2025-2026 Receivership School Quarterly Report #1
Report Period: *July 23, 2025, to October 30, 2025 (Due October 30, 2025)*

All sections of this document should be completed by the Superintendent Receiver and/or their designee, along with the school leader. Completed reports should be submitted electronically to OISR@NYSED.gov.

All parts of this document are a self-assessment of the *implementation and outcomes of lead strategies* related to Receivership and are not considered an evaluation by the New York State Education Department (NYSED). Once this document is finalized, submitted to, and accepted by NYSED, the completed document *must be posted* in a conspicuous location on the district website in applicably dominant languages. All responses should directly align with or be adaptations of previously approved improvement plans and *require explicit verified engagement and input* from Community Engagement Teams.

School Name	District	Superintendent	Date Report Submitted	
Giffen Memorial Elementary School	010100010029	Joseph Hochreiter	11/3/25	
School Leader	District Hyperlink to this Report		*High Schools Only* Overall Graduation Rate (The most recent 4-Year June and August graduation rates)	
Nicole L. Newman	Giffen Receivership		June N/A	August N/A

Directions:

School and district leadership should provide a concise summary of the steps taken to implement each lead strategy and the actions used to monitor progress and impact.

The summary should highlight:
- Key implementation activities completed during the reporting period.
- Systems or processes used to monitor fidelity of implementation.
- Evidence of impact, including data, observations, or stakeholder feedback.
- Adjustments made in response to findings to strengthen outcomes.

This Quarter 1 Report should demonstrate how leadership is driving continuous improvement and aligning efforts to achieve the school's Demonstrable Improvement (DI) Indicator targets.

Required Reporting	Continuation Plan Alignment
Part 1 – Overview of School Demographic and Four-Year Trend Data	Overview of Data
Part 2 – Lead Strategies for School Improvement	Parts I, II and III (Lead Strategies, Level 1 and Level 2 Indicators)
Part 3 – Demonstrable Improvement (DI) Indicators	Parts II and III Demonstrable (DI) Indicators
Part 4 – District Support	Part VII: District Support Plan
Part 5 – Community Engagement Team (CET)	Part V: Community Engagement Team (CET)
Part 6 – Powers of the Receiver	Part VI: Powers of the Receiver

Part 1 – Overview of School Demographic and Four-Year Trend Data
Use the following template to provide demographic and four-year trend data, as applicable. When providing suspension data by category, please refer to the Suspension Tracking and Reporting Addendum on page 4 of this Reporting Document to determine related calculations.

To ensure the Department frames school-specific targeted Technical Assistance, School Demographic and Year-to-Date Data should be reported as 'point-in-time'.

Data Source: Schooltool and PowerBI

Date of Capture: 10/21/2025

SWD: 19.4%

Total Current Enrollment/Registrant Counts: N =   326

ELL: 20.9%

SWDs who are also ELLs:	
N =	6 / 9.5 %

Attendance				
	2022-2023	2023-2024	2024-2025	2025-2026
Average Daily Attendance	89%	90%	88%	90%
Accountability Attendance Levels				
	Level 1	Level 2	Level 3	Level 4
2024-2025 *Report from SIRS 116	115	41	113	92

2025-2026 *Report from Student Management System	61	41	37	145

Suspension Rate and Number by Category								
BEDS/Susp.#	2022-2023 404/64		2023-2024 406/57		2024-2025 387/69		2025-2026 330/2	
	#	%	#	%	#	%	#	%
Out-of-School Suspensions	30	7.4	26	6.4	36	9.3	2	0.6

Receivership, 2025-2026 Q1 Report/OISR-092925
(As required under Section 211(f) of NYS Ed. Law)

Duplicated Suspensions	15	23.4	14	24.6	12	17.4	0	0.0		SWD Suspensions	11	17.2	7	12.3	14	20.3	0	0.0
Unduplicated Suspensions	19	26.8	16	28.1	24	34.8	2	100								
ELL Suspensions	3	4.7	1	1.8	0	0.0	1	50.0								

Part 1 – Overview of School Demographic and Four-Year Trend Data
Use the template below to provide four-year graduation, drop-out rate, and 3-8 ELA and Math outcome trend data, as applicable.

Graduation Rates

	2022-2023	*2023-2024*	*2024-2025*
Total Cohort			
ELL Grad. Rate			
SWD Grad. Rate			

Drop Out Rates

	2022-2023	*2023-2024*	*2024-2025*
Total Cohort			
ELL Grad. Rate			
SWD Grad. Rate			

3-8 ELA Outcomes

	Outcomes SY	Level 1	Level 2	Level 3	Level 4
All Students	2025	49.8%	29.1%	15.7%	5.4%
	2024	64.3%	22.2%	10.0%	3.5%
SWD	2025	73.2%	22.0%	4.9%	0.0%
	2024	84.4%	13.3%	2.2%	0.0%
ELLs	2025	64.0%	32.0%	4.0%	0.0%
	2024	58.6%	31.0%	6.9%	3.4%

3-8 Math Outcomes

	Outcomes SY	Level 1	Level 2	Level 3	Level 4
All Students	2025	63.2%	26.5%	9.4%	0.9%
	2024	55.7%	28.9%	14.5%	0.9%
SWD	2025	86.9%	11.9%	1.2%	0.0%

ELLs	2024	76.1%	20.5%	3.4%	0.0%
	2025	60.6%	36.4%	3.0%	0.0%
	2024	47.4%	42.1%	7.9%	2.6%

Suspension Tracking and Reporting Addendum *The definitions and formulas below are to assist in completing the data tables on page 4. No data should be entered here.*

Out of School Suspensions #: Number of students who received at least one day of out of school suspension.

Out of School Suspension % Rate = Number of Students with at Least 1 Day Suspension /BEDS Day Enrollment X100

Duplicated Suspensions #: Number of student(s) suspended out of school more than one time.

Duplicated Suspension % Rate = Number of Students Suspended More Than One Time /Total Number of Suspensions X 100

Unduplicated Suspensions #: Number of students suspended out of school only one time.

Unduplicated Suspension % Rate = Number of Students Suspended Only One Time /Total Number of Suspensions

English Language Learners (ELL) Suspensions #: Number of ELL students suspended at least one time.

ELL Suspension % Rate = Number of ELL Students Suspended at Least One Time /Total Number of Suspensions X 100

Students with Disabilities (SWD) Suspensions #: Number of students with disabilities suspended at least one time.

SWD Suspension % Rate = Number of SWD Students Suspended at Least One Time /Total Number of Suspensions X 100

Part 2 – Lead Strategies for School Improvement

Include **all lead strategies** from the school's Continuation/Improvement Plan. Each strategy must be explicitly aligned to the school's Demonstrable Improvement (DI) Indicator targets. For this quarter, report progress using the **Plan–Do–Study–Act (PDSA) cycle**, addressing actions taken, evidence of impact, and next steps.

Quarter 1 Report - Reflection on Lead Strategies Implemented during July 23, 2025 – October 30, 2025

PLAN	DO	STUDY	ACT

Lead Strategy: Identify the Lead Strategy from the approved Continuation Plan.
 	
Use a separate row for each Lead Strategy.
	Aligned DIIs: List the Demonstrable Improvement (DI) Indicators connected to this strategy.
	
	All DIs should be listed here.
		Implementation Steps
		Describe the specific actions taken to implement this strategy to date.
		Guiding Prompts to Consider:
		● **Planned Actions:** What concrete steps were taken to launch and support the strategy (e.g., professional learning sessions, curriculum roll-out, creation of intervention blocks, coaching cycles)?
		● **Sequencing & Timeline:** When were these steps initiated? What milestones or phases of implementation have been completed so far?
		● **Roles & Responsibilities:** Who carried out each step (leaders, coaches, teachers, support staff, community partners)? How were responsibilities distributed and monitored?
		● **Communication & Engagement:** How were staff, students, and families informed and engaged in the strategy? Were feedback loops built in?
		● **Resources Deployed:** What resources (staffing, scheduling adjustments, materials, technology, funding) were allocated to support implementation?
			Summarize Implementation Outcomes and Progress Toward Demonstrable Improvement (DI) Targets
			Guiding Prompts to Consider:
			● **Impact on Goals:** How has the implementation influenced progress toward this year's DI targets? What specific outcomes can be attributed to the strategies implemented?
			● **Process:** What processes were put in place (professional learning, PLCs, coaching, resource allocation, scheduling adjustments) to support the implementation?
			● **Product:** What tangible outputs (curriculum tools, instructional frameworks, intervention systems, student supports) have been developed or refined as a result of implementation?
			● **Progress:** How far along are you in meeting your early and mid-year implementation targets?
			Improvement Science Lens to Consider:
			● **Teacher Practice Shifts → Student Outcomes:**
			   ○ What evidence shows that teacher practice has shifted (e.g., instructional walkthrough data, coaching logs, curriculum implementation checks)?
			   ○ How do you know those shifts are translating into changes in student learning and engagement?
			● **Evidence of Learning:**
			   ○ What are your "measures that matter" (formative assessments, student work samples, benchmark data, engagement indicators)?
			   ○ How do these measures demonstrate progress toward improvement goals?
			● **Implementation Fidelity:**
			   ○ To what degree has the intended change taken hold across classrooms, grade levels, or content areas?
				Based on your findings, identify the next steps to:
				● **Strengthen** – What elements of the strategy are showing promise and should be reinforced or expanded?
				● **Scale** – What aspects are ready to be scaled to additional classrooms, grade levels, or content areas? What conditions are needed for successful scaling (e.g., capacity, time, leadership support)?
				● **Discontinue** – What components are not yielding intended outcomes and should be revised or phased out? What have you learned from these missteps?
				Guiding Prompts to Consider:
				● **Adaptation and Refinement**: What adjustments will you make to ensure the strategy is more effective in the next cycle of implementation?
				● **Resources:** Are there gaps in staffing, scheduling, instructional materials, or technology that need to be addressed to strengthen the strategy?
				● **Professional Learning:** What targeted PD, coaching, or collaborative planning is needed to build staff knowledge and skills? How will you ensure learning is job-embedded and responsive to staff feedback?
				● **System Supports:** What changes to school or district systems (policies, structures, data routines, leadership support) are required to sustain or expand the strategy?
				● **Monitoring and Feedback:** How will you track the impact of the adjustments in real time (e.g., progress monitoring tools, walkthrough protocols, student performance data)?
				Improvement Science Lens to Consider:
				● What are your *tests of change* for the next cycle (small-scale trials, pilots, or refinements)?
				● How will you know if the change is an improvement (specific evidence/metrics)?

			○ What variation exists in implementation, and what have you learned from that variation?	

| Lead Strategy 1: Professional development for teachers on evidenced-based instructional methods: Lesson Study Protocol | 3-8 ELA All Students Core

3-8 Math All Student Core Subject | **Planned Actions**:
- Opening Day and October Professional Development on Lesson Study Protocol facilitated by Dr. Soto
- Instructional Coaches received full day professional development on how to roll out the lesson study protocol expectations during CPT.
- Created and shared a common planning calendar to support implementation of the first cycle.
- Monthly Tier 1 Behavior Fidelity Checks

Sequence & Timeline
● 8/29 PD on Lesson Study Protocol
● 9/22 Common Planning Time began with coaches facilitating the implementation of the Lesson Study Protocol in teacher lesson planning using the protocol template
● 10/15 Continuum for Targeted Best Practices (Alignment to the Learning Standards)
● 10/22 Coaches met with PD consultant to provide feedback on facilitation adherence to the protocol
● 10/24 PD held on Lesson Study Protocol, Learning Targets.
● Creation of the TAG and Peer to Peer protocols and tracker | **Impact on Goals:**
Implementation of the Lesson Study Protocol and aligned professional development has strengthened instructional planning and alignment to standards. All teachers have now engaged in two rounds of professional development and been exposed to the expectation of the lesson study protocol.

Process:
Coaches facilitated Lesson Study implementation during common planning time beginning 9/22 and participated in feedback sessions with the PD consultant to ensure consistency. Coaching cycles and walkthroughs provide continuous monitoring and support for teacher growth. As of 10/30/25, six walkthroughs have been completed with the alignment to the learning standards rubric.

Product:
The Lesson Study Protocol, TAG and Peer-to-Peer frameworks, and a coaching tracker were developed to promote reflective collaboration, monitor fidelity, and align instruction to learning standards. Implementation of these three systems will be rolled out in quarter 2. | **Strengthen:**
Reinforce the Lesson Study Protocol based on walkthroughs and class visits with targeted coaching cycles for the staff that have been identified as needing additional support.

Scale:
Revisiting the master schedule to allow for the instructional coaches to be in the places and spaces that need their support based on walkthrough based on their level of proficiency with the lesson study rubric.. As of this report 5 walkthroughs have been completed with the average score of 2 on a 4 point rubric.

Discontinue:
Weekly reading specialist meetings were scaled back to once a month to allow them to participate in the common planning meetings focused on implementing the lesson study protocol. Additionally, coaches were attending each other CPT's, however based on unit 1 assessment data they will be maximizing their coaching time in the classroom.

Adaptation and Refinement:
Using the data from paired walkthroughs on learning targets, the leadership team and instructional coaches will provide targeted professional development to teachers based on their level of proficiency with the lesson study rubric.. |

- **Coaching Cycles** have begun with 19 teachers (Grade K-3, 1st-3, 2nd-3, 3rd-5, 4th-2, 5th-3) in both ELA and Math - 25 Building level and district walkthroughs as of 10/20 **Roles and Responsibilities** - Principal, AP, Mentor Principal-walkthroughs, visits, Coaches meetings, CPT, PD planning - Coaches-CPT, coaching cycles, PD planning and implementation - Dr. Soto-Development of teacher, administrator PD around LSP and implementation and walkthrough look-fors **Communication & Engagement** - Strategy was identified and approved through the BLT and shared with the staff at PD's and CPTs. - Parent receivership forum on September 18th, 2025. **Resources Deployed** Four Instructional Coaches The use of SIG Funding for consultancy; Dr. Soto. Adjusting master schedule to ensure CPT everyday to align coaches schedules and provide for grade level collaboration and planning time.	**Progress:** 100% of teams launched Cycle 1(Foundational Launch with Consultant Support (Sept -Oct). and teachers are engaging in lesson study protocol with growing consistency as observed during weekly common planning time with each grade level. Some of the early progress monitoring goals will be attended to in quarter 2 in response to the focus of quarter 1 shifting to ensuring a positive school culture and climate. Our focus had to be on a visible presence and establishing instructional and behavioral non-negotiables, **Teacher Practice Shifts → Student Outcomes:** Walkthrough and coaching evidence indicate increased alignment of lessons to standards and more intentional instructional planning. These shifts are contributing to greater student engagement and clarity of learning targets. We have observed lesson targets and objectives posted in every classroom. **Evidence of Learning:** 36 classroom visits as of October 29th demonstrated instructional practices aligned to the lesson study protocol but more specifically the 35 CPTs attended showed a collective understanding of the lesson protocol process. During quarter 2 administrative walkthroughs will monitor growth in the lesson study protocol implementation fidelity.	**Resources:** There is currently a staffing vacancy in Grade 1 and all other resources are aligned to meet this goal. **Professional Learning:** TAG and Peer to Peer protocols were established and shared. The PD for these areas will be conducted in the next quarter. **System Supports:** Maintain school and district administrative participation in walkthroughs and feedback sessions to reinforce expectations. Embed Lesson Study outcomes in PLC data discussions to align instruction and improvement efforts. **Monitoring and Feedback:** Use coaching trackers, walkthrough rubrics, and Lesson Study artifacts to monitor implementation fidelity and instructional shifts in real time. Review data monthly to guide adjustments. **Tests of Change:** Pilot refinements to the Lesson Study reflection process in selected grade teams to test impact on lesson quality and student engagement.

| | | | Implementation Fidelity:
Walkthroughs focused on Implementation of the Lesson Study Protocol across grade levels, will be addressed through coaching and peer collaboration. | Measures of Improvement:
Track walkthrough indicators, coach feedback data, student work samples and assessment data(IM cool-down, Heggerty checks, TDQ's etc.) to track impact.

Next Steps for School and Administration:
Administration will conduct follow up paired walkthroughs with Dr. Soto with explicit teacher feedback to gauge teacher growth within the model. Weekly class visits in grades first and second based on the Heggerty check data to identify unfinished teaching and learning in real time. Bi-weekly walk-thoughs in grade 3rd, 4th, and 5th will occur to ensure high-leverage instructional practices are happening during ELA core based on quarter 1 ELA TDQ data. |
| | | | | |

| Lead Strategy 2:
MTSS-Integrated
Tier 1 Supports | 3-8 ELA
All
Students
Core

3-8 Math
All
Student
Core
Subject | **Planned Actions**
- Weekly MTSS A/B subcommittee meetings to complete student problem solving packets
- Monthly Behavior Team CPT to review student BSP, BIP, ICSP and intervention progress
- Monthly Reading Interventionist meetings to track student progress to Tier 2 and Tier 3 academic interventions
- Review of academic and behavioral data in monthly BLT meetings

Sequence and TImeline

● 9/2 Building Wide Behavioral Practices (3 B's Roll Out, PBIS Reward System (Tickets)
● 9/2 T1 Behavior Plans (including Calming Corners)
● 9/14 MTSS Liaison Meeting - each grade level team meets with their academic liaisons (monitor the implementation of Tier 2 and Tier 3 plans)
● Behavior team meetings (Sept. 24th, Oct. 6th, Oct. 24th) facilitated by AP to discuss and review Tier 1 progress
● Behavior liaisons attend the first CPT of the month (Sept. 9th & 10th, Oct. 7th & 8th) to support grade level staff with Tier 1 strategies and implementation | **Impact on Goals:**

Implementation of the MTSS-I and aligned professional development has strengthened the process in creating academic behavior plans and supports for targeted students. All teachers engaged in professional development on September 2: Social emotional resources, 3B's, Tier 1 behavior plans and PBIS rewards.

Tier 1 PBIS and instructional alignment initiatives have improved consistency in behavior supports and standards-based instruction, resulting in fewer behavior incidents and stronger student engagement.

Process:
Revised the use of the reset and refocus rooms utilizing the behavior flowchart. Consistent communication from reset room staff to classroom teachers and support staff updating them on supports and progress. Monthly behavioral focus CPT to review and share student intervention and support plans. Utilization of daily points system to identify students in need of Tier 2/Tier 3 support. MTSS-A/MTSS-B subcommittee meetings are now co-facilitated to support both academic and behavior for targeted students. Implementation of the PBIS tickets and the School store. | **Strengthen:**
PBIS reboot in the second quarter where students and staff will review behavioral expectations for all spaces within the school setting. Follow up professional development on the proper use of Gator tickets, the student removal process, and the completion of the points sheets. Review of Reset and refocus data to identity classrooms and students that are in need of additional support and/or training around Tier 1 best practice.

Scale:
Monthly behavioral CPT meetings with grade level liaisons to facilitate the completion of problems solving packets, review of BSP, ISCP and BIP's. Behavior team members are given release time to attend these meetings. Additionally, administrators will continue to incorporate behavior plan review with security staff.

Discontinue:
The majority of the systems are revised or new and we continue to monitor to determine what we may need to revise or phase out in the future.

Adaptation and Refinement:
More frequent fidelity checks to identify trends and communicating the findings with the teachers, behavior teams, coaches and administrators.

Resources: |

		- PBIS Assembly 10.9.25. - Tier 1 fidelity checks conducted throughout the month of October - Reset Room/ISS Room Process and Tracker **Roles and Responsibilities** - Principal, AP, Mentor Principal-attend MTSS-I, and Sub-committee meetings, CPT's - Social workers, Behavior Specialist, Psychologist attend liaison meetings, provide teacher support of Tier 1 practices and classroom management support. Attend district trainings and department meetings **Communication & Engagement** - Student points sheets, MTSS-Folder, student discipline referral data, staff update and weekly Staff update - Parents are contacted when students have multiple visits to the reset/refocus rooms, and when behavior plans are needed. **Resources Deployed** - District Behavior Specialist attends weekly MTSS-I meetings to help guide the work and assure fidelity in the referral process. - General Education TA assigned to the reset and refocus rooms	**Product:** The MTSS process has been streamlined in staffing and collaboration. School-wide signage of the student behavioral expectations, PBIS field trips and assemblies and trips to the school store. 100% of classrooms have created Tier 1 behavior plans and all classrooms have been equipped with calming corners. Reset and Refocus room data to identify trends and next steps for students, teachers, behavior team and administration. **Progress:** Tier 1 fidelity check-list visits are occurring to reach the goal of 80% of classrooms by the end of the trimester.100% of classrooms have participated in the behavior points sheets, and monthly liaison meetings are occurring to monitor the implementation of the Tier 2 and Tier 3 plans. **Teacher Practice Shifts → Student Outcomes:** Teacher student removal slips shifted the focus from student behaviors to teacher actions(Tier 1). Daily points in which students inform whether students are following the 3B's throughout the day which provides trend data on student classroom behavior. Gator tickets distribution as a result of positive student behavior. Classroom charters	Building TA and substitutes to support absences so that critical staff are not pulled from the reset and refocus room. **Professional Learning:** De-escalation strategies, conflict resolution, and peer mediation for behavior support of students in the learning space. **System Supports:** Incorporate school and district PPS participation in walkthroughs and feedback sessions to reinforce expectations. Embed discipline data outcomes in behavioral CPT discussions to measure and monitor intervention strategies. **Monitoring and Feedback:** Use progress-monitoring dashboards, walkthrough trackers, and ODR data to assess implementation impact. **Tests of Change:** Refine our data analysis to identify students and staff who need tiered support. Possibly piloting behavior coaching cycles with the behavior specialist.

			Evidence of Learning:	Measures of Improvement:
			167 reset room visits with 29 visits to the refocus room. Students are able to be reset and return to class minimizing the amount of lost instructional time and increasing social emotional regulation. Student time away from class is on average 20 min or less. 100% of classroom teachers received an informal Tier 1 fidelity check. **Implementation Fidelity:** The implementation of the intended change has not taken hold to the degree of intention based on fidelity checks. For example, not all classrooms distribute Gator tickets for specific demonstrated behavior. Additionally, the fidelity with which teachers complete student point sheets is inconsistent and has an impact on the intended change.	A reduction in the number of ODR both classroom and discipline and a reduction in the number of visits to the reset and refocus rooms. **Next Steps for School and Administration:** Presentation of academic and behavioral data to the BLT for analysis and discussion for recommended next steps.

| Lead Strategy 3: Leadership Development in both instructional and behavioral practices | 3-8 ELA All Students Core

3-8 Math All Student Core Subject | **Planned Actions**
- Mentor meetings 2x week with in-district mentor
- Monthly check-in with Assistant Superintendent, District Improvement director, District Humanities and Stem Directors
- Walkthroughs with district administrators:ELA, Math, SpED, Arts.
- Monthly meetings with Dr. Jimenez in preparation for PD with the BLT
- Community School Principals Institute 10/22
- Community Schools Fundamental Conference 10/27-10/29
Sequence and TImeline
- Ongoing check-ins with District appointed mentors focused on distributive leadership, organizational structures, labor management items, ensuring support of quality instruction during classroom visits and CPT.
- 9/4-10/6 80 Climate and culture check-ins by building principal
- 9/11 BLT Leadership Initial Consultation with Dr. Jimenez
- PD on the "Alignment to Standards" rubric with identified "look fors" with schedule paired walkthroughs with consultant to calibrate the administrative team
Roles and Responsibilities | **Impact on Goals:**

Have allowed me to have in the moment thought partner and immediate feedback on administrative decisions and administrative moves. Monthly check-ins have allowed the leader to remain current with best practices and receivership processes while navigating district priorities. Walk-throughs and class visits have allowed me to develop my instructional lens with lesson study protocol and teacher growth and development.

Process:

The hiring of an assistant principal to focus on behaviors and classroom management strategies have created opportunities for me to focus on the instructional priorities and establishing systems and structures to improve the overall climate of the building. | **Strengthen:**
Walk-throughs and classroom visits. Tier 1 behavior systems and check-in meetings. Monthly professional development for all staff and myself with Dr. Soto. Attending all CPTs to grow the instructional practices of my coaches and staff. Leadership meetings with my assistant principals to distribute leadership and follow-up and the implementation of new systems. Mentor meetings with in-district mentor to prioritize high-leverage leadership practices. Meetings with my SSP mentor to ensure priorities and my own growth.

Scale:

The TAG and Peer-to Peer visits are what is next to highlight and support all teachers. Need PD and release team to implement this strategy with fidelity. Working closely with the new assistant principal to model and support.
Discontinue:

Nothing at this time.

Adaptation and Refinement:

Work with the in-district mentor to identify high-leverage instructional strategies based on student data to realign resources every six weeks.We want each student in the building to increase in achievement in the priority standards identified by the unit assessments. |

● Principal, AP, Mentor Principal-attend MTSS-I, and Sub-committee meetings, CPT's ● Facilitate weekly coaches meeting ● Plan PD for the Principal directed PD on the 1st Wednesday ● Monitoring office operations ● Monitoring budget **Communication & Engagement** ● Weekly Staff update ● Labor Management meetings ● Monthly Faculty meetings ● Weekly Leadership Meetings(Principal, AP's, HSC's, CSSC, Clerical) ● School communication shared throughClassroom Dojo, FB, Website, Bookbag stuffers, phone calls and emails.Translation services on electronic platforms. Language line used to communicate with families. **Resources Deployed** ● In-district Mentor ● New Assistant Principal ● Leader Professional Development	**Product:** The redesign of the master schedule to maximize people and their time with students at every moment of the day. The redesign of our Tier 1 management system and the reconfiguration of the building leadership team. Walk-throughs with Dr. Soto to focus on the alignment to the standard in the lesson study protocol. Reinstating PBIS, the 3B's, calming corners in every classroom, the school store, and push-in support to focus on improving the social-emotional support in the building. **Progress:** One hundred percent of all instructional spaces have had at least two classroom visits. Fall to Fall showed growth in our NWEA DI composite score from 18.6 to 36. 🗎 Behavior Data **Teacher Practice Shifts → Student Outcomes:** Instructional walk-throughs and behavior walk-throughs have shown that teachers are implementing lesson standards, small-groups instruction, following the pacing guide, and coaching cycles have occurred. 19 coaching cycles are in process and have had a direct impact on student engagement as the data shows with reduction of discipline data and an increase in fall NWEA data.	**Resources**: I need to make three shifts in coaching and intervention schedules to ensure they are pushing into the classrooms that need the most level of support based on our first eight weeks of data. I also need to ensure my assistant principals are part of all meetings to grow their capacity as much as possible. **Professional Learning:** Continue with Dr. Soto and the Plan-Do-Study-Act model to provide the on-going support of the lesson study protocol. To address the culture and climate of the building, Dr. Jimenez will begin work with us in November as a leadership team to establish the five levels of leadership and create a space where everyone feels valued and heard. I will also be attending "Breakthought Coaching" with my office manager to enable us to maximize our time and leadership practices. **System Supports:** Maintain mentor and district administrative check-ins and feedback sessions to reinforce leadership growth and development.

			Evidence of Learning: Weekly cool-downs, Heggerty Cheks, TDQ's, unit assessments, NWEA,, and Tier 1 checks continue to be implemented weekly and data analyzed at weekly CPT and coaches meeting. Heggerty Checks Week #5 - K: 74% - Yes - 1: 18% - No - 2: 17% - No Weekly Text Specific Writing Prompt (TDQ): - 3: 23% - No - 4: 50% - Yes - 5: 31% - Yes Math Unit 1 Assessment Grade K-*(Unit Assessments begin in Unit #2) Grade 1- 44% Grade 2- 44% Grade 3- 43% Grade 4- 46% Grade 5- 17% **Implementation Fidelity:**	**Monitoring and Feedback:** Use progress-monitoring dashboards, walkthrough trackers, Office Discipline Referral, Reset and refocus room data,culture climate and PD surveys. **Measures of Improvement:** Monthly BLT meetings data review along with SCEP progress monitoring to set incremental goals and track progress on Mid-year and End of Year goals. **Next Steps for School and Administration:** Build a BLT data sub-committee responsible for compiling student and teacher data to track impact, fine tune PD and identify areas of progress to lift and celebrate.

			As a result of all the systems and structures put into place, my ability to understand and support the instructional growth of the building has increased; however, the connection between the data and the teacher outcomes shows me that I need to do work at identifying the instructional shifts, in real time, that each teacher needs to make instructional moves that will directly impact student achievement.	

| Lead Strategy 4: Community Schools | 3-8 ELA All Students Core 3-8 Math All Student Core Subject | **Planned Actions**
• Monthly Enrichment:Oct- 27-31- Community Heroes, Nov. 17-21- Music and Movement,Dec. 15-19- Food and Culture
• Monthly PTA meetings 9/9, 10/14
• Monthly Community Advisory board meetings10/22
• Weekly Community School Site Coordinator meeting with administration
• Open House 10/8
• Community School Principals Institute 10/22
• Community Schools Fundamental Conference 10/27-10/29
Sequence and TImeline
• Back to School BBQ 9.3.25
• Clap-In 9.15.25
• Recruiting and re-establishing PTA monthly meetings held on 9/9 and 10/14.
• Enrichment and field trips planned for the week of October 27-31, including field trips to the AFD
• Dad's bring your child to school (10.8.25), Open House (10.18.25), Parent teacher conferences (10.23-10.24),
• PBIS celebration assembly held on 10/10
• Receivership Public Meeting 10.8.25 | **Impact on Goals:**
Increased family engagement and communication, which has increased family participation at school events. Record number of families attending the "dad's bring your child to school" day. Over 40 dad/guardians participated.Our PTA has a new president, and we had 154 parent-teacher conferences.

Process:
All notices of upcoming parent engagement opportunities are placed on all social media platforms. Both district and Classroom dojo have translation services built in so families can read information in their spoken language. Light refreshments and childcare are provided during PTA meetings, as well as a virtual option, so parents have greater access to attend. Attendance at subsequent meetings have increased from 7 participants on 9/9 to 13 participants present on 10/14, as a result of these efforts.
Product:
Our community School site coordinator is developing a robust tracking system in order to stay in contact with parents who have participated in school events and has been able to leverage some of these contacts to volunteer in the school.

Progress:
The outreach and publication efforts have helped us to establish a baseline of participation at school sponsored events. The number of parents attending our Parent-Teacher conferences is now our baseline. | **Strengthen:**
Continue to prioritize family engagement through consistent communication, and enrichment opportunities that build positive relationships and promote attendance and achievement. Reinforce strategies that have led to increased PTA participation

Scale:
Expand student-led initiatives to additional grade levels. Establish family ambassadors or classroom liaisons to sustain communication loops and strengthen home–school connections. This strategy was shared at the community school conference we recently attended.

Discontinue:
Partnership with enrichment providers whose programming does not show a direct connection or impact on student literacy or numeracy skills and achievement.

Adaptation and Refinement:
Adjust family engagement events based on attendance data and feedback to ensure accessibility and alignment with family interests and student learning goals. This will be done through student and family surveys. |

- Student leadership team formulated
- Monthly School Store opportunities
- Enrichment Week, 10.27.25

Roles and Responsibilities

Communication & Engagement
- School communication shared throughClassroom Dojo, FB, Website, Bookbag stuffers, phone calls and emails.Translation services on electronic platforms. Language line used to communicate with families.

Teacher Practice Shifts → Student Outcomes:
Community School enrichment release time allows students to experience learning opportunities from the world around them while affording teachers time to engage in lesson planning with the support of the coaches.

Evidence of Learning:
Daily building attendance data along with enrichment day attendance is tracked to see if the programming is helping to decrease absenteeism on those days it's offered.

Heggerty Checks Week #5

- K: 74% - Yes
- 1: 18% - No
- 2: 17% - No

Weekly Text Specific Writing Prompt (TDQ):

- 3: 23% - No
- 4: 50% - Yes
- 5: 31% - Yes

Math Unit 1 Assessment
Grade K-*(Unit Assessments begin in Unit #2)
Grade 1- 44%
Grade 2- 44%
Grade 3- 43%
Grade 4- 46%
Grade 5- 17%

NWEA - 36.7 (Fall 25) compared to 18.3 (Fall 24)

Implementation Fidelity:

Resources:
Allocate time and staff to provide childcare for parents while participating in school based activities. Take-home family support items to support student literacy and stem activities. Food panty shelving and laundry room supplies.

Professional Learning:
Provide learning opportunities for parents to learn more about their students' education achievement goals. Provide district resource help for families that need assistance accessing district websites and office processes.

System Supports:
Monthly PD and inservice meeting with other district CSSC and district coordinator.

Monitoring and Feedback:
Implement a consistent data collection system (attendance at events, survey feedback, student progress indicators) to track real-time impact and inform mid-year adjustments.

Improvement Science Lens

Tests of Change:
Pilot a classroom ambassador who can facilitate communication between other parents and the school to build a culture of collaboration between parents and the schools.

			PTA meeting agendas, attendance rosters and parent, student and community partner surveys and adherence to event timelines, are in place to ensure fidelity of the programs and their outcomes.	**Measures of Improvement:** Use NWEA benchmark growth, attendance data, and family satisfaction surveys to evaluate effectiveness. **Next Steps for School and Administration:** Continue to strengthen structures that support family engagement and communication. Share best practices across grade levels during BLT and staff meetings. Conduct mid-year data review to refine outreach and ensure sustained improvement toward DI targets.

Part 3 – Demonstrable Improvement (DI) Indicator Progress Reporting
Report on **all DI Indicators** (both **Level 1 and Level 2**) identified in the Continuation Plan.
For each indicator:
- *Indicate whether the **Early Implementation Progress Goal** has been met.*
- *Provide supporting **evidence and outcomes** that demonstrate progress.*
- *Reflect on next steps: What comes after this stage of implementation?*

DI Indicator # and Name: Use the exact indicator language.	Early Implementation Progress Goal: Restate the specific measurable target identified for early implementation.	Evidence / Outcomes: What quantitative and/or qualitative evidence shows progress?	Target Met? State whether the early progress goal was achieved. If not, briefly describe the gap and barriers.	Next Steps / Adaptation: If the target was not met, are the necessary changes noted in section 3 next steps for Lead Strategies? If not, describe next steps here.

Early Progress Monitoring Targets were set for the lead strategies. The Continuation plan did not ask for targets for each individual indicator in the continuation plan. Based on previous data, an early target of 30% proficiency on local assessments for this quarter 1 report has been set for ELA and Math.

| #36 3-8 ELA Hispanics Students MGP | The early progress target is at least 30% of Hispanic students will perform at grade level proficiency on Heggerty Weekly Checks (K-2) and Text Based Questions (3-5). | Heggerty Week 5 Check
- K: 73% - Yes
- 1: 9% - No
- 2: 0% - No

Weekly Text Specific Writing Prompt (TDQ):

- 3: 23% - No
- 4: 50% - Yes
- 5: 31% - Yes | Heggerty Week 5 Check:
K met progress targets
Grades 1 & 2 did not meet progress targets

Possible Barriers:
Grade 1 teachers are new to the grade level; we are currently in the hiring process for Gen. Ed. teacher for the Grade 1 Co-teach classroom.

Grade 2 ELA Coaching cycles have not yet begun due to limited time as they are currently engaged in a Math focused coaching cycle.

In 3rd grade all teachers are new to the grade level curriculum. | **Next steps:**
Coaching cycles with Grade 1 are focused on core instruction, specifically following up on intentional planning using Learning Targets, to improve teacher practice in planning for student mastery of learning standards. Grade 1 completed one ELA focused CPT cycle using the Lesson Study Protocol to plan Learning Targets and Data Study Protocol to analyze student data. Next steps include continued work on implementing Heggerty with fidelity; completing coaching cycles around Planning for Instruction using Learning Targets; and unpacking and referencing Learning Targets with students during instruction to increase student ownership of learning.
Coaching cycles with Grade 2 in ELA have not yet begun; coaching support includes planning for Learning Targets and instruction. Grade 2 has recently begun their first ELA focused CPT cycle using the Lesson Study Protocol to plan Learning Targets. Next steps include continued work on implementing Heggerty with fidelity and ensuring that Heggerty is scheduled daily, as well as coach push in support for enrichment groups. The suggestion for the next ELA coaching cycle will focus on Heggerty Instruction to ensure that it is being taught daily with fidelity. |
| #41 3-8 Math Black Students MGP | The early progress target is at least 30% of black students will perform at grade level proficiency on Illustrative Math Unit Assessments specifically Unit 1. | Grade 3- 33%
Grade 4- 39%
Grade 5- 11% | Early progress goal was met | |

| #100 3-8 ELA All Students Core Subject Performance Index | The early progress target is at least 30% of all students will perform at grade level proficiency on Heggerty Weekly Checks (K-2) and Text Based Questions (3-5). | Heggerty Week 5 Check
  - K: 74% - Yes
  - 1: 18% - No
  - 2: 17% - No

Weekly Text Specific Writing Prompt (TDQ):

Grades 3- 5 TDQs: This is an average of two TDQs, for this 1st Trimester. Based upon noticings, the spreadsheet we will begin using will allow for Aggressive Monitoring of student TDQs and teacher accountability (to provide student feedback).

  - 3: 20% - No
  - 4: 27% - No
  - 5: 65% - Yes | Heggerty Week 5 Check:
K met progress targets
Grades 1 & 2 did not meet progress targets

Possible Barriers:
 Grade 1 teachers are new to the grade level; we are currently in the hiring process for Gen. Ed. teacher for the Grade 1 Co-teach classroom.
Grade 2 ELA Coaching cycles have not yet begun due to limited time as they are currently engaged in a Math focused coaching cycle.
In 3rd grade all teachers are new to the grade level curriculum. | **Next steps:**
Coaching cycles with Grade 1 are focused on core instruction, specifically following up on intentional planning using Learning Targets, to improve teacher practice in planning for student mastery of learning standards. Grade 1 completed one ELA focused CPT cycle using the Lesson Study Protocol to plan Learning Targets and Data Study Protocol to analyze student data. Next steps include continued work on implementing Heggerty with fidelity; completing coaching cycles around Planning for Instruction using Learning Targets; and unpacking and referencing Learning Targets with students during instruction to increase student ownership of learning.
Coaching cycles with Grade 2 in ELA have not yet begun; coaching support includes planning for Learning Targets and instruction. Grade 2 has recently begun their first ELA focused CPT cycle using the Lesson Study Protocol to plan Learning Targets.Next steps include continued work on implementing Heggerty with fidelity and ensuring that Heggerty is scheduled daily, as well as coach push in support for enrichment groups. The suggestion for the next ELA coaching cycle will focus on Heggerty Instruction to ensure that it is being taught daily with fidelity.

In the intermediate grades (3-5) our next steps are to provide time in our CPT |

				meetings (Data Study Protocol) to have reflective conversations around the student weekly Text Specific Writing Prompt (ungraded/graded). Analyzing student responses, creating strategy groups (focused on specific rubric indicators students have yet to meet). During small group instruction (SGI) teachers will reengage students in completing Text Specific Writing prompts. Providing students with explicit feedback, using the 2 pt Text Specific Writing Prompt rubric as the center of the conversation will be essential.. Additionally, providing students with opportunities to practice during the instructional week, using Snorkl (technology) will help students in improving their weekly Text Writing Prompt. ELA Coach will continue to push into the intermediate classes focusing instruction around lifting student's written responses. 10/24/25 PD focused on Learning Targets (teachers creating and engaging in deliberate practice of unpacking the learning target with students). This focused work will continue during CPT. Coaching Cycles have begun with teachers. Four teachers have requested coaching cycles, 3 of the 4 requests are to strengthen teachers/students reading and understanding of complex texts. Through a student centered coaching lens we can anticipate that with more focused instruction around supporting students' understanding of complex texts students

				will be able to write Text Specific responses which will increase the Level 2 responses, to meet/exceed our target.
#110 3-8 Math All Students Core Subject Performance Index	The early progress target is at least 30% of all students will perform at grade level proficiency on Illustrative Math Unit Assessments specifically Unit 1.	Grade K-* Grade 1- 44% Grade 2- 44% Grade 3- 43% Grade 4- 46% Grade 5- 17%	The early progress goal was met for every grade except Grade 5. The students who are currently sitting in Grade 5 have unfinished teaching/learning due to the shift in homeroom teachers in 2024-2025. *Grade K- the first 4 weeks of instruction is centered around building routines and using math tools appropriately. Unit 1 provides teachers with an interview for students which establishes the baseline for year-long goals.	**Next steps:** Grade 5 coaching cycle will begin around tier 1 planning and instruction. Grade 4 pre-requisite standards will be taken into account when meeting with the teacher. *Grade K is beginning to use checklists to monitor students anecdotally on Section goals in Unit 2.
#160 EM Chronic Absenteeism - All Students	The early implementation progress goal was to review attendance supports for targeted students.	Progress Target: 42 Current Data: 31.9	Yes, the early progress goal of less than 42 was achieved.	**Next steps:** Our next step is to continue to monitor student's attendance plans and identify ways to minimize attendance barriers.
# 3 Student Attendance	The early implementation progress goal was to provide targeted attendance support and incentives for all tiered students.	Progress Target: 90 Current Data: 90.9	Yes, the early progress goal of a minimum of 90 was achieved.	**Next steps:** Our next step is to inform our students, staff, and parents about attendance incentives such as PBIS attendance recognition, Gator Visits, and trimester AttenDances.
#103 3-8 ELA Hispanic Core Subject PI	The early progress target is at least 30% of Hispanic students will perform at grade level proficiency on Heggerty Weekly Checks (K-2) and Text Based Questions (3-5).	Heggerty Week 5 Check - K: 73% - Yes - 1: 9% - No - 2: 0% - No Weekly Text Specific Writing Prompt (TDQ): - 3: 23% - No	Heggerty Week 5 Check: K met progress targets Grades 1 & 2 did not meet progress targets **Possible Barriers:** Grade 1 teachers are new to the grade level; we are currently in the hiring process for Gen. Ed. teacher for the Grade 1 Co-teach classroom.	**Next steps:** Coaching cycles with Grade 1 are focused on core instruction, specifically following up on intentional planning using Learning Targets, to improve teacher practice in planning for student mastery of learning standards. Grade 1 completed one ELA focused CPT cycle using the Lesson Study Protocol to plan Learning Targets and Data

| | | | - 4: 50% - Yes
- 5: 31% - Yes | Grade 2 ELA Coaching cycles have not yet begun due to limited time as they are currently engaged in a Math focused coaching cycle.
In 3rd grade all teachers are new to the grade level curriculum. Barriers for grades 4 and 5 are ensuring that the teachers have the instructional moves to close the loop from the assessment to reteach. Coaching cycles will begin with instructional strategies. | Study Protocol to analyze student data. Next steps include continued work on implementing Heggerty with fidelity; completing coaching cycles around Planning for Instruction using Learning Targets; and unpacking and referencing Learning Targets with students during instruction to increase student ownership of learning.
Coaching cycles with Grade 2 in ELA have not yet begun; coaching support includes planning for Learning Targets and instruction. Grade 2 has recently begun their first ELA focused CPT cycle using the Lesson Study Protocol to plan Learning Targets. Next steps include continued work on implementing Heggerty with fidelity and ensuring that Heggerty is scheduled daily, as well as coach push in support for enrichment groups. The suggestion for the next ELA coaching cycle will focus on Heggerty Instruction to ensure that it is being taught daily with fidelity.

In the intermediate grades (3-5) our next steps are to provide time in our CPT meetings (Data Study Protocol) to have reflective conversations around the student weekly Text Specific Writing Prompt (ungraded/graded). Analyzing student responses, creating strategy groups (focused on specific rubric indicators students have yet to meet). During small group instruction (SGI) teachers will reengage students in completing Text Specific Writing prompts. |

				Providing students with explicit feedback, using the 2 pt Text Specific Writing Prompt rubric as the center of the conversation will be essential.. Additionally, providing students with opportunities to practice during the instructional week, using Snorkl (technology) will help students in improving their weekly Text Writing Prompt. ELA Coach will continue to push into the intermediate classes focusing instruction around lifting student's written responses. 10/24/25 PD focused on Learning Targets (teachers creating and engaging in deliberate practice of unpacking the learning target with students). This focused work will continue during CPT. Coaching Cycles have begun with teachers. Four teachers have requested coaching cycles, 3 of the 4 requests are to strengthen teachers/students reading and understanding of complex texts. Through a student centered coaching lens we can anticipate that with more focused instruction around supporting students' understanding of complex texts students will be able to write Text Specific responses which will increase the Level 2 responses, to meet/exceed our target. Teachers will be strongly encouraged to use Ellevation Strategies to target the instruction for our Hispanic subgroup.
# 112 3-8 Math Black Core Subject PI	The early progress target is at least 30% of all Black students will perform at grade level proficiency on Illustrative Math Unit Assessments specifically Unit 1.	Grade K-* Grade 1- 44% Grade 2- 44%	The early progress goal was met for every grade except Grade 5. The students who are currently sitting in Grade 5 have	Grade 5 coaching cycle will begin around tier 1 planning and instruction. Grade 4

		Grade 3- 33% Grade 4- 39% Grade 5- 11%	unfinished teaching/learning due to the shift in homeroom teachers in 2024-2025.*Grade K- the first 4 weeks of instruction is centered around building routines and using math tools appropriately. Unit 1 provides teachers with an interview for students which establishes the baseline for year-long goals.	pre-requisite standards will be taken into account when meeting with the teacher. *Grade K is beginning to use checklists to monitor students anecdotally on Section goals in Unit 2.
# 113 3-8 Math Hispanic Core Subject PI	The early progress target is at least 30% of Hispanic students will perform at grade level proficiency on Illustrative Math Unit Assessments specifically Unit 1.	Grade K-* Grade 1- 44% Grade 2- 44% Grade 3- 38% Grade 4- 36% Grade 5- 8%	The early progress goal was met for every grade except Grade 5. The students who are currently sitting in Grade 5 have unfinished teaching/learning due to the shift in homeroom teachers in 2024-2025. *Grade K- the first 4 weeks of instruction is centered around building routines and using math tools appropriately. Unit 1 provides teachers with an interview for students which establishes the baseline for year-long goals.	Grade 5 coaching cycle will begin around tier 1 planning and instruction. Grade 4 pre-requisite standards will be taken into account when meeting with the teacher. *Grade K is beginning to use checklists to monitor students anecdotally on Section goals in Unit 2.
nw1 NWEA Math Growth - SWD	The early progress target is at least 30% of students with disabilities will perform at grade level proficiency on Illustrative Math Unit Assessments specifically Unit 1.	Grade K-* Grade 1- 44% Grade 2- 44% Grade 3- 0% Grade 4- 27% Grade 5- 3%	*Grade K- the first 4 weeks of instruction is centered around building routines and using math tools appropriately. Unit 1 provides teachers with an interview for students which establishes the baseline for year-long goals. The target was met for Grades 1 and 2. Grades 3-5 the target was not met.Grade 3 classroom teacher is new to the grade level and the IM curriculum. Participation in the lesson study protocol framework coupled with targeted walkthrough and coaching cycles will be tracked for impact	*Grade K is beginning to use checklists to monitor students anecdotally on Section goals in Unit 2. Grades 3-5 are not meeting the goal for students with disabilities. Coaches plan to meet with 3-5 teachers in coaching cycles around tier 1 instruction, scaffolds for tier 1 instruction, and aggressive monitoring of lesson mastery. Coaching cycles are currently based on teacher request and coach availability, therefore, the next steps will take time to complete. Micro PLs will be conducted during Common Planning Time to address professional learning needs that arise around tier 1 instructional

			in the next quarter. All grade levels are getting support from interventionists and coaching cycles have begun.	practices. In additions students have targeted support form the classroom teacher during that Math EAI block where the classroom teacher is utilizing the Bridges intervention curriculum to remediate skill gaps
Nw2 NWEA Reading Growth - SWD	The early progress target is at least 30% of students with disabilities will perform at grade level proficiency on Heggerty Weekly Checks (K-2) and Text Based Questions (3-5).	Heggerty Week 5 Check - K: 40% - Yes - 1: 40% - Yes - 2: 0% - No Weekly Text Specific Writing Prompt (TDQ): - 3: 0% - No - 4: 27% - No - 5: 6% - No	**Possible Barriers:** Grade 2 ELA Coaching cycles have not yet begun due to limited time as they are currently engaged in a Math focused coaching cycle. For all grades teacher ability to implement the standards based instruction with student data study as the vehicle for modifying instruction is in its beginning stages. Their ability to lift this practice to proficiency is the current barrier necessitating the planned follow-up PD and coaching support. It is worth noting that the 3 SWD students in grade 2 are not OHI; we don't currently have co-teach at 2nd grade.	Coaching cycles with Grade 2 in ELA have not yet begun; coaching support includes planning for Learning Targets and instruction. Grade 2 has recently begun their first ELA focused CPT cycle using the Lesson Study Protocol to plan Learning Targets. Next steps include continued work on implementing Heggerty with fidelity and ensuring that Heggerty is scheduled daily, as well as coach push in support for enrichment groups. The suggestion for the next ELA coaching cycle will focus on Heggerty Instruction to ensure that it is being taught daily with fidelity. **In the intermediate grades (3-5)** our next steps are to provide time in our CPT meetings (Data Study Protocol) to have reflective conversations around the student weekly Text Specific Writing Prompt (ungraded/graded). Analyzing student responses, creating strategy groups (focused on specific rubric indicators students have yet to meet). During small group instruction (SGI) teachers will reengage students in completing Text Specific Writing prompts. Providing students with explicit feedback, using the 2 pt Text Specific Writing Prompt rubric as the center of the conversation will

				be essential.. Additionally, providing students with opportunities to practice during the instructional week, using Snorkl (technology) will help students in improving their weekly Text Writing Prompt. ELA Coach will continue to push into the intermediate classes focusing instruction around lifting student's written responses. 10/24/25 PD focused on Learning Targets (teachers creating and engaging in deliberate practice of unpacking the learning target with students). This focused work will continue during CPT. Coaching Cycles have begun with teachers. Four teachers have requested coaching cycles, 3 of the 4 requests are to strengthen teachers/students reading and understanding of complex texts. Through a student centered coaching lens we can anticipate that with more focused instruction around supporting students' understanding of complex texts students will be able to write Text Specific responses which will increase the Level 2 responses, to meet/exceed our target.

Part 4 – District Support Plan
*District leadership should provide a clear reflection and report on the district's plan to **support the school's effective implementation of the Continuation Plan**. The report should describe the **specific supports provided**, the **systems in place to monitor progress**, and the **adjustments planned** to ensure the school is positioned to meet its Demonstrable Improvement (DI) Indicator targets.*

Report Out: 2025-2026 District Support

| Describe the specific steps the district has taken this quarter to support the school and school leadership in implementing the Continuation Plan. Be explicit about: **Equitable Resource Allocation**: How resources (staffing, funding, programs, services, materials) were distributed to meet the unique needs of this school. **Access to Strong Teaching & Learning**: How the district ensured students at this school had access to effective teachers, high-quality instruction, and meaningful learning opportunities. | **Evidence of Impact** What data, observations, or stakeholder feedback demonstrate the **impact** of district support on the school's progress toward its Demonstrable Improvement (DI) Indicators? Provide concrete examples (e.g., student performance data, teacher retention/improvement, access to programs, attendance, or engagement metrics). **Adjustments & Next Steps** Based on the evidence gathered to date, what **adjustments or refinements** will the district make in the next quarter to strengthen support for this school? Identify **specific action steps** and timelines for implementation. |

Staffing
- While there were staffing reductions at other schools in the area of coaching and intervention support, no such cuts were made to Giffen's staff. In addition, by phasing out 2 self-contained special education programs, the number of special education students has been reduced by more than 50%.
- Replaced and hired a new Assistant Principal to support the implementation of tiered behavioral practices and to support the current administration in strengthening the overall culture and climate of the school.

Instructional Support
- Instructional Supervisors engage collaboratively with Instructional Coaches to strategically elevate teacher efficacy through targeted support in instructional planning, pedagogical modeling, and reflective practice. This partnership aims to deepen content knowledge and strengthen instructional delivery aligned with district and state standards. Through data-informed coaching cycles, supervisors support coaches as they co-construct with teams actionable next steps to enhance instructional rigor and improve student learning outcomes.
- ELA & Math Instructional Supervisors conduct Class Visits with the Principal
- Math Instructional Supervisor meeting monthly with Math Interventionists to support Tier 2 planning for instruction that aligns with math Core pacing when Math Interventionists push in 5x a week during EAI time.
- ELA Instructional Supervisor meeting monthly with reading teachers to support planning for instruction that aligns with Core work when reading teachers are pushing in for SGI.
- Individual support provided to the coaches (ELA & Math) by their Supervisor to enhance their skill set to support teachers and instructional TAs.

Mentor Support
- The principal receives 2 full days of mentoring support from a high performing district Principal. During the first quarter, support has centered on:
  - Revising master schedule to maximizing instructional time, resources and staff

Evidence of Impact
- Professional development sessions are directly tied to the work of common planning with class visits focused on targeted feedback aligned with the work of CPT. All teachers are actively engaged in the PD sessions
- Early data demonstrates a need for coaching support in grades 1-2, specifically focused on the implementation of Heggerty.
- Checkins with teachers, staff coaches and building representatives provided positive responses to school and district supports
- Increased leaders support during common planning

Adjustments/ Next Steps:
- Focus core blocks of time for class visits on grade level instruction centered on scaffolding up instead of remediation: November - December
- Review coaching schedules, specifically in Math, to ensure that all teachers have access to coach for a coaching cycle - November
- Establish system of support from the PPS department to acclimate new AP to MTSS structures - November
- Develop new MOA with APSTA to support ongoing teacher development - November

● Revising attendance procedures
● Conducting class visits to every classroom every week and giving targeted feedback at CPT
 	
Monthly Check-ins
● Meets monthly with Assistant Superintendent to monitor school improvement progress, staffing, operations and supports
  ○ District Supervisors and/or Directors join last hour of meeting to conduct class visits and discuss trends, progress and additional supports needed
● District Improvement Director monthly checkins may include:
  ○ Meeting with Principal, Coaches and/or staff to support improvement efforts
  ○ Attend PD, BLT and/or CPT
  ○ Collaborate with Principal and Assistant Superintendent to continuous monitor progress and needs	

Part 5 – Community Engagement Team (CET)
The Community Engagement Team is a representative body designed to foster and support public engagement. The CET serves as an **active thought partner** contributing to and supporting the development of recommendations for school improvement as outlined by the school and district.

Identify **recommendations made by the CET**, including how the school community and community at-large were engaged to (1) provide input into the school's Continuation Plan and (2) review, update as applicable, and provide a list of CET membership for the 2025–2026 SY.

Note: Administrative, teacher, and parent representative members of the CET must be selected through the process as established in Commissioner's Regulations 100.11(b).

Report Out: 2025–2026 CET Plan Implementation

CET Engagement:	**CET Impact:**
- Provide dates and times of CET convening(s). - Attach or summarize CET meeting agenda(s) that occurred during this quarter, noting how key data and information were shared to support analysis of lead strategies - If applicable, describe the process for identifying and selecting new members, including steps taken to increase participation of parents, family members, and students.	- Identify the lead strategies that were presented to the CET for input and shared decision-making. - Describe the contribution of the CET and how their feedback or actions influenced, strengthened, or scaled the implementation of lead strategies.

Community Engagement Team Summary

Meeting date of 10/21

During these meetings, the committee reviewed the school's performance on **Demonstrable Indicators** based on **Spring NWEA assessment data** and received an overview of the **key strategies** outlined in the **School Comprehensive Education Plan (SCEP)**.

The **composition of the team** was intentionally designed to include members with established partnerships and strong connections to the school and broader community and parents.

- Dr. McGlaughlin, County Legislator, whose church has partnered with Giffen for our annual Community Harvest Dinner.

- Derek Johnson, Home School Coordinator Giffen Memorial Elementary School

- Mr. William Barnett, former member of the City School District of Albany Board of Education.

- Mrs. Valerie Johnson, Executive Director of the Youth Bureau, Albany County Department for Children, Youth, and Families, with deep ties to the downtown community.

- Ms. Jennifer Whitson, Director of Public Information, Department of Children and Family Services.

- Parents-Veronica Lopez and Shanequa McCorkle

Lead Strategies Discussed

- Lesson Study Protocol: Learning Targets, Planned Questioning and Data Study Protocols
- Multi-Tiered Systems of Support (MTSS-I) – Tier 1 Focus
- Community Schools Engagement – Strengthen PTA, Community Advisory Board
- Leadership Development – Increase admin visibility in classrooms, leadership PD

Contribution/Feedback
There were questions around benchmarking and processes to monitor peer to peer visits and determine their impact on instruction. As the team is still new there were questions around understanding of the receivership process. A copy of the CET Framework has been shared with all members, and additional dates for Quarterly Report review has been established.

These members were selected for their expertise in community engagement and their extensive experience developing and supporting programs that positively impact students and families. Meeting Agenda included a review of the Quarterly report, an overview of the DI indicators for the fall assessment, opportunities for questions and feedback in instructional initiatives?	

Part 6 – Powers of the Receiver

[NYS Education Law 211-f](#) and [Commissioners Regulation §100.19](#) grant certain powers to the School Receiver to be used to manage and operate a school in areas that include, but are not limited to, curriculum, programming, staffing and scheduling.

Provide a summary of the use of the School Receiver's powers during this reporting period. If Powers of the Receiver were not utilized, indicate such.

In 2019, the School Receiver negotiated with the Teachers' Union, and an MOA was passed which added an additional two hours of professional development for instructional staff. A new teacher contract was ratified this school year, so the Receiver and APSTA, the teacher's Union, are currently in negotiations around developing a new MOA, which aligns with updated contract language and constructs. A meeting between the Receiver and Union leadership is scheduled for November 4, 2025, with an expectation that a vote occurs before the end of November. An update regarding that vote will be provided in our Quarter 2 report.

In the continuation Plan, the district outlined restructuring the building administrator team, taking into account the assessment from Cognia, and OISR feedback. One assistant principal was transferred to another building, and since the submission of that report, another was hired in October 2025. An in-district gap closing mentor has been provided to strengthen instructional systems for continued development of teacher practice at Giffen. This support began in August 2025.

Assurance and Attestation

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

Name of Receiver (Print): _____

Signature of Receiver: _____

Date: _____

By signing below, I attest that the Community Engagement Team (CET) has had the opportunity to provide direct and explicit input into this Quarterly Report and has had the opportunity to review and update, as necessary, its 2025–2026 Community Engagement Team (CET) Plan and membership for the current academic year.

Name of CET Representative (Print): _____

Signature of CET Representative*: _____

Title of CET Representative: _____

Date: _____

The CET Attestation must be signed by a CET member other than a school administrator.