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

The reporting portion of this document is a self-assessment of the *implementation and outcomes of key strategies* related to Receivership, and as such, is not considered a formal evaluation by the New York State Education Department. Once finalized and accepted, this document in its entirety *must be posted* in a conspicuous place on the district website. All responses should directly align with, or be adaptations to, previously approved intervention plans and require explicit engagement and input from Community Engagement Teams.

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

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

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

School Demographic and Four-Year Trend Data

Data Source: Level 2 and PowerSchool

Date of Capture: 4-28-23

Total Current Enrollment/Registrant Counts:

SWD ___10___%

N= _____345___

ELL ___4___%

SWD/ELL percentage total 0.4%

Four-Year Trend Data

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

School/District Notes:

Receivership, Quarterly Report #3 2022 – 2023 School Year
(As required under Section 211(f) of NYS Ed. Law)/Jan2023

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 recently completed the Accountable Talk Professional Learning Cycle. We have now transitioned to our Checking for Understanding Cycle. We are continuing to offer optional professional learning on Mondays when there is no faculty meeting. Topics covered include checking for understanding, Donor's Choose, and SEL for adults. The leadership team continues to support teacher teams by providing professional learning opportunities, time to collaborate, and resources that impact teacher practice and academic outcomes of our students. We conducted Benchmark Interim Assessment #3. To continue to develop a data driven culture, the Data Team met to identify protocols to be used for student data chats following the recent assessments. Teachers engaged in Data Chats with their students and these chats were used to inform instruction. During ELA and Math PLCs, we engaged in a process to triangulate data from the Benchmark Assessments, the mid year iReady Diagnostic, DataMate Practice Assessments, and Project Acceleration recommendations. This information was then used to inform instructional pacing, students recommended for after school, and students recommended for Winter and Spring Academy. The Data Team also developed Data Action Plans based on the standards students need support on following the mid year assessments. During common planning, we continue to discuss Benchmark curriculum pacing which was recommended by the NYSED school support partner.

We have also received instructional support visits from the District Assistant Superintendent, the Executive Director of School Improvement, Executive Director of Science and Social Studies, Executive Director of Mathematics, and the Executive Director of ELA.

In alignment with creating a welcoming and affirming environment, both MBK/MSK initiatives provide students with opportunities to better understand who they are and support them in being responsible and making wise choices. Students visit the PBIS store bimonthly to "purchase" prizes. We hosted a March Madness basketball tournament where students used their points to enter and attend the tournament. The tournament concluded with a faculty versus 7th grade game. We are planning soccer and kickball tournaments for May and June. We now have a Book Vending Machine to support a culture of reading and students can use PBIS points to purchase books.

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

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 third quarter. Include processes that were _used to assess the impact_ of strategies implemented on student learning outcomes.

The 2022-2023 Receivership School Quarterly Report #3 is an opportunity for district and school staff to provide a reflective outline of actions, strategies, and process adaptations made to the school's 2022-2023 Continuation Plan**,** as part of an ongoing process of _continuous and comprehensive planning, and ultimately, the school improvement process._ This should include a clear _focus on how evidence_ guides decisions and an articulation of explicit, equitable educational supports accessible to all students to ensure positive social-emotional well-being and active engagement in learning in an inclusively diverse, culturally relevant, safe learning space.

- The District should ensure that the implementation of lead strategies addresses _the needs of all learners_, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.
  - Claims should be evidentiary in nature.
  - Reported information and related data should be accessible and able to be reviewed upon request.

- District and school staff should _assess the impact_ of identified lead strategies on student learning, as connected and aligned to diagnostic review feedback, to ensure strategy implementation can achieve _long-term sustainable growth_.

Part I –*Lead Strategies for Improvement*

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

Quarterly Report #3 with Reflection on Lead Strategies Utilized during
February 1, 2023 – April 28, 2023

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
Learner Active Technology Infused Classroom (LATIC) Framework	NA	Following conversations about implementation and effectiveness of LATIC at CHA, we discontinued IDE LATIC support
Collaboration with Teaching Matters Consultant	Y	The Teaching Matters consultant supports teachers in grades 3 and 4. The consultant models pedagogical practices, co-plan, and coach based on the needs of individual teachers. She is working with the leadership team to identify non-negotiables, develop an ELA vision, and create an ELA instructional framework. She has modeled instructional strategies such as using Thinking Jobs while reading, successfully answering text-based questions, and test readiness.
Implementation of Professional Learning Plan	Y	Effective professional learning focuses on meeting the needs of adult learners, which include opportunities for collaboration, differentiation, and modeling by colleagues. We have created a professional learning plan that accounts for after-school professional learning, as well as professional learning communities (PLCs), common planning, and optional professional learning in response to feedback during the NYSED OISR visit. In 2022-2023, the faculty meetings take place twice per month after school on Mondays. After school professional learning has covered topics such as APPR norming and accountable talk. We concluded our cycle of professional learning on accountable

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

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.
		Optional Professional Learning (Based on recommendations from NYSED OISR and School Support Partner, and teacher interest): • Donor's Choose • Planning for Intervisitations • Destress before the Test – SEL for staff Based on NYS ELA/Math data, there is a continued need to enhance the skills and mindsets of our teachers as it relates to data and continuous school improvement. Progress monitoring is used to assess students' academic performance, quantify their rates of improvement or progress toward goals, and determine how they are responding to instruction. Through input and analyzing the data, instructional groups are formulated in order to differentiate instruction.
Implementation of Culturally Responsive Sustaining Education / Social Emotional Learning	Y	At Cross Hill Academy, social emotional learning focuses on the social-emotional well-being of students. This is accomplished through the implementation of: • My Brother's Keeper • My Sister's Keeper • Daily SEL check in / community circle time The 6th grade teachers collaborated to develop and implement culturally responsive and socioemotional themed Authentic Learning Units (ALUs). The most recent ALU culminated in Women's History Month presentations for classmates and families. As part of the after-school program, students participate in mindfulness and yoga sessions. Our social worker is available after school on Tuesdays to support students. Our Pupil Support Team partnered with WJCS to host a workshop for families on reducing test anxiety and stress prior to state exams.

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.
		Eight teachers and the assistant principal attended a series of professional learning sessions on designing and implementing project based learning. We are continuing to implement our PBIS Plan that focuses on the values of kindness, perseverance, community and empowerment. Each morning we remind students of the values as part of morning announcements. We have established a PBIS Committee that consists of teachers, a representative from Rockland Day Treatment, a representative from Margaret's Place, and students. The PBIS store is open bimonthly for students to "purchase" prizes. We facilitated a Destress before the Test SEL workshop for staff. Margaret's Place holds group sessions for 7th and 8th grade students.
Collaboration with CK Education Consultant	Y	Our CK Education consultant is supporting math instruction, demonstrating pedagogical practices with teachers, and shifting teacher mindset about what students can achieve in math. Teachers in grades 5-8 who observed the consultant demo pedagogical practices modeled the strategies for each other and received in the moment instructional coaching from the CK Ed consultant. She modeled strategies related to test readiness including Teacher Tell Me, Multiple Choice Games, Think Like a Test Creator, and CBT strategies.
Participation in the Yonkers Public Schools Network for School Improvement	Y	CHA is part of the Network for School Improvement led by Bank Street Education Center, a network of teachers, school leaders, and district leaders to engage in continuous improvement with a focus on improving outcomes in middle school mathematics. The CHA team completed the class surveys about math identity and use of feedback and conducted empathy interviews with two students. The NSI coach has facilitated several sessions with the CHA team around the PDSA cycles. Teachers are focused on providing feedback on students' exit slips and students can revise exit slips. We are completing our 2nd PDSA cycle. In March, the CHA team attended a districtwide professional learning related to Continuous Improvement.
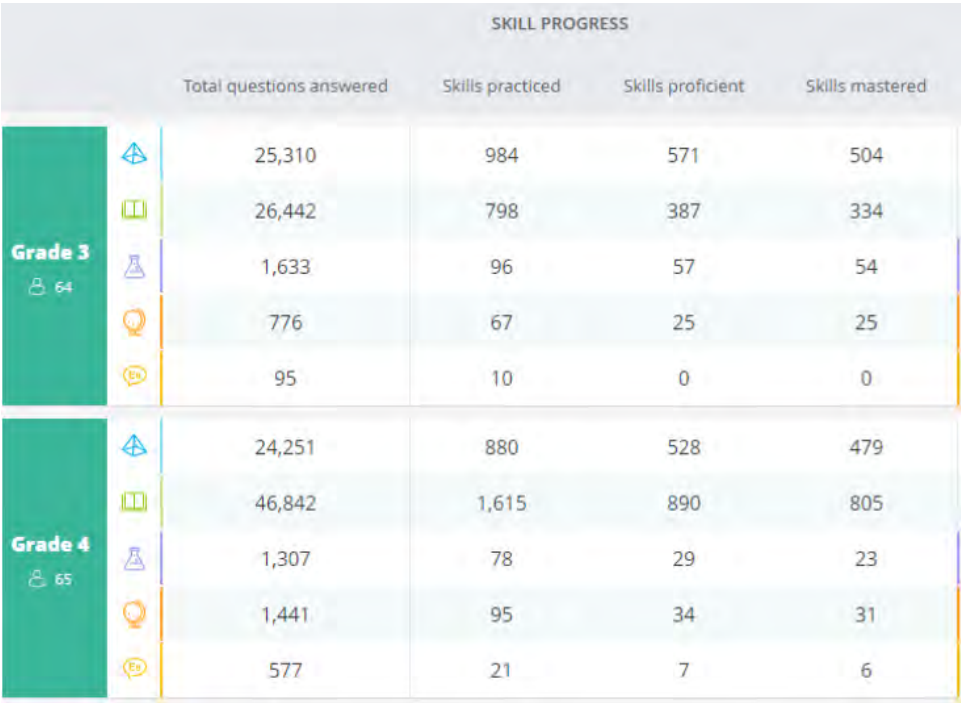
Part II *– Demonstrable Improvement Indicators-Level 1*
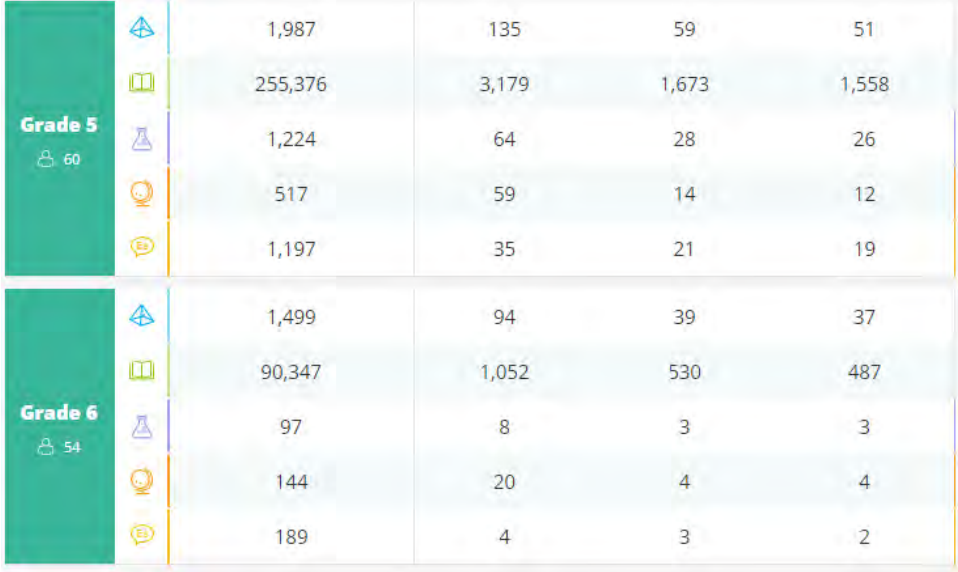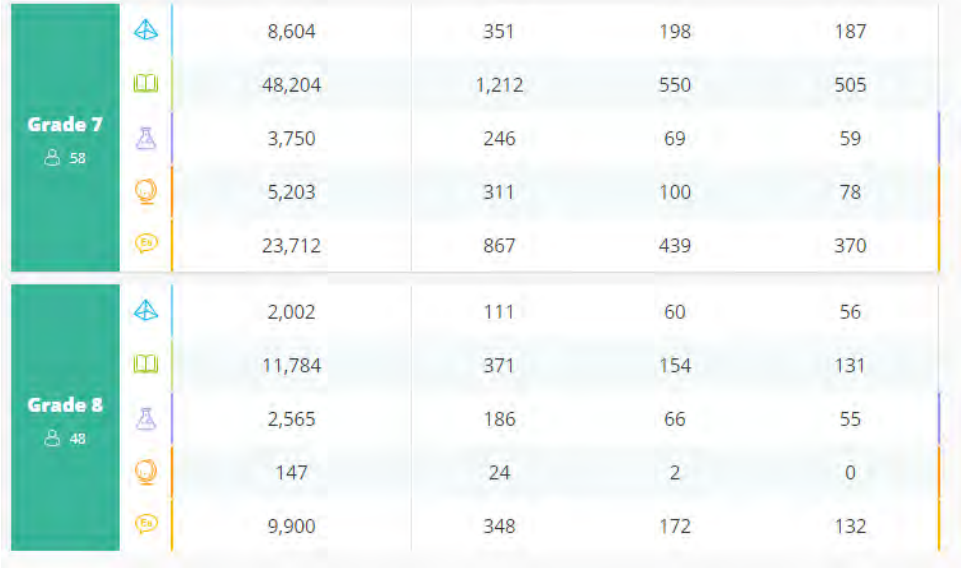
<table>
<tr><td>Level 1 Indicators
Please list the school's Level 1 indicators and complete all columns below. This information should provide details about how lead strategies informed the implementation of specific strategies and action steps to support progress toward the Demonstrable Improvement targets during this quarter.</td></tr>
</table>

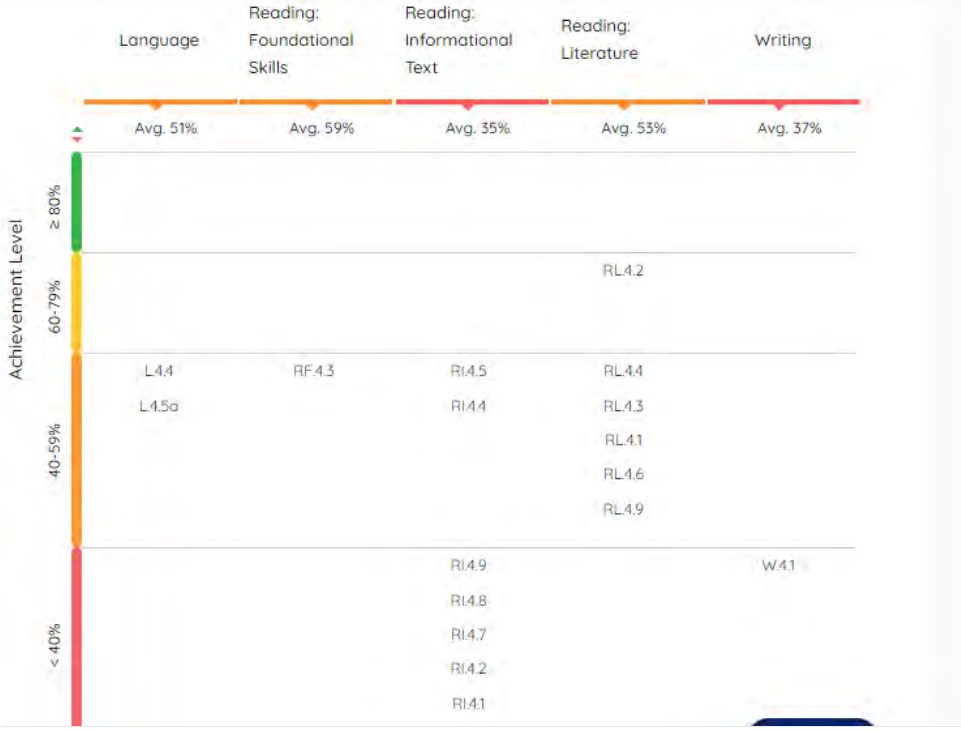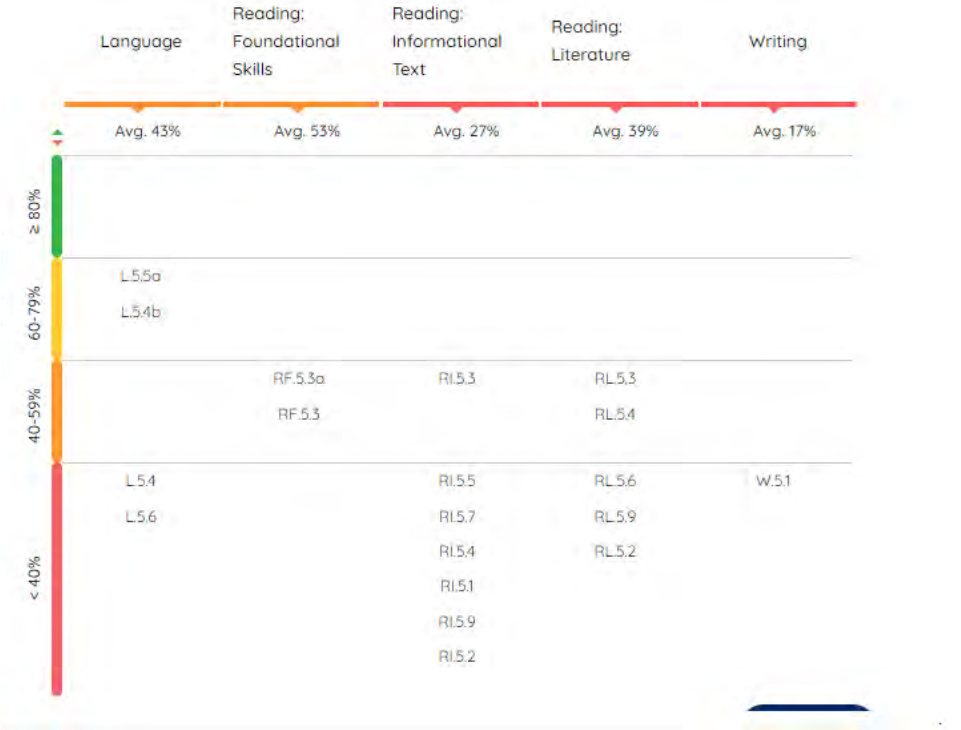|	
Quarterly Report #3 Reflection on Activities Completed for this Indicator Level during **February 1, 2023 – April 28, 2023**	

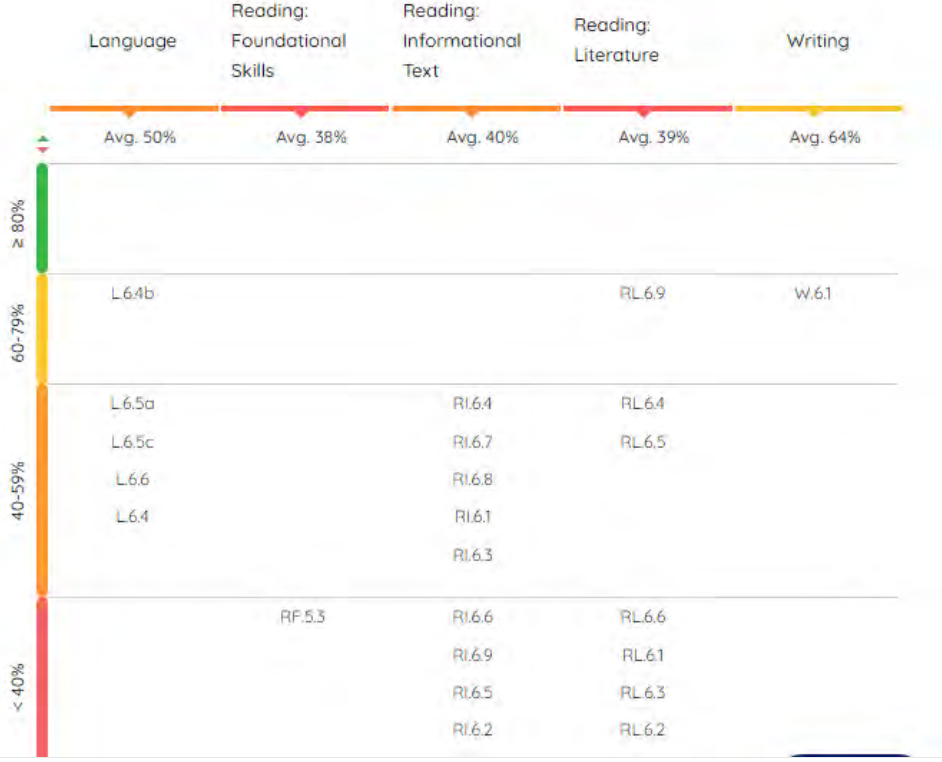| Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
#33 3-8 ELA All Students MGP	Y	<u>Professional Growth and Development:</u> Teachers are provided Professional Learning opportunities bi-weekly from the school to enhance their tools for: • The District's 2022/23 Instructional Foci: Accountable Talk, Checks for Understanding, and Critical Thinking • Mid-Year data analysis and reflection • Planning for teacher intervisitations • Review of APPR elements • Assessment for, of, and as learning • NYSED testing preparation and protocols	Grades 7 & 8 will complete Common Lit assessments in the spring to assess student growth and improvement by standards. Grades 3-8 will complete MAP Reading assessments in the spring to assess student growth and improvement by standards. Teachers are implementing the use of IXL for reading (students RIT score from MAP used to create personal study plans for students). IXL is used during small group instruction time. The data that is relevant to ELA is the row with the book symbol. As seen in the data below, students have mastered about 50% of the skills they have practiced. Our next step is to review the ELA DataMate Assessment Data with the IXL skills to identify additional support for skills not yet mastered. The students have mastered 3,873 skills through IXL and are proficient in 4,243 skills.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		• District Professional Learning on Test Readiness Teachers in grades 3-4 continue to work with our Teaching Matters Consultant. The focus has been on using Thinking Jobs, close reading strategies, and answering text-based questions. Teachers in grades 5-8 are working with District Executive Director of ELA on guided reading and small group instruction. We continue to include an instructional block in the afternoon dedicated to small group instruction. The Instructional Coach, works with all teachers, across all grade levels. The ENL teacher pushes into ELA classes to support the ENL students during ELA instruction. Teachers continue to implement the district's foci.	

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		Data and Assessments: In grades 3-6 Benchmark Interim 3 Assessments were administered to assess students' current level of progress toward standards mastery. Teachers used data to adjust instruction and plan for opportunities for acceleration and intervention. Grades 3-8 administered an ELA DataMate Practice Assessment in the beginning of January. Data was analyzed to identify students' strengths and weaknesses in ELA skills and Standards to adjust instruction. As a result of analyzing the DataMate Practice Assessment, Benchmark Interim 3 Assessment, and Project Acceleration, the assistant principal and instructional coach developed ELA expectations to prepare students for the ELA state exam. The assistant principal and instructional coach developed	

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		multiple choice, short response, and extended response question stations based on standards that students needed additional support. The stations were on paper and on DataMate which is to the Nextera CBT format. Teachers received support with implementation of the stations during weekly PLC and common planning meetings. The instructional coach met with teachers who requested modeling. During weekly PLC meetings, we normed and scored students' short response answers. We also discussed how to provide rubric aligned feedback to students.	 Grades 3-6 have completed three of four Benchmark Interim assessments which will assess student growth and improvement by standards. Teachers used the assessment to review skills and standards that students needed additional support in.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			Grade 3 – Benchmark Interim Assessment #3 • Students continue to struggle with the standards related to informational text, specifically 3.RI.3. To address this, the Teaching Matters consultant modeled close reading strategies, the use of Thinking Jobs for close reading, and unpacking the questions. Following the state exams, the Teaching Matters consultant will continue to support teachers with closing instructional gaps related to informational text.

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

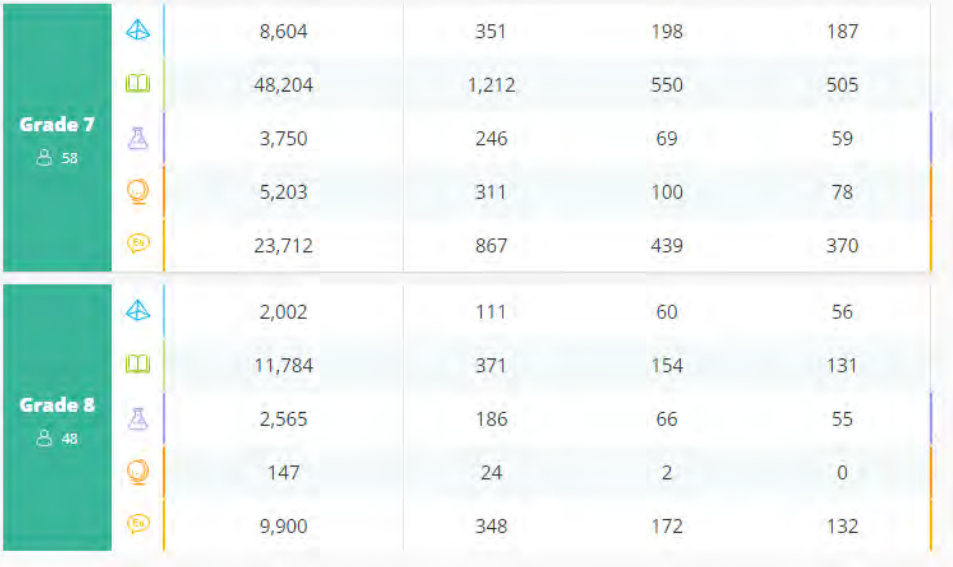| Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			Grade 4 – Benchmark Interim Assessment #3 • Students demonstrated progress on the standards related to literature (RL 4). On Interim Assessment #2 the achievement level was <40% on literature standards and is now 40-59%.

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

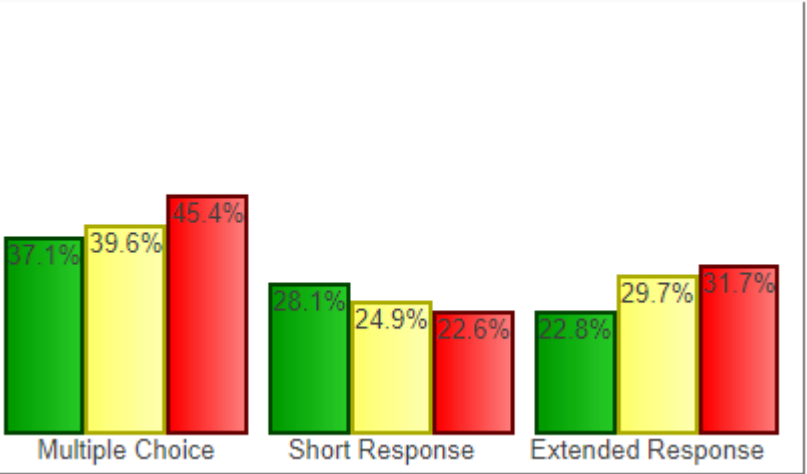| Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			Grade 5 – Benchmark Interim Assessment #3 • Students continue to struggle with the standards related to literature, specifically 5.RL.2. To address this, the Teaching Matters consultant modeled close reading strategies, the use of Thinking Jobs for close reading, and unpacking the questions. Following the state exams, the Teaching Matters consultant will continue to support teachers with closing instructional gaps related to informational text. • Students demonstrated progress on the standards related to literature (RL 3). On Interim Assessment #2 the achievement level was <40% on literature standards and is now 40-59%.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			Grade 6 – Benchmark Interim Assessment #3

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	- Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. - Describe how the data trends that emerged during this reporting period will inform future action steps. - Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. - Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			- Students continue to struggle with the standards related to literature, specifically 6.RL.2 and informational text, specifically 6.RI.5. To address this, the Teaching Matters consultant modeled close reading strategies, the use of Thinking Jobs for close reading, and unpacking the questions. Following the state exams, the Teaching Matters consultant will continue to support teachers with closing instructional gaps related to informational text. - Students demonstrated progress on the standards related to informational text (RI.7). On Interim Assessment #2 the achievement level was <40% on literature standards and is now 40-59%

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

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

M1	M2	M0	Current Grade Last Update	Current Grade	Current Absences	On-Track Status
70	77	73.5	2023-04-18 12:33:09.0	70	15	Intensive
68	75	71.5	2023-04-19 13:09:45.0	60	17	Intensive
65	60	62.5	2023-04-18 12:33:09.0	70	11	Academics
68	75	71.5	2023-04-25 13:04:51.0	70	25	Intensive
92	90	91	2023-04-18 12:42:15.0	88	4	On-Track
65	65	65	2023-04-18 12:33:09.0	60	5	Academics
73	75	74	2023-04-18 12:33:09.0	77	4	Academics
82	88	85	2023-04-20 13:03:18.0	80	7	On-Track
60	60	60	2023-04-18 12:33:09.0	77	10	Academics
80	90	85	2023-04-18 12:33:09.0	90	5	On-Track
60	60	60	2023-04-18 12:33:09.0	60	29	Intensive
65	75	70	2023-04-18 12:33:09.0	65	44	Intensive
65	75	70	2023-04-18 12:33:09.0	80	6	Academics
60	50	55	2023-04-25 13:04:51.0		76	Intensive
80	85	82.5	2023-04-18 12:33:09.0	88	15	Attendance
60	65	62.5	2023-04-20 13:02:49.0	65	6	Academics
60	68	64	2022-04-18 12:33:09.0	73	8	Academics
65	70	67.5	2023-04-18 12:33:09.0	65	3	Academics
60	60	60	2023-04-18 12:33:09.0	60	38	Intensive
87	83	85	2023-04-18 12:33:09.0	85	17	Attendance
76	65	70.5	2023-04-18 12:33:09.0	78	9	Academics
100	100	100	2023-04-18 12:33:09.0	100	0	On-Track
75	65	70	2023-04-18 12:33:09.0	60	22	Intensive
65	65	65	2023-04-18	60	14	Intensive

M1	M2	M0	Current Grade Last Update	Current Grade	Current Absences	On-Track Status
80	76	78	2023-04-19 12:50:07.0	80	12	Academics
75	75	75	2023-04-19 12:50:07.0	80	0	Academics
65	65	65	2023-04-19 12:50:07.0	78	16	Intensive
68	60	64	2023-04-19 12:50:07.0	65	18	Intensive
72	67	69.5	2023-04-19 12:50:07.0	70	35	Intensive
78	70	74	2023-04-19 12:50:07.0	82	13	Academics
72	70	71	2023-04-19 12:50:07.0	75	34	Intensive
78	78	78	2023-04-19 12:50:07.0	85	2	Academics
95	95	95	2023-04-19 12:50:07.0	97	23	Attendance
90	95	92.5	2023-04-19 12:50:07.0	100	8	On-Track
80	73	76.5	2023-04-19 12:50:07.0	75	6	Academics
85	85	85	2023-04-19 12:50:07.0	90	3	On-Track
97	100	98.5	2023-04-19 12:50:07.0	100	3	On-Track
65	65	65	2023-04-19 12:50:07.0	75	6	Academics
81	78	79.5	2023-04-19 12:50:07.0	80	6	Academics
76	75	75.5	2023-04-19 12:50:07.0	85	5	Academics
75	65	70	2023-04-19 12:50:07.0	70	22	Intensive
75	75	75	2023-04-19 12:50:07.0	85	1	Academics
73	70	71.5	2023-04-19 12:50:07.0	75	14	Intensive
73	75	74	2023-04-19 12:50:07.0	70	3	Academics
70	65	67.5	2023-04-19 12:50:07.0	75	20	Intensive
90	75	82.5	2023-04-19 12:50:07.0	90	7	Academics
65	65	65	2023-04-19 12:50:07.0	65	2	Academics

M1	M2	M0	Current Grade Last Update	Current Grade	Current Absences	On-Track Status
98	100	99	2023-04-19 12:50:07.0	100	5	On-Track
95	100	97.5	2023-04-19 12:50:07.0	100	3	On-Track
65	65	65	2023-04-19 12:50:07.0	77	5	Academics
65	78	71.5	2023-04-19 12:50:07.0	75	7	Academics
90	88	89	2023-04-19 12:50:07.0	90	1	On-Track
65	75	70	2023-04-19 12:50:07.0	77	3	Academics
65	60	62.5	2023-04-19 12:50:07.0	55	4	Academics

M1	M2	M0	Current Grade Last Update	Current Grade	Current Absences	On-Track Status
			12:33:09.0			
77	78	77.5	2023-04-18 12:33:09.0	70	27	Intensive
75	80	77.5	2023-04-18 12:33:09.0	80	15	Attendance
65	60	63	2023-04-18 12:33:09.0	60	2	Academics
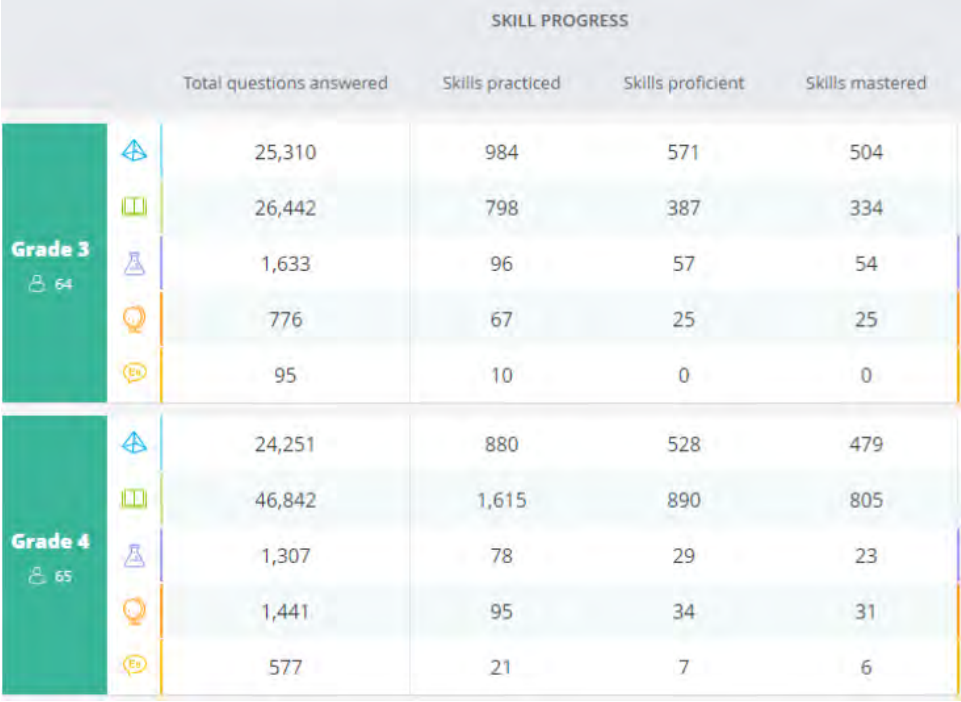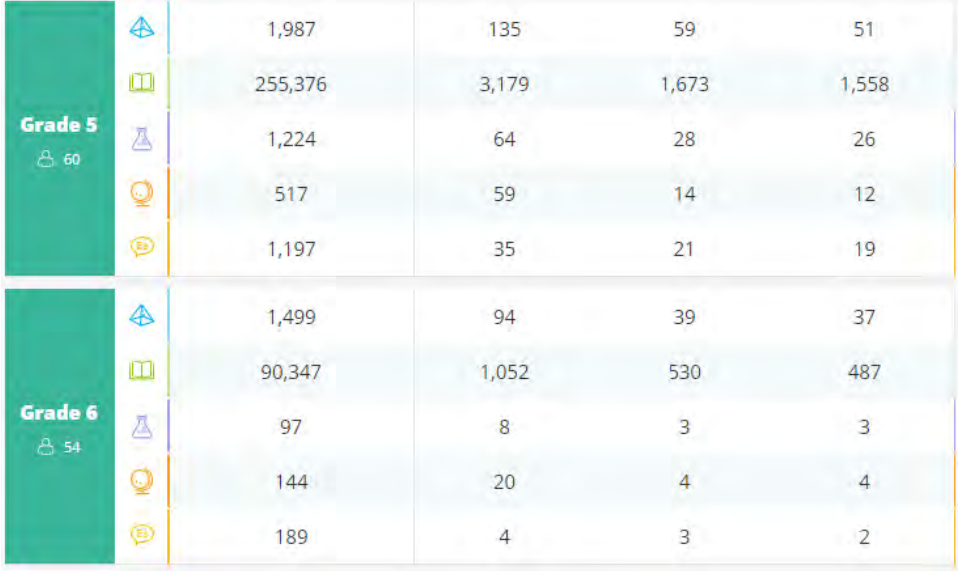
M1	M2	M0	Current Grade Last Update	Current Grade	Current Absences	On-Track Status
65	65	65	2023-04-19 12:59:03.0	80	23	Intensive
70	65	67.5	2023-04-19 12:59:03.0	80	10	Academics
95	100	97.5	2023-04-19 12:59:03.0	100	2	On-Track
70	65	67.5	2023-04-25 13:07:23.0	70	12	Academics
78	88	83	2023-04-19 12:59:03.0	91	28	Attendance
78	65	71.5	2023-04-19 12:59:03.0	79	28	Intensive
75	80	77.5	2023-04-19 12:59:03.0	90	4	On-Track
85	90	87.5	2023-04-19 12:59:03.0	85	11	On-Track
88	80	84	2023-04-19 12:59:03.0	75	1	On-Track
82	85	83.5	2023-04-19 12:59:03.0	90	5	On-Track
75	75	75	2023-04-19 12:59:03.0	85	1	Academics
65	65	65	2023-04-19 12:59:03.0	75	5	Academics
80	85	82.5	2023-04-19 12:59:03.0	90	2	On-Track
65	60	62.5	2023-04-19 12:59:03.0	60	9	Academics
65	65	65	2023-04-19 12:59:03.0	83	16	Intensive
80	85	82.5	2023-04-25 13:07:52.0	80	7	On-Track
86	90	88	2023-04-19 12:59:03.0	90	23	Attendance
92	90	91	2023-04-19 12:59:03.0	90	12	On-Track
87	90	88.5	2023-04-19 12:59:03.0	95	10	On-Track
75	78	76.5	2023-04-19 12:59:03.0	81	15	Intensive
75	78	76.5	2023-04-19 12:59:03.0	85	9	Academics

M1	M2	M0	Current Grade Last Update	Current Grade	Current Absences	On-Track Status
70	80	75	2023-04-19 13:02:54.0	85	10	On-Track
80	70	75	2023-04-17 11:15:49.0	82	25	Intensive
65	65	65	2023-04-17 11:15:49.0	65	11	Academics
70	73	71.5	2023-04-17 11:15:49.0	90	21	Intensive
70	85	77.5	2023-04-17 11:15:49.0	90	22	Attendance
60	60	60	2023-04-20 13:18:38.0	55	13	Academics
65	60	62.5	2023-04-17 11:15:49.0	60	64	Intensive
60	70	65	2023-04-17 11:15:49.0	75	16	Intensive
75	70	72.5	2023-04-17 11:15:49.0	80	14	Intensive
70	75	72.5	2023-04-17 11:15:49.0	75	12	Academics
78	82	80	2023-04-17 11:15:49.0	80	1	On-Track
78	85	81.5	2023-04-17 11:15:49.0	90	5	On-Track
80	85	82.5	2023-04-17 11:15:49.0	90	7	On-Track
65	68	66.5	2023-04-17 11:15:49.0	75	17	Intensive
76	80	78	2023-04-17 11:15:49.0	70	10	On-Track
65	65	65	2023-04-17 11:15:49.0	70	13	Academics
70	69	69.5	2023-04-17 11:15:49.0	80	14	Intensive
60	60	60	2023-04-17 11:15:49.0	55	63	Intensive
65	60	62.5	2023-04-17 11:16:56.0	55	20	Intensive
85	90	87.5	2023-04-17 11:16:44.0	92	16	Attendance
65	78	71.5	2023-04-19 13:07:05.0	78	2	Academics
85	82	83.5	2023-04-19 13:03:05.0	83	11	On-Track
60	55	57.5	2023-04-25 13:06:15.0	55	23	Intensive

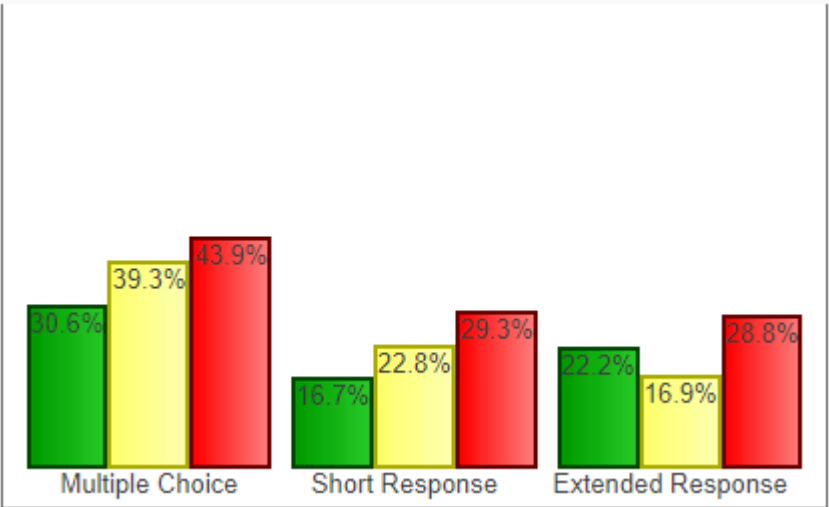Sample Data Document Used to Inform ELA Test Preparation Stations

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

Teacher	Grade	Current Benchmark Unit and Week	Standards students need support with (Datamate)
Teacher 1	3	Unit 5	3.L.4 - Individuals 3.RI.2 3.RI.3 3.RI.4 3.RI.5 3.RI.7 3.RL.2 3.RL.3 3.RL.4 Individuals 3.RL.5
Teacher 2	3		None
Teacher 3	3		3.L.4 3.RI.2 3.RI.3 3.RI.4 3.RI.5 3.RI.7 3.RL.2 3.RL.3 3.RL.4 3.RL.5

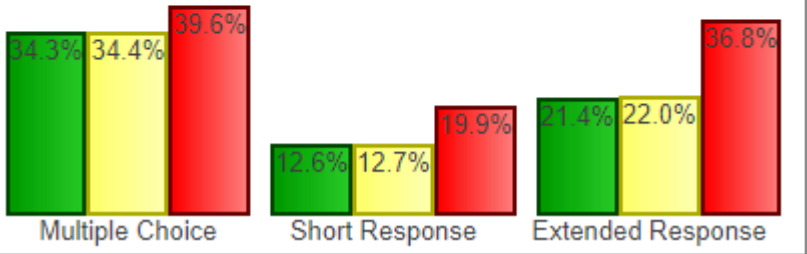Data Tracker Provided to Students to Track Progress on ELA Stations

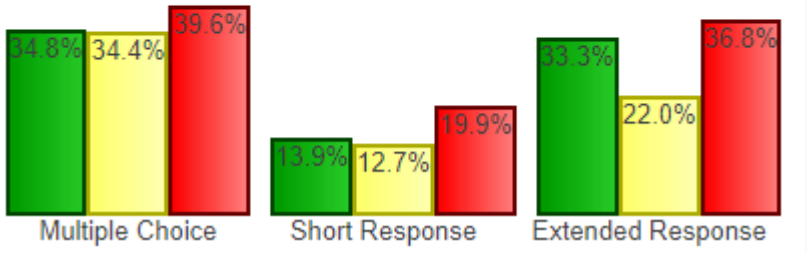| Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			  Teachers identified students in grades 3-8 who would benefit from the Winter Academy (February) and Spring Academy (April) based on the assessments and classroom observation. Teachers continue to collect and analyze student data and identify areas of improvement across grade levels, class wide, and individually.
3-8 MGP Math-#39		<u>Professional Growth and Development:</u> Teachers are provided Professional Learning opportunities bi-weekly from the school to enhance their tools for:	Teachers are implementing IXL based on student performance on the MAP Math Assessment and DataMate Practice Assessment. The data relevant to math is in the row with the pyramid symbol. As seen in the data below, students have mastered about 50% of the skills they have practiced. Students have mastered 1314 skills and are proficient at 1455 skills out of 2555 skills practiced.

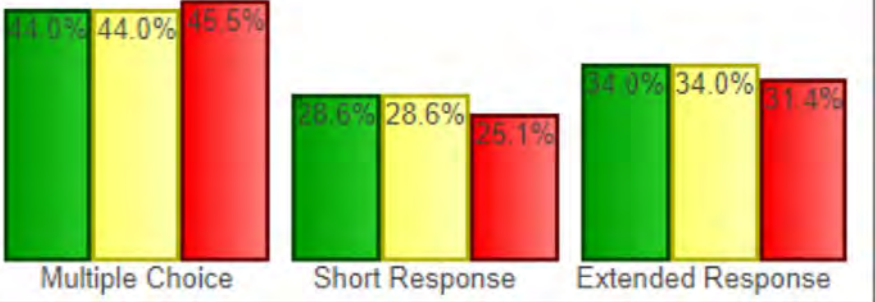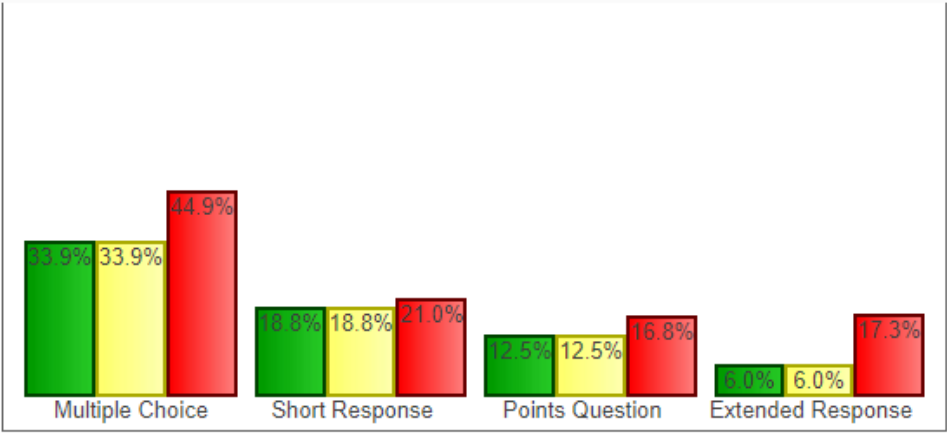| Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		• The District's 2022/23 Instructional Foci: Accountable Talk, Checks for Understanding, and Critical Thinking • Mid-Year data analysis and reflection • Planning for teacher intervisitations • Review of APPR elements • Assessment for, of, and as learning • NYSED testing preparation and protocols • District Professional Learning on Test Readiness 5 teachers participated in District Professional Learning around test readiness that was facilitated by the CK Ed consultant. The teachers that attended the two-day Professional Learning shared the information with their colleagues during our weekly PLCs. Teachers were provided Professional Learning from the Ready Consultant.	

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		The consultant from CK Education continues to support teachers with pedagogical practices to enhance math instruction. The consultant modeled strategies related to test readiness including Teacher Tell Me, Multiple Choice Games, Think Like a Test Creator, and CBT strategies. Teachers in grades 5-8 participated in peer intervisitations related to the strategies the consultant modeled for them. Two teachers and the assistant principal participated in the district's monthly math PLC led by the Executive Director of Mathematics and Assistant Superintendent. Topics covered included shifts to the NGLS, reviewing the NYS Math Educator Guide, CBT strategies, and planning for instruction of Post Standards. Teachers in grades 5-8 are part of the NSI Team and engaging in continuous improvement work aligned to student feedback.	

Receivership, Quarterly Report #3 2022 – 2023 School Year
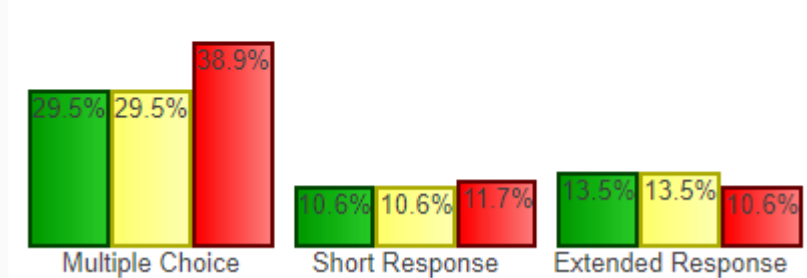*(As required under Section 211(f) of NYS Ed. Law)/Jan2023*

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		Our Title 1 math teacher attends the district math PLC as well as monthly Title 1 Teacher meetings. Data and Assessments: MAP data was synced to IXL to differentiate students' learning skills plan based on individual RIT scores. Math instruction during after school and on Saturdays is project based and aligned to Illustrative Math and iReady My Path. Grades 3-8 administered a Math DataMate Practice Assessment. Data was analyzed to students' strengths and weaknesses in math skills and standards to adjust instruction.

iReady Data Updates

- iReady Lessons passed from February 1, 2023, to present:
  * 90% of students have 70 – 100% passed
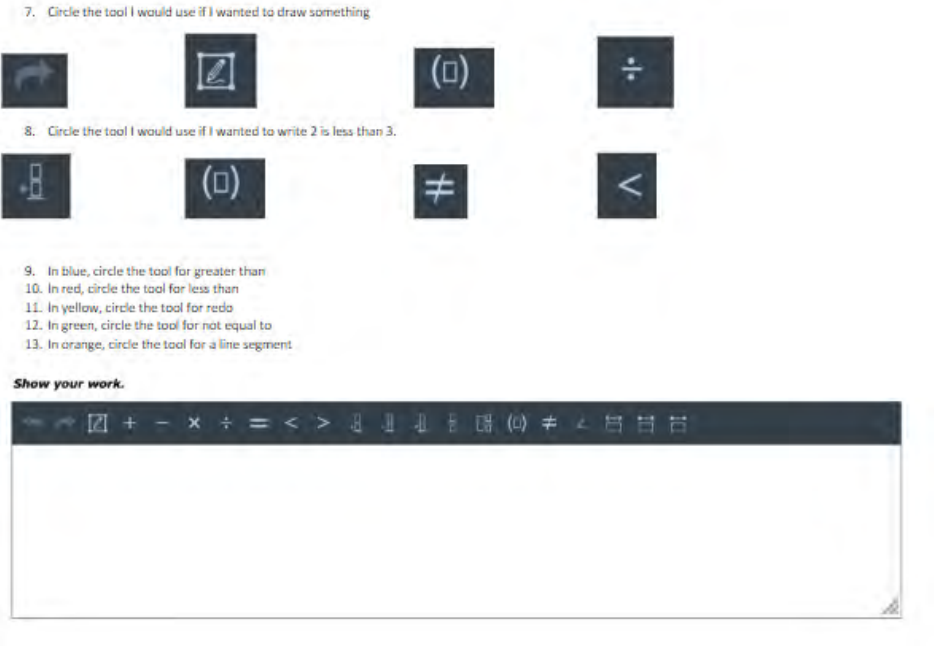 * 7% of students have 50 – 69% passed and |

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		As a result of analyzing the DataMate Practice Assessment, iReady Diagnostic #2, and Project Acceleration, the assistant principal and instructional coach developed math expectations and resources to address instructional gaps and prepare students for the math state exam. The assistant principal and instructional coach developed multiple choice and constructed response question stations based on standards that students needed additional support with. The stations were on DataMate which is similar to the Nextera CBT format. Teachers received support with implementation of the stations during weekly PLC and common planning meetings. The instructional coach met with teachers who requested modeling. During weekly PLC meetings, admin. and teachers reviewed the 2023 Math Educator's Guide to ensure teachers were familiar with the standards assessed on the state exam and the rubrics that would be used to assess the constructed response questions. We also discussed how to provide rubric aligned feedback to students. We also provided teachers with a resource	* 3% of students have 0 – 49% passed **DataMate Practice Assessment** - Green = class score - Yellow = entire grade - Red = District Grade 3 Teacher 1 Math DataMate Practice Assessment

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

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

Multiple Choice: 53.6%, 39.6%, 45.4%
Short Response: 26.2%, 24.9%, 22.6%
Extended Response: 46.0%, 29.7%, 31.7%

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			 Top 3 Standards **Bottom 3 Standards** 3.MD.5b 3.MD.1 3.NF3b 3.MD.7D 3.OA.4 3.OA.8

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

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

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

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

Top 3 Standards
4.OA.4
4.OA.2
4.G.3

Bottom 3 Standards
4.G.1
4.NF.4c
4.NF3a

Grade 5 Teacher 1 Math DataMate Practice Assessment |

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			  Grade 5 Teacher 2 Math DataMate Practice Assessment

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

Top 3 Standards   **Bottom 3 Standards**
  5.NBT.4   5.NF.4b
  5.MD.5b   5.NF.7a
  5.NBT.3a   5.NF.7c

Grade 6 Teacher 1 Math DataMate Practice Assessment |

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

			Top 3 Standards **Bottom 3 Standards**
			  6.NS.4 6.EE.2c
			  6.RP3a 6.EE.3
			  6.EE5 6.G.3
			
			Grade 7 Teacher 1 Math DataMate Practice Assessment

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

Top 3 Standards   **Bottom 3 Standards**
  7.EE.4a   7.SP5c
  7.EE.1   7.NS.2d
  7.NS3   7.EE.2

Grade 8 Teacher 1 Math DataMate Practice Assessment |

![NYSED logo] New York State EDUCATION DEPARTMENT — Knowledge › Skill › Opportunity

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			 Top 3 Standards **Bottom 3 Standards** 8.G4 8.EE.5 8.G9 8.EE.6 8.G3 8.F.3 Math Expectations Shared to Ensure New Content Was Covered and Past Content Reviewed

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

Explore	Develop	Refine

• 20 minutes whole class instruction
• 60 minutes of rotations for differentiated instruction
   - Teacher Led Rotation
   - Center Activity / Partner Activity
   - My Path
• 10 minutes of CBT Tools Review
	• 30 – 45 minutes whole class instruction
	• 45 minutes of rotation
	   - Teacher Led Rotation
	   - Center Activity / Partner Activity
	   - CBT Practice
	• 15 minutes Scoring of CBT Constructed Responses
		• 45 – 60 minutes of rotations
		   - Teacher Led Rotation
		   - Center Activity / Partner Activity
		   - My Path / Independent Activity
		• 30 – 45 minutes of CBT Practice
		   - Could print student work from previous day for students to score and then revise

Afternoon Math Review – 30 to 45 minutes

- Differentiation based on DataMate
- Assign Skills on iReady
- Fluency Practice
- Activities from Christine King

Sample Data Document Used to Inform Math Test Preparation Stations (The percent is the percent of students who answered questions correctly on the DataMate Assessment for that specific standard. The yellow highlighted standards are the most tested standards and the blue highlight standards are the 2nd most tested standards)

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

3rd Grade		
Lessons to Cover	**Standards**	**Project Acceleration**
Lessons 23 – 29	3.MD.3 - 25% 3.MD.5b - 73.4% 3.MD.7c - 28% 3.MD.7d - 9.38% 3.NF.3a - 32.8% 3.NF3b - 68.75% 3.NBT.1 - 36% 3.OA.1 - 61% 3.OA.2 - 41% 3.OA.3 - 37% 3.OA.4 - 58% 3.OA.5 - 39% 3.OA.8 - 18% 3.OA.9 - 44%	- Represent and solve problems involving multiplication and division (Understand the concepts of multiplication and division in terms of groups of objects, Use multiplication and division within 100 to solve word problems) - Understand the properties of multiplication and the relationship between multiplication and division (Use the commutative and associative property of multiplication, Use the distributive property of multiplication) - Develop understanding of fractions as numbers (Show and understand that fractions are equal parts of a whole, Compare fractions on a number line by reasoning about their size)

Sample CBT Tools Scavenger Hunt Review

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	- Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. - Describe how the data trends that emerged during this reporting period will inform future action steps. - Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. - Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			7. Circle the tool I would use if I wanted to draw something 8. Circle the tool I would use if I wanted to write 2 is less than 3. 9. In blue, circle the tool for greater than 10. In red, circle the tool for less than 11. In yellow, circle the tool for redo 12. In green, circle the tool for not equal to 13. In orange, circle the tool for a line segment **Show your work.** The Instructional Coach will continue to work with all teachers, across all grade levels.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	- Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. - Describe how the data trends that emerged during this reporting period will inform future action steps. - Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. - Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			Teachers identified students in grades 3-8 that would benefit from the Winter or Spring Academy based on the assessments and classroom observation. Teachers identified students in grades 5 – 8 who would continue to work in small groups daily with the teacher's assistant and school aides. Students are encouraged to attend after school and the Saturday Academy. Students will be completing the Math iReady Diagnostic 3 between May 30, 2023, and June 2, 2023

Grade 8 Science Index #150	G	**Grade 8 Earth Science** • Increased use of Exit tickets • Implementing RACE Strategy (restate, answer, cite, explain) during short response activities. • Teacher-created tests. • Hands-on scientific experiments and observation activities. • The teacher attends bi-weekly PDs provided by the administrative team that focuses on the district foci. **Exit Tickets:** This form of formative assessment is used after every lesson to ensure that students are comprehending the topics covered. This formative assessment helps the teacher plan her future lessons; students that have misconceptions receive clarifications based on the data collected from the exit tickets. **Teacher Created End of Unit Tests (Summative Assessments):** The teacher creates summative assessments based on the content covered during the unit. The teacher also implements test questions into her tests that are directly collected from previous Earth Science regents exams. **Hands-On Scientific Experiments and Observations:**	(see tables below)

M1	M2	M0	Current Grade Last Update	Current Grade	Current Absences	On-Track Status
65	70	67.5	2023-04-24 12:53:50.0	70	13	Academics
85	75	80	2023-04-24 12:56:11.0	75	10	Academics
95	95	95	2023-04-24 12:56:11.0	98	3	On-Track
80	85	82.5	2023-04-24 13:05:22.0	80	13	On-Track
75	75	75	2023-04-24 13:05:22.0	85	33	Intensive
80	85	82.5	2023-04-24 13:05:22.0	85	26	Attendance
70	70	70	2023-04-24 13:05:22.0	75	4	Academics
95	90	92.5	2023-04-24 13:05:22.0	85	9	On-Track
85	85	85	2023-04-24 13:05:22.0	80	0	On-Track
90	90	90	2023-04-24 13:05:22.0	80	6	On-Track
70	70	70	2023-04-24 13:05:22.0	75	1	Academics
80	80	80	2023-04-24 13:05:22.0	75	8	On-Track
90	90	90	2023-04-24 13:05:22.0	85	5	On-Track
75	80	77.5	2023-04-24 13:05:22.0	85	9	On-Track
75	75	75	2023-04-24 13:05:22.0	80	13	Academics
85	85	85	2023-04-24 13:05:22.0	75	5	On-Track
85	90	87.5	2023-04-24 13:05:22.0	85	21	Attendance
85	85	85	2023-04-24 13:05:22.0	80	11	On-Track
90	95	92.5	2023-04-24 13:05:22.0	90	10	On-Track
65	70	67.5	2023-04-24 13:05:22.0	70	15	Intensive
80	85	82.5	2023-04-24 13:05:22.0	80	6	On-Track

M1	M2	M0	Current Grade Last Update	Current Grade	Current Absences	On-Track Status
75	80	77.5	2023-04-24 12:27:59.0	75	9	On-Track
95	90	92.5	2023-04-24 12:27:59.0	85	15	Attendance
60	65	62.5	2023-04-24 12:18:28.0	60	10	Academics
80	80	80	2023-04-24 12:27:59.0	80	17	Attendance
75	85	80	2023-04-24 12:27:59.0	80	23	Attendance
60	65	62.5	2023-04-24 12:18:28.0	60	11	Academics
70	65	67.5	2023-04-24 12:18:28.0	60	50	Intensive
70	85	77.5	2023-04-24 12:27:59.0	80	11	On-Track
80	80	80	2023-04-24 12:27:59.0	75	9	On-Track
80	80	80	2023-04-24 12:27:59.0	80	12	On-Track
80	80	80	2023-04-24 12:27:59.0	75	0	On-Track
80	80	80	2023-04-24 12:27:59.0	80	5	On-Track
80	85	82.5	2023-04-24 12:27:59.0	80	6	On-Track
65	65	65	2023-04-24 12:27:59.0	65	15	Intensive
80	85	82.5	2023-04-24 12:27:59.0	85	3	On-Track
70	70	70	2023-04-24 13:23:05.0	70	6	Academics
65	65	65	2023-04-24 12:18:28.0	65	15	Intensive
60	60	60	2023-04-24 12:18:28.0	60	48	Intensive
65	65	65	2023-04-24 12:18:28.0	60	22	Intensive
85	85	85	2023-04-24 12:27:59.0	85	13	On-Track
70	65	67.5	2023-04-24 12:27:59.0	75	1	Academics
75	80	77.5	2023-04-24 12:27:59.0	75	7	On-Track
60	60	60	2023-04-24 12:18:28.0	60	18	Intensive

Report Above shows the marking period Grade 8 Earth Science grades for class and the data is broken down to show student that are on track, or students that require intervention services for attendance, academics, or intensive.

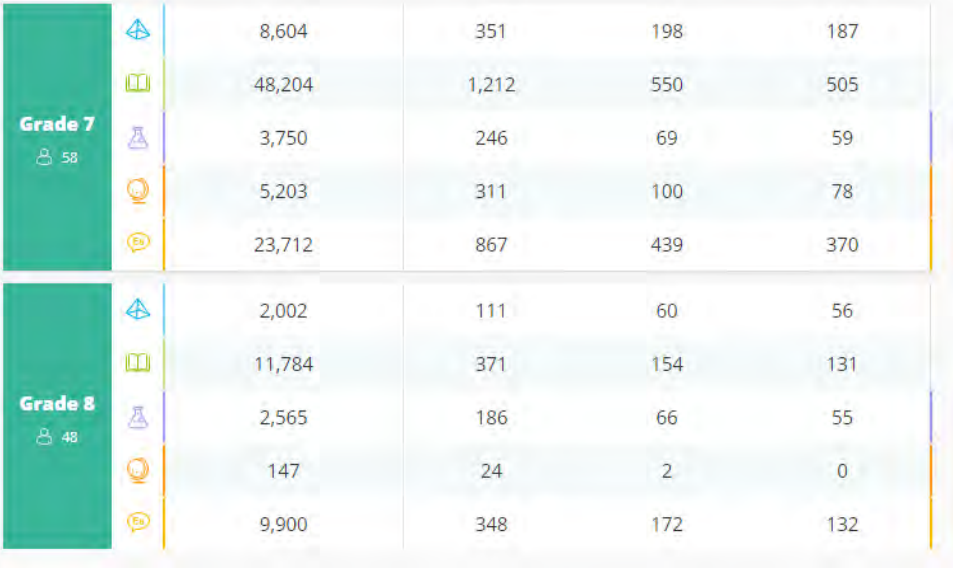| Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		Teacher implements lab activities for students to receive first-hand experiences to connect with complex topics. **Unit Pre-Assessment with Earth Science Regents Questions (Formative Assessments):** Teacher creates pre-unit pre-assessments to assess prior knowledge based on subject materials and to give students a preview of the unit to be covered. **RACE Strategy:** The teacher implements the RACE Strategy (restate, answer, cite, explain) to support ELA instruction and Earth Science regent's exam short response questions. Receives weekly lesson plan feedback and meets with the Assistant Principal and instructional coach for instructional planning.	

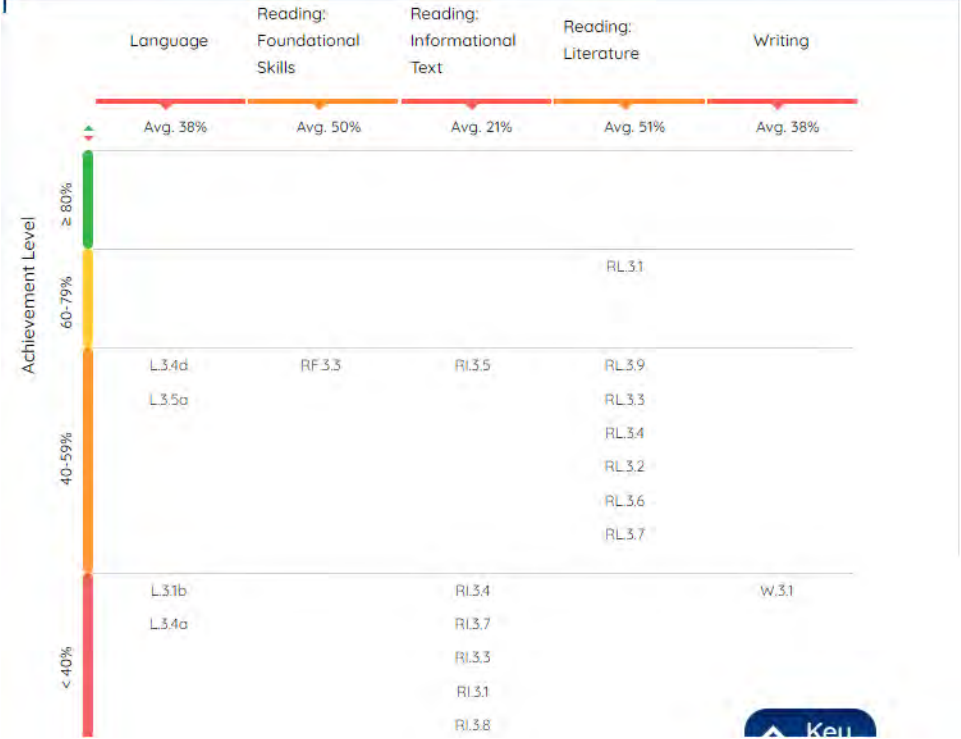| Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	- Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. - Describe how the data trends that emerged during this reporting period will inform future action steps. - Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. - Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
#100 3-8 ELA All Students Core Subject Performance Index	Y	Professional Growth and Development: Teachers are provided Professional Learning opportunities bi-weekly from the school to enhance their tools for: - The District's 2022/23 Instructional Foci: Accountable Talk, Checks for Understanding, and Critical Thinking - Mid-Year data analysis and reflection - Planning for teacher intervisitations - Review of APPR elements - Assessment for, of, and as learning - NYSED testing preparation and protocols - District Professional Learning on Test Readiness Teachers in grades 3-4 continue to work with our Teaching Matters Consultant. The focus has been on using Thinking Jobs, close reading strategies, and answering text-based questions.	Grades 7 & 8 will complete Common Lit assessments in the spring to assess student growth and improvement by standards. Grades 3-8 will complete MAP Reading assessments in the spring to assess student growth and improvement by standards. Teachers are implementing the use of IXL for reading (students RIT score from MAP used to create personal study plans for students). IXL is used during small group instruction time. The data that is relevant to ELA is the row with the book symbol. As seen in the data below, students have mastered about 50% of the skills they have practiced. Our next step is to review the ELA DataMate Assessment Data with the IXL skills to identify additional support for skills not yet mastered. The students have mastered 3,873 skills through IXL and are proficient in 4,243 skills.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		Teachers in grades 5-8 are working with District Executive Director of ELA on guided reading and small group instruction. We continue to include an instructional block in the afternoon dedicated to small group instruction. The Instructional Coach, works with all teachers, across all grade levels The ENL teacher pushes into ELA classes to support the ENL students during ELA instruction. Teachers continue to implement the district's foci. Data and Assessments: Data from grades 3-6 Benchmark Interim 3 Assessment was analyzed to determine students' current level of progress towards standards mastery. Teachers used data from to adjust instruction and plan for opportunities for acceleration and intervention.	

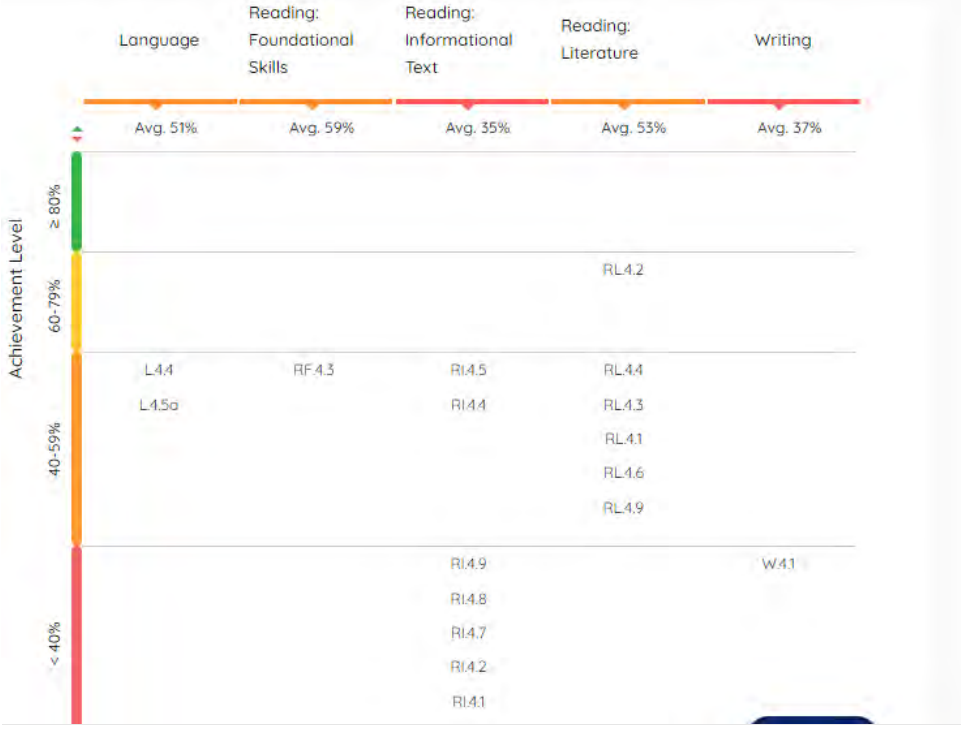| Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		Grades 3-8 administered an ELA DataMate Practice Assessment in the beginning of January. Data was analyzed to identify students' strengths and weaknesses in ELA skills and Standards to adjust instruction. As a result of analyzing the DataMate Practice Assessment, Benchmark Interim 3 Assessment, and Project Acceleration, the assistant principal and instructional coach developed ELA expectations to prepare students for the ELA state exam. The assistant principal and instructional coach developed multiple choice, short response, and extended response question stations based on standards that students needed additional support. The stations were on paper and on DataMate which is to the Nextera CBT format. Teachers received support with implementation of the stations during weekly PLC and common planning meetings. The instructional coach	

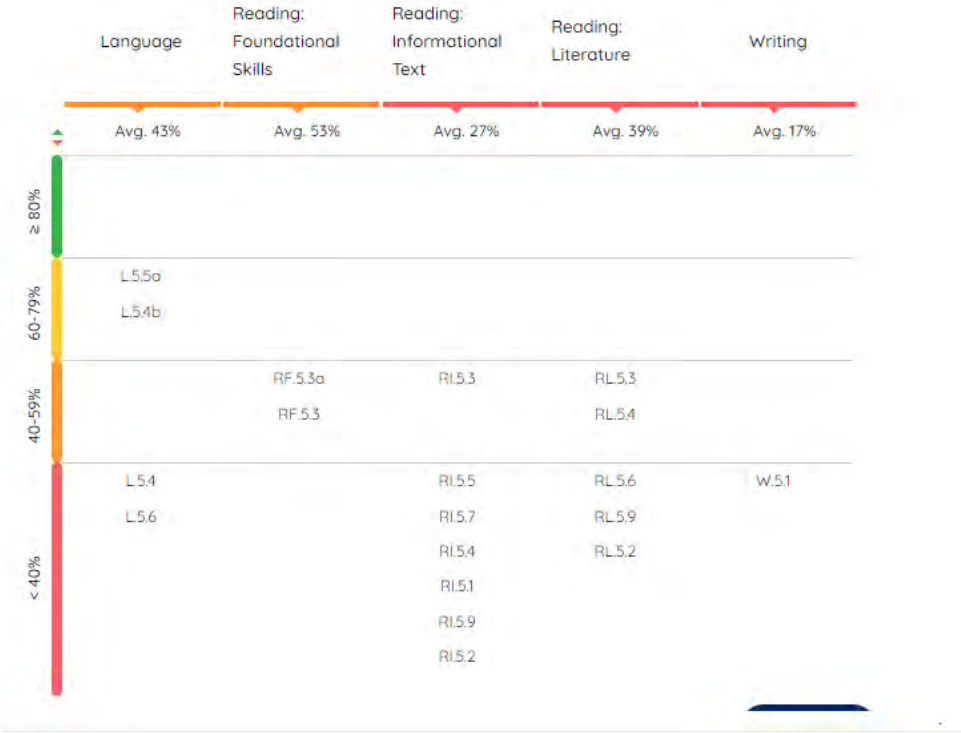| Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		met with teachers who requested modeling. During weekly PLC meetings, we normed and scored students' short response answers. We also discussed how to provide rubric aligned feedback to students. Teachers continue to collect and analyze student data and identify areas of improvement across grade levels, class wide, and individually.	 Grades 3-6 have completed three of four Benchmark Interim assessments which will assess student growth and improvement by standards. Teachers used the assessment to review skills and standards that students needed additional support in.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			Grade 3 – Benchmark Interim Assessment #3 • Students continue to struggle with the standards related to informational text, specifically 3.RI.3. To address this, the Teaching Matters consultant modeled close reading strategies, the use of Thinking Jobs for close reading, and unpacking the questions. Following the state exams, the Teaching Matters consultant will continue to support teachers with closing instructional gaps related to informational text.

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

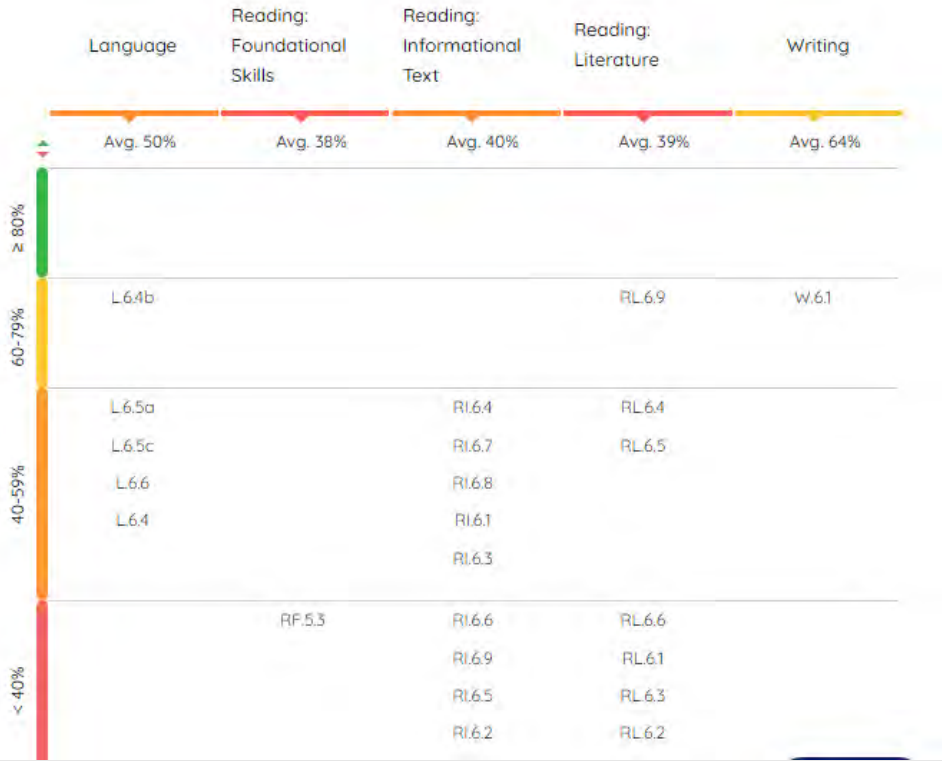| Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			Grade 4 – Benchmark Interim Assessment #3 • Students demonstrated progress on the standards related to literature (RL 4). On Interim Assessment #2 the achievement level was <40% on literature standards and is now 40-59%.

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

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			Grade 5 – Benchmark Interim Assessment #3 • Students continue to struggle with the standards related to literature, specifically 5.RL.2. To address this, the Teaching Matters consultant modeled close reading strategies, the use of Thinking Jobs for close reading, and unpacking the questions. Following the state exams, the Teaching Matters consultant will continue to support teachers with closing instructional gaps related to informational text. • Students demonstrated progress on the standards related to literature (RL 3). On Interim Assessment #2 the achievement level was <40% on literature standards and is now 40-59%.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			 Grade 6 – Benchmark Interim Assessment #3

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			• Students continue to struggle with the standards related to literature, specifically 6.RL.2 and informational text, specifically 6.RI.5. To address this, the Teaching Matters consultant modeled close reading strategies, the use of Thinking Jobs for close reading, and unpacking the questions. Following the state exams, the Teaching Matters consultant will continue to support teachers with closing instructional gaps related to informational text. • Students demonstrated progress on the standards related to informational text (RI.7). On Interim Assessment #2 the achievement level was <40% on literature standards and is now 40-59%

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

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			Sample Data Document Used to Inform ELA Test Preparation Stations | Teacher	Grade	Current Benchmark Unit and Week	Standards students need support with (Datamate)
Teacher 1	3	Unit 5	3.L.4 - Individuals 3.RI.2 3.RI.3 3.RI.4 3.RI.5 3.RI.7 3.RL.2 3.RL.3 3.RL.4 Individuals 3.RL.5
Teacher 2	3		None
Teacher 3	3		3.L.4 3.RI.2 3.RI.3 3.RI.4 3.RI.5 3.RI.7 3.RL.2 3.RL.3 3.RL.4 3.RL.5 | Data Tracker Provided to Students to Track Progress on ELA Stations

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			Short Answer / Extended Response Data Tracker | Student Name	Text	Restate Question	Correctly Answer Question	Detail that Supports Answer	Detail that Supports Answer	Next Step(s)	Did the student revise their response?
---	---	---	---	---	---	---	---
								  Teachers identified students in grades 3-8 that would benefit from the Winter Academy (February) and Spring Academy (April) based on the assessments and classroom observation. Teachers continue to collect and analyze student data and identify areas of improvement across grade levels, class wide, and individually.

Part III – *Demonstrable Improvement Indicators-Level 2*

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

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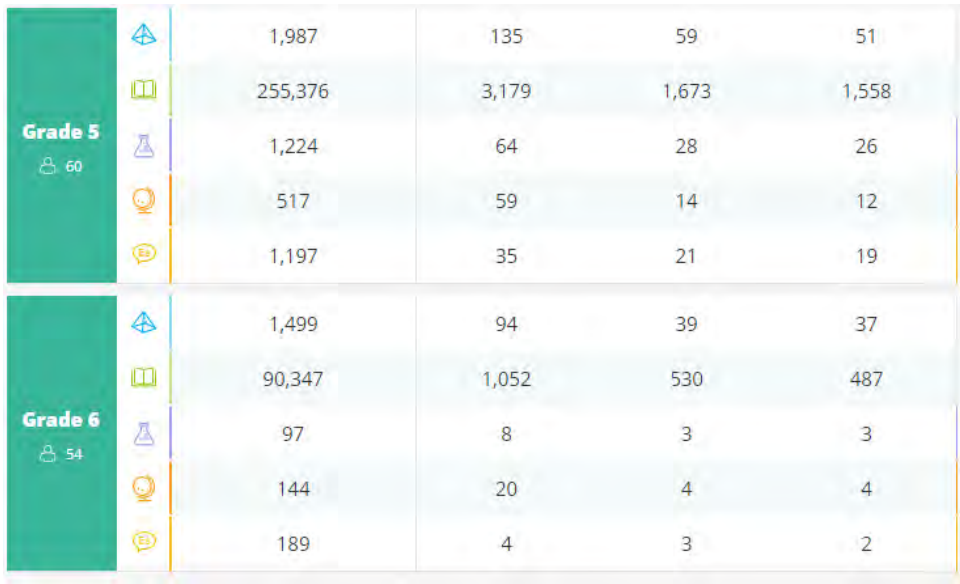February 1, 2023 – April 28, 2023**

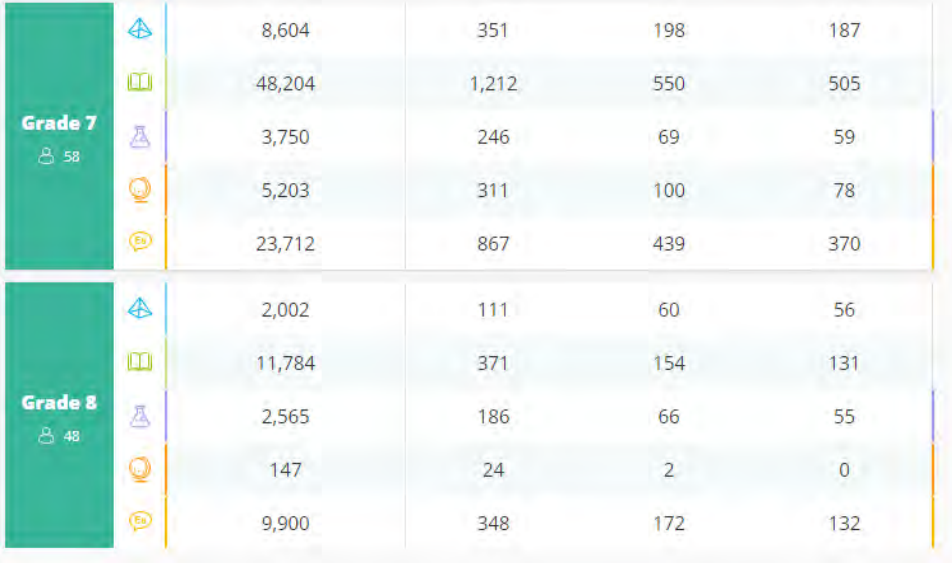| Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	- Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. - Describe how the data trends that emerged during this reporting period will inform future action steps. - Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. - Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
#160 3-8 Chronic Absenteeism – All Students		During Common Planning teachers review an excel sheet with updated attendance for each student and provide information about reason(s) why students are absent. Teachers contact families of their students to determine the reason for the absence after two consecutive absences or two absences for the month. Teachers inform pupil support team if students have excessive absences. If a student is absent, they are expected to present an absent note upon return. PowerSchool clerk sends monthly letters to student homes indicating their attendance record for the previous month. PowerSchool clerk and school counselor contact families of students with excessive number of absences.	Our Year to Date Attendance is 90%. We are continuing to connect with the families of students who are absent more than 5 days for the year.

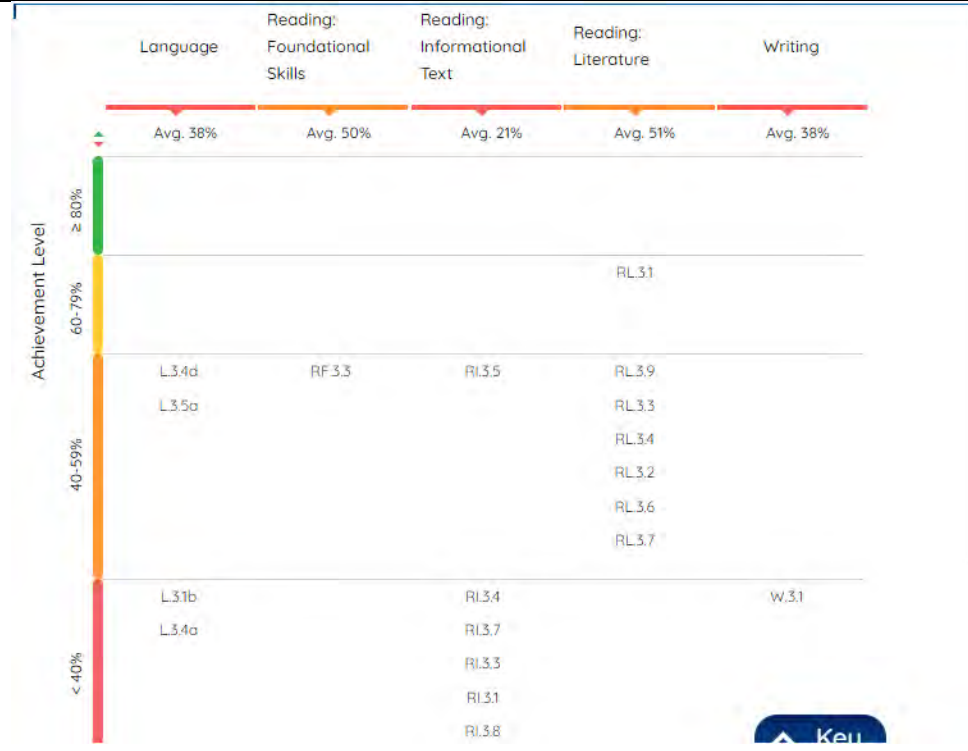| Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		Teachers utilize Class Dojo and Remind to communicate with parents. Pupil Support Team reports to the CET. Monthly attendance team meetings with Pupil Support Staff. This was implemented based on feedback from the NYSED School Support Partner. Principal sends out frequent ConnectEd messages about the importance of daily attendance. To reinforce the need for attendance improvement, middle school students had an honor roll assembly and received certificates for good and improved attendance. As part of the PBIS Plan, students continue to earn Dojo points for perfect attendance and improved attendance.	

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		A retired YPD Detective makes home visits to those students identified by the school	
#102 3-8 ELA Black Core Subject PI	Y	Data and Assessments: Students completed the following assessments: • Benchmark Interim Assessment 3 • Common Lit In grades 3-6, Benchmark Interim Assessment #3 was administered to assess student strengths and weakness based on skill and standard. Students use IXL during small group instruction time to receive support based on Benchmark and DataMate Practice Assessment data.	The data that is relevant to ELA is the row with the book symbol. As seen in the data below, students have mastered about 50% of the skills they have practiced. Our next step is to review the ELA DataMate Assessment Data with the IXL skills to identify additional support for skills not yet mastered. The students have mastered 3,873 skills through IXL and are proficient in 4,243 skills.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		Teachers collected and analyzed student data and identified areas of improvement across grade levels, class, and individually. As a result of analyzing the DataMate Practice Assessment, Benchmark Interim 3 Assessment, and Project Acceleration, the assistant principal and instructional coach developed ELA expectations to prepare students for the ELA state exam. The assistant principal and instructional coach developed multiple choice, short response, and extended response question stations based on standards that students needed additional support. The stations were on paper and on DataMate which is to the Nextera CBT format. Teachers received support with implementation of the stations during weekly PLC and common planning meetings. The instructional coach met with teachers who	

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		requested modeling. During weekly PLC meetings, we normed and scored students' short response answers. We also discussed how to provide rubric aligned feedback to students. Strategies: District Foci: • Checking for Understanding • Critical Thinking to promote higher-order thinking skills • Accountable Talk 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	

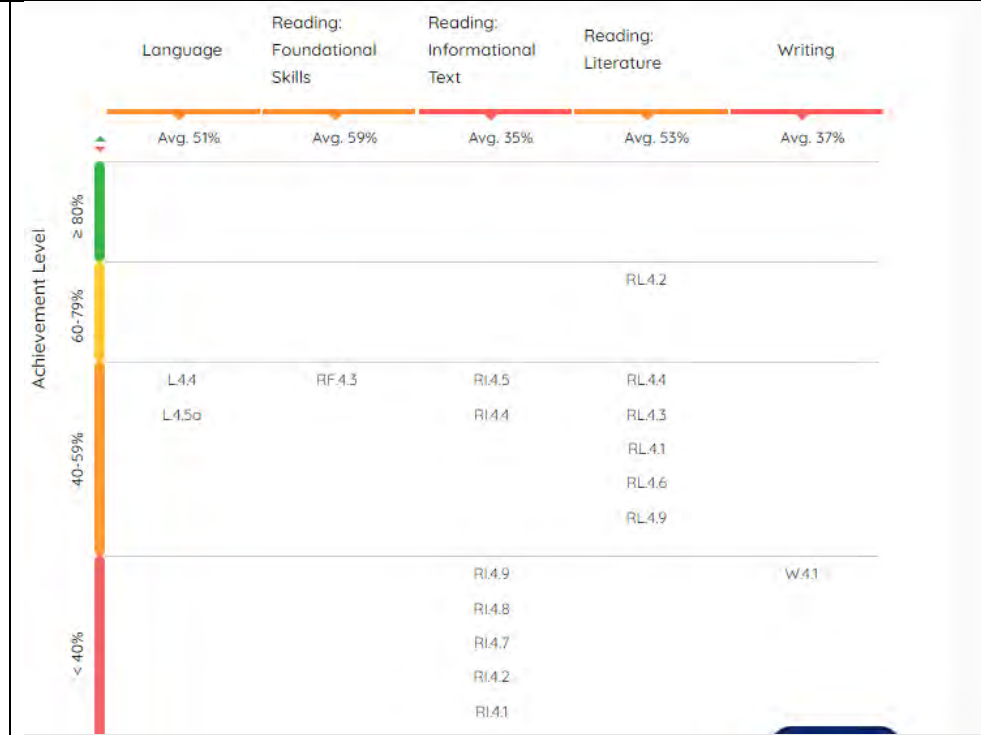| Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		• independent activity structures. • Facilitate student-centered classroom that allowed students to take ownership of their learning Grades 7 & 8 will complete Common Lit assessments in the spring to assess student growth and improvement by standards. Grades 3-8 will complete MAP Reading assessments in the spring to assess student growth and improvement by standards. Teachers are implementing the use of IXL for reading (students RIT score from MAP used to create personal study plans for students). IXL is used during small group instruction time.	 Grades 3-6 have completed three of four Benchmark Interim assessments which will assess student growth and improvement by

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			standards. Teachers used the assessment to review skills and standards that students needed additional support in. Grade 3 – Benchmark Interim Assessment #3 • All Students including Black students continue to struggle with the standards related to informational text, specifically 3.RI.3. To address this, the Teaching Matters consultant modeled close reading strategies, the use of Thinking Jobs for close reading, and unpacking the questions. Following the state exams, the Teaching Matters consultant will continue to support teachers with closing instructional gaps related to informational text and disaggregating data based on subgroups.

Grade 4 – Benchmark Interim Assessment #3

- Students demonstrated progress on the standards related to literature (RL 4). On Interim Assessment #2 the achievement level was <40% on literature standards and is now 40-59%.

			Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
			Avg. 51%	Avg. 59%	Avg. 35%	Avg. 53%	Avg. 37%

Achievement Level:
- ≥ 80%
- 60-79%: RL.4.2
- 40-59%: L.4.4, L.4.5a | RF.4.3 | RI.4.5, RI.4.4 | RL.4.4, RL.4.3, RL.4.1, RL.4.6, RL.4.9
- < 40%: RI.4.9, RI.4.8, RI.4.7, RI.4.2, RI.4.1 | W.4.1

Grade 5 – Benchmark Interim Assessment #3

- Students continue to struggle with the standards related to literature, specifically 5.RL.2. To address this, the Teaching Matters consultant modeled close reading strategies, the use of Thinking Jobs for close reading, and unpacking the questions. Following the state exams, the Teaching Matters consultant will continue to support teachers with closing instructional gaps related to informational text.
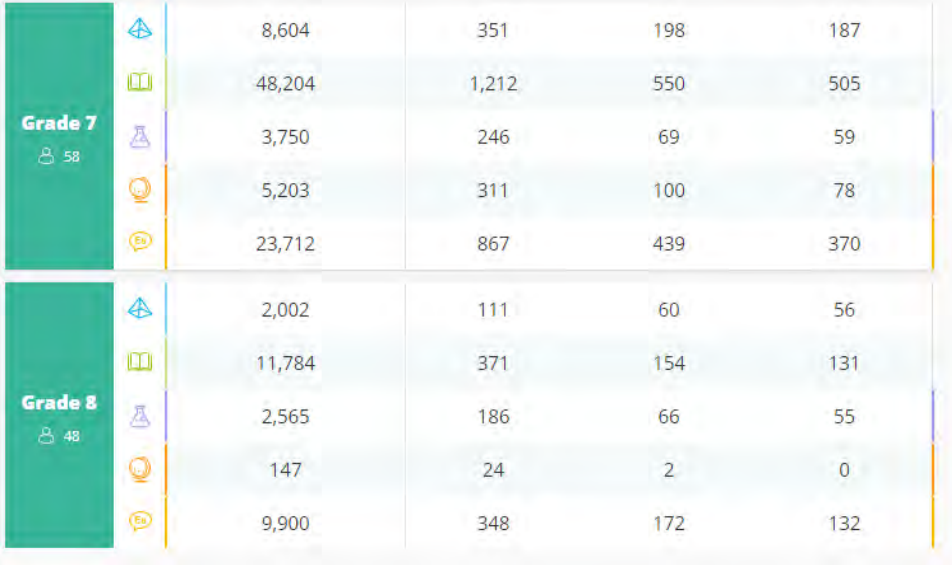
Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			• Students demonstrated progress on the standards related to literature (RL 3). On Interim Assessment #2 the achievement level was <40% on literature standards and is now 40-59%.

Grade 6 – Benchmark Interim Assessment #3

- Students continue to struggle with the standards related to literature, specifically 6.RL.2 and informational text, specifically 6.RI.5. To address this, the Teaching Matters consultant modeled close reading strategies, the use of Thinking Jobs for close reading, and unpacking the questions. Following the state exams, the Teaching Matters consultant will continue to support teachers with closing instructional gaps related to informational text.
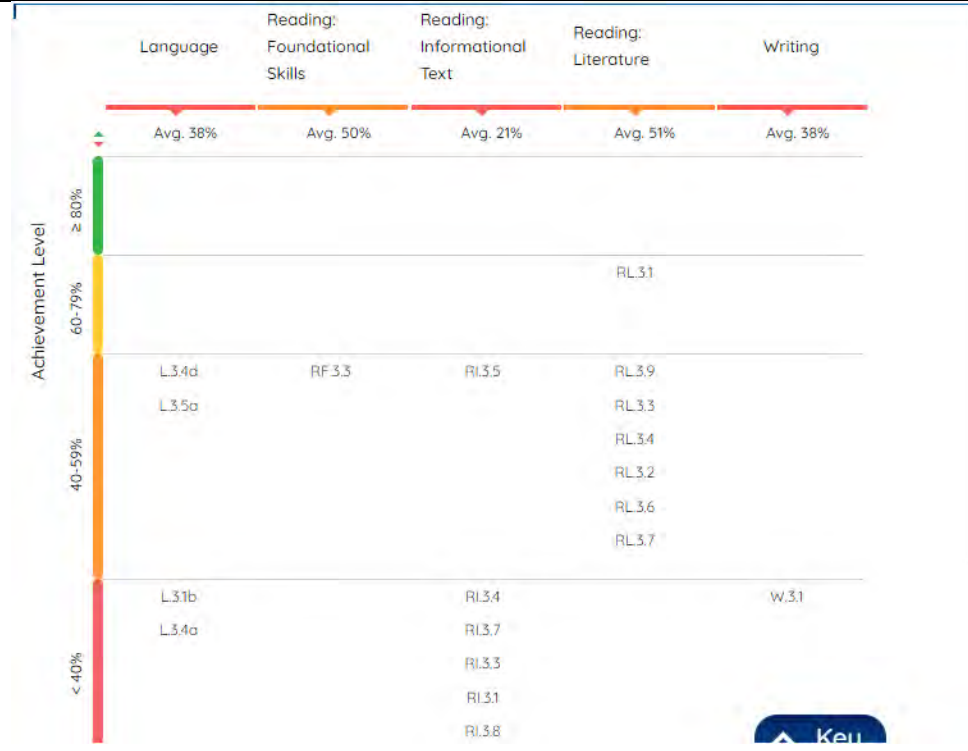
Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			• Students demonstrated progress on the standards related to informational text (RI.7). On Interim Assessment #2 the achievement level was <40% on literature standards and is now 40-59%

	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
	Avg. 50%	Avg. 38%	Avg. 40%	Avg. 39%	Avg. 64%
≥ 80%					
60-79%	L.6.4b			RL.6.9	W.6.1
40-59%	L.6.5a		RI.6.4	RL.6.4	
	L.6.5c		RI.6.7	RL.6.5	
	L.6.6		RI.6.8		
	L.6.4		RI.6.1		
			RI.6.3		
< 40%		RF.5.3	RI.6.6	RL.6.6	
			RI.6.9	RL.6.1	
			RI.6.5	RL.6.3	
			RI.6.2	RL.6.2	

Sample Data Document Used to Inform ELA Test Preparation Stations

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			<table><tr><td>Teacher</td><td>Grade</td><td>Current Benchmark Unit and Week</td><td>Standards students need support with (Datamate)</td></tr><tr><td>Teacher 1</td><td>3</td><td>Unit 5</td><td>3.L.4 - Individuals 3.RI.2 3.RI.3 3.RI.4 3.RI.5 3.RI.7 3.RL.2 3.RL.3 3.RL.4 Individuals 3.RL.5</td></tr><tr><td>Teacher 2</td><td>3</td><td></td><td>None</td></tr><tr><td>Teacher 3</td><td>3</td><td></td><td>3.L.4 3.RI.2 3.RI.3 3.RI.4 3.RI.5 3.RI.7 3.RL.2 3.RL.3 3.RL.4 3.RL.5</td></tr></table> Data Tracker Provided to Students to Track Progress on ELA Stations

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			Short Answer / Extended Response Data Tracker | Student Name	Text	Restate Question	Correctly Answer Question	Detail that Supports Answer	Detail that Supports Answer	Next Step(s)	Did the student revise their response?
---	---	---	---	---	---	---	---	 Teachers identified students in grades 3-8 that would benefit from the Winter Academy (February) and Spring Academy (April) based on the assessments and classroom observation. Teachers continue to collect and analyze student data and identify areas of improvement across grade levels, class wide, and individually.

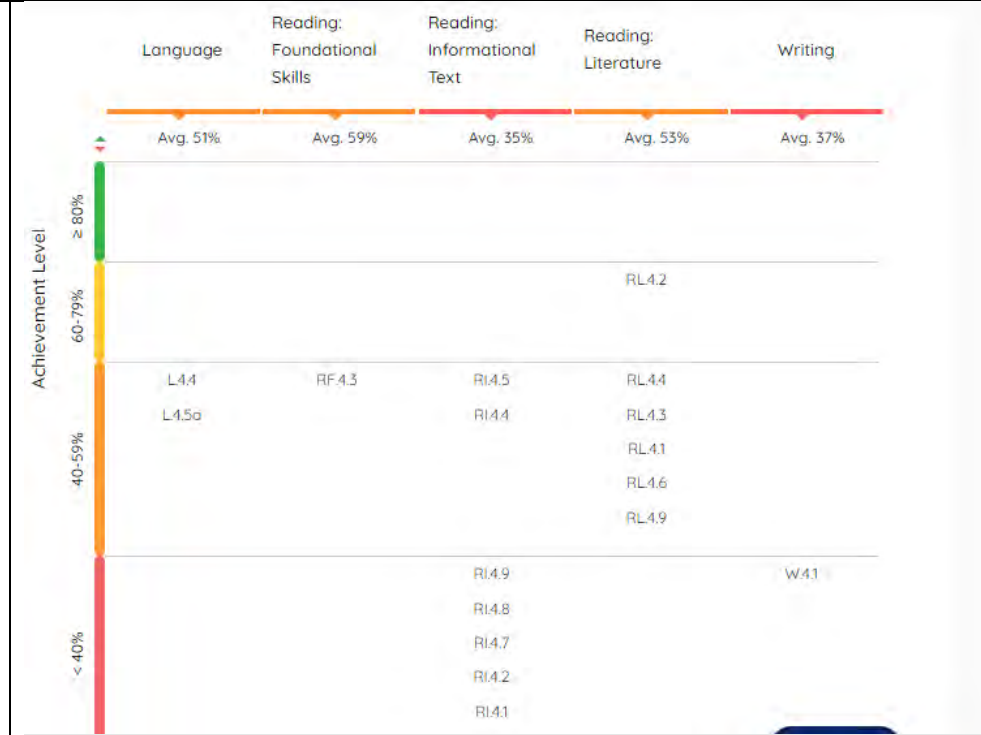| Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
#103 3-8 ELA Hispanic Core Subject PI	Y	Data and Assessments: Students completed the following assessments: • Benchmark Interim Assessment 3 • Common Lit In grades 3-6, Benchmark Interim Assessment #3 was administered to assess student strengths and weakness based on skill and standard.	Grades 7 & 8 will complete Common Lit assessments in the spring to assess student growth and improvement by standards. Grades 3-8 will complete MAP Reading assessments in the spring to assess student growth and improvement by standards. Teachers are implementing the use of IXL for reading (students RIT score from MAP used to create personal study plans for students). IXL is used during small group instruction time. The data that is relevant to ELA is the row with the book symbol. As seen in the data below, students have

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		Students use IXL during small group instruction time to receive support based on Fall MAP assessment, Benchmark data, and the ELA DataMate Practice Assessment. Teachers collected and analyzed student data and identified areas of improvement across grade levels, class, and individually. As a result of analyzing the DataMate Practice Assessment, Benchmark Interim 3 Assessment, and Project Acceleration, the assistant principal and instructional coach developed ELA expectations to prepare students for the ELA state exam. The assistant principal and instructional coach developed multiple choice, short response, and extended response question	mastered about 50% of the skills they have practiced. Our next step is to review the ELA DataMate Assessment Data with the IXL skills to identify additional support for skills not yet mastered. The students have mastered 3,873 skills through IXL and are proficient in 4,243 skills.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		stations based on standards that students needed additional support. The stations were on paper and on DataMate which is to the Nextera CBT format. Teachers received support with implementation of the stations during weekly PLC and common planning meetings. The instructional coach met with teachers who requested modeling. During weekly PLC meetings, we normed and scored students' short response answers. We also discussed how to provide rubric aligned feedback to students. Strategies: District Foci: • Checking for Understanding – teachers use formative assessments	

SKILL PROGRESS

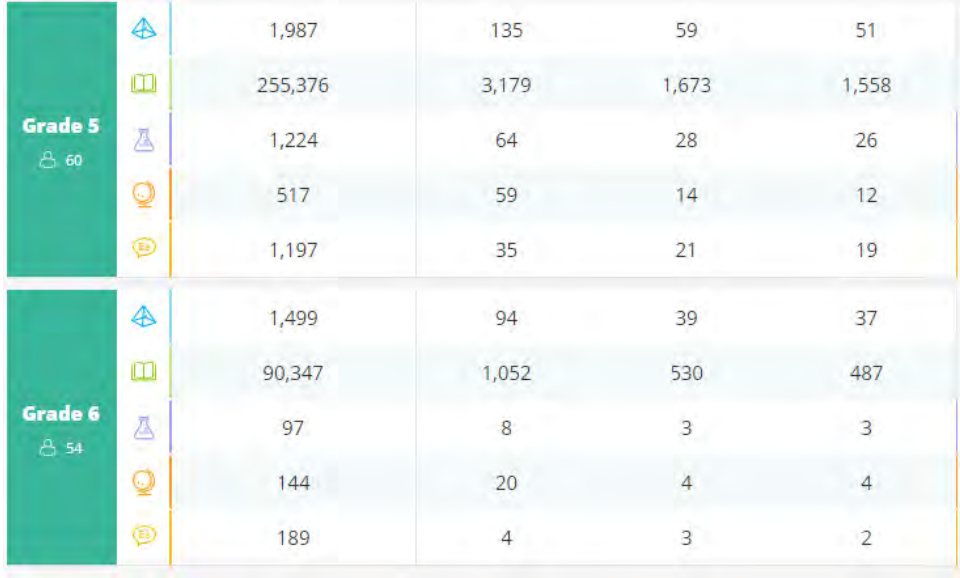|	Total questions answered	Skills practiced	Skills proficient	Skills mastered
Grade 3 △64	25,310	984	571	504
	26,442	798	387	334
	1,633	96	57	54
	776	67	25	25
	95	10	0	0
Grade 4 △65	24,251	880	528	479
	46,842	1,615	890	805
	1,307	78	29	23
	1,441	95	34	31
	577	21	7	6

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

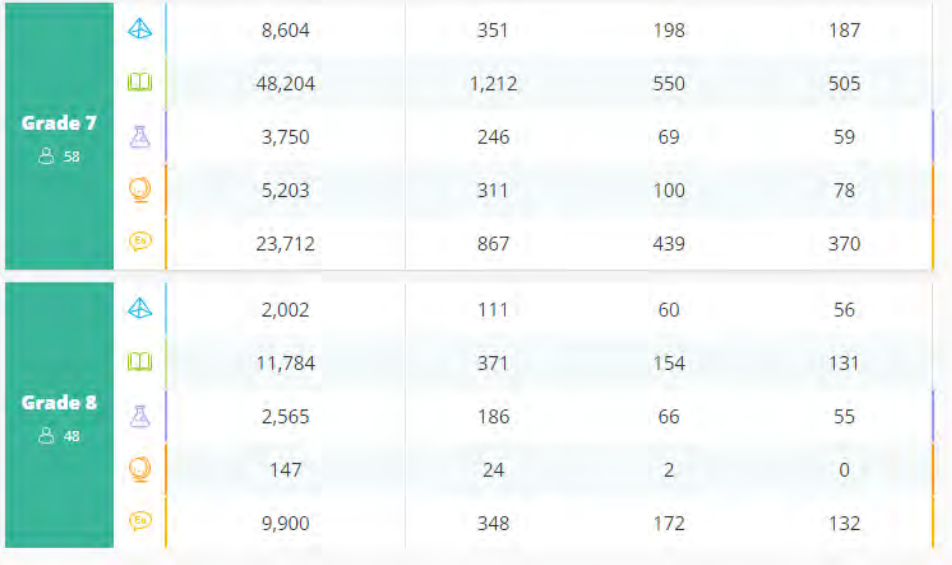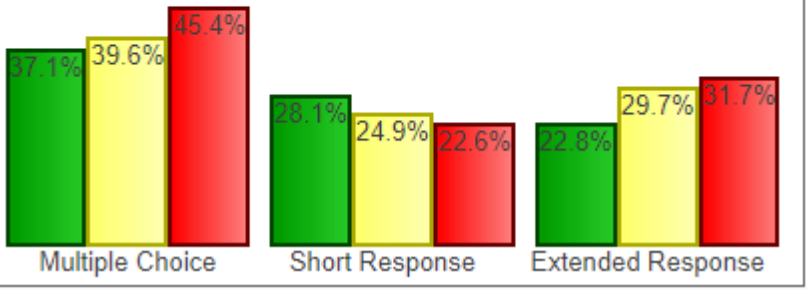| Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			 Grades 3-6 have completed three of four Benchmark Interim assessments which will assess student growth and improvement by

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	- Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. - Describe how the data trends that emerged during this reporting period will inform future action steps. - Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. - Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			standards. Teachers used the assessment to review skills and standards that students needed additional support in. Grade 3 – Benchmark Interim Assessment #3 Students continue to struggle with the standards related to informational text, specifically 3.RI.3. To address this, the Teaching Matters consultant modeled close reading strategies, the use of Thinking Jobs for close reading, and unpacking the questions. Following the state exams, the Teaching Matters consultant will continue to support teachers with closing instructional gaps related to informational text.

Grade 4 – Benchmark Interim Assessment #3

- Students demonstrated progress on the standards related to literature (RL 4). On Interim Assessment #2 the achievement level was <40% on literature standards and is now 40-59%.

Grade 5 – Benchmark Interim Assessment #3

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

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			• Students demonstrated progress on the standards related to literature (RL 3). On Interim Assessment #2 the achievement level was <40% on literature standards and is now 40-59%.

			Language / Reading: Foundational Skills / Reading: Informational Text / Reading: Literature / Writing

Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
Avg. 43%	Avg. 53%	Avg. 27%	Avg. 39%	Avg. 17%

≥ 80%

60-79%
L5.5a
L5.4b

40-59%

	RF.5.3a	RI.5.3	RL.5.3	
	RF.5.3		RL.5.4	

< 40%

L5.4		RI.5.5	RL.5.6	W.5.1
L5.6		RI.5.7	RL.5.9	
		RI.5.4	RL.5.2	
		RI.5.1		
		RI.5.9		
		RI.5.2		

Grade 6 – Benchmark Interim Assessment #3

- Students continue to struggle with the standards related to literature, specifically 6.RL.2 and informational text, specifically 6.RI.5. To address this, the Teaching Matters consultant modeled close reading strategies, the use of Thinking Jobs for close reading, and unpacking the questions. Following the state exams, the Teaching Matters consultant will continue to support teachers with closing instructional gaps related to informational text.
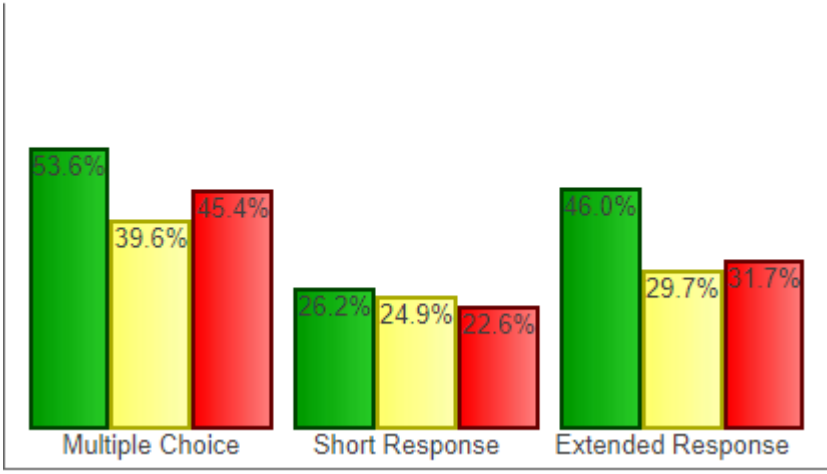
Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			• Students demonstrated progress on the standards related to informational text (RI.7). On Interim Assessment #2 the achievement level was <40% on literature standards and is now 40-59%

				Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
				Avg. 50%	Avg. 38%	Avg. 40%	Avg. 39%	Avg. 64%
			≥ 80%					
			60-79%	L.6.4b			RL.6.9	W.6.1
			40-59%	L.6.5a L.6.5c L.6.6 L.6.4		RI.6.4 RI.6.7 RI.6.8 RI.6.1 RI.6.3	RL.6.4 RL.6.5	
			< 40%		RF.5.3	RI.6.6 RI.6.9 RI.6.5 RI.6.2	RL.6.6 RL.6.1 RL.6.3 RL.6.2	

Sample Data Document Used to Inform ELA Test Preparation Stations

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			<table><tr><td>Teacher</td><td>Grade</td><td>Current Benchmark Unit and Week</td><td>Standards students need support with (Datamate)</td></tr><tr><td>Teacher 1</td><td>3</td><td>Unit 5</td><td>3.L.4 - Individuals 3.RI.2 3.RI.3 3.RI.4 3.RI.5 3.RI.7 3.RL.2 3.RL.3 3.RL.4 Individuals 3.RL.5</td></tr><tr><td>Teacher 2</td><td>3</td><td></td><td>None</td></tr><tr><td>Teacher 3</td><td>3</td><td></td><td>3.L.4 3.RI.2 3.RI.3 3.RI.4 3.RI.5 3.RI.7 3.RL.2 3.RL.3 3.RL.4 3.RL.5</td></tr></table> Data Tracker Provided to Students to Track Progress on ELA Stations

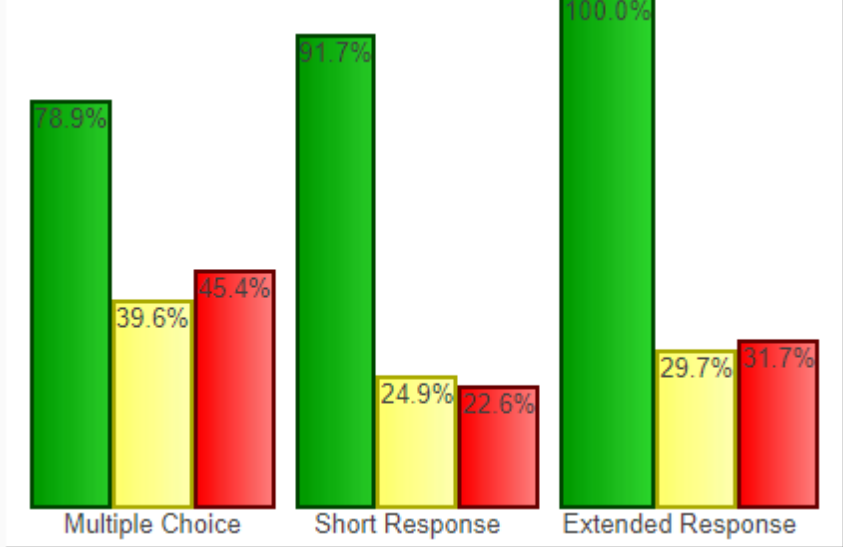| Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			Short Answer / Extended Response Data Tracker Teachers identified students in grades 3-8 that would benefit from the Winter Academy (February) and Spring Academy (April) based on the assessments and classroom observation. Teachers continue to collect and analyze student data and identify areas of improvement across grade levels, class wide, and individually.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	- Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. - Describe how the data trends that emerged during this reporting period will inform future action steps. - Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. - Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
#112 3-8 Math Black Core Subject Pl		<u>Professional Growth and Development:</u> Teachers are provided Professional Learning opportunities bi-weekly from the school to enhance their tools for:	Teachers are implementing IXL based on student performance on the MAP Math Assessment and DataMate Practice Assessment. The data relevant to math is in the row with the pyramid symbol. As seen in the data below, students have mastered about 50% of the skills they have practiced. Students have mastered 1314 skills and are proficient at 1455 skills out of 2555 skills practiced.

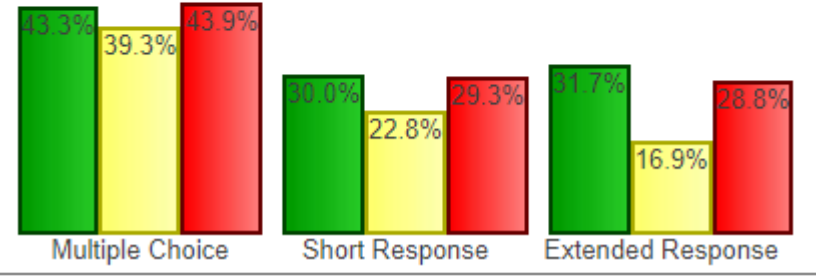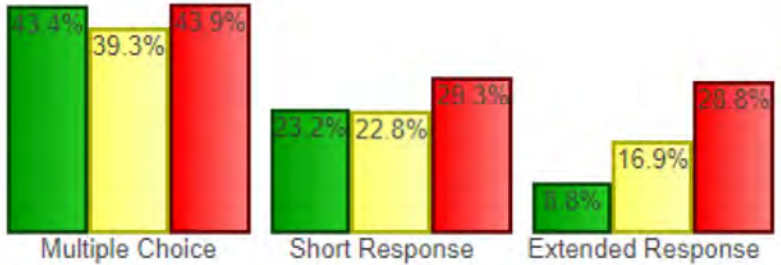| Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		• The District's 2022/23 Instructional Foci: Accountable Talk, Checks for Understanding, and Critical Thinking • Mid-Year data analysis and reflection • Planning for teacher intervisitations • Review of APPR elements • Assessment for, of, and as learning • NYSED testing preparation and protocols • District Professional Learning on Test Readiness 5 teachers participated in District Professional Learning around test readiness that was facilitated by the CK Ed consultant. The teachers that attended the two-day PL shared the information with their colleagues during our weekly PLCs.	

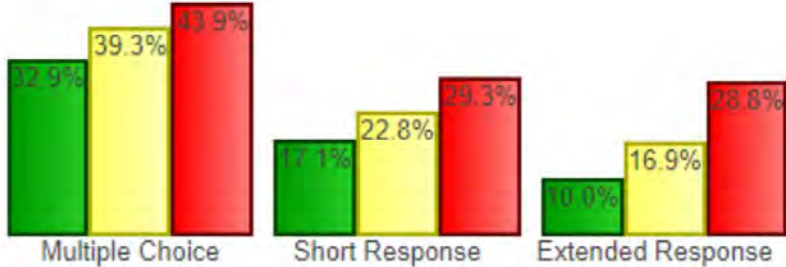| Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		Teachers were provided Professional Learning from the Ready Consultant. The consultant from CK Education continues to support teachers with pedagogical practices to enhance math instruction. She modeled strategies related to test readiness including Teacher Tell Me, Multiple Choice Games, Think Like a Test Creator, and CBT strategies. Teachers in grades 5-8 participated in peer intervisitations related to the strategies the consultant modeled for them. Two teachers and the assistant principal participated in the district's monthly math PLC led by the Executive Director of Mathematics and Assistant Superintendent. Topics covered	

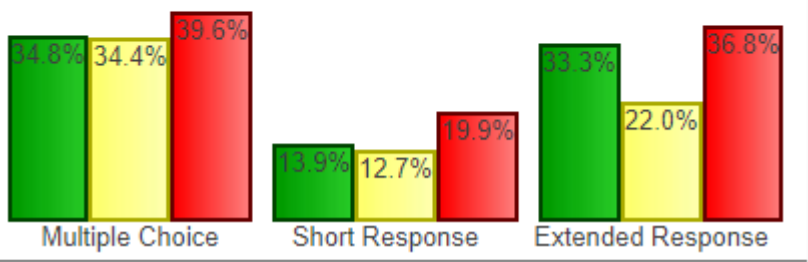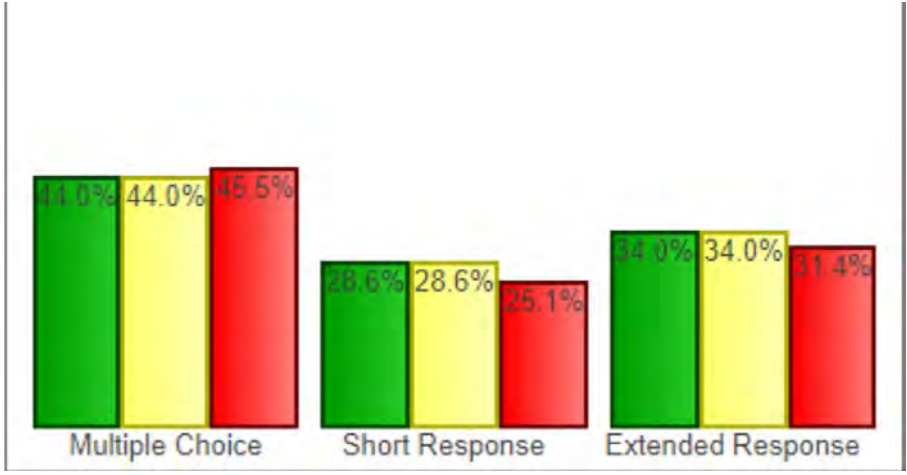| Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		included shifts to the NGLS, reviewing the NYS Math Educator Guide, CBT strategies, and planning for instruction of Post Standards. Teachers in grades 5-8 are part of the NSI Team and engaging in continuous improvement work aligned to student feedback. Our Title 1 math teacher attends the district math PLC as well as monthly Title 1 Teacher meetings. Data and Assessments: MAP data was synched to IXL to differentiate students learning skills plan based on individual RIT scores.	 **iReady Data Updates**

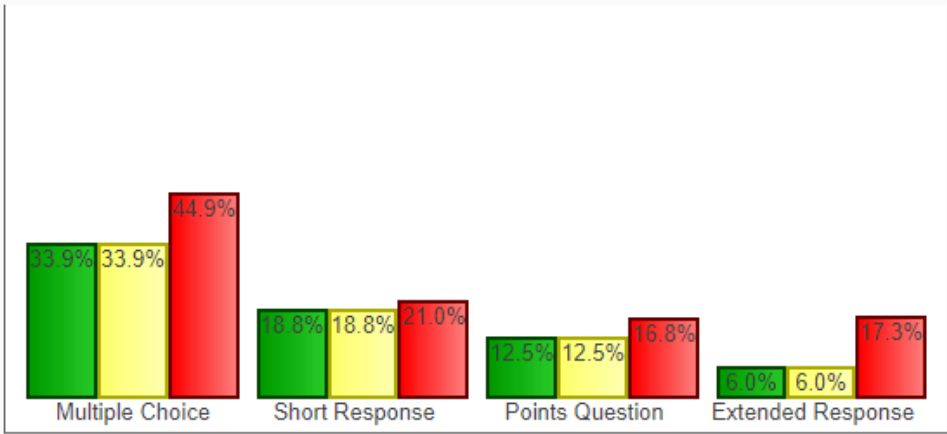| Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		Math instruction during after school and on Saturdays is project based and aligned to Illustrative Math and iReady My Path. Grades 3-8 administered a Math DataMate Practice Assessment. Data was analyzed to students' strengths and weaknesses in math skills and standards to adjust instruction. As a result of analyzing the DataMate Practice Assessment, iReady Diagnostic #2, and Project Acceleration, the assistant principal and instructional coach developed math expectations and resources to address instructional gaps and prepare students for the math state exam. Data was presented by subgroup. The assistant principal and instructional coach developed	- iReady Lessons passed from February 1, 2023, to present: * 90% of students have 70 – 100% passed * 7% of students have 50 – 69% passed and * 3% of students have 0 – 49% passed **DataMate Practice Assessment** - Green = class score - Yellow = entire grade - Green = District Grade 3 Teacher 1 Math DataMate Practice Assessment

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	- Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. - Describe how the data trends that emerged during this reporting period will inform future action steps. - Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. - Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		multiple choice and constructed response question stations based on standards that students needed additional support with. The stations were on DataMate which is similar to the Nextera CBT format. Teachers received support with implementation of the stations during weekly PLC and common planning meetings. The instructional coach met with teachers who requested modeling. During weekly PLC meetings, we reviewed the 2023 Math Educator's Guide to ensure teachers were familiar with the standards assessed on the state exam and the rubrics that would be used to assess the constructed response questions. We also discussed how to provide rubric aligned feedback to students. We also provided teachers with a resource for students to use to familiarize themselves with the Nextera Equation Editor.

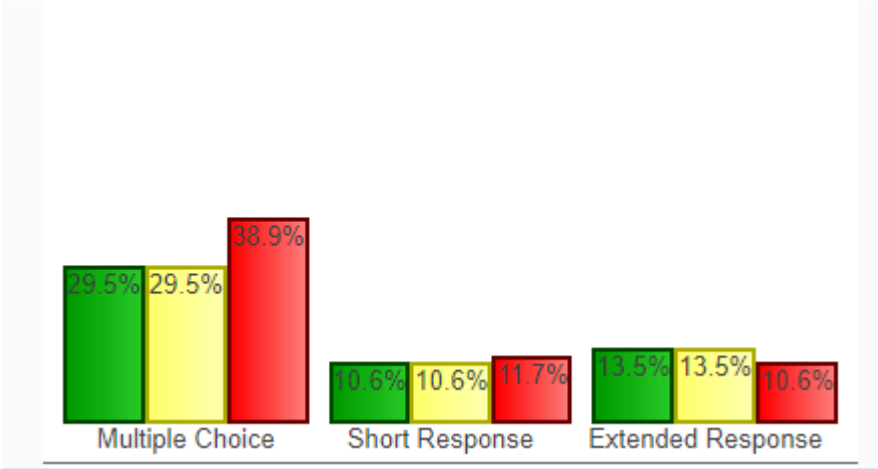Grade 3 Teacher 2 Math DataMate Practice Assessment |

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

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			  Grade 3 Teacher 4 Math DataMate Practice Assessment

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

			Top 3 Standards **Bottom 3 Standards**
			  3.MD.5b 3.MD.1
			  3.NF3b 3.MD.7D

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			3.OA.4 3.OA.8 Grade 4 Teacher 1 Math DataMate Practice Assessment

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

Grade 4 Teacher 2 Math DataMate Practice Assessment |

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			  Grade 4 Teacher 3 Math DataMate Practice Assessment

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			 Grade 4 Teacher 4 Math DataMate Practice Assessment

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			  Top 3 Standards **Bottom 3 Standards** 4.OA.4 4.G.1 4.OA.2 4.NF.4c 4.G.3 4.NF3a

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

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

			Top 3 Standards **Bottom 3 Standards**
			  5.NBT.4 5.NF.4b
			  5.MD.5b 5.NF.7a
			  5.NBT.3a 5.NF.7c

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			Grade 6 Teacher 1 Math DataMate Practice Assessment **Top 3 Standards** **Bottom 3 Standards** 6.NS.4 6.EE.2c 6.RP3a 6.EE.3 6.EE5 6.G.3

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			Grade 7 Teacher 1 Math DataMate Practice Assessment **Top 3 Standards** **Bottom 3 Standards** 7.EE.4a 7.SP5c 7.EE.1 7.NS.2d

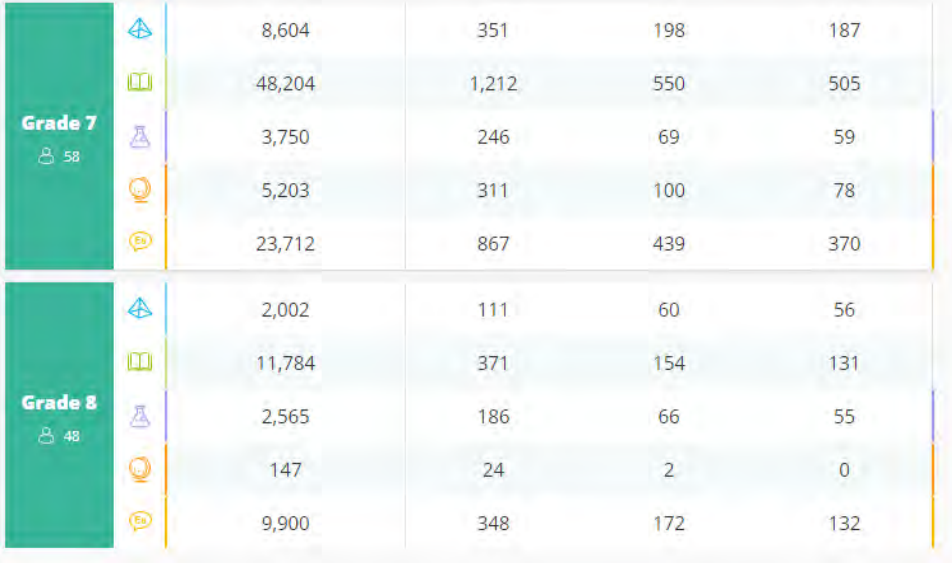| Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			7.NS3 7.EE.2 Grade 8 Teacher 1 Math DataMate Practice Assessment **Top 3 Standards** **Bottom 3 Standards** 8.G4 8.EE.5

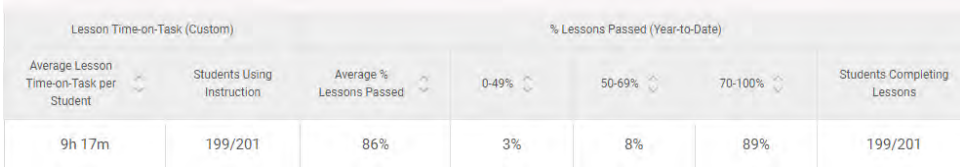| Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			8.G9 8.EE.6 8.G3 8.F.3 Math Expectations Shared to Ensure New Content Was Covered and Past Content Reviewed Sample Data Document Used to Inform Math Test Preparation Stations (The percent is the percent of students who answered questions correctly on the DataMate Assessment for that specific standard. The yellow highlighted

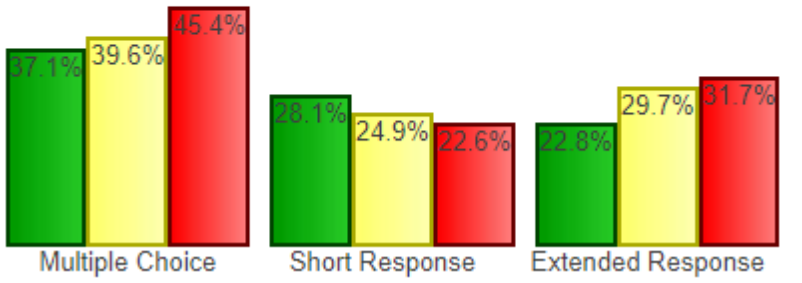| Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			standards are the most tested standards and the blue highlight standards are the 2nd most tested standards) Sample CBT Tools Scavenger Hunt Review

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			• The Instructional Coach will continue to work with identified teachers, across all grade levels. • Teachers identified students in grades 3-8 who would benefit from the Winter or Spring Academy based on the assessments and classroom observation. Teachers identified students in grades 5 – 8 who would continue to work in small groups daily with the teacher's assistant and school aides. Students are encouraged to attend after school and the Saturday Academy. Students will be completing the Math iReady Diagnostic 3 between May 30, 2023, and June 2, 2023
#113 3-8 Math Hispanic Core Subject PI		Professional Growth and Development:	Teachers are implementing IXL based on student performance on the MAP Math Assessment and DataMate Practice Assessment. The data relevant to math is in the row with the pyramid symbol. As seen in the

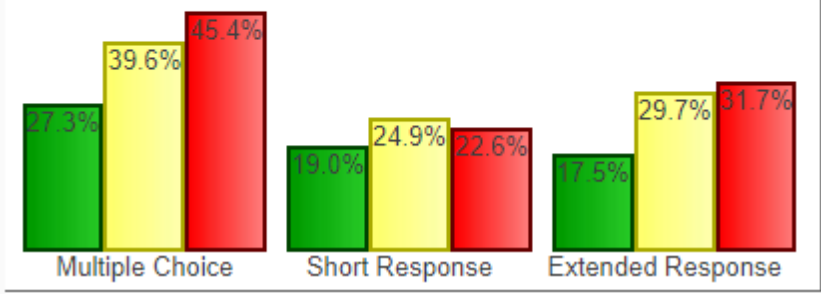| Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
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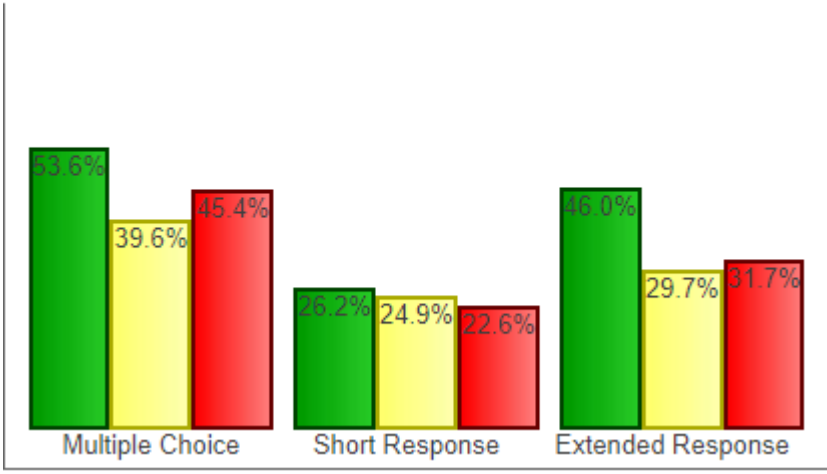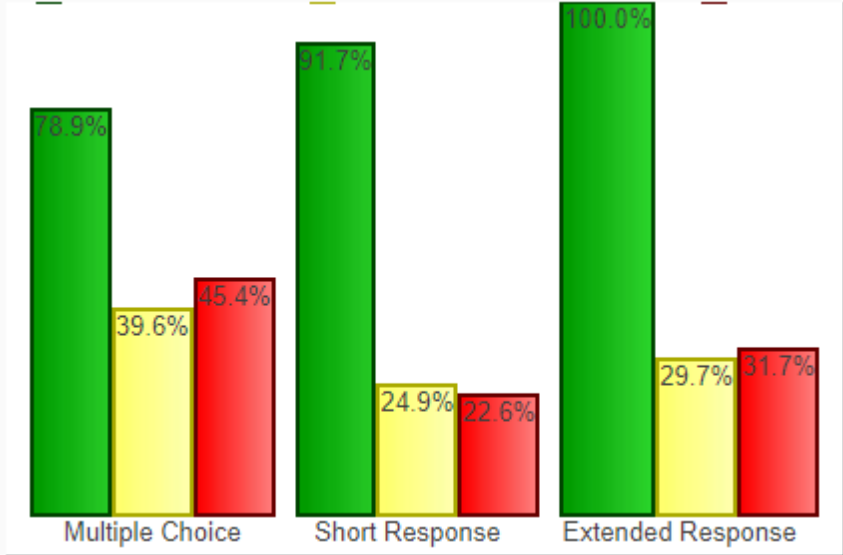| Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		attended the two-day PL shared the information with their colleagues during our weekly PLCs. Teachers were provided Professional Learning from the Ready Consultant. The consultant from CK Education continues to support teachers with pedagogical practices to enhance math instruction. Ms. King modeled strategies related to test readiness including Teacher Tell Me, Multiple Choice Games, Think Like a Test Creator, and CBT strategies. Teachers in grades 5-8 participated in peer intervisitations related to the strategies the consultant modeled for them. Two teachers and the assistant principal participated in the district's monthly math PLC led	

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		by the Executive Director of Mathematics and Assistant Superintendent. Topics covered included shifts to the NGLS, reviewing the NYS Math Educator Guide, CBT strategies, and planning for instruction of Post Standards. Teachers in grades 5-8 are part of the NSI Team and engaging in continuous improvement work aligned to student feedback. Our Title 1 math teacher attends the district math PLC as well as monthly Title 1 Teacher meetings. Data and Assessments:	

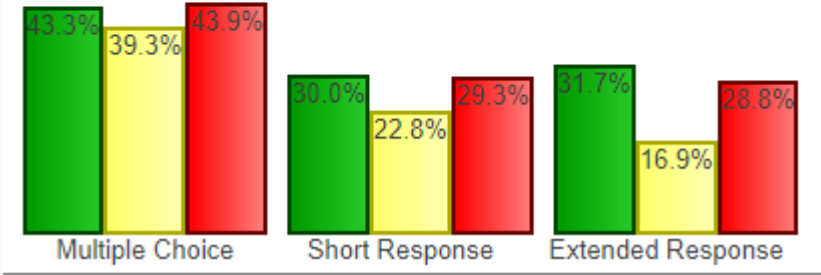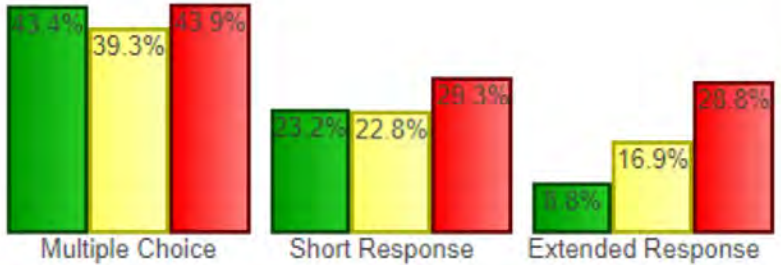| Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		MAP data was synched to IXL to differentiate students learning skills plan based on individual RIT scores. Math instruction during after school and on Saturdays is project based and aligned to Illustrative Math and iReady My Path. Grades 3-8 administered a Math DataMate Practice Assessment. Data was analyzed to students' strengths and weaknesses in math skills and standards to adjust instruction. As a result of analyzing the DataMate Practice Assessment, iReady Diagnostic #2, and Project Acceleration, the assistant principal and instructional coach developed math expectations	 **iReady Data Updates**

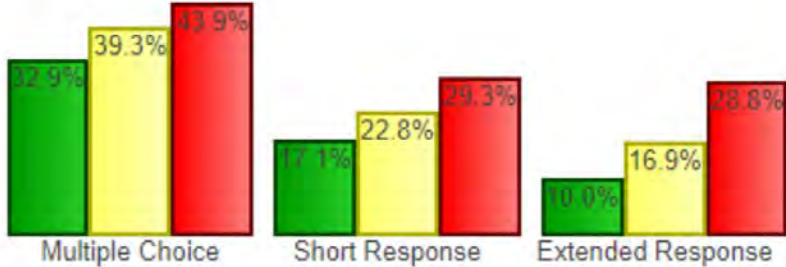| Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining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

		and resources to address instructional gaps and prepare students for the math state exam.The assistant principal and instructional coach developed multiple choice and constructed response question stations based on standards that students needed additional support with. The stations were on DataMate which is similar to the Nextera CBT format. Teachers received support with implementation of the stations during weekly PLC and common planning meetings. The instructional coach met with teachers who requested modeling. During weekly PLC meetings, we reviewed the 2023 Math Educator's Guide to ensure teachers were familiar with the standards assessed on the state exam and the rubrics that would be used to assess the constructed response questions. We also discussed how to provide rubric aligned feedback	- iReady Lessons passed from February 1, 2023, to present:
			* 90% of students have 70 – 100% passed
			* 7% of students have 50 – 69% passed and
			* 3% of students have 0 – 49% passed
			
			DataMate Practice Assessment
			  - Green = class score
			  - Yellow = entire grade
			  - Green = District
			
			Grade 3 Teacher 1 Math DataMate Practice Assessment

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		to students. We also provided teachers with a resource for students to use to familiarize themselves with the Nextera Equation Editor.	Grade 3 Teacher 2 Math DataMate Practice Assessment

120 | P a g e
Receivership, Quarterly Report #3 2022 – 2023 School Year
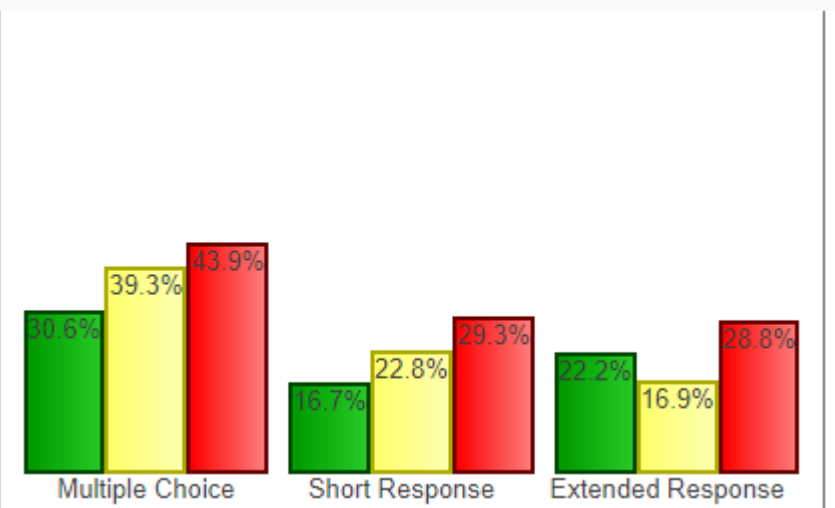(As required under Section 211(f) of NYS Ed. Law)/Jan2023

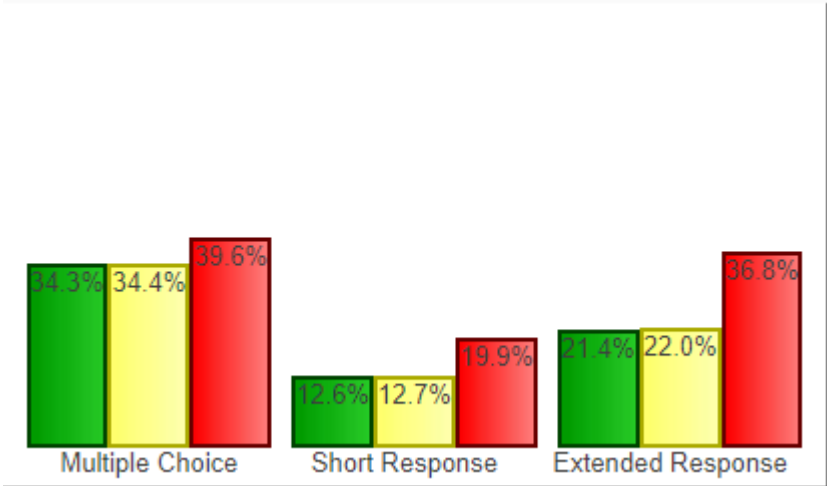| Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining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

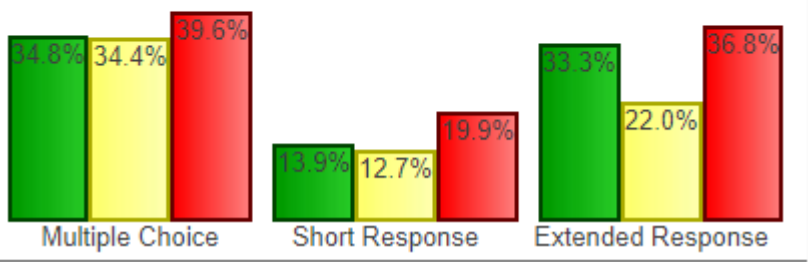| Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			  Grade 3 Teacher 4 Math DataMate Practice Assessment

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

Top 3 Standards   **Bottom 3 Standards**

3.MD.5b   3.MD.1
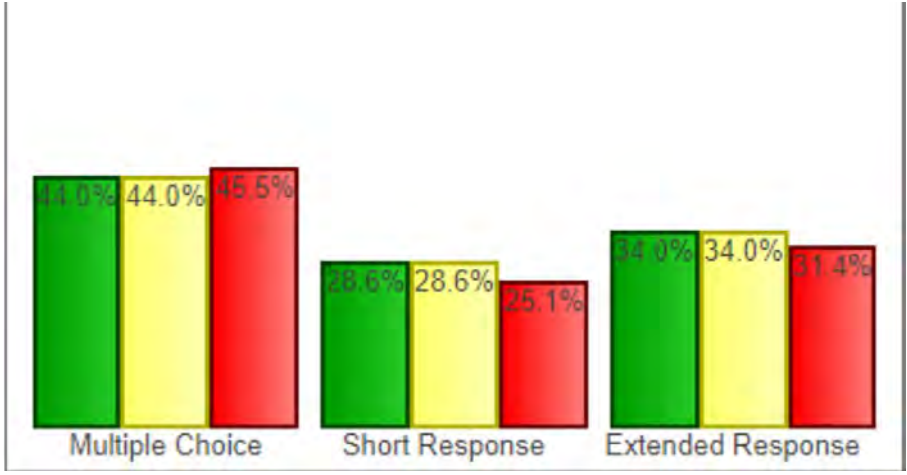
3.NF3b   3.MD.7D |

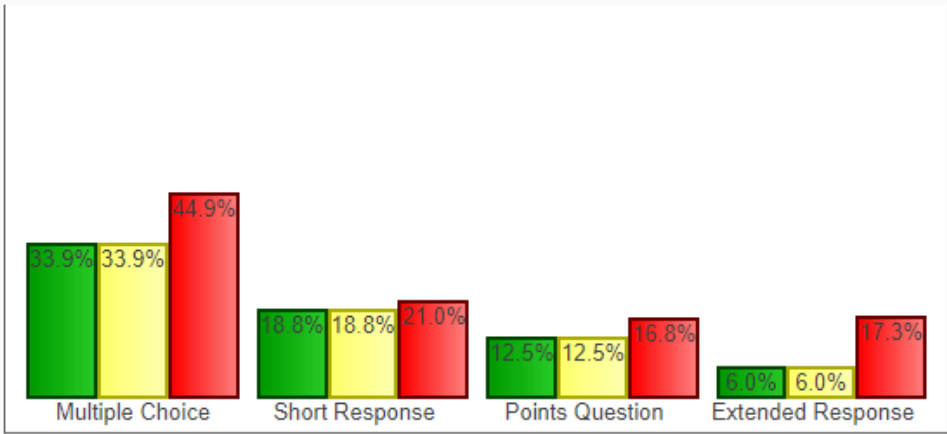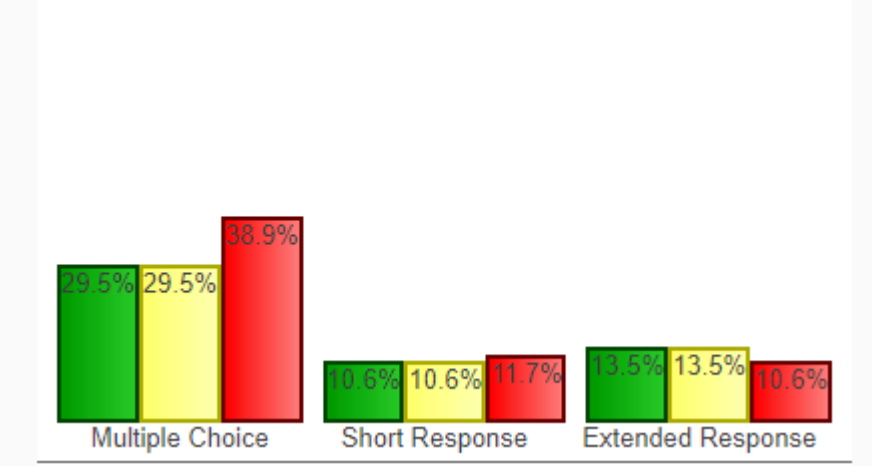| Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	- Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. - Describe how the data trends that emerged during this reporting period will inform future action steps. - Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. - Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			3.OA.4 3.OA.8 Grade 4 Teacher 1 Math DataMate Practice Assessment

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			Grade 4 Teacher 2 Math DataMate Practice Assessment

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			  Grade 4 Teacher 3 Math DataMate Practice Assessment

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			  Grade 4 Teacher 4 Math DataMate Practice Assessment

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

Top 3 Standards   **Bottom 3 Standards**
  4.OA.4   4.G.1
  4.OA.2   4.NF.4c
  4.G.3   4.NF3a |

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

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			  Top 3 Standards **Bottom 3 Standards** 5.NBT.4 5.NF.4b 5.MD.5b 5.NF.7a 5.NBT.3a 5.NF.7c

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			Grade 6 Teacher 1 Math DataMate Practice Assessment **Top 3 Standards** **Bottom 3 Standards** 6.NS.4 6.EE.2c 6.RP3a 6.EE.3 6.EE5 6.G.3

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			Grade 7 Teacher 1 Math DataMate Practice Assessment **Top 3 Standards** **Bottom 3 Standards** 7.EE.4a 7.SP5c 7.EE.1 7.NS.2d

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			7.NS3 7.EE.2 Grade 8 Teacher 1 Math DataMate Practice Assessment **Top 3 Standards** **Bottom 3 Standards** 8.G4 8.EE.5

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			8.G9 8.EE.6 8.G3 8.F.3 Math Expectations Shared to Ensure New Content Was Covered and Past Content Reviewed Sample Data Document Used to Inform Math Test Preparation Stations (The percent is the percent of students who answered questions correctly on the DataMate Assessment for that specific standard. The yellow highlighted

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			standards are the most tested standards and the blue highlight standards are the 2nd most tested standards) Sample CBT Tools Scavenger Hunt Review

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

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 2 and Quarter 3. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
			• Ms. Shehadeh will continue to work with all teachers, across all grade levels. • Teachers identified students in grades 3-8 that would benefit from the Winter or Spring Academy based on the assessments and classroom observation. Teachers identified students in grades 5 – 8 that would continue to work in small groups daily with the teacher's assistant and school aides. Students are encouraged to attend after school and the Saturday Academy. Students will be completing the Math iReady Diagnostic 3 between May 30, 2023, and June 2, 2023

Part IV – *Community Engagement Team (CET)*

Community Engagement Team (CET)

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

Report Out of 2022-2023 CET Plan Implementation

• List the constituent 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.	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	Based on recommendations made by the CET: • A workshop around using iReady and IXL was facilitated by the Title 1 Math • Teacher and the instructional coach Winter Academy and Spring Academy were added to the schedule to support student achievement. • A member was added to the Attendance Team to make home visits. • Implementation of test readiness stations for ELA and Math based on mid year data sources • Consultants provided support around CBT strategies • A workshop around reducing stress and anxiety was facilitated by WJCS and the PST

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.

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 Community Engagement Team criteria have been met as necessary and required per Commissioners Regulation §100.19.

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, as necessary, its 2022-2023 Community Engagement Team Plan and membership.

Name of CET Representative (Print): _____

Signature of CET Representative: _____

Title of CET Representative: _____

Date: _____

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