

## 2022-2023 Receivership School Quarterly Report #2

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

This document is to be completed by the School Receiver and/or their designee and submitted electronically to [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 related evidence should be drawn from the most recent Superintendent-District Academic and Financial Summary Status Report based on the Monitor's Recommendations.

The reporting portion of this document is a self-assessment of the *implementation and outcomes of key strategies* related to Receivership, and as such, is not considered a formal evaluation via the New York State Education Department. Once finalized and accepted, this document in its entirety must be posted in a conspicuous place on the district website. All responses 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 new, please attach resume)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Total Enrollment	% ELL	% SWD	% Students designated as both ELL & SWD
Dr. Edwin M. Quezada	Ryan James	8/15/22	Elaine Shine Exec. Dir	Grades 3-8	N/A	345	4%	10%	0.4%

## Executive Summary

Please provide a plain-language summary of this completed report to reflect changes and progress made during this reporting period and to describe how actions were taken to implement lead strategies, engage the community, and enact Receivership powers. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to *no more than 500 words*. Applicable links must be made publicly available prior to submitting the report.

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

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

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

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

**Directions for Parts I, II, and III** - District and school staff should respond to the sections of this document by both analyzing and summarizing the steps taken to implement lead strategies during the first quarter. Include processes that were *used to assess the impact* of strategies implemented on student learning outcomes.

The 2022-2023 Receivership School Quarterly Report #2 is an opportunity for district and school staff to provide a reflective outline of proposed actions, strategies, and process adaptations made to the school's 2022-2023 Continuation Plan, as part of an ongoing process of *continuous and comprehensive planning*. This should include a clear *focus on how evidence* guides decisions and an articulation of explicit supports for student social-emotional well-being, diversity, equity, inclusion, and active engagement in learning.

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

## Part I –Lead Strategies for Improvement

### **Lead Strategies for School Improvement**

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

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

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

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
Implementation of Professional Learning Plan	Y	<p>Effective professional learning focuses on meeting the needs of adult learners, which include opportunities for collaboration, differentiation, and modeling by colleagues. We have created a professional learning plan that accounts for after-school professional learning, as well as professional learning communities (PLCs), common planning, and optional professional learning in response to feedback during the NYSED OISR visit. In 2022-2023, the faculty meetings take place twice per month after school on Mondays. After school professional learning has covered topics such as APPR norming and accountable talk. For this cycle of after school professional learning, we are focusing on accountable talk. On January 9<sup>th</sup>, three teachers facilitated professional learning about accountable talk strategies they use in their classrooms including engaging students in a gallery walk where they see and wonder about images, engaging students in jigsaw reading groups, and students collaborating to answer a short response question and then peer assessing other group responses. Teachers were able to choose which strategy they wanted to learn more about. On January 23<sup>rd</sup> two teachers facilitated professional learning about supporting SWDs and MLLs with accountable talk. The accountable talk cycle will culminate in a Share Fair on February 28<sup>th</sup>.</p> <p>On January 11<sup>th</sup>, two teachers attended a PW BOCES professional learning on the Social Studies curriculum. This information was then shared with 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade teachers during common planning.</p> <p>In addition to bimonthly professional learning after school, teachers also engage in weekly professional learning communities based on content area and common planning in grade teams. Topics covered during PLCs include:</p> <ul style="list-style-type: none"> <li>• Data Triangulation in ELA and Math PLCs (Review of qualitative and quantitative data from beginning of year assessments and in class assessments, Review of Project Acceleration Power Standards, Review of ELA/Math State Exam Data) which was used to create ELA and Math Profiles</li> <li>• ELA and Math Predictions for Datamate Practice Assessments</li> <li>• ELA Datamate Practice Assessment Norming and Scoring</li> <li>• ELA Datamate Practice Assessment Data Analysis</li> <li>• Math Curriculum Pacing and Preparing for the Winter Diagnostic</li> <li>• ELA PLC – Continuation of Data Analysis and Engaging Students in Data Chats</li> <li>• Math PLC – iReady Diagnostic 2 Data Analysis and Pacing</li> </ul>

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		<p>Topics covered during common planning include:</p> <ul style="list-style-type: none"> <li>• SEL / Community Circle Time Planning</li> <li>• Review of students at risk for chronic absenteeism and discussion for potential interventions</li> <li>• Review of PBIS Plan</li> </ul> <p>Optional Professional Learning (Based on recommendations from NYSED OISR and School Support Partner, Angela Prince):</p> <ul style="list-style-type: none"> <li>• Best practices for accountable talk</li> <li>• Use of Schoology and PowerSchool</li> <li>• Project Based Learning</li> <li>• Use of IXL</li> </ul> <p>Based on NYS ELA/Math data, there is a continued need to enhance the skills and mindsets of our teachers as it relates to data and continuous school improvement. Progress monitoring is used to assess students' academic performance, quantify their rates of improvement or progress toward goals, and determine how they are responding to instruction. Through input and analyzing the data, instructional groups are formulated in order to differentiate instruction.</p>
Implementation of Culturally Responsive Sustaining Education / Social Emotional Learning	Y	<p>At Cross Hill Academy, social emotional learning focuses on the social-emotional well-being of students. This is accomplished through the implementation of:</p> <ul style="list-style-type: none"> <li>• My Brother's Keeper</li> <li>• My Sister's Keeper</li> <li>• Daily SEL check in / community circle time</li> </ul> <p>The 6<sup>th</sup> grade teachers collaborated to develop and implement culturally responsive and socioemotional themed Authentic Learning Units (ALUs).</p> <p>As part of our after-school program, students participate in mindfulness and yoga sessions. Our social worker is available after school on Tuesdays to support students.</p>

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

Identify the lead strategies that guided the school’s improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year’s demonstrable improvement targets.
		<div><div>FEEDBACK FOR GROWTH</div><div><div></div><div>Students learn more effectively when their teachers set high expectations, recognize progress, and offer respectful, critical feedback to help students improve.</div></div><div><div><div><div>All ..</div><div>64%</div></div><div><div>Target Grp. ..</div><div>n/a</div></div><div><div>Not Target Grp. ..</div><div>n/a</div></div><div><div>Race Struct. Disadv. ..</div><div>n/a</div></div><div><div>Race Struct. Adv. ..</div><div>n/a</div></div><div><div>Boy/Man ..</div><div>64%</div></div><div><div>Girl/Woman ..</div><div>61%</div></div></div><div><div>In this class, it is more important to try than to get things right the first time.</div></div></div><div><div><div><div>All ..</div><div>73%</div></div><div><div>Target Grp. ..</div><div>n/a</div></div><div><div>Not Target Grp. ..</div><div>n/a</div></div><div><div>Race Struct. Disadv. ..</div><div>n/a</div></div><div><div>Race Struct. Adv. ..</div><div>n/a</div></div><div><div>Boy/Man ..</div><div>74%</div></div><div><div>Girl/Woman ..</div><div>72%</div></div></div><div><div>This teacher lets me know they believe I can do well in this class.</div></div></div><div><div><div><div>All ..</div><div>54%</div></div><div><div>Target Grp. ..</div><div>n/a</div></div><div><div>Not Target Grp. ..</div><div>n/a</div></div><div><div>Race Struct. Disadv. ..</div><div>n/a</div></div><div><div>Race Struct. Adv. ..</div><div>n/a</div></div><div><div>Boy/Man ..</div><div>53%</div></div><div><div>Girl/Woman ..</div><div>61%</div></div></div><div><div>I get specific suggestions about how to improve my work.</div></div></div></div>

Part II – Demonstrable Improvement Indicators-Level 1

<div> <div>Level 1 Indicators</div> <div>           Please list the school's Level 1 indicators and complete all columns below. This information should provide details about how lead strategies informed the implementation of specific strategies and action steps to support progress toward the Demonstrable Improvement targets during this quarter.         </div> </div>
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<div> <div>Quarterly Report #2 Reflection on Activities Completed for this Indicator Level during November 1, 2022 – January 31, 2023</div> </div>
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Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>• Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>• Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
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#33 3-8 ELA All Students MGP	Y	<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>• Schoology</li><li>• IXL</li><li>• NGLS</li></ul> <p>Teachers in grades 3-4 are working with the Teaching Matters consultant on creating questions that facilitate critical thinking and meaningful opportunities for accountable talk and develop / identify tasks that supports student mastery of skills / objectives.</p> <p>Teachers in grades 5-8 are working with District Executive Director of ELA on guided reading and small group instruction. Grades 5-8 are still departmentalized. We continue to include an instructional block in the afternoon dedicated to small group instruction.</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>Grades 7 &amp; 8 will continue to complete assessments in the winter, and spring to assess student growth and improvement by standards.</p> <p>Grades 3-8 will continue to complete MAP Reading assessments in the spring to assess student growth and improvement by standards. Teachers are implementing the use of IXL for reading (students RIT score from MAP used to create personal study plans for students). IXL is used during small group instruction time. The data that is relevant to ELA is the row with the book symbol. As seen in the data below, students have mastered about 50% of the skills they have practiced. Our next step is to review the ELA Datamate Assessment Data with the IXL skills to identify additional support for skills not yet mastered.</p> <table><tr><th rowspan="2"></th><th rowspan="2"></th><th colspan="4">SKILL PROGRESS</th></tr><tr><th>Total questions answered</th><th>Skills practiced</th><th>Skills proficient</th><th>Skills mastered</th></tr><tr><td rowspan="5"><b>Grade 3</b> 64</td><td></td><td>9,375</td><td>334</td><td>219</td><td>194</td></tr><tr><td></td><td>8,222</td><td>203</td><td>130</td><td>123</td></tr><tr><td></td><td>514</td><td>27</td><td>15</td><td>15</td></tr><tr><td></td><td>54</td><td>9</td><td>1</td><td>1</td></tr><tr><td></td><td>28</td><td>1</td><td>0</td><td>0</td></tr><tr><td rowspan="5"><b>Grade 4</b> 63</td><td></td><td>13,685</td><td>451</td><td>284</td><td>262</td></tr><tr><td></td><td>30,724</td><td>1,062</td><td>636</td><td>577</td></tr><tr><td></td><td>368</td><td>24</td><td>6</td><td>6</td></tr><tr><td></td><td>291</td><td>19</td><td>5</td><td>4</td></tr><tr><td></td><td colspan="4">No practice yet</td></tr></table> <table><tr><td rowspan="4"><b>Grade 5</b> 58</td><td></td><td>961</td><td>71</td><td>28</td><td>22</td></tr><tr><td></td><td>24,576</td><td>700</td><td>296</td><td>269</td></tr><tr><td></td><td>698</td><td>37</td><td>17</td><td>16</td></tr><tr><td></td><td>209</td><td>25</td><td>5</td><td>5</td></tr></table>			SKILL PROGRESS				Total questions answered	Skills practiced	Skills proficient	Skills mastered	<b>Grade 3</b> 64		9,375	334	219	194		8,222	203	130	123		514	27	15	15		54	9	1	1		28	1	0	0	<b>Grade 4</b> 63		13,685	451	284	262		30,724	1,062	636	577		368	24	6	6		291	19	5	4		No practice yet				<b>Grade 5</b> 58		961	71	28	22		24,576	700	296	269		698	37	17	16		209	25	5	5
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Receivership, Quarterly Report #2 2022 – 2023 School Year (As required under Section 211(f) of NYS Ed. Law)		<p>Teachers continue to implement the district’s foci.</p> <ul style="list-style-type: none"><li>• Checking for Understanding – teachers use formative assessments (exit tickets, thumbs up, thumbs down, KWL charts, weekly quizzes, non-able sticks)</li></ul>																																																																																				































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3-8 Math		<p><u>Professional Growth and Development:</u> 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>Schoology</li><li>IXL</li></ul> <p>Teachers were provided Professional Learning in November by the district on the District’s Instructional Foci, Implementing Culturally Responsive Critical Thinking, NGLS Standards, Ready Math.</p> <p>Teachers were provided Professional Learning from the Ready Consultant.</p>	<p>The second I-Ready Diagnostic was given to assess students’ growth and improvement from the Fall 2022 Diagnostic. This data is used to plan appropriate Tier 1 instruction as well as provide opportunities for Tier 2 and 3 interventions and acceleration.</p> <div><p>Overall Placement Students Assessed/Total: 325/344</p><table><thead><tr><th>Category</th><th>Percentage</th><th>Students</th><th>From</th></tr></thead><tbody><tr><td>Mid or Above Grade Level</td><td>4%</td><td>14</td><td>4</td></tr><tr><td>Early On Grade Level</td><td>10%</td><td>33</td><td>18</td></tr><tr><td>One Grade Level Below</td><td>35%</td><td>115</td><td>85</td></tr><tr><td>Two Grade Levels Below</td><td>26%</td><td>86</td><td>82</td></tr><tr><td>Three or More Grade Levels Below</td><td>24%</td><td>77</td><td>136</td></tr></tbody></table><p>Placement by Domain</p><table><thead><tr><th>Domain</th><th>Mid or Above Grade Level</th><th>Early On Grade Level</th><th>One Grade Level Below</th><th>Two Grade Levels Below</th><th>Three or More Grade Levels Below</th></tr></thead><tbody><tr><td>Number and Operations (NO)</td><td>~15%</td><td>~10%</td><td>~35%</td><td>~25%</td><td>~15%</td></tr><tr><td>Algebra and Algebraic Thinking (ALG)</td><td>~10%</td><td>~10%</td><td>~35%</td><td>~25%</td><td>~20%</td></tr><tr><td>Measurement and Data (MS)</td><td>~10%</td><td>~10%</td><td>~35%</td><td>~25%</td><td>~20%</td></tr><tr><td>Geometry (GEO)</td><td>~10%</td><td>~10%</td><td>~35%</td><td>~25%</td><td>~20%</td></tr></tbody></table></div>	Category	Percentage	Students	From	Mid or Above Grade Level	4%	14	4	Early On Grade Level	10%	33	18	One Grade Level Below	35%	115	85	Two Grade Levels Below	26%	86	82	Three or More Grade Levels Below	24%	77	136	Domain	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Number and Operations (NO)	~15%	~10%	~35%	~25%	~15%	Algebra and Algebraic Thinking (ALG)	~10%	~10%	~35%	~25%	~20%	Measurement and Data (MS)	~10%	~10%	~35%	~25%	~20%	Geometry (GEO)	~10%	~10%	~35%	~25%	~20%
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		<p>The consultant from CK Education, visited math classrooms and is now supporting teachers with pedagogical practices to enhance math instruction.</p> <p>Two teachers are participating in the district’s monthly math PLC led by the Executive Director of Mathematics and Assistant Superintendent.</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>Our Title 1 math teacher’s schedule was adjusted to allow her to attend the Math PLCs with all grade levels. She also has two additional periods a week to plan for small group instruction.</p>	<div><div>Grade</div><div>Overall Grade-Level Placement</div><table><tr><td></td><td>Window 2</td><td><div><div></div></div></td><td>3%</td><td>5%</td><td>45%</td><td>31%</td><td>16%</td><td rowspan="2">62/64</td></tr><tr><td>Grade 3</td><td>Window 1</td><td><div><div></div></div></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>Window 2</td><td><div><div></div></div></td><td>6%</td><td>14%</td><td>32%</td><td>37%</td><td>11%</td><td rowspan="2">63/63</td></tr><tr><td>Window 1</td><td><div><div></div></div></td><td>0%</td><td>6%</td><td>32%</td><td>29%</td><td>33%</td></tr><tr><td rowspan="2">Grade 5</td><td>Window 2</td><td><div><div></div></div></td><td>4%</td><td>16%</td><td>42%</td><td>26%</td><td>12%</td><td rowspan="2">57/58</td></tr><tr><td>Window 1</td><td><div><div></div></div></td><td>0%</td><td>9%</td><td>28%</td><td>26%</td><td>37%</td></tr><tr><td rowspan="2">Grade 6</td><td>Window 2</td><td><div><div></div></div></td><td>8%</td><td>6%</td><td>42%</td><td>23%</td><td>21%</td><td rowspan="2">52/52</td></tr><tr><td>Window 1</td><td><div><div></div></div></td><td>6%</td><td>2%</td><td>19%</td><td>33%</td><td>40%</td></tr><tr><td rowspan="2">Grade 7</td><td>Window 2</td><td><div><div></div></div></td><td>2%</td><td>10%</td><td>33%</td><td>12%</td><td>43%</td><td rowspan="2">49/57</td></tr><tr><td>Window 1</td><td><div><div></div></div></td><td>0%</td><td>10%</td><td>20%</td><td>16%</td><td>53%</td></tr><tr><td rowspan="2">Grade 8</td><td>Window 2</td><td><div><div></div></div></td><td>2%</td><td>10%</td><td>12%</td><td>26%</td><td>50%</td><td rowspan="2">42/50</td></tr><tr><td>Window 1</td><td><div><div></div></div></td><td>0%</td><td>5%</td><td>26%</td><td>12%</td><td>57%</td></tr></table></div> <ul style="list-style-type: none"><li>4% of students are mid or above grade level. There was an improvement from 4 students to 14 students</li></ul>		Window 2	<div><div></div></div>	3%	5%	45%	31%	16%	62/64	Grade 3	Window 1	<div><div></div></div>	2%	2%	29%	31%	37%	Grade 4	Window 2	<div><div></div></div>	6%	14%	32%	37%	11%	63/63	Window 1	<div><div></div></div>	0%	6%	32%	29%	33%	Grade 5	Window 2	<div><div></div></div>	4%	16%	42%	26%	12%	57/58	Window 1	<div><div></div></div>	0%	9%	28%	26%	37%	Grade 6	Window 2	<div><div></div></div>	8%	6%	42%	23%	21%	52/52	Window 1	<div><div></div></div>	6%	2%	19%	33%	40%	Grade 7	Window 2	<div><div></div></div>	2%	10%	33%	12%	43%	49/57	Window 1	<div><div></div></div>	0%	10%	20%	16%	53%	Grade 8	Window 2	<div><div></div></div>	2%	10%	12%	26%	50%	42/50	Window 1	<div><div></div></div>	0%	5%	26%	12%	57%
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		<p>The Leadership Team and the Executive Director for Mathematics visited classrooms and used the iReady checklist to inform professional learning. He will be providing professional learning and coaching around the Try-Discuss-Connect Routine specifically in the areas of selecting and sequencing students to share their strategies.</p> <p><u>Data and Assessments:</u> MAP data was synched to IXL to differentiate students learning skills plan based on individual RIT scores.</p> <p>Math instruction during after school and on Saturdays is project based and aligned to Illustrative Math.</p>	<ul style="list-style-type: none"> <li>• 10% of students are on grade level. There was an improvement from 18 to 33 students.</li> <li>• 35% of students are one grade level below. There was an improvement from 88 students to 115 students.</li> <li>• 26% of students are two grade levels below. There are currently 86 students two grade levels below.</li> <li>• 24% of students are three or more grade levels below. There was an improvement from 136 to 77 students.</li> <li>• Overall, students performed best on Algebra and Algebraic Thinking and Numbers and Operations.</li> <li>• Grades 4 and 5 had the highest percentage of students on grade level.</li> <li>• Measurement and Data and Geometry are the domains that students need support in.</li> <li>• Based on the diagnostic, Title I Math Teacher will continue to work with students in small groups and adjust her groups as needed.</li> </ul>

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		<p>Students are participating in iReady challenges where they are awarded incentives for passing a certain number of lessons.</p> <p>In grades 3-8 iReady Diagnostic #2 was administered to assess students' current level of progress towards standards mastery.</p> <p>Grades 3-8 administered a Math DataMate Practice Assessment over the last two days. Data will be used to review students' strengths and weaknesses in math skills and standards to adjust instruction.</p> <p>Teachers will analyze school and grade level data using 21-22 NYS Math Assessment and the District January 2023 Math Practice Assessment (DataMate)</p>	<p>Teachers are implementing the use of IXL for math based on student performance on the MAP Math Assessment. The data relevant to math is in the row with the pyramid symbol. As seen in the data below, students have mastered about 50% of the skills they have practiced. Our next step is to review the Math Datamate Assessment Data with the IXL skills to identify additional support for skills not yet mastered.</p>

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		<p>Continued use of parts of the LATIC framework strategies and support from Instructional Coach. These practices were observed during classroom visits by Instructional Coach.</p> <ul style="list-style-type: none"><li>Expert board</li><li>Help board</li><li>Resource area</li><li>ALU's/PBL's</li><li>Technology</li><li>Flexible seating during small group</li><li>Activity lists/Choice Boards</li></ul>	<table><tr><th colspan="5">SKILL PROGRESS</th></tr><tr><th></th><th></th><th>Total questions answered</th><th>Skills practiced</th><th>Skills proficient</th><th>Skills mastered</th></tr><tr><td rowspan="5"><div>Grade 3</div><div>64</div></td><td></td><td>9,375</td><td>334</td><td>219</td><td>194</td></tr><tr><td></td><td>8,222</td><td>203</td><td>130</td><td>123</td></tr><tr><td></td><td>514</td><td>27</td><td>15</td><td>15</td></tr><tr><td></td><td>54</td><td>9</td><td>1</td><td>1</td></tr><tr><td></td><td>28</td><td>1</td><td>0</td><td>0</td></tr><tr><td rowspan="5"><div>Grade 4</div><div>63</div></td><td></td><td>13,685</td><td>451</td><td>284</td><td>262</td></tr><tr><td></td><td>30,724</td><td>1,062</td><td>636</td><td>577</td></tr><tr><td></td><td>368</td><td>24</td><td>6</td><td>6</td></tr><tr><td></td><td>291</td><td>19</td><td>5</td><td>4</td></tr><tr><td></td><td colspan="4">No practice yet</td></tr></table>	SKILL PROGRESS							Total questions answered	Skills practiced	Skills proficient	Skills mastered	<div>Grade 3</div> <div>64</div>		9,375	334	219	194		8,222	203	130	123		514	27	15	15		54	9	1	1		28	1	0	0	<div>Grade 4</div> <div>63</div>		13,685	451	284	262		30,724	1,062	636	577		368	24	6	6		291	19	5	4		No practice yet			
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			<ul style="list-style-type: none"> <li>• Teachers will identify students in grades 3-8 that would benefit from the Winter Academy based on the assessments and classroom observation.</li> <li>• Teachers identified students in grades 5 – 8 that would continue to work in small groups daily with the teacher's assistant and school aides.</li> <li>• Students are encouraged to attend after school and the Saturday Academy.</li> </ul>
Grade 8 Science Index #150		Grade 8 Earth Science <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> </ul>	<b>Eight grade Pre-Assessment Earth Science Regents Data:</b>

- Hands-on scientific experiments and observation activities.
- The teacher received culturally responsive critical thinking PD from the district during Superintendent’s Day.
- The teacher attends bi-weekly PDs provided by the administrative team that focuses on the district foci.

**District Foci:**


- Checking for Understanding
- Critical Thinking to promote higher order thinking skills
- Accountable Talk

**Exit Tickets:**




This form of formative assessment is used after every lesson to ensure that students are comprehending the topics covered. This formative assessment helps the teacher plan her future lessons; students that have misconceptions receive clarifications based on the data collected from the exit tickets.

**Teacher Created End of Unit Tests (Summative Assessments):**

The teacher creates summative assessments based on the content covered during the unit. The teacher also implements test questions into her tests that are directly collected from previous Earth Science regents exams.


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 School:  Class:  Report:































[Question Summary](#)

Questions (44)	Correct Ans (of 41)	Mean (10.37)	Max P (43)
<b>Book 1</b>			
Question 1	22	53.7%	1
Question 2	8	19.5%	1
Question 3	18	43.9%	1
Question 4	22	53.7%	1
Question 5	12	29.3%	1
Question 6	11	26.8%	1
Question 7	17	41.5%	1
Question 8	11	26.8%	1
Question 9	38	92.7%	1
Question 10	18	43.9%	1
Question 11	22	53.7%	1
Question 12	17	41.5%	1
Question 13	20	48.8%	1
Question 14	12	29.3%	1
Question 15	20	48.8%	1
Question 16	18	43.9%	1
Question 17	19	46.3%	1

Teacher addresses the questions used in the preassessment to drive lesson objectives. Students are also exposed to the questions during Do Now and Exit Tickets.

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		<p><b>Hands-On Scientific Experiments and Observations:</b> Teacher implements lab activities for students to receive first-hand experiences to connect with complex topics.</p> <p><b>Unit Pre-Assessment with Earth Science Regents Questions (Formative Assessments):</b> Teacher creates pre-unit pre-assessments to assess prior knowledge based on subject materials and to give students a preview of the unit to be covered.</p> <p><b>RACE Strategy:</b> The teacher implements the RACE Strategy (restate, answer, cite, explain) to support ELA instruction and Earth Science regent's exam short response questions.</p>	

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		<p><b>District Offered Professional Development:</b> Teachers have attended multiple district wide, and school offered professional development.</p> <p>Receives weekly lesson plan feedback and meets with the Assistant Principal for instructional planning.</p>	
#100 3-8 ELA All Students Core Subject Performance Index	Y	<p><u>Professional Growth and Development:</u> Our professional learning plan provides a comprehensive picture of the professional learning that was conducted from November through the end of January.</p> <p>Teachers are provided Professional Learning opportunities bi-weekly from the school to enhance their tools for:</p>	<p>Grades 7 &amp; 8 will continue to complete assessments in the winter and spring to assess student growth and improvement by standards.</p> <p>Grades 3-8 will continue to complete MAP Reading assessments in the spring to assess student growth and improvement by standards. Teachers are implementing the use of IXL for reading (students RIT score from MAP used to create personal study plans for students). As seen in the data below, students have mastered about 50% of the skills they have practiced. Our next step is to review the ELA Datamate Assessment Data with the IXL skills to identify additional support for skills not yet mastered.</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"><li>Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li><li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li><li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li><li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li></ul>																																																															
		<ul style="list-style-type: none"><li>The District’s 2022/23 Instructional Foci: Accountable Talk, Checks for Understanding, and Critical Thinking</li><li>Schoology</li><li>IXL</li><li>NGLS</li></ul> <p>Teachers in grades 3-4 are working with the Teaching Matters consultant on creating questions that facilitate critical thinking and meaningful opportunities for accountable talk and develop / identify tasks that supports student mastery of skills / objectives.</p> <p>Teachers in grades 5-8 are working with District Executive Director of ELA on guided reading and small group instruction. Grades 5-8 are still</p>	<table><tr><th colspan="5">SKILL PROGRESS</th></tr><tr><th></th><th></th><th>Total questions answered</th><th>Skills practiced</th><th>Skills proficient</th><th>Skills mastered</th></tr><tr><td rowspan="5"><div>Grade 3</div><div>64</div></td><td></td><td>9,375</td><td>334</td><td>219</td><td>194</td></tr><tr><td></td><td>8,222</td><td>203</td><td>130</td><td>123</td></tr><tr><td></td><td>514</td><td>27</td><td>15</td><td>15</td></tr><tr><td></td><td>54</td><td>9</td><td>1</td><td>1</td></tr><tr><td></td><td>28</td><td>1</td><td>0</td><td>0</td></tr><tr><td rowspan="5"><div>Grade 4</div><div>63</div></td><td></td><td>13,685</td><td>451</td><td>284</td><td>262</td></tr><tr><td></td><td>30,724</td><td>1,062</td><td>636</td><td>577</td></tr><tr><td></td><td>368</td><td>24</td><td>6</td><td>6</td></tr><tr><td></td><td>291</td><td>19</td><td>5</td><td>4</td></tr><tr><td></td><td colspan="4">No practice yet</td></tr></table>	SKILL PROGRESS							Total questions answered	Skills practiced	Skills proficient	Skills mastered	<div>Grade 3</div> <div>64</div>		9,375	334	219	194		8,222	203	130	123		514	27	15	15		54	9	1	1		28	1	0	0	<div>Grade 4</div> <div>63</div>		13,685	451	284	262		30,724	1,062	636	577		368	24	6	6		291	19	5	4		No practice yet			
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		<p>departmentalized. We continue to include an instructional block in the afternoon dedicated to small group instruction.</p> <p>Teachers continue to implement the district’s foci.</p> <ul style="list-style-type: none"><li>Checking for Understanding</li><li>Critical Thinking</li><li>Accountable Talk</li></ul> <p>Continued use of parts of the LATIC framework strategies and support from Instructional Coach. These practices were observed during classroom visits by Instructional Coach.</p> <ul style="list-style-type: none"><li>Expert board</li><li>Help board</li><li>Resource area</li><li>ALU’s/PBL’s</li><li>Technology</li></ul>	<table><tr><td rowspan="5"><b>Grade 5</b> 58</td><td></td><td>961</td><td>71</td><td>28</td><td>22</td></tr><tr><td></td><td>24,576</td><td>700</td><td>296</td><td>269</td></tr><tr><td></td><td>698</td><td>37</td><td>17</td><td>16</td></tr><tr><td></td><td>209</td><td>25</td><td>5</td><td>5</td></tr><tr><td></td><td>625</td><td>19</td><td>12</td><td>11</td></tr></table> <table><tr><td rowspan="5"><b>Grade 6</b> 52</td><td></td><td>647</td><td>34</td><td>14</td><td>14</td></tr><tr><td></td><td>142</td><td>8</td><td>0</td><td>0</td></tr><tr><td></td><td>60</td><td>3</td><td>2</td><td>2</td></tr><tr><td></td><td colspan="4">No practice yet</td></tr><tr><td></td><td colspan="4">No practice yet</td></tr></table>	<b>Grade 5</b> 58		961	71	28	22		24,576	700	296	269		698	37	17	16		209	25	5	5		625	19	12	11	<b>Grade 6</b> 52		647	34	14	14		142	8	0	0		60	3	2	2		No practice yet					No practice yet			
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		<ul style="list-style-type: none"><li>Flexible seating during small group</li><li>Activity lists/Choice Boards</li></ul> <p><u>Data and Assessments:</u> In grades 3-6 Benchmark Interim 2 Assessments were administered to assess students’ current level of progress towards standards mastery. Teachers use data from weekly Benchmark quizzes to adjust instruction and plan for opportunities for acceleration and intervention.</p> <p>Grades 3-8 administered an ELA DataMate Practice Assessment in the beginning of January. Data is used to review students' strengths and weaknesses in ELA skills and Standards to adjust instruction.</p>	<table><tr><td rowspan="5"><b>Grade 7</b> 57</td><td></td><td>2,745</td><td>132</td><td>65</td><td>58</td></tr><tr><td></td><td>23,582</td><td>559</td><td>262</td><td>232</td></tr><tr><td></td><td>230</td><td>12</td><td>1</td><td>1</td></tr><tr><td></td><td>2,525</td><td>191</td><td>51</td><td>39</td></tr><tr><td></td><td>17,328</td><td>665</td><td>336</td><td>295</td></tr></table> <table><tr><td rowspan="5"><b>Grade 8</b> 50</td><td></td><td>1,581</td><td>85</td><td>51</td><td>47</td></tr><tr><td></td><td>1,265</td><td>36</td><td>19</td><td>13</td></tr><tr><td></td><td>47</td><td>3</td><td>2</td><td>1</td></tr><tr><td></td><td>134</td><td>16</td><td>1</td><td>0</td></tr><tr><td></td><td>6,298</td><td>210</td><td>120</td><td>95</td></tr></table> <p>Grades 3-6 have completed two of the four Benchmark Interim assessments throughout the school year to access student growth and</p>	<b>Grade 7</b> 57		2,745	132	65	58		23,582	559	262	232		230	12	1	1		2,525	191	51	39		17,328	665	336	295	<b>Grade 8</b> 50		1,581	85	51	47		1,265	36	19	13		47	3	2	1		134	16	1	0		6,298	210	120	95
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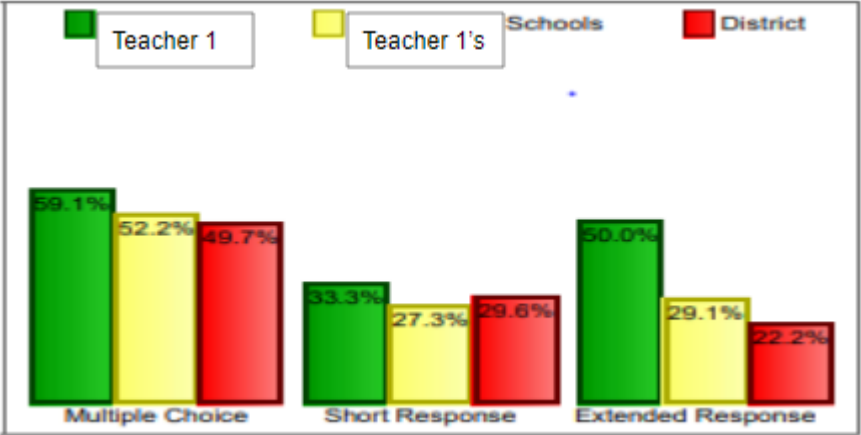
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		<p>Teachers analyzed school and grade level data using 21-22 NYS ELA Assessment and the District January 2023 ELA Practice Assessment (DataMate)</p> <p>Teachers continue to collect and analyze student data and identify areas of improvement across grade levels, class wide, and individually.</p>	<p>improvement by standards. Teachers used the assessment to review skills and standards that students needed additional support in.</p> <p>3<sup>rd</sup> Grade: When comparing the Benchmark Data to the ELA Datamate Practice Assessment, R.L.3, R.L.4, and R.L.5 are standards that students need additional support with.</p>

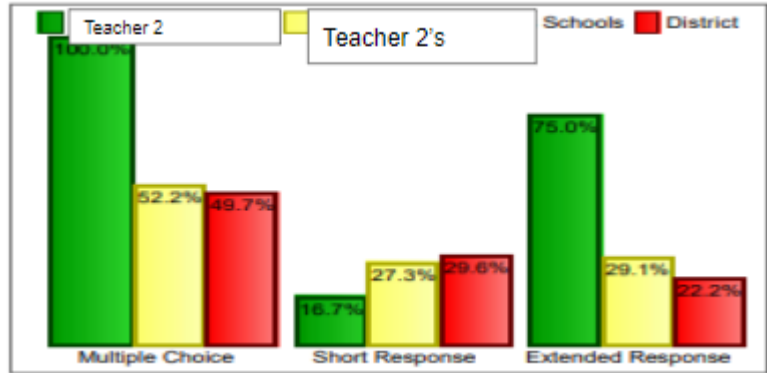


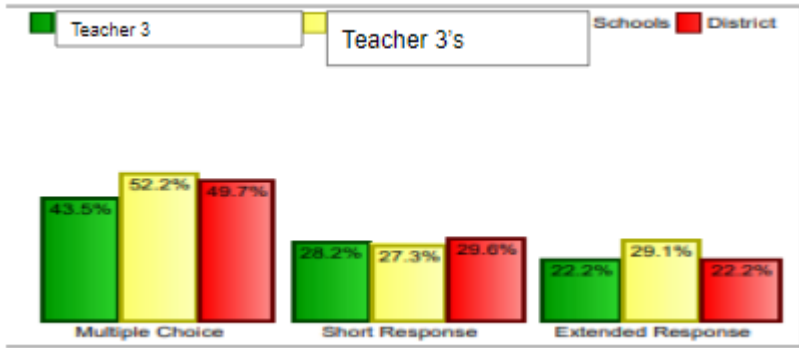
			<div> <div> <div>Language</div> <div>Avg. 47%</div> </div> <div> <div>Reading: Foundational Skills</div> <div>Avg. 57%</div> </div> <div> <div>Reading: Informational Text</div> <div>Avg. 30%</div> </div> <div> <div>Reading: Literature</div> <div>Avg. 43%</div> </div> <div> <div>Writing</div> <div>Avg. 27%</div> </div> </div> <div> <div> <div>Achievement Level</div> <div> <div>≥ 80%</div> <div>60-79%</div> <div>40-59%</div> <div>&lt; 40%</div> </div> </div> <div> <div>L.4.2a</div> <div>L.4.4b</div> <div>L.4.6</div> <div>L.4.4a</div> <div>L.4.3a</div> <div>L.4.1b</div> <div>L.4.5a</div> <div>L.4.1d</div> <div>L.4.1f</div> <div>L.4.4</div> <div>L.4.5b</div> <div>L.4.2b</div> <div>L.4.2</div> <div>L.4.1</div> <div>L.4.5</div> <div>L.4.3c</div> </div> <div> <div>RF.4.3a</div> <div>RF.4.3</div> <div>RI.4.9</div> <div>RI.4.3</div> <div>RI.4.8</div> <div>RI.4.4</div> <div>RI.4.1</div> <div>RI.4.7</div> <div>RI.4.2</div> <div>RI.4.6</div> </div> <div> <div>RL.4.7</div> <div>RL.4.4</div> <div>RL.4.3</div> <div>RL.4.6</div> <div>RL.4.9</div> <div>RL.4.1</div> <div>RL.4.2</div> <div>RL.4.5</div> </div> <div> <div>W.4.2</div> <div>W.4.3</div> </div> </div>
			<div> <div>5<sup>th</sup> Grade: When comparing the Benchmark Data to the ELA Datamate Practice Assessment, R.I.3, R.L. 2 and R.I.6 are standards that students need additional support with. Students do demonstrate greater understanding of R.L.2.</div> </div>

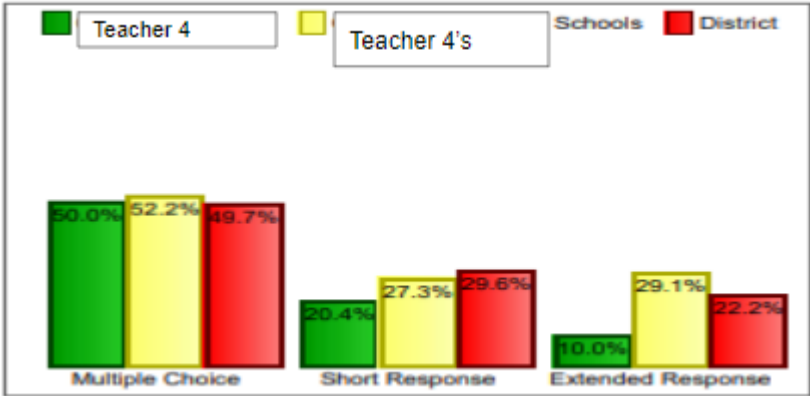


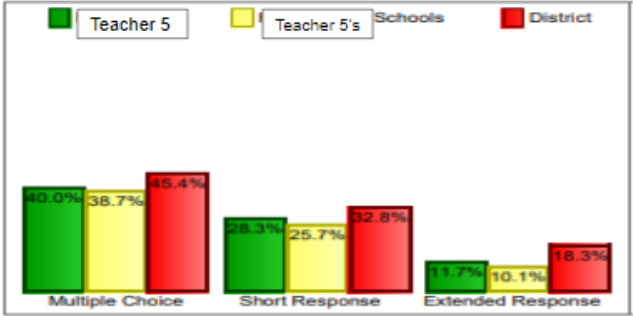


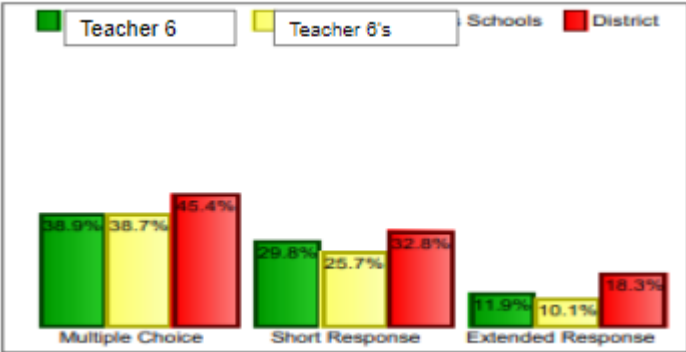
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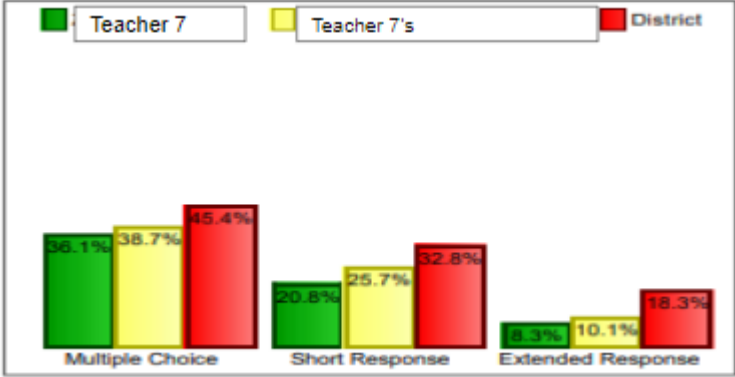
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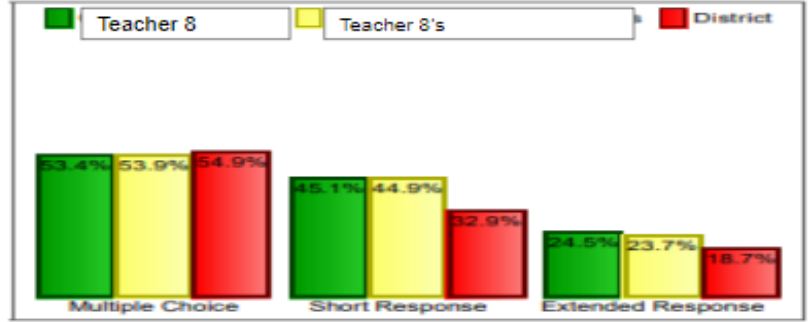
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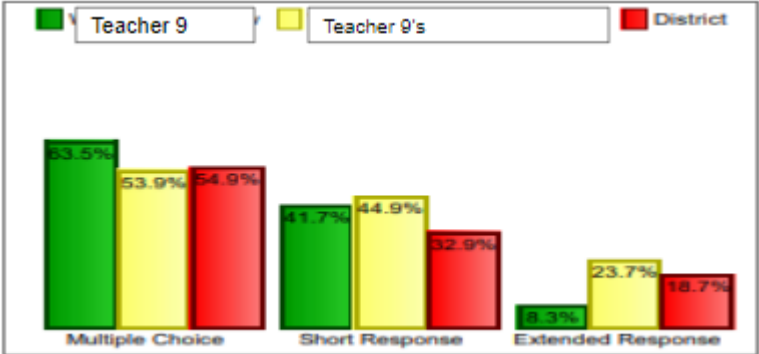
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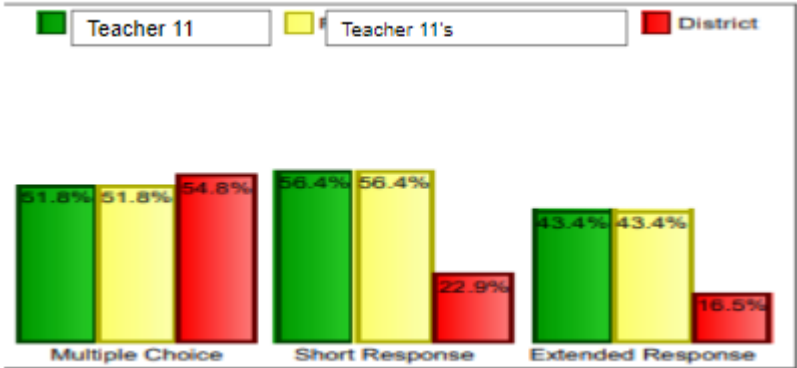
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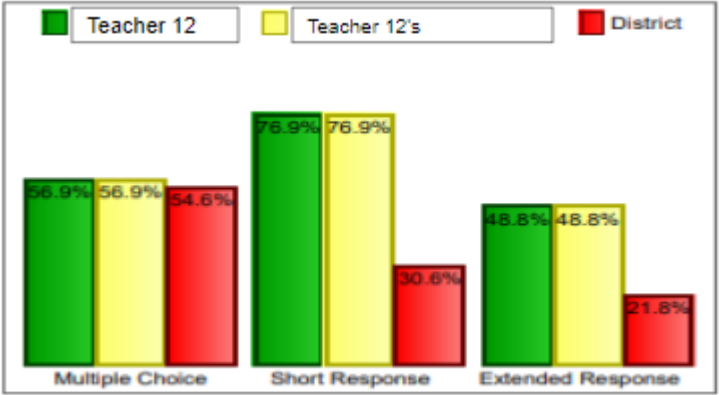
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Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
			<ul style="list-style-type: none"> <li>School has identified students needed to move up a minimum of one level to increase the PI.</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>To reinforce the need for attendance improvement, middle school students had an honor roll assembly and received certificates for good and improved attendance.</p> <p>As part of the PBIS Plan, students continue to earn Dojo points for perfect attendance and improved attendance.</p> <p>Attendance has been at or above 89% for most days in January. About 40% of our students are chronically absent. We are continuing to connect with the families of students who are absent more than 5 days for the year.</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>• Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>• Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
		<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> <p>Principal sends out frequent ConnectEd messages about the importance of daily attendance.</p> <p>A retired YPD Detective makes home visits to those students identified by the school</p>	

### **Part III – Demonstrable Improvement Indicators-Level 2**

#### **Level 2 Indicators**

*Please list the school's Level 2 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific strategies and action steps to support progress toward the Demonstrable Improvement targets during this quarter.*

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

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> <li>• Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>• Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
#102 3-8 ELA Black Core Subject PI	Y	<p><u>Data and Assessments:</u> Students completed the following assessments:</p> <ul style="list-style-type: none"> <li>• Benchmark weekly tests and Interim Assessment 2</li> <li>• Common Lit</li> <li>• DataMate ELA Practice Exam</li> </ul> <p>In grades 3-6, Benchmark Interim Assessment #2 was administered to assess student strengths and weakness based on skill and standard.</p> <p>Students use IXL during small group instruction time to receive support based on Fall MAP assessment and Benchmark data.</p> <p>Teachers collected and analyzed student data and identified areas of improvement across grade levels, class wide, and individually.</p>	<p>3<sup>rd</sup> grade Benchmark Data November to January</p> <p>When comparing the Benchmark Data to the ELA Datamate Practice Assessment, R.I.3, R.I.4, and R.L5 are standards that students need additional support with.</p>

	<p>During the ELA PLC teachers, we have developed an ELA Profile as a result of our data triangulation. Teachers also made predictions about which standards they thought students would do best on and which standards might be challenging for students as they complete the DataMate Practice Exam.</p> <p><u>Strategies:</u> District Foci:</p> <ul style="list-style-type: none"><li>• Checking for Understanding</li><li>• Critical Thinking to promote higher-order thinking skills</li><li>• Accountable Talk</li></ul> <p>Utilization of LATIC framework strategies:</p> <ul style="list-style-type: none"><li>• Authentic Learning Units</li><li>• Increase student independence</li><li>• expert board</li><li>• help board</li><li>• flexible seating</li><li>• technology infusion</li><li>• whole group and small group instruction</li><li>• independent activity structures.</li><li>• Facilitate student-centered classroom that allowed students to take ownership of their learning</li></ul>	<table><thead><tr><th></th><th>Language</th><th>Reading: Foundational Skills</th><th>Reading: Informational Text</th><th>Reading: Literature</th><th>Writing</th></tr></thead><tbody><tr><td></td><td>Avg. 32%</td><td>Avg. 44%</td><td>Avg. 32%</td><td>Avg. 34%</td><td>Avg. 28%</td></tr><tr><td>≥ 80%</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>60-79%</td><td>L.3.2b</td><td></td><td></td><td></td><td></td></tr><tr><td>40-59%</td><td>L.3.2g L.3.5c L.3.4c L.3.1c L.3.1e</td><td>RF.3.3</td><td>RI.3.5</td><td>RI.3.6 RI.3.3</td><td>W.3.10</td></tr><tr><td>&lt; 40%</td><td>L.3.4 L.3.2d L.3.1d L.3.1a L.3.5 L.3.1f L.3.1b L.3.1g L.3.6 L.3.5a L.3.2 L.3.1 L.3.2c L.3.2a</td><td>RF.3.3a RF.3.3c</td><td>RI.3.9 RI.3.4 RI.3.7 RI.3.1 RI.3.3 RI.3.2 RI.3.6 RI.3.8</td><td>RI.3.2 RI.3.4 RI.3.1 RI.3.9 RI.3.7 RI.3.5</td><td>W.3.2 W.3.1 W.3.3</td></tr></tbody></table> <p>4<sup>th</sup> grade Benchmark Data November to January</p> <p>When comparing the Benchmark Data to the ELA Datamate Practice Assessment, R.L.4 is the standard that students need additional support with.</p>		Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing		Avg. 32%	Avg. 44%	Avg. 32%	Avg. 34%	Avg. 28%	≥ 80%						60-79%	L.3.2b					40-59%	L.3.2g L.3.5c L.3.4c L.3.1c L.3.1e	RF.3.3	RI.3.5	RI.3.6 RI.3.3	W.3.10	< 40%	L.3.4 L.3.2d L.3.1d L.3.1a L.3.5 L.3.1f L.3.1b L.3.1g L.3.6 L.3.5a L.3.2 L.3.1 L.3.2c L.3.2a	RF.3.3a RF.3.3c	RI.3.9 RI.3.4 RI.3.7 RI.3.1 RI.3.3 RI.3.2 RI.3.6 RI.3.8	RI.3.2 RI.3.4 RI.3.1 RI.3.9 RI.3.7 RI.3.5	W.3.2 W.3.1 W.3.3
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< 40%	L.3.4 L.3.2d L.3.1d L.3.1a L.3.5 L.3.1f L.3.1b L.3.1g L.3.6 L.3.5a L.3.2 L.3.1 L.3.2c L.3.2a	RF.3.3a RF.3.3c	RI.3.9 RI.3.4 RI.3.7 RI.3.1 RI.3.3 RI.3.2 RI.3.6 RI.3.8	RI.3.2 RI.3.4 RI.3.1 RI.3.9 RI.3.7 RI.3.5	W.3.2 W.3.1 W.3.3																																	

			<div> <div>Language</div> <div>Reading: Foundational Skills</div> <div>Reading: Informational Text</div> <div>Reading: Literature</div> <div>Writing</div> </div> <div> <div>Avg. 48%</div> <div>Avg. 59%</div> <div>Avg. 33%</div> <div>Avg. 47%</div> <div>Avg. 31%</div> </div>
			<div> <div> <div>≥ 80%</div> <div>L4.2a</div> <div>L4.6</div> </div> <div> <div>60-79%</div> <div>L4.5a</div> <div>RF.4.3a</div> <div>RI.4.9</div> <div>RI.4.7</div> <div>L4.3a</div> <div>RI.4.8</div> <div>RI.4.3</div> <div>L4.4a</div> <div>RI.4.4</div> <div>L4.1b</div> <div>RI.4.6</div> <div>L4.1d</div> <div>RI.4.2</div> <div>L4.4</div> <div>RI.4.9</div> <div>L4.1f</div> <div>RI.4.5</div> <div>L4.5b</div> <div>L4.2b</div> </div> <div> <div>40-59%</div> <div>L4.1</div> <div>RI.4.4</div> <div>RI.4.1</div> <div>W4.2</div> <div>L4.2</div> <div>RI.4.1</div> <div>W4.3</div> <div>L4.5</div> <div>RI.4.7</div> <div>L4.3c</div> <div>RI.4.2</div> </div> <div> <div>&lt; 40%</div> </div> </div>
<div> <div>3<sup>rd</sup> grade DataMate Estimated Performance Levels based on the NYS ELA Practice Assessment taken in January 2023. Out of 21 students that completed the assessment, 1 is estimated to perform at a level 3, 9 at a Level 2, and 7 at a level 1.</div> </div>			

Ethnicity	Lunch Status	SpEd	LEP	Multiple Choice	Short Response	Extended Response	Raw Score	scored	Estimated Performance Level
B	Yes	No	No	9	1	2	12	Yes	2L
B	Yes	No	No	8	5	1	14	Yes	2L
B	Yes	No	No	8	7	4	19	Yes	2H
B	Yes	No	No	8	10	1	19	Yes	2H
B	No	No	No	10	10	3	23	Yes	3M
B	Yes	Yes	No	12	2	3	17	Yes	2M
B	Yes	No	No	4	2	0	6	Yes	1M
B	No	No	No	2	4	1	7	Yes	1M
B	Yes	No	No	4	4	0	8	Yes	1H
B	Yes	No	No	4	4	1	9	Yes	1H
B	Yes	No	No	9	7	2	18	Yes	2H
B	Yes	Yes	No	5	0	0	5	No	
B	Yes	No	No	6	0	0	6	No	
B	Yes	No	No	1	2	0	3	Yes	1L
B	Yes	No	No	3	1	0	4	Yes	1M
B	Yes	No	No	6	1	0	7	Yes	1M
B	No	No	No	10	3	0	13	Yes	2L
B	No	No	No	9	7	2	18	Yes	2H
B	Yes	No	No	9	9	1	19	Yes	2H
B	Yes	Yes	No	3	0	0	3	No	
B	Yes	No	No	6	0	0	6	No	

4th grade DataMate Estimated Performance Levels based on the NYS ELA Practice Assessment taken in January 2023. Out of 10 students that completed the assessment, 9 are estimated to perform at a level 1,































Indicator	Status (R/Y/G)	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 and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li><li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li><li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li><li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li></ul>																																																																																																														
			<p>and 1 is estimated to perform at a level 3.</p> <table><tr><th>Ethnicity</th><th>LunchStatus</th><th>SpEd</th><th>LEP</th><th>Multiple Choice</th><th>Short Response</th><th>Extended Response</th><th>Raw Score</th><th>scored</th><th>Estimated Performance Level</th></tr><tr><td>B</td><td>No</td><td>Yes</td><td>No</td><td>3</td><td>1</td><td>0</td><td>4</td><td>Yes</td><td>1L</td></tr><tr><td>B</td><td>Yes</td><td>No</td><td>No</td><td>4</td><td>2</td><td>0</td><td>6</td><td>Yes</td><td>1M</td></tr><tr><td>B</td><td>Yes</td><td>No</td><td>No</td><td>4</td><td>2</td><td>0</td><td>6</td><td>Yes</td><td>1M</td></tr><tr><td>B</td><td>No</td><td>No</td><td>No</td><td>9</td><td>12</td><td>2</td><td>23</td><td>Yes</td><td>3L</td></tr><tr><td>B</td><td>No</td><td>No</td><td>No</td><td>3</td><td>5</td><td>0</td><td>8</td><td>Yes</td><td>1M</td></tr><tr><td>B</td><td>Yes</td><td>No</td><td>No</td><td>6</td><td>4</td><td>1</td><td>11</td><td>Yes</td><td>1H</td></tr><tr><td>B</td><td>Yes</td><td>No</td><td>No</td><td>6</td><td>5</td><td>1</td><td>12</td><td>Yes</td><td>1H</td></tr><tr><td>B</td><td>Yes</td><td>No</td><td>No</td><td>4</td><td>1</td><td>0</td><td>5</td><td>Yes</td><td>1M</td></tr><tr><td>B</td><td>Yes</td><td>No</td><td>No</td><td>4</td><td>4</td><td>0</td><td>8</td><td>Yes</td><td>1M</td></tr><tr><td>B</td><td>No</td><td>No</td><td>No</td><td>6</td><td>4</td><td>1</td><td>11</td><td>Yes</td><td>1H</td></tr></table> <p>5th grade DataMate Estimated Performance Levels based on the NYS ELA Practice Assessment taken in January 2023. Out of 15 students, 12 are estimated to perform at a level 1, and 3 are estimated to perform at a level 2.</p>	Ethnicity	LunchStatus	SpEd	LEP	Multiple Choice	Short Response	Extended Response	Raw Score	scored	Estimated Performance Level	B	No	Yes	No	3	1	0	4	Yes	1L	B	Yes	No	No	4	2	0	6	Yes	1M	B	Yes	No	No	4	2	0	6	Yes	1M	B	No	No	No	9	12	2	23	Yes	3L	B	No	No	No	3	5	0	8	Yes	1M	B	Yes	No	No	6	4	1	11	Yes	1H	B	Yes	No	No	6	5	1	12	Yes	1H	B	Yes	No	No	4	1	0	5	Yes	1M	B	Yes	No	No	4	4	0	8	Yes	1M	B	No	No	No	6	4	1	11	Yes	1H
Ethnicity	LunchStatus	SpEd	LEP	Multiple Choice	Short Response	Extended Response	Raw Score	scored	Estimated Performance Level																																																																																																								
B	No	Yes	No	3	1	0	4	Yes	1L																																																																																																								
B	Yes	No	No	4	2	0	6	Yes	1M																																																																																																								
B	Yes	No	No	4	2	0	6	Yes	1M																																																																																																								
B	No	No	No	9	12	2	23	Yes	3L																																																																																																								
B	No	No	No	3	5	0	8	Yes	1M																																																																																																								
B	Yes	No	No	6	4	1	11	Yes	1H																																																																																																								
B	Yes	No	No	6	5	1	12	Yes	1H																																																																																																								
B	Yes	No	No	4	1	0	5	Yes	1M																																																																																																								
B	Yes	No	No	4	4	0	8	Yes	1M																																																																																																								
B	No	No	No	6	4	1	11	Yes	1H																																																																																																								

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"><li>Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li><li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li><li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li><li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li></ul>																																																																																																																																																																										
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Ethnicity	Lunch Status	SpEd	LEP	Multiple Choice	Short Response	Extended Response	Raw Score	scored	Estimated Performance Level																																																																																																																																																																				
B	No	No	No	7	4	0	11	Yes	1M																																																																																																																																																																				
B	Yes	No	No	9	2	0	11	Yes	1M																																																																																																																																																																				
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B	Yes	No	No	15	6	0	21	Yes	1H																																																																																																																																																																				
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B	Yes	No	No	16	5	2	23	Yes	1H																																																																																																																																																																				
B	Yes	No	No	17	10	2	29	Yes	2H																																																																																																																																																																				
B	Yes	No	No	6	5	1	12	Yes	1M																																																																																																																																																																				
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B	Yes	No	No	12	4	0	16	Yes	1H																																																																																																																																																																				
B	No	No	No	14	6	0	20	Yes	1H																																																																																																																																																																				
B	Yes	No	No	14	7	1	22	Yes	1H																																																																																																																																																																				
B	Yes	Yes	No	15	8	2	25	Yes	2L																																																																																																																																																																				
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			<p>6 are estimated to perform at a level 1, 1 is estimated to perform at a level 1 and 4 currently have no estimated performance level.</p> <table><tr><th>Ethnicity</th><th>Lunch Status</th><th>SpEd</th><th>LEP</th><th>Multiple Choice</th><th>Short Response</th><th>Extended Response</th><th>Raw Score</th><th>scored</th><th>Estimated Performance Level</th></tr><tr><td>B</td><td>Yes</td><td>No</td><td>No</td><td>13</td><td>8</td><td>2</td><td>23</td><td>Yes</td><td>1H</td></tr><tr><td>B</td><td>No</td><td>No</td><td>No</td><td>6</td><td>0</td><td>0</td><td>6</td><td>No</td><td></td></tr><tr><td>B</td><td>Yes</td><td>No</td><td>No</td><td>9</td><td>0</td><td>0</td><td>9</td><td>No</td><td></td></tr><tr><td>B</td><td>Yes</td><td>No</td><td>No</td><td>13</td><td>0</td><td>0</td><td>13</td><td>No</td><td></td></tr><tr><td>B</td><td>Yes</td><td>No</td><td>No</td><td>7</td><td>6</td><td>0</td><td>13</td><td>Yes</td><td>1M</td></tr><tr><td>B</td><td>Yes</td><td>No</td><td>No</td><td>7</td><td>6</td><td>1</td><td>14</td><td>Yes</td><td>1M</td></tr><tr><td>B</td><td>Yes</td><td>No</td><td>No</td><td>10</td><td>6</td><td>0</td><td>16</td><td>Yes</td><td>1M</td></tr><tr><td>B</td><td>No</td><td>No</td><td>No</td><td>10</td><td>7</td><td>1</td><td>18</td><td>Yes</td><td>1H</td></tr><tr><td>B</td><td>Yes</td><td>No</td><td>No</td><td>13</td><td>6</td><td>2</td><td>21</td><td>Yes</td><td>1H</td></tr><tr><td>B</td><td>Yes</td><td>No</td><td>No</td><td>16</td><td>7</td><td>2</td><td>25</td><td>Yes</td><td>2L</td></tr><tr><td>B</td><td>Yes</td><td>No</td><td>No</td><td>9</td><td>0</td><td>0</td><td>9</td><td>No</td><td></td></tr></table> <p>7th grade DataMate Estimated Performance Levels based on the NYS ELA Practice Assessment taken in January 2023. Out of 14 students,</p>	Ethnicity	Lunch Status	SpEd	LEP	Multiple Choice	Short Response	Extended Response	Raw Score	scored	Estimated Performance Level	B	Yes	No	No	13	8	2	23	Yes	1H	B	No	No	No	6	0	0	6	No		B	Yes	No	No	9	0	0	9	No		B	Yes	No	No	13	0	0	13	No		B	Yes	No	No	7	6	0	13	Yes	1M	B	Yes	No	No	7	6	1	14	Yes	1M	B	Yes	No	No	10	6	0	16	Yes	1M	B	No	No	No	10	7	1	18	Yes	1H	B	Yes	No	No	13	6	2	21	Yes	1H	B	Yes	No	No	16	7	2	25	Yes	2L	B	Yes	No	No	9	0	0	9	No	
Ethnicity	Lunch Status	SpEd	LEP	Multiple Choice	Short Response	Extended Response	Raw Score	scored	Estimated Performance Level																																																																																																																		
B	Yes	No	No	13	8	2	23	Yes	1H																																																																																																																		
B	No	No	No	6	0	0	6	No																																																																																																																			
B	Yes	No	No	9	0	0	9	No																																																																																																																			
B	Yes	No	No	13	0	0	13	No																																																																																																																			
B	Yes	No	No	7	6	0	13	Yes	1M																																																																																																																		
B	Yes	No	No	7	6	1	14	Yes	1M																																																																																																																		
B	Yes	No	No	10	6	0	16	Yes	1M																																																																																																																		
B	No	No	No	10	7	1	18	Yes	1H																																																																																																																		
B	Yes	No	No	13	6	2	21	Yes	1H																																																																																																																		
B	Yes	No	No	16	7	2	25	Yes	2L																																																																																																																		
B	Yes	No	No	9	0	0	9	No																																																																																																																			

Indicator	Status (R/Y/G)	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 and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li><li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li><li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li><li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li></ul>																																																																																																																																																						
			<p>7 are estimated to perform at a level 1, 3 are estimated to perform at a level 2 and 3 are estimated to perform at a level 3. There is currently 1 student that does not have an estimated performance level.</p> <table><tr><th>Ethnicity</th><th>Lunch Status</th><th>SpEd</th><th>LEP</th><th>Multiple Choice</th><th>Short Response</th><th>Extended Response</th><th>Raw Score</th><th>scored</th><th>Estimated Performance Level</th></tr><tr><td>B</td><td>Yes</td><td>No</td><td>No</td><td>7</td><td>7</td><td>1</td><td>15</td><td>Yes</td><td>1M</td></tr><tr><td>B</td><td>Yes</td><td>No</td><td>No</td><td>12</td><td>8</td><td>2</td><td>22</td><td>Yes</td><td>1H</td></tr><tr><td>B</td><td>No</td><td>No</td><td>No</td><td>17</td><td>14</td><td>2</td><td>33</td><td>Yes</td><td>2H</td></tr><tr><td>B</td><td>No</td><td>No</td><td>No</td><td>18</td><td>14</td><td>4</td><td>36</td><td>Yes</td><td>3M</td></tr><tr><td>B</td><td>Yes</td><td>No</td><td>No</td><td>19</td><td>14</td><td>3</td><td>36</td><td>Yes</td><td>3M</td></tr><tr><td>B</td><td>Yes</td><td>No</td><td>No</td><td>8</td><td>5</td><td>1</td><td>14</td><td>Yes</td><td>1M</td></tr><tr><td>B</td><td>Yes</td><td>No</td><td>No</td><td>8</td><td>7</td><td>2</td><td>17</td><td>Yes</td><td>1H</td></tr><tr><td>B</td><td>Yes</td><td>No</td><td>No</td><td>9</td><td>7</td><td>1</td><td>17</td><td>Yes</td><td>1H</td></tr><tr><td>B</td><td>Yes</td><td>No</td><td>No</td><td>11</td><td>6</td><td>1</td><td>18</td><td>Yes</td><td>1H</td></tr><tr><td>B</td><td>Yes</td><td>No</td><td>No</td><td>10</td><td>9</td><td>1</td><td>20</td><td>Yes</td><td>1H</td></tr><tr><td>B</td><td>Yes</td><td>No</td><td>No</td><td>15</td><td>12</td><td>2</td><td>29</td><td>Yes</td><td>2M</td></tr><tr><td>B</td><td>Yes</td><td>No</td><td>No</td><td>13</td><td>13</td><td>4</td><td>30</td><td>Yes</td><td>2M</td></tr><tr><td>B</td><td>Yes</td><td>No</td><td>No</td><td>21</td><td>13</td><td>4</td><td>38</td><td>Yes</td><td>3H</td></tr><tr><td>B</td><td>Yes</td><td>No</td><td>No</td><td>2</td><td>0</td><td>0</td><td>2</td><td>No</td><td></td></tr></table>	Ethnicity	Lunch Status	SpEd	LEP	Multiple Choice	Short Response	Extended Response	Raw Score	scored	Estimated Performance Level	B	Yes	No	No	7	7	1	15	Yes	1M	B	Yes	No	No	12	8	2	22	Yes	1H	B	No	No	No	17	14	2	33	Yes	2H	B	No	No	No	18	14	4	36	Yes	3M	B	Yes	No	No	19	14	3	36	Yes	3M	B	Yes	No	No	8	5	1	14	Yes	1M	B	Yes	No	No	8	7	2	17	Yes	1H	B	Yes	No	No	9	7	1	17	Yes	1H	B	Yes	No	No	11	6	1	18	Yes	1H	B	Yes	No	No	10	9	1	20	Yes	1H	B	Yes	No	No	15	12	2	29	Yes	2M	B	Yes	No	No	13	13	4	30	Yes	2M	B	Yes	No	No	21	13	4	38	Yes	3H	B	Yes	No	No	2	0	0	2	No	
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B	Yes	No	No	11	6	1	18	Yes	1H																																																																																																																																																
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B	Yes	No	No	15	12	2	29	Yes	2M																																																																																																																																																
B	Yes	No	No	13	13	4	30	Yes	2M																																																																																																																																																
B	Yes	No	No	21	13	4	38	Yes	3H																																																																																																																																																
B	Yes	No	No	2	0	0	2	No																																																																																																																																																	

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			8th grade DataMate Estimated Performance Levels based on the NYS ELA Practice Assessment taken in January 2023. Out of 16 students, 5 are estimated to perform at a level 1, 8 are estimated to perform at a level 2 and 3 are estimated to perform at a level 3.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"><li>• Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li><li>• Describe how the data trends that emerged during this reporting period will inform future action steps.</li><li>• Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li><li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li></ul>																																																																																																																																																																																				
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			Teachers will look at the data reports by question to review the percentage of students that got each item correct along with the depth of knowledge and standard in order to drive instruction. According to the data above, teachers will also begin to review writing short responses and extended responses.
#103 3-8 ELA Hispanic Core Subject PI	Y	<u>Data and Assessments:</u> Students completed the following assessments: <ul style="list-style-type: none"> <li>• Benchmark weekly tests and Interim Assessment 2</li> <li>• Common Lit</li> <li>• DataMate ELA Practice Exam</li> </ul> In grades 3-6, Benchmark Interim Assessment #2 was administered to assess student strengths and weakness based on skill and standard.	3 <sup>rd</sup> grade DataMate Estimated Performance Levels based on the NYS ELA Practice Assessment taken in January 2023. Out of 24 students that completed the assessment, 1 is estimated to perform at a level 3, 10 at a Level 2, and 13 at a level 1.

Students use IXL during small group instruction time to receive support based on Fall MAP assessment and Benchmark data.

Teachers collected and analyzed student data and identified areas of improvement across grade levels, class wide, and individually. During the ELA PLC teachers we have developed an ELA Profile as a result of our data triangulation. Teachers also made predictions about which standards they thought students would do best on and which standards might be challenging for students as they complete the DataMate Practice Exam.

Strategies:

District Foci:

- Checking for Understanding – teachers use formative assessments
- Critical Thinking to promote higher-order thinking skills
- Accountable Talk

Utilization of LATIC framework strategies:

- Authentic Learning Units
- Increase student independence
- expert board
- help board
- flexible seating
- technology infusion
- whole group and small group instruction
- independent activity structures.

F	G	H	I	K	L	M	N	O	P
Ethnicity	Lunch	Sp	L	Mu Ch	Sh Resp	Ext Resp	R Sc	scd	Estir d
									Performance Level
H	Yes	No	No	3	0	1	4	Yes	1M
H	Yes	No	Yes	6	0	1	7	Yes	1M
H	Yes	No	No	5	2	3	10	Yes	1H
H	Yes	No	No	4	3	3	10	Yes	1H
H	Yes	No	No	7	3	2	12	Yes	2L
H	Yes	No	No	8	4	1	13	Yes	2L
H	Yes	No	No	7	6	3	16	Yes	2M
H	Yes	No	Yes	7	7	3	17	Yes	2M
H	Yes	No	No	9	6	3	18	Yes	2H
H	Yes	No	No	10	6	3	19	Yes	2H
H	Yes	No	No	10	5	4	19	Yes	2H
H	Yes	No	No	3	0	0	3	No	
H	Yes	Yes	No	8	0	0	8	No	
H	Yes	No	No	4	1	1	6	Yes	1M
H	Yes	No	Yes	3	5	1	9	Yes	1H
H	Yes	No	No	6	2	1	9	Yes	1H
H	Yes	No	No	5	2	2	9	Yes	1H
H	Yes	No	No	7	5	0	12	Yes	2L
H	Yes	No	No	7	5	2	14	Yes	2L
H	Yes	No	No	9	8	2	19	Yes	2H
H	No	No	No	7	11	3	21	Yes	3L
H	Yes	No	No	4	0	0	4	No	
H	Yes	No	No	7	0	0	7	No	
H	Yes	No	No	3	1	0	4	Yes	1M
H	Yes	No	No	4	1	0	5	Yes	1M
H	Yes	No	No	7	5	1	13	Yes	2L
H	No	No	Yes	6	6	1	13	Yes	2L
H	Yes	No	No	7	7	1	15	Yes	2M
H	Yes	No	Yes	3	0	0	3	No	
H	Yes	No	No	4	0	0	4	No	
H	Yes	No	No	5	0	0	5	No	
H	Yes	No	No	6	0	0	6	No	
H	Yes	Yes	No	7	0	0	7	No	

4<sup>th</sup> grade DataMate Estimated Performance Levels based on the NYS ELA Practice Assessment taken in January 2023. Out of 33 students that completed the assessment, 1 is estimated to perform at a level 3, 2 at a Level 2, and 30 at a level 1.











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

Ethnicity	Lunch	Sp	L	Mu	Sh	Ext	R	sc	Estir	d	Performa
				Ch	Res	Res	Sc				nance Level
H	Yes	No	No	6	6	1	13	Yes	1H		
H	Yes	No	No	4	6	0	10	Yes	1H		
H	Yes	No	No	3	7	1	11	Yes	1H		
H	No	Yes	No	9	4	0	13	Yes	1H		
H	Yes	No	No	8	4	2	14	Yes	1H		
H	Yes	No	No	3	1	0	4	Yes	1L		
H	Yes	No	Yes	2	2	0	4	Yes	1L		
H	Yes	No	No	3	1	0	4	Yes	1L		
H	Yes	No	No	2	3	1	6	Yes	1M		
H	Yes	No	No	4	4	0	8	Yes	1M		
H	Yes	No	Yes	7	1	0	8	Yes	1M		
H	Yes	Yes	No	6	2	0	8	Yes	1M		
H	Yes	No	No	5	4	0	9	Yes	1M		
H	Yes	No	No	2	3	1	6	Yes	1M		
H	Yes	No	No	4	3	0	7	Yes	1M		
H	Yes	No	No	5	1	1	7	Yes	1M		
H	Yes	No	No	3	4	1	8	Yes	1M		
H	Yes	No	No	5	3	0	8	Yes	1M		
H	Yes	No	No	4	4	0	8	Yes	1M		
H	Yes	Yes	No	5	1	0	6	Yes	1M		
H	Yes	No	Yes	3	2	0	5	Yes	1M		
H	Yes	No	No	4	1	0	5	Yes	1M		
H	Yes	No	No	3	2	0	5	Yes	1M		
H	Yes	No	No	2	4	0	6	Yes	1M		
H	Yes	No	No	4	4	0	8	Yes	1M		
H	No	No	No	2	4	2	8	Yes	1M		
H	Yes	No	No	7	6	2	15	Yes	2L		
H	No	No	No	10	8	0	18	Yes	2M		
H	Yes	No	No	11	11	1	23	Yes	3L		

5<sup>th</sup> grade DataMate Estimated Performance Levels based on the NYS ELA Practice Assessment taken in January 2023. Out of 33 students that completed the assessment, 1 is estimated to perform at a level 3, 7 at a Level 2, and 25 at a level 1.

			Ethnicity	Lunch	Sp	L	Mu	SH	Exte	R	sc	Estir	Performance Level
							Ch	Res	Res	Sc		d	
			H	Yes	Yes	No	11	4	1	16	Yes	1H	
			H	Yes	No	No	12	5	1	18	Yes	1H	
			H	Yes	No	No	15	7	1	23	Yes	1H	
			H	Yes	No	No	13	4	0	17	Yes	1H	
			H	Yes	No	No	11	6	1	18	Yes	1H	
			H	Yes	No	No	15	4	2	21	Yes	1H	
			H	No	No	No	9	11	3	23	Yes	1H	
			H	No	Yes	No	15	5	0	20	Yes	1H	
			H	No	No	No	5	1	0	6	Yes	1L	
			H	Yes	No	No	5	2	0	7	Yes	1L	
			H	Yes	No	No	6	0	1	7	Yes	1L	
			H	Yes	No	No	5	3	0	8	Yes	1M	
			H	No	No	No	6	3	1	10	Yes	1M	
			H	Yes	No	No	8	2	0	10	Yes	1M	
			H	Yes	No	No	6	5	1	12	Yes	1M	
			H	Yes	No	No	8	4	1	13	Yes	1M	
			H	No	No	No	8	5	1	14	Yes	1M	
			H	Yes	No	No	11	3	1	15	Yes	1M	
			H	Yes	No	No	4	6	0	10	Yes	1M	
			H	Yes	No	No	7	4	1	12	Yes	1M	
			H	No	No	No	9	5	0	14	Yes	1M	
			H	Yes	Yes	No	8	6	0	14	Yes	1M	
			H	Yes	No	No	11	3	1	15	Yes	1M	
			H	Yes	No	No	7	8	0	15	Yes	1M	
			H	Yes	Yes	No	9	3	0	12	Yes	1M	
			H	No	No	No	16	11	3	30	Yes	2H	
			H	No	Yes	No	16	7	1	24	Yes	2L	
			H	Yes	No	No	13	10	2	25	Yes	2L	
			H	No	No	No	18	6	2	26	Yes	2L	
			H	Yes	Yes	No	16	7	1	24	Yes	2L	
			H	Yes	No	No	15	10	2	27	Yes	2M	
			H	No	No	No	18	7	2	27	Yes	2M	
			H	No	No	No	19	11	3	33	Yes	3L	

6<sup>th</sup> grade DataMate Estimated Performance Levels based on the NYS ELA Practice Assessment taken in January 2023. Out of 31 students that completed the assessment, 8 at a Level 2, and 23 at a level 1.

			F	G	H	I	K	L	M	N	O	P
			Ethnicity 	Lunch 	SpE 	L 	MuCh 	SH Resp 	Ext Resp 	R Sc 	scd 	Estir d  Performance Level
			H	Yes	No	No	9	7	1	17	Yes	1H
			H	No	No	No	7	8	2	17	Yes	1H
			H	Yes	No	No	10	7	1	18	Yes	1H
			H	Yes	No	No	11	7	2	20	Yes	1H
			H	Yes	No	No	11	7	2	20	Yes	1H
			H	Yes	No	No	14	6	1	21	Yes	1H
			H	No	No	No	12	7	2	21	Yes	1H
			H	Yes	No	No	14	6	2	22	Yes	1H
			H	Yes	No	No	15	6	2	23	Yes	1H
			H	Yes	No	No	15	8	1	24	Yes	1H
			H	Yes	No	No	10	6	1	17	Yes	1H
			H	Yes	No	No	10	6	2	18	Yes	1H
			H	Yes	No	No	11	6	1	18	Yes	1H
			H	Yes	Yes	No	13	6	1	20	Yes	1H
			H	Yes	No	No	13	7	1	21	Yes	1H
			H	No	No	No	13	6	2	21	Yes	1H
			H	Yes	No	No	13	9	2	24	Yes	1H
			H	Yes	No	No	4	3	0	7	Yes	1L
			H	Yes	No	No	7	6	1	14	Yes	1M
			H	Yes	No	No	7	6	1	14	Yes	1M
			H	Yes	No	No	6	8	1	15	Yes	1M
			H	Yes	No	No	4	6	1	11	Yes	1M
			H	Yes	No	No	6	8	1	15	Yes	1M
			H	Yes	No	No	11	12	2	25	Yes	2L
			H	Yes	No	No	14	10	1	25	Yes	2L
			H	No	No	No	14	9	2	25	Yes	2L
			H	No	No	No	18	7	2	27	Yes	2M
			H	Yes	No	No	15	11	2	28	Yes	2M
			H	No	No	No	12	12	3	27	Yes	2M
			H	Yes	No	No	18	7	2	27	Yes	2M
			H	No	No	No	16	9	2	27	Yes	2M

7<sup>th</sup> grade DataMate Estimated Performance Levels based on the NYS ELA Practice Assessment taken in January 2023. Out of 26 students that completed the assessment, 2 at a Level 3, 3 at a Level 2, and 21 at a level 1.

			<div> <div>Ethnicity</div> <div>Lunch</div> <div>Sp</div> <div>L</div> <div>Mu</div> <div>SH</div> <div>Ext</div> <div>R</div> <div>sc</div> <div>Estir</div> <div>d</div> <div>Performance Level</div> </div>									
			H	Yes	No	No	10	1	0	11	Yes	1M
			H	Yes	No	No	4	7	1	12	Yes	1M
			H	Yes	No	No	4	7	1	12	Yes	1M
			H	No	Yes	No	13	1	1	15	Yes	1M
			H	Yes	No	No	14	1	0	15	Yes	1M
			H	Yes	Yes	No	10	5	2	17	Yes	1H
			H	Yes	Yes	No	9	8	2	19	Yes	1H
			H	Yes	No	No	15	5	0	20	Yes	1H
			H	Yes	No	No	12	7	2	21	Yes	1H
			H	Yes	No	No	12	9	1	22	Yes	1H
			H	Yes	No	No	14	7	2	23	Yes	1H
			H	No	No	No	10	12	2	24	Yes	1H
			H	Yes	Yes	No	15	14	2	31	Yes	2H
			H	Yes	No	No	16	14	4	34	Yes	3L
			H	Yes	No	No	18	14	4	36	Yes	3M
			H	Yes	No	No	2	7	2	11	Yes	1M
			H	Yes	No	No	5	6	1	12	Yes	1M
			H	Yes	No	No	7	5	1	13	Yes	1M
			H	Yes	No	No	4	7	2	13	Yes	1M
			H	Yes	No	No	6	7	1	14	Yes	1M
			H	Yes	No	No	11	4	0	15	Yes	1M
			H	Yes	No	No	8	7	2	17	Yes	1H
			H	No	Yes	No	13	5	1	19	Yes	1H
			H	Yes	No	No	12	8	2	22	Yes	1H
			H	Yes	No	No	11	14	3	28	Yes	2L
			H	Yes	No	No	14	14	4	32	Yes	2H

8<sup>th</sup> grade DataMate Estimated Performance Levels based on the NYS ELA Practice Assessment taken in January 2023. Out of 19 students that completed the assessment, 10 at a Level 2, and 9 at a level 1.

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

Indicator	Status (R/Y/G)	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 and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li><li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li><li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li><li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li></ul>																																																																																																											
		<p>Responsive Critical Thinking, NGLS Standards, Ready Math.</p> <p>Teachers were provided Professional Learning from the Ready Consultant</p> <p>Christine King, consultant from CKED, visited math classrooms, created action plan for supporting teachers with pedagogical practice to enhance math instruction, and demonstrated math games for teachers.</p> <p>Two teachers are participating in the district's monthly math PLC led by the Executive Director of Mathematics and Assistant Superintendent.</p>	<table><tr><th>Grade</th><th>Race</th><th></th><th>Overall Grade Level Placement</th><th></th><th></th><th></th><th></th><th></th><th>Students Assessed/Total</th></tr><tr><td rowspan="12">Grade 3</td><td rowspan="2">Overall</td><td>Window 2</td><td><div></div></td><td>3%</td><td>5%</td><td>45%</td><td>31%</td><td>16%</td><td rowspan="2">62/64</td></tr><tr><td>Window 1</td><td><div></div></td><td>2%</td><td>2%</td><td>29%</td><td>31%</td><td>37%</td></tr><tr><td rowspan="2">Asian</td><td>Window 2</td><td><div></div></td><td>0%</td><td>0%</td><td>100%</td><td>0%</td><td>0%</td><td rowspan="2">2/2</td></tr><tr><td>Window 1</td><td><div></div></td><td>0%</td><td>0%</td><td>50%</td><td>0%</td><td>50%</td></tr><tr><td rowspan="2">Black or African American</td><td>Window 2</td><td><div></div></td><td>9%</td><td>9%</td><td>26%</td><td>30%</td><td>26%</td><td rowspan="2">23/23</td></tr><tr><td>Window 1</td><td><div></div></td><td>4%</td><td>4%</td><td>30%</td><td>26%</td><td>35%</td></tr><tr><td rowspan="2">Two or More Races</td><td>Window 2</td><td><div></div></td><td>0%</td><td>0%</td><td>50%</td><td>0%</td><td>50%</td><td rowspan="2">2/2</td></tr><tr><td>Window 1</td><td><div></div></td><td>0%</td><td>0%</td><td>50%</td><td>0%</td><td>50%</td></tr><tr><td rowspan="2">White</td><td>Window 2</td><td><div></div></td><td>0%</td><td>3%</td><td>50%</td><td>38%</td><td>9%</td><td rowspan="2">32/34</td></tr><tr><td>Window 1</td><td><div></div></td><td>0%</td><td>0%</td><td>22%</td><td>38%</td><td>41%</td></tr><tr><td rowspan="2">Not Reported</td><td>Window 2</td><td><div></div></td><td>0%</td><td>0%</td><td>100%</td><td>0%</td><td>0%</td><td rowspan="2">3/3</td></tr><tr><td>Window 1</td><td><div></div></td><td>0%</td><td>0%</td><td>67%</td><td>33%</td><td>0%</td></tr></table>	Grade	Race		Overall Grade Level Placement						Students Assessed/Total	Grade 3	Overall	Window 2	<div></div>	3%	5%	45%	31%	16%	62/64	Window 1	<div></div>	2%	2%	29%	31%	37%	Asian	Window 2	<div></div>	0%	0%	100%	0%	0%	2/2	Window 1	<div></div>	0%	0%	50%	0%	50%	Black or African American	Window 2	<div></div>	9%	9%	26%	30%	26%	23/23	Window 1	<div></div>	4%	4%	30%	26%	35%	Two or More Races	Window 2	<div></div>	0%	0%	50%	0%	50%	2/2	Window 1	<div></div>	0%	0%	50%	0%	50%	White	Window 2	<div></div>	0%	3%	50%	38%	9%	32/34	Window 1	<div></div>	0%	0%	22%	38%	41%	Not Reported	Window 2	<div></div>	0%	0%	100%	0%	0%	3/3	Window 1	<div></div>	0%	0%	67%	33%	0%
Grade	Race		Overall Grade Level Placement						Students Assessed/Total																																																																																																					
Grade 3	Overall	Window 2	<div></div>	3%	5%	45%	31%	16%	62/64																																																																																																					
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	Asian	Window 2	<div></div>	0%	0%	100%	0%	0%	2/2																																																																																																					
		Window 1	<div></div>	0%	0%	50%	0%	50%																																																																																																						
	Black or African American	Window 2	<div></div>	9%	9%	26%	30%	26%	23/23																																																																																																					
		Window 1	<div></div>	4%	4%	30%	26%	35%																																																																																																						
	Two or More Races	Window 2	<div></div>	0%	0%	50%	0%	50%	2/2																																																																																																					
		Window 1	<div></div>	0%	0%	50%	0%	50%																																																																																																						
	White	Window 2	<div></div>	0%	3%	50%	38%	9%	32/34																																																																																																					
		Window 1	<div></div>	0%	0%	22%	38%	41%																																																																																																						
	Not Reported	Window 2	<div></div>	0%	0%	100%	0%	0%	3/3																																																																																																					
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		<p>Teachers in grades 5-8 are part of the NSI Team and engaging in continuous improvement work aligned to student feedback.</p> <p>Our Title 1 math teacher’s schedule was adjusted to allow her to attend the Math PLCs with all grade levels. She also has two additional periods a week to plan for small group instruction.</p> <p>Leadership Team and the Executive Director for Mathematics visit classrooms and use the iReady checklist to inform professional learning. He will be providing professional learning and coaching around the Try-Discuss-Connect Routine specifically in the areas of selecting and sequencing students to share their strategies.</p> <p><u>Data and Assessments:</u></p>	<table><tr><td rowspan="12">Grade 4</td><td rowspan="2">Overall</td><td>Window 2</td><td><div><div></div><div></div><div></div><div></div><div></div></div></td><td>6%</td><td>14%</td><td>32%</td><td>37%</td><td>11%</td><td rowspan="2">63/63</td></tr><tr><td>Window 1</td><td><div><div></div><div></div><div></div><div></div><div></div></div></td><td>0%</td><td>6%</td><td>32%</td><td>29%</td><td>33%</td></tr><tr><td rowspan="2">Asian</td><td>Window 2</td><td><div><div></div><div></div><div></div><div></div><div></div></div></td><td>0%</td><td>0%</td><td>100%</td><td>0%</td><td>0%</td><td rowspan="2">2/2</td></tr><tr><td>Window 1</td><td><div><div></div><div></div><div></div><div></div><div></div></div></td><td>0%</td><td>0%</td><td>50%</td><td>50%</td><td>0%</td></tr><tr><td rowspan="2">Black or African American</td><td>Window 2</td><td><div><div></div><div></div><div></div><div></div><div></div></div></td><td>8%</td><td>8%</td><td>33%</td><td>33%</td><td>17%</td><td rowspan="2">12/12</td></tr><tr><td>Window 1</td><td><div><div></div><div></div><div></div><div></div><div></div></div></td><td>0%</td><td>0%</td><td>25%</td><td>33%</td><td>42%</td></tr><tr><td rowspan="2">Two or More Races</td><td>Window 2</td><td><div><div></div><div></div><div></div><div></div><div></div></div></td><td>0%</td><td>0%</td><td>50%</td><td>50%</td><td>0%</td><td rowspan="2">4/4</td></tr><tr><td>Window 1</td><td><div><div></div><div></div><div></div><div></div><div></div></div></td><td>0%</td><td>0%</td><td>25%</td><td>25%</td><td>50%</td></tr><tr><td rowspan="2">White</td><td>Window 2</td><td><div><div></div><div></div><div></div><div></div><div></div></div></td><td>5%</td><td>19%</td><td>26%</td><td>38%</td><td>12%</td><td rowspan="2">42/42</td></tr><tr><td>Window 1</td><td><div><div></div><div></div><div></div><div></div><div></div></div></td><td>0%</td><td>5%</td><td>36%</td><td>29%</td><td>31%</td></tr><tr><td rowspan="2">Not Reported</td><td>Window 2</td><td><div><div></div><div></div><div></div><div></div><div></div></div></td><td>33%</td><td>0%</td><td>33%</td><td>33%</td><td>0%</td><td rowspan="2">3/3</td></tr><tr><td>Window 1</td><td><div><div></div><div></div><div></div><div></div><div></div></div></td><td>0%</td><td>67%</td><td>0%</td><td>0%</td><td>33%</td></tr></table>	Grade 4	Overall	Window 2	<div><div></div><div></div><div></div><div></div><div></div></div>	6%	14%	32%	37%	11%	63/63	Window 1	<div><div></div><div></div><div></div><div></div><div></div></div>	0%	6%	32%	29%	33%	Asian	Window 2	<div><div></div><div></div><div></div><div></div><div></div></div>	0%	0%	100%	0%	0%	2/2	Window 1	<div><div></div><div></div><div></div><div></div><div></div></div>	0%	0%	50%	50%	0%	Black or African American	Window 2	<div><div></div><div></div><div></div><div></div><div></div></div>	8%	8%	33%	33%	17%	12/12	Window 1	<div><div></div><div></div><div></div><div></div><div></div></div>	0%	0%	25%	33%	42%	Two or More Races	Window 2	<div><div></div><div></div><div></div><div></div><div></div></div>	0%	0%	50%	50%	0%	4/4	Window 1	<div><div></div><div></div><div></div><div></div><div></div></div>	0%	0%	25%	25%	50%	White	Window 2	<div><div></div><div></div><div></div><div></div><div></div></div>	5%	19%	26%	38%	12%	42/42	Window 1	<div><div></div><div></div><div></div><div></div><div></div></div>	0%	5%	36%	29%	31%	Not Reported	Window 2	<div><div></div><div></div><div></div><div></div><div></div></div>	33%	0%	33%	33%	0%	3/3	Window 1	<div><div></div><div></div><div></div><div></div><div></div></div>	0%	67%	0%	0%	33%
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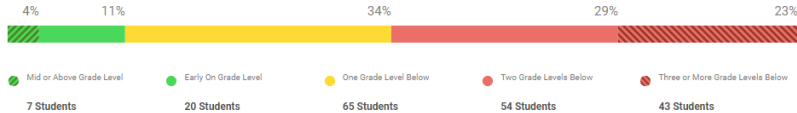
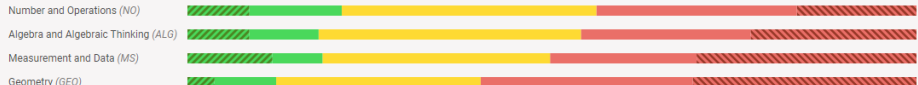
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		<p>MAP data was synched to IXL to differentiate students learning skills plan based on individual RIT scores.</p> <p>Math instruction during after school and on Saturdays is project based and aligned to Illustrative Math.</p> <p>Students are participating in iReady challenges where they are awarded incentives for passing a certain number of lessons.</p> <p>In grades 3-8 iReady Diagnostic #2 was administered to assess students’ current level of progress towards standards mastery.</p> <p>Grades 3-8 administered a Math DataMate Practice Assessment over the last two days.</p>	<div><div>Grade</div><div>Race</div><div>Overall Grade-Level Placement</div><div><div></div><div></div><div></div><div></div><div></div></div><div>Students Assessed/Total</div></div> <table><tr><td rowspan="12">Grade 5</td><td rowspan="2">Overall</td><td>Window 2</td><td><div></div></td><td>4%</td><td>16%</td><td>42%</td><td>26%</td><td>12%</td><td rowspan="2">57/58</td></tr><tr><td>Window 1</td><td><div></div></td><td>0%</td><td>9%</td><td>28%</td><td>26%</td><td>37%</td></tr><tr><td rowspan="2">Asian</td><td>Window 2</td><td><div></div></td><td>0%</td><td>0%</td><td>100%</td><td>0%</td><td>0%</td><td rowspan="2">3/3</td></tr><tr><td>Window 1</td><td><div></div></td><td>0%</td><td>0%</td><td>100%</td><td>0%</td><td>0%</td></tr><tr><td rowspan="2">Black or African American</td><td>Window 2</td><td><div></div></td><td>7%</td><td>20%</td><td>47%</td><td>27%</td><td>0%</td><td rowspan="2">15/15</td></tr><tr><td>Window 1</td><td><div></div></td><td>0%</td><td>13%</td><td>33%</td><td>47%</td><td>7%</td></tr><tr><td rowspan="2">Two or More Races</td><td>Window 2</td><td><div></div></td><td>0%</td><td>0%</td><td>0%</td><td>33%</td><td>67%</td><td rowspan="2">3/3</td></tr><tr><td>Window 1</td><td><div></div></td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>100%</td></tr><tr><td rowspan="2">White</td><td>Window 2</td><td><div></div></td><td>3%</td><td>17%</td><td>37%</td><td>29%</td><td>14%</td><td rowspan="2">35/36</td></tr><tr><td>Window 1</td><td><div></div></td><td>0%</td><td>9%</td><td>23%</td><td>23%</td><td>46%</td></tr><tr><td rowspan="2">Not Reported</td><td>Window 2</td><td><div></div></td><td>0%</td><td>0%</td><td>100%</td><td>0%</td><td>0%</td><td rowspan="2">1/1</td></tr><tr><td>Window 1</td><td><div></div></td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>100%</td></tr></table>	Grade 5	Overall	Window 2	<div></div>	4%	16%	42%	26%	12%	57/58	Window 1	<div></div>	0%	9%	28%	26%	37%	Asian	Window 2	<div></div>	0%	0%	100%	0%	0%	3/3	Window 1	<div></div>	0%	0%	100%	0%	0%	Black or African American	Window 2	<div></div>	7%	20%	47%	27%	0%	15/15	Window 1	<div></div>	0%	13%	33%	47%	7%	Two or More Races	Window 2	<div></div>	0%	0%	0%	33%	67%	3/3	Window 1	<div></div>	0%	0%	0%	0%	100%	White	Window 2	<div></div>	3%	17%	37%	29%	14%	35/36	Window 1	<div></div>	0%	9%	23%	23%	46%	Not Reported	Window 2	<div></div>	0%	0%	100%	0%	0%	1/1	Window 1	<div></div>	0%	0%	0%	0%	100%
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		<p>Data will be used to review students' strengths and weaknesses in math skills and standards to adjust instruction.</p> <p>Teachers will analyze school and grade level data using 21-22 NYS Math Assessment and the District January 2023 Math Practice Assessment (DataMate)</p> <p>We worked on increasing student independence through utilization of Ready Classroom framework.</p> <ul style="list-style-type: none"><li>Personalized Instruction for students</li><li>Students work on I-Ready 20 minutes daily.</li></ul>	<table><tr><td rowspan="10">Grade 6</td><td rowspan="2">Overall</td><td>Window 2</td><td><div><div></div></div></td><td>8%</td><td>6%</td><td>42%</td><td>23%</td><td>21%</td><td rowspan="2">52/52</td></tr><tr><td>Window 1</td><td><div><div></div></div></td><td>6%</td><td>2%</td><td>19%</td><td>33%</td><td>40%</td></tr><tr><td rowspan="2">Asian</td><td>Window 2</td><td><div><div></div></div></td><td>50%</td><td>50%</td><td>0%</td><td>0%</td><td>0%</td><td rowspan="2">2/2</td></tr><tr><td>Window 1</td><td><div><div></div></div></td><td>50%</td><td>0%</td><td>50%</td><td>0%</td><td>0%</td></tr><tr><td rowspan="2">Black or African American</td><td>Window 2</td><td><div><div></div></div></td><td>0%</td><td>8%</td><td>33%</td><td>17%</td><td>42%</td><td rowspan="2">12/12</td></tr><tr><td>Window 1</td><td><div><div></div></div></td><td>0%</td><td>0%</td><td>8%</td><td>42%</td><td>50%</td></tr><tr><td rowspan="2">White</td><td>Window 2</td><td><div><div></div></div></td><td>8%</td><td>3%</td><td>47%</td><td>25%</td><td>17%</td><td rowspan="2">36/36</td></tr><tr><td>Window 1</td><td><div><div></div></div></td><td>6%</td><td>3%</td><td>22%</td><td>33%</td><td>36%</td></tr><tr><td rowspan="2">Not Reported</td><td>Window 2</td><td><div><div></div></div></td><td>0%</td><td>0%</td><td>50%</td><td>50%</td><td>0%</td><td rowspan="2">2/2</td></tr><tr><td>Window 1</td><td><div><div></div></div></td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>100%</td></tr></table>	Grade 6	Overall	Window 2	<div><div></div></div>	8%	6%	42%	23%	21%	52/52	Window 1	<div><div></div></div>	6%	2%	19%	33%	40%	Asian	Window 2	<div><div></div></div>	50%	50%	0%	0%	0%	2/2	Window 1	<div><div></div></div>	50%	0%	50%	0%	0%	Black or African American	Window 2	<div><div></div></div>	0%	8%	33%	17%	42%	12/12	Window 1	<div><div></div></div>	0%	0%	8%	42%	50%	White	Window 2	<div><div></div></div>	8%	3%	47%	25%	17%	36/36	Window 1	<div><div></div></div>	6%	3%	22%	33%	36%	Not Reported	Window 2	<div><div></div></div>	0%	0%	50%	50%	0%	2/2	Window 1	<div><div></div></div>	0%	0%	0%	0%	100%
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			<ul style="list-style-type: none"> <li>• In most grades, our Black students performed better than the overall student score. However, we need to review this data in more detail to determine what information was used to identify student race.</li> <li>• With the exception of 5<sup>th</sup> and 8<sup>th</sup> grade, the percent of Black students three or more grade levels below is higher than the percent of overall students scoring three or more grade levels below. The percent of students scoring three or more levels below has decreased for all student groups since Diagnostic 1.</li> <li>• The Instructional Coach works with all teachers, across all grade levels.</li> <li>• Teachers identified students in grades 3-8 that would benefit from the afterschool Academy and Winter Academy during February break based on the assessments and classroom observation.</li> <li>• The Title 1 math teacher is reviewing the data for the students she works with in small groups and will adjust support as needed</li> </ul>

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			<ul style="list-style-type: none"><li>Teachers reviewed data and identified students in grades 5 – 8 that would continue to work or will begin to also work in small groups daily with the teacher's assistant.</li></ul>
#113 3-8 Math Hispanic Core Subject PI		<p><u>Professional Growth and Development:</u> 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>Schoology</li><li>IXL</li></ul> <p>Teachers were provided Professional Learning in November by the district on the District’s Instructional Foci, Implementing Culturally</p>	<p>The I-Ready Diagnostic was given to assess students’ growth and improvement from the Fall 2022 Diagnostic:</p> <div><p>Overall Placement Students Assessed/Total: 189/199</p><p>4% 11% 34% 29% 23%</p><p>Mid or Above Grade Level Early On Grade Level One Grade Level Below Two Grade Levels Below Three or More Grade Levels Below</p><p>7 Students 20 Students 65 Students 54 Students 43 Students</p><p><a href="#">The Mapping Between 5-Level and 3-Level Placements</a></p></div> <div><p>Placement by Domain</p><p>Number and Operations (NO) Algebra and Algebraic Thinking (ALG) Measurement and Data (MS) Geometry (GEO)</p></div>

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		<p>Responsive Critical Thinking, NGLS Standards, Ready Math.</p> <p>Teachers were provided Professional Learning from the Ready Consultant</p> <p>The consultant from CKED, visited math classrooms, created an action plan for supporting teachers with pedagogical practice to enhance math instruction and demonstrated math games for teachers.</p> <p>Two teachers are participating in the district's monthly math PLC led by the Executive Director of Mathematics and Assistant Superintendent.</p>	<div><div>Grade</div><div>Hispanic or Latino</div><div>Overall Grade-Level Placement</div><div><div></div><div></div><div></div><div></div><div></div></div><div>Students Assessed/Total</div></div> <table><tr><td rowspan="6">Grade 3</td><td rowspan="2">Overall</td><td>Window 2</td><td><div></div></td><td>3%</td><td>5%</td><td>45%</td><td>31%</td><td>16%</td><td rowspan="2">62/64</td></tr><tr><td>Window 1</td><td><div></div></td><td>2%</td><td>2%</td><td>29%</td><td>31%</td><td>37%</td></tr><tr><td rowspan="2">Yes - Hispanic or Latino</td><td>Window 2</td><td><div></div></td><td>0%</td><td>3%</td><td>50%</td><td>38%</td><td>9%</td><td rowspan="2">32/34</td></tr><tr><td>Window 1</td><td><div></div></td><td>0%</td><td>0%</td><td>22%</td><td>38%</td><td>41%</td></tr><tr><td rowspan="2">Not Reported</td><td>Window 2</td><td><div></div></td><td>7%</td><td>7%</td><td>40%</td><td>23%</td><td>23%</td><td rowspan="2">30/30</td></tr><tr><td>Window 1</td><td><div></div></td><td>3%</td><td>3%</td><td>37%</td><td>23%</td><td>33%</td></tr><tr><td rowspan="6">Grade 4</td><td rowspan="2">Overall</td><td>Window 2</td><td><div></div></td><td>6%</td><td>14%</td><td>32%</td><td>37%</td><td>11%</td><td rowspan="2">63/63</td></tr><tr><td>Window 1</td><td><div></div></td><td>0%</td><td>6%</td><td>32%</td><td>29%</td><td>33%</td></tr><tr><td rowspan="2">Yes - Hispanic or Latino</td><td>Window 2</td><td><div></div></td><td>5%</td><td>19%</td><td>26%</td><td>38%</td><td>12%</td><td rowspan="2">42/42</td></tr><tr><td>Window 1</td><td><div></div></td><td>0%</td><td>5%</td><td>36%</td><td>29%</td><td>31%</td></tr><tr><td rowspan="2">Not Reported</td><td>Window 2</td><td><div></div></td><td>10%</td><td>5%</td><td>43%</td><td>33%</td><td>10%</td><td rowspan="2">21/21</td></tr><tr><td>Window 1</td><td><div></div></td><td>0%</td><td>10%</td><td>24%</td><td>29%</td><td>38%</td></tr></table>	Grade 3	Overall	Window 2	<div></div>	3%	5%	45%	31%	16%	62/64	Window 1	<div></div>	2%	2%	29%	31%	37%	Yes - Hispanic or Latino	Window 2	<div></div>	0%	3%	50%	38%	9%	32/34	Window 1	<div></div>	0%	0%	22%	38%	41%	Not Reported	Window 2	<div></div>	7%	7%	40%	23%	23%	30/30	Window 1	<div></div>	3%	3%	37%	23%	33%	Grade 4	Overall	Window 2	<div></div>	6%	14%	32%	37%	11%	63/63	Window 1	<div></div>	0%	6%	32%	29%	33%	Yes - Hispanic or Latino	Window 2	<div></div>	5%	19%	26%	38%	12%	42/42	Window 1	<div></div>	0%	5%	36%	29%	31%	Not Reported	Window 2	<div></div>	10%	5%	43%	33%	10%	21/21	Window 1	<div></div>	0%	10%	24%	29%	38%
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		<p>Teachers in grades 5-8 are part of the NSI Team and engaging in continuous improvement work aligned to student feedback.</p> <p>Our Title 1 math teacher’s schedule was adjusted to allow her to attend the Math PLCs with all grade levels. She also has two additional periods a week to plan for small group instruction.</p> <p>Leadership Team and the Executive Director for Mathematics visit classrooms and use the iReady checklist to inform professional learning. He will be providing professional learning and coaching around the Try-Discuss-Connect Routine specifically in the areas of selecting and sequencing students to share their strategies.</p> <p>Data and Assessments:</p>	<table><tr><td rowspan="6">Grade 5</td><td rowspan="2">Overall</td><td>Window 2</td><td><div><div></div><div></div><div></div><div></div></div></td><td>4%</td><td>16%</td><td>42%</td><td>26%</td><td>12%</td><td rowspan="2">57/58</td></tr><tr><td>Window 1</td><td><div><div></div><div></div><div></div><div></div></div></td><td>0%</td><td>9%</td><td>28%</td><td>26%</td><td>37%</td></tr><tr><td rowspan="2">Yes - Hispanic or Latino</td><td>Window 2</td><td><div><div></div><div></div><div></div><div></div></div></td><td>3%</td><td>17%</td><td>37%</td><td>29%</td><td>14%</td><td rowspan="2">35/36</td></tr><tr><td>Window 1</td><td><div><div></div><div></div><div></div><div></div></div></td><td>0%</td><td>9%</td><td>23%</td><td>23%</td><td>46%</td></tr><tr><td rowspan="2">Not Reported</td><td>Window 2</td><td><div><div></div><div></div><div></div><div></div></div></td><td>5%</td><td>14%</td><td>50%</td><td>23%</td><td>9%</td><td rowspan="2">22/22</td></tr><tr><td>Window 1</td><td><div><div></div><div></div><div></div><div></div></div></td><td>0%</td><td>9%</td><td>36%</td><td>32%</td><td>23%</td></tr><tr><td rowspan="6">Grade 6</td><td rowspan="2">Overall</td><td>Window 2</td><td><div><div></div><div></div><div></div><div></div></div></td><td>8%</td><td>6%</td><td>42%</td><td>23%</td><td>21%</td><td rowspan="2">52/52</td></tr><tr><td>Window 1</td><td><div><div></div><div></div><div></div><div></div></div></td><td>6%</td><td>2%</td><td>19%</td><td>33%</td><td>40%</td></tr><tr><td rowspan="2">Yes - Hispanic or Latino</td><td>Window 2</td><td><div><div></div><div></div><div></div><div></div></div></td><td>8%</td><td>3%</td><td>47%</td><td>25%</td><td>17%</td><td rowspan="2">36/36</td></tr><tr><td>Window 1</td><td><div><div></div><div></div><div></div><div></div></div></td><td>6%</td><td>3%</td><td>22%</td><td>33%</td><td>36%</td></tr><tr><td rowspan="2">Not Reported</td><td>Window 2</td><td><div><div></div><div></div><div></div><div></div></div></td><td>6%</td><td>13%</td><td>31%</td><td>19%</td><td>31%</td><td rowspan="2">16/16</td></tr><tr><td>Window 1</td><td><div><div></div><div></div><div></div><div></div></div></td><td>6%</td><td>0%</td><td>13%</td><td>31%</td><td>50%</td></tr></table>	Grade 5	Overall	Window 2	<div><div></div><div></div><div></div><div></div></div>	4%	16%	42%	26%	12%	57/58	Window 1	<div><div></div><div></div><div></div><div></div></div>	0%	9%	28%	26%	37%	Yes - Hispanic or Latino	Window 2	<div><div></div><div></div><div></div><div></div></div>	3%	17%	37%	29%	14%	35/36	Window 1	<div><div></div><div></div><div></div><div></div></div>	0%	9%	23%	23%	46%	Not Reported	Window 2	<div><div></div><div></div><div></div><div></div></div>	5%	14%	50%	23%	9%	22/22	Window 1	<div><div></div><div></div><div></div><div></div></div>	0%	9%	36%	32%	23%	Grade 6	Overall	Window 2	<div><div></div><div></div><div></div><div></div></div>	8%	6%	42%	23%	21%	52/52	Window 1	<div><div></div><div></div><div></div><div></div></div>	6%	2%	19%	33%	40%	Yes - Hispanic or Latino	Window 2	<div><div></div><div></div><div></div><div></div></div>	8%	3%	47%	25%	17%	36/36	Window 1	<div><div></div><div></div><div></div><div></div></div>	6%	3%	22%	33%	36%	Not Reported	Window 2	<div><div></div><div></div><div></div><div></div></div>	6%	13%	31%	19%	31%	16/16	Window 1	<div><div></div><div></div><div></div><div></div></div>	6%	0%	13%	31%	50%
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		<p>MAP data was synched to IXL to differentiate students learning skills plan based on individual RIT scores.</p> <p>Math instruction during after school and on Saturdays is project based and aligned to Illustrative Math.</p> <p>Students are participating in iReady challenges where they are awarded incentives for passing a certain number of lessons.</p> <p>In grades 3-8 iReady Diagnostic #2 was administered to assess students’ current level of progress towards standards mastery.</p> <p>Grades 3-8 administered a Math DataMate Practice Assessment over the last two days.</p>	<table><tr><td rowspan="6">Grade 7</td><td rowspan="2">Overall</td><td>Window 2</td><td><div><div></div></div></td><td>2%</td><td>10%</td><td>34%</td><td>12%</td><td>42%</td><td>50/57</td></tr><tr><td>Window 1</td><td><div><div></div></div></td><td>0%</td><td>10%</td><td>22%</td><td>16%</td><td>52%</td></tr><tr><td rowspan="2">Yes - Hispanic or Latino</td><td>Window 2</td><td><div><div></div></div></td><td>0%</td><td>11%</td><td>33%</td><td>11%</td><td>44%</td><td rowspan="2">27/31</td></tr><tr><td>Window 1</td><td><div><div></div></div></td><td>0%</td><td>4%</td><td>26%</td><td>11%</td><td>59%</td></tr><tr><td rowspan="2">Not Reported</td><td>Window 2</td><td><div><div></div></div></td><td>4%</td><td>9%</td><td>35%</td><td>13%</td><td>39%</td><td rowspan="2">23/26</td></tr><tr><td>Window 1</td><td><div><div></div></div></td><td>0%</td><td>17%</td><td>17%</td><td>22%</td><td>43%</td></tr><tr><td rowspan="6">Grade 8</td><td rowspan="2">Overall</td><td>Window 2</td><td><div><div></div></div></td><td>2%</td><td>10%</td><td>12%</td><td>26%</td><td>50%</td><td rowspan="2">42/50</td></tr><tr><td>Window 1</td><td><div><div></div></div></td><td>0%</td><td>5%</td><td>26%</td><td>12%</td><td>57%</td></tr><tr><td rowspan="2">Yes - Hispanic or Latino</td><td>Window 2</td><td><div><div></div></div></td><td>0%</td><td>6%</td><td>6%</td><td>24%</td><td>65%</td><td rowspan="2">17/20</td></tr><tr><td>Window 1</td><td><div><div></div></div></td><td>0%</td><td>0%</td><td>18%</td><td>18%</td><td>65%</td></tr><tr><td rowspan="2">Not Reported</td><td>Window 2</td><td><div><div></div></div></td><td>4%</td><td>12%</td><td>16%</td><td>28%</td><td>40%</td><td rowspan="2">25/30</td></tr><tr><td>Window 1</td><td><div><div></div></div></td><td>0%</td><td>8%</td><td>32%</td><td>8%</td><td>52%</td></tr></table> <ul style="list-style-type: none"><li>With the exception of 4<sup>th</sup> and 5<sup>th</sup> grade, fewer Latino / Hispanic students were on or above grade level compared to overall student scores.</li></ul>	Grade 7	Overall	Window 2	<div><div></div></div>	2%	10%	34%	12%	42%	50/57	Window 1	<div><div></div></div>	0%	10%	22%	16%	52%	Yes - Hispanic or Latino	Window 2	<div><div></div></div>	0%	11%	33%	11%	44%	27/31	Window 1	<div><div></div></div>	0%	4%	26%	11%	59%	Not Reported	Window 2	<div><div></div></div>	4%	9%	35%	13%	39%	23/26	Window 1	<div><div></div></div>	0%	17%	17%	22%	43%	Grade 8	Overall	Window 2	<div><div></div></div>	2%	10%	12%	26%	50%	42/50	Window 1	<div><div></div></div>	0%	5%	26%	12%	57%	Yes - Hispanic or Latino	Window 2	<div><div></div></div>	0%	6%	6%	24%	65%	17/20	Window 1	<div><div></div></div>	0%	0%	18%	18%	65%	Not Reported	Window 2	<div><div></div></div>	4%	12%	16%	28%	40%	25/30	Window 1	<div><div></div></div>	0%	8%	32%	8%	52%
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		<p>Data will be used to review students' strengths and weaknesses in math skills and standards to adjust instruction.</p> <p>Teachers will analyze school and grade level data using 21-22 NYS Math Assessment and the District January 2023 Math Practice Assessment (DataMate)</p> <p>We worked on increasing student independence through utilization of Ready Classroom framework.</p> <ul style="list-style-type: none"> <li>• Personalized Instruction for students</li> <li>• Students work on I-Ready 20 minutes daily.</li> <li>• The Instructional Coach works with all teachers, across all grade levels.</li> <li>• Teachers identified students in grades 3-8 that would benefit from the afterschool</li> </ul>	<ul style="list-style-type: none"> <li>• With the exception of 4<sup>th</sup> and 6<sup>th</sup> grade, the percent of Latino / Hispanic students three or more grade levels below is higher than the percent of overall students scoring three or more grade levels below. The percent of students scoring three or more levels below has decreased for all student groups since Diagnostic 1.</li> <li>• The Title 1 math teacher is reviewing the data for the students she works with in small groups and will adjust support as needed</li> </ul>

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> <li>• Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>• Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
		<p>Academy and Winter Academy during February break based on the assessments and classroom observation.</p> <ul style="list-style-type: none"> <li>• Teachers reviewed data for the identified students in grades 3-6 working in small groups daily with the one math specialist to adjust where needed</li> <li>• Teachers reviewed data and identified students in grades 5 – 8 that would continue to work or will begin to also work in small groups daily with the teacher's assistant.</li> </ul>	



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

**Community Engagement Team (CET)**

*The role of the [Community Engagement Team](#) is to serve as an active thought partner in contributing to, and supporting the development of, recommendations for school improvement by the school and district soliciting input through public engagement. Recommendations made by the CET, including how the school community and community at-large were engaged to (1) provide input into the school’s Continuation Plan and (2) review and update, if necessary, its 2022-2023 Community Engagement Team Plan and membership. Such should be addressed in response to the prompts below.*

Report Out of 2022-23 CET Plan Implementation

<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 since the development of the 2022-2023 continuation plan. Include the role/ of any new members.</li> </ul>	Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school’s improvement plan.
Administrators, Teachers, Parents, Community Partners, CSEA Members	<p>Based on recommendations made by the CET:</p> <ul style="list-style-type: none"> <li>Additional responsibilities were delegated to Pupil Support Staff and other members of the CHA community to address student chronic absenteeism</li> <li>An Introduction to the NYSED Assessments workshop was held for parents/guardians</li> <li>A workshop around using iReady and IXL was facilitated by the Title 1 Math Teacher and the instructional coach</li> <li>A Winter Academy was added to the schedule to support student achievement</li> <li>A member was added to the Attendance Team to make home visits.</li> </ul>

<ul 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 since the development of the 2022-2023 continuation plan. Include the role/ of any new members.</li> </ul>	<p>Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school’s improvement plan.</p>

**Part V - Receivership Powers****Powers of the Receiver**

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

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