

Receivership Schools ONLY

Quarterly Report #2: *October 14, 2019 to January 15, 2020 (Due January 31, 2020)*

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: https://www.albanyschools.org/receivership.html			
Giffen Memorial Elementary School	010100010029	City School District of Albany		Check which plan below applies:			
				SIG		SCEP	
				Cohort (6, or 7) Model: Transformation			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Kaweeda G. Adams	Jasmine Brown	Suzann Cornell, Assistant Principal for School Improvement, Michele Bridgewater, District Improvement Director Dr. Cecily Wilson-Turner, Assistant Superintendent for Elementary Instruction		Pre K-6	15%	15%	523
	Appointment Date: 8/1/2012						

Executive Summary

Please provide a *plain-language summary* of this quarter in terms of implementing key strategies, engaging the community, enacting Receivership, and assessing Level 1 and Level 2 indicator data. 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*.

A significant focus of our quarter two plan continues to center on providing professional development and coaching support focused on lesson rigor, standards-based instruction and learning targets for all grade levels. Teachers and students are receiving differentiated support aligned to identified needs based on data. Instructional support includes: for teachers: grade level/individual coaching cycles based on benchmarking data, as well as data teaming support as dictated by grade level data and need; for students: double-dose (increased daily minutes) of small group reading instruction and RtI Response to Intervention tiered small group instruction in both ELA and Math. Walkthroughs by school and district administrators continue to inform the impact of elements within our Continuation Plan, including evidence of Tenet 4 Instructional practices, professional development, and coaching support. Ongoing targeted feedback, and monitoring of feedback implementation, is provided to teachers. Walkthrough results and an analysis of data has been shared with the school's Building Leadership Team, teaching staff, and Community Engagement Team/School Advisory Team.

Chronic Absenteeism continues to be a focus of our monitoring and data review. Strategies focus on improving chronic absenteeism and increasing communication to the school community with the outcome of removing barriers to attendance. Strategies include: targeting students on the cusp of chronic absenteeism; Home School Coordinators increase communication with families, Tier 3 attendance plans are created, Tier 2 and Tier 3 students participate in SAIG Student Academic Intervention Groups.

The Community Engagement Team has met for a second time, on February 5th, to review progress that the school has made on the implementation of the plan and progress towards meeting the annual indicators. The team approved the plan. In addition, two partners are looking to meet with our instructional coaches for resources to provide their staff, who work with our students, that is aligned to further supporting and providing standards-based instruction.

An MOA was passed in December. Teacher professional development has increased monthly by two hours with a focus on the Continuation Plan.

Attention – This document is intended to be completed by the school receiver and/or its designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcomes of key strategies related to receivership, and as such, should not be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for receivership schools receiving Persistently Struggling School (PSSG), School Improvement Grant (SIG), and Community School Grant (CSG) funds. Additionally, this document serves as the quarterly reporting instrument for receivership schools with School Comprehensive Education Plans (SCEP). The Quarterly Report, in its entirety, must be posted on the district web-site.

Directions for Parts I and II - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies of the first quarter in light of their realized level of implementation and their impact on student learning outcomes. 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 the challenging state academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

Part I – Demonstrable Improvement Indicators (Level 1)

Identify Indicator # and Name	Baseline	2019-20 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2019-20 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 19-20 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.
# 33 ELA All Students MGP	46.6	48.6		yes	1. Teachers will unpack the priority ELA Standards for	<ul style="list-style-type: none"> NWEA Benchmark Assessment (CGP) 	<u>NYS Assessment 18-19</u> Goal 47.6, Achieved 49.4

				<p>each grade level in order to scaffold grade level standards for all students.</p> <ul style="list-style-type: none"> • Nov. 7: Follow- Up to the Cognos PD: Grade Level data - Standard Based Question Stems • 3X per month Common planning /data teaming meetings standards-based instruction <p>2. Teachers will participate in data driven practices to continually improve teaching and learning through assessment, analysis, and action.</p> <ul style="list-style-type: none"> • Nov. 7: Interventionist PD SPED/Reading/ENL Using Assessment and Feedback • Dec. 19: PD with district NWEA trainer; data review; receivership indicator progress report • 3X per month Data team/common planning meetings to review student work, assessments and to plan targeted strategies and small group instruction 	<p>and Projected Proficiency)</p> <ul style="list-style-type: none"> • Curriculum Checkpoint Assessments • Data Team Short Cycle Assessments 	<p><u>NWEA results from winter administration: Winter 19 - Winter 20</u> Student Growth Summary Report: Reading Conditional Growth Percentile (aligned with NYS Exam)</p> <p><u>Grade 3</u> 73%</p> <p><u>Grade 4</u> 57%</p> <p><u>Grade 5</u> 60%</p> <p><u>Grade 6</u> 52%</p> <p>A conditional growth score of 50 means that the students have 1 year of growth. Growth scores above 50 indicate that students are growing more than a year. Grades 3-6 are =>than 50%</p> <p><u>Grade 3: Mean RIT Scores</u> Fall 19: 176 - Beginning Gr. 2 Winter 20: 186 - Mid-year Gr. 2</p> <p><u>Grade 4: Mean RIT Scores</u> Fall 19: 190 - Beginning Gr. 3 Winter 20: 196 - Mid year Gr. 3</p> <p><u>Grade 5: Mean RIT Scores</u> Fall 19: 195 - Mid year Gr. 3 Winter 20: 201 - Beg year Gr. 4</p> <p><u>Grade 6: Mean RIT Scores</u> Fall 19: 195 - Mid Year Gr. 3</p>
--	--	--	--	--	--	---

				<p>3. Teachers will provide students opportunities to practice ELA strategies that will improve independence and increase student participation in their own learning.</p> <ul style="list-style-type: none"> ● Nov. 14: PD ELA K-5 5-day lesson planning and learning target protocols ● Nov. 21: PD Vertical teaming; ELA/Math artifact/strategy share out ● Dec. 5: PD ELA artifact share - graphic organizers, anchor charts, participation strategies, interactive writing ● Jan. 9: ELA 3-6 Effective Strategies: Observable Meaningful Instruction Tenet 4 Phases of Implementation ● Jan. 16: ELA K-2 Effective Strategies: Observable Meaningful Instruction Tenet 4 Phases of Implementation ● Ongoing administrative walkthroughs to observe instruction 		<p>Winter 20: 200 - Beg year Gr. 4</p> <p>The data indicates that students are showing growth. The continued CGP above 50% for CGP has us on target to meet the end of the year MGP of 48.6.</p> <p>The current CGP for this indicator is 57.2</p>
--	--	--	--	---	--	--

<p>#39 3-8 Math All Students MGP</p>	<p>42.3</p>	<p>44.3</p>		<p>yes</p>	<p>1. Teachers will unpack the priority Math Standards for each grade level in order to scaffold grade level standards for all students.</p> <ul style="list-style-type: none"> ● Jan. 9: PD K-2 Unpacking Priority Standards for next units; establish learning targets, differentiation, high-level tasks ● Jan. 16: PD 3-6 Unpacking Priority Standards for next units; establish learning targets, differentiation, high-level tasks ● 3X per month Data team/common planning meetings to review student work, assessments and to plan targeted strategies and small group instruction <p>2. Teachers will participate in data driven practices to continually improve teaching and learning through assessment, analysis, and action.</p>	<ul style="list-style-type: none"> ● NWEA Benchmark Assessment (CGP and Projected Proficiency) ● Math Checkpoint Assessments ● Data Team Short Cycle Assessment 	<p><u>NYS Assessment 18-19</u> Goal 43.3, Achieved 49.1</p> <p><u>NWEA results from winter administration: Winter 19 - Winter 20</u> NWEA Student Growth Summary Report: Math Conditional Growth Percentile (aligned with NYS Exam)</p> <p><u>Grade 3</u> 71%</p> <p><u>Grade 4</u> 38%</p> <p><u>Grade 5</u> 50%</p> <p><u>Grade 6</u> 60%</p> <p>A conditional growth score of 50 means that the students have 1 year of growth. Growth scores above 50 indicate that students are growing more than a year. 3 out of 4 grades are =>than 50%</p> <p><u>Grade 3: Mean RIT Scores</u> Fall 19: 179 - Beginning Gr. 2 Winter 20: 188 - Mid year Gr.2</p> <p><u>Grade 4: Mean RIT Scores</u> Fall 19: 191 - End of year Gr. 2 Winter 20: 195 - Beginning Gr. 3</p> <p><u>Grade 5: Mean RIT Scores</u> Fall 19: 197 - Mid year Gr. 3 Winter 20: 203 - Beginning Gr. 4</p>
--	-------------	-------------	--	------------	---	--	--

				<ul style="list-style-type: none"> ● Nov. 5: Cognos PD and skills progressions to inform RtI instruction ● Nov. 7: Follow- Up to the Cognos PD: Grade Level data - Standard Based Question Stems ● Dec. 19: PD with district NWEA trainer; data review; receivership indicator progress report ● 3X per month Data team meetings to review student work, assessments and to plan targeted strategies and small group instruction <p>3. Teachers will provide students opportunities to practice conceptual Math understanding vs. procedural learning that will improve independence and increase student participation in their own learning.</p> <ul style="list-style-type: none"> ● Nov. 21: PD Vertical teaming; ELA/Math artifact/strategy share out ● Dec. 12: PD <i>Routines for Reasoning</i> text ● Ongoing administrative 		<p><u>Grade 6: Mean RIT Scores</u> Fall 19: 199 - Mid year Gr. 3 Winter 20: 205 - Beg year Gr. 4</p> <p>The data indicates that students are showing growth. The continued CGP above 50% for CGP has us on target to meet the end of the year MGP of 44.3</p> <p>The current CGP for this indicator is 52.4</p>
--	--	--	--	--	--	--

					<p>walkthroughs to observe instruction</p> <ul style="list-style-type: none"> ● Oct. 30, and Jan. 31 math studio for grades 3-6 math teachers ● Nov. 22 and Jan. 22 math studio for K teachers 		
#100 3-8 ELA All Students Core subject Performance Index	52.5	62.5		yes	<p>1. Teachers will unpack the priority ELA Standards for each grade level in order to scaffold grade level standards for all students.</p> <ul style="list-style-type: none"> ● Nov. 7: Follow- Up to the Cognos PD: Grade Level data - Standard Based Question Stems ● 3X per month Common planning /data teaming meetings standards-based instruction <p>2. Teachers will participate in data driven practices to continually improve teaching and learning through assessment, analysis, and action.</p> <ul style="list-style-type: none"> ● Nov. 7: Interventionist PD SPED/Reading/ENL Using Assessment and Feedback 	<p>NWEA Benchmark Assessment (CGP and Projected Proficiency)</p> <ul style="list-style-type: none"> ● Curriculum Checkpoint Assessments ● Data Team Short Cycle Assessments 	<p><u>NYS Assessment 18-19 Goal 57.5, Achieved 55.4</u></p> <p><u>Grades 3-6</u></p> <ul style="list-style-type: none"> ● Level 1: 60% ● Level 2: 27% ● Level 3: 10% ● Level 4: 3% <p><u>NWEA results from winter administration: Projected Proficiency Report (aligned with NYS ELA exam)</u></p> <p><u>Grades 3-6</u> Level 1: 61.6% Level 2: 27.6% Level 3: 8.2% Level 4: 2.5%</p> <p><u>Grade 3</u> Level 1: 57.9% Level 2: 24.6% Level 3: 15.8% Level 4: 1.8%</p> <p><u>Grade 4</u> Level 1: 61.3% Level 2: 24.0%</p>

				<ul style="list-style-type: none"> ● Dec. 19: PD with district NWEA trainer; data review; receivership indicator progress report ● 3X per month Data team/common planning meetings to review student work, assessments and to plan targeted strategies and small group instruction <p>3. Teachers will provide students opportunities to practice ELA strategies that will improve independence and increase student participation in their own learning.</p> <ul style="list-style-type: none"> ● Nov. 14: PD ELA K-5 5-day lesson planning and learning target protocols ● Nov. 21: PD Vertical teaming; ELA/Math artifact/strategy share out ● Dec. 5: PD ELA artifact share - graphic organizers, anchor charts, participation strategies, interactive writing ● Jan. 9: ELA 3-6 Effective Strategies: Observable 		<p>Level 3: 9.3% Level 4: 5.3% Grade 5 Level 1: 60.5% Level 2: 32.1% Level 3: 4.9% Level 4: 2.5% Grade 6 Level 1: 66.7% Level 2: 28.8% Level 3: 4.5% Level 4: 0.0%</p> <p>The current PI for this indicator is 50.4</p> <p>The data indicates that students are not yet at the proficiency levels of like peers. Although we are not currently on track to meet our progress target, with the strategies listed in the column to the left, along with adjustments named we believe we will be back on track to meet our progress target by quarter 3.</p> <p><u>Common Planning Time Data Team Cycles:</u></p> <p><u>3rd grade:</u> <u>Long term Goal:</u> The % of students scoring proficient and higher in Standard RL/RI 3.3 will increase from 31% to 80% as measured by the Spring NWEA assessment. <u>Short term goal:</u> The % of students scoring proficient and</p>
--	--	--	--	--	--	--

				<p>Meaningful Instruction Tenet 4 Phases of Implementation</p> <ul style="list-style-type: none"> ● Jan. 16: ELA K-2 Effective Strategies: Observable Meaningful Instruction Tenet 4 Phases of Implementation ● Ongoing administrative walkthroughs to observe instruction <p>Adjustments: (based on outcomes of NWEA student proficiency measures:</p> <ul style="list-style-type: none"> ● Feb 13 staff PD - Impact of student interventions to inform instructional decisions ● Shift from one hour PD to review data to infusing it into common planning time weekly as well as embedded PD in classrooms ● Weekly checkpoint assessments and standards-based questions inform instruction 		<p>higher in standard RL/RI 3.3 will increase from 21%-80% as measured by the Spring NWEA assessment. *results not yet available</p> <p>4th grade: <u>Long-Term Goal:</u> The % of students scoring proficient and higher in RI 4.3 will increase from 17% to 80% (smart goal of 32%) as measured by Spring NWEA ELA Assessment *not yet available Short Term SMART Goal: The % of students scoring proficient and higher in standard RL 4.3 will increase from 21% to 80% (smart goal 34%) as measured by NWEA Winter ELA Assessment which will be administered by January 2020 Result: 27% proficiency</p> <p>5th grade: <u>Long-Term Area of Focus: RI 5.3</u> Long Term Goal: The % of students scoring proficient and higher in standard 3- reading for information will increase from 9% to 80% (smart goal of 23%) as measured by Spring NWEA ELA Assessment. *not yet available Short Term SMART Goal: The % of students scoring proficient and higher in standard RL 5.3 will increase from <u>18</u> % to 80% (smart goal 38%) as measured by NWEA Winter ELA Assessment which will be administered by</p>
--	--	--	--	--	--	---

					<ul style="list-style-type: none"> Coaching cycles targeted for classrooms with NWEA CGP > 50% 		<p>January 2020. Result: 24% proficiency</p> <p>6th grade: <u>Long-Term Area of Focus: RL/RI 6.3</u> The percent of students scoring proficient or higher in standard 3 will increase from 13% to 80% (SMART goal 28%) as measured by Spring NWEA assessment. *not yet available <u>Short-Term SMART goal:</u> The % of students scoring proficient and higher in standard 6.3 will increase from 5% to 80% proficiency (29% SMART) as measured by End of Quarter Assessment which will be administered by November 8, 2019. Result: 51%</p>
#110 3-8 Math All Students Core Subject Performance Index	33.5	43.5		yes	<p>1. Teachers will unpack the priority Math Standards for each grade level in order to scaffold grade level standards for all students.</p> <ul style="list-style-type: none"> Jan. 9: PD K-2 Unpacking Priority Standards for next units; establish 	<ul style="list-style-type: none"> NWEA Benchmark Assessment (CGP and Projected Proficiency) Math Checkpoint Assessments Data Team Short Cycle Assessment 	<p><u>NYS Assessment 18-19 Goal 38.5, Achieved 48.6 Grades 3-6</u></p> <ul style="list-style-type: none"> Level 1: 67% Level 2: 20% Level 3: 9% Level 4: 4% <p><u>NWEA results from winter administration:</u> Projected Proficiency Report (aligned with NYS Math exam) Grades 3-6 Level 1: 64.9% Level 2: 27.2%</p>

				<p>learning targets, differentiation, high-level tasks</p> <ul style="list-style-type: none"> ● Jan. 16: PD 3-6 Unpacking Priority Standards for next units; establish learning targets, differentiation, high-level tasks ● 3X per month Data team/common planning meetings to review student work, assessments and to plan targeted strategies and small group instruction <p>2. Teachers will participate in data driven practices to continually improve teaching and learning through assessment, analysis, and action.</p> <ul style="list-style-type: none"> ● Nov. 5: Cognos PD and skills progressions to inform RtI instruction ● Nov. 7: Follow- Up to the Cognos PD: Grade Level data - Standard Based Question Stems ● Dec. 19: PD with district NWEA trainer; data review; 		<p>Level 3: 6.2% Level 4: 1.8%</p> <p><u>Grade 3</u> Level 1: 51.8% Level 2: 25.0% Level 3: 16.1% Level 4: 7.1%</p> <p><u>Grade 4</u> Level 1: 63.5% Level 2: 28.4% Level 3: 6.8% Level 4: 1.4%</p> <p><u>Grade 5</u> Level 1: 69.1% Level 2: 27.2% Level 3: 3.7% Level 4: 0%</p> <p><u>Grade 6</u> Level 1: 72.3% Level 2: 27.7% Level 3: 0% Level 4: 0%</p> <p>Winter benchmark data projections suggest that we are on target to meet this indicator.</p> <p>The current PI for this indicator is 44.0</p> <p><u>Grades 3-5 Pre-assessments (standards-aligned) administered in September</u></p> <p><u>Grade 3</u> Level 1: 98% Level 2: 2% Level 3: 0% Level 4: 0%</p>
--	--	--	--	---	--	--

					<p>receivership indicator progress report</p> <ul style="list-style-type: none"> ● 3X per month Data team meetings to review student work, assessments and to plan targeted strategies and small group instruction <p>3. Teachers will provide students opportunities to practice conceptual Math understanding vs. procedural learning that will improve independence and increase student participation in their own learning.</p> <ul style="list-style-type: none"> ● Nov. 21: PD Vertical teaming; ELA/Math artifact/strategy share out ● Dec. 12: PD <i>Routines for Reasoning</i> text ● Ongoing administrative walkthroughs to observe instruction ● Oct. 30, and Jan. 31 math studio for grades 3-6 math teachers ● Nov. 22 and Jan. 22 math studio for K teachers 		<p>Grade 4 Level 1: 100% Level 2: 0% Level 3: 0% Level 4: 0%</p> <p>Grade 5 Level 1: 100% Level 2: 0% Level 3: 0% Level 4: 0%</p> <p><u>Common Planning Time Data</u> <u>Team Cycles:</u> 3rd Grade <u>Long Term Goal:</u> The % of students scoring proficient and higher in 3.OA.1-3, 5, 9(Fall to Winter) will increase from 0 to 80% (2%) as measured by ACSD Fall Post-Assessment. The team is planning to reduce the number of Level 1s by 50%. Result: 59% reduction in level 1s. <u>Short Term SMART Goal:</u> The % of students scoring proficient and higher in standards 3.OA.1,2,3,5,9 will increase from <u> 2 </u>% to 80% (<u> 12 </u>%) as measured by Checkpoint 2 which will be administered by 12/19-12/20. Result: 44%</p> <p><u>4th grade:</u> <u>Short Term SMART Goal:</u> The % of students scoring proficient and higher in standards <u>4.NBT.4-6</u> will increase from <u> 0 </u>% to 80% (10%) as measured by <u>Checkpoint</u></p>
--	--	--	--	--	---	--	---

							<p>#2 which will be administered by <u>12/19-12/20</u>. Result: 0%</p> <p>5th grade: Long Term Goal: The % of students scoring proficient and higher in standard <u>NBT 1,3,4,5</u> will increase from <u>0%</u> to <u>80%</u> (<u>10%</u>) as measured by <u>post-assessment</u>. (Reach Goal <u>80%</u>) Result: 25% proficiency</p> <p>Short Term SMART Goal: The % of students scoring proficient and higher in standard <u>NBT</u> will increase from <u>0%</u> to <u>80%</u> (<u>10%</u>) as measured by <u>checkpoint 1</u> which will be administered by <u>10/31/19</u>. Result: 30.5%</p> <p>6th grade: Long Term Goal: The % of students scoring proficient and higher in standard <u>OA</u> will increase from <u>3%</u> to <u>80%</u> (actual <u>18%</u>) as measured by <u>NWEA-Spring</u>. Result: 22%</p> <p>Short Term SMART Goal: The % of students scoring proficient and higher in standards <u>6.NS.5-6</u> will increase to <u>80%</u> (<u>%</u>) as measured by <u>Topic 2 Assessment</u> (not yet available)</p> <p><u>Checkpoint data pre/post</u></p>
--	--	--	--	--	--	--	---

--	--	--	--	--	--	--	--	--	--	--

grade	Pre-checkpoint proficient	Checkpoint proficient
K	0%	41%
K	0%	80%
K	0%	60%
SPED	0%	89%
1	0%	29%
1	7%	80%
1	0%	53%
SPED	0%	92%
2	14%	47%
2	20%	75%
2	21%	72%
SPED	-	-
3	6%	45%
3	0%	53%
3	0%	39%
4	0%	0%
4	0%	0%
4	0%	0%
4	0%	6%
5	0%	35%
5	0%	19%
5	0%	68%
5	0%	0%

<p>#150 Grade 4 Science All Students Core Subject Performance Index</p>	<p>151.6</p>	<p>161.3</p>		<p>yes</p>	<p>1. Science is taught with fidelity daily.</p> <ul style="list-style-type: none"> ● Administrative walkthroughs ● Coach support during lab time <p>2. Teachers of Science are lesson planning around the set NYS Science standards.</p> <ul style="list-style-type: none"> ● 4th grade science program PD ● Ongoing work with math/science coach lesson planning and standards-based instruction; infusing science understanding during Math and ELA instruction ● vocabulary flash cards incorporated into instruction ● practice with interpreting data and graphs ● 2 remaining units/stations will be taught <p>3. Students are meeting proficiency on those standards (exhibited through performance on NYS exams).</p>	<ul style="list-style-type: none"> ● Science Performance Benchmarks ● Pre and Post Assessments 	<p><u>NYS Assessment 18-19 Goal 156.5, Achieved 174.2</u></p> <p><u>Grade 4</u></p> <ul style="list-style-type: none"> ● Level 1: 10.7% ● Level 2: 25.3% ● Level 3: 34.7% ● Level 4: 29.3 <p><u>January pre-assessment</u></p> <p><u>Grade 4</u></p> <ul style="list-style-type: none"> ● Level 1: 40% ● Level 2: 33.3% ● Level 3: 19.4% ● Level 4: 6.9% <p>Pre-assessment data indicates that we are currently not on track to meet proficiency levels necessary to meet our PI of 161.3, however evidence of PD, student application, and supports listed in the column to the left are targeted for students and teachers; With such supports we predict we will reach our progress target.</p> <p>Current proficiency: (based on pre-assessment) 26.3%</p>
--	--------------	--------------	--	------------	--	--	--

					<ul style="list-style-type: none"> • Mock/Pre-Assessment written and performance given in December • bins with materials aligned to tasks will be used as a reteach • content-area text sets will be provided for students to access 		
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .			Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part II – Demonstrable Improvement Indicators (Level 2)

Identify Indicator # and Name	Baseline	2019-20 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2019-20 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 19-20 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.
#7 Tenet Practices and Decisions DTSDE Tenet 4	P1 29% P2 32%	P1 90% P2 50% P3 4 indicators	yes	yes	Classrooms need to exhibit 90% of the Phase 1 indicators, 50% of the Phase 2 indicators, and 4 of the Phase 3 indicators identified in the Comprehensive DTSDE School Framework Phases of Implementation document <ul style="list-style-type: none"> ● Nov. 5: Staff PD: evidence of 	<ul style="list-style-type: none"> ● Staff self-assessment ● Administrative /peer classroom walkthroughs ● Tenet 4 Phase 1 indicator google checklist 	Phase 1 data collected from walkthroughs between Oct. and Jan. indicates that of 26 responses collected, the percentage of each indicator present in classrooms is: 4A Environment of Respect and Rapport: 72% 4B Classroom Management: 75% 4D Lesson Delivery: 79% 4E Instructional Techniques That Deepen Engagement: 63.5%

					<p>Tenet 4 Phase 1 indicators in classrooms</p> <ul style="list-style-type: none"> ● Jan. 17: Effective Strategies for Meaningful Discussion: conversations around DTSDE Phases I, II, and III ● Jan. 23: consultant PD and peer learning walks to observe instruction ● Jan. 24: BLT reviewed data from admin and peer walkthroughs quantifying Tenet 4 indicators from the Phases of Implementation Framework <p>Adjustments: based on walkthrough/peer visits data:</p> <ul style="list-style-type: none"> ● Review plan for teaching 		<p>4F Targeted Strategies for Diverse Learners: 60%</p> <p>Phase 2 and 3 checklists will be incorporated into staff PD and administrative walkthroughs in quarter 3.</p> <p>With our ongoing work with the Phases of Implementation and targeted focus on best practices around instruction, we believe we are currently on target to meet our progress target for this indicator.</p>
--	--	--	--	--	--	--	--

					<p>assistants for equity and current needs</p> <ul style="list-style-type: none"> • Consultant visit was postponed until January • Administrators assigned to Tenet 4 focused walkthroughs • Staff review of non-negotiables for Tenet 4 based on upcoming self-assessment of indicators 		
#35 3-8 ELA Black Students MGP	45.8	47.8		yes	<p>1. Teachers will unpack the priority ELA Standards for each grade level in order to scaffold grade level standards for all students.</p> <ul style="list-style-type: none"> • Nov. 7: Follow-Up to the Cognos PD: Grade Level data - Standard Based Question Stems 	<ul style="list-style-type: none"> • NWEA • CGP • Checkpoint Assessments • Core Subject Performance Index 	<p><u>NYS Assessment 18-19</u> Goal 46.8, Achieved 47.1</p> <p><u>NWEA results from winter administration: Winter 19 - Winter 20</u> Student Growth Summary Report: Reading Conditional Growth Percentile (aligned with NYS Exam)</p> <p><u>Black Students:</u> <u>Grade 3</u> 70% <u>Grade 4</u> 71% <u>Grade 5</u> 64%</p>

				<ul style="list-style-type: none"> ● 3X per month Common planning /data teaming meetings standards-based instruction 2. Teachers will participate in data driven practices to continually improve teaching and learning through assessment, analysis, and action. ● Nov. 7: Interventionist PD SPED/Reading/ENL Using Assessment and Feedback ● Dec. 19: PD with district NWEA trainer; data review; receivership indicator progress report ● 3X per month Data team/common planning meetings to 		<p><u>Grade 6</u> 39%</p> <p>A conditional growth score of 50 means that the students have 1 year of growth. Growth scores above 50 indicate that students are growing more than year.</p> <p><u>Grade 3: Mean RIT Scores</u> Fall 19: 179.4 - Beginning Gr. 2 Winter 20: 188.8 - Beginning Gr. 3</p> <p><u>Grade 4: Mean RIT Scores</u> Fall 19: 190.4 - Beginning Gr. 3 Winter 20: 196.9 Mid year Gr. 3</p> <p><u>Grade 5: Mean RIT Scores</u> Fall 19: 194.1 - Mid year Gr. 3 Winter 20: 200.8 Beginning Gr. 4</p> <p><u>Grade 6: Mean RIT Scores</u> Fall 19: 196.6 - Mid Year Gr. 3 Winter 20: 198.8 End of year Gr. 4</p> <p>The data indicates that black students are showing growth and a continued CGP above 50% for grades 4-6 has us on target to meet the end of the year MGP of 47.8.</p> <p>The current CGP for this indicator is 55.5</p>
--	--	--	--	--	--	--

				<p>review student work, assessments and to plan targeted strategies and small group instruction</p> <p>3. Teachers will provide students opportunities to practice ELA strategies that will improve independence and increase student participation in their own learning.</p> <ul style="list-style-type: none">● Nov. 14: PD ELA K-5 5-day lesson planning and learning target protocols● Nov. 21: PD Vertical teaming; ELA/Math artifact/strategy share out● Dec. 5: PD ELA artifact share - graphic organizers, anchor charts, participation		
--	--	--	--	--	--	--

					<p>strategies, interactive writing</p> <ul style="list-style-type: none"> • Jan. 9: ELA 3-6 Effective Strategies: Observable Meaningful Instruction Tenet 4 Phases of Implementation • Jan. 16: ELA K-2 Effective Strategies: Observable Meaningful Instruction Tenet 4 Phases of Implementation • Ongoing administrative walkthroughs to observe instruction 		
#41 3-8 Math Black Students MGP	41.1	43.1		yes	<p>1. Teachers will unpack the priority Math Standards for each grade level in order to scaffold grade level standards for all students.</p>	<ul style="list-style-type: none"> • NWEA Benchmark Assessment (CGP and Projected Proficiency) • Math Checkpoint Assessments 	<p><u>NWEA results from winter administration: Winter 18 - Winter 19</u> Student Growth Summary Report: Reading Conditional Growth Percentile (aligned with NYS Exam)</p> <p><u>Black Students: Grade 3</u> 72%</p>

				<ul style="list-style-type: none"> ● Jan. 9: PD K-2 Unpacking Priority Standards for next units; establish learning targets, differentiation, high-level tasks ● Jan. 16: PD 3-6 Unpacking Priority Standards for next units; establish learning targets, differentiation, high-level tasks ● 3X per month Data team/common planning meetings to review student work, assessments and to plan targeted strategies and small group instruction <p>2. Teachers will participate in data driven practices to continually</p>	<ul style="list-style-type: none"> ● Data Team Short Cycle Assessment 	<p><u>Grade 4</u> 30%</p> <p><u>Grade 5</u> 57%</p> <p><u>Grade 6</u> 58%</p> <p>A conditional growth score of 50 means that the students have 1 year of growth. Growth scores above 50 indicate that students are growing more than year.</p> <p><u>Grade 3: Mean RIT Scores</u> Fall 19: 178.1 - Beginning year Gr. 2 Winter 20: 187.6 - Mid year Gr. 2</p> <p><u>Grade 4: Mean RIT Scores</u> Fall 19: 190.9 - Beginning Gr. 3 Winter 20: 194.7 Beginning Gr. 3</p> <p><u>Grade 5: Mean RIT Scores</u> Fall 19: 194.9 - Beginning Gr. 3 Winter 20: 200.3 - Mid year Gr. 3</p> <p><u>Grade 6: Mean RIT Scores</u> Fall 19: 198.1 - Mid Year Gr. 3 Winter 20: 203.3 - Beginning Gr. 4 The data indicates that students are growing in grades 3,5,6. A continued combined CGP above 50% for grades 4-6 has us on target to meet the end of the year MGP of 43.1.</p> <p>The current CGP for this indicator is 52.6</p>
--	--	--	--	--	--	---

				<p>improve teaching and learning through assessment, analysis, and action.</p> <ul style="list-style-type: none">● Nov. 5: Cognos PD and skills progressions to inform RtI instruction● Nov. 7: Follow-Up to the Cognos PD: Grade Level data - Standard Based Question Stems● Dec. 19: PD with district NWEA trainer; data review; receivership indicator progress report● 3X per month Data team meetings to review student work, assessments and to plan targeted strategies and small group instruction		
--	--	--	--	--	--	--

				<p>3. Teachers will provide students opportunities to practice conceptual Math understanding vs. procedural learning that will improve independence and increase student participation in their own learning.</p> <ul style="list-style-type: none">● Nov. 21: PD Vertical teaming; ELA/Math artifact/strategy share out● Dec. 12: PD <i>Routines for Reasoning</i> text● Ongoing administrative walkthroughs to observe instruction● Oct. 30, and Jan. 31 math studio for grades 3-6 math teachers		
--	--	--	--	--	--	--

					<ul style="list-style-type: none"> Nov. 22 and Jan. 22 math studio for K teacher 		
#103 3-8 ELA Hispanic Core Performance Index	58.9	67.7		yes	<ol style="list-style-type: none"> Teachers will unpack the priority ELA Standards for each grade level in order to scaffold grade level standards for all students. <ul style="list-style-type: none"> Nov. 7: Follow-Up to the Cognos PD: Grade Level data - Standard Based Question Stems 3X per month Common planning /data teaming meetings standards-based instruction Teachers will participate in data driven practices to continually improve teaching and learning 	<ul style="list-style-type: none"> NWEA CGP Checkpoint Assessments Core Subject Performance Index 	<p><u>NWEA results from winter administration:</u> Projected Proficiency Report (aligned with NYS Math exam)</p> <p><u>Grades 3-6</u> Level 1: 56.7% Level 2: 29.9% Level 3: 10.4% Level 4: 3.0%</p> <p><u>Grade 3</u> Level 1: 71.4% Level 2: 14.3% Level 3: 14.3% Level 4: 0.0%</p> <p><u>Grade 4</u> Level 1: 63.2% Level 2: 26.3% Level 3: 5.3% Level 4: 5.3%</p> <p><u>Grade 5</u> Level 1: 52.4% Level 2: 33.3% Level 3: 9.5% Level 4: 4.8%</p> <p><u>Grade 6</u> Level 1: 38.5% Level 2: 46.2% Level 3: 10.4% Level 4: 3.0%</p> <p>The current PI for this indicator is 58.2</p>

				<p>through assessment, analysis, and action.</p> <ul style="list-style-type: none">● Nov. 7: Interventionist PD SPED/Reading/ENL Using Assessment and Feedback● Dec. 19: PD with district NWEA trainer; data review; receivership indicator progress report● 3X per month Data team/common planning meetings to review student work, assessments and to plan targeted strategies and small group instruction <p>3. Teachers will provide students opportunities to practice ELA strategies that will improve independence</p>		<p>The data indicates that students are not at the proficiency levels of like peers. We are currently not on track to meet our progress target of 67.7. However with the strategies listed in the column to the left, along with adjustments, we believe we are working towards increasing our current PI percentage by next quarter.</p>
--	--	--	--	--	--	---

				<p>and increase student participation in their own learning.</p> <ul style="list-style-type: none">● Nov. 14: PD ELA K-5 5-day lesson planning and learning target protocols● Nov. 21: PD Vertical teaming; ELA/Math artifact/strategy share out● Dec. 5: PD ELA artifact share - graphic organizers, anchor charts, participation strategies, interactive writing● Jan. 9: ELA 3-6 Effective Strategies: Observable Meaningful Instruction Tenet 4 Phases of Implementation● Jan. 16: ELA K-2 Effective Strategies: Observable Meaningful Instruction		
--	--	--	--	--	--	--

				<p>Tenet 4 Phases of Implementation</p> <ul style="list-style-type: none">• Ongoing administrative walkthroughs to observe instruction <p>Adjustments: (based on outcomes of NWEA student proficiency measures:</p> <ul style="list-style-type: none">• Feb 13 staff PD - Impact of student interventions to inform instructional decisions• Shift from one hour PD to review data to infusing it into common planning time weekly as well as embedded PD in classrooms• Weekly checkpoint assessments and standards-based questions		
--	--	--	--	--	--	--

					<p>inform instruction</p> <ul style="list-style-type: none"> Coaching cycles targeted for classrooms with NWEA CGP > 50% 		
<p>#113 3-8 Math Hispanic Core Subject Performance Index</p>	46.2	56.1		yes	<p>1. Teachers will unpack the priority Math Standards for each grade level in order to scaffold grade level standards for all students.</p> <ul style="list-style-type: none"> Jan. 9: PD K-2 Unpacking Priority Standards for next units; establish learning targets, differentiation, high-level tasks Jan. 16: PD 3-6 Unpacking Priority Standards for next units; 	<ul style="list-style-type: none"> NWEA Benchmark Assessment (CGP and Projected Proficiency) Math Checkpoint Assessments Data Team Short Cycle Assessment 	<p><u>NWEA results from winter administration:</u> Projected Proficiency Report (aligned with NYS Math exam)</p> <p><u>Grades 3-6</u> Level 1: 58.8% Level 2: 33.8% Level 3: 5.9% Level 4: 1.5%</p> <p><u>Grade 3</u> Level 1: 57.1% Level 2: 28.6% Level 3: 7.1% Level 4: 7.1%</p> <p><u>Grade 4</u> Level 1: 57.9% Level 2: 31.6% Level 3: 10.5% Level 4: 0.0%</p> <p><u>Grade 5</u> Level 1: 66.7% Level 2: 28.6% Level 3: 4.8% Level 4: 0.0%</p> <p><u>Grade 6</u> Level 1: 50%</p>

				<p>establish learning targets, differentiation, high-level tasks</p> <ul style="list-style-type: none"> ● 3X per month Data team/common planning meetings to review student work, assessments and to plan targeted strategies and small group instruction <p>2. Teachers will participate in data driven practices to continually improve teaching and learning through assessment, analysis, and action.</p> <ul style="list-style-type: none"> ● Nov. 5: Cognos PD and skills progressions to inform RtI instruction ● Nov. 7: Follow-Up to the Cognos PD: Grade Level 		<p>Level 2: 50% Level 3: 0.0% Level 4: 0.0%</p> <p>The current PI for this indicator is 49.3</p> <p>The data indicates that students are not at the proficiency levels of like peers. We are currently not on track to meet our progress target of 56.1. However with the strategies listed in the column to the left, along with the adjustments, we believe we are working towards increasing our current PI percentage by next quarter.</p>
--	--	--	--	---	--	---

				<p>data - Standard Based Question Stems</p> <ul style="list-style-type: none">● Dec. 19: PD with district NWEA trainer; data review; receivership indicator progress report● 3X per month Data team meetings to review student work, assessments and to plan targeted strategies and small group instruction <p>3. Teachers will provide students opportunities to practice conceptual Math understanding vs. procedural learning that will improve independence and increase student participation in their own learning.</p>		
--	--	--	--	--	--	--

				<ul style="list-style-type: none">● Nov. 21: PD Vertical teaming; ELA/Math artifact/strategy share out● Dec. 12: PD <i>Routines for Reasoning</i> text● Ongoing administrative walkthroughs to observe instruction● Oct. 30, and Jan. 31 math studio for grades 3-6 math teachers● Nov. 22 and Jan. 22 math studio for K teacher <p>Adjustments: (based on outcomes of NWEA student growth and proficiency measures):</p> <ul style="list-style-type: none">● Feb 13 staff PD - Impact of student interventions to inform instructional decisions● Shift from one hour PD to review data to infusing it into common		
--	--	--	--	--	--	--

					<p>planning time weekly as well as embedded PD in classrooms</p> <ul style="list-style-type: none"> ● Fall Post-assessment data is available to analyze; spring pre-assessment data will be ready in the next few weeks ● Coaching cycles targeted for classrooms with NWEA CGP > 50% 		
#nw1 NWEA Math Growth for SWD	30.0	32.0		yes	<p>1. Teachers will unpack the priority Math Standards for each grade level in order to scaffold grade level standards for all students.</p> <ul style="list-style-type: none"> ● Jan. 9: PD K-2 Unpacking Priority 	<ul style="list-style-type: none"> ● NWEA Benchmark Assessment (CGP and Projected Proficiency) ● Math Checkpoint Assessments ● Data Team Short Cycle Assessment 	<p><u>NWEA results from winter administration: Winter 19 - Winter 20</u> Student Growth Summary Report: Reading Conditional Growth Percentile (aligned with NYS Exam)</p> <p>The current CGP for this indicator is 52.0</p>

				<p>Standards for next units; establish learning targets, differentiation, high-level tasks</p> <ul style="list-style-type: none">● Jan. 16: PD 3-6 Unpacking Priority Standards for next units; establish learning targets, differentiation, high-level tasks● 3X per month Data team/common planning meetings to review student work, assessments and to plan targeted strategies and small group instruction <p>2. Teachers will participate in data driven practices to continually improve teaching and learning</p>		<p>This data indicates that we are currently on target to meet our progress target of 32.0</p>
--	--	--	--	--	--	---

				<p>through assessment, analysis, and action.</p> <ul style="list-style-type: none">● Nov. 5: Cognos PD and skills progressions to inform RtI instruction● Nov. 7: Follow-Up to the Cognos PD: Grade Level data - Standard Based Question Stems● Dec. 19: PD with district NWEA trainer; data review; receivership indicator progress report● 3X per month Data team meetings to review student work, assessments and to plan targeted strategies and small group instruction <p>3. Teachers will provide students opportunities to practice</p>		
--	--	--	--	--	--	--

					<p>conceptual Math understanding vs. procedural learning that will improve independence and increase student participation in their own learning.</p> <ul style="list-style-type: none"> • Nov. 21: PD Vertical teaming; ELA/Math artifact/strategy share out • Dec. 12: PD <i>Routines for Reasoning</i> text • Ongoing administrative walkthroughs to observe instruction • Oct. 30, and Jan. 31 math studio for grades 3-6 math teachers • Nov. 22 and Jan. 22 math studio for K teacher 		
#nw2 NWEA Reading Growth for SWD	35.3	37.3			<p>1. Teachers will unpack the priority ELA Standards for</p> <ul style="list-style-type: none"> • NWEA Benchmark Assessment (CGP and 	<p><u>NWEA results from winter administration: Winter 19 - Winter 20</u> Student Growth Summary Report: Reading</p>	

				<p>each grade level in order to scaffold grade level standards for all students.</p> <ul style="list-style-type: none"> • Nov. 7: Follow-Up to the Cognos PD: Grade Level data - Standard Based Question Stems • 3X per month Common planning /data teaming meetings standards-based instruction <p>2. Teachers will participate in data driven practices to continually improve teaching and learning through assessment, analysis, and action.</p> <ul style="list-style-type: none"> • Nov. 7: Interventionist PD SPED/Reading/ENL Using 	<p>Projected Proficiency)</p> <ul style="list-style-type: none"> • Curriculum Checkpoint Assessments • Data Team Short Cycle Assessments 	<p>Conditional Growth Percentile (aligned with NYS Exam)</p> <p>The current CGP for this indicator is 54.5</p> <p>This data indicates that we are currently on target to meet our progress target of 37.3</p>
--	--	--	--	---	--	--

				<p>Assessment and Feedback</p> <ul style="list-style-type: none">● Dec. 19: PD with district NWEA trainer; data review; receivership indicator progress report● 3X per month Data team/common planning meetings to review student work, assessments and to plan targeted strategies and small group instruction <p>3. Teachers will provide students opportunities to practice ELA strategies that will improve independence and increase student participation in their own learning.</p> <ul style="list-style-type: none">● Nov. 14: PD ELA K-5 5-day lesson planning		
--	--	--	--	---	--	--

					<p>and learning target protocols</p> <ul style="list-style-type: none">● Nov. 21: PD Vertical teaming; ELA/Math artifact/strategy share out● Dec. 5: PD ELA artifact share - graphic organizers, anchor charts, participation strategies, interactive writing <p>Jan. 9: ELA 3-6 Effective Strategies: Observable Meaningful Instruction Tenet 4 Phases of Implementation</p> <p>Jan. 16: ELA K-2 Effective Strategies: Observable Meaningful Instruction Tenet 4 Phases of Implementation Ongoing administrative walkthroughs to observe instruction</p>		
--	--	--	--	--	--	--	--

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .			Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.	

Part III – *Additional Key Strategies – (As applicable)*

Key Strategies

- Do not repeat strategies described in Parts I and II.
- If the school has selected the SIG 6 or SIG 7 Innovation Framework model, include an analysis of the evidence of the impact of the required lead partner.
- **Every school must discuss the use of technology in the classroom to deliver instruction.**

	List the Key Strategy from your approved intervention plan (SIG or SCEP).	Status (R/Y/G)	Analysis/Report Out
1.	Use of technology in the classroom to deliver instruction		Weekly use of Dreambox and Compass Learning, math and ELA instructional programming for all students. These programs provide standards and skill-based instruction that is differentiated for individual student needs based on proficiency. They are directly connected to NWEA scores of students. Learning pathways are created for students based on the performance of the NWEA local assessment. Teachers integrate the computer based program into their RtI ELA rotations. Currently, based on our growth data, this program is assisting in student progress along individual student learning targets.
2.	EPO (lead partner) for SIG 6 and SIG 7 ONLY		
3.	<p>By June 2020, Giffen Memorial Elementary School will decrease the <u>chronic absenteeism</u> rate to 26%. Our current baseline is 29%.</p> <p>At the conclusion of the 18.19 school year, Giffen’s chronic absenteeism rate was 32%. This is below our</p>		<p>Our Chronic Absenteeism rate as of <u>January 28</u> is 27%. This suggests that we are continuing to remain on track to meet our baseline target of 29%.</p> <p>SCEP action plan through January 2020</p> <ul style="list-style-type: none"> • The attendance committee continues to meet monthly to plan for student interventions based on identification from the 18.19 school year. Students will be ranked as Tier 1 (90%+), 2(80-90%), and 3 (80%) based on attendance rate through the attendance data dashboard.

	<p>expected measured progress of 27%. There is a need to: (1) Communicate the importance of attendance to students and parents (2) Provide tiered interventions and support for chronically absent students, and (3) Support families of chronically absent students with the resources necessary to assist getting students to school consistently.</p>		<ul style="list-style-type: none"> • Students ranked at Tier 1 are monitored on a monthly basis by the Attendance Committee. • Students ranked as Tier 2 are targeted and participated in a 6-week Student Academic and Intervention Group (SAIG). Attendance is monitored on a weekly basis by HSC's and attendance officer. • Students ranked as Tier 3 will be given an attendance plan in collaboration with the attendance officer, attendance building representative, parent, student, and teacher. • BLT and CET will review the SCEP for Attendance metric progress. • Team has received training with district attendance data dashboard to track and monitor student attendance <p>Our data suggests that our targeted support and interventions are making an impact in reducing our chronic absenteeism percentage.</p>		
4.					
5.					
Green	<p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u>.</p>	Yellow	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	Red	<p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>

Part IV – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)

Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. If the 19-20 CET plan and/or the 19-20 CET membership changed, please attach copies of those updated documents to this report.

Status (R/Y/G)	Analysis/Report Out
-------------------	---------------------

In order to assure that families are engaged-in and empowered and informed about their children’s academic success, we have found there is a lack of effective communication between school and home that enables parents to support their child's academic success on a regular basis. Our need is to 1. increase our quality/frequency of communication with families. 2. Increase our capacity to maintain home connections. 3. Increase the perception that our school and family organizations work well together.

- Coordinator's Corner in quarterly Gator Gazette, highlighting (and promoting) HSC (Home School Coordinator) or CSSC (Community School Site Coordinator) and parent communication on a school topic/theme
- Strategic placement of HSCs at arrival and dismissal doors, in order to have consistent face to face communication with families to reinforce information shared via email, robocalls, flyers, etc.
- The Home School Coordinators will consistently be present at PTA meetings
- Parent focus meetings have occurred. Dates: 9/27, 11/16, 12/14; upcoming Saturday session: 2/29

The CET team met to review our tentative Demonstrable Indicator data results on Wed. February 5th. Finalized results will be available the week of February 10th and shared with BLT and CET members. The Building Leadership Team reviewed the updated information on Friday, January 24th.

Powers of the Receiver

Describe the use of the school receiver's powers (pursuant to CR §100.19) during this reporting period. Discuss the goal of each power and its expected impact.			
Status (R/Y/G)	Analysis/Report Out		
	<p>The Superintendent, as Receiver, was able to negotiate with the Teachers Union 2 additional hours per month which is mandatory for all teachers. The additional hours will be targeted on outcomes aligned with the Continuation Plan; ensuring that all Level 1 and Level 2 indicator goals are met. This includes providing professional development and coaching support driven by student data and focused on increasing lesson rigor, using standards based instruction and learning targets for all grade levels.</p>		
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part V – Community Schools Grant (CSG)

(This section needs to be completed by every receivership school receiving CSG funds during the 8/1/17 – 6/30/20 budget period.)

Community Schools Grant (CSG)

As per CR §100.19, receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations.

Required Activities	Provide updates to each activity with regard to its planning, implementation, or operations.
Community-Wide Needs Assessment (if one is being conducted in 19-20)	
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period: 1. public meetings held with parents, teachers, and community members to provide information and solicit input (CR §100.19: held at least quarterly during the school year)	
2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language)	

3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee	
Steering Committee (challenges, meetings held, accomplishments)	
Feeder School Services (specific services offered and impact)	
Community School Site Coordinator (accomplishments and challenges)	
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
--------------	--	---------------	---	------------	---

Part VI – Budget

(This section should be completed by all schools funded by the Persistently Struggling Schools Grant (PSSG), the School Improvement Grant (SIG), and the Community Schools Grant (CSG). Add rows as needed.)

<u>Budget Analysis</u>		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved 2017-20 (PSSG, CSG) or 2019-20 (SIG 1003(g) FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 2.
PSSG:		
SIG:		<ul style="list-style-type: none"> ● Edgenuity - Computer based ELA program directly connected to NWEA scores of students. Learning pathways are created for students based on the performance of the NWEA local assessment. Teachers integrate the computer based program into their RtI ELA rotations.

		<p>Currently, based on our growth data, this program is assisting in student progress along individual student learning targets.</p> <ul style="list-style-type: none"> ● Teacher compensation for BLT meetings outside of the school day. Currently the SCEP outlines quarterly reviews of the building leadership team to review data and make corrections to the plan. The intended impact of this activity is to make sure the building is responsive to the needs of teachers and students. ● GMES is contracted with an NUA (National Urban Alliance) consultant to work directly with the BLT around consistent implementation of Tenet 4 practices. The intended impact is to lift teacher instructional practice thus positively impacting student outcomes. ● Tutoring - GMES has set aside funds for teacher compensation to conduct tutoring for intermediate Level 2 students. This tutoring will begin in November and go until the end of May. The intended impact is to provide targeted students the instructional support needed to reach grade level proficiency. ● Math Studio - GMES is participating in a Math Studio professional development facilitated by the Center for Educational Leadership. The intended impact is to improve teacher instructional math practices. ● UnBound Ed - GMES is sending a team of teachers, Grades 1 - 6, to attend the Standards Institute in February. This conference is directly connected to teacher learning of the standards. The intended impact is to help teachers gain a greater understanding of what standards-based instruction looks and sounds like in all grades and content areas, as well as an opportunity for teachers to turn-key the learned information to their colleagues upon return.
CSG:		

Part VII: Best Practices (Optional)

Best Practices

The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school. It is the intention of the Department to share these best practices with schools and districts in receivership.

List the best practice currently being implemented in the school.

Describe the significant improvements in student performance, instructional practice, student/family engagement, and/or school climate that the best practice has had. Discuss the analysis of data/evidence to determine the impact. Describe the possibility of replication in other schools.

1.		
2.		
3.		

Part VIII – Assurance and Attestation

By signing below, I attest to the fact that the information in this quarterly report is true and accurate to the best of my knowledge; and that the all requirements with regard to public hearings and the community engagement teams, as per CR§ 100.19 have been met.

Name of Receiver (Print): _____

Signature of Receiver: _____

Date: _____