



2021-2022 Receivership School Quarterly Report #1
 Report Period: July 1, 2021 to October 15, 2021 (Due October 29, 2021)

This document is to be completed by the School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. 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 the previously approved intervention plans and require explicit engagement and input from community engagement teams.

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this plan will be posted on the district website:			
Sheridan Preparatory Academy	010100010044	City School District of Albany	N/A	https://www.albanyschools.org/schools/sheridanprep/receivership			
Superintendent	School Principal (If new, please attach resume)	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	% ELL % SWD
Kaweeda G. Adams	Zuleika Sanchez-Gayle Appointment Date: 7/1/2011	Dr. Cecily Wilson-Turner, Assistant Superintendent for Elementary Michele Bridgewater, District Improvement Director	PK - 5th	N/A	303	10%	12%



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Executive Summary

Please provide a *plain-language summary* of this completed report and related continuation plan(s) with a focus on the implementation of key strategies, engaging the community, and enacting Receivership. 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*.



Strategies from the 2020-2021 school year served as a foundation for the work that continues with instructional practices and student tasks. Dedicated professional development time from Instructional Coaches has been created through the use of our Community School Model. Much of our plan is dependent on what teachers are doing during this carved out time. Each grade, K-2, is provided an hour a week with Instructional Coaches. During this common planning time, the professional development is structured around alignment of grade level standards, student data, and student tasks. For grades 3-5, a vertical team approach is being implemented. This adjustment has been made to look at the progression of our student data and the impact of the last school years. Each content area (English Language Arts, Math, and Science) team discusses teaching practices and strategies, standards progression, and student outcomes. The instructional coaches work with their specific content area of focus, with the Science vertical team, meeting with both the STEM Coach and ELA Coach, alternatively. The desired outcomes from these regular professional development sessions will be measured through Administrative walkthroughs that pay close attention to student voice, student tasks, and the rigor of the student work.

Chronic Absenteeism is a continued area of concern. The pandemic will likely remain as a factor on the attendance rate. Incentives and positive reinforcement, while addressing barriers through our Home School Coordinator will be how we attempt to increase the attendance rate and decrease the chronic absenteeism rate. Utilizing our community partners to support identified barriers, will be our strategy to support families.

The members of the Community Engagement Team continue to review and provide recommendations to the school improvement plan. Members include school staff, parents, and community members. The community and families were also included through outreach from staff. Outreach strategies included home-visits, meetings with families and community members, open forums (Star Talks with Mrs. Gayle), and through video uploads. The School Receiver negotiated with the Teachers' Union in 2018 and an MOA was passed which added an additional two hours of professional development for instructional staff. There are no changes to the MOA as of this date.



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 key strategies that were implemented in the first quarter and include the process used to assess strategy impact on student learning outcomes.

This is an opportunity for district and school staff to provide a reflective outline of proposed actions, strategies, and process adaptations included in the school's 2021-2022 Continuation Plan with a focus on progress made through continuous and comprehensive planning, articulating explicit support of student social-emotional well-being, diversity, equity, inclusion, and active engagement. The District should ensure the key strategies address 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 consider the impact of identified key strategies on student learning, and connection with and alignment to diagnostic review feedback to ensure long-term sustainable growth.



Part I –Lead Strategies for Improvement

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

**Quarterly Report #1 with Reflection on Lead Strategies Utilized during
 July 1, 2021 – October 15, 2021**

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.
Weekly Common Planning Time Hour		Common planning time was structured for teachers to understand their student data and make sense of what instructional moves were necessary to increase student achievement. Instructional Coaches led this work. Professional Development will focus on teacher instructional decisions, specifically focusing on how student voice is used for scaffolding Common planning time will be used for teachers to understand their student data and plan for instructional moves necessary to increase student achievement. Based on informal and formal walkthroughs, teacher planning is aligned to New York State Standards, however when implemented, instruction tends to be scaffolded to the disadvantage of student voice and rigor.
Weekly Attendance Review Meetings		Attendance meetings were moved from bi-weekly to weekly meetings. The reasoning for this move was to be able to watch ALL students’ attendance on a week-to-week basis. Every week, decisions are made based on students’ change in attendance rate, week-to-week. In order to address our Chronic Absenteeism rate, a “Barriers Worksheet” will be completed with families. The school will develop incentives and address barriers to have a more culturally responsive approach to attendance, that isn’t antagonistic.
Administrator Walkthroughs		In order to measure if the work being done with grade levels at Common Planning Time to address the disconnect between planning with standards in mind and instructional practices has an impact, Administrators are completing walkthroughs to collect anecdotal evidence of follow-through.



Coaching		Instructional coaches supported classroom teachers through coaching cycles from group planning, teaching demonstrations, and providing instructional strategies for implementation. Instructional coaches will support classroom teachers through coaching cycles, group planning, teaching demonstrations, and providing instructional strategies for implementation. This includes ongoing review of student data. The coaching strategy will be enhanced this school year, by adding informal walkthroughs from administration to provide feedback to classroom teachers.
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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 inform the implementation of specific strategies and action steps that support progress toward the Demonstrable Improvement Indicators.			
Quarterly Report #1 Reflection on Activities Completed for this Indicator during July 1, 2021 – October 15, 2021			
Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Describe how the data trends that emerged during this reporting period will inform future action steps. Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.
33: 3-8 ELA All Students MGP		September 2021 - October 2021 The instructional staff, literacy specialists, and ELA coach will review the beginning of the year data to develop a Tier 1 support plan to identify instructional gaps. October 2021 - October 2021 After reviewing fall data, the Building Leadership Team will determine the focus of the Super Star after school clubs, so that the club foci are aligned with our 2021-2022 SCEP goals to provide	The ESSA baseline for this indicator is 41.9 and the target for this school year is 43.9. One way in which we determine growth progress is reviewing NWEA growth over the course of a year. We were unable to administer the assessment last fall so the current data represents the percent of students in grades 3-5 who maintained or increased their reading percentile from Winter 21 to Fall of 21. The current Reading score percentile is 67.2. This is an indicator that we are on target to meet our end of the year target. In addition to NWEA, we use the EasyCBM benchmark assessment to monitor foundational skills. The data below represents the current progress of each class on a targeted skill. Kindergarten: Easy CBM Measure: Letter Sounds



	<p>additional opportunities to support instructional gaps.</p> <p>October 2021 - October 2021 The data from the Lori Strong (LS) will be shared with the Play, Learn, Soar program so that programming can be based on school needs. The goal is for 80% of 2022-2023 incoming Kindergartners to score proficiently in Lori Strong (LS) assessment.</p> <p>September 2021 - October 2021 Administrators will conduct informal walkthroughs and classroom visits to collect anecdotal evidence of rigorous student tasks in ELA.</p> <p>September 2021 - October 2021 ELA instructional coach will provide targeted professional development (PD) to all instructional staff on researched based strategies that support the processing (i.e. introducing the text and release of the lesson) element of the Pedagogical Flow-Map (PFM). PD will focus on planning and implementation of rigorous and culturally responsive student tasks.</p> <p>October 2021 - November 2021 Administrators will conduct informal walkthroughs of instructional staff to provide feedback on PD provided. Specifically addressing release of lesson and rigor of student tasks.</p>	<p>Class 1: Fall Average: 1 - Mid Point Average: 7 Notes:</p> <ul style="list-style-type: none"> ● increased proficiency from 0% to 29% ● decreased percent below from 54% to 36% <p>Class 2: Fall Average: 3 - Mid Point Average: 5 Notes:</p> <ul style="list-style-type: none"> ● increased proficiency from 19% to 25% ● decreased percent below from 50% to 33% <p>Class 3: Fall Average: 2 - Mid Point Average: 7 Notes:</p> <ul style="list-style-type: none"> ● increased proficiency from 13% to 25% ● decreased percent below from 63% to 50% <p>Grade 1: Easy CBM Measure: Word Reading Fluency Class 1: Fall Average: 10 words - Mid Point Average: 10 words Notes:</p> <ul style="list-style-type: none"> ● proficiency stayed the same 21% ● increased percent below from 47% to 68% <p>Class 2: Fall Average: 7 words - Mid Point Average: 9 words Notes:</p> <ul style="list-style-type: none"> ● increased proficiency from 18% to 26% ● decreased percent below from 59% to 58% <p>Grade 2 Easy CBM Measure: Passage Read Fluency Class 1: Fall Average: 30 wpm - Mid Point Average: 31 wpm Notes:</p> <ul style="list-style-type: none"> ● increased proficiency from 21% to 22% ● decreased percent below from 67% to 57% <p>Class 2: Fall Average: 30 wpm - Mid Point Average: 35 wpm Notes:</p>
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	<p>October 2021 - November 2021 Common Planning Time (CPT) will focus on monitoring of student data as it relates to rigor and culturally responsive tasks.</p> <p>October 2021 -November 2021 The Building Leadership Team (BLT) will meet with the consultant to analyze the anecdotal notes from the walkthroughs to support the planning of professional development (PD) to be offered to the instructional staff (Student Voice, Rigor, and Equity).</p> <p>October 2021 - January 2022 ELA coach will plan and provide four-week coaching cycles that include peer observation to support one grade level at a time with the development and implementation of rigorous tasks. Based on data (ie. NWEA and walkthrough data).</p> <p>October 2021 - January 2022 Intermediate CORE ELA teachers and the ELA coach will engage in vertically aligned coaching cycles that include peer observations based on the PFM, and development and implementation of rigorous writing tasks.</p> <p>October 2021 - November 2021 ELA instructional coach will provide targeted PD to all instructional staff on researched based strategies that support the processing (i.e. asking</p>	<ul style="list-style-type: none"> ● increased proficiency from 15% to 28% ● decreased percent below from 70% to 56% <p>Grade 3: Easy CBM Measure: Passage Read Fluency Class 1: Fall Average: 57 wpm - Mid Point Average: 68 wpm Notes:</p> <ul style="list-style-type: none"> ● proficiency stayed the same at 25% ● decreased percent below from 40% to 25% <p>Class 2: Fall Average: 53 wpm - Mid Point Average: 58 wpm Notes:</p> <ul style="list-style-type: none"> ● increased proficiency from 14% to 23% ● percent below stayed the same at 50% <p>Grade 4: Easy CBM Measure: Passage Read Fluency Class 1: Fall Average: 83 wpm - Mid Point Average: 91 wpm Notes:</p> <ul style="list-style-type: none"> ● increased proficiency from 21% to 22% ● decreased percent below from 67% to 57% <p>Class 2: Fall Average: 91 wpm - Mid Point Average: 96 wpm Notes:</p> <ul style="list-style-type: none"> ● increased proficiency from 31% to 33% ● percent below stayed the same at 13% <p>Class 3: Fall Average: 97 wpm - Mid Point Average: 99 wpm Notes:</p> <ul style="list-style-type: none"> ● proficiency decreased from 40% to 27% ● percent below increased from 13% to 27% <p>Grade 5: Easy CBM Measure: Passage Read Fluency Class 1: Fall Average: 115 wpm - Mid Point Average: 115 wpm Notes:</p>
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		<p>additional questions that deepen student understanding and approach incorrect answers as learning opportunities) element of the PFM.</p>	<ul style="list-style-type: none"> • proficiency decreased from 27% to 21% • percent below increased from 47% to 50% <p>Class 2: Fall Average: 91 wpm - Mid Point Average: 81 wpm Notes:</p> <ul style="list-style-type: none"> • proficiency decreased from 25% to 9% • percent below increased from 50% to 55% <p>Class 3: Fall Average: 137 wpm - Mid Point Average: 141 wpm Notes:</p> <ul style="list-style-type: none"> • proficiency decreased from 42% to 36% • percent below increased from 8% to 9% <p>Trends: Our data shows consistent movement of students who were below, but not moving into proficiency. Our data for on level and proficient students is inconsistent, demonstrating the need to continue our focus on Tier 1 instructional practices during our professional development time.</p>
<p>100: 3-8 ELA All Students Core Subject PI</p>		<p>September 2021 - October 2021 The instructional staff, literacy specialists, and ELA coach will review the beginning of the year data to develop a Tier 1 support plan to identify instructional gaps.</p> <p>October 2021 - October 2021 After reviewing fall data, the Building Leadership Team will determine the focus of the Super Star after school clubs, so that the club foci are aligned with our 2021-2022 SCEP goals to provide additional opportunities to support instructional gaps.</p>	<p>The ESSA baseline for this indicator is 61.0 and the target for this school year is 70.9. One way in which we determine growth progress is reviewing NWEA growth over the course of a year. We were unable to administer the assessment last fall so the current data represents the percent of students in grades 3-5 who maintained or increased their reading percentile from Winter 21 to Fall of 21. The current Reading score percentile is 64.9. This is an indicator that we are on NOT on target to meet our end of the year target.</p> <p>However, we also use NWEA to project performance on the NYS Assessment and currently, based on the Fall administration, the data is as follows:</p> <p>In 3rd grade, 53% of students are projected to achieve a level 2 or higher as compared to 3rd graders in 2019, where only 38% were projected to achieve a level 2 or higher.</p>



	<p>October 2021 - October 2021 The data from the Lori Strong (LS) will be shared with the Play, Learn, Soar program so that programming can be based on school needs. The goal is for 80% of 2022-2023 incoming Kindergartners to score proficiently in Lori Strong (LS) assessment.</p> <p>September 2021 - October 2021 Administrators will conduct informal walkthroughs and classroom visits to collect anecdotal evidence of rigorous student tasks in ELA.</p> <p>September 2021 - October 2021 ELA instructional coach will provide targeted professional development (PD) to all instructional staff on researched based strategies that support the processing (i.e. introducing the text and release of the lesson) element of the Pedagogical Flow-Map (PFM). PD will focus on planning and implementation of rigorous and culturally responsive student tasks.</p> <p>October 2021 - November 2021 Administrators will conduct informal walkthroughs of instructional staff to provide feedback on PD provided. Specifically addressing release of lesson and rigor of student tasks.</p> <p>October 2021 - November 2021</p>	<p>In 4th grade, 61% of students are projected to achieve a level 2 or higher as compared to 4th graders in 2019, where only 39% were projected to achieve a level 2 or higher.</p> <p>In 5th grade, 35% of students are projected to achieve a level 2 or higher as compared to 5th graders in 2019, where only 37% were projected to achieve a level 2 or higher.</p> <p>Overall, for grades 3-5, 51% of students are projected to achieve a level 2 or higher as compared to 2019, where only 38% were projected to achieve a level 2 or higher.</p> <p>Trends: Our data shows consistent movement of students who were below, but not moving into proficiency. Our data for on level and proficient students is inconsistent, demonstrating the need to continue our focus on Tier 1 instructional practices during our professional development time.</p>
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	<p>Common Planning Time (CPT) will focus on monitoring of student data as it relates to rigor and culturally responsive tasks. October 2021 -November 2021 The Building Leadership Team (BLT) will meet with the consultant to analyze the anecdotal notes from the walkthroughs to support the planning of professional development (PD) to be offered to the instructional staff (Student Voice, Rigor, and Equity).</p> <p>October 2021 - January 2022 ELA coach will plan and provide four-week coaching cycles that include peer observation to support one grade level at a time with the development and implementation of rigorous tasks. Based on data (ie. NWEA and walkthrough data).</p> <p>October 2021 - January 2022 Intermediate CORE ELA teachers and the ELA coach will engage in vertically aligned coaching cycles that include peer observations based on the PFM, and development and implementation of rigorous writing tasks.</p> <p>October 2021 - November 2021 ELA instructional coach will provide targeted PD to all instructional staff on researched based strategies that support the processing (i.e. asking additional questions that deepen student</p>	
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		<p>understanding and approach incorrect answers as learning opportunities) element of the PFM.</p>	
<p>39: 3-8 Math All Students MGP</p>		<p>August 2021 - September 2021 The building principal, instructional coach and math interventionist will meet to craft a professional learning plan around Tier 2 Math support for grades 3-5.</p> <p>August 2021 - September 2021 The building principal and the instructional coach will create a schedule for Bridges Intervention module work that will be implemented during pre-determined RTI Blocks.</p> <p>September 2021 - January 2022 The instructional coach will provide targeted professional development around the implementation of the Bridges Curriculum (i.e., lesson structure, Domain alignment, progress monitoring, etc.)</p> <p>October 2021 - January 2022 Administrator walkthroughs/instructional rounds will allow for consistent monitoring of the implementation of high leverage Tier 1 launch routines that supports rigorous, standards aligned instruction.</p> <p>October 2021 - December 2021</p>	<p>The ESSA baseline for this indicator is 0 and the target for this school year is 38.5.. One way in which we determine growth progress is reviewing NWEA growth over the course of a year. We were unable to administer the assessment last fall so the current data represents the percent of students in grades 3-5 who maintained or increased their reading percentile from Winter 21 to Fall of 21. The current Reading score percentile is 66.7. This is an indicator that we are on target to meet our end of the year target.</p> <p>There were a total of 39 students with valid Quarter 1 Pre-Assessment data. 0 students performed at Level 4 (0%), 0 students performed at Level 3 (0%), 0 students performed at Level 2 (0%) and 39 students performed at Level 1 (100%).</p> <p>There were a total of 33 students with valid Quarter 1 Checkpoint data. This assessment measured a subset of priority standards taught in the first quarter (3.NBT.1 and 3.NBT.2). The criteria for this assessment was out of 3 points, therefore, the assessment criteria consists of Level 1, 2 and 3. 17 students performed at Level 1 (52%), 6 students performed at Level 2 (18%) and 10 students performed at Level 3 (30%) on 3.NBT.1 and 3.NBT.2. This was an increase in proficiency from 0% to 30%. We are expecting to see further growth on the Quarter 1 Post-Assessment which will measure the fall priority standards. Teachers are continuing to engage in vertical teaming around priority standards and the progressions amongst the grade levels. Intermediate departmentalized math teachers are engaging in professional development around high leverage launch routines that spiral pre-requisite standards, include accountable math talk as well as promote engagement.</p> <p><u>4th Grade:</u></p>



	<p>Embedded professional development will focus on facilitating high leverage number talk routines to increase student engagement and discourse and to provide access to grade level math instruction. October 2021 - December 2021 Coaching cycles will be utilized to model and/or co-teach high leverage launch routines to promote re-engagement around pre-requisite standards, problem solving routines, and accountable talk.</p> <p>October 2021 - January 2022 During weekly Common Planning Time meetings teachers will provide evidence of instructional strategies through student work and ACSD data points.</p> <p>October 2021- January 2022 During core instruction time, the launch routine has to be related to the priority standard. Students will be actively participating in the number talks and sharing their thoughts.</p>	<p>There were a total of 56 students with valid Quarter 1 Pre-Assessment data. 0 students performed at Level 4 (0%), 0 students performed at Level 3 (0%), 0 students performed at Level 2 (0%) and 39 students performed at Level 1 (100%).</p> <p>There were a total of 52 students with valid Quarter 1 Checkpoint data. This assessment measured a subset of priority standards taught in the first quarter (4.NBT.1, 4.NBT.2 and 4.NBT.3). The criteria for this assessment was out of 4 points, therefore, the assessment criteria consists of Level 1, 2, 3 and 4. 37 students performed at Level 1 (71%), 0 students performed at Level 2 (0%), 13 students performed at a Level 3 (25%) and 3 students performed at Level 4 (6%) on 4.NBT.1, 4.NBT.2 and 4.NBT.3. This was an increase in proficiency from 0% to 31%. We are expecting to see further growth on the Quarter 1 Post-Assessment which will measure the fall priority standards. Teachers are continuing to engage in vertical teaming around priority standards and the progressions amongst the grade levels. Intermediate departmentalized math teachers are engaging in professional development around high leverage launch routines that spiral pre-requisite standards, include accountable math talk as well as promote engagement.</p> <p><u>5th Grade:</u></p> <p>There were a total of 40 students with valid Quarter 1 Pre-Assessment data. 0 students performed at Level 4 (0%), 0 students performed at Level 3 (0%), 0 students performed at Level 2 (0%) and 40 students performed at Level 1 (100%).</p> <p>There were a total of 33 students with valid Quarter 1 Checkpoint data. This assessment measured a subset of priority standards taught in the first quarter (5.NBT.1, 5.NBT.2 and 5.NBT.3). The criteria for this assessment was out of 3 points, therefore, the assessment criteria consists of Level 1, 2, and 3. 18 students performed at Level 1 (55%), 12 students performed at Level 2 (36%) and 3 students performed at a Level 3 (9%) on 5.NBT.1, 5.NBT.2 and 5.NBT.3. This was an increase in proficiency from 0% to 9%. We are expecting to see further growth on the Quarter 1 Post-Assessment which will measure the fall priority standards. Teachers are continuing to engage in vertical teaming around priority standards and the progressions amongst the grade levels. Intermediate departmentalized math teachers are engaging in</p>
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			<p>professional development around high leverage launch routines that spiral pre-requisite standards, include accountable math talk as well as promote engagement.</p> <p>Trends: All students were level 1 to begin the year, our practices are moving students, however we are not moving students to proficiency at this time. This signals that we need to continue our focus on Tier 1 practice through our professional development.</p>
<p>110: 3-8 Math All Students Core Subject PI</p>		<p>August 2021 - September 2021 The building principal, instructional coach and math interventionist will meet to craft a professional learning plan around Tier 2 Math support for grades 3-5.</p> <p>August 2021 - September 2021 The building principal and the instructional coach will create a schedule for Bridges Intervention module work that will be implemented during pre-determined RTI Blocks.</p> <p>September 2021 - January 2022 The instructional coach will provide targeted professional development around the implementation of the Bridges Curriculum (i.e., lesson structure, Domain alignment, progress monitoring, etc.)</p> <p>October 2021 - January 2022 Administrator walkthroughs/instructional rounds will allow for consistent monitoring of the implementation of high leverage Tier 1 launch</p>	<p>The ESSA baseline for this indicator is 46.3 and the target for this school year is 56.3 One way in which we determine growth progress is reviewing NWEA growth over the course of a year. We were unable to administer the assessment last fall so the current data represents the percent of students in grades 3-5 who maintained or increased their reading percentile from Winter 21 to Fall of 21. The current Reading score percentile is 25.2. This is an indicator that we are NOT on target to meet our end of the year target.</p> <p>However, we also use NWEA to project performance on the NYS Assessment and currently, based on the Fall administration, the data is as follows:</p> <p>In 3rd grade, 30% of students are projected to achieve a level 2 or higher as compared to 3rd graders in 2019, where only 45% were projected to achieve a level 2 or higher.</p> <p>In 4th grade, 17% of students are projected to achieve a level 2 or higher as compared to 4th graders in 2019, where only 46% were projected to achieve a level 2 or higher.</p> <p>In 5th grade, 20% of students are projected to achieve a level 2 or higher as compared to 5th graders in 2019, where only 34% were projected to achieve a level 2 or higher.</p> <p>Overall, for grades 3-5, 21% of students are projected to achieve a level 2 or higher as compared to 2019, where only 42% were projected to achieve a level 2 or higher.</p>



	<p>routines that supports rigorous, standards aligned instruction.</p> <p>October 2021 - December 2021 Embedded professional development will focus on facilitating high leverage number talk routines to increase student engagement and discourse and to provide access to grade level math instruction.</p> <p>October 2021 - December 2021 Coaching cycles will be utilized to model and/or co-teach high leverage launch routines to promote re-engagement around pre-requisite standards, problem solving routines, and accountable talk.</p> <p>October 2021 - January 2022 During weekly Common Planning Time meetings teachers will provide evidence of instructional strategies through student work and ACSD data points.</p> <p>October 2021- January 2022 During core instruction time, the launch routine has to be related to the priority standard. Students will be actively participating in the number talks and sharing their thoughts.</p>	<p>There were a total of 39 students with valid Quarter 1 Pre-Assessment data. 0 students performed at Level 4 (0%), 0 students performed at Level 3 (0%), 0 students performed at Level 2 (0%) and 39 students performed at Level 1 (100%).</p> <p>There were a total of 33 students with valid Quarter 1 Checkpoint data. This assessment measured a subset of priority standards taught in the first quarter (3.NBT.1 and 3.NBT.2). The criteria for this assessment was out of 3 points, therefore, the assessment criteria consists of Level 1, 2 and 3. 17 students performed at Level 1 (52%), 6 students performed at Level 2 (18%) and 10 students performed at Level 3 (30%) on 3.NBT.1 and 3.NBT.2. This was an increase in proficiency from 0% to 30%. We are expecting to see further growth on the Quarter 1 Post-Assessment which will measure the fall priority standards. Teachers are continuing to engage in vertical teaming around priority standards and the progressions amongst the grade levels. Intermediate departmentalized math teachers are engaging in professional development around high leverage launch routines that spiral pre-requisite standards, include accountable math talk as well as promote engagement.</p> <p><u>4th Grade:</u></p> <p>There were a total of 56 students with valid Quarter 1 Pre-Assessment data. 0 students performed at Level 4 (0%), 0 students performed at Level 3 (0%), 0 students performed at Level 2 (0%) and 39 students performed at Level 1 (100%).</p> <p>There were a total of 52 students with valid Quarter 1 Checkpoint data. This assessment measured a subset of priority standards taught in the first quarter (4.NBT.1, 4.NBT.2 and 4.NBT.3). The criteria for this assessment was out of 4 points, therefore, the assessment criteria consists of Level 1, 2, 3 and 4. 37 students performed at Level 1 (71%), 0 students performed at Level 2 (0%), 13 students performed at a Level 3 (25%) and 3 students performed at Level 4 (6%) on 4.NBT.1, 4.NBT.2 and 4.NBT.3. This was an increase in proficiency from 0% to 31%. We are expecting to see further growth on the Quarter 1 Post-Assessment which will measure the fall priority standards. Teachers are continuing to engage in vertical teaming around priority</p>
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			<p>standards and the progressions amongst the grade levels. Intermediate departmentalized math teachers are engaging in professional development around high leverage launch routines that spiral pre-requisite standards, include accountable math talk as well as promote engagement.</p> <p><u>5th Grade:</u> There were a total of 40 students with valid Quarter 1 Pre-Assessment data. 0 students performed at Level 4 (0%), 0 students performed at Level 3 (0%), 0 students performed at Level 2 (0%) and 40 students performed at Level 1 (100%).</p> <p>There were a total of 33 students with valid Quarter 1 Checkpoint data. This assessment measured a subset of priority standards taught in the first quarter (5.NBT.1, 5.NBT.2 and 5.NBT.3). The criteria for this assessment was out of 3 points, therefore, the assessment criteria consists of Level 1, 2, and 3. 18 students performed at Level 1 (55%), 12 students performed at Level 2 (36%) and 3 students performed at a Level 3 (9%) on 5.NBT.1, 5.NBT.2 and 5.NBT.3. This was an increase in proficiency from 0% to 9%. We are expecting to see further growth on the Quarter 1 Post-Assessment which will measure the fall priority standards. Teachers are continuing to engage in vertical teaming around priority standards and the progressions amongst the grade levels. Intermediate departmentalized math teachers are engaging in professional development around high leverage launch routines that spiral pre-requisite standards, include accountable math talk as well as promote engagement.</p> <p>Trends: All students were level 1 to begin the year, our practices are moving students, however we are not moving students to proficiency at this time. This signals that we need to continue our focus on Tier 1 practice through our professional development.</p>
<p>150: Grades 4 and 8 Science All Students Core Subject PI</p>		<p>September 2021 -January 2022 (K-5th) Instruction on the importance of active student engagement with the three dimensions of learning: Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts.</p>	<p>The ESSA baseline for this indicator is 185 and the target for this school year is 189.2</p> <p>We use our curriculum pre and post assessments to monitor progress. The pre assessments results are as follows:</p> <p>There were a total of 45 students with valid Quarter 1 Science Pre-Assessment data. 0 students performed at Level 4 (0%), 0 students performed at Level 3 (0%), 2 students performed at Level</p>



	<p>October 2021 -January 2022 (K-5th) Spotlight on the various uses of science journals and the essential need for a writing component. Will include 8 practices with a special focus on 1, 3, 4, &5.</p> <ol style="list-style-type: none"> 1. Asking questions and defining problems 3. Planning and carrying out investigations 4. Analyzing and interpreting data 5. Using mathematics and computational thinking <p>October 2021 - November 2021 Sheridan Preparatory Academy will have (4) days to provide (2) 90 minute small grade level training or departmentalized training (3rd-5th). (October/November)</p> <p>October 2021 - January 2022 Community school coordinator will have the opportunity to attend science trainings. Closer collaboration around building level STEM activities will be a focus to ensure integration and alignment with Next Generation expectations.</p> <p>October 2021 -January 2022 Building and instructional supervisor will conduct walkthroughs and classroom visits on a core group of 2nd-5th grade science teachers with a focus on effective implementation of labs, and the embedding of Science and Engineering Practices</p>	<p>2 (4%) and 43 students performed at Level 1 (96%). The following topics were identified as instructional focus areas, Energy Sources, Weather Patterns, Erosion and Deposition, Metric Units and Opinion Statements in Science. In addition, it was identified that students needed continued exposure and practice in the area of writing. In particular, instruction will focus on reading charts and transferring information, interpreting data tables as well as justification of answers in short response questions. Departmentalized Science Teachers are engaging in PD around the 2 point response. Teachers are learning about explicit instruction on how to answer and justify your response with evidence. Teachers are starting writing beginning at the sentence level and building to the 2 point criteria. Teachers are also building centers around science concepts including energy sources, weather patterns, erosion and deposition, metric units and opinion statements. Students will be engaged in center activities (reading, writing, hands-on experiments and virtual simulations) to build their understanding of these science concepts.</p>
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	<p>1,3,4,5 followed-up by written and/or face to face feedback.</p> <p>September 2021 - January 2022 Instructional coaches will provide professional development on high leverage routines that can be implemented within the Pedagogical Flow-Map to promote student engagement, high level thinking, and rigorous tasks.</p> <p>October 2021 - January 2022 Staff will engage in 2nd-5th lab based training with primary resource Full Option Science Systems(FOSS).</p> <p>October 2021 - January 2022 Administrators will conduct informal/formal walkthroughs to collect evidence of student voice.</p> <p>August 2021 - September 2021 Based on the professional development provided by the instructional supervisor/elementary curriculum resource coordinator /FOSS representative, the community school site coordinator will encourage clubs to incorporate physical science topics not covered in FOSS, into enrichment clubs (MadLab & Shooting Stars Basketball).</p>	
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<p>160: EM Chronic Absenteeism - All Students</p>	<p>August 2021 - August 2021 Home school coordinator will continue home-visits throughout the summer months to focus on Kindergarten, 1st, and 2nd grade students, who fell below Sheridan Preparatory’s attendance average (85%) during the 2020-2021. Home-visits will focus on eliminating barriers, by way of our community school model’s Pillars (Targeted Student Supports, Extended Learning Opportunities, Family Partnerships, and Comprehensive Support Services) for students and their families.</p> <p>September 2021 - September 2021 Kickboard App will be used by Attendance Committee members as a 2-way communication platform with parents/families. With automated messages sent monthly to update families on their child’s attendance rate.</p> <p>September 2021 - September 2021 Kickboard App Roll-Out; staff members who piloted the App in 2020-2021 will provide an overview of the app to all staff members. Training for families will be held in-person and recorded for use at a later date if necessary.</p> <p>September 2021 - September 2021 Back to School Blast (Fall Open House) will be held as a community resource sharing opportunity and parent goal setting with teachers.</p>	<p>The ESSA baseline for this indicator is 38% and the target for this school year is 37% and we are currently at 34%. We are on target to meet our end of year goal.</p> <p>Currently, Sheridan Prep is at 34% of all students at Chronically Absent. When diving deeper into our data, many of our students who are currently labeled as chronically absent, in fact have good attendance. These students have only been absent as a result of a mandated Quarantine. We also do not have a Home School Coordinator exclusively assigned to the school building, due to medical leave. This has meant that much of what the Home School Coordinator was assigned, has fallen on the Principal, Assistant Principal, and Community School Site Coordinator to manage.</p>
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	<p>Administrative staff will hold the first Attendance Town Hall to share research about the importance of regular student attendance and review attendance procedures “Attendance Flow Map”. Public recognition of students who achieved 95% attendance rate during 2020-2021 school year by announcement and certificate will occur.</p> <p>September 2021 - September 2021 Attendance Town Hall-week will be held for families interested in participating in After-School Programs, to support the importance of attending school on a regular basis. Events will be held at multiple times, so that families can have multiple access opportunities. Videos will be made available to families that enter school after September 2021.</p> <p>September 2021 - October 2021 Attendance Flow Map developed in summer 2021, will be shared with all stakeholders at multiple events (Staff Meetings, Back to School Blast, PTO Meetings, and YouTube video)</p> <p>September 2021 - October 2021 Staff and families will be provided an opportunity to familiarize themselves with the Kickboard App for 2-way family communication.</p> <p>September 2021 - January 2022</p>	
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	<p>Home school coordinator will conduct home-visits a minimum of 3 days per week to families whose attendance rate falls below 91%.</p> <p>September 2021 - January 2022 Weekly attendance meetings will occur to monitor all students' attendance. Decisions will be made based on student year-to-date and period-to date rates to design student success plans using our Community School model's Pillars. Weekly meetings will be chaired by home school coordinator, with principal, community school site coordinator, school secretary, behavior specialist and social worker.</p> <p>September 2021 - January 2022 Administrative staff will have a "pop-up" dance party for classes that have 100% attendance daily.</p> <p>September 2021 - January 2022 Attendance study hall will be offered to students who are absent from school as an opportunity to catch up on school work missed as an after school program. Students will be selected by the Attendance Committee based on weekly attendance rates.</p> <p>September 2021 - January 2022 PBIS in conjunction with the Attendance Committee will utilize the November (11/24,</p>	
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	<p>Responsible) Blue & Gold Day to educate students on the importance of good attendance.</p> <p>October 2021 - January 2022 Kickboard App will be used by all staff as the primary 2-way communication with families.</p> <p>October 2021 - January 2022 Monthly, home-school coordinator will visit classes individually to distribute attendance incentives to students who have 95+% attendance and those who have the most improvement (10/1, 10/29, 11/24, 12/22, 1/28).</p> <p>October 2021 - January 2022 Community school site coordinator will host a monthly Attendance Breakfast of Champions for the parents/families of students who have 95+% attendance (10/1, 10/29, 11/24, 12/21, 1/28).</p> <p>October 2021 - January 2022 Monthly recognition of top three classes with best attendance at Blue & Gold Day. Classes will receive a trophy and banner to hang on their door. 1st place class will also receive attendance incentives (9/24, 10/29, 11/19, 12/17, 1/28).</p> <p>October 2021- January 2022 The community schools site coordinator will use student data (NYS exams and NWEA data) to share with Community Engagement Team (CET),</p>	
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		<p>so that partnerships and resources can be selected to support the academic needs of students. CET meets bi-monthly (August, October, December).</p> <p>October 2021 - January 2021 The community schools site coordinator will report monthly to BLT any recommendations provided by the C.E.T. to support the goals of the comprehensive plan.</p>	
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Part III – Demonstrable Improvement Indicators-Level 2

Level 2 Indicators			
<i>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 actions that will support progress toward the Demonstrable Improvement Indicators.</i>			
Quarterly Report #1 Reflection on Activities Completed for this Indicator during July 1, 2021 – October 15, 2021			
Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this reporting period will inform future action steps. ● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.
35: 3-8 ELA Black Students MGP		September 2021 - October 2021 The instructional staff, literacy specialists, and ELA coach will review the beginning of the year	The ESSA baseline for this indicator is 41.2 and the target for this school year is 43.2 One way in which we determine growth progress is reviewing NWEA growth over the course of a year. We were unable to administer the assessment last fall so the current data



	<p>data to develop a Tier 1 support plan to identify instructional gaps.</p> <p>October 2021 - October 2021 After reviewing fall data, the Building Leadership Team will determine the focus of the Super Star after school clubs, so that the club foci are aligned with our 2021-2022 SCEP goals to provide additional opportunities to support instructional gaps.</p> <p>October 2021 - October 2021 The data from the Lori Strong (LS) will be shared with the Play, Learn, Soar program so that programming can be based on school needs. The goal is for 80% of 2022-2023 incoming Kindergartners to score proficiently in Lori Strong (LS) assessment.</p> <p>September 2021 - October 2021 Administrators will conduct informal walkthroughs and classroom visits to collect anecdotal evidence of rigorous student tasks in ELA.</p> <p>September 2021 - October 2021 ELA instructional coach will provide targeted professional development (PD) to all instructional staff on researched based strategies that support the processing (i.e. introducing the text and release of the lesson) element of the Pedagogical Flow-Map (PFM). PD will focus on planning and</p>	<p>represents the percent of students in grades 3-5 who maintained or increased their reading percentile from Winter 21 to Fall of 21. The current Reading score percentile is 69.4. This is an indicator that we are on target to meet our end of the year target.</p> <p>Trends: Our data shows consistent movement of students who were below, but not moving into proficiency. Our data for on level and proficient students is inconsistent, demonstrating the need to continue our focus on Tier 1 instructional practices during our professional development time.</p>
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	<p>implementation of rigorous and culturally responsive student tasks.</p> <p>October 2021 - November 2021 Administrators will conduct informal walkthroughs of instructional staff to provide feedback on PD provided. Specifically addressing release of lesson and rigor of student tasks.</p> <p>October 2021 - November 2021 Common Planning Time (CPT) will focus on monitoring of student data as it relates to rigor and culturally responsive tasks.</p> <p>October 2021 -November 2021 The Building Leadership Team (BLT) will meet with the consultant to analyze the anecdotal notes from the walkthroughs to support the planning of professional development (PD) to be offered to the instructional staff (Student Voice, Rigor, and Equity).</p> <p>October 2021 - January 2022 ELA coach will plan and provide four-week coaching cycles that include peer observation to support one grade level at a time with the development and implementation of rigorous tasks. Based on data (ie. NWEA and walkthrough data).</p> <p>October 2021 - January 2022 Intermediate CORE ELA teachers and the ELA coach will engage in vertically aligned coaching</p>	
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		<p>cycles that include peer observations based on the PFM, and development and implementation of rigorous writing tasks.</p> <p>October 2021 - November 2021 ELA instructional coach will provide targeted PD to all instructional staff on researched based strategies that support the processing (i.e. asking additional questions that deepen student understanding and approach incorrect answers as learning opportunities) element of the PFM.</p>	
<p>41: 3-8 Math Black Students MGP</p>		<p>August 2021 - September 2021 The building principal, instructional coach and math interventionist will meet to craft a professional learning plan around Tier 2 Math support for grades 3-5.</p> <p>August 2021 - September 2021 The building principal and the instructional coach will create a schedule for Bridges Intervention module work that will be implemented during pre-determined RTI Blocks.</p> <p>September 2021 - January 2022 The instructional coach will provide targeted professional development around the implementation of the Bridges Curriculum (i.e., lesson structure, Domain alignment, progress monitoring, etc.)</p>	<p>The ESSA baseline for this indicator is 35.2 and the target for this school year is 37.6. One way in which we determine growth progress is reviewing NWEA growth over the course of a year. We were unable to administer the assessment last fall so the current data represents the percent of students in grades 3-5 who maintained or increased their reading percentile from Winter 21 to Fall of 21. The current Math score percentile is 66.1. This is an indicator that we are on target to meet our end of the year target.</p> <p>Trends: All students were level 1 to begin the year, our practices are moving students, however we are not moving students to proficiency at this time. This signals that we need to continue our focus on Tier 1 practice through our professional development.</p>

	<p>October 2021 - January 2022 Administrator walkthroughs/instructional rounds will allow for consistent monitoring of the implementation of high leverage Tier 1 launch routines that supports rigorous, standards aligned instruction.</p> <p>October 2021 - December 2021 Embedded professional development will focus on facilitating high leverage number talk routines to increase student engagement and discourse and to provide access to grade level math instruction.</p> <p>October 2021 - December 2021 Coaching cycles will be utilized to model and/or co-teach high leverage launch routines to promote re-engagement around pre-requisite standards, problem solving routines, and accountable talk.</p> <p>October 2021 - January 2022 During weekly Common Planning Time meetings teachers will provide evidence of instructional strategies through student work and ACSD data points.</p> <p>October 2021- January 2022 During core instruction time, the launch routine has to be related to the priority standard. Students will be actively participating in the number talks and sharing their thoughts.</p>	
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<p>102: 3-8 ELA Black Core Subject PI</p>	<p>September 2021 - October 2021 The instructional staff, literacy specialists, and ELA coach will review the beginning of the year data to develop a Tier 1 support plan to identify instructional gaps.</p> <p>October 2021 - October 2021 After reviewing fall data, the Building Leadership Team will determine the focus of the Super Star after school clubs, so that the club foci are aligned with our 2021-2022 SCEP goals to provide additional opportunities to support instructional gaps.</p> <p>October 2021 - October 2021 The data from the Lori Strong (LS) will be shared with the Play, Learn, Soar program so that programming can be based on school needs. The goal is for 80% of 2022-2023 incoming Kindergartners to score proficiently in Lori Strong (LS) assessment.</p> <p>September 2021 - October 2021 Administrators will conduct informal walkthroughs and classroom visits to collect anecdotal evidence of rigorous student tasks in ELA.</p> <p>September 2021 - October 2021 ELA instructional coach will provide targeted professional development (PD) to all instructional staff on researched based strategies that support</p>	<p>The ESSA baseline for this indicator is 55.2 and the target for this school year is 59.2. One way in which we determine growth progress is reviewing NWEA growth over the course of a year. We were unable to administer the assessment last fall so the current data represents the percent of students in grades 3-5 who maintained or increased their reading percentile from Winter 21 to Fall of 21. The current Reading score percentile is 62.3. This is an indicator that we are on target to meet our end of the year target.</p> <p>We also use NWEA to project performance on the NYS Assessment and currently, based on the Fall administration, the data is as follows:</p> <p>51% of Black students are projected to achieve a level 2 or higher as compared to 3rd graders in 2019, where only 35% were projected to achieve a level 2 or higher.</p> <p>Trends: Our data shows consistent movement of students who were below, but not moving into proficiency. Our data for on level and proficient students is inconsistent, demonstrating the need to continue our focus on Tier 1 instructional practices during our professional development time.</p>
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	<p>the processing (i.e. introducing the text and release of the lesson) element of the Pedagogical Flow-Map (PFM). PD will focus on planning and implementation of rigorous and culturally responsive student tasks.</p> <p>October 2021 - November 2021 Administrators will conduct informal walkthroughs of instructional staff to provide feedback on PD provided. Specifically addressing release of lesson and rigor of student tasks.</p> <p>October 2021 - November 2021 Common Planning Time (CPT) will focus on monitoring of student data as it relates to rigor and culturally responsive tasks.</p> <p>October 2021 -November 2021 The Building Leadership Team (BLT) will meet with the consultant to analyze the anecdotal notes from the walkthroughs to support the planning of professional development (PD) to be offered to the instructional staff (Student Voice, Rigor, and Equity).</p> <p>October 2021 - January 2022 ELA coach will plan and provide four-week coaching cycles that include peer observation to support one grade level at a time with the development and implementation of rigorous tasks. Based on data (ie. NWEA and walkthrough data).</p>	
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		<p>October 2021 - January 2022 Intermediate CORE ELA teachers and the ELA coach will engage in vertically aligned coaching cycles that include peer observations based on the PFM, and development and implementation of rigorous writing tasks.</p> <p>October 2021 - November 2021 ELA instructional coach will provide targeted PD to all instructional staff on researched based strategies that support the processing (i.e. asking additional questions that deepen student understanding and approach incorrect answers as learning opportunities) element of the PFM.</p>	
<p>105: 3-8 ELA ED Core Subject PI</p>		<p>September 2021 - October 2021 The instructional staff, literacy specialists, and ELA coach will review the beginning of the year data to develop a Tier 1 support plan to identify instructional gaps.</p> <p>October 2021 - October 2021 After reviewing fall data, the Building Leadership Team will determine the focus of the Super Star after school clubs, so that the club foci are aligned with our 2021-2022 SCEP goals to provide additional opportunities to support instructional gaps.</p> <p>October 2021 - October 2021</p>	<p>The ESSA baseline for this indicator is 55.2 and the target for this school year is 59.2. One way in which we determine growth progress is reviewing NWEA growth over the course of a year. We were unable to administer the assessment last fall so the current data represents the percent of students in grades 3-5 who maintained or increased their reading percentile from Winter 21 to Fall of 21. The current Reading score percentile is 62.3. This is an indicator that we are on target to meet our end of the year target.</p> <p>We also use NWEA to project performance on the NYS Assessment and currently, based on the Fall administration, the data is as follows:</p> <p>52% of ED students are projected to achieve a level 2 or higher as compared to 3rd graders in 2019, where only 38% were projected to achieve a level 2 or higher.</p> <p>Trends: Our data shows consistent movement of students who were below, but not moving into proficiency. Our data for on level and proficient students is inconsistent,</p>



	<p>The data from the Lori Strong (LS) will be shared with the Play, Learn, Soar program so that programming can be based on school needs. The goal is for 80% of 2022-2023 incoming Kindergartners to score proficiently in Lori Strong (LS) assessment.</p> <p>September 2021 - October 2021 Administrators will conduct informal walkthroughs and classroom visits to collect anecdotal evidence of rigorous student tasks in ELA.</p> <p>September 2021 - October 2021 ELA instructional coach will provide targeted professional development (PD) to all instructional staff on researched based strategies that support the processing (i.e. introducing the text and release of the lesson) element of the Pedagogical Flow-Map (PFM). PD will focus on planning and implementation of rigorous and culturally responsive student tasks.</p> <p>October 2021 - November 2021 Administrators will conduct informal walkthroughs of instructional staff to provide feedback on PD provided. Specifically addressing release of lesson and rigor of student tasks.</p> <p>October 2021 - November 2021 Common Planning Time (CPT) will focus on monitoring of student data as it relates to rigor and culturally responsive tasks.</p>	<p>demonstrating the need to continue our focus on Tier 1 instructional practices during our professional development time.</p>
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	<p>October 2021 -November 2021 The Building Leadership Team (BLT) will meet with the consultant to analyze the anecdotal notes from the walkthroughs to support the planning of professional development (PD) to be offered to the instructional staff (Student Voice, Rigor, and Equity).</p> <p>October 2021 - January 2022 ELA coach will plan and provide four-week coaching cycles that include peer observation to support one grade level at a time with the development and implementation of rigorous tasks. Based on data (ie. NWEA and walkthrough data).</p> <p>October 2021 - January 2022 Intermediate CORE ELA teachers and the ELA coach will engage in vertically aligned coaching cycles that include peer observations based on the PFM, and development and implementation of rigorous writing tasks.</p> <p>October 2021 - November 2021 ELA instructional coach will provide targeted PD to all instructional staff on researched based strategies that support the processing (i.e. asking additional questions that deepen student understanding and approach incorrect answers as learning opportunities) element of the PFM.</p>	
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<p>112: 3-8 Math Black Core Subject PI</p>		<p>August 2021 - September 2021 The building principal, instructional coach and math interventionist will meet to craft a professional learning plan around Tier 2 Math support for grades 3-5.</p> <p>August 2021 - September 2021 The building principal and the instructional coach will create a schedule for Bridges Intervention module work that will be implemented during pre-determined RTI Blocks.</p> <p>September 2021 - January 2022 The instructional coach will provide targeted professional development around the implementation of the Bridges Curriculum (i.e., lesson structure, Domain alignment, progress monitoring, etc.)</p> <p>October 2021 - January 2022 Administrator walkthroughs/instructional rounds will allow for consistent monitoring of the implementation of high leverage Tier 1 launch routines that supports rigorous, standards aligned instruction.</p> <p>October 2021 - December 2021 Embedded professional development will focus on facilitating high leverage number talk routines to</p>	<p>The ESSA baseline for this indicator is 50.0 and the target for this school year is 53.4. One way in which we determine growth progress is reviewing NWEA growth over the course of a year. We were unable to administer the assessment last fall so the current data represents the percent of students in grades 3-5 who maintained or increased their reading percentile from Winter 21 to Fall of 21. The current Math score percentile is 23.2. This is an indicator that we are NOT on target to meet our end of the year target.</p> <p>We also use NWEA to project performance on the NYS Assessment and currently, based on the Fall administration, the data is as follows:</p> <p>18% of Black students are projected to achieve a level 2 or higher as compared to 3rd graders in 2019, where 39% were projected to achieve a level 2 or higher.</p> <p>Trends: All students were level 1 to begin the year, our practices are moving students, however we are not moving students to proficiency at this time. This signals that we need to continue our focus on Tier 1 practice through our professional development.</p>
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		<p>increase student engagement and discourse and to provide access to grade level math instruction. October 2021 - December 2021 Coaching cycles will be utilized to model and/or co-teach high leverage launch routines to promote re-engagement around pre-requisite standards, problem solving routines, and accountable talk.</p> <p>October 2021 - January 2022 During weekly Common Planning Time meetings teachers will provide evidence of instructional strategies through student work and ACSD data points.</p> <p>October 2021- January 2022 During core instruction time, the launch routine has to be related to the priority standard. Students will be actively participating in the number talks and sharing their thoughts.</p>	
<p>115: 3-8 Math ED Core Subject PI</p>		<p>August 2021 - September 2021 The building principal, instructional coach and math interventionist will meet to craft a professional learning plan around Tier 2 Math support for grades 3-5.</p> <p>August 2021 - September 2021 The building principal and the instructional coach will create a schedule for Bridges Intervention module work that will be implemented during pre-determined RTI Blocks.</p>	<p>The ESSA baseline for this indicator is 51.9 and the target for this school year is 56.8. One way in which we determine growth progress is reviewing NWEA growth over the course of a year. We were unable to administer the assessment last fall so the current data represents the percent of students in grades 3-5 who maintained or increased their reading percentile from Winter 21 to Fall of 21. The current Math score percentile is 24.4. This is an indicator that we are NOT on target to meet our end of the year target.</p> <p>We also use NWEA to project performance on the NYS Assessment and currently, based on the Fall administration, the data is as follows:</p> <p>21% of ED students are projected to achieve a level 2 or higher as compared to 3rd graders in 2019, where 44% were projected to achieve a level 2 or higher.</p>



	<p>September 2021 - January 2022 The instructional coach will provide targeted professional development around the implementation of the Bridges Curriculum (i.e., lesson structure, Domain alignment, progress monitoring, etc.)</p> <p>October 2021 - January 2022 Administrator walkthroughs/instructional rounds will allow for consistent monitoring of the implementation of high leverage Tier 1 launch routines that supports rigorous, standards aligned instruction.</p> <p>October 2021 - December2021 Embedded professional development will focus on facilitating high leverage number talk routines to increase student engagement and discourse and to provide access to grade level math instruction.</p> <p>October 2021 - December 2021 Coaching cycles will be utilized to model and/or co-teach high leverage launch routines to promote re-engagement around pre-requisite standards, problem solving routines, and accountable talk.</p> <p>October 2021 - January 2022 During weekly Common Planning Time meetings teachers will provide evidence of instructional strategies through student work and ACSD data points.</p>	<p>Trends: All students were level 1 to begin the year, our practices are moving students, however we are not moving students to proficiency at this time. This signals that we need to continue our focus on Tier 1 practice through our professional development.</p>
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		October 2021- January 2022 During core instruction time, the launch routine has to be related to the priority standard. Students will be actively participating in the number talks and sharing their thoughts.	
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Part IV – Community Engagement Team (CET)

Community Engagement Team (CET)

The role of the Community Engagement Team is to be active thought partners in contributing to and supporting the development of recommendations for school improvement through public engagement. Recommendations made by the CET, including how the school community was engaged to seek input/feedback to guide implementation of the school’s improvement plan, should be addressed in response to the prompts below.

Report Out of 2021-22 CET Plan Implementation

<ul style="list-style-type: none"> ● List the categories of stakeholders that have participated as members this reporting period. ● Include any changes made to the CET’s membership since the development of the 2021-2022 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.
<ul style="list-style-type: none"> ● Current Stakeholders: <ul style="list-style-type: none"> ○ Parents ○ Teachers ○ Administrators ○ Community Partners ○ Support Staff ● No changes to CET Membership 	The CET team met on October 12, 2021 to review and discuss the implementation of the improvement plan and made recommendations prior to the submission of this quarterly 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 ELA and MATH instruction.

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 2021-2022 Community Engagement Team plan and membership.

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