

Receivership Schools ONLY

Continuation Plan for 2019-20 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this plan 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: 2				
Model: Transformation								
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	% 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		PreK-6	NA	15%	15%	523
	Appointment Date: 8/1/2012							

Executive Summary

Please provide a *plain-language summary* of this continuation plans in terms of implementing key strategies, engaging the community, enacting Receivership, and choosing 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*.

This continuation plan focuses on ensuring that all Level 1 (selected by the State Education Department) and Level 2 indicators (selected by the Community Engagement Team) goals are met. 10 of the 12 indicators are focused on increasing student achievement for all students either on the NYS state assessment for ELA, Math and Science or the districts local NWEA benchmark assessment. As a result, a significant focus of the continuation plan centers on providing professional development and coaching support focused on increasing lesson rigor, using standards based instruction and learning targets for all grade levels. The instructional support will be provided based on student data to ensure that teachers and students receive differentiated supports aligned to identified needs. School administrators will utilize their walkthroughs as an opportunity to provide ongoing feedback to teachers and to monitor the impact of the professional development and coaching support on student achievement. The results of their walkthroughs and an analysis of data will be shared with the school's leadership teams (Building Leadership Team,

Community Engagement Team, Community School Advisory Team) so that any course corrections that may be necessary are developed to ensure continuous progress.

Chronic absenteeism was not an indicator that was provided as an option by the State Education Department, however, a review of the school's data indicates the school's chronic absenteeism rate for the 2018-2019 school year was 32.84%. As a result, the school has elected to include in this continuation plan strategies for addressing this indicator. These key strategies focus on increasing communication to the school community about the importance of attendance, attendance celebrations, continuous monitoring of student absences and increasing programs and supports to remove barriers to attendance.

The Community Engagement team reviewed and provided feedback with regard to the development of the Continuation Plan. The team will meet, at a minimum, four times per year. These meetings will be scheduled prior to the submission of all reports regarding the progress the school is making on the implementation of the plan and the progress towards meeting the annual indicators.

As of the submission of this Continuation Plan, the Receiver(Superintendent) has not enacted any receivership powers. Negotiations with the teachers union are expected to begin in August 2019.

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 plan for 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 serves as the continuation plan for Receivership schools receiving School Improvement Grant (SIG) funds. Additionally, this document serves as the planning instrument for Receivership schools with School Comprehensive Education Plans (SCEP). The continuation plan in its entirety must be posted on the district web-site.

Please note - All prompts submitted under the "2019-20 School Year Continuation Plan" heading should directly align with or be adaptations to the previously approved intervention plans (SIG, or SCEP), and must have input from community engagement teams.

Directions for Part I and II - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies that will be addressed in their 2019-2020 Continuation Plan in light of their anticipated level of implementation and their anticipated impact on student learning outcomes. The 2019-2020 Continuation Plan is an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create the framework by which the school transitions from the current year to the upcoming school year in a manner that represents continuous and comprehensive planning. 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)

LEVEL 1 Indicators						
Please list the school’s Level 1 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.						
Identify Indicator	Baseline	2019-20 Progress Target	Anticipated Status (R/Y/G)	What will be the SCEP/SIG goals and/or key strategies that will support progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What will be the formative data points that will be utilized to assess progress towards the target for this demonstrable improvement indicator?	2019-20 School Year Continuation Plan for Meeting this Indicator
33 3-8 ELA All Students MGP	46.6	48.6		<ul 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. Teachers will participate in data driven practices to continually improve teaching and learning through assessment, analysis, and action. 	<ul style="list-style-type: none"> NWEA Benchmark Assessment (CGP and PI) Curriculum Checkpoint Assessments 	<ul style="list-style-type: none"> Teachers will participate in Standards Progression PD for K-6 teachers on Priority standards as outlined in the current ELA pacing map. Coaches will model and plan with teachers around standards based lessons using data to support the needs of specific students during core and RTI instruction. Administrator walkthroughs/instructional rounds will allow for consistent



				<ul style="list-style-type: none">Teachers will provide students opportunities to practice ELA strategies that will improve independency and increase student participation in their own learning.		<p>monitoring and feedback on the standards based instruction and tasks provided and understood through professional development and coaching support</p> <ul style="list-style-type: none">Teachers will engage in PD, provided by coaches, of instructional strategies that support the priority standards unpacked. Teachers/Coaches participate in and facilitate peer to peer visitations and/or model lessons within classrooms around identified school wide instructional routines and strategies.During weekly data team meetings, facilitated by coaches, teachers will provide evidence of instructional strategies through student work and ACSD data points. Such evidence may result in the need for more targeted coaching cycles and peer to peer visitations.BLT will review results of checkpoint data to determine the impact of standards based instruction and practices.BLT and CET will review the SCEP for ELA metric progress.
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						<ul style="list-style-type: none"> • District staff will conduct PD after the Fall NWEA administration to ensure that teachers understand the Quadrant chart and set goals for students using the continuum. • Teachers will engage in coaching cycles with a focus on specific instructional strategies as it applies to the identified curricular standard. Coaches will provide targeted support to priority classrooms/teachers with an identified need of support. • BLT will meet to modify midpoint action steps. • Teachers and coaches will review and analyze NWEA and Post benchmark assessments to reassess the effectiveness of the standards based instruction and growth of students. • BLT will meet to review yearly progress (school metrics) and develop SCEP/Continuation Plan for the 20.21 school year
39 3-8 Math All Students MGP	42.3	44.3		<ol style="list-style-type: none"> 1. Teachers will unpack the priority Math Standards for each grade level in order to scaffold grade level 	<ul style="list-style-type: none"> • NWEA Benchmark Assessment (CGP and Projected Proficiency) • Math Checkpoint Assessments • Data Team Short Cycle Assessment 	<ul style="list-style-type: none"> • Teachers will utilize the First Ten Days documents provided by CSDA to establish community classroom routines and procedures. • Teachers will participate in



				<p>standards for all students.</p> <p>2. Teachers will participate in data driven practices to continually improve teaching and learning through assessment, analysis, and action.</p> <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>		<p>Standards Progression PD for K-6 on Priority standards in math for the first quarter of the year.</p> <ul style="list-style-type: none"> • Teachers will engage in PD of instructional strategies and teaching practices that support the priority standards unpacked provided by Math Coaches • Identified teachers will participate in coaching cycles with the math coach to support development of the instructional strategies and teaching practices. • Identified grade level teachers will participate in Math studio development with identified math teaching practices and student math practices. • Administrator walkthroughs/instructional rounds will allow for consistent monitoring and feedback on the standards based instruction and tasks provided and understood through professional development and coaching support • During weekly data team meetings teachers will provide evidence of instructional strategies through student work and ACSD data points.
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						<ul style="list-style-type: none"> ● BLT will review results of Checkpoint data to determine the impact of standards based instruction and practices. ● BLT and CET will review the SCEP for Math metric progress. ● Teachers will participate in Standards Progression PD for K-6 on Priority standards in math for the second quarter of the year. ● BLT meeting to modify mid point action steps ● Teachers and coaches will review and analyze NWEA and Post benchmark assessments to reassess the effectiveness of the standards based instruction and growth of students. ● BLT will meet to review yearly progress (school metrics) and develop SCEP/Continuation Plan for the 20.21 school year
100 3-8 ELA All Students Core Subject Performance Index	52.5	62.5		<ol style="list-style-type: none"> 1. Teachers will unpack the priority ELA Standards for each grade level in order to scaffold grade level standards for all students. 2. Teachers will participate in data driven practices to 	<ul style="list-style-type: none"> ● NWEA ● CGP ● Checkpoint Assessments ● Core Subject Performance Index 	<ul style="list-style-type: none"> ● Teachers will participate in Standards Progression PD for K-6 teachers on Priority standards as outlined in the current ELA pacing map. ● Coaches will model and plan with teachers around standards based lessons using data to support the needs of specific students during



				<p>continually improve teaching and learning through assessment, analysis, and action.</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>		<p>core and RTI instruction.</p> <ul style="list-style-type: none"> ● Administrator walkthroughs/instructional rounds will allow for consistent monitoring and feedback on the standards based instruction and tasks provided and understood through professional development and coaching support ● Teachers will engage in PD, provided by coaches, of instructional strategies that support the priority standards unpacked. Teachers/Coaches participate in and facilitate peer to peer visitations and/or model lessons within classrooms around identified school wide instructional routines and strategies. ● During weekly data team meetings, facilitated by coaches, teachers will provide evidence of instructional strategies through student work and ACSD data points. Such evidence may result in the need for more targeted coaching cycles and peer to peer visitations. ● BLT will review results of checkpoint data to determine the
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						<p>impact of standards based instruction and practices.</p> <ul style="list-style-type: none">● BLT and CET will review the SCEP for ELA metric progress.● District staff will conduct PD after the Fall NWEA administration to ensure that teachers understand the Quadrant chart and set goals for students using the continuum.● Teachers will engage in coaching cycles with a focus on specific instructional strategies as it applies to the identified curricular standard. Coaches will provide targeted support to priority classrooms/teachers with an identified need of support.● BLT will meet to modify midpoint action steps.● Teachers and coaches will review and analyze NWEA and Post benchmark assessments to reassess the effectiveness of the standards based instruction and growth of students.● BLT will meet to review yearly progress (school metrics) and develop SCEP/Continuation Plan for the 20.21 school year
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<p>110 3-8 Math All Students Core Subject Performance Index</p>	<p>33.5</p>	<p>43.5</p>		<ol style="list-style-type: none"> 1. Teachers will unpack the priority Math Standards for each grade level in order to scaffold grade level standards for all students. 2. Teachers will participate in data driven practices to continually improve teaching and learning through assessment, analysis, and action. 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. 	<ul style="list-style-type: none"> ● NWEA Benchmark Assessment (CGP and Projected Proficiency) ● Math Checkpoint Assessments ● Data Team Short Cycle Assessment 	<ul style="list-style-type: none"> ● Teachers will utilize the First Ten Days documents provided by CSDA to establish community classroom routines and procedures. ● Teachers will participate in Standards Progression PD for K-6 on Priority standards in math for the first quarter of the year. ● Teachers will engage in PD of instructional strategies and teaching practices that support the priority standards unpacked provided by Math Coaches ● Identified teachers will participate in coaching cycles with the math coach to support development of the instructional strategies and teaching practices. ● Identified grade level teachers will participate in Math studio development with identified math teaching practices and student math practices. ● Administrator walkthroughs/instructional rounds will allow for consistent monitoring and feedback on the standards based instruction and tasks provided and understood through professional development
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						<p>and coaching support</p> <ul style="list-style-type: none"> • During weekly data team meetings teachers will provide evidence of instructional strategies through student work and ACSD data points. • BLT will review results of Checkpoint data to determine the impact of standards based instruction and practices. • BLT and CET will review the SCEP for Math metric progress. • Teachers will participate in Standards Progression PD for K-6 on Priority standards in math for the second quarter of the year. • BLT meeting to modify mid point action steps • Teachers and coaches will review and analyze NWEA and Post benchmark assessments to reassess the effectiveness of the standards based instruction and growth of students. • BLT will meet to review yearly progress (school metrics) and develop SCEP/Continuation Plan for the 20.21 school year
150 Grades 4 and 8 Science All Students Core Subject	151.6	161.3		1. Science is taught with fidelity daily.	<ul style="list-style-type: none"> • Science Performance Benchmarks • Pre and Post Assessments 	<ul style="list-style-type: none"> • Grade 4/5 teachers will participate in district PD around the FOSS Science Resource being

Performance Index				<ol style="list-style-type: none"> 2. Teachers of Science are lesson planning around the set NYS Science standards. 3. Students are meeting proficiency on those standards (exhibited through performance on NYS exams). 		<p>implemented in the 19.20 school year</p> <ul style="list-style-type: none"> ● The math coach will begin to provide support for the weekly lab time with the grade 4 teachers based on the performance results of the baseline assessments. ● The instructional coaches (Math) will work with Grade 4 Science/Math teachers to review the results of the written baseline assessments and offer strategies for implementing the standards during instruction. ● Administrator walkthroughs/instructional rounds will allow for consistent monitoring and feedback on the standards based instruction and tasks provided and understood through instructional coach support. ● Third grade students will begin using science lab and become exposed to science lab routines/procedures during the last quarter of the year. ● Grade 4 students will take the post modified assessment from December to note growth and instructional needs still existing.
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						<ul style="list-style-type: none"> The math coach will work with the grade 4 teacher to support explicit instruction for identified students based on the data from the post modified assessment. BLT will meet to review yearly progress (school metrics) and develop SCEP/Continuation Plan for the 20.21 school year. 	
Green	Expected results for this phase of the project will be fully met, work will be on budget, and the school will fully be implementing this strategy <i>with impact</i> .			Yellow	Some barriers to implementation / outcomes / spending will exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending will be encountered; results are at-risk of not being realized; major strategy adjustment will be required.

Part II – Demonstrable Improvement Indicators (Level 2)

LEVEL 2 Indicators						
Please list the school's Level 2 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.						
Identify Indicator	Baseline	2019-20 Progress Target	Anticipated Status (R/Y/G)	What will be the SCEP/SIG goals and/or key strategies that will support progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What will be the formative data points that will be utilized to assess progress towards the target for this demonstrable improvement indicator?	2019-20 School Year Continuation Plan for Meeting this Indicator
7 Teacher Practices and	NA	50% of Phase 2 indicators		<ul style="list-style-type: none"> To provide PD on the Comprehensive DTSDE Phases of Implementation document 	<ul style="list-style-type: none"> Walkthrough Data Collection Tool DTSDE Phases of Implementation Document 	<ul style="list-style-type: none"> Tenet 4 Framework will be shared with teachers through summer communication for initial self-assessment in preparation

<p>Decisions (DTSDE Tenet 4)</p>		<p>4 Phase 3 indicators 90% of Phase 1 indicators</p>		<ul style="list-style-type: none"> Utilizing MTSS to identify the differentiated needs of all students Provide coaching support to teaching assistants to strengthen their capacity to support instruction 		<p>for September teacher Professional Development to establish classroom instructional expectations</p> <ul style="list-style-type: none"> GMES teachers and staff will review, plan, and implement common instructional routines and procedures during the first two weeks of school (Start Smart- ELA, Math practices) to establish classroom routines and procedures. Instructional coaches will train instructional TAs on specific instructional strategies to support student engagement in classrooms specific to ELA and Math quarterly to meet the differentiated needs of all students. Administrators will review classroom instructional non-negotiables are implemented (classroom routines, instructional strategy focuses, differentiated instruction through building level walkthroughs) Teachers will work with interventionists and MTSS grade level liaison three times a year after benchmarks to analyze and make data informed decisions (Tier I planning) based on the gap analysis to meet the differentiated needs of all students. BLT will meet to identify indicators from the DTSDE Implementation document that need additional support in order to meet the mid-year goal. Peer visitations will allow for consistent feedback to ensure that standard based instruction is creating an opportunity for high student engagement, consistent
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						<p>classroom routines, and differentiated instruction across the building.</p> <ul style="list-style-type: none"> • Instructional coaches will check in with instructional TAs on specific instructional strategies to support student engagement in classrooms specific to ELA and Math quarterly to meet the differentiated needs of all students. • Tenet 4 Framework will be reviewed, with a second self-assessment of established practices to reestablish and reinforce classroom instructional expectations and progress of consistent building practices. • BLT will meet to review yearly progress (school metrics) and develop SCEP/Continuation Plan for the 20.21 school year
35 3-8 ELA Black Students MGP	45.8	47.8		<ul 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. • Teachers will participate in data driven practices to continually improve teaching and learning through assessment, analysis, and action. • 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. 	<ul style="list-style-type: none"> • NWEA • CGP • Checkpoint Assessments • Core Subject Performance Index 	<ul style="list-style-type: none"> • Teachers will participate in Standards Progression PD for K-6 teachers on Priority standards as outlined in the current ELA pacing map. • Coaches will model and plan with teachers around standards based lessons using data to support the needs of specific students during core and RTI instruction. • Administrator walkthroughs/instructional rounds will allow for consistent monitoring and feedback on the standards based instruction and tasks provided and understood through professional development and coaching support



					<ul style="list-style-type: none">• Teachers will engage in PD, provided by coaches, of instructional strategies that support the priority standards unpacked. Teachers/Coaches participate in and facilitate peer to peer visitations and/or model lessons within classrooms around identified school wide instructional routines and strategies.• During weekly data team meetings, facilitated by coaches, teachers will provide evidence of instructional strategies through student work and ACSD data points. Such evidence may result in the need for more targeted coaching cycles and peer to peer visitations.• BLT will review results of checkpoint data to determine the impact of standards based instruction and practices.• BLT and CET will review the SCEP for ELA metric progress.• District staff (Gereghy) will conduct PD after the Fall NWEA administration to ensure that teachers understand the Quadrant chart and set goals for students using the continuum.• Teachers will engage in coaching cycles with a focus on specific instructional strategies as it applies to the identified curricular standard. Coaches will provide targeted support to priority
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						<p>classrooms/teachers with an identified need of support.</p> <ul style="list-style-type: none"> ● BLT will meet to modify midpoint action steps. ● Teachers and coaches will review and analyze NWEA and Post benchmark assessments to reassess the effectiveness of the standards based instruction and growth of students. ● BLT will meet to review yearly progress (school metrics) and develop SCEP/Continuation Plan for the 20.21 school year
41 3-8 Math Black Students MGP	41.1	43.1		<ul style="list-style-type: none"> ● Teachers will unpack the priority Math Standards for each grade level in order to scaffold grade level standards for all students. ● Teachers will participate in data driven practices to continually improve teaching and learning through assessment, analysis, and action. ● 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. 	<ul style="list-style-type: none"> ● NWEA Benchmark Assessment (CGP and Projected Proficiency) ● Math Checkpoint Assessments ● Data Team Short Cycle Assessment 	<ul style="list-style-type: none"> ● Teachers will utilize the First Ten Days documents provided by CSDA to establish community classroom routines and procedures. ● Teachers will participate in Standards Progression PD for K-6 on Priority standards in math for the first quarter of the year. ● Teachers will engage in PD of instructional strategies and teaching practices that support the priority standards unpacked provided by Math Coaches ● Identified teachers will participate in coaching cycles with the math coach to support development of the instructional strategies and teaching practices. ● Identified grade level teachers will participate in Math studio development



					<p>with identified math teaching practices and student math practices.</p> <ul style="list-style-type: none">● Administrator walkthroughs/instructional rounds will allow for consistent monitoring and feedback on the standards based instruction and tasks provided and understood through professional development and coaching support● During weekly data team meetings teachers will provide evidence of instructional strategies through student work and ACSD data points.● BLT will review results of Checkpoint data to determine the impact of standards based instruction and practices.● BLT and CET will review the SCEP for Math metric progress.● Teachers will participate in Standards Progression PD for K-6 on Priority standards in math for the second quarter of the year.● BLT meeting to modify mid point action steps● Teachers and coaches will review and analyze NWEA and Post benchmark assessments to reassess the effectiveness of the standards based instruction and growth of students.● BLT will meet to review yearly progress (school metrics) and develop SCEP/Continuation Plan for the 20.21
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						school year
103 3-8 ELA Hispanic Core Subject Performance Index	58.9	67.7		<ul 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. Teachers will participate in data driven practices to continually improve teaching and learning through assessment, analysis, and action. Teachers will provide students opportunities to practice ELA strategies that will improve independency and increase student participation in their own learning. 	<ul style="list-style-type: none"> NWEA Benchmark Assessment (CGP and Projected Proficiency) Math Checkpoint Assessments Data Team Short Cycle Assessment 	<ul style="list-style-type: none"> Teachers will participate in Standards Progression PD for K-6 teachers on Priority standards as outlined in the current ELA pacing map. Coaches will model and plan with teachers around standards based lessons using data to support the needs of specific students during core and RTI instruction. Administrator walkthroughs/instructional rounds will allow for consistent monitoring and feedback on the standards based instruction and tasks provided and understood through professional development and coaching support Teachers will engage in PD, provided by coaches, of instructional strategies that support the priority standards unpacked. Teachers/Coaches participate in and facilitate peer to peer visitations and/or model lessons within classrooms around identified school wide instructional routines and strategies. During weekly data team meetings, facilitated by coaches, teachers will provide evidence of instructional strategies through student work and ACSD data points. Such evidence may result in the need for more targeted



						<p>coaching cycles and peer to peer visitations.</p> <ul style="list-style-type: none">● BLT will review results of checkpoint data to determine the impact of standards based instruction and practices.● BLT and CET will review the SCEP for ELA metric progress.● District staff (Geregthy) will conduct PD after the Fall NWEA administration to ensure that teachers understand the Quadrant chart and set goals for students using the continuum.● Teachers will engage in coaching cycles with a focus on specific instructional strategies as it applies to the identified curricular standard. Coaches will provide targeted support to priority classrooms/teachers with an identified need of support.● BLT will meet to modify midpoint action steps.● Teachers and coaches will review and analyze NWEA and Post benchmark assessments to reassess the effectiveness of the standards based instruction and growth of students.● BLT will meet to review yearly progress (school metrics) and develop SCEP/Continuation Plan for the 20.21 school year
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113 3-8 Math Hispanic Core Subject Performance Index	46.2	56.1		<ul style="list-style-type: none"> Teachers will unpack the priority Math Standards for each grade level in order to scaffold grade level standards for all students. Teachers will participate in data driven practices to continually improve teaching and learning through assessment, analysis, and action. 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. 	<ul style="list-style-type: none"> NWEA Benchmark Assessment (CGP and Projected Proficiency) Math Checkpoint Assessments Data Team Short Cycle Assessment 	<ul style="list-style-type: none"> Teachers will utilize the First Ten Days documents provided by CSDA to establish community classroom routines and procedures. Teachers will participate in Standards Progression PD for K-6 on Priority standards in math for the first quarter of the year. Teachers will engage in PD of instructional strategies and teaching practices that support the priority standards unpacked provided by Math Coaches Identified teachers will participate in coaching cycles with the math coach to support development of the instructional strategies and teaching practices. Identified grade level teachers will participate in Math studio development with identified math teaching practices and student math practices. Administrator walkthroughs/instructional rounds will allow for consistent monitoring and feedback on the standards based instruction and tasks provided and understood through professional development and coaching support During weekly data team meetings teachers will provide evidence of instructional strategies through student work and ACSD data points. BLT will review results of Checkpoint data
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						<p>to determine the impact of standards based instruction and practices.</p> <ul style="list-style-type: none"> ● BLT and CET will review the SCEP for Math metric progress. ● Teachers will participate in Standards Progression PD for K-6 on Priority standards in math for the second quarter of the year. ● BLT meeting to modify mid point action steps ● Teachers and coaches will review and analyze NWEA and Post benchmark assessments to reassess the effectiveness of the standards based instruction and growth of students. ● BLT will meet to review yearly progress (school metrics) and develop SCEP/Continuation Plan for the 20.21 school year
11 NWEA Math for SWD	29.95	31.95		<ul style="list-style-type: none"> ● Teachers will unpack the priority Math Standards for each grade level in order to scaffold grade level standards for all students. ● Teachers will participate in data driven practices to continually improve teaching and learning through assessment, analysis, and action. ● Teachers will provide students opportunities to practice conceptual Math 	<ul style="list-style-type: none"> ● NWEA Benchmark Assessment (CGP and Projected Proficiency) ● Math Checkpoint Assessments ● Data Team Short Cycle Assessment 	<ul style="list-style-type: none"> ● Teachers will utilize the First Ten Days documents provided by CSDA to establish community classroom routines and procedures. ● Teachers will participate in Standards Progression PD for K-6 on Priority standards in math for the first quarter of the year. ● Teachers will engage in PD of instructional strategies and teaching practices that support the priority standards unpacked provided by Math Coaches

				<p>understanding vs. procedural learning that will improve independence and increase student participation in their own learning.</p>		<ul style="list-style-type: none"> ● Identified teachers will participate in coaching cycles with the math coach to support development of the instructional strategies and teaching practices. ● Identified grade level teachers will participate in Math studio development with identified math teaching practices and student math practices. ● Administrator walkthroughs/instructional rounds will allow for consistent monitoring and feedback on the standards based instruction and tasks provided and understood through professional development and coaching support ● During weekly data team meetings teachers will provide evidence of instructional strategies through student work and ACSD data points. ● BLT will review results of Checkpoint data to determine the impact of standards based instruction and practices. ● BLT and CET will review the SCEP for Math metric progress. ● Teachers will participate in Standards Progression PD for K-6 on Priority standards in math for the second quarter of the year. ● BLT meeting to modify mid point action steps ● Teachers and coaches will review and analyze NWEA and Post benchmark
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						<p>assessments to reassess the effectiveness of the standards based instruction and growth of students.</p> <ul style="list-style-type: none"> ● BLT will meet to review yearly progress (school metrics) and develop SCEP/Continuation Plan for the 20.21 school year
12 NWEA ELA for SWD	35.28	37.28		<ul 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. ● Teachers will participate in data driven practices to continually improve teaching and learning through assessment, analysis, and action. ● Teachers will provide students opportunities to practice ELA strategies that will improve independence and increase student participation in their own learning. 	<ul style="list-style-type: none"> ● NWEA Benchmark Assessment (CGP and Projected Proficiency) ● Math Checkpoint Assessments ● Data Team Short Cycle Assessment 	<ul style="list-style-type: none"> ● Teachers will participate in Standards Progression PD for K-6 teachers on Priority standards as outlined in the current ELA pacing map. ● Coaches will model and plan with teachers around standards based lessons using data to support the needs of specific students during core and RTI instruction. ● Administrator walkthroughs/instructional rounds will allow for consistent monitoring and feedback on the standards based instruction and tasks provided and understood through professional development and coaching support ● Teachers will engage in PD, provided by coaches, of instructional strategies that support the priority standards unpacked. Teachers/Coaches participate in and facilitate peer to peer visitations and/or model lessons within classrooms around identified school wide instructional routines and strategies.

						<ul style="list-style-type: none"> ● During weekly data team meetings, facilitated by coaches, teachers will provide evidence of instructional strategies through student work and ACSD data points. Such evidence may result in the need for more targeted coaching cycles and peer to peer visitations. ● BLT will review results of checkpoint data to determine the impact of standards based instruction and practices. ● BLT and CET will review the SCEP for ELA metric progress. ● District staff (Gereghy) will conduct PD after the Fall NWEA administration to ensure that teachers understand the Quadrant chart and set goals for students using the continuum. ● Teachers will engage in coaching cycles with a focus on specific instructional strategies as it applies to the identified curricular standard. Coaches will provide targeted support to priority classrooms/teachers with an identified need of support. ● BLT will meet to modify midpoint action steps. ● Teachers and coaches will review and analyze NWEA and Post benchmark assessments to reassess the effectiveness of the standards based instruction and
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							<p>growth of students.</p> <ul style="list-style-type: none"> BLT will meet to review yearly progress (school metrics) and develop SCEP/Continuation Plan for the 20.21 school year 	
Green	Expected results for this phase of the project will be fully met, work will be on budget, and the school will fully be implementing this strategy <i>with impact</i> .			Yellow	Some barriers to implementation / outcomes / spending will exist; with adaptation/correction school will be able to achieve desired results.		Red	Major barriers to implementation / outcomes / spending will be encountered; results are at-risk of not being realized; major strategy adjustment will be required.

Part III – Additional Key Strategies – (As applicable)

(This section should only be completed as needed, for strategies not already listed in Parts I and II.)

Key Strategies		
Identify any key strategies that will be implemented during the 2019-2020 school year that are <i>not described in Part I or II above but</i> will be embedded in the approved intervention plan/budget and are instrumental in meeting projected school improvement outcomes. Identify the evidence that will support your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the intervention plan. Responses should be directly aligned with their previously approved intervention plans (SIG or SCEP) and should include evidence and/or data that will be used to make determinations. If the school has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school if not described in Part I and II above.		
List the Key Strategy from your approved intervention plan (SIG or SCEP).	Status (R/Y/G)	2019-20 School Year Continuation Plan
1. Parent Communication	<ul style="list-style-type: none"> Increase our quality/frequency of communication with families. 	<p>Family Engagement Survey data:</p> <p>Our quantitative goal is to increase the percentages by 5 percentage points by mid year and a total of 10 percentage points by the end of the year. Frequency of communication: midyear goal 54.3, end of year goal</p>

	<ul style="list-style-type: none"> ● Increase our capacity to maintain home connections. ● Increase the perception that our school and family organizations work well together. 		<p>59.3; maintaining home connections: midyear goal 61.9 end of year goal 66.9; school and family organizations work well together: midyear goal 57.1 end of year goal 62.1</p> <ul style="list-style-type: none"> ● Training on Schoolmessenger for all coordinators, to increase information sharing throughout the school year. ● September survey of staff and parents regarding effectiveness of school communication (with opportunity for feedback) ● The Building Leadership Team will review survey data from September ● Training on SchoolTool to for all faculty, to increase information sharing on individual students. ● Coordinator's Corner in quarterly Gator Gazette, highlighting (and promoting) Home School Coordinator and Community School 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 ● Survey of staff and parents regarding effectiveness of school communication (with opportunity for feedback) ● Review of Schooltool for all staff, to increase information sharing throughout the school year. ● Teachers retake survey in order to gain updated data ● BLT will review data to assess whether mid-year goals were met and revise action plan steps if needed ● Survey of staff and parents regarding effectiveness of school communication for 20.21 planning ● BLT will meet to review yearly progress (school metrics) and develop SCEP/Continuation Plan for the 20.21 school year
2. Chronic Absenteeism	<ul style="list-style-type: none"> ● Communicate the importance of attendance to students and parents ● Provide tiered interventions and 		<p>Chronic Absenteeism Data:</p> <p>At the conclusion of the 18.19 school year, GMES's chronic absenteeism rate was 32% This is above our expected measured progress of 27%.</p> <p>Goal:</p>

	<p>support for chronically absent students</p> <ul style="list-style-type: none"> Support families of chronically absent students with the resources necessary to assist getting students to school consistently. 		<p>By June 2020, Giffen Memorial Elementary School will decrease the chronic absenteeism rate to 26%.</p> <ul style="list-style-type: none"> Chronically absent students for the 2019-2020 school year will be identified by 18+ absences during the 2018-2019 school year The attendance committee will 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 Students ranked at Tier 1 will be monitored on a monthly basis by the Attendance Committee Students ranked as Tier 2 will be placed in an eight week attendance SAIG and attendance will be monitored on a weekly basis by HSC's and attendance officer. Home school coordinators will make home visits to ensure emergency contact forms are updated ; address verifications; and parent contact as needed. Tier 2 students will receive a home visit at 2+ absences per week. 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. BLT will meet to review yearly progress (school metrics) and develop SCEP/Continuation Plan for the 20.21 school year 	
<p>Green</p>	<p>Expected results for this phase of the project will be fully met, work will be on budget, and the school will fully be implementing this strategy <i>with impact</i>.</p>	<p>Yellow</p>	<p>Some barriers to implementation / outcomes / spending will exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Red</p> <p>Major barriers to implementation / outcomes / spending will be encountered; results are at-risk of not being realized; major strategy adjustment will be required.</p>

Part IV – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)			
Describe the type, nature, frequency and outcomes of meetings conducted by the CET and its sub-committees that will be charged with addressing specific components of the CET Plan. Describe outcomes or potential outcomes of the CET plan implementation, school support, and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET for the 2019-20 School Year.			
Status (R/Y/G)	Report Out of CET Plan Implementation		
	The community engagement team met to review data relevant to Receivership and participated in the selection of level 2 indicators. The team also met to review and provide input into the development of the Continuation Plan. As described in the community engagement plan, the CET will meet quarterly at a minimum. The quarterly meeting will occur prior to the submission of quarterly reports and the development of the continuation plan. The meetings are established to provide opportunities for the CET to provide input on the development of the continuation plan and to monitor its implementation. The building principal will ensure that the CET receives all necessary reports, data and information to enable them to assess the impact of the comprehensive education plan.		
Powers of the Receiver			
Describe the anticipated use of the School Receiver’s powers for Cohort 1 and 2 Schools for the 2019-2020 school year (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers.			
Status (R/Y/G)	Report Out		
	The School Receiver has initiated negotiations with the teachers’ union focused on changes to common planning and professional development. These negotiations are expected to begin in August 2019.		
Green	Expected results for this phase of the project will be fully met, work will be on budget, and the school will fully be implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending will exist; with adaptation/correction school will be able to achieve desired results.
		Red	Major barriers to implementation / outcomes / spending will be encountered; results are at-risk of not being realized; major strategy adjustment will be required.

Part V – Budget – (As applicable)

<i>Budget Amendments</i>
<p>ALONG WITH THIS CONTINUATION PLAN, PLEASE SUBMIT <u>AS APPLICABLE</u>:</p> <ul style="list-style-type: none"> • SIG FS-10 2019-20 BUDGET AND BUDGET NARRATIVE <u>AS APPLICABLE</u>. <p>PLEASE SUBMIT ANY NECESSARY CSG AND PSSG AMENDMENTS</p> <p>BUDGET FORMS ARE AVAILABLE AT: http://www.oms.nysed.gov/cafe/forms/.</p>

Part VI: Best Practices (Optional)

<i>Best Practices</i>	
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 that will be implemented in the 2019-2020 school year that will result in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.	
List the best practice that will be or is currently being implemented in the school.	Describe a best practice that will be in place for the 2019-20 school year in terms of its impact on the implementation of the plan. Discuss the evidence that will be used to determine its success. Discuss the possibility of replication in other schools.
1.	
2.	
3.	

Part VII – Assurance and Attestation

By signing below, I attest to the fact that the information in this continuation plan 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: _____

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this continuation plan, and has had the opportunity to review, and update if necessary, its 2019-2020 Community Engagement Team plan and membership.

Name of CET Representative (Print): _____

Signature of CET Representative: _____

Title of CET Representative: _____

Date: _____



The University of the State of New York

THE STATE EDUCATION DEPARTMENT
 Albany, NY 12234
 2019-20
School Improvement Grant 1003(g)
 Continuation Plan Cover Page

District Name: City School District of Albany	
School Name: Giffen Memorial Elementary School	
Contact Person: Kaweeda G. Adams	Telephone (518) 475-6000
E-Mail Address: kadams@albany.k12.ny.us	
<p>I hereby certify that I am the applicant’s chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.</p>	
Authorized Signature (in blue ink)	Title of Chief School/Administrative Officer



Typed Name:	Date: