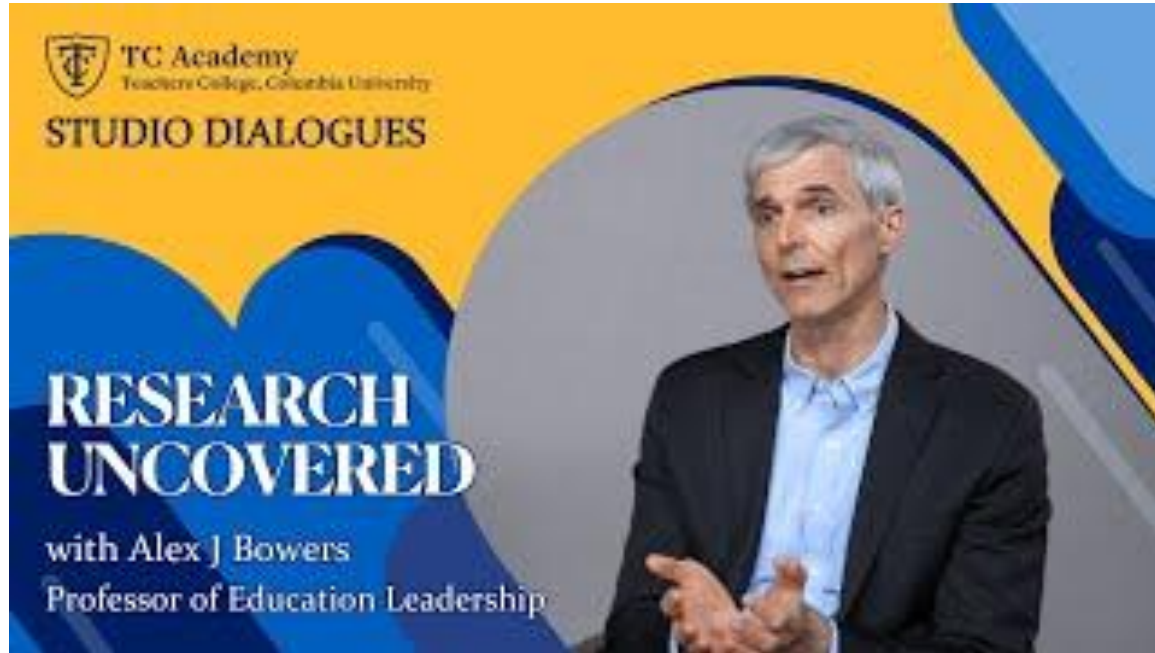


PS 56 SLT MEETING
2/10/26

Agenda

- minute approval and announcements
- presentation on quantitative data for math and ela using the screeners info
- qualitative report on district visits
- breakout work to unpack the data
- general updates on things like career committee?
- non member questions

Looking at Data as a Community



[Bringing School Data to Life](#)



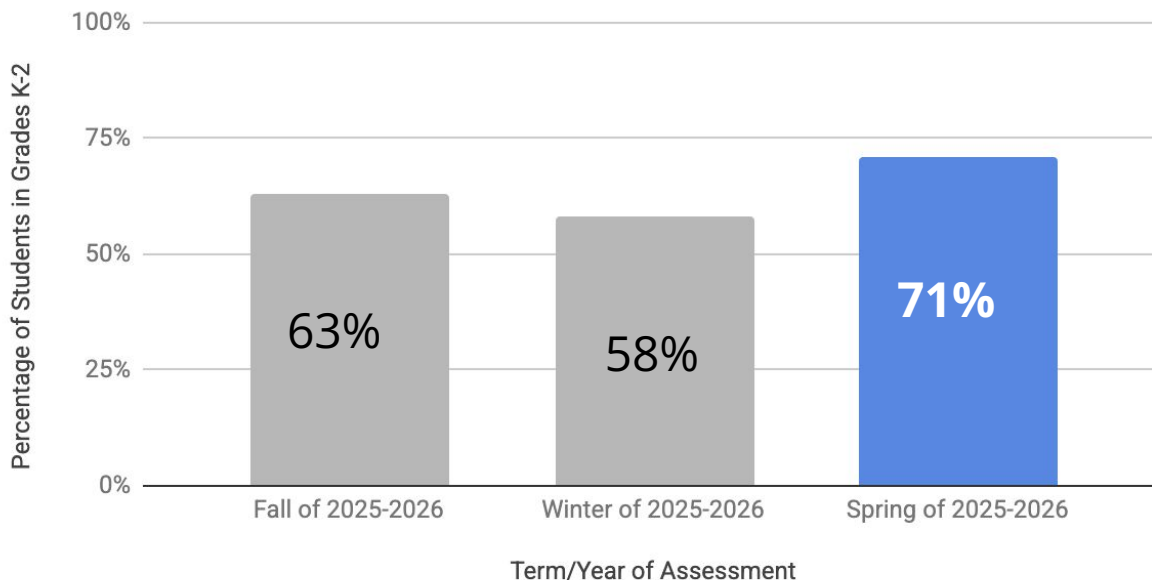
ELA Mid-Year Snapshot



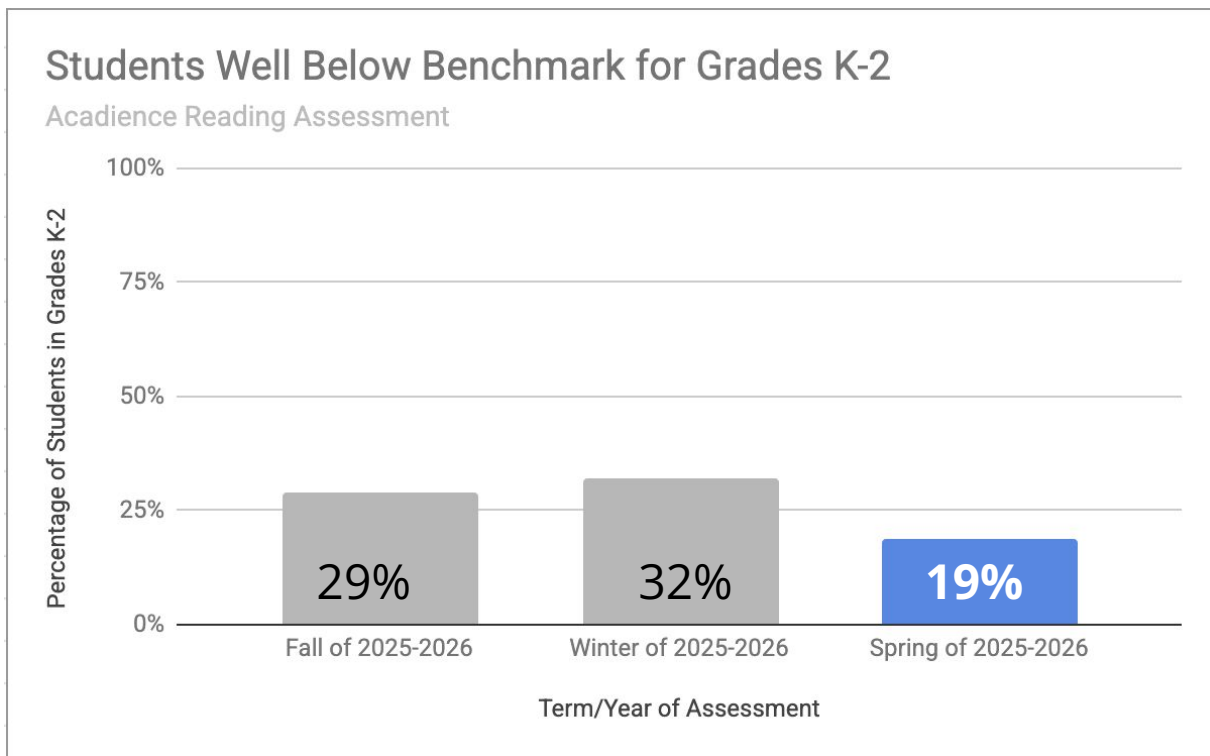
Goal: By June, 2026, Literacy for All Students in Grades K-2 will improve, as measured by an 8% Increase, from 63% to 71%, of the percentage of students scoring at or above grade level on the Acadience Reading Screener.

Students At or Above Grade Level Grades K-2

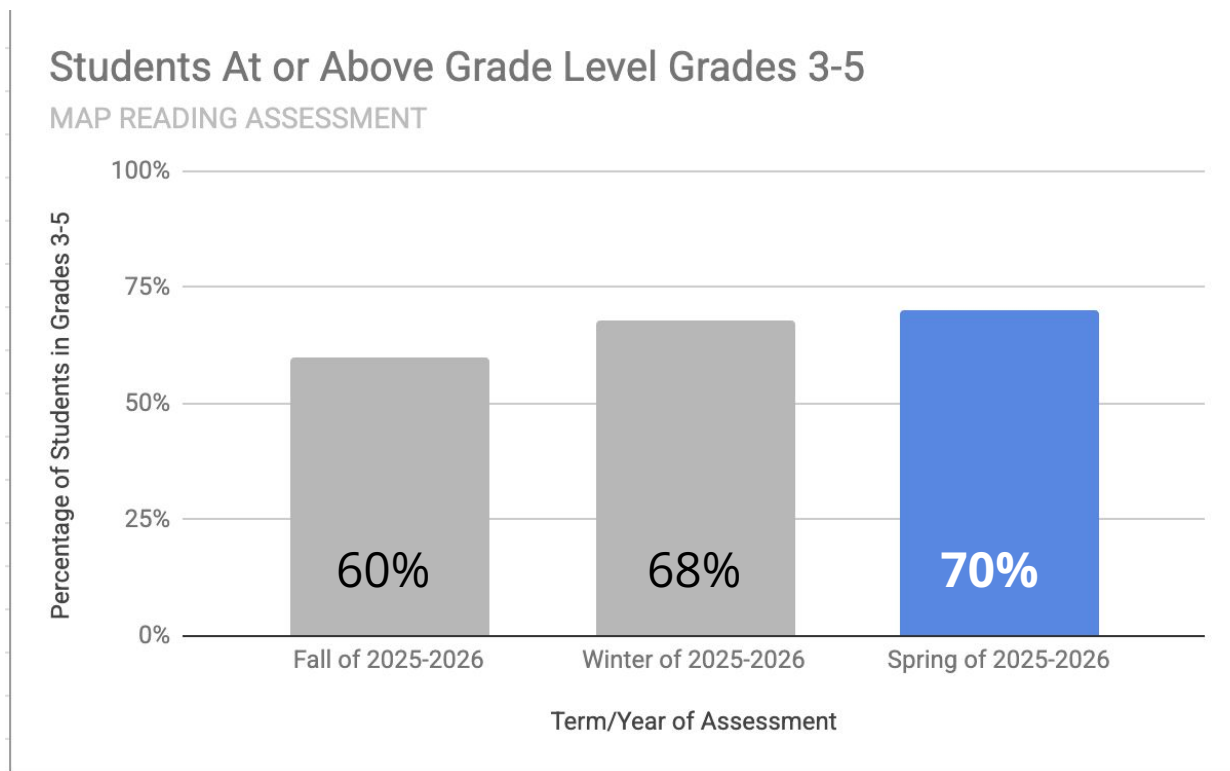
Acadience Reading Assessment



By June, 2026, Literacy for All Students will improve in Grades K-2, as measured by a 10% decrease, from 29% to 19%, of the percentage of students scoring "well-below" benchmark on the Acadience Reading Screener.



By June, 2026, Literacy for All Students will improve in Grades 3-5, as measured by a 10% Increase, from 60% to 70%, of the percentage of students scoring above the 40th percentile on the MAP Growth Assessment.





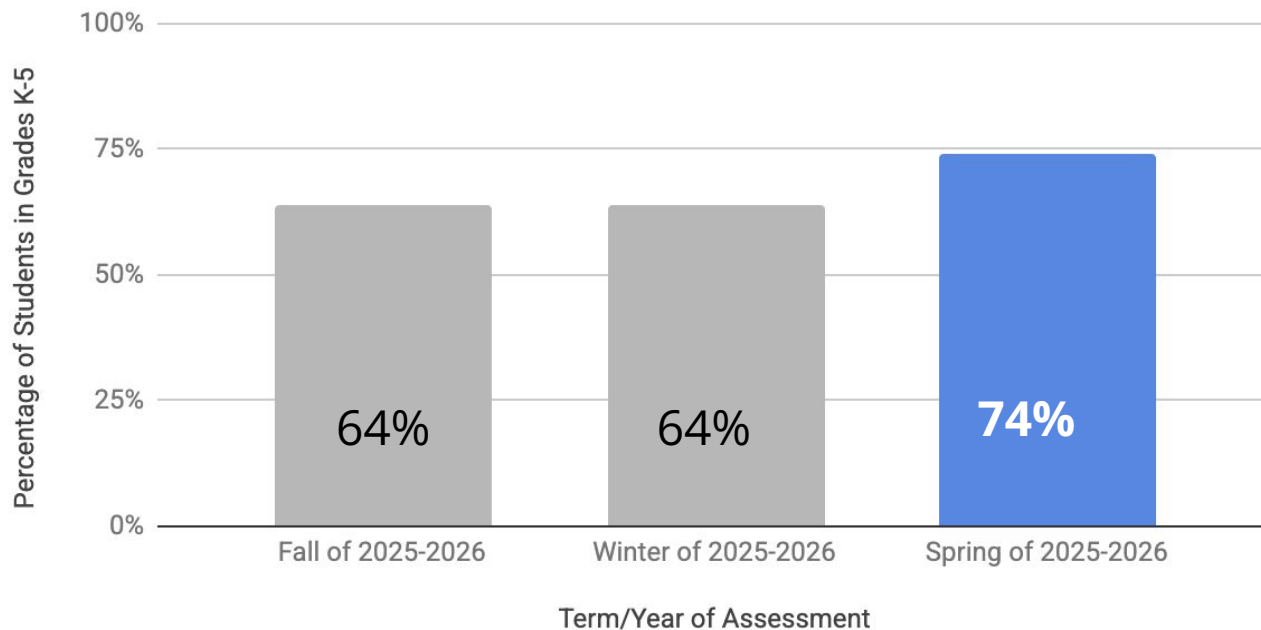
Math Mid-Year Snapshot



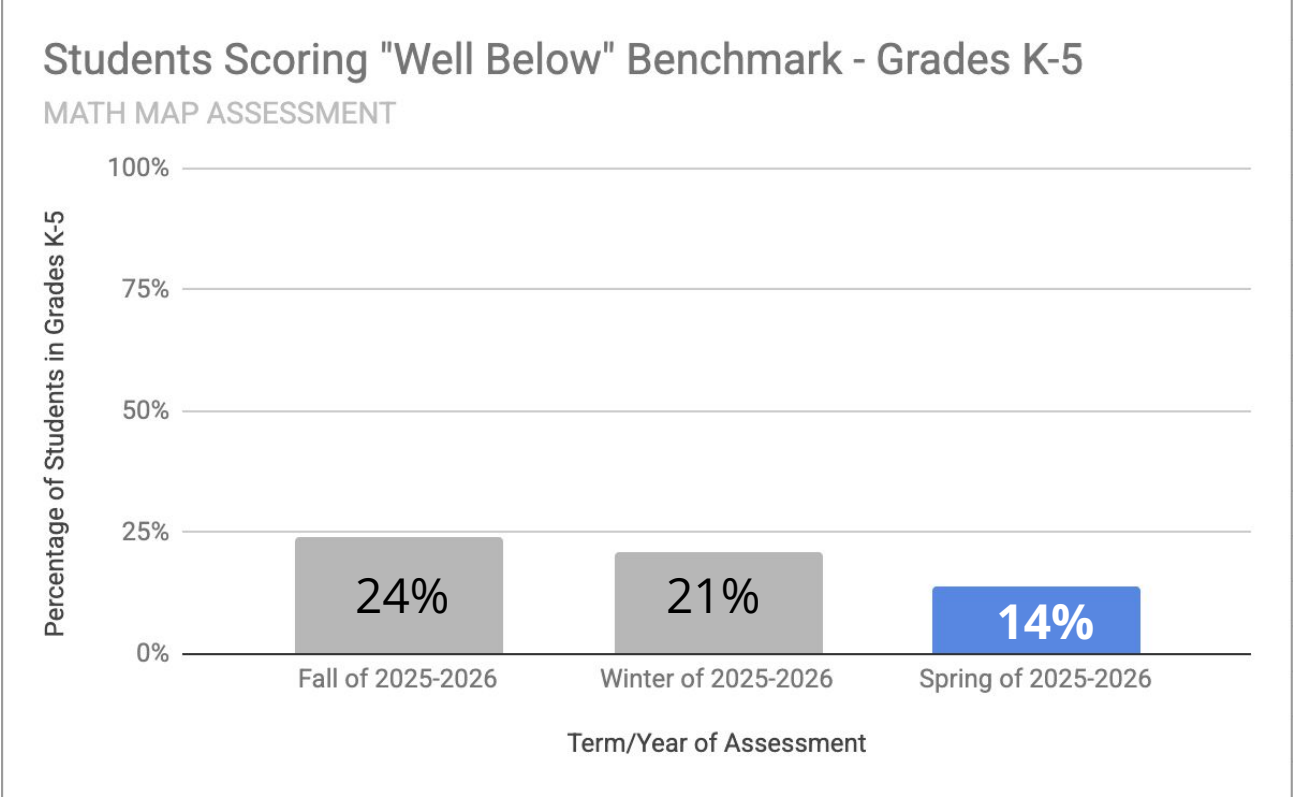
By June, 2026, the percentage of students scoring above 40th percentile will increase by 10% from 64% to 74%, for All Students, as measured by Math MAP Growth Assessment .

Students Scoring Above 40th Percentile - Grades K-5

MATH MAP ASSESSMENT



By June, 2026, the percentage of students scoring "well below" benchmark will decrease by 10% from 24% to 14%, for All Students, as measured by Math MAP Growth Assessment.



Math MAP Data

School Profile

Achievement by Grade

13K056 - P.S. 056 Lewis H. Latimer | Math K-12

Grade ↑	Achievement Winter 2025-2026 Median and Distribution	Sort by -- select an option --	Number of Students
Grade 0K	74th 8% 3% 22% 33% 34%		36
Grade 01	49th 17% 25% 25% 16% 17%		24
Grade 02	55th 29% 10% 16% 24% 21%		38
Grade 03	57th 15% 20% 18% 12% 35%		34
Grade 04	42nd 38% 10% 17% 24% 11%		29
Grade 05	41st 20% 28% 28% 8% 16%		25

Percentiles Key 1st - 20th 21st - 40th 41st - 60th 61st - 80th >80th

Rostered Winter 2025-2026
Tested Winter 2025-2026

[More information about this chart](#) ▾

How will we achieve our goals?

PS56 Reading Intervention Programs- Before and After

- Double Dose of Foundations During After School Tutoring
 - From 65 students in Fall to 63 students in Winter.
- Phonics for Reading
 - Strategic reading period for 12 students in grades 3, 4, 5. 12 Students throughout grades 3-5.
- SETTS with Ms. Hochman
 - 20 students
- Reading Partners
 - From 25 students in the Fall to 45 students currently including 10 new kindergarten.

Attendance Progress

By June, 2026, Chronic Absenteeism for all students will decrease from 30% in June 2025 to 25% in June 2026, as measured by schoolwide assessment data.

- Current Data as of February 9th- 91% YTD Attendance (As compared to 89% as of February 2025)
- Chronically Absent- 31% (As compared to 36% as of February 2025)

ENL/SPED Scaffolds

- ENL Team and SPED team have been working with grade teams to revise and enhance the differentiation and ENL supports within the IB units and daily instruction.
- Push-In Support has improved with increased teacher team/ENL team planning and integration.
- Revised IB units with ENL component
- Tailored small group/individualized support provided in our afterschool by ENL teachers.

Qualitative Data- Principal Performance Observation & HLIP District Walkthrough. (High Leverage Instructional Practices)

The Sources:

- December PPO: Focus on systems, culture, and foundational lesson planning.
- January Walkthrough: Focus on IB integration, questioning, and student discourse.

The Bottom Line: Our "Priority Focus" (Strengthening SIP/IB/Reading) is taking root in classrooms, specifically in Grades 2, 3, and 5.

Areas of Celebration (The "Bright Spots")

- Instructional Clarity: We have successfully addressed previous gaps in lesson planning. Learning Targets (LTs) are now visible, intentional, and actively referenced by both teachers and students.
- IB Living in Classrooms: High-level questioning is now connected to Transdisciplinary Themes and Key Concepts, not just isolated tasks.
- Student Agency: Observations confirm that students are engaging in purposeful academic discussions, building on peer ideas, and using academic vocabulary.
- Community & Culture: Our school remains a safe haven with zero suspensions and strong fiscal/resource alignment (Walentas Grant, Community Closet).

Bright Spots (Cont'd)

- **Target Alignment:** Teachers are now successfully connecting specific lesson segments back to the LTs.
- **IB Integration:** You have successfully moved beyond basic objectives to include **Transdisciplinary Themes** and **Key Concepts**, bridging the gap between daily tasks and the IB framework.
- **Student Engagement:** The observation of "purposeful academic discussions" suggests that your work on building teacher capacity is translating into student-led learning.

Areas for Growth (The "Shift")

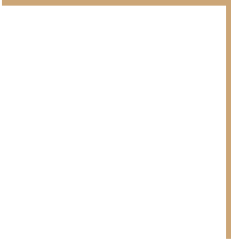
- From Targets to Criteria: While students know the *target*, we need to provide the *roadmap*. We must move toward consistent use of Success Criteria (rubrics, models, checklists) so students can self-assess.
- Equity of Voice: Participation is high, but we must shift from "voluntary" to "systemic" participation. We need protocols to ensure MLLs, SWDs, and quieter students are heard consistently.
- Instructional Cohesion (Tier 1): We need to tighten the "First 15" minutes of lessons and move from whole-group dominance to intentional small-group instruction.
- Systemic Attendance: Addressing chronic absenteeism (26.4%)—particularly for STH and MLL populations—requires a more rigorous, scheduled monitoring system.

Strategic Next Steps- Roadmap for Spring 2026

1. **Codify Success Criteria:** All teachers to develop and display "Look-Fors" or models for student work. *Goal: Students can explain exactly what makes their work "high quality."*
2. **Total Participation Techniques (TPT):** Implement school-wide equity protocols (e.g., Equity Sticks, Socratic Circles, or Participate on Trackers) to guarantee equity of voice.
3. **Grade-Specific Support Plans:** Finalize and monitor the cohesive support plan for **1st and 4th Grades** to address the identified performance gaps.
4. **Attendance Cabinet:** Establish a bi-weekly team to trigger Tier 2 and Tier 3 interventions for chronically absent students.

Breakout Rooms- Patterns and Trends (Quantitative Data and Qualitative Data)

- Take 5 minutes reviewing the data with your groups depending on your group (Quantitative- Screener Data or Qualitative- District Visits)
- What are the patterns and trends you notice?
- What lingering questions do you still have?
- Use ending slides as Note Catchers



Let's Discuss!!!



Quantitative Note Catcher (Screeners Mid Year Data)

- Is it possible to see cohort data (especially controlling for students who have been in the school who have been enrolled consistently (trajectory)
- Possible to cross reference that with the kids who are getting interventions and how they are doing year to year?
- Want to see real numbers for where the Students with IEPs and ELLs are (internal subgroup goal that we couldn't fit on the tracker)
- Is it possible to see chronic absenteeism as a sub group?
- Numbers are not always the full picture-

Qualitative Note Catcher- District Visit Data

- Our group says Quantitative but I'll type here because the other group is typing in qualitative.
- So we see the med year dip every year? Is there a way to look at what causes the dip?
- Given that, do we feel that are the current interventions enough to bring us to our goals or do we need to adjust?
- How do the assessments relate to the IB work being done in the classroom? Is the info being gathered through the assessments being applied in the classrooms?
- How can we encourage kids to take their time on tests if that is such a big help? - is that something that will be emphasized in test prep? And conversely how do we help them assess how much time they have so they don't run out?