

2025-2026 Receivership School Quarterly Report #2

Report Period: *October 31, 2025, to January 30, 2026 (Due January 30, 2026)*

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	2/13/26	
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 2 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: 1/30/2026
 Total Current Enrollment/Registrant Counts: SWD: 20.0%
 N = 320
 ELL: 23.4%

SWDs who are also ELLs:
 N = 8 / 12.5 %

Attendance				
	2022-2023	2023-2024	2024-2025	2025-2026
Average Daily Attendance	89%	90%	88%	88%
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	89	63	46	92
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Suspension Rate and Number by Category								
	2022-2023		2023-2024		2024-2025		2025-2026	
	#	%	#	%	#	%	#	%
Out-of-School Suspensions	30	7.4	26	6.4	36	9.3	9	2.8%

Duplicated Suspensions	15	23.4	14	24.6	12	17.4	1	9.1%
Unduplicated Suspensions	19	26.8	16	28.1	24	34.8	8	72.7%
ELL Suspensions	3	4.7	1	1.8	0	0.0	1	9.1%

SWD Suspensions	11	17.2	7	12.3	14	20.3	2	18.2%
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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			
	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>
Total Cohort			
ELL Grad. Rate			
SWD Grad. Rate			

Drop Out Rates			
	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>
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%

	2024	76.1%	20.5%	3.4%	0.0%
ELLs	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 2 Report - Reflection on Lead Strategies Implemented during October 31, 2025 - January 30, 2026

PLAN		DO	STUDY	ACT
<p>Lead Strategy: Identify the Lead Strategy from the approved Continuation Plan.</p> <p>Use a separate row for each Lead Strategy.</p>	<p>Aligned DIIs: List the Demonstrable Improvement (DI) Indicators connected to this strategy.</p> <p>All DIIs should be listed here.</p>	<p>Implementation Steps Describe the specific actions taken to implement this strategy to date.</p> <p>Guiding Prompts to Consider:</p> <ul style="list-style-type: none"> ● 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? 	<p>Summarize Implementation Outcomes and Progress Toward Demonstrable Improvement (DI) Targets</p> <p>Guiding Prompts to Consider:</p> <ul style="list-style-type: none"> ● Impact on Goals: How has 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? <p>Improvement Science Lens to Consider:</p> <ul style="list-style-type: none"> ● Teacher Practice Shifts → Student Outcomes: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ To what degree has the intended change taken hold across classrooms, grade levels, or content areas? ○ What variation exists in implementation, and what have you learned from that variation? 	<p>Based on your findings, identify the next steps to:</p> <ul style="list-style-type: none"> ● 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? <p>Guiding Prompts to Consider:</p> <ul style="list-style-type: none"> ● 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)? <p>Improvement Science Lens to Consider:</p> <ul style="list-style-type: none"> ● What are your <i>tests of change</i> for the next cycle (small-scale trials, pilots, or refinements)? ● How will you know if the change is an improvement (specific evidence/metrics)?

<p>Lead Strategy 1: Professional development for teachers on evidenced-based instructional methods: Lesson Study Protocol</p>	<p># 3 Student Attendance</p> <p>#36 3-8 ELA Hispanics Students MGP</p> <p>#41 3-8 Math Black Students MGP</p> <p>#100 3-8 ELA All Students Core Subject Performance Index</p> <p>#103 3-8 ELA Hispanic Core Subject PI</p> <p>#110 3-8 Math All Students Core Subject Performance Index</p> <p># 112 3-8 Math Black Core Subject PI</p>	<p>Planned Actions:</p> <ul style="list-style-type: none"> - Instructional coaches and Dr. Jalinda Soto provided professional development during principal PD aligned with lesson and data study protocol and planned questioning. - Schedule monthly co/planning sessions between coaches and Dr. Jalinda Soto. - Instructional Coaches received a half day professional learning session with a focus on learning targets; facilitator moves; and data study protocol. - Conduct mid-year calibration with coaches and school leaders based on observation and feedback data - Maintain a common planning time calendar to continue to support implementation of the first cycle and begin the second cycle. - Weekly CPT provides the opportunity for artifact share - data study protocol (student work) and lesson study protocol (learning targets). <p>Sequence & Timeline</p> <ul style="list-style-type: none"> ● 11/5/25, 12/3/25 & 1/7/26 Coaches met with PD consultants for co-planning / half day professional learning sessions focused on unpacking data study protocol; visual mapping of learning targets; and developed an implementation plan for high impact strategy of Planned Questions. ● 1/7/26 PD on Planned Questions ● 1/7/26 Administrators, coaches and Dr. Soto conducted learning walks to calibrate practices around Learning Targets. ● Weekly Common Planning Time meetings with coaches facilitating the implementation of the Lesson Study Protocol to plan for learning targets and planned questions. 	<p>Impact on Goals:</p> <p>Implementation of the Lesson Study Protocol, Data Study Protocol, Learning Targets, and Planned Questions and aligned professional development has strengthened instructional planning (aligning instruction and grade level standards) All teachers have now engaged in deliberate practice of developing and unpacking learning targets and standards. All teachers have engaged in data cycles and one round of planned question professional development. Grade levels have begun to develop planned questions.</p> <p>Improvements have been seen in unit assessment data.</p> <p>Math Unit 2-</p> <p>Grade K- 78% Grade 1- 37% Grade 2- 62% Grade 3- 70% Grade 4- 40% Grade 5- 2%</p> <p>Unit 3-</p> <p>Grade K- 83% Grade 1- 80% Grade 2- 66% Grade 3- 54% Grade 4- 37% Grade 5- 20%</p>	<p>Strengthen:</p> <p>We need to reinforce the writing, facilitation and implementation of learning targets and planned questions so that the rigor of the grade level standard is not lost.</p> <p>Scale:</p> <p>A 1.0 Math interventionist position has been created to increase the amount of math support for the building.</p> <p>Discontinue:</p> <p>We are not discontinuing any of these actions at this time.</p> <p>Adaptation to Coaching Facilitation:</p> <p>Dr. Soto will shift from attending, observing and providing feedback on monthly CPT meetings to attending, observing, and providing feedback on coaching cycle conversations in order to impact coaching practice and growth in facilitation of coaching cycles.</p> <p>Adaptation and Refinement:</p> <p>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 learning target rubric.</p> <p>The coaching menu has been adapted to reflect high impact strategies aligned to the SCEP. Refinement of the practice of using Learning Targets in the classroom to ensure instructional staff are referring to Learning Targets throughout instruction and making the connection between learning and targets clear for students.</p>
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<p># 113 3-8 Math Hispanic Core Subject PI</p> <p>#nw1 NWEA Math Growth - SWD</p> <p>#nw2 NWEA Reading Growth - SWD</p>	<p>● 10/31/25 - 1/30/26: 6 Coaching Cycles were started and/or completed with 12 teachers (Grades 1-5) in both ELA and Math.</p> <p>● 65 class visits conducted by building and/or district admin as of 1/16/26</p>	<p>Roles and Responsibilities</p> <ul style="list-style-type: none"> Principal, AP, Mentor Principal-conducted walkthroughs, visits, Coaches meetings, CPT, PD planning and provided feedback to teachers in the meetings or in writing. Visits data was compiled and shared with coaches to use to identify trends that can be addressed during coaches sessions with teachers. Coaches-CPT, coaching cycles, PD planning and implementation Dr. Soto-Development of teacher, administrator PD around LSP and implementation and walkthrough look-fors <p>Communication & Engagement</p> <ul style="list-style-type: none"> The BLT was engaged in the selection of the instructional strategies. Thereafter they were shared with the larger school community during PD and CPTs. Parents were informed about the instructional strategies during the receivership forum on September 18th, 2025. <p>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.</p>	<p>Process: Coaches facilitated Lesson Study and Data Study implementation during common planning time throughout November, December and January; and participated in feedback sessions with the PD consultant to ensure consistency. Coaches engaged in professional learning with PD consultants to impact coaching practices and growth in facilitation of adult learning. Teachers have requested coaching cycles, using the Coaching Menu to identify an area of focus. Coaching cycles and walkthroughs have provided continuous support and reflective conversation to impact teacher instructional practices. As of 1/30/26, 22 walkthroughs have been completed with feedback and 108 class visits in alignment to the learning standards rubric.</p> <p>Product: The Lesson Study Protocol and Data Study Protocol frameworks; Unpacking Learning Targets Guide, Planned Question Teacher Guide, Facilitator Guide and Alignment to Learning Standards were developed to promote reflective collaboration, monitor fidelity, and align instruction to learning standards. CPT notes show the strategic instructional planning occurring across grade level instructional staff. Implementation of these systems will continue through Quarter 3.</p> <p>The BLT has created a table which outlines our Intermediate Priority/Focus Standards in Math/ELA. The identified table has been shared with intermediate faculty to embed such identified standards into instruction.</p>	<p>The peer visit data indicates a need to shift in the goal from five peer to peer visits to one. This adaptation is needed to identify a purpose for the visit aligned with our high impact strategies and professional learning. The Peer Visit request form has been modified to reflect the purpose of the peer to peer visitation..</p> <p>TAG protocol will expand after the establishment of identifying building values and building wide commitments.</p> <p>Resources: The vacancy in the 1st grade co-teach classroom has been filled and the start date was 2/4/26</p> <p>Professional Learning: Continued professional learning in the high impact strategy of planned questions will occur in quarter 3.</p> <p>System Supports: Maintain school and district administrative participation in walkthroughs and feedback sessions to reinforce expectations. Embed Lesson Study outcomes in data discussions to align instruction and improvement efforts.</p> <p>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.</p> <p>Tests of Change: Refine our walkthrough to be inclusive of learning targets and planned questioning with a focus on the testing grades in order to maintain rigor of the standards being taught.</p>
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			<p>Progress: 100% of teams completed Cycle 1 (Learning Targets). We have launched Cycle 2 (Planned Questions). Teachers are engaging in lesson study protocol, creating learning targets, identifying aligned instructional strategies/moves and are beginning the implementation of planned questions with consistency as observed during weekly common planning time with each grade level. Six Peer to Peer visits were completed as of January 30th in the content areas of ELA, Social Emotional Learning, and Math.</p> <p>Teacher survey on comfortability with Learning Targets?</p> <p>We have yet to create a teacher survey on their comfortability with learning targets. Baseline data will be collected via survey in Quarter 3.</p> <p>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 achievement as evidenced by NWEA School data for the all categories of ELA and Math.</p> <p>Based on our winter NWEA benchmark assessment, we are on track to meet the 3-8 ELA All Students Core Subject Performance Index. Our progress target for this school year is 69.8 and our winter performance is 73.1.</p> <p>Additionally, based on our winter NWEA benchmark assessment, we are on track to meet the 3-8 Math All Students Core Subject Performance Index. Our progress target for this school year is 60.6 and our winter performance is 76.4.</p>	
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			<p>Evidence of Learning: 81 classroom visits were conducted as of January 30th and demonstrated instructional practices aligned to the work of Common Planning Time. During quarter 3 administrative walkthroughs will monitor growth in the lesson study protocol - Planned Questions implementation fidelity.</p>	
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<p>Lead Strategy 2: MTSS-Integrated Tier 1 Supports</p>	<p># 3 Student Attendance</p> <p>#36 3-8 ELA Hispanics Students MGP</p> <p>#41 3-8 Math Black Students MGP</p> <p>#100 3-8 ELA All Students Core Subject Performance Index</p> <p>#103 3-8 ELA Hispanic Core Subject PI</p> <p>#110 3-8 Math All Students Core Subject Performance Index</p> <p># 112 3-8 Math Black Core Subject PI</p>	<p>Planned Actions</p> <ul style="list-style-type: none"> - Weekly MTSS A/B subcommittee meetings to review completed student problem solving packets - Monthly Behavior Team CPT to review students' BSPs, BIPs, ICSPs and intervention progress - Monthly Reading Interventionist meetings to track student progress with Tier 2 and Tier 3 academic interventions - Review of academic and behavioral data in monthly BLT meetings - Attendance plans created as needed, for students brought to MTSS-I. - Reset room data shared with individual classroom staff (teachers, aids, related hall monitors) and students - Behavior liaisons collaborate with classroom teachers on Tier 1 Boosts, based on SRSS-IE data. - Tier 1 behavior PD <p>Sequence and Timeline</p> <ul style="list-style-type: none"> - Tier 1 Behavior Informal Fidelity Checks completed: 12/9, 12/11, 12/17, 12/19, 12/22, 1/6, 1/7, 1/13, 1/20, 1/23 - Tier 1 Boost PD: 12/3/25 - behavior PD on strategies for engagement and success (proximity, 5:1, planned ignoring) - Tier 1 Boost PD 1/14/26 - Group contingencies - Monthly behavioral Common Planning Time (CPT) with grade-level liaisons to review tiered behavior plans and discussions tiered strategies (ICSPs, BIPs, BSPs, etc.): November 4, 5, Dec 2,3, Jan 6,7 	<p>Impact on Goals:</p> <p>Implementation of the MTSS-I and aligned professional development has strengthened the process in creating academic, behavioral, and attendance plans and supports for targeted students. All teachers engaged in professional development on 12/3/25 receiving a Tier 1 Boost on strategies for engagement and success (proximity, 5:1, planned ignoring) A second PD occurred on 1/14/26, sharing additional strategies, including group contingencies rewards.</p> <p>Tier 1 PBIS and instructional alignment initiatives have improved consistency in behavior supports and standards-based instruction, resulting in a decline in discipline and classroom referrals between November and January and increased student achievement as evidenced by NWEA math and ELA data (see below).</p> <p>Nov - 41 discipline referrals/ 191 classroom referrals</p> <p>Dec. - 18 discipline referrals/ 145 classroom referrals</p> <p>Jan. - 39 discipline referrals/ 182 classroom referrals</p> <p>Math</p> <p>26th percentile to 32nd percentile</p> <p>ELA</p> <p>32nd percentile to 35th percentile</p>	<p>Strengthen:</p> <ul style="list-style-type: none"> • Our PBIS reboot should be reinforced in Q3 so students and staff can review behavioral expectations for all spaces within the school setting. • Follow-up professional development is needed in the following areas: proper use of Gator tickets, the student removal process, the completion of the points sheets, and additional support and/or training around Tier 1 best practice. • Expand the review of Reset and ISS data to include all staff and students in the intermediate grades so students can engage in data discussions. • Reinforce the sharing of behavioral data with the behavior team to proactively support classrooms and individual students who are in need of intervention. • Follow up with grade-level behavior liaisons to review policies and procedures • Develop consistent methods to ensure all stakeholders have access to all tiered plans and next steps. <p>Scale:</p> <ul style="list-style-type: none"> • Monthly behavioral CPT meetings with grade level liaisons are held to facilitate the completion of problems solving packets, review of BSP, ISCP and BIP's. This concept will be scaled so behavior team members can also meet with support staff (security, home school coordinators, lunch monitors) to discuss plans. For successful scaling, admin. will provide release time to staff so the meetings can take place.
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	<p># 113 3-8 Math Hispanic Core Subject PI</p> <p>#160 EM Chronic Absenteesism - All Students</p> <p>#nw1 NWEA Math Growth - SWD</p> <p>#nw2 NWEA Reading Growth - SWD</p>	<ul style="list-style-type: none"> - Weekly behavior team meetings with social workers, school psychologist, Reset Room TA, behavioral specialist: Nov 7, 14, 28, Dec 5, 12, 19, Jan. 9, 16, 23, 30 - PBIS Assemblies: November 6, December 4, January 8, - Daily - Reset Room/ISS Room Process and Tracker (Childrose and Mitchell) - Reset room data discussion held with 5th grade staff and students: 12/10 - Weekly behavior team meetings: 11/7, 11/14, 11/21, 11/28, 12/5, 12/12, 12/19, 1/9, 1/16, 1/23, 1/30 - Weekly MTSS-I meetings: 11/4, 11/11, 11/18, 11/25, 12/9, 12/16, 12/23, 1/6, 1/13, 1/20 <p>Roles and Responsibilities</p> <ul style="list-style-type: none"> • Principal, AP, Mentor Principal - attend MTSS-I, and sub-committee meetings, CPTs. The admin. in attendance monitors the roles and responsibilities of the team members who partake in the meetings. Each MtSS-I member had a specific role such as facilitator, data analysis (attendance, behavior, academic), parent contact liaison, push-in support 	<p>Process: Revised the use of the reset and rooms utilizing the behavior flowchart.</p> <ul style="list-style-type: none"> • Consistent communication from reset room staff to all faculty and staff who work with the student(s) who are in need of MTSS support. Updates were shared to communicate explicit support and progress. • Monthly behavioral CPTs are held to review and share student interventions 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 were co-facilitated to support both academic and behavior for targeted students. • Distribution of PBIS tickets which are used at the School Store • Reading interventionists worked with Tier 2 and 3 students, and monitored phonemic and fluency progress using NWEA MAP (Tier 1 academic intervention). • Heggerty checks (k-2) were used to document growth and mastery in phonics. • NWEA scores from September were used to determine students who needed further diagnosis of unfinished learning and additional support. • Student Improvement Plans (SIPs) were used to track and document student progress within the tiers. • PBIS assemblies were held 12/11, 1/8 <p>Product:</p> <ul style="list-style-type: none"> • Signage that reflects behavioral expectations has been hung school-wide • MTSS-I meetings were supported by district admin. for efficiency in documenting student growth, analyzing the needs of students and changes in interventions. 	<p>Discontinue: We will not discontinue any planned actions or processes at this time.</p> <p>Adaptation and Refinement:</p> <ul style="list-style-type: none"> • More frequent fidelity checks of all systems (academic and behavior) will be conducted by admin. The fidelity checks will be conducted to identify trends and communicate the findings with the teachers, behavior teams, coaches and administrators. <p>Resources: Teacher assistants (TAs) and substitute teachers are needed to support teacher absences so reset and refocus room staff and interventionists are not pulled from their respective locations to provide coverage.</p> <p>Professional Learning:</p> <ul style="list-style-type: none"> • De-escalation strategies, conflict resolution, and peer mediation for behavior support of students in the learning space is needed. • PD for hall monitors to support students with successful reentry into the classroom after a reset to increase student success and prevention of repeated escalations and/or an additional removal. • MTSS-I PD on tiered interventions and the process for determining the increase or decrease of academic support. • Continued support from our consultant, Dr. Soto, around HIITS and the implementation of the strategies to support student success.
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		<ul style="list-style-type: none"> Students were referred to wrap around services (e.g. Building Blocks, Cartwheel) Reset room data trends are shared with staff and students each month. The data is monitored and disaggregated by admin. to identify classrooms and students who are in need of support. <p>Resources Deployed</p> <ul style="list-style-type: none"> General education TAs assigned to the reset and refocus rooms Elementary MTSS Coordinator provided district level support for MTSS-A,B, and I, and monitored and provided feedback on processes, procedures, and data analysis Behavior team members have daily on-call hours to support behavior and re-sets. 	<p>Implementation Fidelity:</p> <ul style="list-style-type: none"> The intended behavioral shifts have taken hold as evidenced by a decline in discipline and classroom referrals between November and January and increased student achievement as evidenced by NWEA math and ELA data (see below). Nov - 41 discipline referrals/ 191 classroom referrals Dec. - 18 discipline referrals/ 145 classroom referrals Jan. - 39 discipline referrals/ 182 classroom referrals All grade levels have increased their NWEA math achievement percentile with the exception of 3rd grade. All intermediate grade levels demonstrated an increase in ELA. <p>ELA</p> <p>3rd grade: 20th percentile to 21st percentile</p> <p>4th grade: 35th percentile to 36th percentile</p> <p>5th grade: 15th percentile to 24th percentile</p> <p>Math</p> <p>3rd grade: 41st percentile to 38th percentile</p> <p>4th grade: 29th percentile to 31st percentile</p> <p>5th grade: 12th percentile to 15th percentile</p>	<p>Measures of Improvement:</p> <p>A reduction in the number of discipline and classroom referrals between November and January.</p> <p>Nov - 41 discipline referrals/ 191 classroom referrals</p> <p>Dec. - 18 discipline referrals/ 145 classroom referrals</p> <p>January - 39 discipline referrals/ 182 classroom referrals</p> <p>Next Steps for School and Administration:</p> <p>Analyze/determine the breakdown in processes (academic and behavior) and hold all stakeholders accountable to ensure student success. Execute a plan for remediating breakdowns in processes and procedures that impact student growth.</p>
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<p>Lead Strategy 3: Leadership Development in both instructional and behavioral practices</p>	<p># 3 Student Attendance</p> <p>#36 3-8 ELA Hispanics Students MGP</p> <p>#41 3-8 Math Black Students MGP</p> <p>#100 3-8 ELA All Students Core Subject Performance Index</p> <p>#103 3-8 ELA Hispanic Core Subject PI</p> <p>#110 3-8 Math All Students Core Subject Performance Index</p> <p># 112 3-8 Math Black Core Subject PI</p>	<p>Planned Actions:</p> <ul style="list-style-type: none"> • Mentor meetings 2x week with in-district mentor. • SSP visits(review of 360 survey, identifying high leverage data, creating a study cycle, classroom and CPT visits • Monthly check-in with Assistant Superintendent, District Improvement director, District Humanities and Stem Directors • Walkthroughs with district administrators:ELA, Math, SpED, Arts.(65 Visits, 22 Walkthroughs) • BLT ½ day work session with Dr. Jimenez • Breakthrough Coaching” leader and executive assistant training <p>Sequence and Timeline</p> <ul style="list-style-type: none"> • 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. • Classroom visits occur each week with the goal of at least 3 visits each day. • Monthly Building leadership team development with Dr.Jimenez • Schedule paired visits with district ELA and Math supervisors each month <p>Roles & Responsibilities:</p> <ul style="list-style-type: none"> • Instructional PD was conducted by the consultant with the instructional coaches around planned questions. • Regular review of reset/refocus room data during admin meetings and with the behavior team, and at faculty meetings. 	<p>Impact on Goals:</p> <ul style="list-style-type: none"> • As a result of the ongoing mentoring I have been able to distribute leader items in order to concentrate on instructional leadership. The mentoring has allowed us to address logistic and personnel issues with accuracy and expediency. Meeting with the SSP coach has pushed my learning edge around increased visibility, the most effective use of CPT and celebrating building behavioral and academic accomplishments along the way. Monthly check-ins with Ms. Brown and the district leaders have assisted in pushing the instructional shifts in the building, monitoring SCEP and receivership progress 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. The midyear goal for “Aligned to Standards” continuum scoring was to increase by 1.0. We achieved a 0.8 increase just shy of our goal. The work of building a culture of high expectations from all staff has begun with our first full leadership team PD with Dr. Jimenez. 	<p>Strengthen:</p> <p>Walkthrough visits with district level administration and paired observations with Dr.Soto with a group debrief. These sessions help us to identify and fine tune what curricular shifts need to take place, ie are teachers using district provided materials with fidelity. These walks also sharpen the lens of the building administration and coaches so that their feedback and support of teachers directly aligns to the lead instructional strategy.</p> <p>The behavior team CPT needs more structure around preventative strategies in addition to updating the intervention and plans of identified Tier 2 and Tier 3 students. The distribution of this team needs to be strengthened. Some behavior team members are heavily involved in the day to day operations while others are responding only when asked. Equitable distribution of the work load prevents burnout and helps to build staff culture and morale.</p> <p>Scale:</p> <p>The monitored usage of the IXL platform and student progress monitoring is happening in some classrooms but not all. PD on the IXL and more specifically the MAP Skills plan will be done in February. 3 days of MAP Skills plan</p> <p>IXL Relaunch</p>
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	<p># 113 3-8 Math Hispanic Core Subject PI</p> <p>#160 EM Chronic Absenteeism - All Students</p> <p>#nw1 NWEA Math Growth - SWD</p> <p>#nw2 NWEA Reading Growth - SWD</p>	<ul style="list-style-type: none"> The facilitation of CPT is done by the instructional coaches and the principal with monthly check-ins with consultant Dr. Soto Office manager is responsible for office operations, scheduling APPR observations, records requests, attendance reminders to teachers, letter drafting for events, BoE approvals, budget requests and purchasing. Assistant Principal Little is responsible for the oversight of security monitors, lunch aids, maintenance check-ins, attendance-meetings, Attendance outreach phone calls, letters, SAIG, parent contacts are done by Home school coordinators and security monitors Weekly Administrative team meetings with AP's, HSC's and CSSC <p>Communication & Engagement:</p> <ul style="list-style-type: none"> Weekly Staff update email Labor Management meetings Monthly Faculty meetings Weekly Leadership Meetings(Principal, AP's, HSC's, CSSC, Clerical) School communication shared through Classroom Dojo, FB, Website, Bookbag stuffers, phone calls and emails. Translation services on electronic platforms. Language line used to communicate with families. Each month in the PTA principal's report parents are informed of the instructional and behavioral initiatives outlined in our SCEP, current implementation and the progress instructional and behavioral in meeting our goals. <p>Resources Deployed:</p>	<p>Process:</p> <p>100% of classrooms have had at least 3 or more visits/walkthroughs. Teachers have begun Cycle 2 of the SCEP lead strategy (Jan -Mar). and are engaging in lesson study protocol with a focus on planned questions based on standards aligned learning targets. During weekly common planning time with each grade level, teachers are asked to bring their learning target. Discussion is centered on what a student needs to know and be able to do and what planned questions can be generated to elicit student thinking.</p> <ul style="list-style-type: none"> The new AP has been acclimated to the building and she has been given the responsibility for the following: <ul style="list-style-type: none"> Primary behavior support for grade K-4 organizing and deploying the behavior team to assist with the implementation of the student removal protocol with fidelity Weekly Tier 1 Fidelity checks Reteaching of Tier 1 best practices at 2nd Wednesday PD Attending monthly behavior team meetings along with MTSS-A/B and MTSS-I <p>GMES Nest Schedule Radio Response Protocol</p> <p>Product:</p> <ul style="list-style-type: none"> We are continuing to use the Snorkl technology to have students answer 2-point rubric TDQ's with the AI feedback to help them edit and their responses. The usage of the IXL platform and student progress monitoring is happening in some classrooms but not all. 	<p>Peer-to-Peer visits are ready to scale, however teachers are not signing up at the level we anticipated. There will need to be a focus effort on the part of the administration and the coaches to encourage staff to visit other classrooms in and outside of Giffen. Celebrating the number of visits accomplished each month, placing peer visits as a standing agenda time during CPT and administrative recommendations can help to scale this practice throughout the building. (9 documented visits have been logged this year)</p> <p>Discontinue: TAG protocol is continuing, as we have district and building admin, and an occasional teacher or coach that may leave a note, but we have decided not to scale this to the building. as a focus in lieu of peer-to-peer visits which we believe will garner more teacher takeaways.</p> <p>Adaptation and Refinement:</p> <p>With regard to peer-to-peer visitation we plan on celebrating the number of visits accomplished each month, placing peer visits as a standing agenda time during CPT along with administrative recommendations for targeted staff will help to scale this practice throughout the building. (9 documented visits have been logged this year)</p> <p>Resources:</p>
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			<ul style="list-style-type: none"> In our most recent Unit assessment data for Math have all grades exceeding the midyear goal of 30% with the exception of 5th grade. The same is true for our Black, Hispanic and SWD subgroups. <p>All Students Math Assessments Unit 2- Grade K- 78% Grade 1- 37% Grade 2- 62% Grade 3- 70% Grade 4- 40% Grade 5- 2%</p> <p>Unit 3- Grade K- 83%_ Grade 1-80% Grade 2- 66% Grade 3- 54% Grade 4- 37% Grade 5- 20%</p> <p>Subgroup Black Math Unit 2- Grade 3- 69 % Grade 4- 39 % Grade 5- 0%</p> <p>Unit 3- Grade 3- 45 % Grade 4- 34% Grade 5- 18%</p> <p>Subgroup Hispanic Math Unit 2- Grade K- 70%</p>	<p>System Supports: Maintain district and SSP mentor and district administrative check-ins and feedback sessions to reinforce leadership growth and development. The district's support of an additional full-time math coach and a dedicated interventionist. The continued funding of the instructional professional development of the staff, coaches and administrative team with Dr. Soto and the BLT board development PD with Dr. Jimenez is important to shifting the instructional and cultural and climate here at Giffen.</p> <p>Monitoring and Feedback: We are using the "Alignment to the Learning Standards" rubric for our walkthrough feedback cycles with teachers. We track all benchmark and unit assessment data and share the data with teacher teams. Teachers who are not experiencing success are recommended to engage in a coaching cycle and 2 have monthly standing meetings with the principal to progress monitor their growth.</p> <p>Office Discipline Referral, Reset and refocus room data is compiled each month and shared with the faculty.</p> <p>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.</p> <p>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</p>
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			<p>Grade 1- 23%</p> <p>Grade 2- 46%</p> <p>Grade 3- 67%</p> <p>Grade 4- 29%</p> <p>Grade 5- 0%</p> <p>Unit 3-</p> <p>Grade K-80%</p> <p>Grade 1-82%</p> <p>Grade 2- 46%</p> <p>Grade 3- 42%</p> <p>Grade 4-46%</p> <p>Grade 5- 15%</p> <p>All Student ELA</p> <p>Heggerty Checks Week #10</p> <ul style="list-style-type: none"> - K: 50% - 1: 42% - 2: 46% <p>Heggerty Week 14/15 Check</p> <ul style="list-style-type: none"> - K: 10% - 1: 50% - 2: 31% <p>Wonders Weekly Text Specific Writing Prompt (TDQ) Average score/points:</p> <ul style="list-style-type: none"> - 3: 1.5 - 4: 1.2 - 5:<1.0 (includes Self-Contain SPED class) <p>Subgroup Hispanic ELA</p>	
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			<p>Heggerty Week 10 Check</p> <ul style="list-style-type: none"> • K: 50% • 1: 42% • 2: 46% <p>Heggerty Week 14/15 Check</p> <ul style="list-style-type: none"> • K: 10% • 1: 50% • 2: 31% <p>Weekly Text Specific Writing Prompt (TDQ):</p> <ul style="list-style-type: none"> • 3: 1.5 • 4: 1.2 • 5:<1.0 (includes Self-Contain SPED class) <p>Based on our winter NWEA benchmark assessment, we are on track to meet the Mean Conditional Growth percentile in Math for the Black student subgroup.. Our progress target for this school year is 48.1 and our winter performance is 49.5..</p> <p>Additionally, based on our winter NWEA benchmark assessment, we are on track to meet the Mean Conditional Growth percentile in ELA for the Hispanic student subgroup.. Our progress target for this school year is 51.3 and our winter performance is 54.9..</p> <p>Teacher Practice Shifts → Student Outcomes:</p>	
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			<ul style="list-style-type: none"> • Walkthroughs have generated the following: Learning targets are consistently posted and recited by students, helping to reinforce the purpose and direction of lessons. The use of visual supports, timers, and clear directions has led to efficient transitions with minimal loss of instructional time. The average score of the walkthroughs was 1.8 on a 4 point rubric. • In ELA student responses and scores on the weekly Text Dependent Questions are collected and reviewed by teachers. Tracking this data has resulted in teachers intentional use of the rubric with students self assessing and teacher identifying areas where their teacher needs to shift. Student progression through the remainder of the trimester will be monitored for growth as a grade band, class and individually. • Goal setting around student NWEA growth and proficiency has resulted in students' awareness of what they are expected to achieve. • Monthly meetings with targeted teachers have resulted in the initiation of coaching cycles and peer-to-peer visits both at Giffen and at another school. Additionally, teacher data is being shared and discussed from a class, school and district level to celebrate the areas where Giffen has outperformed the other schools on certain standards. • 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. There were 10 OSS from September to January of 2025-2026 SY as opposed to 32 for the same time period last year. (3 of the 10 were from the same student who was able to be placed in an appropriate 8:1:2 class) 	
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			<ul style="list-style-type: none"> • Additionally, all grades saw an increase in both growth and achievement in ELA and Math on the Winter NWEA. The all grades category moved from the 24th %ile in achievement to the 33rd %ile. <p>Evidence of Learning: Weekly cool-downs, Heggerty Cheks, TDQ's, unit assessments, NWEA,, and Tier 1 checks continue to be implemented and data is analyzed at CPT and coaches meeting. Attending the CPT data study weeks allows for a review of teacher data and subsequent follow up and tracking of teachers who need additional support. I have monthly meetings with a 1st grade teacher whose Heggerty data was lagging her teammates and the coach provided her with additional support identifying and addressing gaps in student knowledge. I also meet monthly with a 3rd grade teacher whose math unit assessment data lagged behind her team. She was connected with a coach for a coaching cycle using the 3-lap protocol.</p> <p>Heggerty Checks Week #10</p> <ul style="list-style-type: none"> - K: 50% - 1: 42% - 2: 46% <p>Heggerty Week 14/15 Check</p> <ul style="list-style-type: none"> - K: 10% - 1: 50% - 2: 31% <p>Wonders Weekly Text Specific Writing Prompt (TDQ) Average score/points:</p> <ul style="list-style-type: none"> - 3: 1.5 - 4: 1.2 - 5:<1.0 (includes Self-Contain SPED class) <p>Math Assessments</p>	
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			<p>Unit 2- Grade K- 78% Grade 1- 37% Grade 2- 62% Grade 3- 70% Grade 4- 40% Grade 5- 2%</p> <p>Unit 3- Grade K- 83%_ Grade 1- ____ Grade 2- 66% Grade 3- 54% Grade 4- 37% Grade 5- 20%</p> <p>Implementation Fidelity:</p> <ul style="list-style-type: none"> We have made progress toward our mid-year instructional goals and have seen a 0.8 increase in our walkthrough scoring with a target of 1.0. In some instances, learning targets or tasks reduce the rigor of the standard, making them more procedural than conceptual. Ensure that the daily learning target reflects the full intent and cognitive demand of the standard 	
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<p>Lead Strategy 4: <u>Community Schools</u></p>	<p># 3 Student Attendance</p> <p>#36 3-8 ELA Hispanics Students MGP</p> <p>#41 3-8 Math Black Students MGP</p> <p>#100 3-8 ELA All Students Core Subject Performance Index</p> <p>#103 3-8 ELA Hispanic Core Subject PI</p> <p>#110 3-8 Math All Students Core Subject Performance Index</p> <p># 112 3-8 Math Black Core Subject PI</p>	<p>Planned Actions</p> <ul style="list-style-type: none"> Monthly Enrichment with community partners. Monthly PTA meetings. Monthly Community School Advisory Board meetings Safety Task Force meetings Mothers/Guardians Bring Your Child to School Day Event Fourth Family Mentoring Program Saturday Basketball with Books Parent/Staff Basketball Game School Spirit Week Toys for Tots Calm in the Midst of Chaos Parent Workshop Community Harvest Dinner PBIS Assemblies Community School Site Coordinator meetings with administration Food giveaways Weekly food bag distribution Open food pantry Culture Day Afterschool tutoring in collaboration with grade-level planning Incentives and challenges offered to teachers to communicate with families and increase family involvement <p>Sequencing & Timeline</p> <ul style="list-style-type: none"> Monthly enrichment with community partners was held on the following dates; Oct. 27-31 (Community Heroes); Nov. 17-21 (Music and Movement); Dec. 15-19 (Food and Culture) Monthly PTA meetings were held: 11/12, 12/9, 1/13 	<p>Impact on Goals</p> <ul style="list-style-type: none"> Increased parent involvement and Community School family engagement events. Fifteen parents attended PTA in Q1 and 22 parents attended in Q2. Completion of climate and culture student survey (see student survey response below) <p>Do your teachers expect you to do your best work?</p>  <p>139 Responses</p> <ul style="list-style-type: none"> An increase in internal and external communication. External communication via Class Dojo remained steady in Q1 and Q2 with approximately 12 Class Dojo calendar events. Facebook activities increased from 52 posts in Q1 to 138 posts in Q2. <p>Process</p> <ul style="list-style-type: none"> Survey analysis and administration Family engagement events Advisory Board meetings Professional development Internal and external communication to increase family engagement (emails, social media, flyers) Wellness providers to offer hands-on workshops for families Translation services Childcare Virtual participation options Meeting with BLT members has provided the community schools site coordinator insight about strategies to increase family engagement. <p>Product</p> <ul style="list-style-type: none"> Through building relationships with families, we have offered more hands-on support to parents and connected them with community partners. 	<p>Strengthen:</p> <p>Continue to prioritize and reinforce family engagement through consistent communication, and enrichment opportunities that build positive relationships and promote attendance and achievement. Strengthen strategies to increase PTA participation, in collaboration with teachers. Expand communication strategies through email, social media posts, weekly updates, and hard copies of hand-outs.</p> <p>Scale:</p> <p>Increase the scale of communications by collaborating with teachers in grades K-5 to build relationships with families Also, expand student-led initiatives to additional grade levels and promote engagement in school events. For successful scaling, provide more information on family engagement opportunities through a weekly update.</p> <p>Discontinue:</p> <p>We will not discontinue any community school partnerships or enrichment programming in Quarter 3.</p> <p>Adaptation and Refinement:</p> <p>Continue to adjust family engagement events based on attendance data and feedback to ensure accessibility and alignment with family interests and student learning goals.</p> <p>Resources:</p> <ul style="list-style-type: none"> Allocate time and staff to provide childcare for parents while participating in school based activities. Create flyers that assist families with supporting student literacy and stem activities.
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		<ul style="list-style-type: none"> • Monthly Community School Advisory Board meetings were held: 11/19, 12/17, 1/21 • Weekly Community School Site Coordinator meetings with administration. Oct. 2025 - Jan. 2026 • Fourth Family Mentoring Program Oct. 2025 - Jan. 2026 • Food giveaways Oct.2025 - Jan. 2026 (181 participants) • Weekly food bag distribution: Oct. 2025 - Jan. 2026 (20 families per week) • Safety Task Force meetings were held: 11/5, 11/19, 11/21, 12/10, 1/7, 1/14 • PBIS Assemblies were held: 11/6, 12/4, 1/8 • Mothers/Guardians Bring Your Child to School Day - 11/5 (22 attendees) • Parent/Staff Basketball Game 12/5 (6 guests) • Saturday Basketball with Books was held: 11/1, 11/8, 1/1,1/8 • Calm in the Midst of Chaos Parent Workshop 11/17 (4 parents attended) • Community Harvest Dinner 11/22 (50 partners and families) • Toys for Tots 12/12-12/23 (22 volunteers) • 12/17 Winter Concert (48 guests) • School Spirit Week 12/15-12/23 • After-school tutors met with instructional coaches to align tutoring with priority standards for the identified grade levels 1/16 • Culture Day 1/22 (30 attendees) • Open food pantry hours: 1/30 <p>Roles & Responsibilities</p>	<p>Progress</p> <ul style="list-style-type: none"> • There was an increase in PTA attendance in Q2 compared to Q1. Fifteen parents participated in PTA in Q1 and 28 parents participated in Q2. • We have met our early-year implementation target of tracking parent attendance at school-wide events to establish a baseline at school assemblies and PTA. We have also met our mid-year target of maintenance of parent participation in Q2. Our mid-year target of establishing a minimum of 2 new community partnerships to provide student enrichment opportunities was also met (Russel Sage College and Skin Deep Natural) <p>Teacher Practice Shifts - Student Outcomes</p> <ul style="list-style-type: none"> • 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, updating academic and behavioral Tier 1 plans, learning target planning, science activity preparation, and ELA writing. • Achievement gains were seen on the Winter NWEA assessment. Gains were seen in math as achievement shifted from the 26th percentile to the 32nd percentile, as well as ELA as evidenced by shifts from the 32nd percentile to the 35th percentile. 	<ul style="list-style-type: none"> • Food pantry shelving and laundry room supplies. • Create incentives for attendance at family engagement events. • Seek volunteers to support classroom and family engagement events. • • Professional Learning: Provide professional learning opportunities that will assist teachers with helping parents learn more about their child’s academic achievement and how to best support their child. To create a feedback loop, staff and family surveys will be created and administered. <p>System Supports: Monthly PD and inservice meetings with other district Community Schools Site Coordinators, the district coordinator, and United Community Schools. Monthly community roundtable with district superintendent and community partners.</p> <p>Monitoring and Feedback: Continue a consistent data collection system (attendance at events, survey feedback, student progress indicators) to track real-time impact and inform mid-year adjustments. The Community Schools Advisory Board will continue to meet to discuss the budget in relation to the Community Schools Pillars.</p> <p>Improvement Science Lens</p> <ul style="list-style-type: none"> • 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.
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- Community School Site Coordinator - gathered information from parents, families, students, support staff and teachers, sent communication to families through Class Dojo, Facebook, paper handouts, and email to monitor family engagement and internal and external communication.
- Admin., Support Staff, and Community School Site Coordinator worked with relevant stakeholders to design and implement activities and programs, and monitored whether or not they aligned with parent and stakeholder interests.
- BLT, Community School Site Coordinator aligned community partners and programming and monitored the alignment with identified curricular priority standards
- Support staff provided assistance with food pantry, enrichment program, and family communication
- Admin. The team reviewed and approved community school events and monitored alignment to SCEP.
- The Community School Advisory Board provided suggestions and potential partners for meeting the goals identified in the SCEP and made changes and adaptations accordingly..
- Coaches, admin team, and Community School Site coordinator met with after school tutors to align tutoring work and monitor alignment with grade-level priority standards.

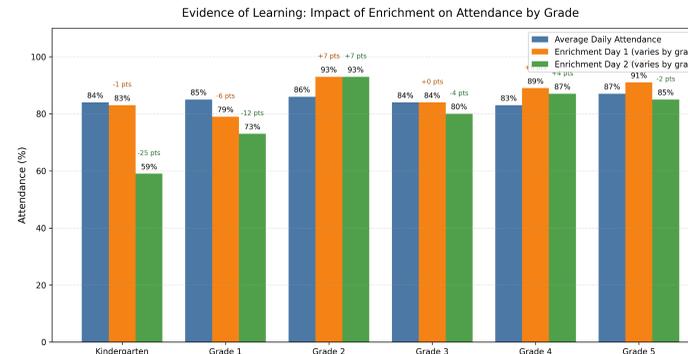
Communication & Engagement

- Class Dojo
- Facebook
- Backpack notices
- Announcements at scheduled staff and PTA meetings
- Surveys - feedback loop was provided during monthly advisory board meetings.

Evidence of Learning

- Academic achievement data and daily attendance and enrichment day attendance. These data points are tracked to determine if enrichment programming impacts academic achievement by allowing teachers to receive additional planning time, and whether or not enrichment programming increases attendance on the days it's offered. An impact on attendance was only seen in grades 2 and 4.

Enrichment Impact on Attendance Data



Enrichment Days by Grade:
 Kindergarten: 11/20 & 12/18
 Grade 1: 11/21 & 12/19
 Grade 2: 11/28 & 12/17
 Grade 3: 11/20 & 12/18
 Grade 4: 11/17 & 12/15
 Grade 5: 11/18 & 12/16
 Students engaged with enrichment partners in financial literacy, SEL, arts, music, nutrition, culture, health, and wellness.

Implementation Fidelity

- 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.
- There is consistency with enrichment providers in each classroom to support engagement and relationship building with students.

- Pilot an SEL program with a community partner, targeting identified students in need of additional support.
- Collaborate with SUNY to support literacy development through the implementation of reading partners.

Measures of Improvement:

Continue to use NWEA benchmark growth, attendance data, and family satisfaction surveys to evaluate effectiveness.

		<ul style="list-style-type: none"> • Social media (Class Dojo and Facebook). Feedback loops were provided via platform discussion threads. PTA open floor discussions allowed for feedback on recommended improvements (i.e., parent engagement sessions, childcare at PTA). <p>Resources Deployed</p> <ul style="list-style-type: none"> • Staff, parent, and community support with food pantry • Mother Cabrini Grant received for the food pantry • Enrichment partners • In-kind donations and volunteers • Whitney Young Clinic services • Russell Sage College student volunteers • Foster Grandparents Program via the Commission on Economic Opportunity (CEO) • Mt. Zion Baptist Church donations and food distribution • Toys for Tots volunteers • Culture Center (afterschool programming) • Warriors on Wheels Fitness Facility (field trip support) • Building Blocks Case Management • SUNY Albany student interns 	<ul style="list-style-type: none"> • Outside partners have presented at PTA meetings and parent parent workshops. 	
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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:

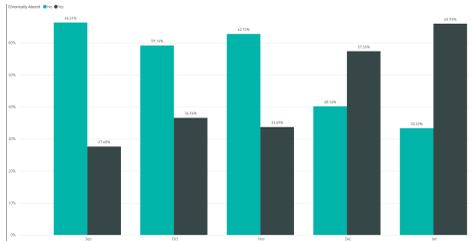
- Indicate whether the **Mid-Year Progress Goal** has been met.
- Provide supporting **evidence and outcomes** that demonstrate progress.
- Reflect on next steps: What comes after this stage of implementation?

DI Indicator # and Name: Use the exact indicator language.	Mid-Year 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 mid-year progress goal was achieved. If	Next Steps / Adaptation: If the target was not met, are the necessary changes noted in
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			not, briefly describe the gap and barriers.	section 3 next steps for Lead Strategies? If not, describe next steps here.
# 3 Student Attendance	Maintain a 90% or above attendance rate.	<p>Progress Target: 90% Current Data: 84%</p> <p>The monthly attendance for this quarter was as follows: Nov: 91% Dec: 83% Jan: 84%</p>	No, the early progress goal of a minimum of 90% attendance was not achieved. In December and January, we were impacted building-wide by illness, as evidenced by email correspondences from our school nurses (21 students were sent home due to illness within 2 weeks). Our attendance was also impacted by delayed school openings on January 27th and January 30th. Attendance on these days were 44% and 47% respectively. We also have 2 students who have failed to enter (FTE) the building. From September to the present, their attendance rate is 0%. Three additional students have left the region and the school due to immigration matters, and they have yet to disenroll.	Our next step is to identify the students/families who have Tier 2 or tier 3 attendance. These families will receive targeted attendance calls, home visits, and/or attendance letters from our HSCs to identify barriers to provide attendance support.
#36 3-8 ELA Hispanics Students MGP	80% of Hispanic students will meet their growth targets on NWEA ELA benchmark assessment	33% of Hispanic students in grades 3-8 met their growth target on the NWEA ELA benchmark assessment. This equates to an CGP of 54.9 which exceeds our progress target of 51.3	Yes, target met.	
#41 3-8 Math Black Students MGP	80% of Black students will meet their growth targets on NWEA Math benchmark assessment	44% of Black students in grades 3-8 met their growth target on the NWEA Math benchmark assessment. This	Yes, target met.	

		equates to an CGP of 49.5 which exceeds our progress target of 48.1		
#100 3-8 ELA All Students Core Subject Performance Index	25% of all students in grades 3-5 will meet grade level proficiency on the Winter NWEA ELA benchmark assessment.	20% of all students in grades 3-5 are predicted to achieve a level 3 based on Winter NWEA ELA benchmark assessments. This equates to a performance index of 73.1 which exceeds our progress target of 69.8.	Yes, target met.	
#103 3-8 ELA Hispanic Core Subject PI	25% of Hispanic students in grades 3-5 will meet grade level proficiency on the Winter NWEA ELA benchmark assessment.	9% of Hispanic students in grades 3-5 are predicted to achieve a level 3 based on Winter NWEA ELA benchmark assessments. This equates to a performance index of 54.2 which does not meet our progress target of 69.8.	25 of our students identified as Hispanic are also classified as MLL. Of those 25 students 15 of them are at the Entering or Emerging levels of the MLL continuum.	<p>Next steps: We will continue to support students with push-in support from the grade level MLL teacher in conjunction with the stand alone classes. We will schedule additional embedded professional development for classroom teachers with the Ellevation platform to assist teachers in language targets and scaffolds to support these students' access to grade level standards.</p> <p>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</p>

				<p>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.</p>
<p>#110 3-8 Math All Students Core Subject Performance Index</p>	<p>25% of all students in grades 3-5 will meet grade level proficiency on the Winter NWEA Math benchmark assessment.</p>	<p>15% of all students in grades 3-5 are predicted to achieve a level 3 based on Winter NWEA Math benchmark assessments. This equates to a performance index of 76.4 which exceeds our progress target of 60.6.</p>	<p>Yes, target met.</p>	

<p># 112 3-8 Math Black Core Subject PI</p>	<p>25% of all students in grades 3-5 will meet grade level proficiency on the Winter NWEA Math benchmark assessment.</p>	<p>15% of Black students in grades 3-5 are predicted to achieve a level 3 based on Winter NWEA Math benchmark assessments. This equates to a performance index of 74.7 which exceeds our progress target of 45.4.</p>	<p>Yes, target met.</p>													
<p># 113 3-8 Math Hispanic Core Subject PI</p>	<p>25% of all students in grades 3-5 will meet grade level proficiency on the Winter NWEA Math benchmark assessment.</p>	<p>9% of Hispanic students in grades 3-5 are predicted to achieve a level 3 based on Winter NWEA Math benchmark assessments. This equates to a performance index of 54.7 which exceeds our progress target of 48.9.</p>	<p>Yes, target met.</p>													
<p>#160 EM Chronic Absenteeism - All Students</p>	<p>Reduce chronic absenteeism rate below 43% .</p>	<p>Progress Target: 42% Current Data: 52%</p> <p>The monthly chronic absenteeism for this quarter was as follows: Nov: 34% Dec: 58% Jan: 66%</p>  <table border="1"> <caption>Monthly Chronic Absenteeism Data</caption> <thead> <tr> <th>Month</th> <th>Current Data (%)</th> <th>Progress Target (%)</th> </tr> </thead> <tbody> <tr> <td>Nov</td> <td>34%</td> <td>42%</td> </tr> <tr> <td>Dec</td> <td>58%</td> <td>42%</td> </tr> <tr> <td>Jan</td> <td>66%</td> <td>42%</td> </tr> </tbody> </table>	Month	Current Data (%)	Progress Target (%)	Nov	34%	42%	Dec	58%	42%	Jan	66%	42%	<p>No, the early progress goal of a minimum of 90% attendance was not achieved. In December and January, we were impacted building-wide by illness, as evidenced by email correspondences from our school nurses (21 students were sent home due to illness within 2 weeks). Our attendance was also impacted by delayed school openings on January 27th and January 30th. Attendance on these days were 44% and 47% respectively. We also have 2 students who have failed to enter (FTE) the building. From September to the present, their attendance rate is 0%. Three additional students have left the region and the school due to immigration matters, and they have yet to disenroll.</p>	<p>Our next step is to continue to monitor students' daily attendance and attendance plans, and identify strategies to minimize chronic absenteeism to provide attendance support and minimize barriers. Our HSCS will identify the students/families who have Tier 2 or tier 3 attendance. These families will receive targeted attendance calls, home visits, and/or attendance letters. .</p>
Month	Current Data (%)	Progress Target (%)														
Nov	34%	42%														
Dec	58%	42%														
Jan	66%	42%														

<p>#nw1 NWEA Math Growth - SWD</p>	<p>The mid year progress target is at least 80% of students with disabilities will meet their growth goal on the NWEA benchmark assessment.</p>	<p>In grades K-5, 49% of SWDs met their growth goal. The baseline from the 2024-2025 school year was 55.1%. The target for this year, 57.1%, was not met.</p>	<p>Possible Barriers: The implementation of Bridges with fidelity by classroom and special education teachers.</p>	<p>Grades K-5 teachers will continue to participate in coaching cycles around our high impact strategies. These cycles include the planning, implementing, and monitoring of these strategies. The future hiring of a 1.0 math interventionist will give the math coach an opportunity to support all sections of core instruction in grade levels that do not meet the target, specifically Grades K, 2, 3, 4, and 5. The coaches will offer a morning Professional Learning opportunity around Bridges specifically for Special Education teachers and classroom teachers that work with students with disabilities.</p>
<p>#nw2 NWEA Reading Growth - SWD</p>	<p>The mid year progress target is at least 80% of students with disabilities will meet their growth goal on the NWEA benchmark assessment.</p>	<p>In grades K-5, 64% of SWDs met their growth goal. The baseline from the 2024-2025 school year was 52.7%. The target for this year is 54.7%.</p>	<p>Yes, target met.</p>	<p>.</p>

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 support provided during this reporting period**, 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.

Elementary Math & ELA coaches have received the following support from the Elementary Instructional Supervisors:

- Monthly one-on-one check ins
- Monthly full day department meetings to advance understanding of current resources, best practice instructional strategies, with additional focus on adult learners and the needs of both veteran and new teachers
- Trainings around pulling of data and reports from student platforms (IXL & Snorkl)
- Math - unannounced observation (APPR) for both coaches
- ELA - formal observation (APPR) for both coaches

ELA Supervisor Monthly Reading Teacher Meetings

MTSS - Student Support Team Members (school psychologist, social workers, behavior specialist) and Interventionists (reading and math) receive the following supports:

- Monthly PPS Department meetings and professional development sessions
 - CSTAG Behavioral Threat and Suicide Risk Assessment Training
 - TCIS Emergency Physical Restraint Document Training
 - Mental Health Referrals (Cartwheel Telehealth and Northern Rivers Psychiatric Consultation)
 - Building Blocks Case Management Services
 - Albany County Prevention Services
 - St. Catherine's Permanency Resource Center - Supports for Non-Traditional Families
 - St. Anne's Beacon Crisis Residence
 - McKinney-Vento Annual Training
- Bi-Weekly Office Hours for SST Members
 - These sessions are catered to the needs of individual staff members or building teams
- Weekly Coaching and Consultation
 - MTSS-I Team (District-Wide MTSS Coordinator)

The instructional supervisors conducted classroom visits alongside the principal, to analyze content trends and collaboratively share informal, in-the-moment feedback, this engages data-informed conversations around next steps.

Adjustments & Next Steps

- Modification of Math Intervention support (*Another full time math interventionist will be hired so that the math coaches can be full time coaches and the math intervention part of their role will be combined to one new person.*)
- Instructional Supervisors will be doing a feedback cycle for Grade 1 and Grade 5 teachers.
- Reading teacher meetings to review intervention strategies and support fidelity of practices in all intervention spaces.

Evidence of Impact

- The goal of Monthly, bi-weekly, and weekly support is to ensure fidelity of practice across all tiers of MTSS-I.
- Increased active participation of MTSS-I members, prior to, during, and after meetings. The roles of all team members have been reviewed and adjusted to better support the district process and procedures. To promote a more comprehensive approach, the behavior specialist and math coach joined the team. The principal or an assistant principal attend meetings and participate each week.
- District-Wide Behavior Specialists supported the building team by updating and reviewing (as a model) Tier 1 referral data to assist intervention planning.
- Regarding the threat assessment process, the team reached out for technical assistance.

Adjustments and Next Steps

- | | |
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| <ul style="list-style-type: none"> ○ Tier 2/3 Teams (District-Wide MTSS Coordinator, District-Wide Behavior Specialist, Director of PPS) ● Ongoing Technical Assistance as Requested by GMES in Support of MTSS <ul style="list-style-type: none"> ○ Consultation and support with regard to MTSS process and procedures ○ Consultation and support with regard to Tier 3 interventions and CSE referral process ○ Informal classroom observations to support high-risk student ○ Consultation and support with regard to behavioral threat assessments | <ul style="list-style-type: none"> ● The district team will continue to provide real time feedback on agenda planning and meeting procedures, in order to foster team independence and begin fade support in the 3rd quarter. ● Building leadership needs to ensure all SST team members are present for all weekly MTSS-I and Tier 2/3 meetings. ● Ongoing monitoring and feedback of behavioral threat assessments in EdPlan. ● Further focus on alignment of academic and behavioral teams to review from a whole-child perspective. ● SST members should take advantage of office hours and reach out for support real-time. |
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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 during this reporting period**, 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- Quarter 2

CET Engagement: <ul style="list-style-type: none"> ● 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. 	CET Impact: <ul style="list-style-type: none"> ● 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.
<ul style="list-style-type: none"> ● February 11, 2026. ● Key Strategy 1, Key strategy 2, Key Strategy 3, Key Strategy 4 ● One parent was added due to the lack of participation from the previous parent member. Our most recently added parent was solicited based on her consistent parent involvement. She was contacted via telephone and during the PTA meeting. 	<ul style="list-style-type: none"> ● All lead strategies were presented to the CET. ● Questions were posed around the utilization of parent communication data both from school to parent and parent to school. ● Discussions were also held in regard to NWEA achievement data as well as the longevity of Giffen’s status in receivership.

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 occurred on November 4, 2025, The final MOA is being drafted for a membership vote.

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.**