

2022-2023 Receivership School Quarterly Report #1
Report Period: *July 21, 2022 to October 31, 2022 (Due October 31, 2022)*

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

The reporting portion of this document is a self-assessment of the **implementation and outcomes of key strategies** related to Receivership, and as such, is not considered a formal evaluation via the New York State Education Department. Once finalized and accepted, this document in its entirety ***must be posted*** in a conspicuous place on the district website. All responses 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	Teaching Matters CKED	1	www.yonkerspublicschools.org

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 Executive Director	Grades 3-8	N/A	352	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*. **Any links included must be made publicly available prior to submitting the report.**

We have made progress with the implementation of the Learner Active Technology Infused Classroom (LATIC) framework. Teachers collaborated to design Authentic Learning units that infused Benchmark Advance (3-6), Ready Math, NY State Modules (7/8), Science, and Social Studies. We conducted diagnostic exams for Benchmark English Language Arts, Ready Mathematics, and Earth Science. The leadership team supports teacher teams by providing professional learning opportunities, time to collaborate, and resources that impact teacher practice and academic outcomes of our students. To continue to develop a data driven culture, the Data Team met to discuss both school and district data trends from the 2022 ELA/Math NYS Exams and assess how data is currently being used to drive instruction. Based on qualitative and quantitative data, a professional learning plan was created to improve teacher practice and student outcomes. As part of the weekly professional learning community meetings, we have reviewed the shifts associated with the Next Generation Learning Standards and teachers are implementing the NGLS in their classrooms. We have also received weekly instructional support visits from Assistant Superintendent Dr. Hernandez and Executive Director for Science and Social Studies, Dr. Gonzales.

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. In the middle of October, we launched the CHA PBIS plan based on the values of kindness, perseverance, empowerment, and community. 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 continue to 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 #1 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*.

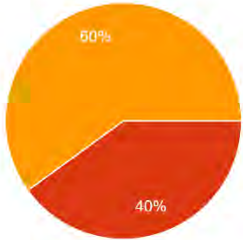
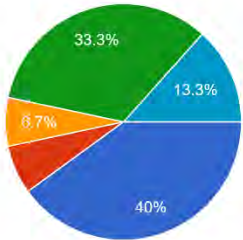
Part I –Lead Strategies for Improvement


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.

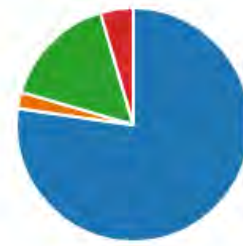
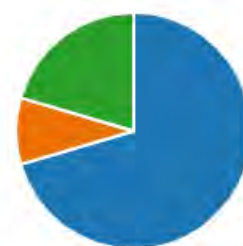
**Quarterly Report #1 with Reflection on Lead Strategies Utilized during
July 21, 2022 – October 31, 2022**

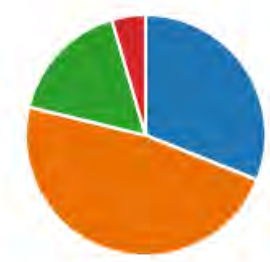
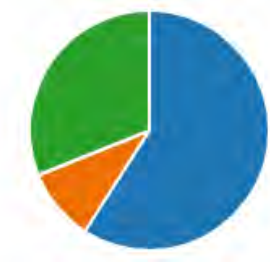
Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
1. Learner Active Technology Infused Classroom (LATIC) framework	Y	<p>Teachers continue to develop their capacity to create a student-centered learning experience. The authentic learning units allow teachers to incorporate real-world issues into their curriculum, giving students the opportunity to connect their learning to the real world. Teachers in all grades are in the process of launching their first authentic learning units. There has been a shift to more student talk within the lessons where students are engaging in an increase of academic discourse using accountable talk.</p> <p>The Learner-Active, Technology-Infused Classroom is a complex system of structures and strategies that, when working well together, produce significant results in the areas of achievement, SEL, and executive function. The authentic learning units allow teachers to incorporate real-world issues into their curriculum, giving students the opportunity to connect their learning to the real world.</p>
2. Implementation of a 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 professional learning after school, as well as professional learning communities (PLCs), and common planning.</p> <p>In 2022-2023, the faculty meetings take place twice per month after school on Mondays. The district's instructional foci include accountable talk, critical thinking, and checking for understanding. To support teachers' capacity to design learning experiences that are aligned to the district foci, six teachers facilitated professional learning on the district foci. Following the professional</p>

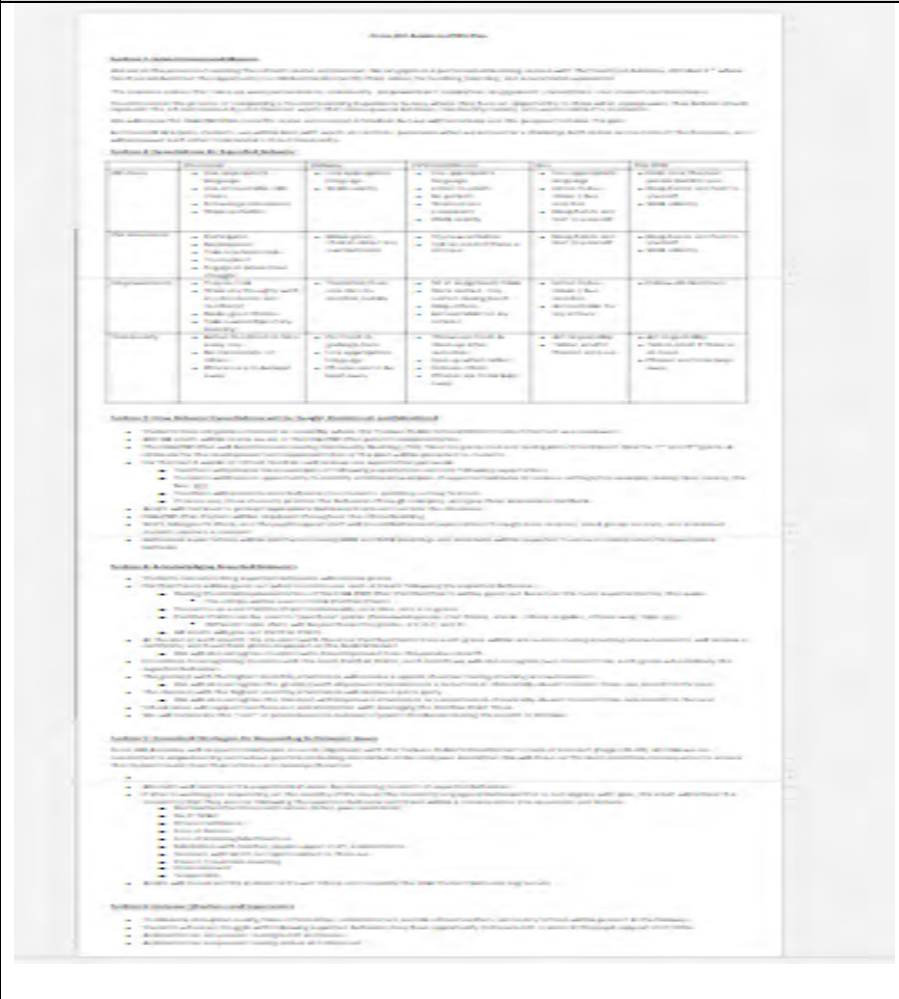
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		<p>learning session, teachers completed a survey to provide feedback on their level of familiarity with the district foci.</p> <p>How familiar are you with the Next Generation Learning Standards? 15 responses</p>  <ul style="list-style-type: none"> ● Unfamiliar ● Somewhat familiar ● Use the standards regularly ● Can support others in using NGLS for instruction <p>What is an area of the APPR rubric that you feel is a strength? 15 responses</p>  <ul style="list-style-type: none"> ● Element 1 - Knowledge of Students and Student Learning ● Element 2 - Knowledge of Content and Instructional Planning ● Element 3 - Instructional Practice ● Element 4 - Learning Environment ● Element 5 - Assessment for Student Learning ● Element 6 - Professional Responsibilities and Collaboration

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.
		<p>What is an area of the APPR rubric that you feel you could use support? 15 responses</p>  <p>Professional learning is being provided based on the results of that survey, in addition to other areas of identified need. Topics covered during professional learning include:</p> <ul style="list-style-type: none"> • Developing a shared vision and mission • Accountable talk • Critical Thinking • Checking for Understanding <p>During professional learning, the faculty engages in SEL practices.</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"> • Shifts from Common Core to Next Generation Learning Standards • Developing a shared structure to math and ELA instructional time • Review of Beginning of Year Diagnostic Data • Sharing effective Benchmark and Ready practices <p>Topics covered during common planning include:</p>

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		<ul style="list-style-type: none"> • Authentic Learning Unit Planning • SEL / Community Circle Time Planning • Review of students at risk for chronic absenteeism • Review of PBIS Plan <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>
4. 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"> • My Brother's Keeper • My Sister's Keeper • Daily SEL check in / community circle time <p>This allows staff and students to get a sense of their social/emotional mindset and set the tone and focus for the instructional day. Teachers also utilize goal setting with their students as restorative practice. With goal setting, students take ownership of areas they'd like to improve (academically or socially), and they set realistic and actionable steps to work toward their goal. My Brother's / Sister's Keeper are initiatives that connect mentors with young people to help close the achievement gaps and help them reach their full potential.</p> <p>Teachers are responsible for developing and implementing culturally responsive and socioemotional themed Authentic Learning Units (ALUs).</p> <p>In collaboration with WJCS and Yonkers Police Department, students participated in grade level appropriate antibullying assemblies. WJCS also conducted antibullying classroom presentations.</p> <p>The 7th and 8th grade ELA teacher provides opportunities for students to engage with culturally responsive texts with the Common Lit curriculum.</p>

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		<p>Students completed a learning experience survey and information from the survey is informing professional learning topics, the PBIS plan, and after school programming.</p> <p>Student responses from Grades 3-5 Survey:</p> <p>Does your teacher make you feel like you belong?</p> <p>More Details</p> <table data-bbox="701 730 1209 941"> <tr> <td>Yes</td> <td>34</td> </tr> <tr> <td>No</td> <td>1</td> </tr> <tr> <td>Sometimes</td> <td>7</td> </tr> <tr> <td>Other</td> <td>2</td> </tr> </table>  <p>Are you encouraged to learn from your mistakes?</p> <p>More Details Insights</p> <table data-bbox="701 1185 1209 1331"> <tr> <td>Yes</td> <td>31</td> </tr> <tr> <td>No</td> <td>4</td> </tr> <tr> <td>Sometimes</td> <td>9</td> </tr> </table> 	Yes	34	No	1	Sometimes	7	Other	2	Yes	31	No	4	Sometimes	9
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		<p>Student responses from Grades 6-8 Survey:</p> <p>How often do you feel that the lessons / activities reflect your culture or identity?</p> <p>More Details</p> <table data-bbox="701 584 1102 812"> <tr><td>Never</td><td>41</td></tr> <tr><td>Sometimes</td><td>63</td></tr> <tr><td>Often</td><td>22</td></tr> <tr><td>Always</td><td>6</td></tr> </table>  <p>5. Are you encouraged to learn from your mistakes or take academic risks?</p> <p>More Details Insights</p> <table data-bbox="701 1006 1102 1201"> <tr><td>Yes</td><td>78</td></tr> <tr><td>No</td><td>13</td></tr> <tr><td>Sometimes</td><td>41</td></tr> </table>  <p>The CHA PBIS plan was developed with student and teacher input.</p>	Never	41	Sometimes	63	Often	22	Always	6	Yes	78	No	13	Sometimes	41
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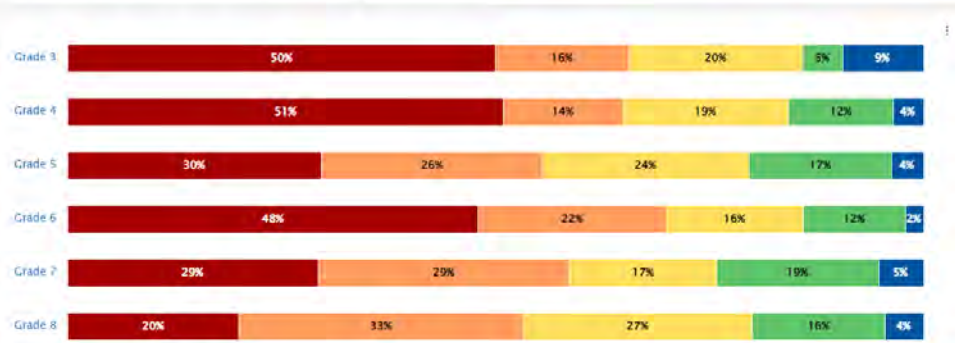
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Participation in the Yonkers Public Schools Network for School Improvement	Y	CHA is part of the Network for School Improvement led by Bank Street Education Center to form a network of teachers, school leaders, and district leaders to engage in continuous improvement with a focus on improving outcomes in middle school mathematics. The CHA team participated in the 2022-2023 YPS NSI kick off meeting and will focus on implementing a change idea with the goal that the change idea will lead to improved outcomes for students.

Part II – Demonstrable Improvement Indicators-Level 1

Level 1 Indicators

Please list the school's Level 1 indicators and complete all columns below. This information should provide details about how lead strategies informed the implementation of specific strategies and action steps to support progress toward the Demonstrable Improvement targets during this quarter.

**Quarterly Report #1 Reflection on Activities Completed for this Indicator during
July 21, 2022 – October 31, 2022**

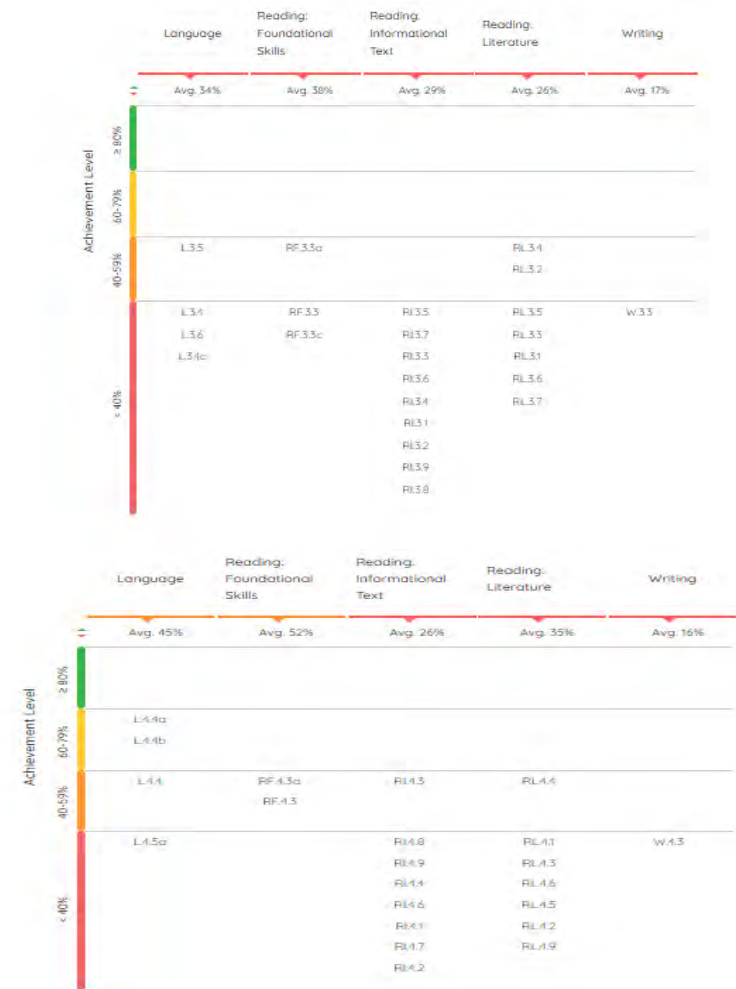
Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report. 																																										
#33 3-8 ELA All Students MGP	Y	<p>Teachers participated in professional learning opportunities in September to implement the district instructional foci, discuss ALU's and the LATIC framework. Utilization of LATIC framework strategies include:</p> <ul style="list-style-type: none"> • Authentic Learning Units • Increase student independence • Expert board • Help board • Flexible seating • Technology infusion • Whole group and small group instruction • Independent activity structures. • Instructional Coach supported unit design • Facilitate student-centered classroom that allowed students to take ownership of their learning <p>Grades 5-8 are departmentalized. We also included an instructional block in the afternoon dedicated to small group instruction.</p>	<p>Grades 7 & 8 will continue to complete assessments in the fall, 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 fall, winter, and spring to assess student growth and improvement by standards. Teachers used Lexile scores to create small group instruction groups. The data below shows the results of the beginning of the year MAP assessment.</p> <p><small>Cross Hill Academy</small></p> <p>School Achievement: Reading</p>  <table border="1"> <caption>School Achievement: Reading Data</caption> <thead> <tr> <th>Grade</th> <th>Exceeded (Red)</th> <th>Met (Orange)</th> <th>Nearly Met (Yellow)</th> <th>Did Not Meet (Green)</th> <th>Far Below (Blue)</th> </tr> </thead> <tbody> <tr> <td>Grade 3</td> <td>50%</td> <td>16%</td> <td>20%</td> <td>5%</td> <td>9%</td> </tr> <tr> <td>Grade 4</td> <td>51%</td> <td>14%</td> <td>19%</td> <td>12%</td> <td>4%</td> </tr> <tr> <td>Grade 5</td> <td>30%</td> <td>26%</td> <td>24%</td> <td>17%</td> <td>4%</td> </tr> <tr> <td>Grade 6</td> <td>48%</td> <td>22%</td> <td>16%</td> <td>12%</td> <td>2%</td> </tr> <tr> <td>Grade 7</td> <td>29%</td> <td>29%</td> <td>17%</td> <td>19%</td> <td>5%</td> </tr> <tr> <td>Grade 8</td> <td>20%</td> <td>33%</td> <td>27%</td> <td>16%</td> <td>4%</td> </tr> </tbody> </table>	Grade	Exceeded (Red)	Met (Orange)	Nearly Met (Yellow)	Did Not Meet (Green)	Far Below (Blue)	Grade 3	50%	16%	20%	5%	9%	Grade 4	51%	14%	19%	12%	4%	Grade 5	30%	26%	24%	17%	4%	Grade 6	48%	22%	16%	12%	2%	Grade 7	29%	29%	17%	19%	5%	Grade 8	20%	33%	27%	16%	4%
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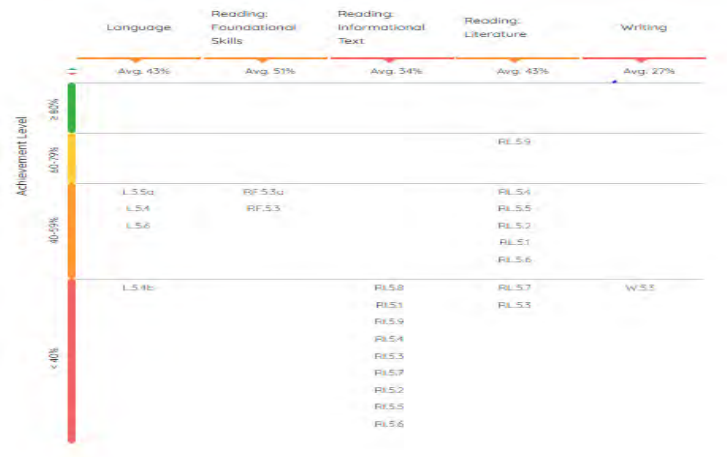
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		<p>Our professional learning plan has provided a comprehensive picture of the professional learning that was conducted from September through the end of October.</p> <p>In grades 3-6 all Benchmark beginning of the year diagnostics were administered 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. In grades 7-8 students completed the Common Lit Assessment to establish beginning of the year data.</p> <p>Teachers implemented the district's foci.</p> <ul style="list-style-type: none"> • Checking for Understanding – teachers use formative assessments (exit tickets, thumbs up, thumbs down, KWL charts, weekly quizzes, popsicle sticks) 	<p>Grades 3-6 will complete four Benchmark Interim assessments throughout the school year to assess student growth and improvement by standards. Teachers used the assessment to review skills and standards that students needed additional support in.</p>

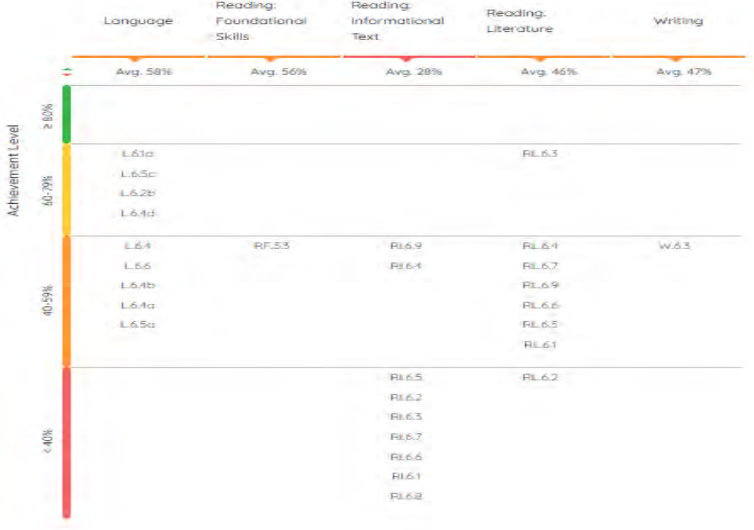
- Critical Thinking to promote higher-order thinking skills (ask questions, encourage decision making, group work, incorporate multiple perspectives, creativity, brainstorm)
- Accountable Talk – engage in conversations, share their thinking with others, compare ideas with peers (think-pair-share, turn and talk, small group, jigsaw,

Teachers collected and analyzed student data and identified areas of improvement across grade levels, class wide, and individually.

Teachers analyzed school and grade level data using 21-22 NYS ELA Assessment.

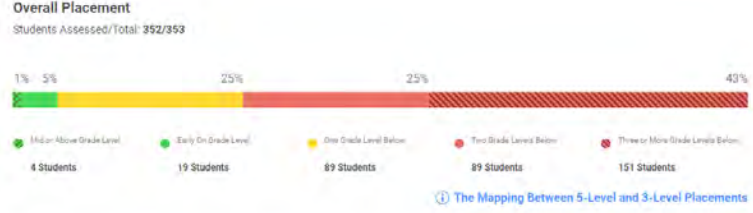


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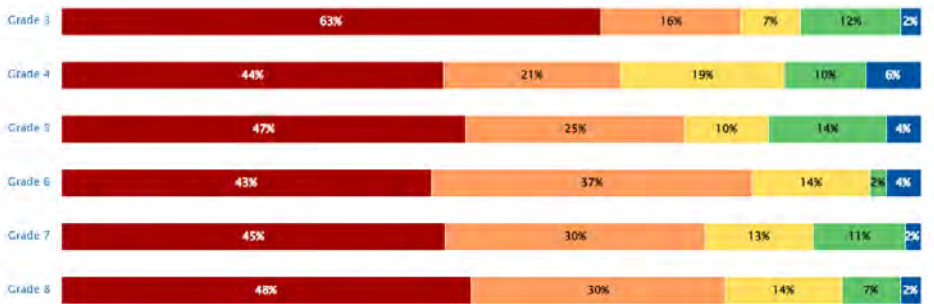
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			 <p>The data below is the results of the 2022 NYS ELA exam.</p> <table border="1" data-bbox="1518 609 2271 1136"> <thead> <tr> <th>Achievement Level</th> <th>Language</th> <th>Reading: Foundational Skills</th> <th>Reading: Informational Text</th> <th>Reading: Literature</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>> 85%</td> <td>Avg. 58%</td> <td>Avg. 56%</td> <td>Avg. 28%</td> <td>Avg. 46%</td> <td>Avg. 47%</td> </tr> <tr> <td>80-79%</td> <td>L.6.1a</td> <td></td> <td></td> <td>RL.6.3</td> <td></td> </tr> <tr> <td rowspan="5">40-59%</td> <td>L.6.5c</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>L.6.2b</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>L.6.1d</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>L.6.4</td> <td>RF.5.3</td> <td>RI.6.9</td> <td>RL.6.4</td> <td>W.6.3</td> </tr> <tr> <td>L.6.6</td> <td></td> <td>RI.6.4</td> <td>RL.6.7</td> <td></td> </tr> <tr> <td rowspan="5">< 40%</td> <td>L.6.1b</td> <td></td> <td></td> <td>RL.6.9</td> <td></td> </tr> <tr> <td>L.6.1a</td> <td></td> <td></td> <td>RL.6.6</td> <td></td> </tr> <tr> <td>L.6.5a</td> <td></td> <td></td> <td>RL.6.5</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>RL.6.1</td> <td></td> </tr> <tr> <td></td> <td></td> <td>RI.6.5</td> <td>RL.6.2</td> <td></td> </tr> <tr> <td></td> <td></td> <td>RI.6.2</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>RI.6.3</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>RI.6.7</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>RI.6.6</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>RI.6.1</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>RI.6.8</td> <td></td> <td></td> </tr> </tbody> </table>	Achievement Level	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing	> 85%	Avg. 58%	Avg. 56%	Avg. 28%	Avg. 46%	Avg. 47%	80-79%	L.6.1a			RL.6.3		40-59%	L.6.5c					L.6.2b					L.6.1d					L.6.4	RF.5.3	RI.6.9	RL.6.4	W.6.3	L.6.6		RI.6.4	RL.6.7		< 40%	L.6.1b			RL.6.9		L.6.1a			RL.6.6		L.6.5a			RL.6.5					RL.6.1				RI.6.5	RL.6.2				RI.6.2					RI.6.3					RI.6.7					RI.6.6					RI.6.1					RI.6.8		
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These practices were observed during classroom visits by Instructional Coach.</p> <ul style="list-style-type: none"> Expert board Help board Resource area ALU's (3rd & 4th grade) Technology Flexible seating during small group Activity lists 	Student Subgroup (accountability subgroups are marked with an asterisk (*))	2022 Participation				2022 Performance								Estimated Weighted Average Index ((j+2k+2.5)h)*100 (m)	Estimated Core Subject Index ((j+2k+2.5)g)*100 (n)	Participation Rate Enroll (a)	Tested (b)	Not Tested (c)	Estimated Participation Rate ((b/a)*100) (d)	Continuously Enrolled & Not Tested (e)	95% of Continuously Enrolled & Not Tested (f)	Continuously Enrolled & Tested (g)	Greater of f and g (h)	Level 1 (i)	Level 2 (j)	Level 3 (k)	Level 4 (l)	*All Students	322	317	5	98.45%	278	264	273	273	97	107	63	6	90.84	90.84	Female	172	169	3	98.26%	149	142	146	146	46	54	43	3	101.03	101.03	Male	150	148	2	98.67%	129	123	127	127	51	53	20	3	79.13	79.13	*American Indian/Alaska Native	1	1	0	100.00%	1	1	1	1	1	0	0	0	0.00	0.00	*Black	82	82	0	100.00%	68	65	68	68	28	28	11	1	77.21	77.21	*Hispanic	185	182	3	98.46%	173	164	170	170	60	65	41	4	92.35	92.35	*Asian/Pacific Islander	15	15	0	100.00%	12	12	12	13	1	4	2	1	157.69	157.69	Asian	15	15	0	100.00%	13	12	13	13	1	4	2	1	157.69	157.69	*White	18	18	0	100.00%	13	12	13	13	4	6	3	0	92.31	92.31	*Multiracial	11	9	2	81.82%	10	10	8	10	3	4	1	0	60.00	75.00	General Education Students	293	288	5	98.29%	251	238	246	246	87	97	58	4	90.65	90.65	*Students with Disabilities	29	29	0	100.00%	27	26	27	27	10	10	5	2	92.59	92.59	Not English Language Learner	306	302	4	98.69%	264	251	260	260	90	101	63	6	93.08	93.08	*English Language Learner	16	15	1	93.75%	14	13	13	13	7	6	0	0	46.15	46.15
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			<ul style="list-style-type: none"> • Ms. Shehadeh works with all teachers, across all grade levels. • Based on the 2022 ELA NYS Exam and beginning of the year diagnostics, we identified students in grades 5-6 that would work in small groups daily with the teacher's assistant • Ms. D'Agostino (ENL) pushes into ELA classes to support the ENL students during ELA instruction. • Teachers identified students in grades 3-8 that would benefit from the afterschool Academy based on the assessments and classroom observation.
3-8 Math	Y	Professional Development: <ul style="list-style-type: none"> • Teachers were provided Professional Learning opportunities from the district/school in September to enhance their tools for districts 2022/23 Instructional Foci: Accountable Talk, Checks for Understanding, and Critical Thinking. • Teachers were provided Professional Learning from the Ready Consultant 	The I-Ready Diagnostic was given to assess students' growth and improvement from the Spring 2022 Diagnostic. This data will be used to plan appropriate Tier 1 instruction as well as provide opportunities for Tier 2 and 3 intervention and acceleration.

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		<ul style="list-style-type: none"> Two teachers are participating in the district’s monthly math PLC led by the Executive Director of Mathematics and Assistant Superintendent. The October session focused on the shifts from CCLS to NGLS. The information reviewed at these sessions is turn keyed during the weekly math PLC meetings. <p>Utilization of LATIC framework strategies:</p> <ul style="list-style-type: none"> Authentic Learning Units Increase student independence expert board help board flexible seating, technology infusion whole group and small group instruction independent activity structures. Instructional Coach supported unit design 	 <p>Overall Placement Students Assessed/Total: 352/353</p> <p>1% 5% 25% 25% 43%</p> <p>Below-Above Grade Level Early On Grade Level One Grade Level Below Two Grade Levels Below Three or More Grade Levels Below</p> <p>4 Students 19 Students 89 Students 89 Students 151 Students</p> <p>The Mapping Between 5-Level and 3-Level Placements</p> <p>Placement by Domain</p> <p>Number and Operations (NO) Algebra and Algebraic Thinking (A&T) Measurement and Data (MS) Geometry (GE)</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Below-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> <th>Students Assessed/Total</th> </tr> </thead> <tbody> <tr> <td>Grade 3</td> <td>2%</td> <td>2%</td> <td>27%</td> <td>30%</td> <td>39%</td> <td>66/66</td> </tr> <tr> <td>Grade 4</td> <td>0%</td> <td>6%</td> <td>32%</td> <td>29%</td> <td>32%</td> <td>65/65</td> </tr> <tr> <td>Grade 5</td> <td>0%</td> <td>9%</td> <td>28%</td> <td>26%</td> <td>38%</td> <td>58/58</td> </tr> <tr> <td>Grade 6</td> <td>5%</td> <td>2%</td> <td>18%</td> <td>33%</td> <td>42%</td> <td>55/55</td> </tr> <tr> <td>Grade 7</td> <td>0%</td> <td>10%</td> <td>19%</td> <td>19%</td> <td>52%</td> <td>58/58</td> </tr> <tr> <td>Grade 8</td> <td>0%</td> <td>4%</td> <td>26%</td> <td>12%</td> <td>58%</td> <td>50/51</td> </tr> </tbody> </table>	Grade	Below-Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total	Grade 3	2%	2%	27%	30%	39%	66/66	Grade 4	0%	6%	32%	29%	32%	65/65	Grade 5	0%	9%	28%	26%	38%	58/58	Grade 6	5%	2%	18%	33%	42%	55/55	Grade 7	0%	10%	19%	19%	52%	58/58	Grade 8	0%	4%	26%	12%	58%	50/51
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		<ul style="list-style-type: none"> • Facilitate student-centered classroom that allowed students to take ownership of their learning <p>We worked on increasing student independence through utilization of Ready Classroom framework.</p> <ul style="list-style-type: none"> • Personalized Instruction for students • Students work on I-Ready 20 minutes daily. <p>Students have completed the following Assessments:</p> <ul style="list-style-type: none"> • Fall iReady Diagnostic • NWEA MAP Fall Assessment • Weekly assessments • Unit assessments <p>District Foci:</p> <ul style="list-style-type: none"> • Teachers continue to encourage student use of accountable talk in the classroom, to check for student's understanding at least 	<ul style="list-style-type: none"> • Grades 5 and 7 had the highest number of students on grade level. • Overall, students performed best on the Algebra and Algebraic Thinking and Measurement and Data domains • Numbers and Operations and Geometry are the domains that students need support in. <p>The Math MAP Fall Assessment was administered to assess students' growth and improvement from Spring 2022.</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"> Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Describe how the data trends that emerged during this reporting period will inform future action steps. Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report. 																																																																																																																																																																																																																																																																													
		<p>three times throughout lessons, and to provide students with critical thinking opportunities.</p> <ul style="list-style-type: none"> Reflection questions / exit tickets are given after every lesson to ensure that students are comprehending the learning objective of the lesson. This formative assessment helps the teacher plan future lessons and provides remediation/reteach and challenge, as needed. Students that have misconceptions receive clarifications based on the data collected from the reflection question(s). <p>Grades 5-8 are departmentalized so they are focused on teaching Math/Science. We also included a teaching block in the afternoon dedicated to teaching in small groups. This is when teachers and providers revisit material from the morning block that students may have struggled with.</p>	<p>Cross Hill Academy School Achievement: Math K-12</p>  <table border="1"> <caption>2022 Participation and Performance Data</caption> <thead> <tr> <th rowspan="2">Student Subgroup (accountability subgroups are marked with an asterisk (*))</th> <th colspan="4">2022 Participation</th> <th colspan="10">2022 Performance</th> </tr> <tr> <th>Participation Rate</th> <th>Enroll (a)</th> <th>Tested (b)</th> <th>Not Tested (c)</th> <th>Estimated Participation Rate ((b/a)*100) (d)</th> <th>Continuously Enrolled, Tested & Not Tested (e)</th> <th>95% of Continuously Enrolled, Tested & Not Tested (f)</th> <th>Continuously Enrolled & Tested (g)</th> <th>Greater of f and g (h)</th> <th>Level 1 (i)</th> <th>Level 2 (j)</th> <th>Level 3 (k)</th> <th>Level 4 (l)</th> <th>Level 5 (m)</th> <th>Estimated Weighted Average Index ((i+2k+2.5)h)*100 (n)</th> <th>Estimated Core Subject Index 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Students	32%	317	7		97.84%	277	263	221	271	173	67	20	13		49.63	49.63	Female	27%	120	2		98.84%	108	141	106	146	103	21	11	3		41.44	41.44	Male	35%	142	1		96.71%	120	122	120	125	22	26	9	8		58.25	58.25	*American Indian/Alaska Native	1%	1	0		100.00%	1	1	1	1	1	0	0	0		0.00	0.00	*Black	6%	33	1		96.97%	32	66	30	68	37	14	1	2		42.65	42.65	*Hispanic	18%	101	4		97.92%	102	163	109	168	106	21	14	2		49.70	49.70	*Asian/Pacific Islander	1%	15	0		100.00%	15	12	12	13	1	0	0	1		126.92	126.92	Asian	1%	15	0		100.00%	15	12	12	13	1	0	0	1		126.92	126.92	*White	13%	18	1		94.74%	17	12	12	13	11	1	1	1		26.92	26.92	*Multiracial	1%	2	1		90.00%	1	9	9	9	5	2	0	0		22.22	25.00	General Education Students	35%	230	3		98.23%	227	237	214	241	152	62	20	11		32.25	32.25	*Students with Disabilities	1%	20	2		95.75%	18	27	22	27	20	2	0	0		25.93	25.93	Not English Language Learner	30%	200	5		96.00%	195	250	200	208	156	52	13	11		49.03	49.03	*English Language Learner	1%	10	1		93.75%	9	13	10	13	2	0	0	0		61.54	61.54
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		<p>Teachers in grades 5-8 are participating in the YPS NSI and are using PDSA cycles to provide actionable teacher feedback. Fall Convening of this initiative took place October 15, 2022.</p> <p>The Title I math specialist provides daily small group instruction to students in grades 3-6. The Title I Math Specialist will continue to support students with daily small group instruction targeting the prerequisite skills necessary for grade-level content.</p>	<p>Teachers will use the released state assessment questions as another means of assessing student understanding of the content. 2022 State Test Preparation Guide - Questions by Grade/by Standard</p> <ul style="list-style-type: none"> • Based on the 2022 Math NYS Exam and beginning of the year diagnostics, we identified students in grades 3-6 who would work in small groups daily with the Title I math specialist. • Ms. Shehadeh works with all teachers, across all grade levels. • Teachers identified students in grades 3-8 that would benefit from the afterschool Academy based on the assessments and classroom observation. • Teachers identified students in grades 5 – 8 that would also work in small groups daily with the teacher's assistant.
Grade 8 Science Index #150	Y	<p>Grade 8 Earth Science:</p> <ul style="list-style-type: none"> • Eighth grade Pre-Assessment based on archived Earth Science Regents. • Exit tickets • Teacher-created tests 	Eight grade Pre-Assessment Earth Science Regents Data:

- Hands-on scientific experiments and observation activities
- Unit preassessment with Earth Science based regent's questions
- The teacher received PD from the district.

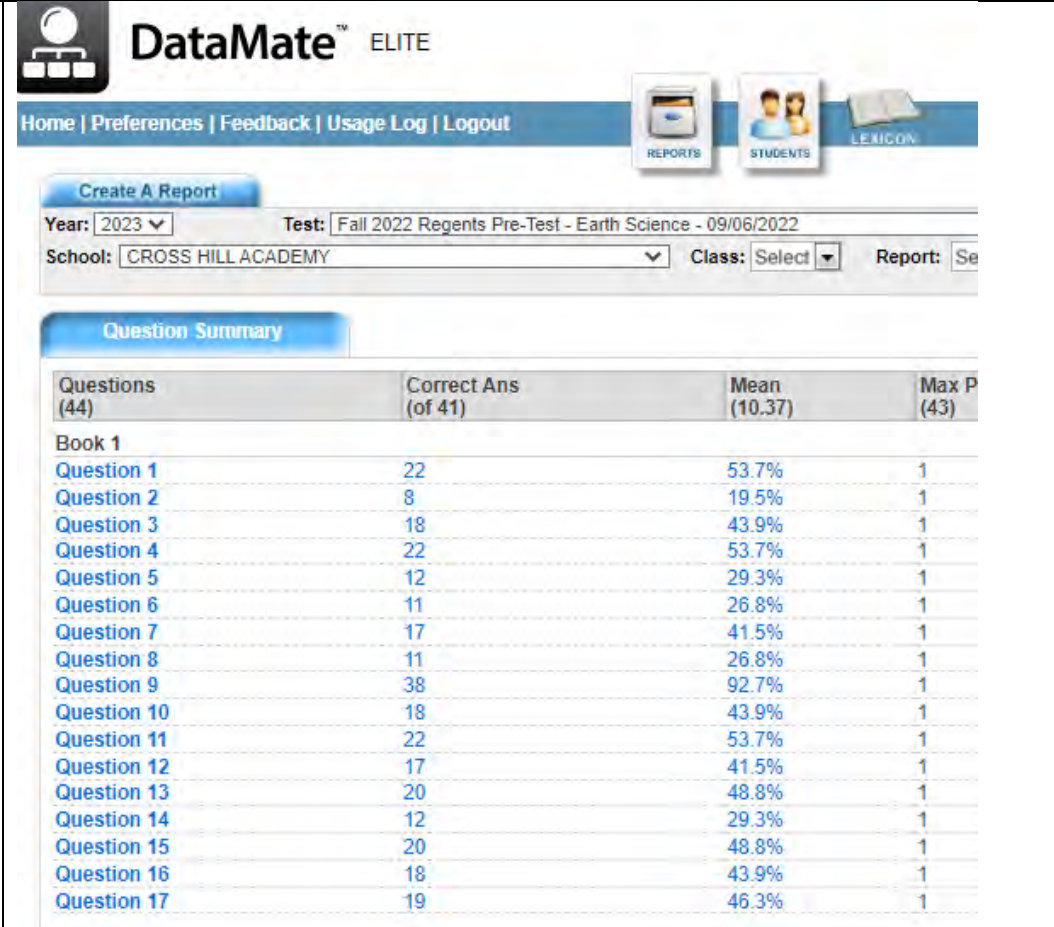
District Foci:

- Checking for Understanding – teachers use formative assessments (exit tickets, thumbs up, thumbs down, weekly quizzes)
- Critical Thinking to promote higher-order thinking skills (ask questions, encourage decision making, group work, incorporate multiple perspectives, creativity, brainstorm)
- Accountable Talk – engage in conversations, share their thinking with others, compare ideas with peers (think-pair-share, turn and talk, small group, jigsaw)

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):



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REPORTS STUDENTS LEXICON

Create A Report

Year: 2023 Test: Fall 2022 Regents Pre-Test - Earth Science - 09/06/2022

School: CROSS HILL ACADEMY Class: Select Report: Se

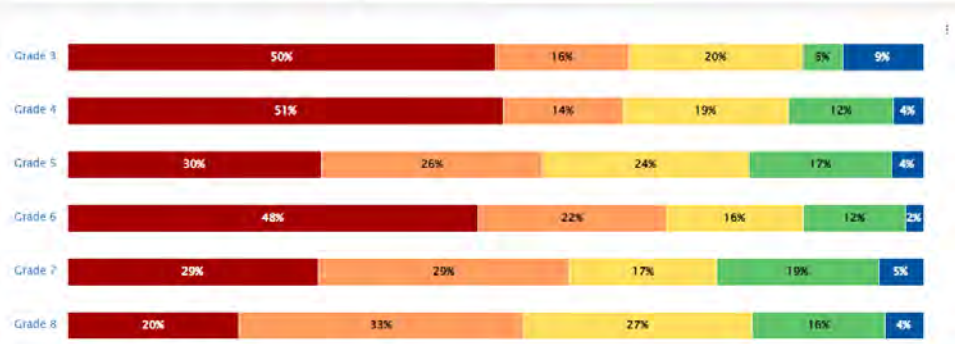
Question Summary

Questions (44)	Correct Ans (of 41)	Mean (10.37)	Max P (43)
Book 1			
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>The teacher curate's 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 regent's exams.</p> <p>Hands-On Scientific Experiments and Observations: Teacher implements lab activities for students to receive first-hand experiences to connect with complex topics.</p> <p>Unit Pre-Assessment with Earth Science Regents Questions (Formative Assessments): Teacher curate's 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>District Offered Professional Development: Teachers have attended multiple district offered professional developments.</p>	

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#100 3-8 ELA All Students Core Subject Performance Index	Y	<p>Teachers participated in professional learning opportunities in September to implement the district instructional foci, discuss ALU's and the LATIC framework. Utilization of LATIC framework strategies include:</p> <ul style="list-style-type: none"> • Authentic Learning Units • Increase student independence • Expert board • Help board • Flexible seating • Technology infusion • Whole group and small group instruction • Independent activity structures. • Instructional Coach supported unit design • Facilitate student-centered classroom that allowed students to take ownership of their learning <p>Grades 5-8 are departmentalized. We also included an instructional block in the afternoon dedicated to small group instruction.</p>	<p>Continued use of LATIC framework strategies and support from LATIC coach. These practices were observed during classroom visits by Instructional Coach.</p> <ul style="list-style-type: none"> • Expert board • Help board • Resource area • ALU's (3rd & 4th grade) • Technology • Flexible seating during small group • Activity lists <p>Grades 7 & 8 will continue to complete assessments in the fall, 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 fall, winter, and spring to assess student growth and improvement by standards. Teachers used Lexile scores to create small group instruction groups. The data below shows the results of the beginning of the year MAP assessment.</p>

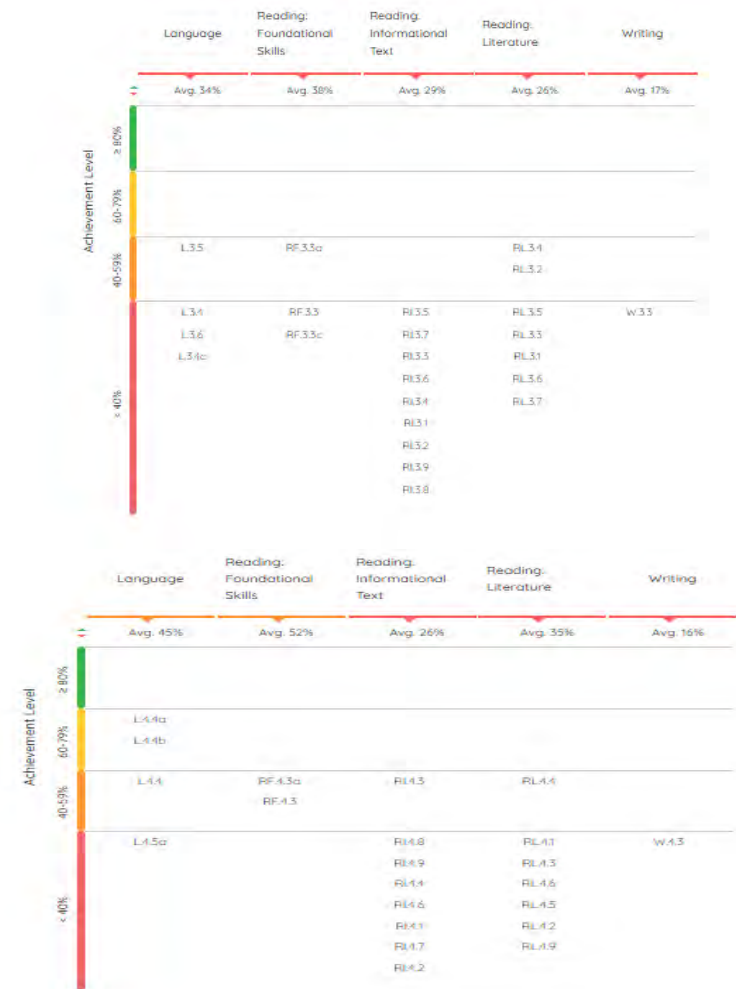
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		<p>Our professional learning plan has provided a comprehensive picture of the professional learning that was conducted from September through the end of October.</p> <p>In grades 3-6 all Benchmark beginning of the year diagnostics were administered to assess students' current level of progress towards standards mastery. Teachers use data from weekly Benchmark quizzes to make adjustments to instruction and plan for opportunities for acceleration and intervention.</p> <p>In grades 7-8 students completed the Common Lit Assessment to establish beginning of the year data.</p> <p>Teachers implemented the district's foci.</p> <ul style="list-style-type: none"> Checking for Understanding – teachers use formative assessments (exit tickets, thumbs up, thumbs down, KWL charts, weekly quizzes, popsicle sticks) 	<p>Cross Hill Academy</p> <p>School Achievement: Reading</p>  <p>Grades 3-6 will complete four Benchmark Interim assessments throughout the school year to assess student growth and improvement by standards. Teachers used the assessment to review skills and standards that students needed additional support in.</p>

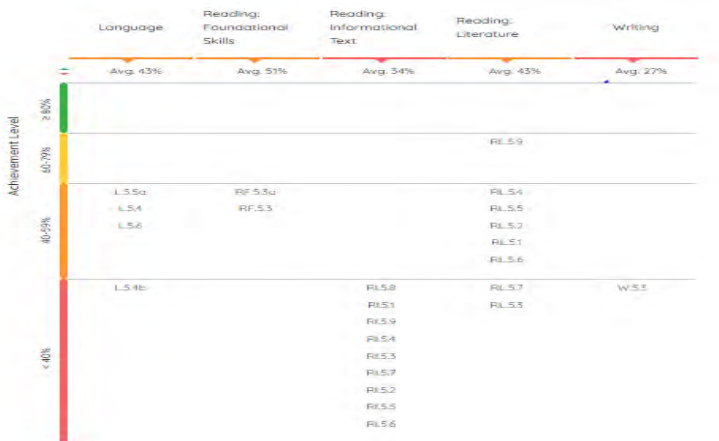
- Critical Thinking to promote higher-order thinking skills (ask questions, encourage decision making, group work, incorporate multiple perspectives, creativity, brainstorm)
- Accountable Talk – engage in conversations, share their thinking with others, compare ideas with peers (think-pair-share, turn and talk, small group, jigsaw,

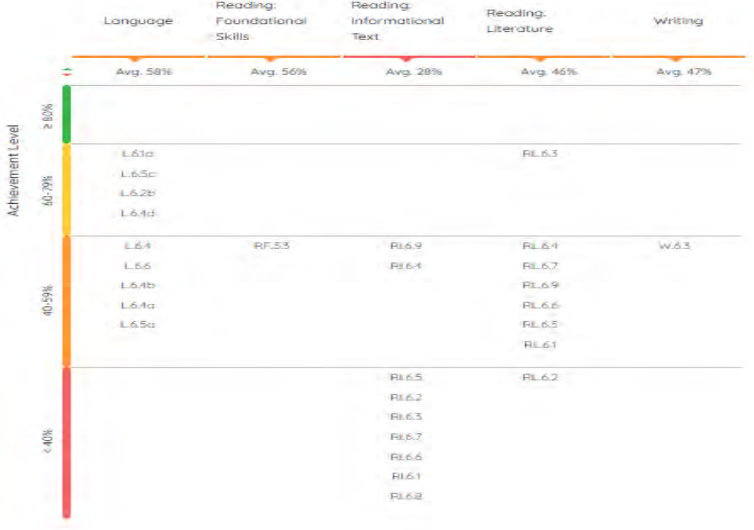
Teachers collected and analyzed student data and identified areas of improvement across grade levels, class wide, and individually.

Teachers analyzed school and grade level data using the 21-22 NYS ELA Assessment.

Assessment results are reviewed during grade level meetings and groups are adjusted at that time.



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"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report. 												
			 <p> The chart displays achievement levels for five categories: Language, Reading: Foundational Skills, Reading: Informational Text, Reading: Literature, and Writing. The vertical axis represents the Achievement Level, ranging from <40% (red) to >80% (green). The horizontal axis shows the average percentage for each category. </p> <table border="1"> <thead> <tr> <th>Category</th> <th>Avg. %</th> </tr> </thead> <tbody> <tr> <td>Language</td> <td>43%</td> </tr> <tr> <td>Reading: Foundational Skills</td> <td>51%</td> </tr> <tr> <td>Reading: Informational Text</td> <td>34%</td> </tr> <tr> <td>Reading: Literature</td> <td>43%</td> </tr> <tr> <td>Writing</td> <td>27%</td> </tr> </tbody> </table> <p> Specific standards are listed for each category: </p> <ul style="list-style-type: none"> Language: L.5.5a, L.5.4, L.5.6, L.5.4b Reading: Foundational Skills: RF.5.3a, RF.5.3 Reading: Informational Text: RI.5.8, RI.5.1, RI.5.9, RI.5.4, RI.5.3, RI.5.7, RI.5.2, RI.5.5, RI.5.6 Reading: Literature: RL.5.4, RL.5.5, RL.5.2, RL.5.1, RL.5.6, RL.5.7, RL.5.3 Writing: W.5.1 	Category	Avg. %	Language	43%	Reading: Foundational Skills	51%	Reading: Informational Text	34%	Reading: Literature	43%	Writing	27%
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Based on the 2022 ELA NYS Exam and beginning of the year diagnostics, we identified students in grades 5-6 that would work in small groups daily with the teacher's assistant Ms. D'Agostino (ENL) pushes into ELA classes to support the ENL students during ELA instruction. Teachers identified students in grades 3-8 who would benefit from the afterschool Academy based on the assessments and classroom observation. 	Student Subgroup (accountability subgroups are marked with an asterisk (*))	2022 Participation				2022 Performance								Estimated Weighted Average Index ((j+2k+2.5)h)*100 (m)	Estimated Core Subject Index ((j+2k+2.5)g)*100 (n)	Participation Rate Enroll (a)	Tested (b)	Not Tested (c)	Estimated Participation Rate ((b/a)*100) (d)	Continuously Enrolled & Tested (e)	95% of Continuously Enrolled & Tested (f)	Continuously Enrolled & Tested (g)	Greater of f and g (h)	Level 1 (i)	Level 2 (j)	Level 3 (k)	Level 4 (l)	*All Students	322	317	5	98.45%	278	264	273	273	97	107	63	6	90.84	90.84	Female	172	169	3	98.26%	149	142	146	146	46	54	43	3	101.03	101.03	Male	150	148	2	98.67%	129	123	127	127	51	53	20	3	79.13	79.13	*American Indian/Alaska Native	1	1	0	100.00%	1	1	1	1	1	0	0	0	0.00	0.00	*Black	82	82	0	100.00%	68	65	68	68	28	28	11	1	77.21	77.21	*Hispanic	185	182	3	98.46%	173	164	170	170	60	65	41	4	92.35	92.35	*Asian/Pacific Islander	15	15	0	100.00%	13	12	13	13	1	4	2	1	157.69	157.69	Asian	15	15	0	100.00%	13	12	13	13	1	4	2	1	157.69	157.69	*White	18	18	0	100.00%	13	12	13	13	4	6	3	0	92.31	92.31	*Multiracial	11	9	2	81.82%	10	10	8	10	3	4	1	0	60.00	75.00	General Education Students	293	288	5	98.29%	251	238	246	246	87	97	58	4	90.65	90.65	*Students with Disabilities	29	29	0	100.00%	27	26	27	27	10	10	5	2	92.59	92.59	Not English Language Learner	306	302	4	98.69%	264	251	260	260	90	101	63	6	93.08	93.08	*English Language Learner	16	15	1	93.75%	14	13	13	13	7	6	0	0	46.15	46.15
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#160 3-8 Chronic Absenteeism – All Students	Y	<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>Teachers utilize Class Dojo and Remind to communicate with parents. Pupil Support Team reports to the CET.</p>	<p>We had a monthly attendance challenge and Ms. Oddo’s class had the best attendance for the month of September.</p> <p>With the roll out of the PBIS Plan, there are opportunities for students to earn Dojo points for perfect attendance and improved attendance.</p>

Part III – Demonstrable Improvement Indicators-Level 2

Level 2 Indicators

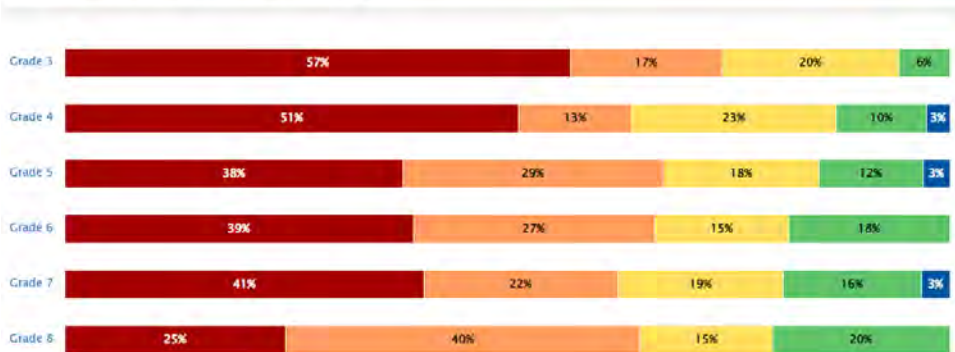
Please list the school's Level 2 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific strategies and action steps to support progress toward the Demonstrable Improvement targets during this quarter.

**Quarterly Report #1 Reflection on Activities Completed for this Indicator during
July 21, 2022 – October 31, 2022**

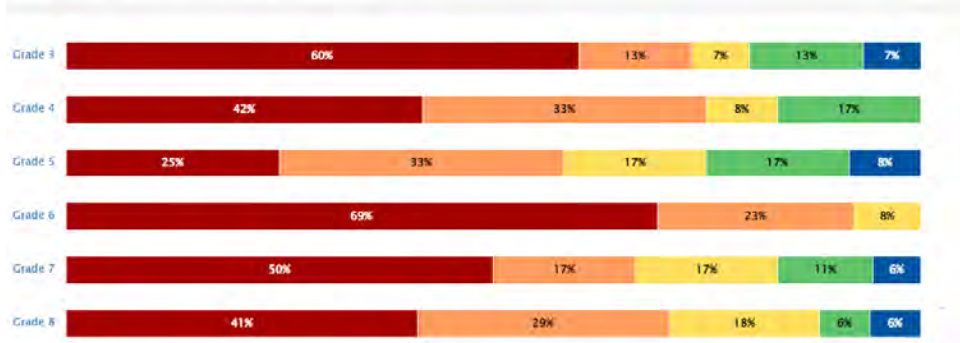
Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
#102 3-8 ELA Black Core Subject PI	Y	<p>In grades 3-6 all Benchmark diagnostics were administered to assess student strengths and weakness based on skill and standard.</p> <p>MAP tests in ELA were administered to assess student strengths and weaknesses based on skill and standard. MAP testing in ELA will continue in Grades 3-6 during the 2022-2023 school year to use RIT scores to show student growth, areas where students are struggling and adjust small group instruction groups using Lexile scores.</p>	


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"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report. 																																										
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Facilitate student-centered classroom that allowed students to take ownership of their learning <p>Teachers collected and analyzed student data and identified areas of improvement across grade levels, class wide, and individually.</p> <p>Students completed the following assessments:</p> <ul style="list-style-type: none"> NWEA MAP (Fall) Benchmark weekly tests and Interim Assessment 1 Common Lit 	<p>Data Refresh Date: October 1, 2022</p> <table border="1"> <thead> <tr> <th rowspan="2">Student Subgroup (accountability subgroups are marked with an asterisk (*))</th> <th colspan="4">2022 Participation</th> <th rowspan="2">Continuously Enrolled Tested & Not Tested (e)</th> <th rowspan="2">95% of Continuously Enrolled Tested & Not Tested (f)</th> <th rowspan="2">Continuously Enrolled & Tested (g)</th> <th colspan="5">2022 Performance</th> <th rowspan="2">Estimated Weighted Average Index ((j+2k+2.5)h)*100 (m)</th> <th rowspan="2">Estimated Core Subject Index ((j+2k+2.5)h)*100 (n)</th> </tr> <tr> <th>Participation Rate Enroll (a)</th> <th>Tested (b)</th> <th>Not Tested (c)</th> <th>Estimated Participation Rate ((b/a)*100) (d)</th> <th>Greater of f and g (h)</th> <th>Level 1 (i)</th> <th>Level 2 (j)</th> <th>Level 3 (k)</th> <th>Level 4 (l)</th> </tr> </thead> <tbody> <tr> <td>*All Students</td> <td>222</td> <td>312</td> <td>5</td> <td>98.45%</td> <td>278</td> <td>264</td> <td>273</td> <td>273</td> <td>92</td> <td>107</td> <td>63</td> <td>6</td> <td>90.84</td> <td>90.84</td> </tr> <tr> <td>Female</td> <td>122</td> <td>169</td> <td>3</td> <td>98.26%</td> <td>195</td> <td>142</td> <td>116</td> <td>146</td> <td>86</td> <td>81</td> <td>43</td> <td>3</td> <td>101.03</td> <td>101.03</td> </tr> <tr> <td>Male</td> <td>100</td> <td>148</td> <td>2</td> <td>98.67%</td> <td>229</td> <td>223</td> <td>227</td> <td>127</td> <td>51</td> <td>26</td> <td>20</td> <td>3</td> <td>79.13</td> <td>79.13</td> </tr> <tr> <td>*American Indian/Alaska Native</td> <td>1</td> <td>1</td> <td>0</td> <td>100.00%</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0.00</td> <td>0.00</td> </tr> <tr> <td>*Black</td> <td>82</td> <td>82</td> <td>0</td> <td>100.00%</td> <td>68</td> <td>65</td> <td>68</td> <td>68</td> <td>28</td> <td>28</td> <td>11</td> <td>1</td> <td>77.21</td> <td>77.21</td> </tr> <tr> <td>*Hispanic</td> <td>195</td> <td>192</td> <td>3</td> <td>98.46%</td> <td>173</td> <td>164</td> <td>170</td> <td>170</td> <td>60</td> <td>65</td> <td>41</td> <td>4</td> <td>92.35</td> <td>92.35</td> </tr> <tr> <td>*Asian/Pacific Islander</td> <td>15</td> <td>15</td> <td>0</td> <td>100.00%</td> <td>13</td> <td>12</td> <td>13</td> <td>13</td> <td>1</td> <td>1</td> <td>2</td> <td>1</td> <td>157.69</td> <td>157.69</td> </tr> <tr> <td>Asian</td> <td>15</td> <td>15</td> <td>0</td> <td>100.00%</td> <td>13</td> <td>12</td> <td>13</td> <td>13</td> <td>1</td> <td>1</td> <td>2</td> <td>1</td> <td>157.69</td> <td>157.69</td> </tr> <tr> <td>*White</td> <td>18</td> <td>18</td> <td>0</td> <td>100.00%</td> <td>13</td> <td>12</td> <td>13</td> <td>13</td> <td>4</td> <td>6</td> <td>3</td> <td>0</td> <td>92.31</td> <td>92.31</td> </tr> <tr> <td>*Multiracial</td> <td>11</td> <td>9</td> <td>2</td> <td>81.82%</td> <td>10</td> <td>10</td> <td>8</td> <td>10</td> <td>3</td> <td>1</td> <td>1</td> <td>0</td> <td>60.00</td> <td>75.00</td> </tr> <tr> <td>General Education Students</td> <td>293</td> <td>288</td> <td>5</td> <td>98.29%</td> <td>251</td> <td>238</td> <td>246</td> <td>246</td> <td>82</td> <td>97</td> <td>59</td> <td>4</td> <td>90.65</td> <td>90.65</td> </tr> <tr> <td>*Students with Disabilities</td> <td>29</td> <td>29</td> <td>0</td> <td>100.00%</td> <td>27</td> <td>26</td> <td>27</td> <td>27</td> <td>10</td> <td>10</td> <td>5</td> <td>2</td> <td>92.59</td> <td>92.59</td> </tr> <tr> <td>Not English Language Learner</td> <td>306</td> <td>302</td> <td>4</td> <td>98.69%</td> <td>264</td> <td>251</td> <td>260</td> <td>260</td> <td>90</td> <td>101</td> <td>63</td> <td>6</td> <td>93.08</td> <td>93.08</td> </tr> <tr> <td>*English Language Learner</td> <td>16</td> <td>10</td> <td>1</td> <td>93.75%</td> <td>14</td> <td>13</td> <td>13</td> <td>13</td> <td>2</td> <td>6</td> <td>0</td> <td>0</td> <td>46.15</td> <td>46.15</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Ms. Shehadeh works with all teachers, across all grade levels. Based on the 2022 ELA NYS Exam and beginning of the year diagnostics, we identified students in grades 5-6 that would work in small groups daily with the teacher's assistant Ms. D'Agostino (ENL) pushes into ELA classes to support the ENL students during ELA instruction. Teachers identified students in grades 3-8 that would benefit from the afterschool Academy based on the assessments and classroom observation. 	Student Subgroup (accountability subgroups are marked with an asterisk (*))	2022 Participation				Continuously Enrolled Tested & Not Tested (e)	95% of Continuously Enrolled Tested & Not Tested (f)	Continuously Enrolled & Tested (g)	2022 Performance					Estimated Weighted Average Index ((j+2k+2.5)h)*100 (m)	Estimated Core Subject Index ((j+2k+2.5)h)*100 (n)	Participation Rate Enroll (a)	Tested (b)	Not Tested (c)	Estimated Participation Rate ((b/a)*100) (d)	Greater of f and g (h)	Level 1 (i)	Level 2 (j)	Level 3 (k)	Level 4 (l)	*All Students	222	312	5	98.45%	278	264	273	273	92	107	63	6	90.84	90.84	Female	122	169	3	98.26%	195	142	116	146	86	81	43	3	101.03	101.03	Male	100	148	2	98.67%	229	223	227	127	51	26	20	3	79.13	79.13	*American Indian/Alaska Native	1	1	0	100.00%	1	1	1	1	1	0	0	0	0.00	0.00	*Black	82	82	0	100.00%	68	65	68	68	28	28	11	1	77.21	77.21	*Hispanic	195	192	3	98.46%	173	164	170	170	60	65	41	4	92.35	92.35	*Asian/Pacific Islander	15	15	0	100.00%	13	12	13	13	1	1	2	1	157.69	157.69	Asian	15	15	0	100.00%	13	12	13	13	1	1	2	1	157.69	157.69	*White	18	18	0	100.00%	13	12	13	13	4	6	3	0	92.31	92.31	*Multiracial	11	9	2	81.82%	10	10	8	10	3	1	1	0	60.00	75.00	General Education Students	293	288	5	98.29%	251	238	246	246	82	97	59	4	90.65	90.65	*Students with Disabilities	29	29	0	100.00%	27	26	27	27	10	10	5	2	92.59	92.59	Not English Language Learner	306	302	4	98.69%	264	251	260	260	90	101	63	6	93.08	93.08	*English Language Learner	16	10	1	93.75%	14	13	13	13	2	6	0	0	46.15	46.15
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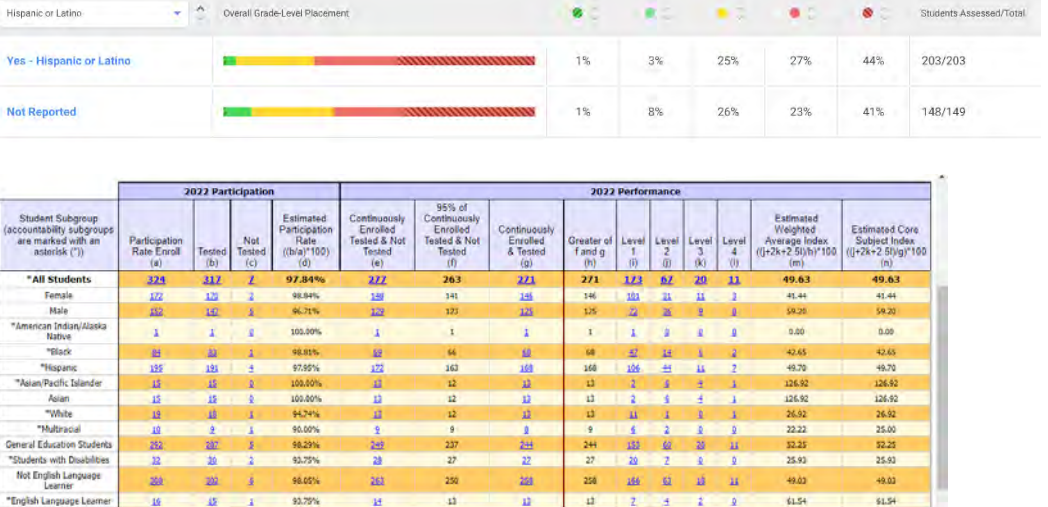
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Facilitate student-centered classroom that allowed students to take ownership of their learning <p>Teachers collected and analyzed student data and identified areas of improvement across grade levels, class wide, and individually.</p>	<p>Data Refresh Date: October 1, 2022</p> <table border="1"> <thead> <tr> <th rowspan="2">Student Subgroup (accountability subgroups are marked with an asterisk (*))</th> <th colspan="4">2022 Participation</th> <th colspan="8">2022 Performance</th> </tr> <tr> <th>Participation Rate Enroll (a)</th> <th>Tested (b)</th> <th>Not Tested (c)</th> <th>Estimated Participation Rate ((b/a)*100) (d)</th> <th>Continuously Enrolled Tested & Not Tested (e)</th> <th>95% of Continuously Enrolled Tested & Not Tested (f)</th> <th>Continuously Enrolled & Tested (g)</th> <th>Greater of f and g (h)</th> <th>Level 1 (i)</th> <th>Level 2 (j)</th> <th>Level 3 (k)</th> <th>Level 4 (l)</th> <th>Estimated Weighted Average Index (((i+2k+2.5)h)*100) (m)</th> <th>Estimated Core Subject Index (((i+2k+2.5)h)*100) (n)</th> </tr> </thead> <tbody> <tr> <td>*All Students</td> <td>222</td> <td>217</td> <td>5</td> <td>98.45%</td> <td>278</td> <td>264</td> <td>273</td> <td>273</td> <td>92</td> <td>107</td> <td>63</td> <td>6</td> <td>90.84</td> <td>90.84</td> </tr> <tr> <td>Female</td> <td>122</td> <td>120</td> <td>2</td> <td>98.26%</td> <td>155</td> <td>142</td> <td>156</td> <td>146</td> <td>55</td> <td>53</td> <td>43</td> <td>3</td> <td>101.03</td> <td>101.03</td> </tr> <tr> <td>Male</td> <td>100</td> <td>100</td> <td>0</td> <td>98.67%</td> <td>123</td> <td>122</td> <td>127</td> <td>127</td> <td>37</td> <td>54</td> <td>20</td> <td>3</td> <td>79.13</td> <td>79.13</td> </tr> <tr> <td>*American Indian/Alaska Native</td> <td>1</td> <td>1</td> <td>0</td> <td>100.00%</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0.00</td> <td>0.00</td> </tr> <tr> <td>*Black</td> <td>82</td> <td>82</td> <td>0</td> <td>100.00%</td> <td>68</td> <td>65</td> <td>68</td> <td>68</td> <td>28</td> <td>28</td> <td>11</td> <td>1</td> <td>77.21</td> <td>77.21</td> </tr> <tr> <td>*Hispanic</td> <td>195</td> <td>192</td> <td>3</td> <td>98.46%</td> <td>173</td> <td>164</td> <td>170</td> <td>170</td> <td>60</td> <td>55</td> <td>41</td> <td>4</td> <td>92.35</td> <td>92.35</td> </tr> <tr> <td>*Asian/Pacific Islander</td> <td>15</td> <td>15</td> <td>0</td> <td>100.00%</td> <td>13</td> <td>12</td> <td>13</td> <td>13</td> <td>1</td> <td>3</td> <td>2</td> <td>1</td> <td>157.69</td> <td>157.69</td> </tr> <tr> <td>Asian</td> <td>15</td> <td>15</td> <td>0</td> <td>100.00%</td> <td>13</td> <td>12</td> <td>13</td> <td>13</td> <td>1</td> <td>3</td> <td>2</td> <td>1</td> <td>157.69</td> <td>157.69</td> </tr> <tr> <td>*White</td> <td>18</td> <td>18</td> <td>0</td> <td>100.00%</td> <td>13</td> <td>12</td> <td>13</td> <td>13</td> <td>4</td> <td>6</td> <td>3</td> <td>0</td> <td>92.31</td> <td>92.31</td> </tr> <tr> <td>*Multiracial</td> <td>11</td> <td>9</td> <td>2</td> <td>81.82%</td> <td>10</td> <td>10</td> <td>8</td> <td>10</td> <td>3</td> <td>3</td> <td>1</td> <td>0</td> <td>60.00</td> <td>75.00</td> </tr> <tr> <td>General Education Students</td> <td>293</td> <td>288</td> <td>5</td> <td>98.29%</td> <td>251</td> <td>238</td> <td>246</td> <td>246</td> <td>87</td> <td>97</td> <td>59</td> <td>4</td> <td>90.65</td> <td>90.65</td> </tr> <tr> <td>*Students with Disabilities</td> <td>29</td> <td>29</td> <td>0</td> <td>100.00%</td> <td>27</td> <td>26</td> <td>27</td> <td>27</td> <td>10</td> <td>10</td> <td>5</td> <td>2</td> <td>92.59</td> <td>92.59</td> </tr> <tr> <td>Not English Language Learner</td> <td>306</td> <td>302</td> <td>4</td> <td>98.69%</td> <td>264</td> <td>251</td> <td>260</td> <td>260</td> <td>90</td> <td>101</td> <td>63</td> <td>6</td> <td>93.08</td> <td>93.08</td> </tr> <tr> <td>*English Language Learner</td> <td>16</td> <td>15</td> <td>1</td> <td>93.75%</td> <td>14</td> <td>13</td> <td>13</td> <td>13</td> <td>2</td> <td>6</td> <td>0</td> <td>0</td> <td>46.15</td> <td>46.15</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Ms. Shehadeh, Coach, works with all teachers, across all grade levels. Based on the 2022 ELA NYS Exam and beginning of the year diagnostics, we identified students in grades 5-6 that would work in small groups daily with the teacher's assistant Ms. D'Agostino (ENL) pushes into ELA classes to support the ENL students during ELA instruction. Teachers identified students in grades 3-8 that would benefit from the afterschool Academy based on the assessments and classroom 	Student Subgroup (accountability subgroups are marked with an asterisk (*))	2022 Participation				2022 Performance								Participation Rate Enroll (a)	Tested (b)	Not Tested (c)	Estimated Participation Rate ((b/a)*100) (d)	Continuously Enrolled Tested & Not Tested (e)	95% of Continuously Enrolled Tested & Not Tested (f)	Continuously Enrolled & Tested (g)	Greater of f and g (h)	Level 1 (i)	Level 2 (j)	Level 3 (k)	Level 4 (l)	Estimated Weighted Average Index (((i+2k+2.5)h)*100) (m)	Estimated Core Subject Index (((i+2k+2.5)h)*100) (n)	*All Students	222	217	5	98.45%	278	264	273	273	92	107	63	6	90.84	90.84	Female	122	120	2	98.26%	155	142	156	146	55	53	43	3	101.03	101.03	Male	100	100	0	98.67%	123	122	127	127	37	54	20	3	79.13	79.13	*American Indian/Alaska Native	1	1	0	100.00%	1	1	1	1	1	0	0	0	0.00	0.00	*Black	82	82	0	100.00%	68	65	68	68	28	28	11	1	77.21	77.21	*Hispanic	195	192	3	98.46%	173	164	170	170	60	55	41	4	92.35	92.35	*Asian/Pacific Islander	15	15	0	100.00%	13	12	13	13	1	3	2	1	157.69	157.69	Asian	15	15	0	100.00%	13	12	13	13	1	3	2	1	157.69	157.69	*White	18	18	0	100.00%	13	12	13	13	4	6	3	0	92.31	92.31	*Multiracial	11	9	2	81.82%	10	10	8	10	3	3	1	0	60.00	75.00	General Education Students	293	288	5	98.29%	251	238	246	246	87	97	59	4	90.65	90.65	*Students with Disabilities	29	29	0	100.00%	27	26	27	27	10	10	5	2	92.59	92.59	Not English Language Learner	306	302	4	98.69%	264	251	260	260	90	101	63	6	93.08	93.08	*English Language Learner	16	15	1	93.75%	14	13	13	13	2	6	0	0	46.15	46.15
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#112 3-8 Math Black Core Subject PI		In grades 3-8 IReady diagnostics and MAP tests were administered to assess student strengths and weaknesses based on skill and standard. Professional Development: <ul style="list-style-type: none"> Teachers were provided Professional Learning opportunities from the district/school in September to enhance their tools for districts 2022/23 Instructional Foci: Accountable Talk, Checks for Understanding, and Critical Thinking. 	Cross Hill Academy School Achievement: Math K-12  <table border="1"> <caption>School Achievement: Math K-12 Data</caption> <thead> <tr> <th>Grade</th> <th>60%+</th> <th>50-59%</th> <th>40-49%</th> <th>30-39%</th> <th>20-29%</th> <th>10-19%</th> <th>0-9%</th> </tr> </thead> <tbody> <tr> <td>Grade 3</td> <td>60%</td> <td>13%</td> <td>7%</td> <td>13%</td> <td>7%</td> <td></td> <td></td> </tr> <tr> <td>Grade 4</td> <td>42%</td> <td>33%</td> <td>8%</td> <td>17%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grade 5</td> <td>25%</td> <td>33%</td> <td>17%</td> <td>17%</td> <td>8%</td> <td></td> <td></td> </tr> <tr> <td>Grade 6</td> <td>69%</td> <td>23%</td> <td>8%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grade 7</td> <td>50%</td> <td>17%</td> <td>17%</td> <td>11%</td> <td>6%</td> <td></td> <td></td> </tr> <tr> <td>Grade 8</td> <td>41%</td> <td>29%</td> <td>18%</td> <td>6%</td> <td>6%</td> <td></td> <td></td> </tr> </tbody> </table>	Grade	60%+	50-59%	40-49%	30-39%	20-29%	10-19%	0-9%	Grade 3	60%	13%	7%	13%	7%			Grade 4	42%	33%	8%	17%				Grade 5	25%	33%	17%	17%	8%			Grade 6	69%	23%	8%					Grade 7	50%	17%	17%	11%	6%			Grade 8	41%	29%	18%	6%	6%		
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		<ul style="list-style-type: none"> Students work on I-Ready 20 minutes daily. <p>Students completed the following assessments:</p> <ul style="list-style-type: none"> Fall iReady Diagnostic NWEA MAP Fall Assessment Weekly assessments Unit assessments <p>District Foci:</p> <ul style="list-style-type: none"> Checking for Understanding – teachers use formative assessments (exit tickets, thumbs up, thumbs down, KWL charts, weekly quizzes, popsicle sticks) Critical Thinking to promote higher-order thinking skills (ask questions, encourage decision making, group work, incorporate multiple perspectives, creativity, brainstorm) Accountable Talk – engage in conversations, share their thinking with others, compare ideas with peers (think- 	<table border="1"> <thead> <tr> <th rowspan="2">Student Subgroup (accountability subgroups are marked with an asterisk (*)</th> <th colspan="4">2022 Participation</th> <th colspan="10">2022 Performance</th> </tr> <tr> <th>Participation Rate: Enroll (a)</th> <th>Tested (b)</th> <th>Not Tested (c)</th> <th>Estimated Participation Rate: ((b/a)*100) (d)</th> <th>Continuously Enrolled: Tested & Not Tested (e)</th> <th>95% of Continuously Enrolled: Tested & Not Tested (f)</th> <th>Continuously Enrolled & Tested (g)</th> <th>Greater of f and g (h)</th> <th>Level 1 (i)</th> <th>Level 2 (j)</th> <th>Level 3 (k)</th> <th>Level 4 (l)</th> <th>Estimated Weighted Average Index: ((j)+2k+2.5l)/h*100 (m)</th> <th>Estimated Core Subject Index: ((j)+2k+2.5l)/h*100 (n)</th> </tr> </thead> <tbody> <tr> <td>*All Students</td> <td>324</td> <td>117</td> <td>2</td> <td>97.84%</td> <td>222</td> <td>263</td> <td>221</td> <td>271</td> <td>123</td> <td>67</td> <td>20</td> <td>11</td> <td>49.63</td> <td>49.63</td> </tr> <tr> <td>Female</td> <td>172</td> <td>123</td> <td>2</td> <td>98.84%</td> <td>159</td> <td>141</td> <td>158</td> <td>146</td> <td>101</td> <td>21</td> <td>11</td> <td>2</td> <td>41.44</td> <td>41.44</td> </tr> <tr> <td>Male</td> <td>152</td> <td>147</td> <td>0</td> <td>96.71%</td> <td>120</td> <td>175</td> <td>125</td> <td>175</td> <td>22</td> <td>36</td> <td>9</td> <td>9</td> <td>59.26</td> <td>59.26</td> </tr> <tr> <td>*American Indian/Alaska Native</td> <td>1</td> <td>1</td> <td>0</td> <td>100.00%</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0.00</td> <td>0.00</td> </tr> <tr> <td>*Black</td> <td>81</td> <td>31</td> <td>1</td> <td>98.81%</td> <td>32</td> <td>64</td> <td>33</td> <td>66</td> <td>37</td> <td>24</td> <td>1</td> <td>2</td> <td>42.65</td> <td>42.65</td> </tr> <tr> <td>*Hispanic</td> <td>135</td> <td>131</td> <td>2</td> <td>97.04%</td> <td>122</td> <td>163</td> <td>129</td> <td>168</td> <td>106</td> <td>25</td> <td>11</td> <td>2</td> <td>49.70</td> <td>49.70</td> </tr> <tr> <td>*Asian/Pacific Islander</td> <td>11</td> <td>11</td> <td>0</td> <td>100.00%</td> <td>11</td> <td>12</td> <td>11</td> <td>11</td> <td>1</td> <td>0</td> <td>1</td> <td>1</td> <td>126.92</td> <td>126.92</td> </tr> <tr> <td>Asian</td> <td>11</td> <td>11</td> <td>0</td> <td>100.00%</td> <td>11</td> <td>12</td> <td>11</td> <td>11</td> <td>2</td> <td>0</td> <td>1</td> <td>1</td> <td>126.92</td> <td>126.92</td> </tr> <tr> <td>*White</td> <td>112</td> <td>111</td> <td>1</td> <td>94.74%</td> <td>111</td> <td>112</td> <td>111</td> <td>111</td> <td>11</td> <td>1</td> <td>1</td> <td>1</td> <td>26.92</td> <td>26.92</td> </tr> <tr> <td>*Multiracial</td> <td>10</td> <td>9</td> <td>1</td> <td>90.00%</td> <td>9</td> <td>9</td> <td>9</td> <td>9</td> <td>6</td> <td>2</td> <td>0</td> <td>0</td> <td>22.22</td> <td>22.22</td> </tr> <tr> <td>General Education Students</td> <td>251</td> <td>187</td> <td>1</td> <td>98.29%</td> <td>149</td> <td>207</td> <td>211</td> <td>244</td> <td>133</td> <td>60</td> <td>20</td> <td>11</td> <td>32.25</td> <td>32.25</td> </tr> <tr> <td>*Students with Disabilities</td> <td>32</td> <td>20</td> <td>2</td> <td>93.75%</td> <td>28</td> <td>27</td> <td>22</td> <td>27</td> <td>20</td> <td>7</td> <td>0</td> <td>0</td> <td>25.93</td> <td>25.93</td> </tr> <tr> <td>Not English Language Learner</td> <td>289</td> <td>231</td> <td>1</td> <td>98.65%</td> <td>211</td> <td>250</td> <td>223</td> <td>258</td> <td>124</td> <td>52</td> <td>13</td> <td>11</td> <td>49.63</td> <td>49.63</td> </tr> <tr> <td>*English Language Learner</td> <td>15</td> <td>15</td> <td>1</td> <td>93.33%</td> <td>11</td> <td>13</td> <td>12</td> <td>13</td> <td>7</td> <td>1</td> <td>2</td> <td>0</td> <td>61.54</td> <td>61.54</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Ms. Shehadeh works with all teachers, across all grade levels. Time is allocated to new teachers weekly. Teachers identified students in grades 3-8 that would benefit from the afterschool Academy based on the assessments and classroom observation. Based on the 2022 Math NYS Exam and beginning of the year diagnostics, teachers identified students in grades 3-6 that would work in small groups daily with the title one math specialist Teachers identified students in grades 5 – 8 that would also work in small groups daily with the teacher's assistant. 	Student Subgroup (accountability subgroups are marked with an asterisk (*)	2022 Participation				2022 Performance										Participation Rate: Enroll (a)	Tested (b)	Not Tested (c)	Estimated Participation Rate: ((b/a)*100) (d)	Continuously Enrolled: Tested & Not Tested (e)	95% of Continuously Enrolled: Tested & Not Tested (f)	Continuously Enrolled & Tested (g)	Greater of f and g (h)	Level 1 (i)	Level 2 (j)	Level 3 (k)	Level 4 (l)	Estimated Weighted Average Index: ((j)+2k+2.5l)/h*100 (m)	Estimated Core Subject Index: ((j)+2k+2.5l)/h*100 (n)	*All Students	324	117	2	97.84%	222	263	221	271	123	67	20	11	49.63	49.63	Female	172	123	2	98.84%	159	141	158	146	101	21	11	2	41.44	41.44	Male	152	147	0	96.71%	120	175	125	175	22	36	9	9	59.26	59.26	*American Indian/Alaska Native	1	1	0	100.00%	1	1	1	1	1	0	0	0	0.00	0.00	*Black	81	31	1	98.81%	32	64	33	66	37	24	1	2	42.65	42.65	*Hispanic	135	131	2	97.04%	122	163	129	168	106	25	11	2	49.70	49.70	*Asian/Pacific Islander	11	11	0	100.00%	11	12	11	11	1	0	1	1	126.92	126.92	Asian	11	11	0	100.00%	11	12	11	11	2	0	1	1	126.92	126.92	*White	112	111	1	94.74%	111	112	111	111	11	1	1	1	26.92	26.92	*Multiracial	10	9	1	90.00%	9	9	9	9	6	2	0	0	22.22	22.22	General Education Students	251	187	1	98.29%	149	207	211	244	133	60	20	11	32.25	32.25	*Students with Disabilities	32	20	2	93.75%	28	27	22	27	20	7	0	0	25.93	25.93	Not English Language Learner	289	231	1	98.65%	211	250	223	258	124	52	13	11	49.63	49.63	*English Language Learner	15	15	1	93.33%	11	13	12	13	7	1	2	0	61.54	61.54
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		<p>pair-share, turn and talk, small group, jigsaw</p>																																				
<p>#113 3-8 Math Hispanic Core Subject PI</p>		<p>In grades 3-8 IReady diagnostics were administered to assess student strengths and weaknesses based on skill and standard.</p> <p>MAPS tests were administered to assess student strengths and weaknesses based on skill and standard.</p> <p>Professional Development:</p> <ul style="list-style-type: none"> Teachers were provided Professional Learning opportunities from the district/school in September to enhance their tools for districts 2022/23 Instructional Foci: Accountable Talk, Checks for Understanding, and Critical Thinking. Teachers were provided Professional Learning opportunities from the Ready Consultant 	<p>Cross Hill Academy School Achievement: Math K-12</p> <table border="1"> <caption>School Achievement: Math K-12</caption> <thead> <tr> <th>Grade</th> <th>73%</th> <th>14%</th> <th>9%</th> <th>3%</th> </tr> </thead> <tbody> <tr> <td>Grade 3</td> <td>73%</td> <td>14%</td> <td>9%</td> <td>3%</td> </tr> <tr> <td>Grade 4</td> <td>44%</td> <td>21%</td> <td>21%</td> <td>5%</td> </tr> <tr> <td>Grade 5</td> <td>56%</td> <td>21%</td> <td>6%</td> <td>3%</td> </tr> <tr> <td>Grade 6</td> <td>34%</td> <td>43%</td> <td>14%</td> <td>6%</td> </tr> <tr> <td>Grade 7</td> <td>39%</td> <td>42%</td> <td>6%</td> <td>13%</td> </tr> <tr> <td>Grade 8</td> <td>58%</td> <td>32%</td> <td>5%</td> <td>5%</td> </tr> </tbody> </table>	Grade	73%	14%	9%	3%	Grade 3	73%	14%	9%	3%	Grade 4	44%	21%	21%	5%	Grade 5	56%	21%	6%	3%	Grade 6	34%	43%	14%	6%	Grade 7	39%	42%	6%	13%	Grade 8	58%	32%	5%	5%
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		<p>Utilization of LATIC framework strategies:</p> <ul style="list-style-type: none"> Authentic Learning Units Increase student independence expert board help board flexible seating, technology infusion whole group and small group instruction independent activity structures. Instructional Coach supported unit design Facilitate student-centered classroom that allowed students to take ownership of their learning <p>We worked on increasing student independence through utilization of Ready Classroom framework.</p> <ul style="list-style-type: none"> Personalized Instruction for students Students work on I-Ready 20 minutes daily. 	 <table border="1"> <thead> <tr> <th rowspan="2">Student Subgroup (accountability subgroups are marked with an asterisk (*)</th> <th colspan="3">2022 Participation</th> <th rowspan="2">Estimated Participation Rate ((b+c)/a)*100 (d)</th> <th rowspan="2">Continuously Enrolled Tested & Not Tested (e)</th> <th rowspan="2">95% of Continuously Enrolled Tested & Not Tested (f)</th> <th rowspan="2">Continuously Enrolled & Tested (g)</th> <th colspan="5">2022 Performance</th> <th rowspan="2">Estimated Weighted Average Index ((j+k+l+m)/n)*100 (m)</th> <th rowspan="2">Estimated Core Subject Index ((j+k+l+m)/n)*100 (n)</th> </tr> <tr> <th>Participation Rate Enroll (a)</th> <th>Tested (b)</th> <th>Not Tested (c)</th> <th>Greater of f and g (h)</th> <th>Level 1 (i)</th> <th>Level 2 (j)</th> <th>Level 3 (k)</th> <th>Level 4 (l)</th> </tr> </thead> <tbody> <tr> <td>*All Students</td> <td>223</td> <td>212</td> <td>2</td> <td>97.84%</td> <td>222</td> <td>203</td> <td>221</td> <td>271</td> <td>123</td> <td>67</td> <td>20</td> <td>11</td> <td>49.63</td> <td>49.63</td> </tr> <tr> <td>Female</td> <td>122</td> <td>120</td> <td>2</td> <td>98.34%</td> <td>120</td> <td>141</td> <td>120</td> <td>146</td> <td>101</td> <td>21</td> <td>11</td> <td>2</td> <td>41.44</td> <td>41.44</td> </tr> <tr> <td>Male</td> <td>101</td> <td>92</td> <td>9</td> <td>91.11%</td> <td>92</td> <td>120</td> <td>101</td> <td>125</td> <td>22</td> <td>46</td> <td>9</td> <td>9</td> <td>59.20</td> <td>59.20</td> </tr> <tr> <td>*American Indian/Alaska Native</td> <td>1</td> <td>1</td> <td>0</td> <td>100.00%</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0.00</td> <td>0.00</td> </tr> <tr> <td>*Black</td> <td>80</td> <td>78</td> <td>2</td> <td>97.50%</td> <td>77</td> <td>64</td> <td>77</td> <td>68</td> <td>37</td> <td>24</td> <td>1</td> <td>2</td> <td>42.65</td> <td>42.65</td> </tr> <tr> <td>*Hispanic</td> <td>157</td> <td>125</td> <td>32</td> <td>79.62%</td> <td>125</td> <td>163</td> <td>159</td> <td>148</td> <td>106</td> <td>55</td> <td>11</td> <td>2</td> <td>40.70</td> <td>40.70</td> </tr> <tr> <td>*Asian/Pacific Islander</td> <td>13</td> <td>13</td> <td>0</td> <td>100.00%</td> <td>13</td> <td>12</td> <td>13</td> <td>13</td> <td>2</td> <td>9</td> <td>0</td> <td>1</td> <td>126.62</td> <td>126.62</td> </tr> <tr> <td>Asian</td> <td>15</td> <td>15</td> <td>0</td> <td>100.00%</td> <td>15</td> <td>12</td> <td>15</td> <td>13</td> <td>2</td> <td>5</td> <td>0</td> <td>1</td> <td>126.62</td> <td>126.62</td> </tr> <tr> <td>*White</td> <td>18</td> <td>18</td> <td>0</td> <td>100.00%</td> <td>18</td> <td>12</td> <td>18</td> <td>13</td> <td>11</td> <td>1</td> <td>1</td> <td>1</td> <td>26.92</td> <td>26.92</td> </tr> <tr> <td>*Multiracial</td> <td>10</td> <td>9</td> <td>1</td> <td>90.00%</td> <td>9</td> <td>9</td> <td>9</td> <td>9</td> <td>2</td> <td>2</td> <td>0</td> <td>0</td> <td>22.22</td> <td>22.22</td> </tr> <tr> <td>General Education Students</td> <td>202</td> <td>197</td> <td>5</td> <td>97.53%</td> <td>197</td> <td>207</td> <td>194</td> <td>244</td> <td>123</td> <td>67</td> <td>20</td> <td>11</td> <td>49.25</td> <td>49.25</td> </tr> <tr> <td>*Students with Disabilities</td> <td>21</td> <td>15</td> <td>6</td> <td>71.43%</td> <td>15</td> <td>27</td> <td>27</td> <td>27</td> <td>20</td> <td>2</td> <td>0</td> <td>0</td> <td>25.93</td> <td>25.93</td> </tr> <tr> <td>Not English Language Learner</td> <td>208</td> <td>200</td> <td>8</td> <td>96.15%</td> <td>200</td> <td>200</td> <td>200</td> <td>258</td> <td>123</td> <td>67</td> <td>20</td> <td>11</td> <td>49.03</td> <td>49.03</td> </tr> <tr> <td>*English Language Learner</td> <td>15</td> <td>12</td> <td>3</td> <td>80.00%</td> <td>12</td> <td>13</td> <td>12</td> <td>13</td> <td>2</td> <td>1</td> <td>0</td> <td>0</td> <td>61.54</td> <td>61.54</td> </tr> </tbody> </table> <ul style="list-style-type: none"> CHA Coach works with all teachers, across all grade levels. Teachers identified students in grades 3-8 that would benefit from the afterschool Academy based on the assessments and classroom observation. Teachers and students are identified and encouraged to teach/attend the program. 	Student Subgroup (accountability subgroups are marked with an asterisk (*)	2022 Participation			Estimated Participation Rate ((b+c)/a)*100 (d)	Continuously Enrolled Tested & Not Tested (e)	95% of Continuously Enrolled Tested & Not Tested (f)	Continuously Enrolled & Tested (g)	2022 Performance					Estimated Weighted Average Index ((j+k+l+m)/n)*100 (m)	Estimated Core Subject Index ((j+k+l+m)/n)*100 (n)	Participation Rate Enroll (a)	Tested (b)	Not Tested (c)	Greater of f and g (h)	Level 1 (i)	Level 2 (j)	Level 3 (k)	Level 4 (l)	*All Students	223	212	2	97.84%	222	203	221	271	123	67	20	11	49.63	49.63	Female	122	120	2	98.34%	120	141	120	146	101	21	11	2	41.44	41.44	Male	101	92	9	91.11%	92	120	101	125	22	46	9	9	59.20	59.20	*American Indian/Alaska Native	1	1	0	100.00%	1	1	1	1	1	0	0	0	0.00	0.00	*Black	80	78	2	97.50%	77	64	77	68	37	24	1	2	42.65	42.65	*Hispanic	157	125	32	79.62%	125	163	159	148	106	55	11	2	40.70	40.70	*Asian/Pacific Islander	13	13	0	100.00%	13	12	13	13	2	9	0	1	126.62	126.62	Asian	15	15	0	100.00%	15	12	15	13	2	5	0	1	126.62	126.62	*White	18	18	0	100.00%	18	12	18	13	11	1	1	1	26.92	26.92	*Multiracial	10	9	1	90.00%	9	9	9	9	2	2	0	0	22.22	22.22	General Education Students	202	197	5	97.53%	197	207	194	244	123	67	20	11	49.25	49.25	*Students with Disabilities	21	15	6	71.43%	15	27	27	27	20	2	0	0	25.93	25.93	Not English Language Learner	208	200	8	96.15%	200	200	200	258	123	67	20	11	49.03	49.03	*English Language Learner	15	12	3	80.00%	12	13	12	13	2	1	0	0	61.54	61.54
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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"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		<p>Students completed the following assessments:</p> <ul style="list-style-type: none"> • Fall iReady Diagnostic • NWEA MAP Fall Assessment • Weekly assessments • Unit assessments <p>District Foci:</p> <ul style="list-style-type: none"> • Checking for Understanding – teachers use formative assessments (exit tickets, thumbs up, thumbs down, KWL charts, weekly quizzes, popsicle sticks) • Critical Thinking to promote higher-order thinking skills (ask questions, encourage decision making, group work, incorporate multiple perspectives, creativity, brainstorm) • Accountable Talk – engage in conversations, share their thinking with others, compare ideas with peers (think-pair-share, turn and talk, small group, jigsaw, 	<ul style="list-style-type: none"> • Based on the 2022 Math NYS Exam and beginning of the year diagnostics, teachers identified students in grades 3-6 that would work in small groups daily with the title one math specialist • Teachers identified students in grades 5 – 8 that would also work in small groups daily with the teacher's assistant.

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

Report Out of 2022-23 CET Plan Implementation

<ul style="list-style-type: none"> List the categories of stakeholders that have participated as CET members during this reporting period. Include any changes made to the CET's membership since the development of the 2022-2023 continuation plan. Include the role/title of any new members. 	<p>Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school's improvement plan.</p>
<p>Administrators, Teachers, Parents, Community Partners, CSEA Members Ryan James - Principal Kaitlyn Reilley – Assistant Principal Mary Mallon Josephine Chiara Jillian Luckasavage, Lisa Egan Amanda Oddo – 6th Grade Math/Science Teacher Kristina Lopez – 7th/8th Grade Science Teacher Jumana Shehadeh Renee Fazzinga, CSEA Sumie Hernandez, PTSE Wilhelminia Harris, WJCS</p>	<p>CET recommended that PDSA cycles not be completed so that they can use the data as a whole and have more time in class with students.</p> <p>PLC meetings go from 42 minutes to 30 minutes to have more instructional time with students and that one of the PLC meetings be geared towards Common Planning</p> <p>To include the MAP data so that they can monitor student growth and compare results with diagnostics</p> <p>Advocated for additional PST support in the school</p>

<ul style="list-style-type: none"> List the categories of stakeholders that have participated as CET members during this reporting period. Include any changes made to the CET's membership since the development of the 2022-2023 continuation plan. Include the role/title of any new members. 	<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.

There has been no use of the School Receiver's powers during this reporting period.

Part VI – Assurance and Attestation

By signing below, I attest to the fact that the information in this Receivership Quarterly Report is true and accurate to the best of my knowledge; and that all requirements with regard to public hearings and the Community Engagement Teams, as per Commissioners Regulation §100.19 have been met.

Name of Receiver (Print): _____
Signature of Receiver: _____
Date: _____

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this Receivership Quarterly Report, and has had the opportunity to review and update, if necessary, its 2022-2023 Community Engagement Team plan and membership.

Name of CET Representative (Print): _____
Signature of CET Representative: _____
Title of CET Representative: _____
Date: _____