

**2024-2025 Receivership School Quarter 4 Report and 2025-2026 Continuation Plan**  
Quarter 4 Report Period: *May 1, 2025, to June 30, 2025 (Due July 22, 2025)*

All sections of this document should be completed by the Superintendent Receiver and/or their designee. Final Reports/Plans should be submitted electronically to [OISR@NYSED.gov](mailto:OISR@NYSED.gov).<sup>1</sup>

Parts I, II, and III 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                       | School BEDS Code  | Building Grade-level Configuration | District  | District website hyperlink to this Report  |               |
|-----------------------------------|---|------------------------------------|---|--|---------------|
| Giffen Memorial Elementary School | 010100010029  | Prek-5                             | Albany City School District   | <a href="#">Receivership   Giffen Memorial Elementary School</a>   |               |
| Superintendent                    | School Principal<br><i>(If appointed since the last reporting period, attach resume.)</i> | School Principal Appointment Date  | Additional District Staff working on Program Oversight  | <i>High Schools Only</i><br>Overall Graduation Rate<br>(The most recent 4-Year June and August graduation rates) |               |
| Joseph Hochreiter                 | Nicole L. Newman  | July 1, 2024                       | Jasmine Brown, Ass't Sup for Elementary Instruction<br>Michele Bridgewater, District Improvement Director | June<br>N/A  | August<br>N/A |

<sup>1</sup> State Monitor Districts should streamline reporting, drawing from related metrics, data, and applicable evidence as outlined in the most recent Superintendent-District Academic and Financial Summary Status Report.

**Overview of Quarter 4/End of Academic Year Data**

Use the following template to provide demographic and other requested data, as applicable. When providing suspension data by category, please refer to the Suspension Tracking and Reporting Addendum on page 3 of this reporting document to determine related calculations.

Total Current Enrollment/Registrant Counts: **N = 400**  
**SWD = 26%**  
**ELL = 21%**  
 Data Source: Poweb  
 Date of Capture: 7/21/2  
 Last Date Loaded: 6/30

**SWDs who are also ELLs:**  
 N =  /  %

**Current Average Daily, Chronic Absenteeism & All Students Attendance Rates**

|                               | 2024-2025 (YTD) |
|-------------------------------|-----------------|
| Average Daily Attendance Rate | 88 %            |
| Chronic Absenteeism Rate      | 43.5 %          |

**Current Out of School Suspensions by Number and Rate**

|   | 2024-2025 (YTD) |      |
|---|-----------------|------|
| Out of School Suspensions                         | N= 36           | 9 %  |
| ELL Suspensions                                   | N= 0            | 0 %  |
| SWD Suspensions                                   | N= 14           | 20 % |
| Students Suspended One Time (Unduplicated)        | N= 24           | 35 % |
| Students Suspended Two or More Times (Duplicated) | N= 12           | 17 % |

**Expected 4-Year Graduation & Current Drop Out Rates**

|                            | 2024-2025 (YTD) |             |
|----------------------------|-----------------|-------------|
|                            | June 2025       | August 2025 |
| Expected Overall Grad Rate | %               | %           |
| Expected SWD Grad Rate     | %               | %           |
| Expected ELL Grad Rate     | %               | %           |

**All Students Attendance Rate**

\*Enter the number of students enrolled 30 or more cumulative instructional days (and in attendance at least 1 day) by attendance rate level.\*

|                 | Level 1<br>85% or less | Level 2<br>85.1 - 90% | Level 3<br>90.1 - 95% | Level 4<br>95.1 - 100% |
|-----------------|------------------------|-----------------------|-----------------------|------------------------|
| 2024-2025 (YTD) | 116                    | 40                    | 113                   | 92                     |

|                            | 2024-2025 (YTD) |
|----------------------------|-----------------|
| Total Cohort Drop Out Rate | %               |
| SWD Drop Out Rate          | %               |
| ELL Drop Out Rate          | %               |

**Out of School Suspension Tracking and Reporting Addendum** \*The definitions and formulas below are to assist in completing the data tables on page 3. No data should be entered here.\*

**Out of School Suspensions:** *In the numerator, include the number of all student(s) suspended out of school at least one time.*

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

**English Language Learners (ELL) Suspensions:** *In the numerator, include the number of all ELL student(s) who have been suspended out of school one or more times.*

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

**Students with Disabilities (SWD) Suspension:** *In the numerator, include the number of all students with disabilities who have been suspended out of school one or more times.*

$$\text{SWD Suspension \% Rate} = \text{Number of SWD Students Suspended at Least One Time} / \text{Total Number of Suspensions} \times 100$$

**Students Suspended One Time (Unduplicated Suspensions):** *In the numerator, include the number of all student(s) suspended out of school one time only.*

$$\text{Unduplicated Suspension \% Rate} = \text{Number of Students Suspended Only One Time} / \text{Total Number of Suspensions}$$

**Students Suspended Two or More Times (Duplicated Suspensions):** *In the numerator, include the number of all student(s) suspended out of school two or more times.*

$$\text{Duplicated Suspension \% Rate} = \text{Number of Students Suspended More Than One Time} / \text{Total Number of Suspensions} \times 100$$

**Pre-Planning and Reflection: Identifying Needs and Resources**

- Prior to completing the Quarter 4 Report and Continuation Plan and choosing Lead Strategies in Part I of the report, **school and district leaders, along with their CET, should reflect on the effectiveness of current initiatives and determine the most appropriate way to proceed based on current circumstances.**
- All available data from the 2024-2025 school year should be examined relative to the impact of Lead Strategies on meeting or exceeding DI Indicator Targets.
- Schools are encouraged to utilize the needs assessment resources available at <https://www.nysed.gov/accountability/needs-assessment>, and should also include data obtained through surveys already conducted with various stakeholders during the 2024-2025 school year and through other consistently utilized local data collection processes, such as walkthrough tools and schoolwide formative assessment.
- Data pertaining to student subgroups should also be examined to ensure instructional decisions are made equitably and are differentiated to address specific subgroup DI Indicator targets as applicable.

**Identify below all data sources that will be used to monitor the progress of school improvement in 2025-2026.** Guidance on assessment is available at <https://www.nysed.gov/sites/default/files/programs/state-assessment/new-york-state-educational-assessment-strategy.pdf>.

**Data Sources for the 2025-2026 School Year**

\*Click each box next to all that apply\*

**Diagnostic/Benchmark Assessments**

- IXL
- NWEA
- iReady
- Star
- Lexia

List all others that apply:

**Local Assessments**

- Math CFA
- ELA CFA
- Literacy CFA
- Social Studies CFA
- Science CFA
- Classroom Formative Assessments

List all others that apply:

**State Assessments**

- Regents Exams
- 3-8 ELA
- 3-8 Math

List all others that apply:

### ***Directions for Parts I, II, and III***

The purpose of the Quarter 4 Report and Continuation Plan is not only to document and outline the strategies, actions and outcomes occurring during Quarter 4, but to comprehensively plan for the continuum of improvement into the following school year. School- and district-based decisions for 2025-2026 should be made using a wide range of reliable data sources while examining outcomes from the 2024-2025 school year, be rooted in evidence, and aligned with both school and district goals for continuous improvement.

The report should include a clear focus on *how data and evidence have and will guide the selection and implementation of instructional decisions*, as well as how teaching and learning will be supported via district resources such that educational opportunities are equitable and accessible to all students and ensure their positive social-emotional well-being and active engagement in learning. Applicable resources and related guidance can be accessed via the *Department's [Culturally Responsive-Sustaining \(CR-S\) Education Frameworks](#)* and the [NYS Social Emotional Learning Benchmarks](#).

Further, district and school leadership should frame a summary of the steps taken to implement the chosen instructional and non-instructional lead strategies aligned with Building- and District-based goals that were included in the 2024-2025 Continuation Plan and Quarterly Reports, as well as identify specific strategies leading to Demonstrable Indicator (DI) target attainment.

Data and narrative outlines included in the Quarter 4 and Continuation Plan portions of this document should be comprised of only supporting evidence and documentation relevant to the aligned time periods. Information, data, and supplements not aligned to key tracking towards target attainment should not be included in this report and may result in the need to amend and resubmit for applicable approval.

When responding to prompts for the Quarter 4 Report, be sure to:

- Frame how the strategy supported progress towards this year's Demonstrable Improvement Indicator (DII) targets. Identify specific processes, strategies and actions that were applied throughout Quarter 4 to improve student learning outcomes, *as aligned to Lead Strategies, DII targets and district improvement goals*.
- Describe the processes utilized to assess the impact lead strategies had on student learning outcomes and as applied each DI Indicator.
- Provide the data that was used to assess the actual impact of the lead strategies on student learning during Quarter 4 based on progress monitoring that took place relevant to each DI Indicator.

When responding to prompts for the Continuation Plan, be sure to:

- Frame how the implementation of lead strategies for the 2025-2026 school year will address *the needs of all learners*, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.
- Identify specific processes, strategies and actions that will be implemented during the new school year.
  - Claims should be evidentiary in nature.
  - Reported information and related data should be accessible and able to be reviewed upon request.
- For all Lead Strategies and each DII provide a plan for progress monitoring that includes:

- An Early Implementation Progress Goal- a realistic goal that can be achieved by the end of Quarter 1 and progress for which will be included in the Quarter 1 Report.
- A Mid-Year Progress Goal- a realistic interim progress measure based on historical data and DII targets. Progress for this goal will be included in the Quarter 2 Report.
- A Spring Progress Goal- a preliminary additional progress measure based on both the Early and Mid-Year Goals. Progress for this goal will be included in the Quarter 3 Report.

**Part I – Lead Strategies for School Improvement**

After reflecting on the Lead Strategies that were implemented during the 2024-2025 school year, **indicate 3-4 Lead Strategies** that will guide the school's improvement plan in 2025-2026. Lead Strategies can be both instructional and non-instructional, as appropriate. These strategies will serve as key levers for improving student outcomes and should be intentionally aligned with data results and district-based improvement goals to advance progress across specific Demonstrable Improvement Indicators (DII). All lead strategies chosen should be evidence-based and aligned with the district's vision for improvement. **To ensure the chosen Lead Strategies are evidence-based, refer to the New York State Supported Evidence-Based Interventions and resources at: <https://www.nysed.gov/accountability/state-supported-evidence-based-strategies>.**

| Final Report and Reflection on Lead Strategies Applied From<br>May 1, 2025 – June 30, 2025   |  | Lead Strategies that Will Guide the 2025-2026 School Year<br>Continuation Plan                                 |   |   |
|--|--|--|---|---|
| List the lead strategies that guided the school's improvement strategy during the reporting period.  | For each lead strategy, outline how the strategy supported progress towards this year's DII targets. If the strategy will be discontinued, explain the rationale for doing so.   | List the lead strategies that will guide the school's improvement plan during the 2025-2026 school year.       | Is this a new, expanded or refined strategy for 2025-26?<br>•What data suggests this strategy will have a positive impact on outcomes in 2025-2026?<br>•If this is a new strategy, explain the rationale for selection. | For each strategy listed, provide the following: <ul style="list-style-type: none"> <li>● Outline specific steps for how the strategy will be implemented, including related staff training and support.</li> <li>● Describe how progress resulting from implementation will be monitored and how related impact will be measured.</li> <li>● Include the following interim progress goals as defined on page 6: <ul style="list-style-type: none"> <li>○ Early Implementation Progress Goal</li> <li>○ Mid-Year Progress Goal</li> <li>○ Spring Progress Goal</li> </ul> </li> </ul> |
| <b>Professional development for teachers</b> on standards-based instruction, standards progression, intervention strategies, high leverage | During Trimester 3, staff participated in targeted professional development to strengthen instruction, intervention, and student engagement. Key areas of focus included student re-engagement and intervention planning using assessment data. Coaches and interventionists supported each team in assigning IXL lessons and monitoring student usage and progress. The Technology Department introduced instructional tools such as Snorkl and | 1. <b>Professional development for teachers</b> on evidence based Instructional Methods: Lesson Study Protocol | This represents a strategic refinement of the 2024–2025 lesson study protocol professional development. According to the  | The outline for professional development is as follows: <ul style="list-style-type: none"> <li>● During the summer the administration along with the ELA/Math coaches and a consultant will develop and share the components for the lesson study protocol to the entire faculty.</li> </ul>  |

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|---|---|--|---|--|
| routines and student engagement strategies (student voice).   | <p>Magic School to enhance teaching practices. Additionally, staff revisited Tier 1 instructional plans and prioritized the creation of psychologically and physically safe learning environments for both students and staff. Teachers and students also engaged in intentional goal setting aligned with the Spring administration of the benchmark assessments.</p> <p>As a result of these professional learning opportunities—along with strategies implemented in previous sessions—our Spring 2025 benchmark data showed significant improvement. The overall Leading Indicators score rose from 18 in the Winter to 55 in the Spring. In Level 1 indicators, we saw strong gains in ELA for all students (from a target of 64.8 to a current score of 71.7) and in Math for all students (from a target of 55.6 to a current score of 61.0). However, we noted a decrease in growth for specific subgroups, including Hispanic students in ELA and Black students in Math. Despite these areas for improvement, we observed progress in Level 2 indicators, particularly in the Math-Black Core Subject PI, which increased from 42.8 to 56.1, and the Math-Hispanic Core Subject PI, which rose from 44.8 to 46.8.</p> |  | COGNIA report, only 14% of observed classrooms engaged students in learning activities that were both challenging and attainable, and in just 5% of classrooms did students express or demonstrate their understanding. | <ul style="list-style-type: none"> <li>Professional development will introduce the Lesson Study model with an initial focus on clearly defined learning targets. This work will be followed by weekly grade-level team meetings to launch Cycle 1, beginning with standard selection and internalization. Throughout this process, instructional coaches and consultants will co-model planning sessions and feedback protocols to support teacher collaboration and alignment. Simultaneously, administrators and supervisors will conduct baseline walkthroughs to establish benchmarks for planning quality and instructional delivery.</li> <li>Cycles 2 and 3, occurring from January to March and March to June respectively, will focus on planned questioning and student feedback as key areas of instructional improvement.</li> <li>In an effort to monitor and measure the impact of the implementation of the lesson study protocol, student artifacts</li> </ul> |

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|---|---|--|---|--|
|   | These academic gains are the result of intentional professional development focused on improving the quality of core instruction and intervention, close monitoring of support services, and mandatory goal setting for all students. Continued attention to subgroup performance and differentiated support will be key as we move into the next academic cycle.   |  |   | will be reviewed and discussed during principal PD and CPT.<br><br>Early, Mid-Year and EoY targets will be around peer-to-peer visits, instructional walkthroughs by district and building administration using the district rubric with a focus on student engagement.  |
| <b>Weekly common planning meetings with</b> instructional staff, coaches, and administration to review and modify instructional practices with a focus on student work. There will be additional bi-weekly meeting time with a focus on Tier I plans. | <ul style="list-style-type: none"> <li>• Common Planning Time used Lesson Study and Data Study protocols to better plan instruction that supports student achievement. The Lesson Study Template helped teachers align lessons, anticipate student thinking, address misconceptions, and plan ways for all students to actively participate.</li> <li>• Grades K, 1, 3, 4, and 5 met weekly for Common Planning Time meetings with a focus on ELA - focus is on planning around Tier 1 Instruction using a Lesson Study Protocol and analyzing student data/student work through a data study protocol</li> <li>• Grades 2, 3, 4, and 5 met weekly for Common Planning Time focused on Math. Teachers unpack</li> </ul> | <b>2. MTSS-Integrated Tier 1 Supports</b>  | Student behavior was identified in both the staff survey and COGNIA report as a major challenge affecting teaching and learning. To improve student achievement, there will be a strong focus on Tier 1 behavior and instructional expectations. During | <ul style="list-style-type: none"> <li>• Spring 2024 academic and behavior student data and support plans will be reviewed by MTSS team</li> <li>• MTSS team member roles and responsibilities will be review</li> <li>• SEL and RULER PD and resources will be shared with all staff along with the 3 B's expectations and PBIS system procedures.</li> <li>• PD will be provided around the schools vision, mission, non-negotiables and student behavior plans</li> </ul> |

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|---|---|--|---|---|
|   | <p>standards, plan questions and scaffolds, and anticipate misconceptions using Illustrative Mathematics and the Lesson Study Protocol. They also review student work weekly to adjust instruction as needed.</p> <ul style="list-style-type: none"> <li>Weekly ELA interventionist meetings focused on helping students connect CORE and small group instruction. The meetings used a problem-solving approach to identify student outliers based on Winter and progress monitoring data. Interventionists and coaches worked together to choose the right interventions and decided on how often to check progress. The team continues to track the progress of MTSS-A students and other identified outliers using ongoing data.</li> </ul> <p>This work has strengthened our teams' ability to identify classroom trends and use data to target instruction toward specific concepts and skills. As a result, we have seen measurable improvements in student outcomes. This is evidenced by increased performance on Heggerty Weekly Checks, growth on Illustrative Math unit assessments, and higher scores on CommonLit Trimester benchmark assessments.</p> |  | <p>CPT and principal PD, student data will be reviewed regularly to quickly identify classrooms and individual students who need extra support, ensuring behavior issues do not disrupt learning.</p>                   | <ul style="list-style-type: none"> <li>Tier 1 behavior and academic peer to peer learning walks will be conducted</li> <li>Weekly MTSS-I committee, sub-committee, coaches and interventionist meetings will be held to progress monitor student data</li> <li>Administrative feedback with walkthroughs and visits will be conducted to provide oversight of the fidelity of the Tier 1 implementation.</li> <li>The refocus room will be redesigned</li> <li>Incorporation of a calming corner in all classrooms</li> </ul> <p><b>Early Progress Monitoring Goals</b></p> <ul style="list-style-type: none"> <li>80% of classrooms implement Tier 1 behavior plans (based on fidelity checklist)</li> <li>100% of classrooms use the Tier 1 behavioral plan and point system</li> <li>MTSS-I liaisons monitor Tier</li> </ul> |

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|---|--|--|---|---|
|   |  |  |   | <p style="text-align: right;">2 and Tier 3 plans monthly</p> <p><b>Mid-Year Goals</b></p> <ul style="list-style-type: none"> <li>○ Maintain 80% Tier 1 plan implementation (fidelity checklist)</li> <li>○ Maintain 100% implementation of Tier 1 plans and point systems</li> <li>○ Ongoing monthly monitoring of Tier 2 and Tier 3 plans by MTSS-I liaisons</li> </ul> <p><b>End of Year Goals</b></p> <ul style="list-style-type: none"> <li>○ Increase number of students earning 18+ out of 24 points daily</li> <li>○ Decrease in schoolwide ODRs from Fall '25 to Spring '26</li> <li>○ Clear evidence of Tier 2/3 students progressing through</li> </ul> |

|  |  |   |   |   |
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|  |  |   |   | <p>the MTSS-I process (documented in weekly meetings)</p>   |
| <p><b><u>Administrative walkthroughs/instructional rounds</u></b> allow for consistent monitoring and feedback on the implementation of standards-based instruction, discussion protocols, and the fidelity of implementation of core instruction and EAI.</p> | <p>While the administrative team prioritized classroom walkthroughs and visits, we identified a need to strengthen the quality of feedback by making it more specific and actionable—particularly in both instructional practices and behavioral supports (Tier 1). Rather than moving away from this approach, we are refining it by aligning academic walkthroughs with Key Instructional Strategy #1 and reinforcing administrative support under Key Strategy #2: MTSS-I. To ensure stronger implementation of both strategies, we have incorporated leadership development as a key component moving forward.</p> | <p><b><u>3. Leadership Development in both Instructional and Behavioral Practices</u></b></p>                   | <p>This is a refinement of our Administrative Walkthrough strategy based on an analysis of survey data. Our Qualtrics survey indicated:<br/> RC13. Teachers and staff treat students fairly when they do not follow the rules.59.2%<br/> L01. My Principal/Assistant Principal visits my class.</p> | <p>The District Superintendent will assign a “Building Leader Mentor” to support the development of effective systems and structures. This mentor will work collaboratively to identify the building’s top three priorities—resource allocation, the master schedule, and a high-impact professional development plan—by the first day of school.</p> <p>A Leadership Schedule will be created and implemented with protected time to attend PD, CPT, and Coaching Meetings with fidelity.</p> <p>Building leaders and Office managers will attend the “Breakthrough Coach” to facilitate</p>                     |

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|---|--|--|--|--|
|   |  |  | <p>55% which is a decrease from 64.3% in the previous year.</p> <p>To support administrators in their efforts to increase classroom presence and provide instructional support, we will revise the roles of the principal and assistant principal to include clear expectations for teaching, learning, and behavior management. They will also receive professional development focused</p> | <p>the development of a Leader-Manager work setting that allows for the leader to devote protected time to instructional leadership.</p> <p>Building leaders will increase the frequency of and tightly align walkthroughs and classroom visits to instructional and behavioral priorities.</p> <p><b>Early Progress Goal</b><br/>100% of classrooms will have at least one visit/walk through in the first six weeks</p> <p>Regularly monitor the Demonstrable Indicator benchmarks from Spring 2025 in each core subject.</p> <p><b>Mid-Year Progress Goal</b><br/>A reduction in the monthly average number of classroom/discipline referrals particularly within intermediate grades 3-5</p> |

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|---|--|--|---|---|
|   |  |  | on school turnaround best practices, as recommended by COGNIA.  | <p>100% of classrooms to have had at least 3 or more visits/walk through</p> <p>A minimum 5% improvement in growth and projected achievement in core subjects from Spring 2025.</p> <p><b>Spring Progress Goal</b><br/>A 10% reduction in the year over year number of classroom/discipline referrals particularly within intermediate grades 3-5</p> <p>100% of classrooms will have at least 5 or more visits/walkthroughs</p> <p>A minimum 5% improvement in growth and projected achievement in core subjects from Spring 2025.</p>   |

| List the lead strategies that guided the school's improvement strategy during the reporting period. | For each lead strategy, outline how the strategy supported progress towards this year's DII targets. If the strategy will be discontinued, explain the rationale for doing so. | List the lead strategies that will guide the school's improvement plan during the 2025-2026 school year. | Is this a new, expanded or refined strategy for 2025-26?<br>• <i>What data suggests this strategy will have a positive impact on outcomes in 2025-2026?</i><br>• <i>If this is a new strategy, explain the rationale for selection.</i> | For each strategy listed, provide the following:<br><ul style="list-style-type: none"> <li>• Outline specific steps for how the strategy will be implemented, including related staff training and support.</li> <li>• Describe how progress resulting from implementation will be monitored and how related impact will be measured.</li> <li>• Include the following interim progress goals as defined on page 6: <ul style="list-style-type: none"> <li>○ <i>Early Implementation Progress Goal</i></li> <li>○ <i>Mid-Year Progress Goal</i></li> <li>○ <i>Spring Progress Goal</i></li> </ul> </li> </ul>  |
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|   |  | <p><b><u>4. Community Schools</u></b></p>  | <p>Our minimal participation in our district survey (28 families), paired with low attendance at school events and decreasing family involvement in our PTA indicate the need to re-engage with our families.</p>                       | <p>The Community Schools Site Coordinator, in collaboration with administration, will form a Community Engagement Team and PTA by recruiting parents and partners. We will also lead efforts to enhance family involvement through a redesigned Family Resource Room and a Family Engagement Calendar for 2025–2026.</p> <p>A school-based food pantry will be established with service times, and vendors will be secured for major family engagement events in the first half of the year. Additionally, staff and student equity teams will be created to plan inclusive, school-wide activities and events that promote equity and belonging.</p> <p><b>Early Progress</b></p> <ul style="list-style-type: none"> <li>• Establish a parent participation baseline</li> </ul> |

| List the lead strategies that guided the school's improvement strategy during the reporting period. | For each lead strategy, outline how the strategy supported progress towards this year's DII targets. If the strategy will be discontinued, explain the rationale for doing so. | List the lead strategies that will guide the school's improvement plan during the 2025-2026 school year. | Is this a new, expanded or refined strategy for 2025-26?<br>• <i>What data suggests this strategy will have a positive impact on outcomes in 2025-2026?</i><br>• <i>If this is a new strategy, explain the rationale for selection.</i> | For each strategy listed, provide the following:<br><ul style="list-style-type: none"> <li>Outline specific steps for how the strategy will be implemented, including related staff training and support.</li> <li>Describe how progress resulting from implementation will be monitored and how related impact will be measured.</li> <li>Include the following interim progress goals as defined on page 6: <ul style="list-style-type: none"> <li>Early Implementation Progress Goal</li> <li>Mid-Year Progress Goal</li> <li>Spring Progress Goal</li> </ul> </li> </ul>  |
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|   |  |  |   | <ul style="list-style-type: none"> <li>Translation of all communication materials for school events and school mailings</li> <li>Completion of surveys at all school sponsored events</li> </ul> <p><b>Mid-Year</b> goal of</p> <ul style="list-style-type: none"> <li>Maintaining parent participation levels based on our Fall baseline</li> <li>Addition of at least 2 additional community enrichment partners to our programming.</li> </ul> <p><b>End-of-Year</b> goals include:</p> <ul style="list-style-type: none"> <li>achieving at least 10% family participation—or a minimum of 40 families—attending two or more school-sponsored events.</li> <li>An increase the number of families completing our school survey</li> <li>An increase in students in grades 3-5 reporting a positive experience with the enrichment opportunities provided.</li> </ul> |

**Part II – Demonstrable Improvement Level 1 Indicators**

List the school's Level 1 Indicators and complete all columns below. This information should provide details about how lead strategies inform the implementation of specific strategies, action steps and goals to support progress toward meeting Demonstrable Improvement Indicators (DII) targets.

| Final Report and Reflection on Specific Strategies and Action Steps Applied from May 1, 2025 – June 30, 2025 | Specific Strategies and Action Steps for 2025-2026 School Year Continuation Plan for Meeting Each Indicator  |
|--|--|
| <p>DI Indicator #<br/>and<br/>Name</p>   | <p>Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII.</p> <ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment.</li> <li>• Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.</li> </ul> <p>Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment.</p> <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale.</li> <li>• Describe ongoing process monitoring and how impact will be measured throughout the year.</li> <li>• Include the following progress goals as explained on page 5: <ul style="list-style-type: none"> <li>○ <i>Early Implementation Progress Goal</i></li> <li>○ <i>Mid-Year Progress Goal</i></li> <li>○ <i>Spring Progress Goal</i></li> </ul> </li> </ul>  |
| <p>3-8 ELA Hispanic Students MGP</p>   | <ul style="list-style-type: none"> <li>• Common planning time: Teachers engaged in lesson study and data study protocols during CPT in order to facilitate a deeper understanding of planning targeted instruction to move students toward achievement goals. The Lesson Study Protocol focuses upon the alignment of instruction.</li> <li>• Coaches supported continued utilization of digital platforms (IXL and Common Lit) for closing foundational skills and comprehension gaps in grades 3-5.</li> <li>• Teachers were provided opportunities to engage in peer to peer professional development within the building and across the district.</li> <li>• Professional development was provided around goal setting, Tier 1 classroom behavioral engagement,</li> </ul> <p>Our review of our end of the year ELA data has indicated that:</p> <ul style="list-style-type: none"> <li>• Lesson plan development needs to include teacher and student moves that incorporate language acquisition within the core instruction of the lesson, not just in small groups and EAI (Enrichment/Acceleration/Intervention) blocks. The lesson study and data study protocols will attend to this shift by focusing on rigor and cognitive demands of the standards, anticipate student thinking and misconceptions, and aligning instruction to key outcomes and success criteria. Additionally, data study will examine student work, formative and summative data to identify trends within subgroups and refine and re-engage students when gaps are identified.</li> <li>• The administrative team will utilize classroom visits and walkthroughs, coaching cycles and fidelity checks to ensure the implementation of these protocols. Feedback will be given to progress monitor the instructional delivery. When necessary additional support and professional development will be provided to individual staff based on their individual classroom data.</li> </ul> |

| DI Indicator #<br>and<br>Name | Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. <ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment.</li> <li>• Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.</li> </ul>  | Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale.</li> <li>• Describe ongoing process monitoring and how impact will be measured throughout the year.</li> <li>• Include the following progress goals as explained on page 5: <ul style="list-style-type: none"> <li>○ <i>Early Implementation Progress Goal</i></li> <li>○ <i>Mid-Year Progress Goal</i></li> <li>○ <i>Spring Progress Goal</i></li> </ul> </li> </ul>   |
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|                               | <p>NWEA RIT band bubble kids identification with intervention groups and plans</p> <ul style="list-style-type: none"> <li>• Targeted enrichment with community partners and high quality tutoring of on and above grade level students in the subgroup.</li> </ul> <p>Our 2025 NWEA reading data shows that RIT scores for our Hispanic subgroup in ELA remained unchanged at 20% from Fall 2024 to Spring 2025. In terms of growth, this subgroup missed the 2024–25 progress target of 50.3% by 9.7%. While we are still below the 80% proficiency goal, further analysis revealed that 68% of classrooms (14 out of 19) had at least half of their students meet individual growth targets, and 74% (14 out of 19) saw an increase in overall proficiency rates.</p> | <ul style="list-style-type: none"> <li>• <b>Early progress:</b> Baseline/Spring data will be reviewed and shared with new teachers to inform their design of their Tier 1 academic plans.</li> <li>• <b>Mid-Year:</b> NWEA ELA/Math data, Grade 3-5 CommonLit Trimester Assessment and IXL data will be utilized to progress monitor this subgroup. The expectation is to see 25% of all students meeting their grade level proficiency and 80% meeting their growth target.</li> <li>• <b>End-of-Year:</b> NWEA ELA/Math data, Grade 3-5 CommonLit Trimester Assessment and IXL data will be utilized to progress monitor this subgroup. The expectation is to see 35% of all students meeting their grade level proficiency and 80% meeting their growth target.</li> <li>• Staffing shifts within the intermediate grades will be implemented as well. Grades 4 and 5 will remain departmentalized with Grade 3 team looping with their students to Grade 4. Grade 3 will become a non-departmentalized grade band with summer professional development opportunities for the teachers moving to this grade.</li> </ul> |
| 3-8 Math Black Students MGP   | <ul style="list-style-type: none"> <li>• During Common Planning Time teachers engaged in lesson and data study protocols to facilitate a deeper understanding of planning targeted instruction to move students toward achievement goals. The Lesson Study Protocol focuses on the alignment of instruction. Teachers dig deeper into a component of the lesson by anticipating</li> </ul>  | <p>Our review of our end of the year Math data has indicated that:</p> <ul style="list-style-type: none"> <li>• Lesson plan development needs to include teacher and student moves that incorporate language acquisition within the core instruction of the lesson, not just in small groups and EAI (Enrichment/Acceleration/Intervention) blocks. The lesson and data study protocols will attend to this shift by focusing on rigor and cognitive demands of the standards, anticipating student thinking and misconceptions, and aligning instruction to key outcomes and success criteria. Additionally, data study will</li> </ul>   |

| DI Indicator #<br>and<br>Name | Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. <ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment.</li> <li>• Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.</li> </ul>  | Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale.</li> <li>• Describe ongoing process monitoring and how impact will be measured throughout the year.</li> <li>• Include the following progress goals as explained on page 5:               <ul style="list-style-type: none"> <li>○ <i>Early Implementation Progress Goal</i></li> <li>○ <i>Mid-Year Progress Goal</i></li> <li>○ <i>Spring Progress Goal</i></li> </ul> </li> </ul>   |
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|                               | <p>student thinking, identifying misconceptions and planning opportunities for all students to engage in the task.</p> <ul style="list-style-type: none"> <li>• K-5 Teachers administered and analyzed daily/weekly formative assessments (Cool Downs) to monitor student progress and mastery of grade-level skills as they are taught. Teachers then use the analysis to make informed decisions that will enhance student learning.</li> <li>• Math Interventionist administered and analyzed Bridges Progress Monitoring biweekly to progress monitor the mastery of foundational skills (unfinished instruction).</li> <li>• Coaches supported continued utilization of the digital platform (IXL) for closing foundational skills gaps in grades 3-5.</li> <li>• Teachers were provided opportunities to engage in peer to peer professional development within the building and across the district.</li> <li>• Focused support through collaboration with community partners and high-quality tutoring for subgroup students performing at or above grade level."</li> </ul> <p>From Winter (36.5) to Spring (44.8), the Math MGP for this subgroup improved, but it remains significantly lower than Spring 2024's MGP of 56.2. While goal setting and improved administration conditions supported partial recovery, staffing</p> | <p>examine student work, formative and summative data to identify trends within the subgroup and refine and re-engage students when gaps are identified.</p> <ul style="list-style-type: none"> <li>• The administrative team will utilize classroom visits and walkthroughs, coaching cycles and fidelity checks to ensure the implementation of these protocols. Feedback will be given to progress monitor the instructional delivery. When necessary, additional support and professional development will be provided to individual staff based on their individual classroom data.</li> </ul> <p>Early Progress (First 6 Weeks):</p> <ul style="list-style-type: none"> <li>• Review and share baseline/Spring data with new teachers to support Tier 1 planning.</li> <li>• Leadership Goal: 100% of classrooms will receive at least one classroom visit/walk throughs.</li> </ul> <p>Mid-Year Checkpoint:</p> <ul style="list-style-type: none"> <li>• Data Used:           <ul style="list-style-type: none"> <li>○ NWEA ELA/Math</li> <li>○ Illustrative Math Unit Assessments</li> <li>○ IM Cool Downs (Grades 2–5)</li> </ul> </li> <li>• Student Goals:           <ul style="list-style-type: none"> <li>○ 25% of students will meet grade-level proficiency</li> <li>○ 80% of students will meet growth targets</li> <li>○ 5% increase in growth and projected achievement from Spring 2025</li> </ul> </li> <li>• Leadership Goal: 100% of classrooms will have at least 3 classroom visits/walk throughs</li> </ul> |

| DI Indicator #<br>and<br>Name           | <p>Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII.</p> <ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment.</li> <li>• Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.</li> </ul>  | <p>Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment.</p> <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale.</li> <li>• Describe ongoing process monitoring and how impact will be measured throughout the year.</li> <li>• Include the following progress goals as explained on page 5: <ul style="list-style-type: none"> <li>○ <i>Early Implementation Progress Goal</i></li> <li>○ <i>Mid-Year Progress Goal</i></li> <li>○ <i>Spring Progress Goal</i></li> </ul> </li> </ul>   |
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|   | <p>changes in Grades 4 and 5 adversely impacted performance. Despite support from interventionists and co-teachers using the Bridges curriculum, interventions did not fully address gaps in core instruction for this subgroup. This data will guide the identification of students for additional before-and after-school support.</p>   | <p>End-of-Year Review:</p> <ul style="list-style-type: none"> <li>• Continue using the same assessment tools</li> <li>• Student Goals: <ul style="list-style-type: none"> <li>○ 35% of students will meet grade-level proficiency</li> <li>○ 80% of students will meet growth targets</li> <li>○ 5% increase in growth and projected achievement from Spring 2025</li> </ul> </li> <li>• Leadership Goal: 100% of classrooms will have at least 5 classroom visits/ walk throughs</li> <li>• Staffing shifts within the intermediate grades will be implemented as well. Grades 4 and 5 will remain departmentalized with Grade 3 team looping with their students to Grade 4. Grade 3 will become a non-departmentalized grade band with summer professional development opportunities for the teachers moving to this grade.</li> </ul> |
| 3-8 ELA All Students<br>Core Subject PI | <ul style="list-style-type: none"> <li>• Common planning time: Teachers engaged in lesson study and data study protocols during CPT to facilitate a deeper understanding of planning targeted instruction to move students toward achievement goals. The Lesson Study Protocol focused on the alignment of instruction.</li> <li>• Coaches supported continued utilization of digital platforms (IXL and Common Lit) for closing foundational skills and comprehension gaps in grades 3-5.</li> <li>• Teachers were provided opportunities to engage in peer to peer professional development within the building and</li> </ul> | <p>Our review of our end of the year ELA data has indicated that:</p> <ul style="list-style-type: none"> <li>• Lesson plan development needs to include teacher and student moves that incorporate language acquisition within the core instruction of the lesson, not just in small groups and EAI (Enrichment/Acceleration/Intervention) blocks. The lesson study and data study protocols will attend to this shift by focusing on rigor and cognitive demands of the standards, anticipating student thinking and misconceptions, and aligning instruction to key outcomes and success criteria. Additionally, data study will examine student work, formative and summative data to identify trends within the subgroup and refine and re-engage students when gaps are identified.</li> </ul>                                       |

| DI Indicator #<br>and<br>Name                | Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. <ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment.</li> <li>• Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.</li> </ul>  | Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale.</li> <li>• Describe ongoing process monitoring and how impact will be measured throughout the year.</li> <li>• Include the following progress goals as explained on page 5:               <ul style="list-style-type: none"> <li>○ <i>Early Implementation Progress Goal</i></li> <li>○ <i>Mid-Year Progress Goal</i></li> <li>○ <i>Spring Progress Goal</i></li> </ul> </li> </ul>   |
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| <b>3-8 ELA All Students Core Subject PI</b>  | <p>across the district around goal setting, Tier 1 classroom behavioral engagement, NWEA RIT band bubble kids identification planning with interventionist for targeted EAI instruction and progress monitoring.</p> <p>The current data shows a performance score of 71.7, exceeding the progress target of 64.8. Goal setting with both staff and students, along with targeted tutoring for on- and above-grade-level learners, contributed to this improvement. Our continued emphasis on analyzing both formative and summative data will help us identify “bubble” students and provide focused interventions to close achievement gaps.</p> <p>As previously noted, the percentage of ELA students meeting their RIT increased from 24% in Fall 2024 to 31% in Spring 2025</p> | <ul style="list-style-type: none"> <li>• The administrative team will utilize classroom visits and walkthroughs, coaching cycles and fidelity checks to ensure the implementation of these protocols. Feedback will be given to progress monitor the instructional delivery. When necessary additional support and professional development will be provided to individual staff as born out by their individual classroom data.</li> <li>• <b>Early progress:</b> Baseline/Spring data will be reviewed and shared with new teachers to inform their design of their Tier 1 academic plans.</li> <li>• <b>Mid-Year:</b> NWEA ELA/Math data, Grade 3-5 CommonLit Trimester Assessment and IXL data will be utilized to progress monitor this subgroup. The expectation is to see 25% of all students meeting their grade level proficiency and 80% meeting their growth target.</li> <li>• <b>End-of-Year:</b> NWEA ELA/Math data, Grade 3-5 CommonLit Trimester Assessment and IXL data will be utilized to progress monitor this subgroup. The expectation is to see 35% of all students meeting their grade level proficiency and 80% meeting their growth target</li> <li>• Staffing shifts within the intermediate grades will be implemented as well. Grades 4 and 5 will remain departmentalized with Grade 3 team looping with their students to Grade 4. Grade 3 will become a non-departmentalized grade band with summer professional development opportunities for the teachers moving to this grade.</li> </ul> |
| <b>3-8 Math All Students Core Subject PI</b> | <ul style="list-style-type: none"> <li>• During Common Planning Time teachers engaged in lesson study and data study protocols to facilitate a deeper understanding of planning targeted instruction to move students toward achievement goals. The Lesson Study Protocol focuses on the alignment of instruction. Teachers</li> </ul>  | <p>Our review of our end of the year Math data has indicated that:</p> <ul style="list-style-type: none"> <li>• Lesson plan development needs to include teacher and student moves that incorporate language acquisition within the core instruction of the lesson, not just in small groups and EAI (Enrichment/Acceleration/Intervention) blocks. The lesson study and data study protocols will attend to this shift by focusing on rigor and</li> </ul>  |

| DI Indicator #<br>and<br>Name                | Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. <ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment.</li> <li>• Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.</li> </ul>   | Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale.</li> <li>• Describe ongoing process monitoring and how impact will be measured throughout the year.</li> <li>• Include the following progress goals as explained on page 5:               <ul style="list-style-type: none"> <li>○ <i>Early Implementation Progress Goal</i></li> <li>○ <i>Mid-Year Progress Goal</i></li> <li>○ <i>Spring Progress Goal</i></li> </ul> </li> </ul>  |
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| <b>3-8 Math All Students Core Subject PI</b> | <p>dig deeper into a component of the lesson by anticipating student thinking, identifying misconceptions and planning opportunities for all students to engage in the task.</p> <ul style="list-style-type: none"> <li>• K-5 Teachers administer and analyze daily/weekly formative assessments (Cool Downs) in order to monitor student progress and mastery of grade-level skills as they are taught. Teachers then use the analysis to make informed decisions that will enhance student learning.</li> <li>• Math Interventionist administer and analyze Bridges Progress Monitoring biweekly in order to progress monitor the mastery of foundational skills (unfinished instruction).</li> <li>• Coaches supported continued utilization of the digital platform (IXL) for closing foundational skills gaps in grades 3-5.</li> <li>• Teachers were provided opportunities to engage in peer to peer professional development within the building and across the district.</li> </ul> <p>The current data shows a performance score of 61.0, exceeding the progress target of 55.6. Goal setting with both staff and students, along with targeted tutoring for on- and above-grade-level learners, contributed to this improvement. Our continued emphasis on analyzing both formative and summative data will help us</p> | <p>cognitive demands of the standards, anticipating student thinking and misconceptions, and aligning instruction to key outcomes and success criteria. Additionally, data study will examine student work, formative and summative data to identify trends within the subgroup and refine and re-engage students when gaps are identified.</p> <ul style="list-style-type: none"> <li>• The administrative team will utilize classroom visits and walkthroughs, and coaching cycles and fidelity checks to ensure the implementation of these protocols. Feedback will be given to progress monitor instructional delivery. When necessary, additional support and professional development will be provided to individual staff based on their individual classroom data.</li> </ul> <p>Early Progress (First 6 Weeks):</p> <ul style="list-style-type: none"> <li>• Review and share baseline/Spring data with new teachers to support Tier 1 planning.</li> <li>• Leadership Goal: 100% of classrooms will receive at least one classroom visit/walk through.</li> </ul> <p>Mid-Year Checkpoint:</p> <ul style="list-style-type: none"> <li>• Data Used:           <ul style="list-style-type: none"> <li>○ NWEA ELA/Math</li> <li>○ Illustrative Math Unit Assessments</li> <li>○ IM Cool Downs (Grades 2–5)</li> </ul> </li> <li>• Student Goals:           <ul style="list-style-type: none"> <li>○ 25% of students will meet grade-level proficiency</li> <li>○ 80% of students will meet growth targets</li> <li>○ 5% increase in growth and projected achievement from Spring 2025</li> </ul> </li> </ul> |

| DI Indicator #<br>and<br>Name                       | <p>Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII.</p> <ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment.</li> <li>• Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.</li> </ul> | <p>Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment.</p> <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale.</li> <li>• Describe ongoing process monitoring and how impact will be measured throughout the year.</li> <li>• Include the following progress goals as explained on page 5: <ul style="list-style-type: none"> <li>○ <i>Early Implementation Progress Goal</i></li> <li>○ <i>Mid-Year Progress Goal</i></li> <li>○ <i>Spring Progress Goal</i></li> </ul> </li> </ul>  |
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|   | <p>identify “bubble” students and provide focused interventions to close achievement gaps.</p> <p>As previously noted, the percentage of Math students meeting their RIT increased from 18% in Fall 2024 to 29% in Spring 2025</p>  | <ul style="list-style-type: none"> <li>• Leadership Goal: 100% of classrooms will have at least 5 classroom visits/walk throughs</li> </ul> <p>End-of-Year Review:</p> <ul style="list-style-type: none"> <li>• Continue using the same assessment tools</li> <li>• Student Goals: <ul style="list-style-type: none"> <li>○ 35% of students will meet grade-level proficiency</li> <li>○ 80% of students will meet growth targets</li> <li>○ 5% increase in growth and projected achievement from Spring 2025</li> </ul> </li> <li>• Leadership Goal: 100% of classrooms will have at least 5 classroom visits/walk throughs</li> <li>• Staffing shifts within the intermediate grades will be implemented as well. Grades 4 and 5 will remain departmentalized with Grade 3 team looping with their students to Grade 4. Grade 3 will become a non-departmentalized grade band with summer professional development opportunities for the teachers moving to this grade.</li> </ul> |
| <p><b>EM Chronic Absenteeism - All Students</b></p> | <p>The following strategies were utilized to support and address chronic absenteeism at GMES:</p> <ul style="list-style-type: none"> <li>• Regular progress monitoring took place to identify chronically absent students. Both written (attendance letters) and verbal correspondences (phone calls) were</li> </ul>   | <p>Our Early Implementation Progress Goal is to establish systems, set baselines, and begin interventions by doing the following:</p> <ul style="list-style-type: none"> <li>• Analyzing historical attendance data to establish a building-wide chronically absent percentage target for Quarter 1 and reduce the number of students identified as chronically absent by 10%.</li> </ul>  |

| DI Indicator #<br>and<br>Name                | Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. <ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment.</li> <li>• Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.</li> </ul>  | Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale.</li> <li>• Describe ongoing process monitoring and how impact will be measured throughout the year.</li> <li>• Include the following progress goals as explained on page 5:               <ul style="list-style-type: none"> <li>○ <i>Early Implementation Progress Goal</i></li> <li>○ <i>Mid-Year Progress Goal</i></li> <li>○ <i>Spring Progress Goal</i></li> </ul> </li> </ul>   |
|--|---|--|
| <b>EM Chronic Absenteeism - All Students</b> | <p>sent to parents/families, and home visits were conducted as needed.</p> <ul style="list-style-type: none"> <li>• Data-driven decision making took place by utilizing daily attendance reports and information from the school nurse. The data was used to prioritize attendance calls for Tier II/III attendance students, and to assist Home School Coordinators (HSCs) with identifying barriers and family support systems.</li> <li>• Our attendance team met bi-weekly to discuss Tier II/III students on the following dates: 5/14/25, 5/21/25, 6/4/25.</li> <li>• Social Academic Intervention Groups (SAIG) for attendance took place weekly in May and June.</li> </ul> <p>By utilizing the above strategies, our chronic absenteeism rate in June was 37.5%, which indicates that we were below our process target of 43%. Therefore, we will continue to utilize the same action steps and strategies in 2025-2026 to meet our goals.</p> | <ul style="list-style-type: none"> <li>• One lead strategy that will be applied in 2025-2026 are monthly <b>Attendance Team Meetings</b>: The attendance team will utilize team meetings to discuss barriers to attendance, and action steps to decrease chronic absenteeism. Team members will also discuss chronically tardy students who need and/or miss additional academic support as discussed in MTSS-I. Additionally, the team will review and discuss students with attendance plans. As needed, the team will solicit attendance support from the district attendance officer.</li> <li>• To engage in progress monitoring, the attendance team will establish <b>Attendance Social Academic Intervention Groups (SAIG Groups)</b>. Our SAIG attendance groups will target chronically absent students in grades 2-5. The groups will meet weekly with a home school coordinator to increase student voice regarding attendance, motivate students to attend school, and address matters related to chronic absenteeism.</li> <li>• We will also create and monitor <b>Attendance Plans</b> for targeted Tier II/Tier III students to identify individual student's attendance goals and interventions.</li> </ul> <p>Our Mid-Year Progress Goal (Nov. - Feb.) is to adjust strategies, and intensify interventions to ensure the chronic absenteeism rate is no higher than 43%. We will accomplish this task by doing the following:</p> <ul style="list-style-type: none"> <li>• Adjusting group support or individual attendance plans as needed, in addition to celebrating attendance improvements through incentives and recognitions (certificates, shout-outs, incentives).</li> </ul> |

| DI Indicator #<br>and<br>Name | Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. <ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment.</li> <li>• Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.</li> </ul> | Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale.</li> <li>• Describe ongoing process monitoring and how impact will be measured throughout the year.</li> <li>• Include the following progress goals as explained on page 5:               <ul style="list-style-type: none"> <li>○ <i>Early Implementation Progress Goal</i></li> <li>○ <i>Mid-Year Progress Goal</i></li> <li>○ <i>Spring Progress Goal</i></li> </ul> </li> </ul> |
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|                               |  | Our Spring Progress Goals (March-June) pertain to evaluating impact and celebrating attendance progress by doing the following: <ul style="list-style-type: none"> <li>• Analyzing the end-of-year attendance data to measure growth and the reduction in chronic absenteeism.</li> <li>• Documenting successful strategies and barriers to inform planning for the following year.</li> </ul>   |

| DI Indicator #<br>and<br>Name | Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. <ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment.</li> <li>• Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.</li> </ul> | Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale.</li> <li>• Describe ongoing process monitoring and how impact will be measured throughout the year.</li> <li>• Include the following progress goals as explained on page 5:             <ul style="list-style-type: none"> <li>○ <i>Early Implementation Progress Goal</i></li> <li>○ <i>Mid-Year Progress Goal</i></li> <li>○ <i>Spring Progress Goal</i></li> </ul> </li> </ul> |          |            |    |        |     |        |         |       |
|-------------------------------|--|--|----------|------------|----|--------|-----|--------|---------|-------|
|                               |  | <p>Chroi</p> <p>Chronically A... ● No ● Yes ● (Blank)</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>60.56%</td> </tr> <tr> <td>Yes</td> <td>38.28%</td> </tr> <tr> <td>(Blank)</td> <td>1.16%</td> </tr> </tbody> </table>   | Category | Percentage | No | 60.56% | Yes | 38.28% | (Blank) | 1.16% |
| Category                      | Percentage   |  |          |            |    |        |     |        |         |       |
| No                            | 60.56%   |  |          |            |    |        |     |        |         |       |
| Yes                           | 38.28%   |  |          |            |    |        |     |        |         |       |
| (Blank)                       | 1.16%  |  |          |            |    |        |     |        |         |       |

**Part III – Demonstrable Improvement Level 2 Indicators**  
 List the school's Level 2 Indicators and complete all columns below. This information should provide details about how lead strategies inform the implementation of specific strategies, action steps and goals to support progress toward meeting Demonstrable Improvement Indicator (DII) targets.

|   |  |
|---|--|
| <b>Final Report and Reflection on Specific Strategies and Action Steps Applied From May 1, 2025 – June 30, 2025</b> | <b>Specific Strategies and Action Steps for 2025-2026 School Year Continuation Plan for Meeting Each Indicator</b> |
|---|--|

|  |  |  |
|--|--|--|
| <p>DI Indicator #<br/>and<br/>Name</p> | <p>Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII.</p> <ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment.</li> <li>• Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.</li> </ul>  | <p>Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment.</p> <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale.</li> <li>• Describe ongoing process monitoring and how impact will be measured throughout the year.</li> <li>• Include the following progress goals as explained on page 5: <ul style="list-style-type: none"> <li>○ <i>Early Implementation Progress Goal</i></li> <li>○ <i>Mid-Year Progress Goal</i></li> <li>○ <i>Spring Progress Goal</i></li> </ul> </li> </ul>  |
| <p><b>Student Attendance</b></p>       | <ul style="list-style-type: none"> <li>• Home school coordinators utilized <b>daily attendance reports</b> to make phone calls to the families of absent students. Tier II and Tier III students were prioritized to identify barriers and provide support.</li> <li>• <b>Attendance SAIG (Social Academic Intervention Groups) Groups</b> were facilitated by HSCs to promote school attendance and to discuss barriers. SAIG groups took place weekly between May and June.</li> <li>• <b>Attendance incentives</b> were in place for daily, perfect, outstanding, and the most improved attendance. Students were recognized for 100% daily attendance, perfect (0 absences) and outstanding attendance (no more than 4 days absent) attendance, and for the most improved attendance each month.</li> <li>• <b>Attendance letters</b> were mailed weekly to all tiered students who missed 4 or more days of school.</li> <li>• <b>School-wide and classroom celebrations</b> were implemented such as: trimester AttenDance (6.20.25), Gator visits, and attendance certificates and T-shirts.</li> </ul> <p>By utilizing the strategies outlined above, our student attendance rate in June was 89%, which indicates that we met our process</p> | <p>Our lead strategies for 2025-2026 are outlined below:</p> <ul style="list-style-type: none"> <li>• Classrooms with <b>100% attendance</b> will be recognized daily during morning announcements. As an incentive, Giffen Gator, our <b>school mascot, will visit classrooms</b> with the most perfect attendance days per month.</li> <li>• <b>Daily attendance reports will be analyzed</b> and home school coordinators will make attendance calls for prioritized Tier II/III students/families.</li> <li>• <b>Attendance plans</b> will be created for identified Tier II/II students to monitor their daily and monthly attendance goals.</li> <li>• <b>SAIG Groups:</b> Begin weekly Attendance SAIG groups for chronically absent students in grades 2–5 within 6 weeks.</li> </ul> <p>Our Early Intervention Progress goals (within 6 weeks) pertain to setting attendance expectations, establishing systems, and initiating early interventions for doing the following:</p> <ul style="list-style-type: none"> <li>• <b>Establishing Baseline Data</b> by analyzing prior year and current attendance data to identify Tier II and III students.</li> <li>• <b>Launching Daily</b> attendance incentives to motivate daily attendance.</li> <li>• <b>Initiating Family Outreach</b> by communicating attendance expectations and sharing Attendance Works resources.</li> <li>• <b>Developing Attendance Plans</b> for identified Tier II/III students.</li> <li>• <b>Starting SAIG Groups</b> for chronically absent students in grades 2–5.</li> </ul> |

| DI Indicator #<br>and<br>Name | Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. <ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment.</li> <li>• Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.</li> </ul> | Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale.</li> <li>• Describe ongoing process monitoring and how impact will be measured throughout the year.</li> <li>• Include the following progress goals as explained on page 5:               <ul style="list-style-type: none"> <li>○ <i>Early Implementation Progress Goal</i></li> <li>○ <i>Mid-Year Progress Goal</i></li> <li>○ <i>Spring Progress Goal</i></li> </ul> </li> </ul>   |
|-------------------------------|--|--|
|                               | target of 89%. Therefore, we will continue to utilize the same action steps and strategies in 2025-2026 to meet our goals.   | Our Mid-Year Progress Goals (Nov. - Dec.) pertain to intensifying support, monitoring progress, and engaging students and families. They include the following: <ul style="list-style-type: none"> <li>• <b>Monitoring and Adjusting Attendance Plans:</b> by reviewing individual student plans and updating goals/interventions based on progress.</li> <li>• <b>Implementing Incentive Programs:</b> to ensure that 100% of attendance incentives have been implemented for improved attendance.</li> <li>• <b>Prioritizing Tier II/III Follow-Up:</b> to increase home-school communication for students with ongoing attendance challenges.</li> </ul> Our Spring Progress Goals (March - June) pertain to celebrating attendance success, evaluating effectiveness, and planning for sustainability by doing the following: <ul style="list-style-type: none"> <li>• <b>Implementing a Spring Attendance Challenge</b> to maintain a school-wide 90% attendance rate.</li> <li>• <b>Celebrating Attendance Progress</b> by implementing all attendance incentives and initiatives for each trimester.</li> <li>• <b>Evaluate the Impact of Initiatives</b> by reviewing year-long attendance trends, SAIG effectiveness, and intervention outcomes.</li> </ul> |

| DI Indicator #<br>and<br>Name           | <p>Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII.</p> <ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment.</li> <li>• Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.</li> </ul> | <p>Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment.</p> <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale.</li> <li>• Describe ongoing process monitoring and how impact will be measured throughout the year.</li> <li>• Include the following progress goals as explained on page 5: <ul style="list-style-type: none"> <li>○ <i>Early Implementation Progress Goal</i></li> <li>○ <i>Mid-Year Progress Goal</i></li> <li>○ <i>Spring Progress Goal</i></li> </ul> </li> </ul>   |               |               |               |               |         |     |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |   |   |       |    |    |   |   |       |     |    |    |    |        |              |           |            |              |               |
|---|---|---|---------------|---------------|---------------|---------------|---------|-----|----|----|-----|--------|---|----|----|-----|--------|---|----|----|-----|--------|---|----|----|-----|--------|---|----|----|-----|--------|---|----|----|-----|--------|---|----|----|-----|--------|---|----|---|---|-------|----|----|---|---|-------|-----|----|----|----|--------|--------------|-----------|------------|--------------|---------------|
|   |   | <p style="text-align: right;">07/09/2025</p> <p style="text-align: center;"><b>Attendance Percentage Report</b><br/><b>Giffen Memorial Elementary School</b><br/>5/1/2025 Thru 6/27/2025</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Grade</th> <th style="text-align: center;"># of Days</th> <th style="text-align: center;"># of Students</th> <th style="text-align: center;"># of Absences</th> <th style="text-align: center;">Percent</th> </tr> </thead> <tbody> <tr><td>PKF</td><td style="text-align: center;">40</td><td style="text-align: center;">29</td><td style="text-align: center;">235</td><td style="text-align: center;">79.74%</td></tr> <tr><td>K</td><td style="text-align: center;">40</td><td style="text-align: center;">63</td><td style="text-align: center;">391</td><td style="text-align: center;">84.48%</td></tr> <tr><td>1</td><td style="text-align: center;">40</td><td style="text-align: center;">38</td><td style="text-align: center;">309</td><td style="text-align: center;">79.67%</td></tr> <tr><td>2</td><td style="text-align: center;">40</td><td style="text-align: center;">52</td><td style="text-align: center;">264</td><td style="text-align: center;">87.31%</td></tr> <tr><td>3</td><td style="text-align: center;">40</td><td style="text-align: center;">68</td><td style="text-align: center;">532</td><td style="text-align: center;">80.44%</td></tr> <tr><td>4</td><td style="text-align: center;">40</td><td style="text-align: center;">76</td><td style="text-align: center;">467</td><td style="text-align: center;">84.64%</td></tr> <tr><td>5</td><td style="text-align: center;">40</td><td style="text-align: center;">90</td><td style="text-align: center;">596</td><td style="text-align: center;">83.44%</td></tr> <tr><td>6</td><td style="text-align: center;">40</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0.00%</td></tr> <tr><td>13</td><td style="text-align: center;">40</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0.00%</td></tr> <tr><td>PK3</td><td style="text-align: center;">40</td><td style="text-align: center;">26</td><td style="text-align: center;">96</td><td style="text-align: center;">90.77%</td></tr> <tr><td><b>Total</b></td><td style="text-align: center;"><b>40</b></td><td style="text-align: center;"><b>442</b></td><td style="text-align: center;"><b>2,890</b></td><td style="text-align: center;"><b>83.65%</b></td></tr> </tbody> </table> | Grade         | # of Days     | # of Students | # of Absences | Percent | PKF | 40 | 29 | 235 | 79.74% | K | 40 | 63 | 391 | 84.48% | 1 | 40 | 38 | 309 | 79.67% | 2 | 40 | 52 | 264 | 87.31% | 3 | 40 | 68 | 532 | 80.44% | 4 | 40 | 76 | 467 | 84.64% | 5 | 40 | 90 | 596 | 83.44% | 6 | 40 | 0 | 0 | 0.00% | 13 | 40 | 0 | 0 | 0.00% | PK3 | 40 | 26 | 96 | 90.77% | <b>Total</b> | <b>40</b> | <b>442</b> | <b>2,890</b> | <b>83.65%</b> |
| Grade                                   | # of Days   | # of Students   | # of Absences | Percent       |               |               |         |     |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |   |   |       |    |    |   |   |       |     |    |    |    |        |              |           |            |              |               |
| PKF                                     | 40  | 29  | 235           | 79.74%        |               |               |         |     |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |   |   |       |    |    |   |   |       |     |    |    |    |        |              |           |            |              |               |
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| 1                                       | 40  | 38  | 309           | 79.67%        |               |               |         |     |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |   |   |       |    |    |   |   |       |     |    |    |    |        |              |           |            |              |               |
| 2                                       | 40  | 52  | 264           | 87.31%        |               |               |         |     |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |   |   |       |    |    |   |   |       |     |    |    |    |        |              |           |            |              |               |
| 3                                       | 40  | 68  | 532           | 80.44%        |               |               |         |     |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |   |   |       |    |    |   |   |       |     |    |    |    |        |              |           |            |              |               |
| 4                                       | 40  | 76  | 467           | 84.64%        |               |               |         |     |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |   |   |       |    |    |   |   |       |     |    |    |    |        |              |           |            |              |               |
| 5                                       | 40  | 90  | 596           | 83.44%        |               |               |         |     |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |   |   |       |    |    |   |   |       |     |    |    |    |        |              |           |            |              |               |
| 6                                       | 40  | 0   | 0             | 0.00%         |               |               |         |     |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |   |   |       |    |    |   |   |       |     |    |    |    |        |              |           |            |              |               |
| 13                                      | 40  | 0   | 0             | 0.00%         |               |               |         |     |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |   |   |       |    |    |   |   |       |     |    |    |    |        |              |           |            |              |               |
| PK3                                     | 40  | 26  | 96            | 90.77%        |               |               |         |     |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |   |   |       |    |    |   |   |       |     |    |    |    |        |              |           |            |              |               |
| <b>Total</b>                            | <b>40</b>   | <b>442</b>  | <b>2,890</b>  | <b>83.65%</b> |               |               |         |     |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |   |   |       |    |    |   |   |       |     |    |    |    |        |              |           |            |              |               |
| <b>3-8 ELA Hispanic Core Subject PI</b> | <ul style="list-style-type: none"> <li>• Common planning time: Teachers engaged in lesson study and data study protocols during CPT to facilitate a deeper understanding of planning targeted instruction to move students toward achievement goals. The Lesson Study Protocol focused on the alignment of instruction.</li> </ul>  | <p>Our review of our end of the year ELA data indicated that:</p> <ul style="list-style-type: none"> <li>• Lesson plan development needs to include teacher and student moves that incorporate language acquisition within the core instruction of the lesson, not just in small groups and EAI (Enrichment/Acceleration/Intervention) blocks. The lesson study and data study protocols will attend to this shift by focusing on rigor and</li> </ul>  |               |               |               |               |         |     |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |    |     |        |   |    |   |   |       |    |    |   |   |       |     |    |    |    |        |              |           |            |              |               |

| DI Indicator #<br>and<br>Name | <p>Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DI.</p> <ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment.</li> <li>• Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.</li> </ul>   | <p>Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment.</p> <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale.</li> <li>• Describe ongoing process monitoring and how impact will be measured throughout the year.</li> <li>• Include the following progress goals as explained on page 5: <ul style="list-style-type: none"> <li>○ <i>Early Implementation Progress Goal</i></li> <li>○ <i>Mid-Year Progress Goal</i></li> <li>○ <i>Spring Progress Goal</i></li> </ul> </li> </ul>   |
|-------------------------------|--|---|
|                               | <ul style="list-style-type: none"> <li>• Coaches supported continued utilization of digital platforms (IXL and Common Lit) for closing foundational skills and comprehension gaps in grades 3-5.</li> <li>• Teachers were provided opportunities to engage in peer to peer professional development within the building and across the district.</li> <li>• Professional development was provided around goal setting, Tier 1 classroom behavioral engagement, NWEA RIT band bubble kids identification with intervention groups and plans.</li> <li>• Focused support through collaboration with community partners and high-quality tutoring for subgroup students performing at or above grade level.</li> </ul> <p>This data indicates there was a significant impact to ELL supported instruction with the resignation of the ENL teacher and the inability to fill that vacancy. This data also highlights the need for ELL instructional support and professional development which was provided to core classroom teachers in the application of language acquisition teaching and learning.</p> | <p>cognitive demands of the standards, anticipating student thinking and misconceptions, and aligning instruction to key outcomes and success criteria. Additionally, data study will examine student work, formative and summative data to identify trends within the subgroup, and refine and re-engage students when gaps are identified.</p> <ul style="list-style-type: none"> <li>• The administrative team will utilize classroom visits and walkthroughs, coaching cycles and fidelity checks to ensure the implementation of these protocols. Feedback will be given to progress monitor the instructional delivery. When necessary additional support and professional development will be provided to individual staff based on their individual classroom data.</li> <li>• <b>Early progress:</b> Baseline/Spring data will be reviewed and shared with new teachers to inform their design of their Tier 1 academic plans.</li> <li>• <b>Mid-Year:</b> NWEA ELA/Math data, Grade 3-5 CommonLit Trimester Assessment and IXL data will be utilized to progress monitor this subgroup. The expectation is to see 25% of all students meeting their grade level proficiency and 80% meeting their growth target.</li> <li>• <b>End-of-Year:</b> NWEA ELA/Math data, Grade 3-5 CommonLit Trimester Assessment and IXL data will be utilized to progress monitor this subgroup. The expectation is to have 35% of all students meet their grade level proficiency and 80% meet their growth target.</li> <li>• Staffing shifts within the intermediate grades will be implemented as well. Grades 4 and 5 will remain departmentalized. The Grade 3 team will loop with their students to Grade 4. Grade 3 will become a non-departmentalized grade band with summer professional development opportunities for the teachers moving to this grade.</li> </ul> |

| <p>DI Indicator #<br/>and<br/>Name</p>       | <p>Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DI.</p> <ul style="list-style-type: none"> <li>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment.</li> <li>Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.</li> </ul>  | <p>Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment.</p> <ul style="list-style-type: none"> <li>Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale.</li> <li>Describe ongoing process monitoring and how impact will be measured throughout the year.</li> <li>Include the following progress goals as explained on page 5: <ul style="list-style-type: none"> <li>Early Implementation Progress Goal</li> <li>Mid-Year Progress Goal</li> <li>Spring Progress Goal</li> </ul> </li> </ul> |                |       |                |          |                    |          |                              |          |                              |  |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
|--|---|--|----------------|-------|----------------|----------|--------------------|----------|------------------------------|----------|------------------------------|--|--|-------|-------|-------|-------|-------|----------|----------|----------|----------|----------|-------|--|--|--|--|--|--|--|--|--|--|--|---|----|----|----|----|----|----|----|----|----|----|---|----|----|----|----|----|----|----|----|----|----|---|----|----|----|----|----|----|----|----|----|----|---|----|----|----|----|----|----|----|----|----|----|---|----|----|----|----|----|----|----|----|----|----|---|----|----|----|----|---|----|----|----|----|----|-----------|--|--|--|--|--|--|--|--|--|--|---|----|----|----|----|----|----|----|----|----|----|---|-----|----|----|----|----|----|----|----|----|----|---|----|----|----|----|----|----|----|----|----|----|---|----|----|----|----|----|----|----|----|----|----|-------|----|----|----|----|----|----|----|----|----|----|-----|-----|----|----|---|----|----|----|----|----|----|-----|----|----|----|---|----|----|----|----|----|----|-----|-----|----|----|----|----|----|----|----|----|----|-----------|-----|----|----|----|----|----|----|----|----|----|--|
| <p><b>3-8 Math Black Core Subject PI</b></p> | <p>Giffen Memorial Elementary School Spring 2025 NWEA Math</p> <table border="1"> <thead> <tr> <th rowspan="2">Subgroup</th> <th colspan="2">N</th> <th colspan="2">Mean Test %ile</th> <th colspan="2">%Met Mean RIT</th> <th colspan="2">% Met Proj. Growth</th> <th colspan="3">Mean Cond. Growth Percentile</th> </tr> <tr> <th>S2025</th> <th>F2024</th> <th>S2025</th> <th>F2024</th> <th>S2025</th> <th>W25toS25</th> <th>F24toS25</th> <th>F24toW25</th> <th>W25toS25</th> <th>F24toS25</th> </tr> </thead> <tbody> <tr> <td>Grade</td> <td></td> </tr> <tr> <td>K</td> <td>60</td> <td>43</td> <td>70</td> <td>30</td> <td>80</td> <td>90</td> <td>92</td> <td>63</td> <td>83</td> <td>85</td> </tr> <tr> <td>1</td> <td>37</td> <td>42</td> <td>49</td> <td>32</td> <td>43</td> <td>88</td> <td>81</td> <td>45</td> <td>75</td> <td>71</td> </tr> <tr> <td>2</td> <td>52</td> <td>25</td> <td>32</td> <td>14</td> <td>33</td> <td>69</td> <td>59</td> <td>47</td> <td>60</td> <td>54</td> </tr> <tr> <td>3</td> <td>61</td> <td>22</td> <td>28</td> <td>16</td> <td>21</td> <td>60</td> <td>65</td> <td>57</td> <td>54</td> <td>60</td> </tr> <tr> <td>4</td> <td>73</td> <td>20</td> <td>16</td> <td>16</td> <td>11</td> <td>63</td> <td>32</td> <td>27</td> <td>57</td> <td>37</td> </tr> <tr> <td>5</td> <td>88</td> <td>19</td> <td>16</td> <td>12</td> <td>8</td> <td>62</td> <td>39</td> <td>34</td> <td>56</td> <td>43</td> </tr> <tr> <td>Ethnicity</td> <td></td> </tr> <tr> <td>A</td> <td>31</td> <td>39</td> <td>49</td> <td>27</td> <td>48</td> <td>96</td> <td>50</td> <td>23</td> <td>87</td> <td>51</td> </tr> <tr> <td>B</td> <td>207</td> <td>26</td> <td>29</td> <td>18</td> <td>26</td> <td>70</td> <td>55</td> <td>44</td> <td>60</td> <td>54</td> </tr> <tr> <td>H</td> <td>86</td> <td>19</td> <td>27</td> <td>13</td> <td>21</td> <td>55</td> <td>48</td> <td>45</td> <td>53</td> <td>48</td> </tr> <tr> <td>W</td> <td>24</td> <td>36</td> <td>47</td> <td>30</td> <td>54</td> <td>82</td> <td>62</td> <td>44</td> <td>73</td> <td>61</td> </tr> <tr> <td>Multi</td> <td>19</td> <td>29</td> <td>46</td> <td>17</td> <td>47</td> <td>84</td> <td>79</td> <td>48</td> <td>73</td> <td>70</td> </tr> <tr> <td>SWD</td> <td>102</td> <td>11</td> <td>14</td> <td>3</td> <td>10</td> <td>57</td> <td>55</td> <td>47</td> <td>55</td> <td>54</td> </tr> <tr> <td>ELL</td> <td>65</td> <td>18</td> <td>32</td> <td>8</td> <td>29</td> <td>74</td> <td>58</td> <td>41</td> <td>70</td> <td>56</td> </tr> <tr> <td>ECO</td> <td>310</td> <td>25</td> <td>31</td> <td>18</td> <td>28</td> <td>69</td> <td>55</td> <td>43</td> <td>61</td> <td>54</td> </tr> <tr> <td>ALL (K-5)</td> <td>371</td> <td>26</td> <td>32</td> <td>18</td> <td>29</td> <td>70</td> <td>56</td> <td>43</td> <td>62</td> <td>54</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>During Common Planning Time, teachers used lesson study and data study protocols to better plan targeted instruction and help students reach achievement goals. The Lesson Study Protocol helps align instruction by having teachers anticipate student thinking, address misconceptions, and plan ways for all students to engage.</li> <li>K-5 Teachers administered and analyzed daily/weekly formative assessments (Cool Downs) to monitor student progress and mastery of grade-level skills as they are taught. Teachers then used the analysis to make informed decisions that enhanced student learning.</li> </ul> | Subgroup   | N              |       | Mean Test %ile |          | %Met Mean RIT      |          | % Met Proj. Growth           |          | Mean Cond. Growth Percentile |  |  | S2025 | F2024 | S2025 | F2024 | S2025 | W25toS25 | F24toS25 | F24toW25 | W25toS25 | F24toS25 | Grade |  |  |  |  |  |  |  |  |  |  |  | K | 60 | 43 | 70 | 30 | 80 | 90 | 92 | 63 | 83 | 85 | 1 | 37 | 42 | 49 | 32 | 43 | 88 | 81 | 45 | 75 | 71 | 2 | 52 | 25 | 32 | 14 | 33 | 69 | 59 | 47 | 60 | 54 | 3 | 61 | 22 | 28 | 16 | 21 | 60 | 65 | 57 | 54 | 60 | 4 | 73 | 20 | 16 | 16 | 11 | 63 | 32 | 27 | 57 | 37 | 5 | 88 | 19 | 16 | 12 | 8 | 62 | 39 | 34 | 56 | 43 | Ethnicity |  |  |  |  |  |  |  |  |  |  | A | 31 | 39 | 49 | 27 | 48 | 96 | 50 | 23 | 87 | 51 | B | 207 | 26 | 29 | 18 | 26 | 70 | 55 | 44 | 60 | 54 | H | 86 | 19 | 27 | 13 | 21 | 55 | 48 | 45 | 53 | 48 | W | 24 | 36 | 47 | 30 | 54 | 82 | 62 | 44 | 73 | 61 | Multi | 19 | 29 | 46 | 17 | 47 | 84 | 79 | 48 | 73 | 70 | SWD | 102 | 11 | 14 | 3 | 10 | 57 | 55 | 47 | 55 | 54 | ELL | 65 | 18 | 32 | 8 | 29 | 74 | 58 | 41 | 70 | 56 | ECO | 310 | 25 | 31 | 18 | 28 | 69 | 55 | 43 | 61 | 54 | ALL (K-5) | 371 | 26 | 32 | 18 | 29 | 70 | 56 | 43 | 62 | 54 | <ul style="list-style-type: none"> <li>Lesson plan development needs to include teacher and student moves that incorporate language acquisition within the core instruction of the lesson, not just in small groups and EAI (Enrichment/Acceleration/Intervention) blocks. The lesson study and data study protocols will attend to this shift by focusing on rigor and cognitive demands of the standards, anticipating student thinking and misconceptions, and aligning instruction to key outcomes and success criteria. Additionally, data study will examine student work, formative and summative data to identify trends within the subgroup, and refine and re-engage students when gaps are identified.</li> <li>The administrative team will utilize classroom visits and walkthroughs, coaching cycles and fidelity checks to ensure the implementation of these protocols. Feedback will be given to progress monitor instructional delivery. When necessary, additional support and professional development will be provided to individual staff based on their individual classroom data.</li> <li>The MTSS-I team will continue to monitor behavior and academic support and data with this subgroup to ensure that behaviors do not interfere with time on task, classroom disruptions, and loss of instruction due to classroom removal.</li> <li><b>Early progress:</b> Baseline/Spring data will be reviewed and shared with new teachers to inform their design of their Tier 1 academic plans. <b>Leadership:</b> 100% of classrooms will have at least one classroom visit/walk through within the first six weeks</li> <li><b>Mid-Year:</b> NWEA ELA/Math data, Illustrative Math Unit assessments, Grade 2-5 IM Cooldowns data will be utilized to progress monitor this subgroup. The expectation is</li> </ul> |
| Subgroup                                     | N   |  | Mean Test %ile |       | %Met Mean RIT  |          | % Met Proj. Growth |          | Mean Cond. Growth Percentile |          |                              |  |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
|  | S2025   | F2024  | S2025          | F2024 | S2025          | W25toS25 | F24toS25           | F24toW25 | W25toS25                     | F24toS25 |                              |  |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
| Grade  |   |  |                |       |                |          |                    |          |                              |          |                              |  |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
| K  | 60  | 43   | 70             | 30    | 80             | 90       | 92                 | 63       | 83                           | 85       |                              |  |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
| 1  | 37  | 42   | 49             | 32    | 43             | 88       | 81                 | 45       | 75                           | 71       |                              |  |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
| 2  | 52  | 25   | 32             | 14    | 33             | 69       | 59                 | 47       | 60                           | 54       |                              |  |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
| 3  | 61  | 22   | 28             | 16    | 21             | 60       | 65                 | 57       | 54                           | 60       |                              |  |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
| 4  | 73  | 20   | 16             | 16    | 11             | 63       | 32                 | 27       | 57                           | 37       |                              |  |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
| 5  | 88  | 19   | 16             | 12    | 8              | 62       | 39                 | 34       | 56                           | 43       |                              |  |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
| Ethnicity                                    |   |  |                |       |                |          |                    |          |                              |          |                              |  |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
| A  | 31  | 39   | 49             | 27    | 48             | 96       | 50                 | 23       | 87                           | 51       |                              |  |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
| B  | 207   | 26   | 29             | 18    | 26             | 70       | 55                 | 44       | 60                           | 54       |                              |  |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
| H  | 86  | 19   | 27             | 13    | 21             | 55       | 48                 | 45       | 53                           | 48       |                              |  |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
| W  | 24  | 36   | 47             | 30    | 54             | 82       | 62                 | 44       | 73                           | 61       |                              |  |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
| Multi  | 19  | 29   | 46             | 17    | 47             | 84       | 79                 | 48       | 73                           | 70       |                              |  |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
| SWD  | 102   | 11   | 14             | 3     | 10             | 57       | 55                 | 47       | 55                           | 54       |                              |  |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
| ELL  | 65  | 18   | 32             | 8     | 29             | 74       | 58                 | 41       | 70                           | 56       |                              |  |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
| ECO  | 310   | 25   | 31             | 18    | 28             | 69       | 55                 | 43       | 61                           | 54       |                              |  |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
| ALL (K-5)                                    | 371   | 26   | 32             | 18    | 29             | 70       | 56                 | 43       | 62                           | 54       |                              |  |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |

| DI Indicator #<br>and<br>Name | Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DI.<br><ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment.</li> <li>• Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.</li> </ul>  | Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment.<br><ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale.</li> <li>• Describe ongoing process monitoring and how impact will be measured throughout the year.</li> <li>• Include the following progress goals as explained on page 5:               <ul style="list-style-type: none"> <li>○ <i>Early Implementation Progress Goal</i></li> <li>○ <i>Mid-Year Progress Goal</i></li> <li>○ <i>Spring Progress Goal</i></li> </ul> </li> </ul>  |
|-------------------------------|---|--|
|                               | <ul style="list-style-type: none"> <li>• Math interventionists administered and reviewed Bridges Progress Monitoring every two weeks to track students' mastery of foundational skills and address unfinished learning.</li> <li>• Coaches supported continued utilization of (IXL) NWEA skills plans within the IXL platform.</li> <li>• Teachers participated in peer to peer professional development within the building and across the district.</li> <li>• Focused support through collaboration with community partners and high-quality tutoring for subgroup students performing at or above grade level."</li> </ul> <p>Our 24.25 NWEA math data showed that our Black subgroup demonstrated growth in math between Fall 2024 (23% of Black students met their RIT) and Spring 2025 (31% of Black students met their RIT). We also met our 24.25 progress target with 42.8. Our achievement of 56.1 is nearly a 20 point increase for this subgroup from the same period in the 2023-2024 SY.</p> <p>While we did see an increase in the RIT scores for this subgroup, the percent of students who met their projected growth did not increase from Fall to Spring. It is worth noting that as achievement increases the amount of growth can often decrease. The MGP in the fall was 44%, it peaked at 60% in winter and ended the year at</p> | <p>to see 25% of all students meeting their grade level proficiency and 80% meeting their growth target. <b>Leadership:</b> 100% of classrooms will have had at least 3 or more classroom visits/walkthroughs. At least a 5% increase in growth and projected achievement from Spring 2025 in Core Subjects</p> <ul style="list-style-type: none"> <li>• <b>End-of-Year:</b> NWEA ELA/Math data, Illustrative Math Unit assessments, Grade 2-5 IM Cooldowns data will be utilized to progress monitor this subgroup. The expectation is to see 35% of all students meeting their grade level proficiency and 80% meeting their growth target. <b>Leadership:</b> 100% of the classrooms will have at least 5 or more classroom visits/walk throughs. At least a 5% increase in growth and projected achievement from Spring 2025 in Core Subjects</li> </ul> |

| <p>DI Indicator #<br/>and<br/>Name</p>          | <p>Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DI.</p> <ul style="list-style-type: none"> <li>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment.</li> <li>Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.</li> </ul>   | <p>Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment.</p> <ul style="list-style-type: none"> <li>Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale.</li> <li>Describe ongoing process monitoring and how impact will be measured throughout the year.</li> <li>Include the following progress goals as explained on page 5: <ul style="list-style-type: none"> <li>Early Implementation Progress Goal</li> <li>Mid-Year Progress Goal</li> <li>Spring Progress Goal</li> </ul> </li> </ul> |       |                |       |               |          |                    |          |          |                              |  |  |       |       |       |       |       |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
|---|--|--|-------|----------------|-------|---------------|----------|--------------------|----------|----------|------------------------------|--|--|-------|-------|-------|-------|-------|----------|----------|----------|----------|-------|--|--|--|--|--|--|--|--|--|--|--|---|----|----|----|----|----|----|----|----|----|----|---|----|----|----|----|----|----|----|----|----|----|---|----|----|----|----|----|----|----|----|----|----|---|----|----|----|----|----|----|----|----|----|----|---|----|----|----|----|----|----|----|----|----|----|---|----|----|----|----|---|----|----|----|----|----|-----------|--|--|--|--|--|--|--|--|--|--|---|----|----|----|----|----|----|----|----|----|----|---|-----|----|----|----|----|----|----|----|----|----|---|----|----|----|----|----|----|----|----|----|----|---|----|----|----|----|----|----|----|----|----|----|-------|----|----|----|----|----|----|----|----|----|----|-----|-----|----|----|---|----|----|----|----|----|----|-----|----|----|----|---|----|----|----|----|----|----|-----|-----|----|----|----|----|----|----|----|----|----|-----------|-----|----|----|----|----|----|----|----|----|----|--|
|   | <p>54%. This subgroup is growing but the growth is still well below the district goal of 80%.</p>  |  |       |                |       |               |          |                    |          |          |                              |  |  |       |       |       |       |       |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
| <p><b>3-8 Math Hispanic Core Subject PI</b></p> | <p>Giffen Memorial Elementary School Spring 2025 NWEA Math</p> <table border="1" data-bbox="505 722 1311 1015"> <thead> <tr> <th rowspan="2">Subgroup</th> <th rowspan="2">N</th> <th colspan="2">Mean Test %ile</th> <th colspan="2">%Met Mean RIT</th> <th colspan="3">% Met Proj. Growth</th> <th colspan="3">Mean Cond. Growth Percentile</th> </tr> <tr> <th>S2025</th> <th>F2024</th> <th>S2025</th> <th>F2024</th> <th>S2025</th> <th>F24toS25</th> <th>F24toW25</th> <th>W25toS25</th> <th>F24toS25</th> </tr> </thead> <tbody> <tr> <td>Grade</td> <td></td> </tr> <tr> <td>K</td> <td>60</td> <td>43</td> <td>70</td> <td>30</td> <td>80</td> <td>90</td> <td>92</td> <td>63</td> <td>83</td> <td>85</td> </tr> <tr> <td>1</td> <td>37</td> <td>42</td> <td>49</td> <td>32</td> <td>43</td> <td>88</td> <td>81</td> <td>45</td> <td>75</td> <td>71</td> </tr> <tr> <td>2</td> <td>52</td> <td>25</td> <td>32</td> <td>14</td> <td>33</td> <td>69</td> <td>59</td> <td>47</td> <td>60</td> <td>54</td> </tr> <tr> <td>3</td> <td>61</td> <td>22</td> <td>28</td> <td>16</td> <td>21</td> <td>60</td> <td>65</td> <td>57</td> <td>54</td> <td>60</td> </tr> <tr> <td>4</td> <td>73</td> <td>20</td> <td>16</td> <td>16</td> <td>11</td> <td>65</td> <td>32</td> <td>27</td> <td>57</td> <td>37</td> </tr> <tr> <td>5</td> <td>88</td> <td>19</td> <td>16</td> <td>12</td> <td>8</td> <td>62</td> <td>39</td> <td>34</td> <td>56</td> <td>43</td> </tr> <tr> <td>Ethnicity</td> <td></td> </tr> <tr> <td>A</td> <td>31</td> <td>39</td> <td>49</td> <td>27</td> <td>48</td> <td>96</td> <td>50</td> <td>23</td> <td>87</td> <td>51</td> </tr> <tr> <td>B</td> <td>207</td> <td>26</td> <td>29</td> <td>18</td> <td>26</td> <td>70</td> <td>55</td> <td>44</td> <td>60</td> <td>54</td> </tr> <tr> <td>H</td> <td>96</td> <td>19</td> <td>27</td> <td>13</td> <td>21</td> <td>53</td> <td>48</td> <td>45</td> <td>53</td> <td>48</td> </tr> <tr> <td>W</td> <td>24</td> <td>36</td> <td>47</td> <td>30</td> <td>54</td> <td>82</td> <td>62</td> <td>44</td> <td>73</td> <td>61</td> </tr> <tr> <td>Multi</td> <td>19</td> <td>29</td> <td>46</td> <td>17</td> <td>47</td> <td>84</td> <td>79</td> <td>48</td> <td>73</td> <td>70</td> </tr> <tr> <td>SWD</td> <td>102</td> <td>11</td> <td>14</td> <td>3</td> <td>10</td> <td>57</td> <td>55</td> <td>47</td> <td>55</td> <td>54</td> </tr> <tr> <td>ELL</td> <td>65</td> <td>18</td> <td>32</td> <td>8</td> <td>29</td> <td>74</td> <td>58</td> <td>41</td> <td>70</td> <td>56</td> </tr> <tr> <td>ECO</td> <td>310</td> <td>25</td> <td>31</td> <td>18</td> <td>28</td> <td>69</td> <td>55</td> <td>43</td> <td>61</td> <td>54</td> </tr> <tr> <td>ALL (K-5)</td> <td>371</td> <td>26</td> <td>32</td> <td>18</td> <td>29</td> <td>70</td> <td>56</td> <td>43</td> <td>62</td> <td>54</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>During Common Planning Time, teachers used lesson study and data study protocols to better plan targeted instruction and help students reach achievement goals. The Lesson Study Protocol helped to align instruction by having teachers anticipate student thinking, address misconceptions, and plan ways for all students to engage.</li> <li>K-5 Teachers administered and analyzed daily/weekly formative assessments (Cool Downs) to monitor student progress and mastery of grade-level skills as they are</li> </ul> | Subgroup   | N     | Mean Test %ile |       | %Met Mean RIT |          | % Met Proj. Growth |          |          | Mean Cond. Growth Percentile |  |  | S2025 | F2024 | S2025 | F2024 | S2025 | F24toS25 | F24toW25 | W25toS25 | F24toS25 | Grade |  |  |  |  |  |  |  |  |  |  |  | K | 60 | 43 | 70 | 30 | 80 | 90 | 92 | 63 | 83 | 85 | 1 | 37 | 42 | 49 | 32 | 43 | 88 | 81 | 45 | 75 | 71 | 2 | 52 | 25 | 32 | 14 | 33 | 69 | 59 | 47 | 60 | 54 | 3 | 61 | 22 | 28 | 16 | 21 | 60 | 65 | 57 | 54 | 60 | 4 | 73 | 20 | 16 | 16 | 11 | 65 | 32 | 27 | 57 | 37 | 5 | 88 | 19 | 16 | 12 | 8 | 62 | 39 | 34 | 56 | 43 | Ethnicity |  |  |  |  |  |  |  |  |  |  | A | 31 | 39 | 49 | 27 | 48 | 96 | 50 | 23 | 87 | 51 | B | 207 | 26 | 29 | 18 | 26 | 70 | 55 | 44 | 60 | 54 | H | 96 | 19 | 27 | 13 | 21 | 53 | 48 | 45 | 53 | 48 | W | 24 | 36 | 47 | 30 | 54 | 82 | 62 | 44 | 73 | 61 | Multi | 19 | 29 | 46 | 17 | 47 | 84 | 79 | 48 | 73 | 70 | SWD | 102 | 11 | 14 | 3 | 10 | 57 | 55 | 47 | 55 | 54 | ELL | 65 | 18 | 32 | 8 | 29 | 74 | 58 | 41 | 70 | 56 | ECO | 310 | 25 | 31 | 18 | 28 | 69 | 55 | 43 | 61 | 54 | ALL (K-5) | 371 | 26 | 32 | 18 | 29 | 70 | 56 | 43 | 62 | 54 | <ul style="list-style-type: none"> <li>Lesson plan development needs to include teacher and student moves that incorporate language acquisition within the core instruction of the lesson, not just in small groups and EAI (Enrichment/Acceleration/Intervention) blocks. The lesson study and data study protocols will attend to this shift by focusing on rigor and cognitive demands of the standards, anticipating student thinking and misconceptions, and aligning instruction to key outcomes and success criteria. Additionally, data study will examine student work, formative and summative data to identify trends within the subgroup, and refine and re-engage students when gaps are identified.</li> <li>The administrative team will utilize classroom visits and walkthroughs, and coaching cycles and fidelity checks to ensure the implementation of these protocols. Feedback will be given to progress monitor the instructional delivery. When necessary, additional support and professional development will be provided to individual staff based on their individual classroom data.</li> <li><b>Early progress:</b> Baseline/Spring data will be reviewed and shared with new teachers to inform their design of their Tier 1 academic plans. <b>Leadership:</b> 100% of classrooms will have at least one classroom visit/walk through within the first six weeks</li> <li><b>Mid-Year:</b> NWEA ELA/Math data, Illustrative Math Unit assessments, Grade 2-5 IM Cooldowns data will be utilized to progress monitor this subgroup. The expectation is to have 25% of all students meet their grade level proficiency and 80% meet their growth target. <b>Leadership:</b> 100% of classrooms will have at least 3 or more</li> </ul> |
| Subgroup  | N  |  |       | Mean Test %ile |       | %Met Mean RIT |          | % Met Proj. Growth |          |          | Mean Cond. Growth Percentile |  |  |       |       |       |       |       |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
|   |  | S2025  | F2024 | S2025          | F2024 | S2025         | F24toS25 | F24toW25           | W25toS25 | F24toS25 |                              |  |  |       |       |       |       |       |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
| Grade   |  |  |       |                |       |               |          |                    |          |          |                              |  |  |       |       |       |       |       |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
| K   | 60   | 43   | 70    | 30             | 80    | 90            | 92       | 63                 | 83       | 85       |                              |  |  |       |       |       |       |       |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
| 1   | 37   | 42   | 49    | 32             | 43    | 88            | 81       | 45                 | 75       | 71       |                              |  |  |       |       |       |       |       |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
| 2   | 52   | 25   | 32    | 14             | 33    | 69            | 59       | 47                 | 60       | 54       |                              |  |  |       |       |       |       |       |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
| 3   | 61   | 22   | 28    | 16             | 21    | 60            | 65       | 57                 | 54       | 60       |                              |  |  |       |       |       |       |       |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
| 4   | 73   | 20   | 16    | 16             | 11    | 65            | 32       | 27                 | 57       | 37       |                              |  |  |       |       |       |       |       |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
| 5   | 88   | 19   | 16    | 12             | 8     | 62            | 39       | 34                 | 56       | 43       |                              |  |  |       |       |       |       |       |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
| Ethnicity                                       |  |  |       |                |       |               |          |                    |          |          |                              |  |  |       |       |       |       |       |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
| A   | 31   | 39   | 49    | 27             | 48    | 96            | 50       | 23                 | 87       | 51       |                              |  |  |       |       |       |       |       |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
| B   | 207  | 26   | 29    | 18             | 26    | 70            | 55       | 44                 | 60       | 54       |                              |  |  |       |       |       |       |       |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
| H   | 96   | 19   | 27    | 13             | 21    | 53            | 48       | 45                 | 53       | 48       |                              |  |  |       |       |       |       |       |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
| W   | 24   | 36   | 47    | 30             | 54    | 82            | 62       | 44                 | 73       | 61       |                              |  |  |       |       |       |       |       |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
| Multi   | 19   | 29   | 46    | 17             | 47    | 84            | 79       | 48                 | 73       | 70       |                              |  |  |       |       |       |       |       |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
| SWD   | 102  | 11   | 14    | 3              | 10    | 57            | 55       | 47                 | 55       | 54       |                              |  |  |       |       |       |       |       |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
| ELL   | 65   | 18   | 32    | 8              | 29    | 74            | 58       | 41                 | 70       | 56       |                              |  |  |       |       |       |       |       |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
| ECO   | 310  | 25   | 31    | 18             | 28    | 69            | 55       | 43                 | 61       | 54       |                              |  |  |       |       |       |       |       |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |
| ALL (K-5)                                       | 371  | 26   | 32    | 18             | 29    | 70            | 56       | 43                 | 62       | 54       |                              |  |  |       |       |       |       |       |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |  |

| DI Indicator #<br>and<br>Name            | Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. <ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment.</li> <li>• Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.</li> </ul>   | Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale.</li> <li>• Describe ongoing process monitoring and how impact will be measured throughout the year.</li> <li>• Include the following progress goals as explained on page 5:               <ul style="list-style-type: none"> <li>○ <i>Early Implementation Progress Goal</i></li> <li>○ <i>Mid-Year Progress Goal</i></li> <li>○ <i>Spring Progress Goal</i></li> </ul> </li> </ul>   |
|--|--|--|
| <b>3-8 Math Hispanic Core Subject PI</b> | <p>taught. Teachers then use the analysis to make informed decisions that will enhance student learning.</p> <ul style="list-style-type: none"> <li>• Math interventionists administered and reviewed Bridges Progress Monitoring every two weeks to track students' mastery of foundational skills and to address unfinished learning.</li> <li>• Coaches supported continued utilization of (IXL) NWEA skills plans within the IXL platform.</li> <li>• Teachers participated in peer to peer professional development within the building and across the district.</li> <li>• Focused support through collaboration with community partners and high-quality tutoring for subgroup students performing at or above grade level."</li> </ul> <p>Our 24.25 NWEA math showed that this subgroup achieved a 46.8 with a progress target of 44.8. Looking at data from the previous school year there was some movement of students in Levels 2 and 3, but not in Levels 1 or 4. The identification of "bubble students" and targeted interventions needs to be at the forefront of efforts to ensure this target is met. This subgroup had an increase in their RIT from Fall (13%) to Spring (21%), but the number of students who met their projected growth from Fall to Spring was less than half at 48%.</p> | <p>classroom visits/walk throughs. At least a 5% increase will be seen in growth and projected achievement from Spring 2025 in Core Subjects.</p> <ul style="list-style-type: none"> <li>• <b>End-of-Year:</b> NWEA ELA/Math data, Illustrative Math Unit assessments, Grade 2-5 IM Cooldowns data will be utilized to progress monitor this subgroup. The expectation is that 35% of all students will meet their grade level proficiency and 80% will meet their growth target. <b>Leadership:</b> 100% classrooms will have at least 5 or more visits. At least a 5% increase in growth and projected achievement will be seen from Spring 2025 in Core Subjects</li> <li>• In addition to the intermediate staffing shifts, we hired an ELL teacher to replace the previous teacher who resigned. This will allow for pull out and push in services by a certified staff member instead of a building substitute. Professional development with instructional best practices and district MLL resource materials will be given to ENL and core content staff.</li> </ul> |

| <p>DI Indicator #<br/>and<br/>Name</p> | <p>Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DI.</p> <ul style="list-style-type: none"> <li>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment.</li> <li>Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.</li> </ul>  | <p>Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment.</p> <ul style="list-style-type: none"> <li>Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale.</li> <li>Describe ongoing process monitoring and how impact will be measured throughout the year.</li> <li>Include the following progress goals as explained on page 5: <ul style="list-style-type: none"> <li>Early Implementation Progress Goal</li> <li>Mid-Year Progress Goal</li> <li>Spring Progress Goal</li> </ul> </li> </ul> |                |       |                    |          |                              |          |                              |          |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |   |
|--|---|--|----------------|-------|--------------------|----------|------------------------------|----------|------------------------------|----------|--|-------|-------|-------|-------|-------|----------|----------|----------|----------|----------|-------|--|--|--|--|--|--|--|--|--|--|---|----|----|----|----|----|----|----|----|----|----|---|----|----|----|----|----|----|----|----|----|----|---|----|----|----|----|----|----|----|----|----|----|---|----|----|----|----|----|----|----|----|----|----|---|----|----|----|----|----|----|----|----|----|----|---|----|----|----|----|---|----|----|----|----|----|-----------|--|--|--|--|--|--|--|--|--|--|---|----|----|----|----|----|----|----|----|----|----|---|-----|----|----|----|----|----|----|----|----|----|---|----|----|----|----|----|----|----|----|----|----|---|----|----|----|----|----|----|----|----|----|----|-------|----|----|----|----|----|----|----|----|----|----|-----|-----|----|----|---|----|----|----|----|----|----|-----|----|----|----|---|----|----|----|----|----|----|-----|-----|----|----|----|----|----|----|----|----|----|-----------|-----|----|----|----|----|----|----|----|----|----|---|
| <p><b>NWEA Math Growth-SWD</b></p>     | <p>Giffen Memorial Elementary School Spring 2025 NWEA Math</p> <table border="1" data-bbox="505 654 1311 946"> <thead> <tr> <th rowspan="2">Subgroup</th> <th colspan="2">Mean Test %ile</th> <th colspan="2">%Met Mean RIT</th> <th colspan="2">% Met Proj. Growth</th> <th colspan="3">Mean Cond. Growth Percentile</th> </tr> <tr> <th>S2025</th> <th>F2024</th> <th>S2025</th> <th>F2024</th> <th>S2025</th> <th>W25toS25</th> <th>F24toS25</th> <th>F24toW25</th> <th>W25toS25</th> <th>F24toS25</th> </tr> </thead> <tbody> <tr> <td>Grade</td> <td></td> </tr> <tr> <td>K</td> <td>60</td> <td>43</td> <td>70</td> <td>30</td> <td>80</td> <td>90</td> <td>92</td> <td>63</td> <td>83</td> <td>85</td> </tr> <tr> <td>1</td> <td>37</td> <td>42</td> <td>49</td> <td>32</td> <td>43</td> <td>88</td> <td>81</td> <td>45</td> <td>75</td> <td>71</td> </tr> <tr> <td>2</td> <td>52</td> <td>25</td> <td>32</td> <td>14</td> <td>33</td> <td>69</td> <td>59</td> <td>47</td> <td>60</td> <td>54</td> </tr> <tr> <td>3</td> <td>61</td> <td>22</td> <td>28</td> <td>16</td> <td>21</td> <td>60</td> <td>65</td> <td>57</td> <td>54</td> <td>60</td> </tr> <tr> <td>4</td> <td>73</td> <td>20</td> <td>16</td> <td>16</td> <td>11</td> <td>63</td> <td>32</td> <td>27</td> <td>57</td> <td>37</td> </tr> <tr> <td>5</td> <td>88</td> <td>19</td> <td>16</td> <td>12</td> <td>8</td> <td>62</td> <td>39</td> <td>34</td> <td>56</td> <td>43</td> </tr> <tr> <td>Ethnicity</td> <td></td> </tr> <tr> <td>A</td> <td>31</td> <td>39</td> <td>49</td> <td>27</td> <td>48</td> <td>96</td> <td>50</td> <td>23</td> <td>87</td> <td>51</td> </tr> <tr> <td>B</td> <td>207</td> <td>26</td> <td>29</td> <td>18</td> <td>26</td> <td>70</td> <td>55</td> <td>44</td> <td>60</td> <td>54</td> </tr> <tr> <td>H</td> <td>86</td> <td>19</td> <td>27</td> <td>13</td> <td>21</td> <td>53</td> <td>48</td> <td>45</td> <td>53</td> <td>48</td> </tr> <tr> <td>W</td> <td>24</td> <td>36</td> <td>47</td> <td>30</td> <td>54</td> <td>82</td> <td>62</td> <td>44</td> <td>73</td> <td>61</td> </tr> <tr> <td>Multi</td> <td>19</td> <td>29</td> <td>46</td> <td>17</td> <td>47</td> <td>84</td> <td>79</td> <td>48</td> <td>73</td> <td>70</td> </tr> <tr> <td>SWD</td> <td>102</td> <td>11</td> <td>14</td> <td>3</td> <td>10</td> <td>57</td> <td>55</td> <td>47</td> <td>55</td> <td>54</td> </tr> <tr> <td>ELL</td> <td>65</td> <td>18</td> <td>32</td> <td>8</td> <td>29</td> <td>74</td> <td>58</td> <td>41</td> <td>70</td> <td>56</td> </tr> <tr> <td>ECO</td> <td>310</td> <td>25</td> <td>31</td> <td>18</td> <td>28</td> <td>69</td> <td>55</td> <td>43</td> <td>61</td> <td>54</td> </tr> <tr> <td>ALL (K-5)</td> <td>371</td> <td>26</td> <td>32</td> <td>18</td> <td>29</td> <td>70</td> <td>56</td> <td>43</td> <td>62</td> <td>54</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>During Common Planning Time teachers engaged in lesson study and data study protocols to facilitate a deeper understanding of planning targeted instruction to move students toward achievement goals. The Lesson Study Protocol focuses upon the alignment of instruction. Teachers dig deeper into a component of the lesson by anticipating student thinking, and identifying misconceptions and planning opportunities so all students can engage in the task.</li> <li>K-5 Teachers administered and analyzed daily/weekly formative assessments (Cool Downs) to monitor student progress and mastery of grade-level skills as they are</li> </ul> | Subgroup   | Mean Test %ile |       | %Met Mean RIT      |          | % Met Proj. Growth           |          | Mean Cond. Growth Percentile |          |  | S2025 | F2024 | S2025 | F2024 | S2025 | W25toS25 | F24toS25 | F24toW25 | W25toS25 | F24toS25 | Grade |  |  |  |  |  |  |  |  |  |  | K | 60 | 43 | 70 | 30 | 80 | 90 | 92 | 63 | 83 | 85 | 1 | 37 | 42 | 49 | 32 | 43 | 88 | 81 | 45 | 75 | 71 | 2 | 52 | 25 | 32 | 14 | 33 | 69 | 59 | 47 | 60 | 54 | 3 | 61 | 22 | 28 | 16 | 21 | 60 | 65 | 57 | 54 | 60 | 4 | 73 | 20 | 16 | 16 | 11 | 63 | 32 | 27 | 57 | 37 | 5 | 88 | 19 | 16 | 12 | 8 | 62 | 39 | 34 | 56 | 43 | Ethnicity |  |  |  |  |  |  |  |  |  |  | A | 31 | 39 | 49 | 27 | 48 | 96 | 50 | 23 | 87 | 51 | B | 207 | 26 | 29 | 18 | 26 | 70 | 55 | 44 | 60 | 54 | H | 86 | 19 | 27 | 13 | 21 | 53 | 48 | 45 | 53 | 48 | W | 24 | 36 | 47 | 30 | 54 | 82 | 62 | 44 | 73 | 61 | Multi | 19 | 29 | 46 | 17 | 47 | 84 | 79 | 48 | 73 | 70 | SWD | 102 | 11 | 14 | 3 | 10 | 57 | 55 | 47 | 55 | 54 | ELL | 65 | 18 | 32 | 8 | 29 | 74 | 58 | 41 | 70 | 56 | ECO | 310 | 25 | 31 | 18 | 28 | 69 | 55 | 43 | 61 | 54 | ALL (K-5) | 371 | 26 | 32 | 18 | 29 | 70 | 56 | 43 | 62 | 54 | <ul style="list-style-type: none"> <li>Lesson plan development needs to include teacher and student moves that incorporate language acquisition within the core instruction of the lesson, not just in small groups and EAI (Enrichment/Acceleration/Intervention) blocks. The lesson study and data study protocols will attend to this shift by focusing on rigor and cognitive demands of the standards, anticipating student thinking and misconceptions, and aligning instruction to key outcomes and success criteria. Additionally, data study will examine student work and formative and summative data to identify trends within the subgroup and refine and re-engage students when gaps are identified.</li> <li>The administrative team will utilize classroom visits and walkthroughs, coaching cycles and fidelity checks to ensure the implementation of these protocols. Feedback will be given to progress monitor the instructional delivery. When necessary, additional support and professional development will be provided to individual staff based on their individual classroom data.</li> <li>The MTSS-I team will continue to monitor behavior and academic support and data with this subgroup to ensure that behaviors do not interfere with time on task, or cause classroom disruptions, and/or the loss of instruction due to classroom removal.</li> <li><b>Early progress:</b> Baseline/Spring data will be reviewed and shared with new teachers to inform their design of their Tier 1 academic plans. <b>Leadership:</b> 100% of classrooms will have at least one visit within the first six weeks</li> <li><b>Mid-Year:</b> NWEA ELA/Math data, Illustrative Math Unit assessments, Grade 2-5 IM Cooldowns data will be utilized to progress monitor this subgroup. The expectation is to have 25% of all students meet their grade level proficiency and 80% meet their growth target. <b>Leadership:</b> 100% of classrooms will have at least 3 or more</li> </ul> |
| Subgroup                               | Mean Test %ile  |  | %Met Mean RIT  |       | % Met Proj. Growth |          | Mean Cond. Growth Percentile |          |                              |          |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |   |
|  | S2025   | F2024  | S2025          | F2024 | S2025              | W25toS25 | F24toS25                     | F24toW25 | W25toS25                     | F24toS25 |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |   |
| Grade                                  |   |  |                |       |                    |          |                              |          |                              |          |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |   |
| K                                      | 60  | 43   | 70             | 30    | 80                 | 90       | 92                           | 63       | 83                           | 85       |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |   |
| 1                                      | 37  | 42   | 49             | 32    | 43                 | 88       | 81                           | 45       | 75                           | 71       |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |   |
| 2                                      | 52  | 25   | 32             | 14    | 33                 | 69       | 59                           | 47       | 60                           | 54       |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |   |
| 3                                      | 61  | 22   | 28             | 16    | 21                 | 60       | 65                           | 57       | 54                           | 60       |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |   |
| 4                                      | 73  | 20   | 16             | 16    | 11                 | 63       | 32                           | 27       | 57                           | 37       |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |   |
| 5                                      | 88  | 19   | 16             | 12    | 8                  | 62       | 39                           | 34       | 56                           | 43       |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |   |
| Ethnicity                              |   |  |                |       |                    |          |                              |          |                              |          |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |   |
| A                                      | 31  | 39   | 49             | 27    | 48                 | 96       | 50                           | 23       | 87                           | 51       |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |   |
| B                                      | 207   | 26   | 29             | 18    | 26                 | 70       | 55                           | 44       | 60                           | 54       |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |   |
| H                                      | 86  | 19   | 27             | 13    | 21                 | 53       | 48                           | 45       | 53                           | 48       |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |   |
| W                                      | 24  | 36   | 47             | 30    | 54                 | 82       | 62                           | 44       | 73                           | 61       |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |   |
| Multi                                  | 19  | 29   | 46             | 17    | 47                 | 84       | 79                           | 48       | 73                           | 70       |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |   |
| SWD                                    | 102   | 11   | 14             | 3     | 10                 | 57       | 55                           | 47       | 55                           | 54       |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |   |
| ELL                                    | 65  | 18   | 32             | 8     | 29                 | 74       | 58                           | 41       | 70                           | 56       |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |   |
| ECO                                    | 310   | 25   | 31             | 18    | 28                 | 69       | 55                           | 43       | 61                           | 54       |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |   |
| ALL (K-5)                              | 371   | 26   | 32             | 18    | 29                 | 70       | 56                           | 43       | 62                           | 54       |  |       |       |       |       |       |          |          |          |          |          |       |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |   |    |    |    |    |    |           |  |  |  |  |  |  |  |  |  |  |   |    |    |    |    |    |    |    |    |    |    |   |     |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |       |    |    |    |    |    |    |    |    |    |    |     |     |    |    |   |    |    |    |    |    |    |     |    |    |    |   |    |    |    |    |    |    |     |     |    |    |    |    |    |    |    |    |    |           |     |    |    |    |    |    |    |    |    |    |   |

| DI Indicator #<br>and<br>Name | Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DI.<br><ul style="list-style-type: none"> <li>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment.</li> <li>Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.</li> </ul>   | Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment.<br><ul style="list-style-type: none"> <li>Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale.</li> <li>Describe ongoing process monitoring and how impact will be measured throughout the year.</li> <li>Include the following progress goals as explained on page 5:               <ul style="list-style-type: none"> <li>Early Implementation Progress Goal</li> <li>Mid-Year Progress Goal</li> <li>Spring Progress Goal</li> </ul> </li> </ul> |
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| <b>NWEA Math Growth-SWD</b>   | <p>taught. Teachers then used the analysis to make informed decisions that will enhance student learning.</p> <ul style="list-style-type: none"> <li>Math Interventionist administered and analyzed Bridges Progress Monitoring biweekly to progress monitor the mastery of foundational skills (unfinished instruction).</li> <li>Coaches supported continued utilization of the digital platform IXL to close foundational skills gaps in grades 3-5.</li> <li>Teachers were provided opportunities to engage in peer to peer professional development within the building and across the district.</li> </ul> <p>Spring 2024-25 math data showed growth amongst Students with Disabilities (SWD), with an increase in students meeting their RIT goals from 3% in the Fall to 10% in the Spring. Their projected growth rate was 55% (Fall–Spring) and 57% (Winter–Spring), but this subgroup still needs improvement. Of the 102 SWDs at Giffen, 45 are in self-contained settings with significant behavioral and developmental needs. Additionally, a new staff member was hired in January, and a LOA took place from Nov.-Apr. The number of self-contained classrooms at Giffen will be reduced from 3 to 1 for the 25.26 SY. Academic and instructional support from math interventionists, coaches, and reading specialists will continue for the remaining self-contained and co-taught classes.</p> | <p>classroom visits/walk throughs. There will be at least a 5% increase in growth and projected achievement from Spring 2025 in Core Subjects</p> <ul style="list-style-type: none"> <li><b>End-of-Year:</b> NWEA ELA/Math data, Illustrative Math Unit assessments, Grade 2-5 IM Cooldowns data will be utilized to progress monitor this subgroup. The expectation is to see 35% of all students meeting their grade level proficiency and 80% meeting their growth target. <b>Leadership:</b> 100% classrooms will have had at least 5 or more classroom visits/walk throughs. At least 5% increase of the growth and projected achievement from Spring 2025 in Core Subjects</li> </ul>  |

| DI Indicator #<br>and<br>Name    | Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DI.<br><ul style="list-style-type: none"> <li>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment.</li> <li>Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.</li> </ul>  | Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment.<br><ul style="list-style-type: none"> <li>Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale.</li> <li>Describe ongoing process monitoring and how impact will be measured throughout the year.</li> <li>Include the following progress goals as explained on page 5:               <ul style="list-style-type: none"> <li><i>Early Implementation Progress Goal</i></li> <li><i>Mid-Year Progress Goal</i></li> <li><i>Spring Progress Goal</i></li> </ul> </li> </ul>  |
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| <b>NWEA Reading Growth - SWD</b> | <ul style="list-style-type: none"> <li>Common planning time: Teachers engaged in lesson study and data study protocols during CPT to facilitate a deeper understanding of planning targeted instruction to move students toward achievement goals. The Lesson Study Protocol focuses on the alignment of instruction.</li> <li>Coaches supported continued utilization of digital platforms (IXL and Common Lit) for closing foundational skills and comprehension gaps in grades 3-5.</li> <li>Teachers were provided opportunities to engage in peer to peer professional development within the building and across the district.</li> <li>Professional development was provided around goal setting, Tier 1 classroom behavioral engagement, and the identification of NWEA RIT band bubble students for intervention groups and plans.</li> <li>Focused support through collaboration with community partners and high-quality tutoring for subgroup students performing at or above grade level."</li> </ul> <p>Spring 2024-25 reading data showed growth amongst Students with Disabilities (SWDs), with an increase in students meeting their RIT goals from 8% in the Fall to 15% in the Spring. The percentage of students who met their projected growth rate increased to 62%</p> | <ul style="list-style-type: none"> <li>Lesson plan development needs to include teacher and student moves that incorporate language acquisition within the core instruction of the lesson, not just in small groups and EAI (Enrichment/Acceleration/Intervention) blocks. The lesson study and data study protocols will attend to this shift by focusing on rigor and cognitive demands of the standards, anticipating student thinking and misconceptions, and aligning instruction to key outcomes and success criteria. Additionally, data study will examine student work and formative and summative data to identify trends within the subgroup and refine and re-engage students when gaps are identified.</li> <li>The administrative team will utilize classroom visits and walkthroughs, and coaching cycles and fidelity checks to ensure the implementation of these protocols. Feedback will be given to progress monitor instructional delivery. When necessary, additional support and professional development will be provided to individual staff based on their individual classroom data.</li> <li><b>Early progress:</b> Baseline/Spring data will be reviewed and shared with new teachers to inform the design of their Tier 1 academic plans.</li> <li><b>Mid-Year:</b> NWEA ELA/Math data, Grade 3-5 CommonLit Trimester Assessment and IXL data will be utilized to progress monitor this subgroup. The expectation is to see 25% of all students meet their grade level proficiency and 80% meet their growth target.</li> <li><b>End-of-Year:</b> NWEA ELA/Math data, Grade 3-5 CommonLit Trimester Assessment and IXL data will be utilized to progress monitor this subgroup. The expectation is to see 35% of all students meet their grade level proficiency and 80% meet their growth target</li> </ul> |

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| <p>DI Indicator #<br/>and<br/>Name</p> | <p>Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII.</p> <ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment.</li> <li>• Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.</li> </ul>   | <p>Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment.</p> <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale.</li> <li>• Describe ongoing process monitoring and how impact will be measured throughout the year.</li> <li>• Include the following progress goals as explained on page 5: <ul style="list-style-type: none"> <li>○ <i>Early Implementation Progress Goal</i></li> <li>○ <i>Mid-Year Progress Goal</i></li> <li>○ <i>Spring Progress Goal</i></li> </ul> </li> </ul> |
|  | <p>from (Winter-Spring) as compared to the overall (Fall–Spring) of 53%, but this subgroup still needs improvement.</p> <p>Although we still remain well below our goal of 80% proficiency, an analysis of our NWEA growth revealed the following: NWEA proficiency rates increased in 74% of our classrooms; 68% (14 out of 19 classrooms) of all classrooms had 50% or more students achieve their individual growth scores. Of the 102 SWDs at Giffen, 45 are in self-contained settings with significant behavioral and developmental needs. Additionally, a new staff member was hired in January, and a LOA took place from Nov.-Apr. The number of self-contained classrooms at Giffen will be reduced from 3 to 1 for the 25.26 SY. Academic and instructional support from math interventionists, coaches, and reading specialists will continue for the remaining self-contained and co-taught classes.</p> | <ul style="list-style-type: none"> <li>• Staffing shifts within the intermediate grades will be implemented as well. Grades 4 and 5 will remain departmentalized, while the Grade 3 team will loop with their students to Grade 4. Grade 3 will become a non-departmentalized grade band with summer professional development opportunities for the teachers moving to this grade.</li> </ul>   |

**Part IV – Executive Summary**

The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public. Limit the summary to *no more than 250 words per summary*. Applicable links must be made publicly accessible prior to submitting the report.

| <p align="center"><b>Summary of Quarter 4<br/>May 1, 2025 – June 30, 2025</b></p>   | <p align="center"><b>Summary of Systems and Processes That Will Guide the<br/>2025-2026 School Year Continuation Plan</b></p>   |
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| <p>Reflect on the changes and progress made during Quarter 4 and provide a <i>plain-language summary</i> to include:</p> <ul style="list-style-type: none"> <li>• How these systems and processes were utilized to implement lead strategies and engage the community.</li> <li>• Any relevant findings and actions taken to enact the Powers of the Receiver.</li> </ul> | <p>After reflecting on progress made during the 2024-2025 school year, provide an overview the school’s vision for improvement, as aligned to the district’s strategic goals, for the 2025-2026 school year. Include:</p> <ul style="list-style-type: none"> <li>• A brief description of the school’s theory of action for improvement during the 2025-2026 school year.</li> <li>• How this theory of action will build upon the progress made during 2024-2025.</li> </ul> |

## COGNIA

During the month of May, Giffen partnered with COGNIA, an educational consultant company, to do a full evaluation of the teaching and learning environment. The two- and half-day assessment concluded with a report that lifted two major areas of focus to shift student achievement: Behavior and Academics. They provided report findings along with recommendations (administrative, staffing and procedural) on both the handling of student behavior and safety, and ensuring high-quality instruction.

### Behavior

The administrative team, along with the social emotional staff, remained vigilant in addressing student behavior. The refocus room was utilized more frequently for students to co-regulate with a member of the SEL staff with the goal of re-entering students into class once they returned to baseline. Home school coordinators and administrative staff were positioned in the hall outside of classrooms using rolling carts to lend in-the-moment support to students and classrooms in need. Additionally, the district behavior coaches provided weekly coaching and PLC PD to assist in the facilitation of the MTSS processes and procedures. This helped with quality assurance adherence to the student referrals to the CSE.

In June, the Behavior Team met to review behavior and safety plans; identifying strategies and systems for addressing behavior concerns in the Fall. The Behavior Team and PBIS planned summer meetings to prepare for a renewed rollout of PBIS in September. The Building Leadership Team met in June and identified goals to improve our behavioral systems for next year. These shifts included new procedures for monitoring classroom points to track student behavior. The team also committed to dedicated monthly behavioral CPT and PD time to provide support for classroom teachers. The building also began work on a new Behavior Handbook, reflecting these shifts.

## COGNIA

The COGNIA recommendations for **behavioral engagement** focused on the following:

- Clearly define behavioral expectations for students and staff
- Establish and consistently implement school-wide behavioral systems that promote respect, climate of care, students' sense of psychological and physical safety
- Ensure all staff are responsible for implementation
- Communicate progress with stakeholders

The recommendations for **instruction** focused on the following:

- Develop and implement coherent schoolwide, rigorous, standards aligned, grade-level, differentiated, learner centered instruction.
- Identify instructional look-fors, non-negotiables, student engagement expectations, protocols for classroom data binders
- Professional learning and feedback loops, and protocols to ensure implementation and oversight.

### Behavior

We will continue our focus on improving behavior by meeting the individual needs of our students. Our theory of action for the 25-26 school year is rooted in two primary areas of focus. We will restructure our Tier 1 classroom systems and make shifts to integrate our Tier 2-3 Behavior support into the MTSS-I structure.

### Tier 1

To better support individual teachers, we will adjust systems around our Tier 1 plans. The multi-pronged approach will include the regular review of classroom-specific plans, classroom visits by administration to assess fidelity, and regular opportunities for coaching and support. Our building objective is to transfer the sound coaching practices that we have established in academics into addressing our behavioral needs. We have identified specific goals for fidelity across classrooms.

We are reworking our PBIS system under new leadership. We will maintain practices such as whole school assemblies, but will role out new reward systems. We are planning explicit instruction on our "Three B's" and will start the year with a "field trip" focused on relaying expectations in different spaces around our school. We are also codifying these shifts into a new Behavior Handbook that will provide faculty with both an overview of shared expectations as well as support.

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| <p><b>Instruction/Academic</b></p> <p>As the year was brought to a close Giffen continued its work with the Continuation Plan at the forefront of our initiatives. Weekly common planning time (CPT) was used to focus on instructional strategies with a focus on the lesson study protocol to ensure that the instruction being provided is culturally responsive and data-driven. The CPTs were facilitated by instructional coaches with input from the administration and a consultant. Instructional and behavioral coaching cycles continue to occur on an as needed / requested basis to maximize instructional minutes and student engagement. We experienced another loss in the teaching staff due to a resignation. However, instructional coaches and interventionists push-in or pull-out on or above grade level students to prevent learning loss and the loss of instruction during the onboarding process. Lastly, for the final administration of our benchmark assessment of the NWEA, we directed teams to administer the test in small or individual settings, and all students had goal setting meetings where they were made aware of their winter score and their individual goal. Preliminary review of this data showed that we made some gains in the Core subjects indicator.</p> | <p><b>Tier 2 and 3</b></p> <p>We are making a significant shift from separate MTSS-A and MTSS-B teams into one integrated MTSS-I Framework. We identified team members and identified subcommittees. Most of our existing team members attended district training on best practices this year, and will receive active district-level coaching throughout the year. The goal is to use a wide array of data points to identify and address behavior and academic concerns.</p> <p><b>Instruction/Academic</b></p> <p>Our theory and approach for instruction for the 25-26 school is to root the training and implementation of the Lesson Study protocol, and have an emphasis on learning targets, planned questioning, and feedback. We will maintain our PD and CPT structure, and we will leverage it in several specific ways this year.</p> <p>The Building Leadership Team established academic non-negotiables. These include::</p> <ul style="list-style-type: none"> <li>• Instituting TAG, a system of peer-to-peer feedback to create a reflective building culture.</li> <li>• The expectation that <u>all</u> teachers will engage in coaching cycles.</li> <li>• Requiring teachers to present evidence of lesson planning, including learning targets, planned questions, and student feedback</li> </ul> |
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**Part V – 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 2024-2025 school year.*

**Report Out of 2024-2025 CET Plan Implementation**

**Plan for Use of CET Recommendations during the 2025-2026**

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| <ul style="list-style-type: none"> <li>List the roles/titles of stakeholders who have <i>consistently</i> participated as CET members during 2024-2025, including their constituent categories. Include any changes made to the CET's membership during Quarter 4.</li> <li>Describe how recommendations made by the CET during Quarter 4 were used to inform the implementation of the school's improvement plan.</li> <li>Provide data and related evidence used to measure the impact and efficacy of the CET during 2024-2025.</li> </ul>  | <ul style="list-style-type: none"> <li>Include any changes that will be made to CET membership for the 2025-2026 school year. Include the roles/titles of new members.</li> <li>Outline the process by which new members of the CET will be identified and selected<sup>2</sup>, including action steps to increase participation of parents/family members and students.</li> <li>Outline the school's plan for ensuring the CET's engagement and contributions are represented in decisions made about the school's improvement plan and implementation, including how the CET's impact will be measured.</li> <li>Identify the methods that will ensure the CET will have the necessary information and key data to analyze the impact of lead strategies and/or department-approved intervention and turnaround model in a timely manner.</li> </ul>   |
| <p>As stated in our Q3 report.</p> <ul style="list-style-type: none"> <li>Membership: Administrators, Teachers, Parents, Community School Site Coordinator, Home School Coordinator, Community Partners and School Providers</li> </ul> <p>The CET team meets to review all submitted reports and plans, and they have an opportunity to provide feedback each quarter.</p> <p>We have not collected any data on the efficacy of the CET as we have been unable to assemble a new team. This will be a part of the work of the newly hired community site coordinator and the administrative team during our summer work.</p> <p>In the interim, we have enlisted the support of a parent (Parent Focus Groups), the United Community Schools (USC) advisory board, and our PTA president.</p> | <p>Bill Barnett-Former BOE member-confirmed<br/>John Wafer-Local Business owner/CTE Barbering Teacher AHS-confirmed<br/>Veronica Lopez-Parent (5th Grade student)-confirmed<br/>Valerie Johnson-Executive Director Youth Bureau Albany County Dept. for Children, Youth, and Families-confirmed<br/>Candice Simon, Michelle Russo-APSTA reps<br/>Mr. Johnson- Albany Common Councilman/HSC-confirmed</p> <p>The Community Site Coordinator was given a list of community members and business owners to canvas to participate in the CET. 4 new members were contacted and have agreed to serve. The meetings will be in anticipation of the submission of each quarterly report. Members will be given an electronic copy of the report to review prior to the meeting and they were asked to come to the meeting with questions. Attendance will be taken at each meeting and a survey will be conducted at the end of the school year to ascertain the effectiveness of the meeting's impact on the school community. Each meeting will begin with an overview of the most recent academic and behavioral data followed by a walkthrough of the current quarterly report.</p> |

**Part VI – Powers of the Receiver**

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

<sup>2</sup> 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 on the Powers of the Receiver Utilized  
during the 2024-2025 School Year**

**Planned Use of the Powers of the Receiver  
during the 2025-2026 School Year**

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| <p>Provide a summary for how the Superintendent Receiver’s powers were applied during the 2024-2025 school year. If Powers of the Receiver were adjusted for Quarter 4, provide an explanation. If Powers of the Receiver were not utilized, indicate such and explain why.</p>   | <p>Describe how the Superintendent Receiver’s powers will be applied during the 2025-2026 school year.</p> <ul style="list-style-type: none"> <li>• List the Powers of the Receiver that will be utilized.</li> <li>• Provide a rationale for the selection of these powers.</li> <li>• How will the selected Powers of the Receiver specifically support this school?</li> <li>• Describe how the impact of these decisions will be measured throughout the school year.</li> </ul>   |
| <p>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. Each of these professional development hours have been directly connected to the SCEP strategies identified above to lift practices of instructors as it applies to CORE ELA and MATH instruction.</p> | <p>As of July 2025, the current MOA - which includes an additional two hours of professional development for instructional staff at GMES- remains in place. This additional PD time will allow for focused instructional support aligned with GMES’s continuation plan and work around their demonstrable indicators. Impact will be measured by conducting classroom observations focused on our lesson study, professional development provided through the year, and student assessment outcomes reviewed during common planning times.</p> <p>Through the district’s transfer process, there was movement, though very limited, to teachers at Giffen. This did create an opportunity for in-building grade level movement and restructuring of grade level teams. (Also, the teacher turnover rate in the building is considerable).This is a targeted approach to building a more effective, collaborative, and student-focused instructional environment. Professional staff development around CORE building principles and non-negotiables will be facilitated for all staff at the start of the 25.26 school year.</p> <p>The district is also currently engaged in restructuring the building administrator team, taking into account the assessment from Cognia, and OISR feedback. The assistant principal team will shift, with a reassignment of roles focused on behavior management/operations and SEL/PBIS instruction. The building principal will be supported by a newly defined turnaround leadership position to support development of the building principal’s leadership capacity to improve climate and culture leading to improved student outcomes. An In-district gap closing mentor will also be provided to strengthen instructional systems for continued development of teacher practice.</p> <p>The impact of these leadership shifts will be measured by the following: growth in student achievement measures, improved survey question rates around culture and climate, improved teacher retention, and fidelity of implementation of the improvement and continuation plan. We will utilize our regular school improvement plan monitoring cycles,</p> |

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| <p>Provide a summary for how the Superintendent Receiver’s powers were applied during the 2024-2025 school year. If Powers of the Receiver were adjusted for Quarter 4, provide an explanation. If Powers of the Receiver were not utilized, indicate such and explain why.</p> | <p>Describe how the Superintendent Receiver’s powers will be applied during the 2025-2026 school year.</p> <ul style="list-style-type: none"> <li>• List the Powers of the Receiver that will be utilized.</li> <li>• Provide a rationale for the selection of these powers.</li> <li>• How will the selected Powers of the Receiver specifically support this school?</li> <li>• Describe how the impact of these decisions will be measured throughout the school year.</li> </ul> |
|   | <p>which includes review of disaggregating data by demographic groups for equity analysis, and engaging our leadership teams in collaborative data review and action planning.</p> <p>By intentionally shaping staff teams to maximize strengths, cultivate collaboration, and respond to ongoing student needs, GMES will create the professional conditions necessary to accelerate teaching and learning outcomes.</p>  |

**Part VII – District Support Plan**

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| <p><b>Report Out on the 2024-2025 School Year<br/>District Support Plan</b></p> | <p><b>District Support Plan<br/>for the 2025-2026 School Year</b></p> |
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| <p>Provide a summary of the district supports that were most impactful during the 2024-2025 school year, including data/evidence to support the statement of impact.</p>  | <p>Describe how the district will plan and implement an equitable distribution of resources to support Schools under Receivership to drive school improvement and DI target attainment.</p> <ul style="list-style-type: none"> <li>• What is the district’s plan to review resource allocation in the upcoming year to ensure equitable distribution based on the needs of its schools?</li> <li>• What is the district’s plan in the upcoming year to ensure that students in Schools under Receivership have as much access to strong teachers as their peers in schools identified for LSI?</li> <li>• Describe how the impact of these decisions will be measured throughout the school year.</li> </ul>   |
| <p>District supports centered around the following three areas:</p> <ul style="list-style-type: none"> <li>• Professional Learning Communities focused on data-driven practices, instructional planning and professional development <ul style="list-style-type: none"> <li>• Resources <ul style="list-style-type: none"> <li>○ 3 coaching positions (2 ELA, 1 Math)</li> <li>○ Time allocated for coach development and planning</li> <li>○ Professional development funding for instructional leaders</li> <li>○ Platform for collecting and analyzing class visits and walkthroughs (Administration)</li> </ul> </li> <li>• Coaching, Instructional Leadership and Leadership Development <ul style="list-style-type: none"> <li>○ Time provided for Instructional Supervisors to meet monthly with coaches</li> <li>○ Instructional Supervisors conducted class visits with Principal</li> <li>○ Instructional Supervisors supported the development of the SCEP focused on ELA and math</li> </ul> </li> </ul> </li> </ul> <p>The overall NWEA benchmark data from the <a href="#">Spring 2025</a> shows promising growth with all grade levels showing a conditional growth percentile above 50 in Reading (except for 5th @the 45th percentile). In addition, all subgroups (except for Hispanic, CGP, 43) achieved a CGP above the 50th percentile.</p> <p>A similar pattern occurred in Math with all grade levels exceeding the 50th percentile (except for grades 4 and 5). In addition, all subgroups (except for Hispanic, CGP of 48) achieved a CGP above the 50th percentile.</p> | <ul style="list-style-type: none"> <li>• The district is participating in SED’s Resource Allocation Review and will use the findings to develop a tool for ensuring the equitable distribution of resources. However, we currently use subgroup performance and subgroup demographics to identify and target resources based on the needs of its schools. As a result, Giffen, as the only Receivership school in the district, has more administrators, coaches, and interventionists than any other elementary school in the district.</li> <li>• We are fortunate to have 7 of our elementary schools currently identified as LSI. However, there remains significant improvement opportunities for all of them. As a result, our district has made a strong commitment to improve the growth of all leaders and teachers. For Giffen, additional coaching support has been made available along with increased support from district directors and supervisors. Giffen has more professional development time than other schools. In essence, given the teacher shortage challenges, we are committed to developing and monitoring the impact of our development to increase student access to quality teachers.</li> <li>• We will use benchmark data, classroom visits, survey and focus group data to monitor teacher and leader growth.</li> </ul> |

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| <p>Provide a summary of the district supports that were most impactful during the 2024-2025 school year, including data/evidence to support the statement of impact.</p>   | <p>Describe how the district will plan and implement an equitable distribution of resources to support Schools under Receivership to drive school improvement and DI target attainment.</p> <ul style="list-style-type: none"> <li>• What is the district’s plan to review resource allocation in the upcoming year to ensure equitable distribution based on the needs of its schools?</li> <li>• What is the district’s plan in the upcoming year to ensure that students in Schools under Receivership have as much access to strong teachers as their peers in schools identified for LSI?</li> <li>• Describe how the impact of these decisions will be measured throughout the school year.</li> </ul> |
| <p>The 50th percentile is significant as it helps determine whether students are receiving a year’s worth of instruction. We recognize that we need our CGP to exceed the 50th percentile if we are to close gaps. A review of the data shows that K and 1 closed gaps for students in those grades. In ELA, the CGP for K and 1 was 72 and 62 respectively. In Math, the CGP for K and 1 was 85 and 71 respectively.</p> <ul style="list-style-type: none"> <li>• Multi-tiered System of Supports <ul style="list-style-type: none"> <li>o Support from district wide Behavior Specialist and MTSS Psychologist</li> <li>o Time for district to provide MTSS training and support</li> <li>o Materials for RULER implementation (lessons, posters, books)</li> </ul> </li> </ul> <p>Survey and focus group data indicates that there is a great deal of growth that needs to occur on the social emotional development of students. While only 26% of teachers felt like the school was a safe learning environment, students also expressed concerns about feeling safe.</p> |  |

**Part VIII – Assurance and Attestation**

By signing below, I attest that the information in this Quarter 4 Report and Continuation Plan is true and accurate to the best of my knowledge; and that all requirements with regard to public hearings and Community Engagement Team (CET) 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 Quarter 4 Report and Continuation Plan. The CET has also reviewed and updated, as necessary, its CET Plan and membership for the 2025-2026 school 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.**