New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

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

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

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

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	Hyperlink to where this plan will be posted on the district website:
Giffen Memorial Elementary School	010100010029	Albany	N/A	2	Receivership	Giffen Memorial Elementary School

Superintendent	School Principal (If new, please attach resume)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Total Enrollment	% ELL	% SWD	% Students designated as both ELL & SWD
Kaweeda G. Adams	Jasmine Brown	8/1/2012	Dr. Cecily Wilson-Turner, Assistant Superintendent for Elementary Michele Bridgewater, District Improvement Director	PreK-5	N/A	408	15%	25%	5%

Executive Summary

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

Giffen Memorial Elementary began the 22.23 school year reviewing our 22.23 School Comprehensive Education Plan with all staff during our professional development days before the start of student entry for the school year (developed at the conclusion of the 21.22 school year and the summer of 2022). As indicated in our 22.23 SCEP, the focus of our work for the upcoming year continues to be providing professional development, and coaching support focused on lesson rigor, standards-based instruction and learning targets for all grade levels. Teachers will continue receiving professional development around standards based instruction, with a focus on complex texts, cognitive engagement strategies, and writing. RULER (our social emotional learning program) training was provided to all staff around developing student and staff emotional competency. Instructional support for teachers currently includes : grade level/individual coaching cycles based on benchmarking data, teacher need and request, coach facilitated weekly common planning time, and monthly Tier I planning time and guidance for strategic small group instruction. In September, we began to implement our ELA double-dose model (increased daily minutes) of small group reading instruction and MTSS (multi tiered system of supports) in all grade levels, including self-contained. All classrooms are supported by reading teacher push-in support of small group instruction. There are additional pull out interventions provided to all Tier III students. Math interventionists (two) are currently pushing in and supporting small group Math and/or Math RTI instruction, in Grades 2 - 5, implementing our Bridges Math intervention program. We recently administered our Fall NWEA assessments, Math and ELA pre and post assessments, as well as our curricular checkpoints; we will begin to review and modify instruction and planning based on those assessment results.

Assessments and data collection will continue to be a strategy to drive instructional decisions at Giffen. We will administer, review and modify instruction based on our NWEA assessments, Math and ELA pre and post assessment data, formative assessments, as well as our curricular checkpoints, continuously as data becomes available. There will be two scheduled embedded PDs provided by the district data coach for grade level specific planning for all student/classroom data points.

As indicated from our DTSDE survey data, we will continue our Equity and Social Emotional Learning for staff to strengthen their understanding of Culturally Relevant Pedagogy in order to create more affirming environments for our Black and Brown student population. Lifting student voice continues to be the focus for staff this school year. We began the 22.23 school year listening to testimonials of the class of 2022 around the people and spaces that they most connected to during their time at GMES. We also continue to develop in providing opportunities in classrooms for students to have more opportunities to participate in their learning (accountable talk, turn and talks, use of whiteboards, Math launch routines, etc.). As of September, teachers worked with students on introducing the Mood Meter, beginning the conversation around emotions, and beginning to increase their emotional vocabulary. RULER lesson plans were developed and shared with teachers for implementation with students on Monday, October 24,2022 (Grades K-2) and Monday, October 31, 2022 (Grades 3-5).

Walkthroughs by school and district administrators will continue to inform the impact of elements within our 22 - 23 SCEP. September class visits focused on affirming expected practices of building classroom instructional and behavioral routines and expectations. October walkthroughs have focused on revisiting CORE instructional practices within Math and ELA for all students, with a focus on providing grade level materials and instruction around complex texts, while working on text based questioning during whole group instruction. We will continue this focus into the next quarter and add a walkthrough focus for small group and RtI instruction in both Math and ELA. Walk-through trends and an analysis of relevant data will be reviewed with the administrative staff to tier teacher support, and walkthrough data will be shared quarterly with the school's Building Leadership Team, building staff, and Community Engagement Team/School Advisory Team.

Chronic absenteeism, while not an indicator, continues to be a focus of our monitoring and data review this school year. Our SCEP calls for utilizing a tiered model for response to intervention and increasing communication to the school community in an effort to remove attendance barriers. Our attendance rate is currently 74%; our chronic absenteeism rate is 26%. To decrease our chronic absenteeism rate, strategies include: targeting Tier 2 students/families and making initial attendance calls, followed by daily phone calls from our home school coordinators (HSCs), as needed. Our HSCs also conduct home visits for those students/families who are on the cusp of being chronically absent, and they mail attendance letters weekly to those students/families who have met and/or surpassed our attendance thresholds. Additionally, we identify Tier 3 students/families and provide increased focus and communication with those students/families. Our HSCs and assistant principals meet weekly to identify and discuss these students, and work with the district attendance officer, as needed. We also partake in bi-weekly attendance meetings to identify attendance trends and barriers. For those students/families who consistently meet our attendance benchmarks, we send positive communications to students/families to acknowledge their efforts, and we recognize homerooms with daily perfect attendance and the highest monthly attendance rate. Each quarter, we also recognize individual students for having perfect attendance.

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

The 2022-2023 Receivership School Quarterly Report #1 is an opportunity for district and school staff to provide a reflective outline of proposed actions, strategies, and process adaptations made to the school's 2022-2023 Continuation Plan**,** as part of an ongoing process of *continuous and comprehensive planning.* This should include a clear **focus on how evidence** guides decisions and an articulation of explicit supports for student social-emotional well-being, diversity, equity, inclusion, and active engagement in learning.

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

Part I –*Lead Strategies for Improvement*

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

Quarterly Report #1 with Reflection on Lead Strategies Utilized during July 21, 2022 – October 31, 2022		
Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
1.**Professional development for teachers** on standards-based instruction, standards progression, high leverage routines.		Current data shows (Fall 21 to Fall 22 data) that even amidst student growth, students are not reaching grade level proficiency in all content areas. This lead strategy is yellow as we will continue to provide, plan for, and monitor implementation of learned strategies throughout this school year, as it relates to professional development. Teacher learning and implementation continues to be the highest leverage strategy to change teacher practice and provide high quality instruction for our students. Our PDs will continue to focus on high leverage Math routines, providing rich complex texts for ELA, planning for text-dependent questions and culminating writing tasks; all around state based grade level standards. Many of the online platforms will continue to be a part of teacher learning for integration into lesson planning and delivery. In November we will begin '22 professional development of teaching assistants for instruction in student small groups. Walkthroughs and cycles will be a strategy for monitoring and implementation of all teacher learning.
2.**Weekly common planning meetings** with instructional staff, coaches, and administration to review and modify instructional practices with a tight focus on student work.		Current student data in our PI indicators show that we must continue effective planning and instructional delivery of ELA and Math standards based instruction across all instructional staff (across all Tiers). This lead strategy is yellow as we will continue to utilize this lead strategy throughout the year, revising if necessary, based on student outcomes. While there are professional development hours built into our yearly calendar to develop competency, utilizing the common planning time structure has been the most effective way to do this work and allows teacher collaboration time to focus on assessment data and rework the best instructional routine to continue to push student growth. Administration and

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		coaches are present during this time to be able to support proper implementation. With the growth demonstrated on the intermediate level, this is a model we will continue to use to lift our practice and provide the most effective instruction in all classes that we can for students. This year common planning time will focus on the planning of instruction that includes the necessary scaffolds for students to remain engaged with grade level instruction, alternating weeks between reviewing assessments and student work, and planning upcoming unit instruction. In addition, time will be dedicated to allow for classroom teachers, interventionists and instructional supervisors to review student data to monitor the progress of students who have specific gaps in their learning, captured in our Tier I plans.
3. **Coaches** will model and plan with teachers to provide ongoing support in the implementation of strategies taught in professional development. Teachers will share classroom instruction methodologies and student artifacts throughout the **coaching cycle**s.		The instructional coaches are critical in assisting teachers and administration in understanding the best practices to lift teacher classroom practices and provide rich equitable student opportunities. While we have been engaging in coaching cycles for the past few years, we have begun to shift to outcome based cycles, looking at the impact on not only student practice, but also student outcomes. The beginning of the 22.23 school year began with coaching cycles of intermediate ELA RtI teachers, due to a new shift in the district model of the departmentalized teacher providing this instruction and first and second year teachers (Math and ELA). Currently, coaches also continue to monitor Tier 1 Plans to ensure that plans are based upon data/students needs and support teachers with instructional practices and routines to accelerate student achievement. Our social emotional /PBIS coach has worked with staff around implementation of RULER, as well as development and implementation of classroom behavior support plans. This lead strategy is yellow at this time because while we have started utilizing the instructional coaches in a number of capacities, the work is ongoing. Coaches will focus on a few teachers at a time for coaching cycles to provide ample time for them to support changes in teaching practice and demonstrate increased student growth as a result of the coaching cycle.
4.**Administrator walkthroughs/instructional rounds** will allow for consistent monitoring and feedback on the standards based instruction and tasks provided and understood		Accountability and consistency to implement practices was a need as evidenced through walkthrough collection data in the 21.22 school year. Walkthroughs and classroom visits have begun for the 22.23 school year and will be strategically implemented based on a school tiering system which identifies the level of visits and support needed for classrooms (Q1 admin meeting to occur last week of October). We will begin to share building trends monthly with clear expectations about what practices are expected to be implemented, what will be monitored and to which feedback will be provided. September class visits focused on affirming expected practices of building classroom instructional and behavioral routines and expectations. October walkthroughs have focused on revisiting CORE instructional practices within Math and ELA for all students,

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through professional development and coaching support		with a focus on providing grade level materials and instruction around complex texts, while working on text based questioning during whole group instruction. As the previous indicators, while this strategy has begun to be implemented this school year, data is not yet available to indicate effective movement of student outcomes based on its implementation.

Part II – *Demonstrable Improvement Indicators-Level 1*

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

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

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	● Provide the **specific data/evidence** used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the **corresponding data** used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be **made publicly available prior** to submitting the report.
#33 3-8 ELA All Students MGP		Our review of our beginning of the year ELA data has indicated that: ● Walkthroughs and student data indicate that there are some strategies working (Tier I review, departmentalizing, common planning focuses) and others that need to be reviewed and modified (curricular assessments, alignment of tier I support and instruction)to continue to develop competency around implementing ELA standards based congruent instruction across all ELA teachers and providers (across all Tiers). ● Walkthroughs indicate that teachers are developing competency around text dependent questions to further support all student access of grade level complex texts. This is an effort that will continue to be supported through this quarter. ● Common planning time for teachers to plan together and be included in the review of student ELA progress and ELA instructional strategies used to support student growth will continue to be a focus. ● Tier I planning time will continue to focus on reviewing EasyCBM data to identify skill development needed by students and small group lesson planning to work to have students quickly master and apply learned phonics, fluency, and comprehension instruction.	*Based on the NWEA Fall to Fall performance, using NWEA as a predictor of State performance, the overall growth was 50.6, which is 1 point above our indicator target of 49.6 for 2022 - 2023 school year.* GMES with AIC/DLP Students and Self Contained SPED (grades 1, 2, 3, 4) included (see table below) After review of the ELA Fall benchmarks, all grade levels currently are starting the year below the benchmark, the gap widening as the grade levels increase (with the exception of Grade 4 and Grade 5, which is still below the target but closer to the target than the grade level below it). Tier I plans were reviewed and updated in October. They will be continuously reviewed, to address student deficit above, as the target moves for the next benchmark. Common planning time will continue to focus on student engagement strategies and providing student

Grade Level	easyCBM Probe	Grade level Avg. September Benchmark	Fall Target	Fall Gap to Target	Winter Target
K	Letter Sounds (LS)	3.9	5	-1.1	25
1	Word Reading Fluency (WRF)	6.3	12	-5.7	23
2	Passage Reading Fluency (PRF)	26.9	56	-29.1	80
3	Passage Reading Fluency (PRF)	47	84	-37	115
4	Passage Reading Fluency (PRF)	73	106	-33	130
5	Passage Reading Fluency (PRF)	120	144	-24	149

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/evidence** used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the **corresponding data** used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be **made publicly available prior** to submitting the report.
		The following ELA strategies will be utilized to support progress for student ELA growth and performance index progress in the upcoming quarter based on the above trends and observations: • Teachers will continue to participate in Standards Based Instruction PD, with a focus on developing text-dependent questions and writing tasks, for K-5 teachers around the Priority standards as outlined in the current ELA pacing map. • Teachers, with the guidance of the instructional coaches, will engage in a CPT Structure of *Plan, Implement, Evaluate, Reflect* focused on planning for text dependent questioning. CPT structure will embed discussion of equity and bias in our beliefs about students' abilities to achieve with complex grade level texts based on their ability, ENL, SPED status and racial/culture backgrounds. • ELA Coaches will work with grade level teams monthly to review the end of week outcomes, review the progression of the weekly standard and determine strategies to foster grade level understanding and update Tier 1 plans based on all data points. • Teachers will engage in outcome based coaching cycles with ELA coaches, who will provide targeted support to classrooms/teachers around further development of CORE Action 2 and introduction to CORE Action 3. • Strategic review of assessments and data will be used to identify students that may benefit from before school or after school tutoring instruction (Math and ELA).	scaffolds to those that still require them, and beginning to release those students on the verge or at mastery.

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/evidence** used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the **corresponding data** used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be **made publicly available prior** to submitting the report.
	■	● There remains a need for release to students and further opportunities for students to engage in their learning (IGP - CORE 3) ● Survey data shows that students are looking for greater affirming opportunities in school by staff and our school environment.	
#100 ELA All Students Core Subject PI	■	Our review of our beginning of the year ELA data has indicated that: ● ELA data indicates that teachers must continue to develop competency around text dependent questions to further support all student access of grade level complex texts. (IPG - CORE 2). This is an effort that will continue to be supported through this quarter. ● There remains a need for release to students and further opportunities for students to engage in their learning (IGP - CORE 3) ● Survey data shows that students are looking for greater affirming opportunities in school by staff and our school environment. ● Common planning time for teachers to plan together and be included in the review of student ELA progress and ELA instructional strategies used to support student growth will continue to be a focus. The following ELA strategies will be utilized to support progress for student ELA growth and performance index progress in the upcoming quarter based on the above trends and observations:	*With regards to the performance index, we are not on target for this indicator at this time. Based on the NWEA Fall performance, using NWEA as a predictor of the State assessment, the projected performance level is 43.7 and the target for this year is 67.5, which is 23.8 points below our target.*

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/evidence** used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the **corresponding data** used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be **made publicly available prior** to submitting the report.
		• Teachers will continue to participate in Standards Based Instruction PD, with a focus on developing text-dependent questions and writing tasks, for K-5 teachers around the Priority standards as outlined in the current ELA pacing map. • Teachers, with the guidance of the instructional coaches, will engage in a CPT Structure of *Plan, Implement, Evaluate, Reflect* focused on planning for text dependent questioning. CPT structure will embed discussion of equity and bias in our beliefs • about students' abilities to achieve with complex grade level texts based on their ability, ENL, SPED status and racial/culture backgrounds. • ELA Coaches will work with grade level teams monthly to review the end of week outcomes, review the progression of the weekly standard and determine strategies to foster grade level understanding and update Tier 1 plans based on all data points. • Teachers will engage in outcome based coaching cycles with ELA coaches, who will provide targeted support to classrooms/teachers around further development of CORE Action 2 and introduction to CORE Action 3. • Strategic review of assessments and data will be used to identify students that may benefit from before school or after school tutoring instruction (Math and ELA).	 After review of the ELA Fall benchmarks, all grade levels currently are starting the year below the benchmark, the gap widening as the grade levels increase (with the exception of Grade 4 and Grade 5, which is still below the target but closer to the target than the grade level below it). Tier I plans were reviewed and updated in October. They will be continuously reviewed, to address student deficit above, as the target moves for the next benchmark. While we hit our benchmark with regards to growth, we are still striving to improve teacher development to provide rigorous standards based instruction for students so that they perform at grade level. During ELA whole group instruction, grade level instruction will continue to be delivered with fidelity (monitored through walkthroughs and class visits). Common planning time will continue to focus on student engagement strategies and

The embedded data table:

Grade Level	easyCBM Probe	GMES with AIC/DLP Students and Self Contained SPED (grades 1, 2, 3, 4) included			
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Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the **specific data/evidence** used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the **corresponding data** used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be **made publicly available prior** to submitting the report.
	■		providing student scaffolds to those that still require them, and beginning to release those students on the verge or at mastery.
#39 **3-8 Math All Students MGP**	■	Our review of our Fall Math data has indicated that: ● There is movement towards mastery of taught standards however, there are more students that have not mastered the taught standards vs. students that have. Those standards will be spiraled within tasks to reteach and expose students to standards assessed this quarter. ● Walkthroughs and CPT discussions indicate that teachers continue to develop their competency around high leverage tasks to develop student conceptual understanding and allow opportunities for students to show and explain their thinking, while capitalizing off the use of strategies that are allowing students to strengthen their Math conceptual understanding. ● Math growth continues to be accelerated, however, our Math CORE performance index is still an area of growth for our building. The following Math strategies will be utilized to support student Math growth and performance index progress in the next quarter based on the above trends and observations:	*Based on the NWEA Fall performance, using NWEA as a predictor of State performance, overall growth was 50.5 which is 5.2 points above our target of 45.3 for the 2022 - 2023 school year.* In addition to NWEA, we also use Math curricular assessments to monitor students progress toward mastery on taught priority standards. The current data from those benchmark curricular assessments is below: <table><tr><td>Grade 3</td><td>Pre-Assessment (Sept)</td><td>Checkpoint (Oct.)</td></tr><tr><td>Level 1</td><td>100%</td><td>71%</td></tr><tr><td>Level 2</td><td>0%</td><td>0%</td></tr><tr><td>Level 3</td><td>0%</td><td>23%</td></tr><tr><td>Level 4</td><td>0%</td><td>5%</td></tr></table> The Grade 3 checkpoint assessment measured a subset of priority standards taught in the first trimester (3.NBT.1 and 3.NBT.2). The proficiency table is graded out of percentages, Level 1: 65 and below, Level 2: 66-74, Level 3: 75-89 and Level 4:

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/evidence** used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the **corresponding data** used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be **made publicly available prior** to submitting the report.
		• Math Coaches will work with grade level teams monthly to review the end of week outcomes, review the progression of the weekly standard and determine strategies to foster grade level understanding and update Tier 1 plans based on all data points. • Teachers will engage in outcome based coaching cycles with the Math coach, who will provide targeted support to classrooms/teachers around Math launch and explore routines to promote re-engagement around pre-requisite standards, problem solving routines and accountable talk • Math interventionists will continue to aid support, with the intervention program, Bridges, to address unfinished learning in Grades 2 - 5, an increased grade level from last year. • Teachers will continue to participate in Standards Based Instruction PD, with a focus on the math teaching practices, student math practices, and instructional routines surrounding high leverage *explore* routines.	90-100. The criteria for this assessment was out of 4 points, 2 multiple choice questions and one constructed response.

Standard assessed	Pre-Assessment	Checkpoint 1	Proficiency rate
3.NBT.1	4%	26%	+22%
3.NBT.2	5%	40%	+35%

There was an increase in proficiency from 0% to 28% from the pre-assessment to the checkpoint and within the standards assessed, 3.NBT.1 proficiency increased by 22% and 3.NBT.2 increased by 35%. We are expecting to see further growth on the Trimester 1 Post-Assessment which will measure the fall priority standards.

Grade 4	Pre-Assessment (Sept)	Checkpoint (Oct.)
Level 1	100%	61%
Level 2	0%	0%
Level 3	0%	18%

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			<table><tr><td>Level 4</td><td>0%</td><td>21%</td></tr></table> The Grade 4 checkpoint assessment measured a subset of priority standards taught in the first trimester (4.NBT.1, 4.NBT.2 and 4.NBT.3). The proficiency table is graded out of percentages, Level 1: 65 and below, Level 2: 66-74, Level 3: 75-89 and Level 4: 90-100. The criteria for this assessment was out of 4 points, 2 multiple choice questions and one constructed response. <table><tr><th>Standard assessed</th><th>Pre-Assessment</th><th>Checkpoint 1</th><th>Proficiency rate</th></tr><tr><td>**4.NBT.1**</td><td>23%</td><td>51%</td><td>+28%</td></tr><tr><td>**4.NBT.2**</td><td>14%</td><td>39%</td><td>+25%</td></tr><tr><td>**4.NBT.3**</td><td>10%</td><td>46%</td><td>+36%</td></tr></table> There was an increase in proficiency from 0% to 39% from the pre-assessment to the checkpoint and within the standards assessed, 4.NBT.1 proficiency increased by 28%, 4.NBT.2 increased by 25% and 4.NBT.3 increased by 36%. We are expecting to see

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			further growth on the Trimester 1 Post-Assessment which will measure the fall priority standards. The Grade 5 checkpoint assessment measured a subset of priority standards taught in the first trimester (5.NBT.1, 5.NBT.2 and 5.NBT.3). The proficiency table is graded out of percentages, Level 1: 65 and below, Level 2: 66-74, Level 3: 75-89 and Level 4: 90-100. The criteria for this assessment was out of 4 points, 2 multiple choice questions and one constructed response.

Grade 5	Pre-Assessment (Sept)	Checkpoint (Oct.)
Level 1	100%	66%
Level 2	0%	0%
Level 3	0%	20%
Level 4	0%	14%

Standard assessed	Pre-Assessment	Checkpoint 1	Proficiency rate

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/evidence** used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the **corresponding data** used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be **made publicly available prior** to submitting the report.
			<table><tr><td>**5.NBT.1**</td><td>39%</td><td>69%</td><td>+30%</td></tr><tr><td>**5.NBT.2**</td><td>31%</td><td>41%</td><td>+10%</td></tr><tr><td>**5.NBT.3**</td><td>8%</td><td>33%</td><td>+25%</td></tr></table> There was an increase in proficiency from 0% to 39% from the pre-assessment to the checkpoint and within the standards assessed, 5.NBT.1 proficiency increased by 30%, 5.NBT.2 increased by 10% and 5.NBT.3 increased by 25%. We are expecting to see further growth on the Trimester 1 Post-Assessment which will measure the fall priority standards.
#41 **3-8 Math Black Students MGP**		Our review of our Fall Math data has indicated that: • There is movement towards mastery of taught standards however, there are more students that have not mastered the taught standards vs. students that have. Those standards will be spiraled within tasks to reteach and expose students to standards assessed this quarter. • Walkthroughs and CPT discussions indicate that teachers continue to develop their competency around high leverage tasks to develop student conceptual understanding and allow opportunities for students to	*Based on the NWEA Fall performance, using NWEA as a predictor of State performance, overall growth for Black students was 53.9 which is 9.8 points above the target of 44.1 for 2022-2023 school year.* In addition to NWEA, we also use Math curricular assessments to monitor students progress toward mastery on taught priority standards.The current data from those benchmark curricular assessments is below: <table><tr><td>Grade 3</td><td>Pre-Assessment (Sept)</td><td>Checkpoint (Oct.)</td></tr></table>

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/evidence** used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the **corresponding data** used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be **made publicly available prior** to submitting the report.
		show and explain their thinking, while capitalizing off the use of strategies that are allowing students to strengthen their Math conceptual understanding. • Math growth continues to be accelerated, however, our Math CORE performance index is still an area of growth for our building. The following Math strategies will be utilized to support student Math growth and performance index progress in the next quarter based on the above trends and observations: • Math Coaches will work with grade level teams monthly to review the end of week outcomes, review the progression of the weekly standard and determine strategies to foster grade level understanding and update Tier 1 plans based on all data points. • Teachers will engage in outcome based coaching cycles with the Math coach, who will provide targeted support to classrooms/teachers around Math launch and explore routines to promote re-engagement around pre-requisite standards, problem solving routines and accountable talk • Math interventionists will continue to aid support, with the intervention program, Bridges, to address unfinished	*(see tables below)*

Level 1	100%	71%
Level 2	0%	0%
Level 3	0%	23%
Level 4	0%	5%

The Grade 3 checkpoint assessment measured a subset of priority standards taught in the first trimester (3.NBT.1 and 3.NBT.2). The proficiency table is graded out of percentages, Level 1: 65 and below, Level 2: 66-74, Level 3: 75-89 and Level 4: 90-100. The criteria for this assessment was out of 4 points, 2 multiple choice questions and one constructed response.

Standard assessed	Pre-Assessment	Checkpoint 1	Proficiency rate
3.NBT.1	4%	26%	+22%
3.NBT.2	5%	40%	+35%

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/evidence** used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the **corresponding data** used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be **made publicly available prior** to submitting the report.
		learning in Grades 2 - 5, an increased grade level from last year. • Teachers will continue to participate in Standards Based Instruction PD, with a focus on the math teaching practices, student math practices, and instructional routines surrounding high leverage *explore* routines.	There was an increase in proficiency from 0% to 28% from the pre-assessment to the checkpoint and within the standards assessed, 3.NBT.1 proficiency increased by 22% and 3.NBT.2 increased by 35%. We are expecting to see further growth on the Trimester 1 Post-Assessment which will measure the fall priority standards.

There was an increase in proficiency from 0% to 28% from the pre-assessment to the checkpoint and within the standards assessed, 3.NBT.1 proficiency increased by 22% and 3.NBT.2 increased by 35%. We are expecting to see further growth on the Trimester 1 Post-Assessment which will measure the fall priority standards.

Grade 4	Pre-Assessment (Sept)	Checkpoint (Oct.)
Level 1	100%	61%
Level 2	0%	0%
Level 3	0%	18%
Level 4	0%	21%

The Grade 4 checkpoint assessment measured a subset of priority standards taught in the first trimester (4.NBT.1, 4.NBT.2 and 4.NBT.3). The proficiency table is graded out of percentages, Level 1: 65 and below, Level 2: 66-74, Level 3: 75-89 and Level 4: 90-100. The criteria for this assessment was out of 4 points, 2 multiple choice questions and one constructed response.

Standard	Pre-Assessment	Checkpoint 1	Proficiency rate

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/evidence** used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the **corresponding data** used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be **made publicly available prior** to submitting the report.

assessed			
4.NBT.1	23%	51%	+28%
4.NBT.2	14%	39%	+25%
4.NBT.3	10%	46%	+36%

There was an increase in proficiency from 0% to 39% from the pre-assessment to the checkpoint and within the standards assessed, 4.NBT.1 proficiency increased by 28%, 4.NBT.2 increased by 25% and 4.NBT.3 increased by 36%. We are expecting to see further growth on the Trimester 1 Post-Assessment which will measure the fall priority standards.

Grade 5	Pre-Assessment (Sept)	Checkpoint (Oct.)
Level 1	100%	66%
Level 2	0%	0%
Level 3	0%	20%
Level 4	0%	14%

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/evidence** used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the **corresponding data** used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be **made publicly available prior** to submitting the report.
			The Grade 5 checkpoint assessment measured a subset of priority standards taught in the first trimester (5.NBT.1, 5.NBT.2 and 5.NBT.3). The proficiency table is graded out of percentages, Level 1: 65 and below, Level 2: 66-74, Level 3: 75-89 and Level 4: 90-100. The criteria for this assessment was out of 4 points, 2 multiple choice questions and one constructed response.

Standard assessed	Pre-Assessment	Checkpoint 1	Proficiency rate
5.NBT.1	39%	69%	+30%
5.NBT.2	31%	41%	+10%
5.NBT.3	8%	33%	+25%

There was an increase in proficiency from 0% to 39% from the pre-assessment to the checkpoint and within the standards assessed, 5.NBT.1 proficiency increased by 30%, 5.NBT.2 increased by 10% and 5.NBT.3 increased by 25%. We are expecting to see further growth on the Trimester 1 Post-Assessment which will measure the fall priority 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/evidence** used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the **corresponding data** used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be **made publicly available prior** to submitting the report.
#110 **Math All Students** **Core Subject PI**		Our review of our Fall Math data has indicated that: • There is movement towards mastery of taught standards however, there are more students that have not mastered the taught standards vs. students that have. Those standards will be spiraled within tasks to reteach and expose students to standards assessed this quarter. • Walkthroughs and CPT discussions indicate that teachers continue to develop their competency around high leverage tasks to develop student conceptual understanding and allow opportunities for students to show and explain their thinking, while capitalizing off the use of strategies that are allowing students to strengthen their Math conceptual understanding. • Math growth continues to be accelerated, however, our Math CORE performance index is still an area of growth for our building. The following Math strategies will be utilized to support student Math growth and performance index progress in the next quarter based on the above trends and observations: • Math Coaches will work with grade level teams monthly to review the end of week outcomes, review the	*With regards to the Math performance index, we are not on target for this indicator at this time. Based on the NWEA Fall performance, using NWEA as a predictor of the State assessment, the projected performance level is 28.8 and the target for this year was 48.5 which is 19.7 points below our target.* In addition to NWEA, we also use Math curricular assessments to monitor students progress toward mastery on taught priority standards.The current data from those benchmark curricular assessments is below: (see table below) The Grade 3 checkpoint assessment measured a subset of priority standards taught in the first trimester (3.NBT.1 and 3.NBT.2). The proficiency table is graded out of percentages, Level 1: 65 and below, Level 2: 66-74, Level 3: 75-89 and Level 4:

Grade 3	Pre-Assessment (Sept)	Checkpoint (Oct.)
Level 1	100%	71%
Level 2	0%	0%
Level 3	0%	23%
Level 4	0%	5%

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/evidence** used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the **corresponding data** used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be **made publicly available prior** to submitting the report.

| | | progression of the weekly standard and determine strategies to foster grade level understanding and update Tier 1 plans based on all data points.
• Teachers will engage in outcome based coaching cycles with the Math coach, who will provide targeted support to classrooms/teachers around Math launch and explore routines to promote re-engagement around pre-requisite standards, problem solving routines and accountable talk
• Math interventionists will continue to aid support, with the intervention program, Bridges, to address unfinished learning in Grades 2 - 5, an increased grade level from last year.
• Teachers will continue to participate in Standards Based Instruction PD, with a focus on the math teaching practices, student math practices, and instructional routines surrounding high leverage *explore* routines. | 90-100. The criteria for this assessment was out of 4 points, 2 multiple choice questions and one constructed response. |

Standard assessed	Pre-Assessment	Checkpoint 1	Proficiency rate
3.NBT.1	4%	26%	+22%
3.NBT.2	5%	40%	+35%

There was an increase in proficiency from 0% to 28% from the pre-assessment to the checkpoint and within the standards assessed, 3.NBT.1 proficiency increased by 22% and 3.NBT.2 increased by 35%. We are expecting to see further growth on the Trimester 1 Post-Assessment which will measure the fall priority standards.

Grade 4	Pre-Assessment (Sept)	Checkpoint (Oct.)
Level 1	100%	61%
Level 2	0%	0%
Level 3	0%	18%

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

Level 4	0%	21%

The Grade 4 checkpoint assessment measured a subset of priority standards taught in the first trimester (4.NBT.1, 4.NBT.2 and 4.NBT.3). The proficiency table is graded out of percentages, Level 1: 65 and below, Level 2: 66-74, Level 3: 75-89 and Level 4: 90-100. The criteria for this assessment was out of 4 points, 2 multiple choice questions and one constructed response.

Standard assessed	Pre-Assessment	Checkpoint 1	Proficiency rate
4.NBT.1	23%	51%	+28%
4.NBT.2	14%	39%	+25%
4.NBT.3	10%	46%	+36%

There was an increase in proficiency from 0% to 39% from the pre-assessment to the checkpoint and within the standards assessed, 4.NBT.1 proficiency increased by 28%, 4.NBT.2 increased by 25% and 4.NBT.3 increased by 36%. We are expecting to see

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/evidence** used to determine progress and impact on instruction, student learning, and achievement. - Describe how the data trends that emerged during this reporting period will inform future action steps. - Include a description of any adjustments made to the continuation plan along with the **corresponding data** used to inform the adjustment. - Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be **made publicly available prior** to submitting the report.
			further growth on the Trimester 1 Post-Assessment which will measure the fall priority standards.

further growth on the Trimester 1 Post-Assessment which will measure the fall priority standards.

Grade 5	Pre-Assessment (Sept)	Checkpoint (Oct.)
Level 1	100%	66%
Level 2	0%	0%
Level 3	0%	20%
Level 4	0%	14%

The Grade 5 checkpoint assessment measured a subset of priority standards taught in the first trimester (5.NBT.1, 5.NBT.2 and 5.NBT.3). The proficiency table is graded out of percentages, Level 1: 65 and below, Level 2: 66-74, Level 3: 75-89 and Level 4: 90-100. The criteria for this assessment was out of 4 points, 2 multiple choice questions and one constructed response.

Standard assessed	Pre-Assessment	Checkpoint 1	Proficiency rate

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/evidence** used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the **corresponding data** used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be **made publicly available prior** to submitting the report.
			<table><tr><td>**5.NBT.1**</td><td>39%</td><td>69%</td><td>+30%</td></tr><tr><td>**5.NBT.2**</td><td>31%</td><td>41%</td><td>+10%</td></tr><tr><td>**5.NBT.3**</td><td>8%</td><td>33%</td><td>+25%</td></tr></table> There was an increase in proficiency from 0% to 39% from the pre-assessment to the checkpoint and within the standards assessed, 5.NBT.1 proficiency increased by 30%, 5.NBT.2 increased by 10% and 5.NBT.3 increased by 25%. We are expecting to see further growth on the Trimester 1 Post-Assessment which will measure the fall priority standards.

Part III – *Demonstrable Improvement Indicators-Level 2*

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

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

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the **specific data/evidence** used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the **corresponding data** used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be **made publicly available prior** to submitting the report.
#35 **3-8 ELA Black Students MGP**		The following ELA strategies will be utilized to support progress for student ELA growth and performance index progress in the upcoming quarter based on the above trends and observations: • Teachers will continue to participate in Standards Based Instruction PD, with a focus on developing text-dependent questions and writing tasks, for K-5 teachers around the Priority standards as outlined in the current ELA pacing map. • Teachers, with the guidance of the instructional coaches, will engage in a CPT Structure of *Plan, Implement, Evaluate, Reflect* focused on planning for text dependent questioning. CPT structure	*Based on the NWEA Fall performance, using NWEA as a predictor of State performance, overall ELA growth for Black students was 50.9 which is 2.1 points above the target of 48.8 for 2022 - 2023 school year.*

NWEA Reading	% met projected growth F21 toS22	% met projected growth F21 toF22	F 21 to F22 Mean Conditional Growth Percentile
Black Students (Grades 3 - 5)	56	41	51
All Students	57	45	46

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/evidence** used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the **corresponding data** used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be **made publicly available prior** to submitting the report.
		will embed discussion of equity and bias in our beliefs about students' abilities to achieve with complex grade level texts based on their ability, ENL, SPED status and racial/culture backgrounds. • ELA Coaches will work with grade level teams monthly to review the end of week outcomes, review the progression of the weekly standard and determine strategies to foster grade level understanding and update Tier 1 plans based on all data points. • Teachers will engage in outcome based coaching cycles with ELA coaches, who will provide targeted support to classrooms/teachers around further development of CORE Action 2 and introduction to CORE Action 3. • Strategic review of assessments and data will be used to identify students that may benefit from before school or after school tutoring instruction (Math and ELA).	Our review of our beginning of the year ELA data, for Black students, has indicated that: • Overall, our Fall to Fall data is less than our Fall to Spring data, suggesting that there has been some loss during the summer, however, our Black students have met their progress target at the start of the year. • Our conditional growth target (baseline) is 50. All students at 46 suggest, with Black students at 51, students are coming in with the skills they need to perform at grade level, which must be capitalized off of in the subsequent quarters. Teachers will utilize our Tier I ELA Plans to further identify and plan for unfinished learning in ELA for our Black students. Teachers will also use our online Math platform, Lexia, to set individualized lessons in the platform to be completed during ELA RTI rotations.

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/evidence** used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the **corresponding data** used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be **made publicly available prior** to submitting the report.
#103 **3-8 ELA Hispanic Core Subject PI**		The following ELA strategies will be utilized to support progress for student ELA growth and performance index progress in the upcoming quarter based on the above trends and observations: ● Teachers will continue to participate in Standards Based Instruction PD, with a focus on developing text-dependent questions and writing tasks, for K-5 teachers around the Priority standards as outlined in the current ELA pacing map. ● Teachers, with the guidance of the instructional coaches, will engage in a CPT Structure of *Plan, Implement, Evaluate, Reflec*t focused on planning for text dependent questioning. CPT structure will embed discussion of equity and bias in our beliefs about students' abilities to achieve with complex grade level texts based on their ability, ENL, SPED status and racial/culture backgrounds. ● ELA Coaches will work with grade level teams monthly to review the end of week outcomes, review the progression of the weekly standard and determine strategies to foster grade level understanding and update Tier 1 plans based on all data points.	*Based on the NWEA Fall performance, using NWEA as a predictor of State performance, the overall ELA PI for Hispanic students was 38.9 which is 43 points below the target of 72.1 for the 2022 - 2023 school year.*

(continued in right column below)

Based on the NWEA Fall performance table:

NWEA Reading	% projected NYSED Level 2	% projected NYSED Level 3	% projected NYSED Level 4	Est PI
Hispanic Students (Grades 3 - 5)	17	11	0	39
All Students	23	9	1	44

Our review of our beginning of the year ELA data, for Hispanic students, has indicated that:
● Our performance index numbers are well below expected targets for all students. Our Hispanic students are currently below our All student PI average.

Teachers will utilize our Tier I Math Plans to further identify and plan for unfinished learning in Math for our Hispanic students. Teachers will also use our online Math platform, Dreambox, informed by the students' NWEA Math data, to set individualized lessons in the platform to be completed during Math RTI rotations.

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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/evidence** used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the **corresponding data** used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be **made publicly available prior** to submitting the report.
	■	● Teachers will engage in outcome based coaching cycles with ELA coaches, who will provide targeted support to classrooms/teachers around further development of CORE Action 2 and introduction to CORE Action 3. ● Strategic review of assessments and data will be used to identify students that may benefit from before school or after school tutoring instruction (Math and ELA).	This assessment data, as well as our demographic data, particularly our Hispanic students, will also be utilized to identify which students may benefit from additional before and after school programs that will supplement/enrich classroom learning.
#112 **3-8 Math Black Core Subject PI**	■	The following Math strategies will be utilized to support student Math growth and performance index progress in the next quarter based on the above trends and observations: ● Math Coaches will work with grade level teams monthly to review the end of week outcomes, review the progression of the weekly standard and determine strategies to foster grade level understanding and update Tier 1 plans based on all data points. ● Teachers will engage in outcome based coaching cycles with the Math coach, who will provide targeted support to classrooms/teachers around	*Based on the NWEA Fall performance, using NWEA as a predictor of State performance, the projected Math PI for Black students was 25.7 which is 22.6 points below the target of 48.3 for 2022 - 2023 school year.* Our review of our beginning of the year Math data, for Black students, has indicated that:

Table within right column:

NWEA Math	% projected NYSED Level 2	% projected NYSED Level 3	% projected NYSED Level 4	Est PI
Black Students (Grades 3 - 5)	14	5	1	26
All Students	14	5	2	29

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/evidence** used to determine progress and impact on instruction, student learning, and achievement. - Describe how the data trends that emerged during this reporting period will inform future action steps. - Include a description of any adjustments made to the continuation plan along with the **corresponding data** used to inform the adjustment. - Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be **made publicly available prior** to submitting the report.
		Math launch and explore routines to promote re-engagement around pre-requisite standards, problem solving routines and accountable talk - Math interventionists will continue to aid support, with the intervention program, Bridges, to address unfinished learning in Grades 2 - 5, an increased grade level from last year. - Teachers will continue to participate in Standards Based Instruction PD, with a focus on the math teaching practices, student math practices, and instructional routines surrounding high leverage *explore* routines.	Our performance index numbers are well below expected targets for all students. Our Black students are currently 1 point above our All student PI average, though less students are projected to be at Levels 3 and 4 at this point in the school year. Teachers will utilize our Tier I Math Plans to further identify and plan for unfinished learning in Math for our Black students. Teachers will also use our online Math platform, Dreambox, informed by the students' NWEA Math data, to set individualized lessons in the platform to be completed during Math RTI rotations. This assessment data, as well as our demographic data, particularly our Black students, will also be utilized to identify which students may benefit from additional before and after school programs that will supplement/enrich classroom learning.
#113 **3-8 Math Hispanic Core Subject PI**		The following Math strategies will be utilized to support student Math growth and performance index progress in the next quarter based on the above trends and observations: Math Coaches will work with grade level teams monthly to review the end of week outcomes, review the progression of the weekly standard and determine strategies to foster grade level understanding and update Tier 1 plans based on all data points.	*Based on the NWEA Fall performance, using NWEA as a predictor of State performance, the projected Math PI for Hispanic students was 18.9 which is 42.1 points below the target of 61 for 2022 - 2023 school year.*

NWEA Math	% projected NYSED Level 2	% projected NYSED Level 3	% projected NYSED Level 4	Est PI
Hispanic Students (Grades 3 - 5)	11	4	0	19

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/evidence** used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the **corresponding data** used to inform the adjustment. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be **made publicly available prior** to submitting the report.			
		● Teachers will engage in outcome based coaching cycles with the Math coach, who will provide targeted support to classrooms/teachers around Math launch and explore routines to promote re-engagement around pre-requisite standards, problem solving routines and accountable talk ● Math interventionists will continue to aid support, with the intervention program, Bridges, to address unfinished learning in Grades 2 - 5, an increased grade level from last year. ● Teachers will continue to participate in Standards Based Instruction PD, with a focus on the math teaching practices, student math practices, and instructional routines surrounding high leverage *explore* routines.	All Students	14	5	2	29
			Our review of our beginning of the year Math data, for Hispanic students, has indicated that: ● Our performance index numbers are well below expected targets for all students. Our Hispanic students are currently 10 points below our All student PI average. Teachers will utilize our Tier I Math Plans to further identify and plan for unfinished learning in Math for our Hispanic students. Teachers will also use our online Math platform, Dreambox, informed by the students' NWEA Math data, to set individualized lessons in the platform to be completed during Math RTI rotations. This assessment data, as well as our demographic data, particularly our Hispanic students, will also be utilized to identify which students may benefit from additional before and after school programs that will supplement/enrich classroom learning.				
NWEA Math Growth CGP - SWD		This Math data indicates for us that there was growth in the intermediate grades for the Fall to Fall assessment administration for our students with disabilities. We will continue teacher development to provide rigorous standards based instruction for students. While CORE instruction remains a focus for our standards based equitable instruction, we will also continue to use our	*Based on the NWEA Fall performance, using NWEA as a predictor of State performance, overall Math growth for SWDs was 38.8 which is 5.8 points above the target of 33 for the 2022 - 2023 school 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/evidence** used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the **corresponding data** used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be **made publicly available prior** to submitting the report.
		Tier I planning strategy for Math in Grades 2 - 5. Our Math interventionists will continue to provide Math intervention push in support to all classrooms, Grades 2 - 5, with students with disabilities, utilizing our Bridges Intervention program.	

NWEA Math	% met projected growth F21 toS22	% met projected growth F21 toF22	F 21 to F22 Mean Conditional Growth Percentile
SWD (Grades 3 - 5)	50	39	39
All Students	62	52	48

Our review of our beginning of the year Math data, for SWD, has indicated that:
- Overall, our Fall to Fall data is less than our Fall to Spring data, suggesting that there has been some loss during the summer, however, our students with disabilities did meet their Math growth target this quarter.
- Our conditional growth target (baseline) is 50. All students at 48 suggest, with students with disabilities at 39, that most students are coming in with the skills they need to perform at grade level, which must be capitalized off of in the subsequent quarters.

Teachers will also use our online Math platform, Dreambox, to set individualized lessons in the platform to be completed during Math RTI rotations. While CORE instruction remains a focus for our standards based equitable instruction, we will also continue to use our Tier I planning strategy for Math in all grades. Math interventionists will continue to provide Tier I push in support to all Grades 2 - 5 classrooms, including those classrooms with students with disabilities.

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/evidence** used to determine progress and impact on instruction, student learning, and achievement. - Describe how the data trends that emerged during this reporting period will inform future action steps. - Include a description of any adjustments made to the continuation plan along with the **corresponding data** used to inform the adjustment. - Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be **made publicly available prior** to submitting the report.
NWEA Reading Growth CGP-SWD		This ELA data indicates for us that there was growth in the intermediate grades for the Fall to Fall assessment administration for our students with disabilities. We will continue teacher development to provide rigorous standards based instruction for students. While CORE instruction remains a focus for our standards based equitable instruction, we will also continue to use our Tier I planning strategy for ELA in all grades. Reading interventionists will continue to provide Tier I push in support to all classrooms with students with disabilities.	*Based on the NWEA Fall to Fall performance, using NWEA as a predictor of State performance, overall Reading growth for SWDs was 52.9 which is 14.6 points above the target of 38.3 for the 2022 - 2023 school year.* Our review of our beginning of the year Reading data, for SWD, has indicated that: - Overall, our Fall to Fall data is less than our Fall to Spring data, suggesting that there has been some loss during the summer, however, our students with disabilities did meet their Reading growth target this quarter. - Our conditional growth target (baseline) is 50. All students at 46, and SWD performing above 46, suggest that most students are coming in with the skills they need to perform at grade level, which must be capitalized off of in the subsequent quarters. Teachers will also use our online ELA platform, Lexia, to set individualized lessons in the platform to be completed during ELA RTI rotations. While CORE instruction

Table within the right cell:

NWEA Reading	% met projected growth F21 toS22	% met projected growth F21 toF22	F 21 to F22 Mean Conditional Growth Percentile
SWD (Grades 3 - 5)	55	43	53
All Students	57	45	46

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/evidence** used to determine progress and impact on instruction, student learning, and achievement. - Describe how the data trends that emerged during this reporting period will inform future action steps. - Include a description of any adjustments made to the continuation plan along with the **corresponding data** used to inform the adjustment. - Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be **made publicly available prior** to submitting the report.
	   		remains a focus for our standards based equitable instruction, we will also continue to use our Tier I planning strategy for ELA in all grades. Reading interventionists will continue to provide Tier I push in support to all classrooms, including those classrooms with students with disabilities.

Part IV – *Community Engagement Team (CET)*

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

Report Out of 2022-23 CET Plan Implementation

● List the categories of stakeholders that have participated as CET members during this reporting period. ● Include any changes made to the CET's membership since the development of the 2022-2023 continuation plan. Include the role/title of any new members.	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 School Site Coordinator Home School Coordinator Community Members School Program Provider	The categories of stakeholders on the CET have not changed since submission of the continuation plan. The CET has been informed and has approved of the plan set forth in our School Improvement Plan for the Q1 report.

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 negotiated with the Teachers' Union, and an MOA was passed which added an additional two hours of professional development for instructional staff. Each of these professional development hours have been directly connected to the SCEP strategies identified above to lift practices of instructors as it applies to CORE ELA and MATH instruction.

Quarter 1 Professional Development:

August/September 2022	October 2022
8/30/22- First day PD (SCEP, Teachnology, DASA, ERP, COC) 9/15/22- Completion of district mandated trainings, principal virtual drop in hour 9/22/22- PBIS (RULER, point sheets, Flowchart, restorative practice, Tier I forms) 9/27/22- PD Day (ELA Tier I, Math Tier I, Lexia/Dreambox, Behavior team drop in hours, Grade Level Planning time) 9/29/22- Survey completion for PD on 9/27/22, Tier I planning	10/6/22 - Building faculty meeting (building SCEP updates) 10/13/22 - K-5 Math RtI/Bridges; 3-5 ELA & Science teachers meet with ELA coaches 10/18/22 - Science PD Roll Out - Embedded PD with K teachers 10/20/22- Tier I Revisions/ Updates 10/28/22 - ELA 2nd Unit Overview Rollout

Part VI – *Assurance and Attestation*

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

Name of Receiver (Print): _____

Signature of Receiver: _____

Date: _____

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

Name of CET Representative (Print): _____

Signature of CET Representative: _____

Title of CET Representative: _____

Date: _____