analysis and reflection</li></ul>	<ul style="list-style-type: none"><li>• Triangulate Spring MAP data, iReady Data, item analysis from NYS math exam to identify standards that students understand and areas for support</li><li>• Compare standards identified during data triangulation to Project Acceleration standards and standards students have historically done well with or needed support with</li></ul>





Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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 style="list-style-type: none"><li>• Preparing for the CHA and District Are You G.A.M.E.? Math Competition</li><li>• Review and implementation of the Try, Discuss, Connect Math Routine</li><li>• Data Conversations and Goal Setting with Students</li></ul> <p>The consultant from CK Education continues to support teachers with pedagogical practices to enhance math instruction. The consultant modeled strategies related to test readiness including Teacher Tell Me, Multiple Choice Games, Think Like a Test Creator, and CBT strategies. The CK Education consultant worked closely with three teachers to begin implementing strategies that would allow the three classrooms to become math lab sites. The work will continue in the fall and will support teachers with implementation of student centered problem solving strategies, visualization, and strengthening math vocabulary.</p>	<ul style="list-style-type: none"><li>• Will use this data to inform professional learning aligned to district foci – accountable talk, checks for understanding, and critical thinking as well as school specific professional learning around unpacking the standards, actionable feedback, and differentiation</li><li>• As we engage in professional learning around unpacking the standards, we will use resources that demonstrate the progression of math standards so that teachers can better understand what students are expected to master at each grade level. Teachers will then possess a deeper understanding of the standards which will strengthen their ability to engage students in tasks aligned to the standards.</li><li>• During professional learning, teachers will have opportunities to engage in math tasks, use manipulatives, and try out strategies from Building Thinking Classrooms</li></ul>



Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	Drawing from the information provided in the <b>Final Report and Reflection on Activities</b> , what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?
	<ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p>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 included shifts to the NGLS, reviewing the NYS Math Educator Guide, CBT strategies, and planning for instruction of Post Standards.</p> <p>Teachers in grades 5-8 are part of the NSI Team and engaging in continuous improvement work aligned to student feedback.</p> <p>Teachers engaged in weekly PLC meetings where following the NYS exam the focus was on providing students with high quality instruction aligned to post standards. In addition to providing students with tasks from the iReady curriculum, teachers also used resources from Math Milestones and Achieve the Core to provide students with opportunities to think critically</p>	<ul style="list-style-type: none"><li>• Our consultant from CK Education will continue to provide professional learning around student centered problem solving, visualization, and math vocabulary</li><li>• During the 2022-2023 school year, teachers in grades 3-4 only had one PLC meeting and one common planning meeting a week. This meant we had to split the PLC time between ELA and math which was challenging. For the 2023-2024 school year, time will be build into the schedule for teachers to meet with their grade teams for ELA PLC, math PLC, and common planning.</li><li>• The data described previously will be used to inform daily small group instruction.</li><li>• The data will be used to identify students to work with the Title 1 math teacher.</li></ul>

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p>about the content. Professional learning around post standards deepened teachers' understanding of how particular standards progressed each year.</p> <p><b><u>Data and Assessments:</u></b></p> <p><b>IXL Data:</b></p> <p>Teachers implemented the use of IXL for math based on student performance on Spring MAP for access over summer break if available. IXL was used during small group instruction time. The data that is relevant to math is the row with the pyramid symbol. As seen in the data below, students have mastered about 50% of the skills they have practiced. Our next step is to review the math item analysis when available with the IXL skills to identify additional support for skills not yet mastered. The students have mastered 1,686 skills through IXL and are proficient in 1,891 skills.</p>	<ul style="list-style-type: none"> <li>• IXL will be used more strategically to address skills that are aligned to specific standards identified as areas of needs.</li> <li>• A data tracker will be implemented to monitor student progress on grade level standards. A section of the data tracker will include the specific skills students are working on using IXL. In addition, the data tracker will also be used to support SGI</li> <li>• The constructed response resources developed in collaboration with the CK Education consultant will be implemented earlier in the school year. A data tracker will be implemented to monitor student progress related to written math tasks. This tracker will be used to inform actionable feedback as well as differentiated resources to support student progress.</li> <li>• Teachers will use station test sophistication resources throughout the year to support student mastery of grade appropriate standards. This</li> </ul>



		SKILL PROGRESS			
		Total questions answered	Skills practiced	Skills proficient	Skills mastered
Grade 3 62		31,663	1,209	686	598
		35,181	1,070	511	448
		1,993	121	67	63
		903	78	31	31
		95	10	0	0
Grade 4 65		31,747	1,210	705	630
		54,552	1,898	1,033	933
		1,930	118	52	47
		2,394	165	57	53
		696	28	9	7

will also support students in becoming comfortable using CBT Tools and typing their constructed responses

- Math Executive Director will continue to provide support. He will be working closely with the 7<sup>th</sup> and 8<sup>th</sup> grade teacher to address student progress as students did not make as much progress in those grades as compared to other grades.
- In January, students will complete iReady Interim assessment #2. Data from the assessment as well as class data from the data trackers will be used to assess student progress. Adjustments to instruction or professional learning will be made if necessary
- In February, students will complete the NYS Math Datamate Practice exam. Data from the assessment as well as class data from the data trackers will be used to assess student progress. Adjustments to instruction or professional learning will be made if necessary
- Teachers in grades 5-8 will continue to be part of the YPS NSI



Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?					Drawing from the information provided in the <b>Final Report and Reflection on Activities</b> , what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?																																																								
	<ul style="list-style-type: none"><li>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>Describe how the data trends that emerged during this period will inform future action steps.</li></ul>					<ul style="list-style-type: none"><li>Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>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>																																																								
	<table><tr><td rowspan="5">Grade 5 60</td><td></td><td>2,496</td><td>157</td><td>73</td><td>65</td></tr><tr><td></td><td>375,908</td><td>5,030</td><td>2,815</td><td>2,562</td></tr><tr><td></td><td>1,306</td><td>72</td><td>30</td><td>27</td></tr><tr><td></td><td>1,067</td><td>99</td><td>36</td><td>33</td></tr><tr><td></td><td>1,290</td><td>39</td><td>22</td><td>20</td></tr><tr><td rowspan="5">Grade 6 54</td><td></td><td>4,423</td><td>217</td><td>110</td><td>100</td></tr><tr><td></td><td>92,027</td><td>1,072</td><td>543</td><td>500</td></tr><tr><td></td><td>103</td><td>9</td><td>3</td><td>3</td></tr><tr><td></td><td>151</td><td>22</td><td>4</td><td>4</td></tr><tr><td></td><td>244</td><td>6</td><td>5</td><td>4</td></tr></table>					Grade 5 60		2,496	157	73	65		375,908	5,030	2,815	2,562		1,306	72	30	27		1,067	99	36	33		1,290	39	22	20	Grade 6 54		4,423	217	110	100		92,027	1,072	543	500		103	9	3	3		151	22	4	4		244	6	5	4					
Grade 5 60		2,496	157	73	65																																																									
		375,908	5,030	2,815	2,562																																																									
		1,306	72	30	27																																																									
		1,067	99	36	33																																																									
		1,290	39	22	20																																																									
Grade 6 54		4,423	217	110	100																																																									
		92,027	1,072	543	500																																																									
		103	9	3	3																																																									
		151	22	4	4																																																									
		244	6	5	4																																																									



Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?				Drawing from the information provided in the <b>Final Report and Reflection on Activities</b> , what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?			
	<ul style="list-style-type: none"> <li>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>				<ul style="list-style-type: none"> <li>Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>			
	Grade 7 57		10,398	421	244	228		
			50,308	1,242	566	522		
			5,611	368	102	76		
			6,374	382	123	97		
	Grade 8 48		26,486	945	484	413		
			2,522	141	73	65		
			12,567	392	163	140		
			3,067	220	80	69		
			147	24	2	0		
			9,900	348	172	132		



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p><b>MAP Data:</b></p> <p>Grades 3-8 completed MAP Math assessments in the spring to assess student growth and improvement by standards. The data below shows a comparison of Achievement Status from the Fall 2022-2023 to Spring 2022-2023. MAP data was synced to IXL to differentiate students' learning skills plan based on individual scores.</p>	



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p><b>Growth and Achievement - All Students</b> Crosstree Academy, Math 8-12</p> <p>Grade _____ Number of Students 534</p> <p>All Grades Growth Median and Distribution</p> <p>49th 21% 19%</p> <p>Achievement Fall 2022-2023 Median and Distribution</p> <p>47% 13% 1%</p> <p>Achievement Spring 2022-2023 Median and Distribution</p> <p>47% 13% 1%</p> <p>Percentiles Key: ● 1st to 20th □ 21st to 40th ● 41st to 60th ● 61st to 80th ● 80th</p> <p>Reported Spring 2022-2023 Tested Fall 2022-2023 - Spring 2022-2023</p>	



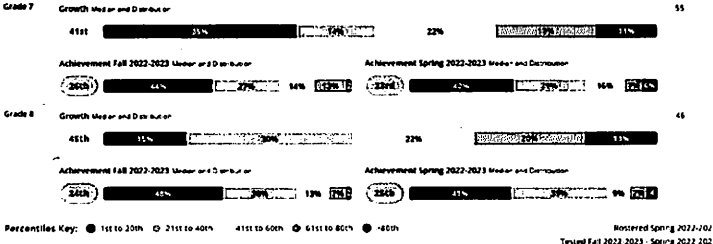


Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p><b>Growth and Achievement by Grade</b> Cross Hill Academy 1 Math K-12</p> <p>Grade</p> <p>Grade 3</p> <p>Growth Median and Distribution</p> <p>Achievement Fall 2022-2023 Median and Distribution</p> <p>Achievement Spring 2022-2023 Median and Distribution</p> <p>Grade 4</p> <p>Growth Median and Distribution</p> <p>Achievement Fall 2022-2023 Median and Distribution</p> <p>Achievement Spring 2022-2023 Median and Distribution</p> <p>Number of Students</p> <p>60</p> <p>63</p>	



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p><b>Grade 5</b> Growth Median and Distribution: 47th, 25%, 20th, 24th, 14th Achievement Fall 2022-2023 Median and Distribution: 28th, 47%, 34%, 3%, 52nd, 84th, 55%, 34%, 17%, 10th <b>Grade 6</b> Growth Median and Distribution: 46th, 25%, 21%, 10th, 17%, 21% Achievement Fall 2022-2023 Median and Distribution: 23th, 33%, 24%, 13%, 51%, 87th, 42%, 34%, 15%, 1st, 8%</p>	



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	 <p><b>iReady Data:</b></p> <p>The I-Ready Diagnostic #3 was administered in the Spring. Compared to the Diagnostic #1 given in the Fall, the school reduced the number of students performing 2 or more grade levels below by 30%. 26% of students are on and/or above grade level up from 7% at the start of the school year.</p>	



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2033 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p>Overall Placement Students Assessed/Total: 332/346</p> <p>Most Recent: 13% 13% 25% Window 1: 1% 6% 25%</p> <p>Legend: ● 44 Students (13%) ● 43 Students (13%) ● 123 Students (37%) ● 66 Students (19%)</p>	



Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?																																																																																																									
	<ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>																																																																																																									
	<table><tr><th>Grade</th><th></th><th>Current Grade-Level Proficiency</th><th>19%</th><th>10%</th><th>44%</th><th>20%</th><th>7%</th><th>Student Assessment Data</th></tr><tr><td rowspan="2">Grade 3</td><td>Most Recent</td><td></td><td>19%</td><td>10%</td><td>44%</td><td>20%</td><td>7%</td><td rowspan="2">58/62</td></tr><tr><td>Window 1</td><td></td><td>2%</td><td>2%</td><td>29%</td><td>31%</td><td>37%</td></tr><tr><td rowspan="2">Grade 4</td><td>Most Recent</td><td></td><td>16%</td><td>11%</td><td>45%</td><td>16%</td><td>11%</td><td rowspan="2">62/65</td></tr><tr><td>Window 1</td><td></td><td>0%</td><td>6%</td><td>32%</td><td>29%</td><td>23%</td></tr><tr><td rowspan="2">Grade 5</td><td>Most Recent</td><td></td><td>14%</td><td>11%</td><td>37%</td><td>23%</td><td>16%</td><td rowspan="2">57/60</td></tr><tr><td>Window 1</td><td></td><td>0%</td><td>5%</td><td>26%</td><td>26%</td><td>29%</td></tr><tr><td rowspan="2">Grade 6</td><td>Most Recent</td><td></td><td>10%</td><td>21%</td><td>43%</td><td>13%</td><td>16%</td><td rowspan="2">52/54</td></tr><tr><td>Window 1</td><td></td><td>6%</td><td>2%</td><td>19%</td><td>32%</td><td>40%</td></tr><tr><td rowspan="2">Grade 7</td><td>Most Recent</td><td></td><td>7%</td><td>14%</td><td>21%</td><td>21%</td><td>36%</td><td rowspan="2">56/57</td></tr><tr><td>Window 1</td><td></td><td>0%</td><td>11%</td><td>20%</td><td>18%</td><td>32%</td></tr><tr><td rowspan="2">Grade 8</td><td>Most Recent</td><td></td><td>13%</td><td>9%</td><td>29%</td><td>12%</td><td>36%</td><td rowspan="2">45/48</td></tr><tr><td>Window 1</td><td></td><td>0%</td><td>4%</td><td>27%</td><td>12%</td><td>56%</td></tr></table>	Grade		Current Grade-Level Proficiency	19%	10%	44%	20%	7%	Student Assessment Data	Grade 3	Most Recent		19%	10%	44%	20%	7%	58/62	Window 1		2%	2%	29%	31%	37%	Grade 4	Most Recent		16%	11%	45%	16%	11%	62/65	Window 1		0%	6%	32%	29%	23%	Grade 5	Most Recent		14%	11%	37%	23%	16%	57/60	Window 1		0%	5%	26%	26%	29%	Grade 6	Most Recent		10%	21%	43%	13%	16%	52/54	Window 1		6%	2%	19%	32%	40%	Grade 7	Most Recent		7%	14%	21%	21%	36%	56/57	Window 1		0%	11%	20%	18%	32%	Grade 8	Most Recent		13%	9%	29%	12%	36%	45/48	Window 1		0%	4%	27%	12%	56%	
Grade		Current Grade-Level Proficiency	19%	10%	44%	20%	7%	Student Assessment Data																																																																																																			
Grade 3	Most Recent		19%	10%	44%	20%	7%	58/62																																																																																																			
	Window 1		2%	2%	29%	31%	37%																																																																																																				
Grade 4	Most Recent		16%	11%	45%	16%	11%	62/65																																																																																																			
	Window 1		0%	6%	32%	29%	23%																																																																																																				
Grade 5	Most Recent		14%	11%	37%	23%	16%	57/60																																																																																																			
	Window 1		0%	5%	26%	26%	29%																																																																																																				
Grade 6	Most Recent		10%	21%	43%	13%	16%	52/54																																																																																																			
	Window 1		6%	2%	19%	32%	40%																																																																																																				
Grade 7	Most Recent		7%	14%	21%	21%	36%	56/57																																																																																																			
	Window 1		0%	11%	20%	18%	32%																																																																																																				
Grade 8	Most Recent		13%	9%	29%	12%	36%	45/48																																																																																																			
	Window 1		0%	4%	27%	12%	56%																																																																																																				



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>																														
	<p><b>Grade 3 Needs Analysis by Domain:</b> Students continue to need additional support in geometry but showed great improvement in Algebra and Algebraic Thinking and Numbers and Operations.</p> <p>● ● Needs Analysis % Students Below Grade Level</p> <table><tr><th>Grade</th><th>NO</th><th>AO</th><th>NS</th><th>SO</th><th>Students Addressed Total</th></tr><tr><td>Grade 3</td><td>64%</td><td>53%</td><td>76%</td><td>81%</td><td>90/82</td></tr><tr><td>Grade 3</td><td>97%</td><td>92%</td><td>92%</td><td>97%</td><td></td></tr></table> <p><b>Grade 4 Needs Analysis by Domain:</b> Students continue to need additional support in geometry and Measurement and Data. They showed improvement in Numbers and Operations.</p> <table><tr><td>Grade 4</td><td>37%</td><td>56%</td><td>70%</td><td>86%</td><td>62/66</td></tr><tr><td>Grade 4</td><td>89%</td><td>79%</td><td>89%</td><td>94%</td><td></td></tr></table> <p><b>Grade 5 Needs Analysis by Domain:</b> Students showed growth in all four domains and continue to need the most support in Geometry and</p>	Grade	NO	AO	NS	SO	Students Addressed Total	Grade 3	64%	53%	76%	81%	90/82	Grade 3	97%	92%	92%	97%		Grade 4	37%	56%	70%	86%	62/66	Grade 4	89%	79%	89%	94%		
Grade	NO	AO	NS	SO	Students Addressed Total																											
Grade 3	64%	53%	76%	81%	90/82																											
Grade 3	97%	92%	92%	97%																												
Grade 4	37%	56%	70%	86%	62/66																											
Grade 4	89%	79%	89%	94%																												

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>																																																															
	<p><b>Measurement and Data.</b></p> <table><tr><td></td><td>Math Record</td><td>74%</td><td>74%</td><td>72%</td><td>70%</td><td></td></tr><tr><td>Grade 5</td><td></td><td></td><td></td><td></td><td></td><td>57/60</td></tr><tr><td></td><td>Numbers 1</td><td>63%</td><td>62%</td><td>61%</td><td>60%</td><td></td></tr></table> <p>Grade 6 Needs Analysis by Domain: Students showed growth in all four domains, the greatest being in Numbers and Operations and Algebra and Algebraic Thinking. Additional support is needed in geometry.</p> <table><tr><td></td><td>Math Record</td><td>69%</td><td>64%</td><td>69%</td><td>77%</td><td></td></tr><tr><td>Grade 6</td><td></td><td></td><td></td><td></td><td></td><td>32/34</td></tr><tr><td></td><td>Numbers 1</td><td>94%</td><td>92%</td><td>88%</td><td>92%</td><td></td></tr></table> <p>Grade 7 Needs Analysis by Domain: Students showed growth in all four domains, the greatest being in Geometry and Algebra and Algebraic Thinking. Additional support is needed in Numbers and Operations.</p> <table><tr><td></td><td>Math Record</td><td>80%</td><td>75%</td><td>64%</td><td>79%</td><td></td></tr><tr><td>Grade 7</td><td></td><td></td><td></td><td></td><td></td><td>56/57</td></tr><tr><td></td><td>Numbers 1</td><td>84%</td><td>91%</td><td>79%</td><td>91%</td><td></td></tr></table>		Math Record	74%	74%	72%	70%		Grade 5						57/60		Numbers 1	63%	62%	61%	60%			Math Record	69%	64%	69%	77%		Grade 6						32/34		Numbers 1	94%	92%	88%	92%			Math Record	80%	75%	64%	79%		Grade 7						56/57		Numbers 1	84%	91%	79%	91%		
	Math Record	74%	74%	72%	70%																																																												
Grade 5						57/60																																																											
	Numbers 1	63%	62%	61%	60%																																																												
	Math Record	69%	64%	69%	77%																																																												
Grade 6						32/34																																																											
	Numbers 1	94%	92%	88%	92%																																																												
	Math Record	80%	75%	64%	79%																																																												
Grade 7						56/57																																																											
	Numbers 1	84%	91%	79%	91%																																																												

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>																					
	<p>Grade 8 Needs Analysis by Domain: Students showed growth in all four domains with a change from 90% or above of students below grade level in all four domains to 69-79% of students still below grade level.</p> <table><tr><td></td><td>Level 1</td><td>69%</td><td>78%</td><td>69%</td><td>78%</td><td></td></tr><tr><td>Grade 8</td><td></td><td></td><td></td><td></td><td></td><td>45/48</td></tr><tr><td></td><td>Domain 1</td><td>91%</td><td>92%</td><td>92%</td><td>96%</td><td></td></tr></table> <p>Following the spring math assessments, the assistant principal and instructional coach shared the goal setting sheet that highlighted students' strengths and weaknesses that students needed additional support with. Teachers used the goal setting sheets with students to engage in data chats and create goals for the 2023-2024 school year. The goal setting sheets will be given to students' 2023-2024 teachers. Teachers received support with the data sheet of the stations during weekly PLC and common planning meetings. The instructional coach met with teachers who requested modeling.</p>		Level 1	69%	78%	69%	78%		Grade 8						45/48		Domain 1	91%	92%	92%	96%		
	Level 1	69%	78%	69%	78%																		
Grade 8						45/48																	
	Domain 1	91%	92%	92%	96%																		





Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p>Teachers identified students in grades 3-8 who would benefit from attending the Summer Programs offered based on the assessments and classroom observation.</p>	
Grade 8 Science Index #150	<p>Grade 8 Earth Science Strategies to Support Student Achievement</p> <ul style="list-style-type: none"><li>• Increased use of Exit tickets</li><li>• Implementing RACE Strategy (restate, answer, cite, explain) during short response activities.</li><li>• Teacher-created tests.</li><li>• Hands-on scientific experiments and observation activities.</li><li>• The teacher attends bi-weekly PDs provided by the administrative team that focuses on the district foci.</li></ul>	<ul style="list-style-type: none"><li>• Earth Science teacher will continue to receive weekly lesson plan feedback.</li><li>• Earth science teacher will meet weekly with the assistant principal for instructional support. During weekly planning, they will collaborate to create standards based formative and summative assessments.</li><li>• The teacher will collaborate with the instructional coach and assistant principal to create a curriculum map and pacing guide to establish two year Earth Science course</li><li>• The earth science teacher will receive support from the Science and Social Studies Executive Director.</li></ul>



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p>Receives weekly lesson plan feedback and meets with the Assistant Principal and instructional coach for instructional planning.</p> <p><b>Data and Assessments:</b> Report shown in student On-Track Data for 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.</p> <p>On-track Data - Not available at the time of this report</p> <p>5 students out of 44 students who took the Earth Science Regents exam received a passing score. 10 students were eligible and received the COVID regents appeal.</p> <p>Four students who were not eligible for the Earth Science Regents due to incomplete lab requirements, took the Grade 8 science exam.</p>	<ul style="list-style-type: none"><li>• When comparing the On-Track Data from Quarterly Report 3 to the Regents Data, the data is not consistent. Many students were On Track academically but did not pass the Earth Science Regents exam. The assistant principal, instructional coach, and Earth Science teacher will discuss potential root causes for the misalignment in data and identify a change idea to address the root cause.</li></ul>



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
<p>#100 3-8 ELA All Students Core Subject Performance Index</p>	<p><b>Professional Growth and Development:</b> Teachers were provided Professional Learning opportunities bi-weekly from the school to enhance their tools for:</p> <ul style="list-style-type: none"> <li>• The District's 2022/23 Instructional Foci: Accountable Talk, Checks for Understanding, and Critical Thinking</li> <li>• Data analysis and reflection</li> <li>• Extended Response Writing</li> <li>• Questioning Techniques</li> <li>• Data Conversations and Goal Setting with Students</li> </ul> <p>Teachers in grades 3-4 continued to work with our Teaching Matters Consultant. The focus has been on writing extended responses based on a prompt aligned to a text(s). The consultant worked with teachers to identify the structure of extended response prompts, opportunities to engage in extended response writing aligned to Benchmark curriculum, modeling how students should unpack and outline an extended response prompt, and</p>	<ul style="list-style-type: none"> <li>• Triangulate Spring MAP data, Benchmark Data, item analysis from NYS ELA exam to identify standards that students understand and areas for support</li> <li>• Compare standards identified during data triangulation to Project Acceleration standards and standards students have historically done well with or needed support with</li> <li>• Will use this data to inform professional learning aligned to district foci – accountable talk, checks for understanding, and critical thinking as well as school specific professional learning around unpacking the standards, actionable feedback, and differentiation</li> <li>• As we engage in professional learning around unpacking the standards, we will use resources that demonstrate the progression of</li> </ul>



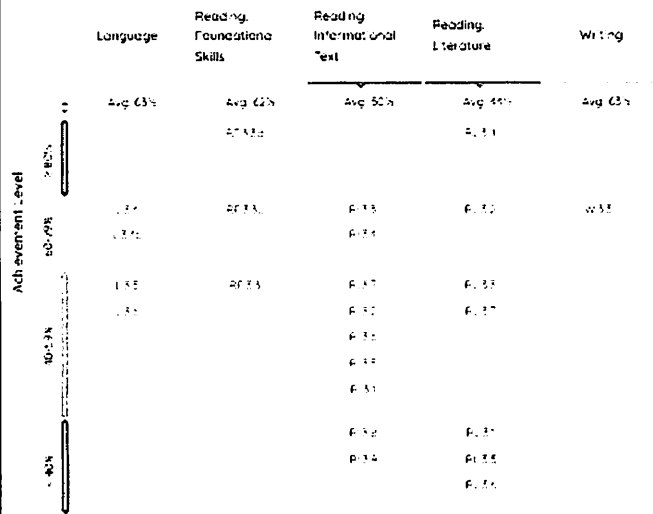
Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p>how to engage students with peer assessment / evaluation. We will continue to focus on writing for the 2023-2024. Professional learning about using actionable feedback will be provided to teachers.</p> <p>Teachers in grades 5-8 continued to work with the District Executive Director of ELA on guided reading and small group instruction. We continued to include an instructional block in the afternoon dedicated to small group instruction. During weekly PLC meetings, we continued to focus on extended response writing. 5<sup>th</sup> grade focused on using textual evidence to support the claim. 6<sup>th</sup>-8<sup>th</sup> grade focused on writing using textual evidence and ideas from both texts to respond to the prompt. Based on review of student work and teacher input, we will focus on providing actionable feedback (self, peer, and teacher feedback) during the 2023-2024 school year.</p>	<p>ELA standards so that teachers can better understand what students are expected to master at each grade level</p> <ul style="list-style-type: none"><li>• During the 2022-2023 school year, teachers in grades 3-4 only had one PLC meeting and one common planning meeting a week. This meant we had to split the PLC time between ELA and math which was challenging. For the 2023-2024 school year, time will be build into the schedule for teachers to meet with their grade teams for ELA PLC, math PLC, and common planning.</li><li>• The data described previously will be used to inform daily small group instruction.</li><li>• IXL will be used more strategically to address skills that are aligned to specific standards identified as areas of needs.</li><li>• A data tracker will be implemented to monitor student progress on grade level standards. A section of the data tracker will include the</li></ul>



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p>The Instructional Coach works with all teachers, across all grade levels.</p> <p>The ENL teacher pushes into ELA classes to support the ENL students during ELA instruction.</p> <p>Teachers continue to implement the district's foci.</p> <p><u>Data and Assessments:</u> In grades 3-6 Benchmark Interim 4 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.</p> <p>Grade 3 – Benchmark Interim Assessment #4</p>	<p>specific skills students are working on using IXL. In addition, the data tracker will also be used to support SGI</p> <ul style="list-style-type: none"> <li>• The short answer and extended response resources developed in collaboration with the Teaching Matters consultant will be implemented earlier in the school year. A data tracker will be implemented to monitor student progress related to writing. This tracker will be used to inform actionable feedback as well as differentiated resources to support student progress.</li> <li>• Teachers will use station test sophistication resources throughout the year to support student mastery of grade appropriate standards. This will also support students in becoming comfortable using CBT Tools and typing their written responses</li> </ul>



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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 style="list-style-type: none"><li>• Students continue to struggle with the standards related to informational text and literature. However, students have demonstrated growth since Benchmark assessment #3. On the previous assessment less than 40% of students demonstrated mastery on all informational text standards except RI.5. On assessment #4, students demonstrated progress on all informational text standards except RI.3.8 and RI.3.9. In the 2023-2024 school year, professional learning will be provided to support teachers in unpacking the standards and strategic checks for understanding to ensure student progress related to standards where students need additional support.</li></ul>	<ul style="list-style-type: none"><li>• The Teaching Matters consultant will continue to provide ELA support. She will focus on providing support with guided reading and writing in response to text prompts.</li><li>• Assistant Superintendent and ELA Executive Director will continue to provide support.</li><li>• In November, students will take the Benchmark Interim Assessment #2. Data from the assessment as well as class data from the data trackers will be used to assess student progress. Adjustments to instruction or professional learning will be made if necessary</li><li>• In January, students will complete the NYS ELA Datamate Practice exam. Data from the assessment as well as class data from the data trackers will be used to assess student progress. Adjustments to instruction or professional learning will be made if necessary</li></ul>



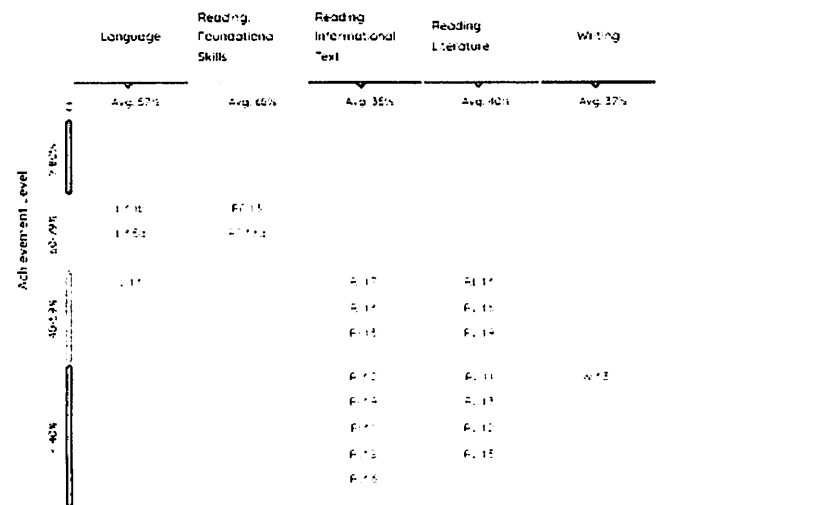
#### Grade 4 – Benchmark Interim Assessment #4

- Students demonstrated progress on the standards related to reading informational text. There appears to be a decline in progress in standards related to literature. In the 2023-2024 school year, we will review the types of questions that were asked for each of the standards. By better understanding how students were assessed for each of the standards, we can determine how to better align daily



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p>tasks and classroom assessments so that students are better prepared to demonstrate mastery.</p>	



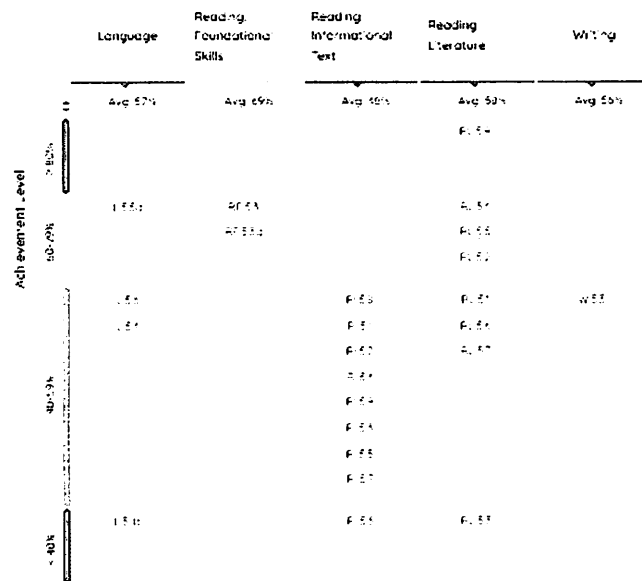


#### Grade 5 – Benchmark Interim Assessment #4

- Students made progress on standards related to informational text and literature. On Interim Assessment #3, less than 40% of students demonstrated mastery on standards related to informational text and literature compared to interim assessment #4 that only has RI.5.6 and RL.5.3 with less than 40% of students demonstrating mastery. In the 2023-2024 school year, professional learning will be provided to support teachers in unpacking the standards and strategic checks for understanding to ensure student progress related to standards where students need additional support.



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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 style="list-style-type: none"><li>• Students demonstrated progress on the standards related to literature (RL 5.9). On Interim Assessment #3 the achievement level was &lt;40% and is now greater than 80%.</li></ul>	



#### Grade 6 – Benchmark Interim Assessment #4

- Students continue to struggle with the standards related informational text. In the 2023-2024 school year, professional learning will be provided to support teachers in unpacking the standards and strategic checks for understanding to ensure student progress related to standards where students need additional support.



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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 style="list-style-type: none"><li>• Students demonstrated progress in the standards related to writing and language. On Interim Assessment #3 the achievement level was 40-59% on literature standards and is now 60-79%</li></ul>	



Achievement Level	Language	Reading Informational Text	Reading Literature	Writing
	Avg. 65%	Avg. 51%	Avg. 55%	Avg. 60%
Level 1				
Level 2				
Level 3				
Level 4				
Level 5				
Level 6				
Level 7				
Level 8				
Level 9				
Level 10				
Level 11				
Level 12				
Level 13				
Level 14				
Level 15				
Level 16				
Level 17				
Level 18				
Level 19				
Level 20				
Level 21				
Level 22				
Level 23				
Level 24				
Level 25				
Level 26				
Level 27				
Level 28				
Level 29				
Level 30				
Level 31				
Level 32				
Level 33				
Level 34				
Level 35				
Level 36				
Level 37				
Level 38				
Level 39				
Level 40				
Level 41				
Level 42				
Level 43				
Level 44				
Level 45				
Level 46				
Level 47				
Level 48				
Level 49				
Level 50				
Level 51				
Level 52				
Level 53				
Level 54				
Level 55				
Level 56				
Level 57				
Level 58				
Level 59				
Level 60				
Level 61				
Level 62				
Level 63				
Level 64				
Level 65				
Level 66				
Level 67				
Level 68				
Level 69				
Level 70				
Level 71				
Level 72				
Level 73				
Level 74				
Level 75				
Level 76				
Level 77				
Level 78				
Level 79				
Level 80				
Level 81				
Level 82				
Level 83				
Level 84				
Level 85				
Level 86				
Level 87				
Level 88				
Level 89				
Level 90				
Level 91				
Level 92				
Level 93				
Level 94				
Level 95				
Level 96				
Level 97				
Level 98				
Level 99				
Level 100				

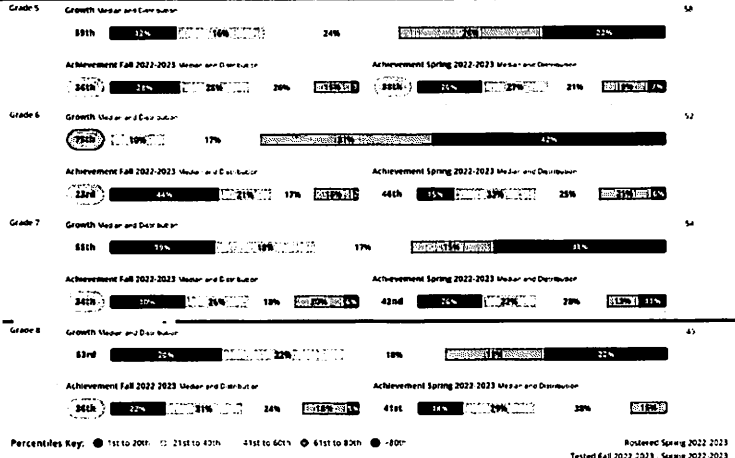
Grades 3-8 completed MAP Reading assessments in the spring to assess student growth and improvement by standards. The data below shows a comparison of Achievement Status from the Fall 2022-2023 to Spring 2022-2023.



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p><b>Growth and Achievement - All Students</b> CROSSHILL ACADEMY   Reading</p> <p>Grade _____ Number of Students: 152</p> <p>Attainment: Growth: Median and Distribution</p> <p>67th 31% 17th 11% 18% 21% 27%</p> <p>Achievement Fall 2022-2023 Median and Distribution</p> <p>31st 32% 29% 21% 24% 28% 28th 28% 21% 23% 24% 25%</p> <p>Achievement Spring 2022-2023 Median and Distribution</p> <p>31st 32% 29% 21% 24% 28% 28th 28% 21% 23% 24% 25%</p> <p>Percentiles key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● 80th</p> <p>Entered Spring 2022-2023 Tested Fall 2022-2023 - Spring 2022-2023</p>	

Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p><b>Growth and Achievement by Grade</b> Crosshill Academy   Reading</p> <p>Grade</p> <p>Grade 3</p> <p>Growth Median and Distribution</p> <p>471b 20% 20% 18% 24%</p> <p>Achievement Fall 2022-2023 Median and Distribution</p> <p>22nd 45% 22% 23 10% 32nd 35% 25% 10% 30% 4%</p> <p>Grade 4</p> <p>Growth Median and Distribution</p> <p>481b 22% 18% 16% 22%</p> <p>Achievement Fall 2022-2023 Median and Distribution</p> <p>24th 45% 22% 21 37th 37% 24% 16% 35% 3%</p> <p>Number of Students 60</p>	



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
		





Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p>Teachers implemented the use of IXL for reading (students RIT score from MAP used to create personal study plans for students) for access over summer break if available. IXL was 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 item analysis when available with the IXL skills to identify additional support for skills not yet mastered. The students have mastered 5,105 skills through IXL and are proficient in 5,631 skills.</p>	



SKILL PROGRESS					
		Total questions answered	Skills practiced	Skills proficient	Skills mastered
Grade 3 62		31,663	1,209	686	598
		35,181	1,070	511	448
		1,993	121	67	63
		903	78	31	31
		95	10	0	0
Grade 4 65		31,747	1,210	705	630
		54,552	1,898	1,033	933
		1,930	118	52	47
		2,394	165	57	53
		696	28	9	7



Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?					Drawing from the information provided in the <b>Final Report and Reflection on Activities</b> , what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?				
	<ul style="list-style-type: none"> <li>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>					<ul style="list-style-type: none"> <li>Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>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		2,496	157	73	65				
			375,908	5,030	2,815	2,562				
		1,306	72	30	27					
		1,067	99	36	33					
		1,290	39	22	20					
	Grade 6		4,423	217	110	100				
			92,027	1,072	543	500				
		103	9	3	3					
		151	22	4	4					
		244	6	5	4					



Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?					Drawing from the information provided in the <b>Final Report and Reflection on Activities</b> , what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?				
	<ul style="list-style-type: none"> <li>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>					<ul style="list-style-type: none"> <li>Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>				
	Grade 7 ELA	10,398	421	244	228					
		50,308	1,242	566	522					
		5,611	368	102	76					
		6,374	382	123	97					
		26,486	945	484	413					
	Grade 8 ELA	2,522	141	73	65					
		12,567	392	163	140					
		3,067	220	80	69					
		147	24	2	0					
		9,900	348	172	132					



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p>For grades 7 and 8, the teacher used CommonLit, as well as DataMate to create small groups for small group instruction and stations.</p> <p>As a result of analyzing the Benchmark Interim 4 Assessment, MAP Reading Data and Project Acceleration, the assistant principal and instructional coach developed ELA expectations to prepare students for the upcoming school year. The assistant principal and instructional coach developed goal setting sheets for the teachers to use with the students so that they were able to track their goals from September to June and show areas of strength and areas of weakness. Teachers received support with the implementation of the goal setting and interpreting the data during weekly PLC and common planning meetings. The instructional coach met with teachers who requested modeling. During weekly PLC meetings, we discussed grade level data and class data. We also discussed how to provide rubric aligned feedback to students. Teachers continue to collect and analyze student data and identify areas of improvement across grade levels, class wide, and individually.</p>	



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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 identified students in grades 3-8 who would benefit from attending the Summer Programs offered based on the assessments and classroom observation.	

**Part III – Demonstrable Improvement 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, action steps, goals, and commitments to support progress toward the Demonstrable Improvement Indicator targets.*

Final Report with Reflection on Lead Strategies Utilized during April 29, 2023 – June 30, 2023	2023-2024 School Year Continuation Plan for Meeting this Indicator
---	--



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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	<p>During Common Planning teachers review an excel sheet with updated attendance for each student and provide information about reason(s) why students are absent.</p> <p>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.</p> <p>PowerSchool clerk sends monthly letters to student homes indicating their attendance record for the previous month.</p> <p>PowerSchool clerk and school counselor contact families of students with excessive number of absences.</p> <p>Teachers utilize Class Dojo and Remind to communicate with parents. Pupil Support Team reports to the CET.</p> <p>Monthly attendance team meetings with Pupil Support Staff. This was implemented based on feedback from the NYSED School Support Partner.</p>	<ul style="list-style-type: none"><li>• With the attendance team, identify the students that were chronically absent during the 2022-2023 school year</li><li>• Engage families in attendance meeting using academic data from the previous year to demonstrate the impact that attendance has on student outcomes</li><li>• Use resources from Attendance Works to support attendance team meetings as well as meetings with families and overall strategies to address CA.</li><li>• Have weekly attendance meetings. Members of the attendance team will be responsible for specific grades to better ensure follow up and follow through around attendance. There were differences in chronic absenteeism trends by grade.</li></ul>



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>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>																																																																																																
	<p>Principal sends out frequent ConnectEd messages about the importance of daily attendance.</p> <p>To reinforce the need for attendance improvement, middle school students had an honor roll assembly and received certificates for good and improved attendance. With support from the PTA, we celebrated students with 95%+ attendance and gave out certificates and ice cream in June.</p> <p>As part of the PBIS Plan, students continue to earn Dojo points for perfect attendance and improved attendance.</p> <p>A retired YPD Detective makes home visits to those students identified by the school.</p>	<table><tr><th colspan="2"></th><th colspan="6">Number and Percentage of Students Who Were Absent</th><th colspan="2">Average Number of Days Absent to Date</th></tr><tr><th>Subgroup Name</th><th>Attendance Days to Date</th><th>Students Enrolled for at Least One Day During the School Year</th><th>0-4% of Enrolled School Days Percent = (d/c) * 100</th><th>5-9% of Enrolled School Days (At-Risk of becoming Chronically Absent) Percent = (e/c) * 100</th><th>10% or More of Enrolled School Days (Chronically Absent) Percent = (f/c) * 100</th><th>10% or More of Enrolled School Days (Chronically Absent) Percent = (g/c) * 100</th><th>10% or More of Enrolled School Days (Chronically Absent) Percent = (h/c) * 100</th><th>All Students</th><th>Chronically Absent Students Only</th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th><th>e</th><th>f</th><th>g</th><th>h</th><th>i</th><th>j</th></tr><tr><td>Grade 03</td><td>0</td><td>72</td><td>11</td><td>15.3 %</td><td>23</td><td>31.9 %</td><td>33</td><td>45.8 %</td><td>18.74</td><td>28.95</td></tr><tr><td>Grade 04</td><td>0</td><td>70</td><td>15</td><td>21.4 %</td><td>23</td><td>32.9 %</td><td>32</td><td>45.7 %</td><td>19.21</td><td>30.41</td></tr><tr><td>Grade 05</td><td>0</td><td>66</td><td>18</td><td>27.3 %</td><td>20</td><td>30.3 %</td><td>28</td><td>42.4 %</td><td>14.71</td><td>22.71</td></tr><tr><td>Grade 06</td><td>0</td><td>59</td><td>14</td><td>23.7 %</td><td>19</td><td>32.2 %</td><td>21</td><td>35.6 %</td><td>17.58</td><td>30.50</td></tr><tr><td>Grade 07</td><td>0</td><td>60</td><td>23</td><td>38.3 %</td><td>14</td><td>23.3 %</td><td>21</td><td>35.0 %</td><td>16.40</td><td>32.14</td></tr><tr><td>Grade 08</td><td>0</td><td>53</td><td>12</td><td>22.6 %</td><td>22</td><td>41.5 %</td><td>21</td><td>39.6 %</td><td>21.24</td><td>40.62</td></tr></table> <ul style="list-style-type: none"><li>Continue to have teachers review attendance data weekly during common planning</li><li>Build relationships with families through school-wide events such as a Back to School Barbecue, STEAM Night, Multicultural Night, Holiday Event. At these events, we will work with families to establish relationships and communicate that this is a partnership for student success</li><li>Establish consistent celebrations for student attendance that recognizes improvement as well as consistent attendance</li><li>Identify a school aide to make phone calls home to determine the root causes for why students are absent so that information can be discussed at weekly</li></ul>			Number and Percentage of Students Who Were Absent						Average Number of Days Absent to Date		Subgroup Name	Attendance Days to Date	Students Enrolled for at Least One Day During the School Year	0-4% of Enrolled School Days Percent = (d/c) * 100	5-9% of Enrolled School Days (At-Risk of becoming Chronically Absent) Percent = (e/c) * 100	10% or More of Enrolled School Days (Chronically Absent) Percent = (f/c) * 100	10% or More of Enrolled School Days (Chronically Absent) Percent = (g/c) * 100	10% or More of Enrolled School Days (Chronically Absent) Percent = (h/c) * 100	All Students	Chronically Absent Students Only	a	b	c	d	e	f	g	h	i	j	Grade 03	0	72	11	15.3 %	23	31.9 %	33	45.8 %	18.74	28.95	Grade 04	0	70	15	21.4 %	23	32.9 %	32	45.7 %	19.21	30.41	Grade 05	0	66	18	27.3 %	20	30.3 %	28	42.4 %	14.71	22.71	Grade 06	0	59	14	23.7 %	19	32.2 %	21	35.6 %	17.58	30.50	Grade 07	0	60	23	38.3 %	14	23.3 %	21	35.0 %	16.40	32.14	Grade 08	0	53	12	22.6 %	22	41.5 %	21	39.6 %	21.24	40.62
		Number and Percentage of Students Who Were Absent						Average Number of Days Absent to Date																																																																																										
Subgroup Name	Attendance Days to Date	Students Enrolled for at Least One Day During the School Year	0-4% of Enrolled School Days Percent = (d/c) * 100	5-9% of Enrolled School Days (At-Risk of becoming Chronically Absent) Percent = (e/c) * 100	10% or More of Enrolled School Days (Chronically Absent) Percent = (f/c) * 100	10% or More of Enrolled School Days (Chronically Absent) Percent = (g/c) * 100	10% or More of Enrolled School Days (Chronically Absent) Percent = (h/c) * 100	All Students	Chronically Absent Students Only																																																																																									
a	b	c	d	e	f	g	h	i	j																																																																																									
Grade 03	0	72	11	15.3 %	23	31.9 %	33	45.8 %	18.74	28.95																																																																																								
Grade 04	0	70	15	21.4 %	23	32.9 %	32	45.7 %	19.21	30.41																																																																																								
Grade 05	0	66	18	27.3 %	20	30.3 %	28	42.4 %	14.71	22.71																																																																																								
Grade 06	0	59	14	23.7 %	19	32.2 %	21	35.6 %	17.58	30.50																																																																																								
Grade 07	0	60	23	38.3 %	14	23.3 %	21	35.0 %	16.40	32.14																																																																																								
Grade 08	0	53	12	22.6 %	22	41.5 %	21	39.6 %	21.24	40.62																																																																																								





Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
		<p>attendance meetings and potential ways to address root causes can be implemented</p> <ul style="list-style-type: none"><li>• Principal will continue to make ConnectED calls about the importance of attendance</li></ul> <p>The strategies and action steps listed above are in alignment with recommendations from Attendanceworks.org.</p>



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
		<p><b>Principals</b> can create a culture of attendance in their school and marshal the data to intervene with students who are missing too much school. Principals should consult the <a href="#">Teaching for Schools</a> page on the Attendance Works website for five essential strategies to reduce chronic absence:</p> <ul style="list-style-type: none"><li>▪ Recognize good and improved attendance</li><li>▪ Engage students and families</li><li>▪ Monitor attendance data and practice</li><li>▪ Provide personalized early outreach</li><li>▪ Develop programmatic responses to barriers to attendance</li></ul> <p>During the 2022-2023 school year, we were able to improve average daily attendance and reduce chronic absenteeism. Chronic absenteeism was 54.5% in 2021-2022 and 42.9% in 2022-2023. By beginning outreach to families of students who were chronically absent during the 2022-2023 school year early next year, we will be able to stress the importance of improving attendance as well as identify potential barriers for student attendance for individual students. We will be increasing the frequency of attendance team meetings from monthly to weekly which will allow for greater</p>



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
		<p>monitoring of students who could become chronically absent and addressing individual student needs more immediately. By strategically building on the work that we did with teachers, the Powerschool clerk, and attendance team this past year, we hope to continue to reduce chronic absenteeism.</p>
#102 3-8 ELA Black Core Subject PI	<p><u>Professional Growth and Development</u></p> <p>Teachers in grades 3-4 continued to work with our Teaching Matters Consultant. The focus has been on writing extended responses based on a prompt aligned to a text(s). The consultant worked with teachers to identify the structure of extended response prompts, opportunities to engage in extended response writing aligned to Benchmark curriculum, modeling how students should unpack and outline an extended response prompt, and how to engage students with peer assessment / evaluation. We will continue to focus on writing for the 2023-2024. Professional learning about using actionable feedback will be provided to teachers.</p>	<ul style="list-style-type: none"><li>• In addition to the strategies and action steps listed for #100 3-8 ELA All Students Core Subject Performance Index, the following strategies and action steps will be implemented to support improvement for Black students.</li><li>• Triangulate Spring MAP data, Benchmark Data, item analysis from NYS ELA exam to identify standards that Black students understand and areas for support. Compare this data for Black students to the overall performance of their peers. If there is a difference in the data, the CET / Data Team will work with teachers to identify potential root causes for why there are differences in the data. Potential change idea strategies will be implemented and monitored</li><li>• 33% Black students are chronically absent in comparison to 42.9% for the overall school.</li><li>• According to MAP Reading Growth and Achievement data, Black students typically performed better than their peers. However, in previous years, Black</li></ul>



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p>Teachers in grades 5-8 continued to work with the District Executive Director of ELA on guided reading and small group instruction. We continued to include an instructional block in the afternoon dedicated to small group instruction. During weekly PLC meetings, we continued to focus on extended response writing. 5<sup>th</sup> grade focused on using textual evidence to support the claim. 6<sup>th</sup>-8<sup>th</sup> grade focused on writing using textual evidence and ideas from both texts to respond to the prompt. Based on review of student work and teacher input, we will focus on providing actionable feedback (self, peer, and teacher feedback) during the 2023-2024 school year.</p> <p>The Instructional Coach works closely with probationary teachers as requested by administration following learning walks and review of lesson plans. The instructional coach supports the teachers with implementing feedback. Teachers will also seek out support from the instructional coach. In addition, if a strategy is discussed and reviewed during a PLC meeting and teachers would like to see that strategy modeled to support their implementation the instructional coach will provide modeling.</p>	<p>students have not demonstrated a level of proficiency that is similar to their peers on NYS ELA exams. To better understand why Black students are not performing as well as their peers on State Exams, we will conduct student empathy surveys as well as have focus groups to better understand their educational experience. This information will be used to identify potential root causes for differences seen in the data as well as change ideas to promote student success.</p> <ul style="list-style-type: none"><li>• With the support of the Teaching Matters consultant, we will identify more culturally responsive texts to supplement the ELA curriculum. We will also discuss ways to develop culturally responsive learning experiences and tasks during weekly ELA PLCs.</li><li>• CET as well as teacher teams will review Black student data from the January NYS ELA Datamate Practice exam. Adjustments to instruction or professional learning will be made if necessary</li></ul>

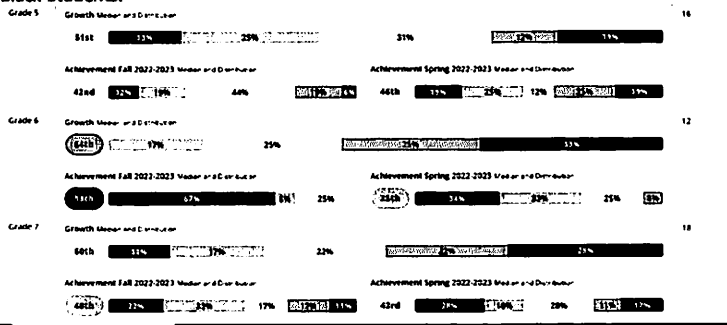


Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p><b>Data and Assessments:</b> Grades 3-8 completed MAP Reading assessments in the spring to assess student growth and improvement by standards. The data below shows a comparison of Achievement Status from the Fall 2022-2023 to Spring 2022-2023.</p> <p>Overall Student Population – Growth 57<sup>th</sup> percentile; Achievement – 36<sup>th</sup> percentile</p> <p><b>All Black Students:</b> <b>Growth and Achievement - All Students</b> Cross the Academy   Page #8</p> <p>Grade</p> <p>All Grades Growth Median and Distribution</p> <p>55th 35% 27% 21% 14% 8% 4% 2% 1% 0% 0% 0% 0% 0%</p> <p>Achievement Fall 2022-2023 Median and Distribution</p> <p>27th 35% 27% 21% 14% 8% 4% 2% 1% 0% 0% 0% 0% 0%</p> <p>Achievement Spring 2022-2023 Median and Distribution</p> <p>37th 22% 17% 11% 7% 4% 2% 1% 0% 0% 0% 0% 0% 0%</p> <p>Percentiles Key: ● 1st to 2nd ● 2nd to 4th ● 4th to 6th ● 6th to 8th ● 8th to 10th</p> <p>Assessed Spring 2022-2023 Testing Fall 2022-2023 - Spring 2022-2023</p>	

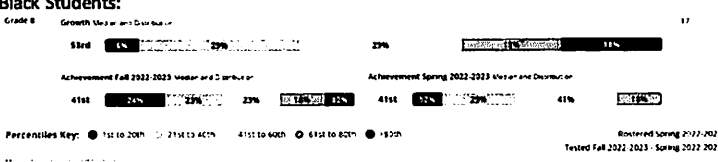


Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p>All students 3<sup>rd</sup> Grade – Growth 47<sup>th</sup> percentile; Achievement – 32<sup>nd</sup> percentile All students 4<sup>th</sup> Grade – Growth 48<sup>th</sup> percentile; Achievement – 27<sup>th</sup> percentile</p> <p><b>Black Students:</b> Growth and Achievement by Grade Criminall Academy   Reading</p> <p>Grade</p> <p>Grade 3</p> <p>Growth Median and Distribution</p> <p>48th 22% 19% 13% 25% 24% 20% 16% 12% 8%</p> <p>Achievement Fall 2022-2023 Median and Distribution</p> <p>32nd 33% 19% 12% 22% 25th 24% 20% 16% 12% 8%</p> <p>Grade 4</p> <p>Growth Median and Distribution</p> <p>56th 44% 18% 14% 10% 8%</p> <p>Achievement Fall 2022-2023 Median and Distribution</p> <p>31st 44% 18% 14% 10% 8%</p> <p>Achievement Spring 2022-2023 Median and Distribution</p> <p>31st 55% 20% 15% 10% 8%</p> <p>All students 5<sup>th</sup> Grade – Growth 59<sup>th</sup> percentile; Achievement – 38<sup>th</sup> percentile</p>	



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>																																					
	<p>All students 6<sup>th</sup> Grade – Growth 75<sup>h</sup> percentile; Achievement – 44<sup>th</sup> percentile All students 7<sup>th</sup> Grade – Growth 55<sup>th</sup> percentile; Achievement – 42<sup>nd</sup> percentile</p> <p><b>Black Students:</b></p>  <p>The charts display data for Black students across three grades. For each grade, there are two main sections: 'Growth Median and Distribution' and 'Achievement Fall 2022-2023 Median and Distribution' (or Spring 2022-2023). The bars represent the percentage of students in each category, with specific percentile values labeled on the bars.</p> <table><tr><th>Grade</th><th>Metric</th><th>Category</th><th>Percentage</th></tr><tr><td rowspan="4">Grade 5</td><td rowspan="2">Growth Median and Distribution</td><td>81st</td><td>13%</td></tr><tr><td>25th</td><td>31%</td></tr><tr><td rowspan="2">Achievement Fall 2022-2023 Median and Distribution</td><td>42nd</td><td>12%</td></tr><tr><td>44th</td><td>11%</td></tr><tr><td rowspan="4">Grade 6</td><td rowspan="2">Growth Median and Distribution</td><td>81st</td><td>13%</td></tr><tr><td>25th</td><td>31%</td></tr><tr><td rowspan="2">Achievement Fall 2022-2023 Median and Distribution</td><td>42nd</td><td>12%</td></tr><tr><td>44th</td><td>11%</td></tr><tr><td rowspan="4">Grade 7</td><td rowspan="2">Growth Median and Distribution</td><td>81st</td><td>13%</td></tr><tr><td>25th</td><td>31%</td></tr><tr><td rowspan="2">Achievement Fall 2022-2023 Median and Distribution</td><td>42nd</td><td>12%</td></tr><tr><td>44th</td><td>11%</td></tr></table>	Grade	Metric	Category	Percentage	Grade 5	Growth Median and Distribution	81st	13%	25th	31%	Achievement Fall 2022-2023 Median and Distribution	42nd	12%	44th	11%	Grade 6	Growth Median and Distribution	81st	13%	25th	31%	Achievement Fall 2022-2023 Median and Distribution	42nd	12%	44th	11%	Grade 7	Growth Median and Distribution	81st	13%	25th	31%	Achievement Fall 2022-2023 Median and Distribution	42nd	12%	44th	11%	
Grade	Metric	Category	Percentage																																				
Grade 5	Growth Median and Distribution	81st	13%																																				
		25th	31%																																				
	Achievement Fall 2022-2023 Median and Distribution	42nd	12%																																				
		44th	11%																																				
Grade 6	Growth Median and Distribution	81st	13%																																				
		25th	31%																																				
	Achievement Fall 2022-2023 Median and Distribution	42nd	12%																																				
		44th	11%																																				
Grade 7	Growth Median and Distribution	81st	13%																																				
		25th	31%																																				
	Achievement Fall 2022-2023 Median and Distribution	42nd	12%																																				
		44th	11%																																				



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p>All students 8<sup>th</sup> Grade – Growth 53<sup>rd</sup> percentile; Achievement – 41<sup>st</sup> percentile</p> <p><b>Black Students:</b></p>  <p>Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● 81st</p> <p>Reviewed Spring 2022-2023 Tested Fall 2022-2023 - Spring 2022-2023</p>	
#103 3-8 ELA Hispanic Core Subject PI	<p><b>Professional Growth and Development:</b></p> <p>Teachers in grades 3-4 continued to work with our Teaching Matters Consultant. The focus has been on writing extended responses based on a prompt aligned to a text(s). The consultant worked with teachers to identify the structure of extended response prompts, opportunities to engage in extended response writing aligned to Benchmark curriculum, modeling how students should unpack and outline an extended response prompt, and how to engage students with peer assessment / evaluation. We will</p>	<ul style="list-style-type: none"> <li>• In addition to the strategies and action steps listed for #100 3-8 ELA All Students Core Subject Performance Index, the following strategies and action steps will be implemented to support improvement for Hispanic students.</li> <li>• Triangulate Spring MAP data, Benchmark Data, item analysis from NYS ELA exam to identify standards that Hispanic students understand and areas for support. Compare this data for Hispanic students to the overall performance of their peers. If there is a difference in the data, the CET / Data Team will work</li> </ul>



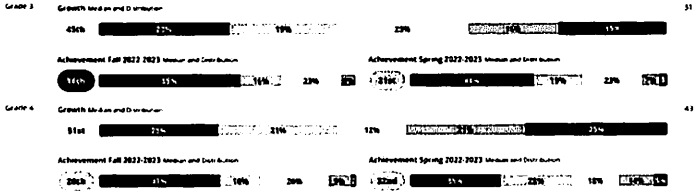


Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p>continue to focus on writing for the 2023-2024. Professional learning about using actionable feedback will be provided to teachers.</p> <p>Teachers in grades 5-8 continued to work with the District Executive Director of ELA on guided reading and small group instruction. We continued to include an instructional block in the afternoon dedicated to small group instruction. During weekly PLC meetings, we continued to focus on extended response writing. 5<sup>th</sup> grade focused on using textual evidence to support the claim. 6<sup>th</sup>-8<sup>th</sup> grade focused on writing using textual evidence and ideas from both texts to respond to the prompt. Based on review of student work and teacher input, we will focus on providing actionable feedback (self, peer, and teacher feedback) during the 2023-2024 school year.</p> <p>The ENL teacher pushes into ELA classes to support the ENL students during ELA instruction.</p> <p><u>Data and Assessments:</u></p>	<p>with teachers to identify potential root causes for why there are differences in the data. Potential change idea strategies will be implemented and monitored</p> <ul style="list-style-type: none"><li>• 46.6% of Hispanic students are chronically absent in comparison to 42.9% for the overall school.</li><li>• Spring 2023 MAP Data showed that Hispanic students in grades 4 and 6 outperformed their peers. In grades 3 and 5, Hispanic students performed similar to their peers. However, that was not the case for Hispanic students in grades 7 and 8.</li><li>• In previous years, Hispanic students have not demonstrated a level of proficiency that is similar to their peers on NYS ELA exams. To better understand why Hispanic students are not performing as well as their peers on State Exams, we will conduct student empathy surveys as well as have focus groups to better understand their educational experience. This information will be used to identify potential root causes for differences seen in the data as well as change ideas to promote student success.</li><li>• With the support of the Teaching Matters consultant, we will identify more culturally responsive texts to supplement the ELA curriculum. We will use</li></ul>

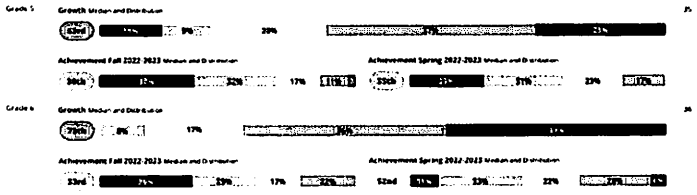


<b>Indicator</b>	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p>Grades 3-8 completed MAP Reading assessments in the spring to assess student growth and improvement by standards. The data below shows a comparison of Achievement Status from the Fall 2022-2023 to Spring 2022-2023.</p> <p>Overall Student Population – Growth 57<sup>th</sup> percentile; Achievement – 36<sup>th</sup> percentile All Hispanic Students:</p> <p><b>Growth and Achievement - All Students</b> Cross H&amp;R Academy   Reading</p> <p>Grade</p> <p>All Grades Growth Median and Distribution</p> <p>Achievement Fall 2022-2023 Median and Distribution</p> <p>Achievement Spring 2022-2023 Median and Distribution</p> <p>Percentiles Key: 1st to 25th, 26th to 40th, 41st to 55th, 56th to 70th, 71st to 85th, 86th to 100th</p> <p>Reported Spring 2022-2023 Based Fall 2022-2023 Spring 2022-2023</p> <p>All students 3<sup>rd</sup> Grade – Growth 47<sup>th</sup> percentile; Achievement – 32<sup>nd</sup> percentile All students 4<sup>th</sup> Grade – Growth 48<sup>th</sup> percentile; Achievement – 27<sup>th</sup> percentile</p>	<p>resources from Sharroky Hollie to discuss ways to develop culturally and linguistically responsive learning experiences and tasks during weekly ELA PLCs.</p> <ul style="list-style-type: none"><li>• We will also work closely with the ENL teacher to determine if supports provided to ELLs may provide necessary support to close academic gaps for Hispanic students.</li><li>• CET as well as teacher teams will review Hispanic student data from the January NYS ELA Datamate Practice exam. Adjustments to instruction or professional learning will be made if necessary</li></ul>

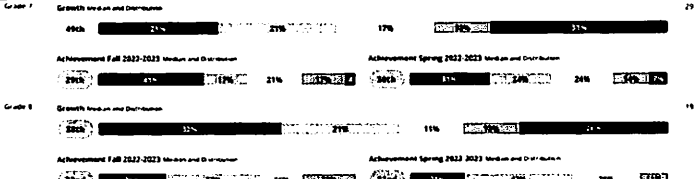


Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p><b>3<sup>rd</sup> and 4<sup>th</sup> Grade Hispanic Students:</b></p>  <p>All students 5<sup>th</sup> Grade – Growth 59<sup>th</sup> percentile; Achievement – 38<sup>th</sup> percentile All students 6<sup>th</sup> Grade – Growth 75<sup>th</sup> percentile; Achievement – 44<sup>th</sup> percentile</p> <p>5<sup>th</sup> and 6<sup>th</sup> Grade Hispanic Students:</p>	



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	 <p>All students 7<sup>th</sup> Grade – Growth 55<sup>th</sup> percentile; Achievement – 42<sup>nd</sup> percentile All students 8<sup>th</sup> Grade – Growth 53<sup>rd</sup> percentile; Achievement – 41<sup>st</sup> percentile 7<sup>th</sup> and 8<sup>th</sup> Grade Hispanic Students:</p>	

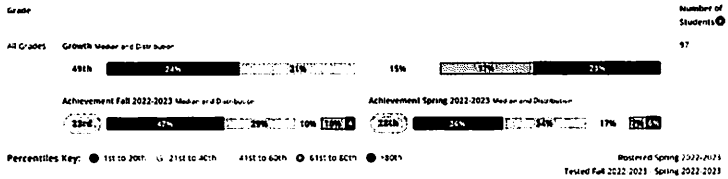


Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>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>
		
#112 3-8 Math Black Core Subject PI	<p><b>Professional Growth and Development:</b></p> <p>The consultant from CK Education continues to support teachers with pedagogical practices to enhance math instruction. The consultant modeled strategies related to test readiness including Teacher Tell Me, Multiple Choice Games, Think Like a Test Creator, and CBT strategies. The CK Education consultant worked closely with three teachers to begin implementing strategies that would allow the three classrooms to become math lab sites. The work will continue in the fall and will support teachers with implementation of student centered problem solving strategies, visualization, and strengthening math vocabulary.</p>	<ul style="list-style-type: none"> <li>In addition to the strategies and action steps listed for 3-8 MGP Math-#39, the following strategies and action steps will be implemented to support improvement for Black students.</li> <li>Triangulate Spring MAP data, Benchmark Data, item analysis from NYS math exam to identify standards that Black students understand and areas for support. Compare this data for Black students to the overall performance of their peers. If there is a difference in the data, the CET / Data Team will work with teachers to identify potential root causes for why there are differences in the data. Potential change idea strategies will be implemented and monitored</li> </ul>



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p>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 included shifts to the NGLS, reviewing the NYS Math Educator Guide, CBT strategies, and planning for instruction of Post Standards.</p> <p>Teachers in grades 5-8 are part of the NSI Team and engaging in continuous improvement work aligned to student feedback.</p> <p>Teachers engaged in weekly PLC meetings where following the NYS exam the focus was on providing students with high quality instruction aligned to post standards. In addition to providing students with tasks from the iReady curriculum, teachers also used resources from Math Milestones and Achieve the Core to provide students with opportunities to think critically about the content. Professional learning around post standards deepened teachers' understanding of how particular standards progressed each year.</p> <p><b><u>Data and Assessments:</u></b> <b><u>MAP Data:</u></b></p>	<ul style="list-style-type: none"><li>• 33% Black students are chronically absent in comparison to 42.9% for the overall school. Black students are in attendance more than their peers but struggle academically with math.</li><li>• In reviewing the Spring MAP Math data, Black students scored higher than their peers in grades 3, 6, and 8 but lower than their peers in grades 4, 5, and 7.</li><li>• In reviewing the iReady End of Year diagnostic Black students' scores varied across grades but overall there were more Black students performing 2 or more grade levels below in comparison to their peers.</li><li>• To better understand why Black students are not performing as well as their peers on NYS exams, iReady assessments, or MAP, we will conduct student empathy surveys as well as have focus groups to better understand their educational experience. This information will be used to identify potential root causes for differences seen in the data as well as change ideas to promote student success.</li><li>• Based on that information, we may determine that Black students do not feel connected to the content or may not see themselves as mathematicians.</li></ul>



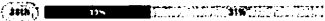
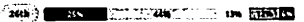
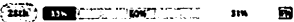



<p><b>Indicator</b></p>	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>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>
	<p>Grades 3-8 completed MAP Math assessments in the spring to assess student growth and improvement by standards. The data below shows a comparison of Achievement Status from the Fall 2022-2023 to Spring 2022-2023.</p> <p>Overall Student Population – Growth 49<sup>th</sup> percentile; Achievement – 25<sup>th</sup> percentile</p> <p><b>All Black Students:</b> Growth and Achievement - All Students Cross Street Academy   Math.N-2</p>  <p>All students 3<sup>rd</sup> Grade – Growth 65<sup>th</sup> percentile; Achievement – 28<sup>th</sup> percentile</p>	<ul style="list-style-type: none"> <li>With the support of the CK Education consultant, we will identify more culturally responsive questions and tasks to supplement the math curriculum. We will also discuss ways to develop culturally responsive learning experiences and tasks during weekly math PLCs.</li> <li>We can use resources from the YPS Bank Street NSI to support students in developing their identities as mathematicians. By strengthening students' mindsets around math, students will develop skills to engage in productive struggle and persevere when tasks are challenging.</li> <li>Teachers in grades 5-8 will continue to be part of the YPS NSI. As part of the inquiry cycle, each teacher selects 3-5 students to monitor progress and growth. Because the data shows that Black students are not having the same experience in math as their peers, the students that will be selected for the 2023-2024 school year will be Black students.</li> <li>Math Executive Director Michael McDonald will provide instructional support for the 7<sup>th</sup> and 8<sup>th</sup> grade teacher to address student progress as students did not make as much progress in those grades as compared to other grades. Black students in 2023-2024 7<sup>th</sup> and 8<sup>th</sup> grade cohorts did not perform as well as their</li> </ul>



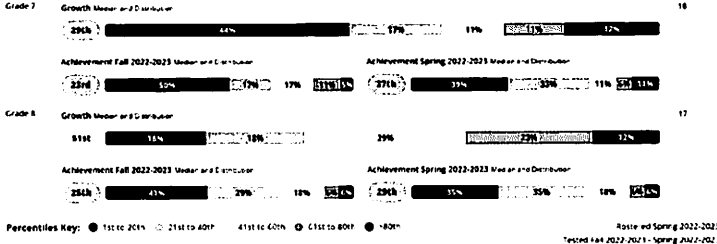
<b>Indicator</b>	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p>All students 4<sup>th</sup> Grade – Growth 50<sup>th</sup> percentile; Achievement – 23<sup>rd</sup> percentile</p> <p><b>Black Students:</b> Growth and Achievement by Grade Cross-in-Academy   March 8, 12</p> <p>Grade</p> <p>Grade 3 Growth Median and Distribution 22</p> <p>18% 17% 13% 35%</p> <p>Achievement Fall 2022-2023 Median and Distribution 34% 37% 22% 4 15% 4 37% 43% 34% 9% 13%</p> <p>Grade 4 Growth Median and Distribution 11</p> <p>32% 31% 27% 10% 14% 14%</p> <p>Achievement Fall 2022-2023 Median and Distribution 22% 41% 30% 20% 20% 45% 27% 10% 5%</p> <p>All students 5<sup>th</sup> Grade – Growth 47<sup>th</sup> percentile; Achievement – 24<sup>th</sup> percentile All students 6<sup>th</sup> Grade – Growth 46<sup>th</sup> percentile; Achievement – 27<sup>th</sup> percentile</p> <p>Black students in 5<sup>th</sup> and 6<sup>th</sup> Grade:</p>	<p>peers on the math assessments. The support that Mr. McDonald provides for the teacher will be focused around engaging in culturally responsive math tasks and incorporating students' lived experience into the learning.</p> <ul style="list-style-type: none"><li>• CET as well as teacher teams will review Black student data from the January iReady Interim assessment #2 as well as February NYS Math Datamate Practice exam. Adjustments to instruction or professional learning will be made if necessary</li></ul>





Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p>Grade 5 Growth Monitor and Distribution 16</p>  <p>Achievement Fall 2022-2023 Monitor and Distribution</p>  <p>Achievement Spring 2022-2023 Monitor and Distribution</p>  <p>Grade 6 Growth Monitor and Distribution 12</p>  <p>Achievement Fall 2022-2023 Monitor and Distribution</p>  <p>Achievement Spring 2022-2023 Monitor and Distribution</p>  <p>All students 7<sup>th</sup> Grade – Growth 41<sup>st</sup> percentile; Achievement – 23<sup>rd</sup> percentile All students 8<sup>th</sup> Grade – Growth 45<sup>th</sup> percentile; Achievement – 25<sup>th</sup> percentile</p> <p>Black students in 7<sup>th</sup> and 8<sup>th</sup> Grade:</p>	



<p><b>Indicator</b></p>	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	 <p><b>iReady Data:</b></p> <p>The I-Ready Diagnostic #3 was administered in the Spring.</p> <p>The first column represents students on or above grade level (26% 3<sup>rd</sup> grade). The 2<sup>nd</sup> column represents students early on grade level (4% 3<sup>rd</sup> grade). The 3<sup>rd</sup> column represents students one grade level below (35% 3<sup>rd</sup> grade). The 4<sup>th</sup> column represents students two or more grade levels below (26% 3<sup>rd</sup> grade). The 5<sup>th</sup> column represents students three or more grade levels below (9% 3<sup>rd</sup> grade).</p>	



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to Inform the adjustment. 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>• 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>																																										
	<p>In comparing Black student performance by grade to their peers overall, the following trends were identified.</p> <p>Grade 3: Black students performing early on / on grade level was similar to their peers. However, more Black students are performing 2+ grade levels below than their peers.</p> <p>Grade 3:</p> <table><tr><td>Most Recent</td><td></td><td>26%</td><td>4%</td><td>35%</td><td>26%</td><td>9%</td></tr><tr><td>Black or African American</td><td></td><td></td><td></td><td></td><td></td><td>23/24</td></tr><tr><td>Window 1</td><td></td><td>4%</td><td>4%</td><td>30%</td><td>26%</td><td>35%</td></tr></table> <p>Grade 4: Black students performing early on / on grade level was like their peers. Black students performing 2+ grade levels below like their peers.</p> <p>Grade 4:</p> <table><tr><td>Most Recent</td><td></td><td>18%</td><td>9%</td><td>45%</td><td>9%</td><td>18%</td></tr><tr><td>Black or African American</td><td></td><td></td><td></td><td></td><td></td><td>11/11</td></tr><tr><td>Window 1</td><td></td><td>0%</td><td>0%</td><td>18%</td><td>36%</td><td>45%</td></tr></table>	Most Recent		26%	4%	35%	26%	9%	Black or African American						23/24	Window 1		4%	4%	30%	26%	35%	Most Recent		18%	9%	45%	9%	18%	Black or African American						11/11	Window 1		0%	0%	18%	36%	45%	
Most Recent		26%	4%	35%	26%	9%																																						
Black or African American						23/24																																						
Window 1		4%	4%	30%	26%	35%																																						
Most Recent		18%	9%	45%	9%	18%																																						
Black or African American						11/11																																						
Window 1		0%	0%	18%	36%	45%																																						



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p>Grade 5: Black students performing early on / on grade level was higher than their peers. Fewer Black students are performing 2+ grade levels below than their peers.</p> <p>Grade 5:</p> <div><div>Most Recent</div><div><div><div></div></div><div>13%</div><div>25%</div><div>38%</div><div>19%</div><div>5%</div></div><div>16/17</div><div>Black or African American</div><div>Window 1</div><div><div><div></div></div><div>0%</div><div>13%</div><div>31%</div><div>44%</div><div>13%</div></div></div> <p>Grade 6: Fewer Black students performed early on / on grade level was compared to their peers. More Black students are performing 2+ grade levels below than their peers.</p> <p>Grade 6:</p> <div><div>Most Recent</div><div><div><div></div></div><div>0%</div><div>8%</div><div>50%</div><div>17%</div><div>25%</div></div><div>12/14</div><div>Black or African American</div><div>Window 1</div><div><div><div></div></div><div>0%</div><div>0%</div><div>8%</div><div>42%</div><div>50%</div></div></div>	



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>																																																
	<p>Grade 7: More Black students are performing early on / on grade level compared to their peers. However, more Black students are performing 2+ grade levels below than their peers.</p> <p>Grade 7:</p> <table><tr><td>Most Recent</td><td></td><td>17%</td><td>11%</td><td>11%</td><td>22%</td><td>39%</td><td>18/18</td></tr><tr><td>Black or African American</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Window 1</td><td></td><td>0%</td><td>17%</td><td>11%</td><td>22%</td><td>50%</td><td></td></tr></table> <p>Grade 8: Black students performing early on / on grade level was similar to their peers. Black students are performing 2+ grade levels below was similar to their peers.</p> <p>Grade 8:</p> <table><tr><td>Most Recent</td><td></td><td>12%</td><td>12%</td><td>35%</td><td>18%</td><td>24%</td><td>17/18</td></tr><tr><td>Black or African American</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Window 1</td><td></td><td>0%</td><td>6%</td><td>35%</td><td>12%</td><td>47%</td><td></td></tr></table>	Most Recent		17%	11%	11%	22%	39%	18/18	Black or African American								Window 1		0%	17%	11%	22%	50%		Most Recent		12%	12%	35%	18%	24%	17/18	Black or African American								Window 1		0%	6%	35%	12%	47%		
Most Recent		17%	11%	11%	22%	39%	18/18																																											
Black or African American																																																		
Window 1		0%	17%	11%	22%	50%																																												
Most Recent		12%	12%	35%	18%	24%	17/18																																											
Black or African American																																																		
Window 1		0%	6%	35%	12%	47%																																												


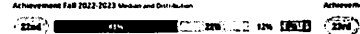
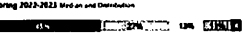


Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
#113 3-8 Math Hispanic Core Subject P	<p><b>Professional Growth and Development:</b> The consultant from CK Education continues to support teachers with pedagogical practices to enhance math instruction. The consultant modeled strategies related to test readiness including Teacher Tell Me, Multiple Choice Games, Think Like a Test Creator, and CBT strategies. The CK Education consultant worked closely with three teachers to begin implementing strategies that would allow the three classrooms to become math lab sites. The work will continue in the fall and will support teachers with implementation of student centered problem solving strategies, visualization, and strengthening math vocabulary.</p> <p>Teachers in grades 5-8 are part of the NSI Team and engaging in continuous improvement work aligned to student feedback.</p> <p>Teachers engaged in weekly PLC meetings where following the NYS exam the focus was on providing students with high quality instruction aligned to post standards. In addition to providing students with tasks from the iReady</p>	<ul style="list-style-type: none"><li>• In addition to the strategies and action steps listed for 3-8 MGP Math-#39, the following strategies and action steps will be implemented to support improvement for Hispanic students.</li><li>• Triangulate Spring MAP data, Benchmark Data, item analysis from NYS math exam to identify standards that Black students understand and areas for support. Compare this data for Black students to the overall performance of their peers. If there is a difference in the data, the CET / Data Team will work with teachers to identify potential root causes for why there are differences in the data. Potential change idea strategies will be implemented and monitored</li><li>• 46.6% of Hispanic students are chronically absent in comparison to 42.9% for the overall school.</li><li>• In reviewing the Spring MAP Math data, Hispanic students scored lower than their peers in grades 3 – 6 and similar to their peers in grades 7 and 8.</li><li>• In reviewing the iReady End of Year diagnostic Hispanic students' scores varied across grades but overall there were more Hispanic students performing 2 or more grade levels below in comparison to their peers.</li></ul>



<p>Indicator</p>	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p>curriculum, teachers also used resources from Math Milestones and Achieve the Core to provide students with opportunities to think critically about the content. Professional learning around post standards deepened teachers' understanding of how particular standards progressed each year.</p> <p><b><u>Data and Assessments:</u></b></p> <p><b>MAP Data:</b> Grades 3-8 completed MAP Math assessments in the spring to assess student growth and improvement by standards. The data below shows a comparison of Achievement Status from the Fall 2022-2023 to Spring 2022-2023.</p> <p>Overall Student Population – Growth 49<sup>th</sup> percentile; Achievement – 25<sup>th</sup> percentile</p> <p>All Hispanic Students:</p>	<ul style="list-style-type: none"> <li>• To better understand why Hispanic students are not performing as well as their peers on NYS exams, iReady assessments, or MAP, we will conduct student empathy surveys as well as have focus groups to better understand their educational experience. This information will be used to identify potential root causes for differences seen in the data as well as change ideas to promote student success.</li> <li>• Based on that information, we may determine that Hispanic students do not feel connected to the content or may not see themselves as mathematicians.</li> <li>• With the support of the CK Education consultant, we will identify more culturally responsive questions and tasks to supplement the math curriculum. We will also discuss ways to develop culturally responsive learning experiences and tasks during weekly math PLCs.</li> <li>• We may also find that because of poor attendance in previous years, that Hispanic students may struggle more with foundational math skills than their peers. If this is indicated in the data, we can adjust the focus of small group instruction for those students to better support them in acquiring prerequisite skills so that they can better access grade level materials</li> </ul>



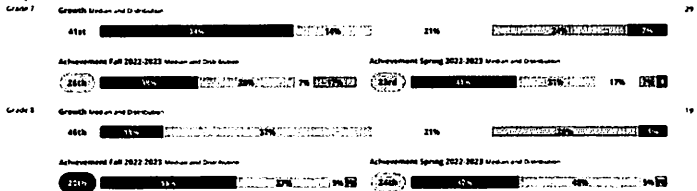
Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>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>
	<p><b>Growth and Achievement - All Students</b> Crosswalk Academy 1 Math K-12</p> <p>Grade: _____ Number of Students: 193</p> <p>All Grades: Growth Median and Distribution</p>  <p>Achievement Fall 2022-2023 Median and Distribution</p>  <p>Achievement Spring 2022-2023 Median and Distribution</p>  <p>Percentiles Key: 1% to 20% 21% to 40% 41% to 60% 61% to 80% 81% to 100%</p> <p>Revised Spring 2022-2023</p> <p>All students 3<sup>rd</sup> Grade – Growth 65<sup>th</sup> percentile; Achievement – 28<sup>nd</sup> percentile All students 4<sup>th</sup> Grade – Growth 50<sup>th</sup> percentile; Achievement – 23<sup>rd</sup> percentile</p> <p>Hispanic Students in Grades 3 and 4:</p>	<ul style="list-style-type: none"> <li>We can use resources from the YPS Bank Street NSI to support students in developing their identities as mathematicians. By strengthening students' mindsets around math, students will develop skills to engage in productive struggle and persevere when tasks are challenging.</li> <li>We may also work closely with the ENL teacher to determine if Hispanic students would benefit from language support strategies.</li> <li>CET as well as teacher teams will review Hispanic student data from the January iReady Interim assessment #2 as well as February NYS Math Datamate Practice exam. Adjustments to instruction or professional learning will be made if necessary</li> </ul>





Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<div><div><div><div>Grade 5</div><div>Growth Median and Distribution</div><div>21</div></div><div><div>50th</div><div>15th</div><div>25th</div><div>50th</div><div>75th</div><div>85th</div><div>95th</div></div><div>Achievement Fall 2022-2023 Median and Distribution</div><div>Achievement Spring 2022-2023 Median and Distribution</div><div>24th</div><div>15th</div><div>25th</div><div>50th</div><div>75th</div><div>85th</div><div>95th</div></div><div><div>Grade 6</div><div>Growth Median and Distribution</div><div>43</div></div><div><div>40th</div><div>15th</div><div>25th</div><div>50th</div><div>75th</div><div>85th</div><div>95th</div></div><div>Achievement Fall 2022-2023 Median and Distribution</div><div>Achievement Spring 2022-2023 Median and Distribution</div><div>27th</div><div>15th</div><div>25th</div><div>50th</div><div>75th</div><div>85th</div><div>95th</div></div> <p>All students 5<sup>th</sup> Grade – Growth 47<sup>th</sup> percentile; Achievement – 24<sup>th</sup> percentile All students 6<sup>th</sup> Grade – Growth 46<sup>th</sup> percentile; Achievement – 27<sup>th</sup> percentile</p> <p>Hispanic students in 5<sup>th</sup> and 6<sup>th</sup> Grade:</p> <div><div><div><div>Grade 5</div><div>Growth Median and Distribution</div><div>15</div></div><div><div>42nd</div><div>15th</div><div>25th</div><div>50th</div><div>75th</div><div>85th</div><div>95th</div></div><div>Achievement Fall 2022-2023 Median and Distribution</div><div>Achievement Spring 2022-2023 Median and Distribution</div><div>24th</div><div>15th</div><div>25th</div><div>50th</div><div>75th</div><div>85th</div><div>95th</div></div><div><div>Grade 6</div><div>Growth Median and Distribution</div><div>36</div></div><div><div>41st</div><div>15th</div><div>25th</div><div>50th</div><div>75th</div><div>85th</div><div>95th</div></div><div>Achievement Fall 2022-2023 Median and Distribution</div><div>Achievement Spring 2022-2023 Median and Distribution</div><div>27th</div><div>15th</div><div>25th</div><div>50th</div><div>75th</div><div>85th</div><div>95th</div></div>	



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p>All students 7<sup>th</sup> Grade – Growth 41<sup>st</sup> percentile; Achievement – 23<sup>rd</sup> percentile All students 8<sup>th</sup> Grade – Growth 45<sup>th</sup> percentile; Achievement – 25<sup>th</sup> percentile</p> <p>Hispanic students in 7<sup>th</sup> and 8<sup>th</sup> Grade:</p>  <p>iReady Data:</p>	



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>
	<p>The first column represents students on or above grade level (26% 3<sup>rd</sup> grade). The 2<sup>nd</sup> column represents students early on grade level (4% 3<sup>rd</sup> grade). The 3<sup>rd</sup> column represents students one grade level below (35% 3<sup>rd</sup> grade). The 4<sup>th</sup> column represents students two or more grade levels below (26% 3<sup>rd</sup> grade). The 5<sup>th</sup> column represents students three or more grade levels below (9% 3<sup>rd</sup> grade).</p> <p>In comparing Hispanic student performance by grade to their peers overall, the following trends were identified.</p> <p>Grade 3: Fewer Hispanic students performed early on / on grade level compared to their peers. Hispanic students performing 2+ grade levels below is similar to their peers.</p> <p>Grade 3:</p>	



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>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>																																																																																		
	<table><tr><td>All</td><td>Formal Grade Level Placement</td><td>Q1</td><td>Q2</td><td>Q3</td><td>Q4</td><td>Students Assessed Total</td></tr><tr><td rowspan="2">Grade 4: More Hispanic students are performing early on / on grade level compared to their peers. Hispanic students performing 2+ grade levels below is similar to their peers.</td><td>Most Recent</td><td>2022-2023</td><td></td><td>10%</td><td>13%</td><td>63%</td><td>22%</td><td>7%</td></tr><tr><td>Window 1</td><td>2022-2023</td><td></td><td>0%</td><td>2%</td><td>50%</td><td>37%</td><td>41%</td></tr><tr><td rowspan="2">Grade 4: More Hispanic students are performing early on / on grade level compared to their peers. Hispanic students performing 2+ grade levels below is similar to their peers.</td><td>Most Recent</td><td>2022-2023</td><td></td><td>78%</td><td>10%</td><td>34%</td><td>71%</td><td>7%</td></tr><tr><td>Window 1</td><td>2022-2023</td><td></td><td>2%</td><td>2%</td><td>38%</td><td>24%</td><td>21%</td></tr></table> <p>Grade 4: More Hispanic students are performing early on / on grade level compared to their peers. Hispanic students performing 2+ grade levels below is similar to their peers.</p> <p>Grade 4:</p> <table><tr><td>All</td><td>Formal Grade Level Placement</td><td>Q1</td><td>Q2</td><td>Q3</td><td>Q4</td><td>Students Assessed Total</td></tr><tr><td rowspan="2">Grade 4: More Hispanic students are performing early on / on grade level compared to their peers. Hispanic students performing 2+ grade levels below is similar to their peers.</td><td>Most Recent</td><td>2022-2023</td><td></td><td>14%</td><td>14%</td><td>45%</td><td>17%</td><td>13%</td></tr><tr><td>Window 1</td><td>2022-2023</td><td></td><td>2%</td><td>5%</td><td>33%</td><td>29%</td><td>31%</td></tr><tr><td rowspan="2">Grade 4: More Hispanic students are performing early on / on grade level compared to their peers. Hispanic students performing 2+ grade levels below is similar to their peers.</td><td>Most Recent</td><td>2022-2023</td><td></td><td>19%</td><td>5%</td><td>48%</td><td>14%</td><td>14%</td></tr><tr><td>Window 1</td><td>2022-2023</td><td></td><td>0%</td><td>10%</td><td>18%</td><td>29%</td><td>43%</td></tr></table>	All	Formal Grade Level Placement	Q1	Q2	Q3	Q4	Students Assessed Total	Grade 4: More Hispanic students are performing early on / on grade level compared to their peers. Hispanic students performing 2+ grade levels below is similar to their peers.	Most Recent	2022-2023		10%	13%	63%	22%	7%	Window 1	2022-2023		0%	2%	50%	37%	41%	Grade 4: More Hispanic students are performing early on / on grade level compared to their peers. Hispanic students performing 2+ grade levels below is similar to their peers.	Most Recent	2022-2023		78%	10%	34%	71%	7%	Window 1	2022-2023		2%	2%	38%	24%	21%	All	Formal Grade Level Placement	Q1	Q2	Q3	Q4	Students Assessed Total	Grade 4: More Hispanic students are performing early on / on grade level compared to their peers. Hispanic students performing 2+ grade levels below is similar to their peers.	Most Recent	2022-2023		14%	14%	45%	17%	13%	Window 1	2022-2023		2%	5%	33%	29%	31%	Grade 4: More Hispanic students are performing early on / on grade level compared to their peers. Hispanic students performing 2+ grade levels below is similar to their peers.	Most Recent	2022-2023		19%	5%	48%	14%	14%	Window 1	2022-2023		0%	10%	18%	29%	43%	
All	Formal Grade Level Placement	Q1	Q2	Q3	Q4	Students Assessed Total																																																																														
Grade 4: More Hispanic students are performing early on / on grade level compared to their peers. Hispanic students performing 2+ grade levels below is similar to their peers.	Most Recent	2022-2023		10%	13%	63%	22%	7%																																																																												
	Window 1	2022-2023		0%	2%	50%	37%	41%																																																																												
Grade 4: More Hispanic students are performing early on / on grade level compared to their peers. Hispanic students performing 2+ grade levels below is similar to their peers.	Most Recent	2022-2023		78%	10%	34%	71%	7%																																																																												
	Window 1	2022-2023		2%	2%	38%	24%	21%																																																																												
All	Formal Grade Level Placement	Q1	Q2	Q3	Q4	Students Assessed Total																																																																														
Grade 4: More Hispanic students are performing early on / on grade level compared to their peers. Hispanic students performing 2+ grade levels below is similar to their peers.	Most Recent	2022-2023		14%	14%	45%	17%	13%																																																																												
	Window 1	2022-2023		2%	5%	33%	29%	31%																																																																												
Grade 4: More Hispanic students are performing early on / on grade level compared to their peers. Hispanic students performing 2+ grade levels below is similar to their peers.	Most Recent	2022-2023		19%	5%	48%	14%	14%																																																																												
	Window 1	2022-2023		0%	10%	18%	29%	43%																																																																												

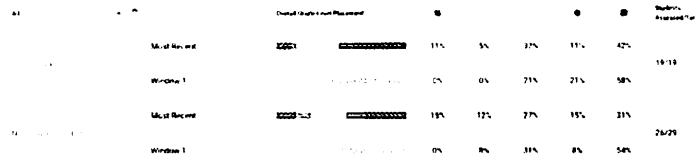


Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>																																			
	<p>Grade 5: Hispanic students performing early on / on grade level is similar their peers. More Hispanic students are performing 2+ grade levels below compared to their peers.</p> <p>Grade 5:</p> <table><tr><th></th><th>Overall Grade Level Placement</th><th>Below</th><th>On/Early</th><th>On/Expected</th><th>Above</th><th>Students Assessed Total</th></tr><tr><td>Early Benchmark</td><td>2022-2023</td><td>16%</td><td>6%</td><td>72%</td><td>7%</td><td>14,36</td></tr><tr><td>Window 1</td><td></td><td>0%</td><td>4%</td><td>21%</td><td>4%</td><td></td></tr><tr><td>Early Benchmark</td><td>2023-2024</td><td>9%</td><td>17%</td><td>41%</td><td>13%</td><td>23/24</td></tr><tr><td>Window 1</td><td></td><td>0%</td><td>4%</td><td>35%</td><td>26%</td><td></td></tr></table> <p>Grade 6: More Hispanic students performed early on / on grade level was compared to their peers. Fewer Hispanic students are performing 2+ grade levels below than their peers.</p> <p>Grade 6:</p>		Overall Grade Level Placement	Below	On/Early	On/Expected	Above	Students Assessed Total	Early Benchmark	2022-2023	16%	6%	72%	7%	14,36	Window 1		0%	4%	21%	4%		Early Benchmark	2023-2024	9%	17%	41%	13%	23/24	Window 1		0%	4%	35%	26%		
	Overall Grade Level Placement	Below	On/Early	On/Expected	Above	Students Assessed Total																															
Early Benchmark	2022-2023	16%	6%	72%	7%	14,36																															
Window 1		0%	4%	21%	4%																																
Early Benchmark	2023-2024	9%	17%	41%	13%	23/24																															
Window 1		0%	4%	35%	26%																																



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>																																																																
	<div><div><div>AS</div><div>Overall Grade Level Performance</div><div>●</div><div>●</div><div>●</div><div>Students Assessed Total</div></div><table><tr><td rowspan="2">Hispanic</td><td>Most Recent</td><td>2023-2024</td><td><div><div></div></div> 31%</td><td>25%</td><td>36%</td><td>14%</td><td>14%</td><td rowspan="2">30/36</td></tr><tr><td>Window 1</td><td>2022-2023</td><td><div><div></div></div> 6%</td><td>3%</td><td>22%</td><td>33%</td><td>36%</td></tr><tr><td rowspan="2">Non-Hispanic</td><td>Most Recent</td><td>2023-2024</td><td><div><div></div></div> 6%</td><td>13%</td><td>50%</td><td>13%</td><td>19%</td><td rowspan="2">16/18</td></tr><tr><td>Window 1</td><td>2022-2023</td><td><div><div></div></div> 6%</td><td>0%</td><td>13%</td><td>31%</td><td>50%</td></tr></table><p>Grade 7: Fewer Hispanic students are performing early on / on grade level compared to their peers. However, more Hispanic students are performing 2+ grade levels below than their peers.</p><p>Grade 7:</p><div><div>AS</div><div>Overall Grade Level Performance</div><div>●</div><div>●</div><div>●</div><div>Students Assessed Total</div></div><table><tr><td rowspan="2">Hispanic</td><td>Most Recent</td><td>2023-2024</td><td><div><div></div></div> 3%</td><td>12%</td><td>27%</td><td>20%</td><td>40%</td><td rowspan="2">30/31</td></tr><tr><td>Window 1</td><td>2022-2023</td><td><div><div></div></div> 0%</td><td>3%</td><td>23%</td><td>13%</td><td>44%</td></tr><tr><td rowspan="2">Non-Hispanic</td><td>Most Recent</td><td>2023-2024</td><td><div><div></div></div> 12%</td><td>19%</td><td>18%</td><td>23%</td><td>31%</td><td rowspan="2">29/29</td></tr><tr><td>Window 1</td><td>2022-2023</td><td><div><div></div></div> 0%</td><td>19%</td><td>15%</td><td>23%</td><td>42%</td></tr></table></div>	Hispanic	Most Recent	2023-2024	<div><div></div></div> 31%	25%	36%	14%	14%	30/36	Window 1	2022-2023	<div><div></div></div> 6%	3%	22%	33%	36%	Non-Hispanic	Most Recent	2023-2024	<div><div></div></div> 6%	13%	50%	13%	19%	16/18	Window 1	2022-2023	<div><div></div></div> 6%	0%	13%	31%	50%	Hispanic	Most Recent	2023-2024	<div><div></div></div> 3%	12%	27%	20%	40%	30/31	Window 1	2022-2023	<div><div></div></div> 0%	3%	23%	13%	44%	Non-Hispanic	Most Recent	2023-2024	<div><div></div></div> 12%	19%	18%	23%	31%	29/29	Window 1	2022-2023	<div><div></div></div> 0%	19%	15%	23%	42%	
Hispanic	Most Recent		2023-2024	<div><div></div></div> 31%	25%	36%	14%	14%	30/36																																																									
	Window 1	2022-2023	<div><div></div></div> 6%	3%	22%	33%	36%																																																											
Non-Hispanic	Most Recent	2023-2024	<div><div></div></div> 6%	13%	50%	13%	19%	16/18																																																										
	Window 1	2022-2023	<div><div></div></div> 6%	0%	13%	31%	50%																																																											
Hispanic	Most Recent	2023-2024	<div><div></div></div> 3%	12%	27%	20%	40%	30/31																																																										
	Window 1	2022-2023	<div><div></div></div> 0%	3%	23%	13%	44%																																																											
Non-Hispanic	Most Recent	2023-2024	<div><div></div></div> 12%	19%	18%	23%	31%	29/29																																																										
	Window 1	2022-2023	<div><div></div></div> 0%	19%	15%	23%	42%																																																											



Indicator	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"><li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this period will inform future action steps.</li></ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"><li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li><li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 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>• 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>												
	<p>Grade 8: Hispanic students performing early on / on grade level was similar to their peers. More Hispanic students are performing 2+ grade levels below compared to their peers.</p> <p>Grade 8:</p>  <table><thead><tr><th>Grade</th><th>On Grade Level</th><th>Below Grade Level</th><th>2+ Grade Levels Below</th></tr></thead><tbody><tr><td>Hispanic</td><td>33%</td><td>5%</td><td>62%</td></tr><tr><td>White</td><td>71%</td><td>21%</td><td>8%</td></tr></tbody></table>	Grade	On Grade Level	Below Grade Level	2+ Grade Levels Below	Hispanic	33%	5%	62%	White	71%	21%	8%	
Grade	On Grade Level	Below Grade Level	2+ Grade Levels Below											
Hispanic	33%	5%	62%											
White	71%	21%	8%											

#### Part IV – 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.*

*\*Note: Administrative, teachers, and parent representative members of the CET must be selected through the process as established in Commissioner's Regulations 100.11(b)*

**Report Out of 2022-2023 CET Plan Implementation**

**Plan for Use of CET Recommendations in 2023-2024**





<ul style="list-style-type: none"><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 during this reporting period. Include the role/title of any new members.</li><li>• Provide data and related evidence used to measure the impact and efficacy of the CET.</li><li>• Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school's improvement plan.</li></ul>	<ul style="list-style-type: none"><li>• Outline the process by which new members of the CET will be identified and selected*.</li><li>• Include any changes that will be made to CET membership for the 2023-2024 school year. Include the roles/titles of new members.</li><li>• Provide and outline your plan for CET meeting agenda development, action items, follow through, and analysis.</li><li>• What methods will be used to provide the CET with the necessary information to assess and analyze the impact of lead strategies and/or department-approved intervention model that includes rigorous performance metrics and goals.</li></ul>
<p>Administrators, teachers, parents, community partners, CSEA members</p> <p>CET met consistently once a month throughout the school year</p> <p>The 95%+ attendance celebration was an idea that came from the CET.</p> <p>CET suggested that the station test sophistication, CBT Tools resources, and data trackers be used earlier next year.</p> <p>CET members supported the implementation of data conversations with students and recommended that the goal setting sheets be given to the following year's teacher for use in the 2023-2024 school year.</p> <p>Based on recommendations from the CET, we will be having an onboarding committee and professional learning for teachers that are new to CHA and professional learning related to standards, curriculum planning, and using data to inform instruction.</p>	<p>CET will continue to meet once a month on Monday after faculty professional learning.</p> <p>Data related to ELA and math will be shared with the CET prior to meetings for members to familiarize themselves with data prior to the meeting.</p> <p>Data will continue to be used to inform instructional strategy recommendations.</p>
<p><b>Part V – Powers of the Receiver</b> <i>Provide a summary of the use of the School Receiver's powers during 2022-2023 school year.</i></p>	<p><i>Describe the anticipated use of the School Receiver's powers during the 2023-2024 school year (pursuant to those identified in Commissioners Regulation §100.19).</i></p>



The Receiver used his powers to staff the school with an Instructional Coach.

The Receiver will support the Instructional Support position at this school.