



**2021-2022 Receivership School Quarterly Report #1**  
 Report Period: July 1, 2021 to October 15, 2021 (Due October 29, 2021)

This document is to be completed by the School Receiver and/or their designee and submitted electronically to [OISR@NYSED.gov](mailto:OISR@NYSED.gov). The reporting portion of this document is a self-assessment of the **implementation and outcomes of key strategies** related to Receivership, and as such, is not considered a formal evaluation via the New York State Education Department. Once finalized and accepted, this document in its entirety *must be posted* in a conspicuous place on the district website. All responses should directly align with or be adaptations to the previously approved intervention plans and require explicit engagement and input from community engagement teams.

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this plan will be posted on the district website:				
Giffen Memorial Elementary School	010100010029	City School District of Albany	N/A	<a href="#">Receivership   Giffen Memorial Elementary School</a>				
Superintendent	School Principal (If new, please attach resume)	Additional District Staff working on Program Oversight	Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Total Enrollment	% ELL	% SWD	
Kaweeda G. Adams	Jasmine Brown 8/1/2012	Dr. Cecily Wilson-Turner, Assistant Superintendent for Elementary Instruction Michele Bridgewater, District Improvement Director	Prek-5	N/A	418	13.88%	21.29%	



**Executive Summary**

Please provide a *plain-language summary* of this completed report and related continuation plan(s) with a focus on the implementation of key strategies, engaging the community, and enacting Receivership. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to *no more than 500 words*.

This year, GMES, as well as all other schools in the ACSD, has returned to a full in-person model. As explained in our Continuation Plan, Grade 6 is no longer in our building and has officially been moved to our middle school so we are currently a Pre-K to Grade 5 building. The Albany International Center (school for entering English as a New Language Learners) opened as well and we currently have 44 Giffen students alternately enrolled in that program for additional support.

Our Quarter 1 report, as well as our SCEP, centers on providing professional development and coaching support focused on lesson rigor, standards-based instruction and learning targets for all grade levels. Teachers will continue receiving professional development around standards based instruction, with a focus on complex texts and cognitive engagement strategies. We have started the year using the Instructional Practice Guide, with a focus on CORE Action Two, development, planning for, and implementation of using text based questioning. Additional Instructional support for teachers currently includes : grade level/individual coaching cycles based on benchmarking data, as well as weekly common planning time for all grade level teachers, facilitated by our instructional coaches.

This school year, we are able to re-implement our ELA double-dose model (increased daily minutes) of small group reading instruction and MTSS (multi tiered system of supports) small group instruction in Grades 1 - 5. Assessments were used to develop Tier 1 instructional plans that identified targeted skill needs for individual students. This support is also provided to our self-contained special education classes, 2/4 who have students who will be expected to sit for the NYS exams. There is an increase in Math coaching support (moving from a .5 position to a full time position, with two supporting Math interventionists supporting small group Math instruction for Grades 2 - 5, implementing a new Bridges Math intervention program.

Assessments and data collection will continue to be a strategy to drive instructional decisions at Giffen. We will administer, review and modify instruction based on our NWEA assessments, EasyCBM, Math and ELA pre and post assessment data, as well as our curricular checkpoints. Walkthroughs by school and district administrators continue to inform the impact of elements within our 21.22 SCEP. We are focusing on lifting CORE instruction within Math and ELA for all students, therefore, that is the focus of walkthroughs for the building administrators. For ELA, we are providing feedback utilizing the IGP (Instructional Practice Guide - CORE ACTION 2, which focuses on scaffolding to ensure all students develop a deeper understanding of complex texts that are presented to them). For Math and engagement strategies, the district instructional continuum will be utilized to provide feedback to teachers. With the reinstatement of two building APs, collaborative learning walks will be conducted to make sure administrators are calibrated around instructional practices and further support needed throughout the building. BLT will develop a peer to peer form for teachers to fill out when they observe one another around an instructional practice. Walk-through trends and an analysis of relevant data will be shared monthly with the school's Building Leadership Team, building staff, and Community Engagement Team/School Advisory Team.

Chronic Absenteeism, while not an indicator, continues to be a focus of our monitoring and data review this school year. Our SCEP calls for utilizing a tiered model for response to intervention and increasing communication to the school community in an effort to remove attendance barriers. Strategies include: targeting students on the cusp of chronic absenteeism, identifying Tier 3 students/families with increased focus and communication with our home school coordinators and attendance teacher. We have also begun a number of positive incentives for not only those students/families who are consistently meeting the attendance benchmarks, but also those that may have been chronic in the past but have made efforts to change it around.

The Community Engagement Team met on October 21, to review progress that the school has made on the implementation of the plan and progress towards meeting the demonstrable indicators. The team approved the plan.



**Directions for Parts I, II, and III** - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies that were implemented in the first quarter and include the process used to assess strategy impact on student learning outcomes.

This is an opportunity for district and school staff to provide a reflective outline of proposed actions, strategies, and process adaptations included in the school’s 2021-2022 Continuation Plan with a focus on progress made through continuous and comprehensive planning, articulating explicit support of student social-emotional well-being, diversity, equity, inclusion, and active engagement. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting State academic standards. District and school staff should consider the impact of identified key strategies on student learning, and connection with and alignment to diagnostic review feedback to ensure long-term sustainable growth.

**Part I –Lead Strategies for Improvement**

**Lead Strategies for School Improvement**  
 Identify 3-4 of the core lead strategies that are central to the school’s improvement plan and outline the progress made applying each strategy. Lead strategies are key levers for improvement that are identified based on trends in student performance data to serve as overarching approaches for implementing strategically focused action plans for achieving demonstrable improvement.

**Quarterly Report #1 with Reflection on Lead Strategies Utilized during  
 July 1, 2021 – October 15, 2021**

Identify the lead strategies that guided the school’s improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year’s demonstrable improvement targets.
1. <b>Professional development for teachers</b> on standards-based instruction, standards progression, high leverage routines and thinking maps.	G: As indicated by our SCEP, we are currently on target with the planned professional development for Q1	Our current data shows us that while we are beginning to show student growth, students are not reaching grade level proficiency in all content areas. Teacher learning and implementation continues to be the highest leverage strategy to change teacher practice and provide high quality instruction for our students. Our professional development opportunities so far this year have focused on high leverage launch Math routines and providing access to rich complex texts in ELA for all students; all around state based grade level standards.



<p>2. <b>Weekly common planning meetings</b> with instructional staff, coaches, and administration to review and modify instructional practices with a tight focus on student work.</p>	<p>G: As indicated by our SCEP, we are currently on target with implementation focused common planning times for Q1. We are planning for additional common planning time to be implemented bi-weekly by Nov 1, 2021.</p>	<p>Our current data shows that we must continue to work on meeting grade level proficiency for all of our students. As a result, this year we have shifted the focus of common planning time, focusing on the planning of instruction and review of student work. Planning during this time begins with focus on CORE instruction for all students, and using student samples to plan around misconceptions, and develop the necessary scaffolds for students to remain engaged with grade level instruction for both Math and ELA. In addition, time will be dedicated to allow for classroom teachers, interventionists and instructional supervisors to review student data to monitor the progress of students who have specific gaps in their learning.</p>
<p>3. <b>Coaches</b> will model and plan with teachers to provide ongoing support in the implementation of strategies taught in professional development. Teachers will share classroom instruction methodologies and student artifacts throughout the <b>coaching cycles</b>.</p>	<p>Y: As indicated by our SCEP, we are currently in progress with implementing coaching cycles with all teachers in the building based on need. Based on the amount of staff in the building, some coaches are working through grade level cycles, while administrators are starting feedback loops with teachers.</p>	<p>Our current data shows that we must continue to work on meeting grade level proficiency for all of our students. The instructional coaches are critical in assisting teachers and administration in understanding the best practices to lift teacher classroom practices and provide rich equitable student opportunities. Coaching cycles have not only been established by teacher request, but by need as established by student data and recommendation of administrators, by way of walkthrough trends and observations. At the end of Q1, there will be a review of student data to measure the progress of the coaching cycles.</p>
<p>4. <b>Administrator walkthroughs/instructional rounds</b> will allow for consistent monitoring and feedback on the standards based instruction and tasks provided and understood through professional development and coaching support.</p>	<p>Y: As indicated by our SCEP, we are currently in progress with consistent walkthroughs as dictated by our identified staff needs. A second Assistant Principal was not hired until the beginning of October. Feedback loops with teachers are in progress, as the building principal works with calibrating instructional expectations with new APs.</p>	<p>Accountability and consistency to implement the other identified strategies, requires an increased focus on administrator presence in classrooms and common planning. Feedback and follow up with teachers at this point in the year is focused on CORE instruction. District administrators are focusing their walkthroughs on small group instruction implementation. We will continue to utilize this strategy to lift student outcomes.</p>



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

**Level 1 Indicators**

Please 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 and action steps that support progress toward the Demonstrable Improvement Indicators.

**Quarterly Report #1 Reflection on Activities Completed for this Indicator during  
July 1, 2021 – October 15, 2021**

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<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>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> </ul>										
# 33 ELA All Students MGP		<ul style="list-style-type: none"> <li>ELA Professional development has been provided to instructional staff on Standards Based Instruction, Text Based Questioning (IPG), development of Tier I Plans, review of Lexia usage/instruction, and PD on the GO - Fluency</li> <li>ELA Common Planning Time has been devoted to reviewing standards and learning targets (CORE), reading/writing exemplar responses, and planning for scaffold and supports for students as indicated by review of student work</li> <li>Coaching cycles have begun with teachers around proper planning and resource utilization, instructional routines for K Kendore curriculum, aligning Tier I instruction, and modeling and planning of learning targets and alignment to the standards</li> </ul>	<p><b><i>The ESSA baseline for this indicator is 46.6 and the target for this school year is 48.6. One way in which we determine growth progress is reviewing NWEA growth over the course of a year. We were unable to administer the assessment last fall so the current data represents the percent of students in grades 3-5 who maintained or increased their reading percentile from Winter 21 to Fall of 21. The current Reading score percentile is 55.6. This is an indicator that we are on target to meet our end of the year target.</i></b></p> <p>GMES currently has 24 ELL students alternately enrolled (Grades 3 - 5) in the AIC (Albany International Center). Their data is included with all 3-5 GMES students, even though they do not receive their instruction at GMES. We looked at the performance of those students who are receiving instruction at GMES and their current score percentile is 55.7. Only a .1 difference which is not significant.</p> <p>Our BLT and CET have discussed next steps to engage that building leader, BLT, and coaches to assist with those teachers and students with aligning to our building’s instructional goals.</p> <p>In addition, we use EasyCBM to monitor grade level performance and growth on foundational and comprehension skills. The current data is below .....</p> <table border="1" data-bbox="1575 1372 2540 1433"> <thead> <tr> <th>Grade</th> <th>Easy CBM Probe</th> <th>Grade Level</th> <th>Grade Level</th> <th>Mid point</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Grade	Easy CBM Probe	Grade Level	Grade Level	Mid point					
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<p>#100 3-8 ELA All Students Core subject Performance Index</p>		<ul style="list-style-type: none"> <li>• ELA Professional development has been provided to instructional staff on Standards Based Instruction, Text Based Questioning (IPG), development of Tier I Plans, review of Lexia usage/instruction, and PD on the GO - Fluency</li> <li>• ELA Common Planning Time has been devoted to reviewing standards and learning targets (CORE), reading/writing exemplar responses, and planning for scaffold and supports for students as indicated by review of student work</li> <li>• Coaching cycles have begun with teachers around proper planning and resource utilization, instructional routines for K Kendore curriculum, aligning Tier I instruction, and modeling</li> </ul>	<p><b>The ESSA baseline for this indicator is 52.5 and the target for this school year is 62.5. Based on the Fall administration of NWEA, the current Projected performance index is 40.8. We are not on target, at this time, to meet the end of the year target.</b></p> <p>GMES currently has 24 ELL students alternately enrolled (Grades 3 - 5) in the AIC (Albany International Center). Their data is included with all 3-5 GMES students above, even though they do not receive their instruction at GMES. We looked at the performance of those students who are receiving instruction at GMES and their current score percentile is 50.8. The GMES students are 10 percentile points above the GMES/AIC students.</p> <p>Our BLT and CET have discussed next steps to engage that building leader, BLT, and coaches to assist with those teachers and students with aligning to our building's instructional goals.</p>																																			



and planning of learning targets and alignment to the standards

In addition, we use EasyCBM to monitor grade level performance and growth on foundational and comprehension skills. The current data is below .....

Grade	Easy CBM Probe	Grade Level Avg. September Benchmark	Grade Level Average October Mid-Point	Target
K	Letter Sounds (LS)	2.67	6.67	12
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- indicates average when self-contained classes are averaged in. We currently have self-contained classes only at grades 1, 2, and 3.

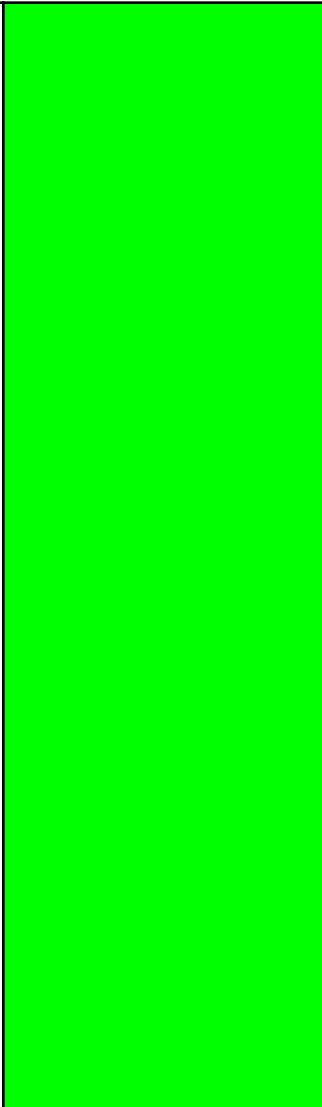
While all grade levels increased in the four week period, we will continue to monitor our Tier I plans and make adjustments for students to meet the grade level benchmark targets, which also increases as the year progresses.

We have just begun administrator walkthroughs around ELA CORE (October), providing feedback to teachers, and suggesting coaching cycles for those that need additional support in delivering grade level instruction. Coaching and feedback cycles will be monitored and student outcomes will be closely reviewed in order to support movement for students as it applies to our PI.





#39 3-8 Math All Students  
MGP



- Math professional development has focused on lesson launch Routines during CORE instruction(Same but Different), and a review of the use of Dreambox, an online platform.
- Math Common Planning Time has been devoted to using data to drive instruction (utilizing pre-assessment data), planning RtI groups with NWEA data, Planning CORE lessons that lead to rigorous instruction based on priority standards (with a focus on launch routines)
- Coaching cycles have begun with teachers around backwards planning, modeling, launching and use of academic language during CORE, properly utilizing the online platform Dreambox, standards based centers, and RtI routines, expectations, and transitions.

**The ESSA baseline for this indicator is 42.3 and the target for this school year is 44.3. Based on the Fall administration of NWEA, the current MGP is 58.3. We are on target, at this time, to meet the end of the year target.**

GMES currently has 24 ELL students alternately enrolled (Grades 3 - 5) in the AIC (Albany International Center). Their data is included with all 3-5 GMES students above, even though they do not receive their instruction at GMES. We looked at the performance of those students who are receiving instruction at GMES and their current score percentile is 56.9. A difference of 1.3.

Our BLT and CET have discussed next steps to engage that building leader, BLT, and coaches to assist with those teachers and students with aligning to our building’s instructional goals.

We also utilize our curricular assessments to monitor students progress toward mastery on taught priority standards. The current data from those benchmark curricular assessments is below:

3rd Grade: Pre-assessment (September- week of 09/07) Standards assessed: 3.NBT.1, 3.NBT.2, 3.OA.1,3.OA.2 (66 students tested) 3rd grade: Checkpoint (October - Week of 10/11) Standards assessed: 3.NBT.1 (9/ 13 - 09/24), 3.NBT.2 (09/27 - 10/15 (59 students) tested

Grade 3	Pre Assessment (Sept)	Checkpoint (Oct)
Level 1	98%	72%
Level 2	0%	14%
Level 3	2%	0%
Level 4	0%	14%

The Grade 3 assessment measured a subset of priority standards taught in the first quarter.

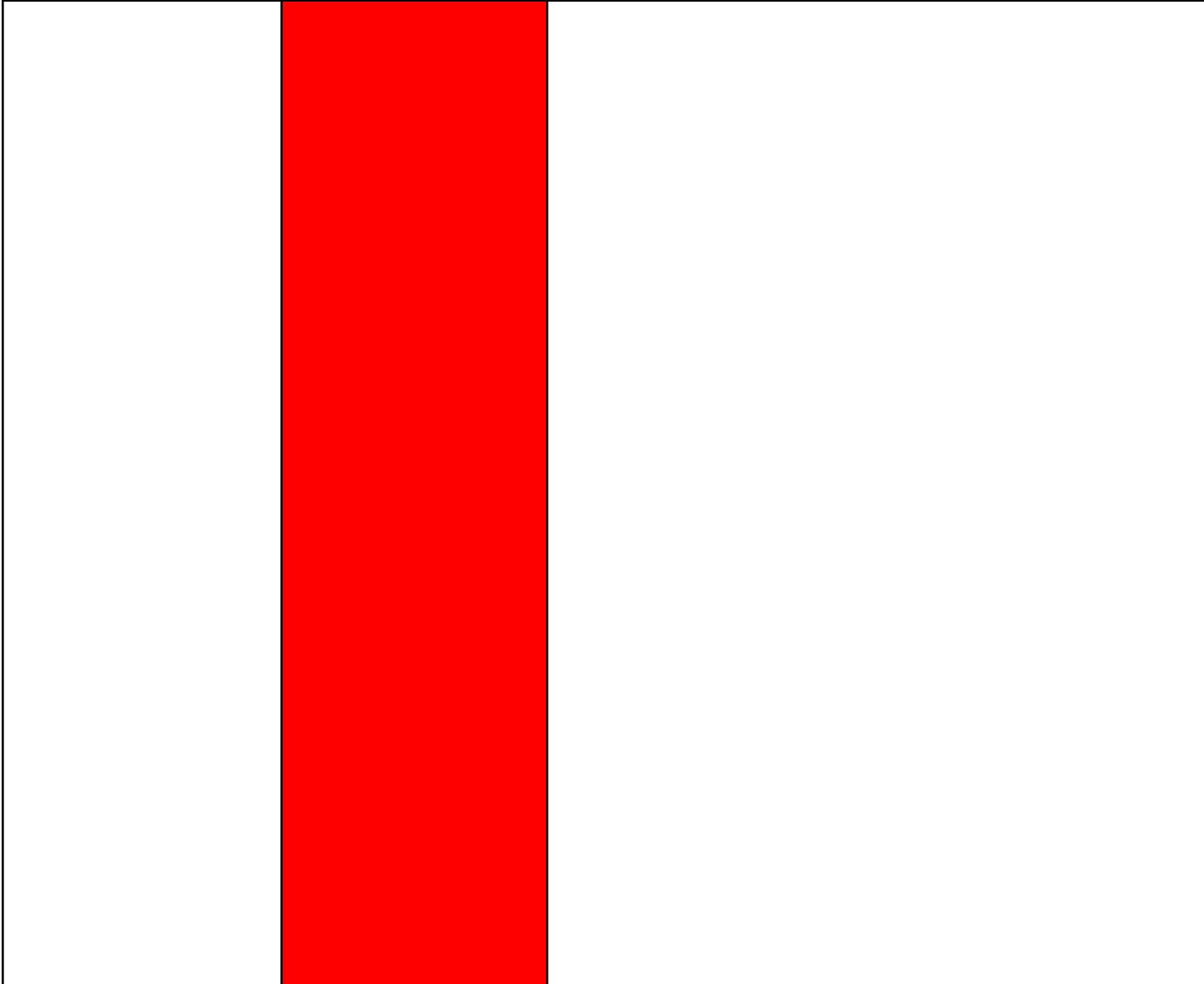




	<p>4th grade: Pre-assessment (September - week of 9/07) Standards assessed: 4.NBT.1, 4.NBT.2, 4.NBT.3, 4.NBT.4, 4.NBT.5 and 4.OA.3 (52 students tested) <b>4th grade: Checkpoint (October- Week of 10/11)</b> Standards assessed: 4.NBT.1 (9/09 (routines with content)- 9/21) 4.NBT.2 (9/24- 10/05) 4.NBT.3 ( 10/05 - 10/15) 46 students tested</p> <table border="1"> <thead> <tr> <th>Grade 4</th> <th>Pre-Assessment (Sept)</th> <th>Checkpoint (Oct)</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>100%</td> <td>56%</td> </tr> <tr> <td>Level 2</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Level 3</td> <td>0%</td> <td>24%</td> </tr> <tr> <td>Level 4</td> <td>0%</td> <td>20%</td> </tr> </tbody> </table> <p>The Grade 4 assessment measured a subset of priority standards taught in the first quarter (4.NBT.1, 4.NBT.2 and 4.NBT.3).</p> <table border="1"> <thead> <tr> <th>Grade 5</th> <th>Pre-Assessment (Sept)</th> <th>Checkpoint (Oct)</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>100%</td> <td>27%</td> </tr> <tr> <td>Level 2</td> <td>0%</td> <td>33%</td> </tr> <tr> <td>Level 3</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Level 4</td> <td>0%</td> <td>41%</td> </tr> </tbody> </table> <p>The Grade 5 assessment measured a subset of priority standards taught in the first quarter (5.NBT.1, 5.NBT.2 and 5.NBT.3).                      In each grade level, there was an increase in proficiency. We are expecting to see further growth on the Quarter 1 Post-Assessment which will measure the fall priority standards. Teachers are continuing to engage in vertical teaming around priority standards and the progressions amongst the grade levels. Intermediate departmentalized math teachers are engaging in professional development around high leverage launch routines that spiral pre-requisite standards, include accountable math talk as well as promote engagement. While we are not yet meeting this indicator, with the above strategies, we expect to make further progress before our quarter two report.</p>	Grade 4	Pre-Assessment (Sept)	Checkpoint (Oct)	Level 1	100%	56%	Level 2	0%	0%	Level 3	0%	24%	Level 4	0%	20%	Grade 5	Pre-Assessment (Sept)	Checkpoint (Oct)	Level 1	100%	27%	Level 2	0%	33%	Level 3	0%	0%	Level 4	0%	41%
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<p><b>#110 3-8 Math All Students Core Subject Performance Index</b></p>		<ul style="list-style-type: none"> <li>• Math professional development has focused on lesson launch Routines during CORE instruction(Same but Different), and a review of the use of Dreambox, an online platform.</li> <li>• Math Common Planning Time has been devoted to using data to drive instruction (utilizing pre-assessment data), planning Rtl groups with NWEA data, Planning CORE lessons that lead to rigorous instruction based on priority standards (with a focus on launch routines)</li> <li>• Coaching cycles have begun with teachers around backwards planning, modeling, launching and use of academic language during CORE, properly utilizing the online platform Dreambox, standards based centers, and Rti routines, expectations, and transitions.</li> </ul>	<p><b>The ESSA baseline for this indicator is 33.5 and the target for this school year is 43.5. Based on the Fall administration of NWEA, the current Projected performance index is 27.3. We are not on target, at this time, to meet the end of the year target.</b></p> <p>GMES currently has 24 ELL students alternately enrolled (Grades 3 - 5) in the AIC (Albany International Center). Their data is included with all 3-5 GMES students above, even though they do not receive their instruction at GMES. We looked at the performance of those students who are receiving instruction at GMES and their current score percentile is 26.8. A difference of .5.</p> <p>Our BLT and CET have discussed next steps to engage that building leader, BLT, and coaches to assist with those teachers and students with aligning to our building’s instructional goals.</p> <p>We also utilize our curricular assessments to monitor students progress toward mastery on taught priority standards.The current data from those benchmark curricular assessments below is ...</p> <p>3rd Grade: Pre-assessment (September- week of 09/07) Standards assessed: 3.NBT.1, 3.NBT.2, 3.OA.1,3.OA.2 (66 students tested) 3rd grade: Checkpoint (October - Week of 10/11) Standards assessed: 3.NBT.1 (9/ 13 - 09/24), 3.NBT.2 (09/27 - 10/15 (59 students) tested</p> <table border="1" data-bbox="1575 1019 2556 1328"> <thead> <tr> <th>Grade 3</th> <th>Pre Assessment (Sept)</th> <th>Checkpoint (Oct)</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>98%</td> <td>72%</td> </tr> <tr> <td>Level 2</td> <td>0%</td> <td>14%</td> </tr> <tr> <td>Level 3</td> <td>2%</td> <td>0%</td> </tr> <tr> <td>Level 4</td> <td>0%</td> <td>14%</td> </tr> </tbody> </table> <p>The Grade 3 assessment measured a subset of priority standards taught in the first quarter.</p>	Grade 3	Pre Assessment (Sept)	Checkpoint (Oct)	Level 1	98%	72%	Level 2	0%	14%	Level 3	2%	0%	Level 4	0%	14%
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Level 1	100%	27%
Level 2	0%	33%
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The Grade 5 assessment measured a subset of priority standards taught in the first quarter (5.NBT.1, 5.NBT.2 and 5.NBT.3).

In each grade level, there was an increase in proficiency. We are expecting to see further growth on the Quarter 1 Post-Assessment which will measure the fall priority standards. Teachers are continuing to engage in vertical teaming around priority standards and the progressions amongst the grade levels. Intermediate departmentalized math teachers are engaging in professional development around high leverage launch routines that spiral



			<p>pre-requisite standards, include accountable math talk as well as promote engagement. While we are not yet meeting this indicator, with the above strategies, we plan to make further progress before our quarter two report.</p> <p>As noted in ELA, administrators have begun walkthroughs, providing feedback to teachers, and suggesting coaching cycles for those that need additional support in delivering grade level instruction. Coaching and feedback cycles will be monitored and student outcomes will be closely reviewed in order to support movement for students as it applies to our PI.</p>
<p><b>#150 Grade 4 Science All Students Core Subject Performance Index</b></p>		<ul style="list-style-type: none"> <li>Grade 4 students have taken a modified written and performance assessment, for the purposes of establishing a baseline for the New York State Science Test.</li> <li>The instructional coach has begun work with the Grade 4 Science/Math teachers to review the results of the written and performance baseline assessment and offer strategies for implementing the strategies during instruction.</li> <li>The district has provided embedded PD for FOSS implementation in October to preview the lab that will be implemented for the upcoming units of study.</li> </ul>	<p>The results of our 4th grade Fall pre assessment for Science are as follows:</p> <p>Level 1: 88%                  Level 2: 10%                  Level 3: 2%                  Level 4: 0%</p> <p>We are unable to determine progress at this time, as students are still engaged in the unit of study. Post assessment results will be shared in the next quarterly report.</p> <p>GMES currently has 24 ELL students alternately enrolled (Grades 3 - 5) in the AIC (Albany International Center). Five of those students are in Grade 4. Those students were not a part of the data above. We will work with leadership to engage those students with the assessments administered at GMES.</p>

**Part III – Demonstrable Improvement Indicators-Level 2**

**Level 2 Indicators**

*Please list the school's Level 2 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific strategies and actions that will support progress toward the Demonstrable Improvement Indicators.*

**Quarterly Report #1 Reflection on Activities Completed for this Indicator during  
 July 1, 2021 – October 15, 2021**

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<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>● Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>● Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> </ul>
3-8 ELA Black Students MGP		<ul style="list-style-type: none"> <li>● ELA Professional development has been provided to instructional staff on Standards Based Instruction, Text Based Questioning (IPG), development of Tier I Plans, review of Lexia usage/instruction, and PD on the GO - Fluency</li> <li>● ELA Common Planning Time has been devoted to reviewing standards and learning targets (CORE), reading/writing exemplar responses, and planning for scaffold and supports for students as indicated by review of student work</li> <li>● Coaching cycles have begun with teachers around proper planning and resource utilization, instructional routines for K Kendore curriculum, aligning Tier I instruction, and modeling and planning of learning targets and alignment to the standards</li> </ul>	<p><b><i>The ESSA baseline for this indicator is 45.8 and the target for this school year is 47.8. Based on the Fall administration of NWEA, the current Projected performance index is 61.1. We are on target, at this time, to meet the end of the year target.</i></b></p> <p>While this indicator of growth is currently above the target for this school year, other data points still indicate that there is a need for teacher development to provide rigorous standards based instruction for students. Our data will assist in informing what classrooms engage in coaching cycles and provide information for identifying Tier I strategies and CORE ELA planning for classrooms.</p> <p>This data has been utilized to identify which students may benefit from additional before and after school programs that will supplement/enrich classroom learning. We have identified students within this subgroup to participate in our Fourth Family morning program, as well as Title I tutoring to begin in November.</p>
3-8 ELA Hispanic Core Subject PI		<ul style="list-style-type: none"> <li>● ELA Professional development has been provided to instructional staff on Standards Based Instruction, Text Based Questioning (IPG), development of Tier I Plans, review of Lexia usage/instruction, and PD on the GO - Fluency</li> <li>● ELA Common Planning Time has been devoted to reviewing standards and learning targets (CORE), reading/writing exemplar responses, and planning for scaffold and supports for students as indicated by review of student work</li> </ul>	<p><b><i>The ESSA baseline for this indicator is 58.9 and the target for this school year is 67.7. Based on the Fall administration of NWEA, the current Projected performance index is 42.9. We are not on target, at this time, to meet the end of the year target.</i></b></p> <p>GMES currently has 24 ELL students alternately enrolled (Grades 3 - 5) in the AIC (Albany International Center). Their data is included with all 3-5 GMES students above, even though they do not receive their instruction at GMES. We looked at the performance of those students who are receiving instruction at GMES and their current score percentile is 44.4. A difference of 1.5, which is not significantly different.</p> <p>Our BLT and CET has discussed next steps to engage that building leader, BLT, and coaches to assist with those teachers and students and alignment to our building goals.</p>

		<ul style="list-style-type: none"> <li>Coaching cycles have begun with teachers around proper planning and resource utilization, instructional routines for K Kendore curriculum, aligning Tier I instruction, and modeling and planning of learning targets and alignment to the standards</li> </ul>	<p>This indicates for us that there is still a great need for teacher development to provide rigorous standards based instruction for students. This will continue to assist in informing what classrooms engage in coaching cycles at the start of the school year and provide information for identifying Tier I strategies and CORE ELA planning for classrooms.</p> <p>This data has been utilized to identify which students may benefit from additional before and after school programs that will supplement/enrich classroom learning. We have identified students within this subgroup to participate in our Fourth Family morning program, as well as Title I tutoring to begin in November.</p>
3-8 Math Black Students MGP		<ul style="list-style-type: none"> <li>Math professional development has focused on lesson launch Routines during CORE instruction(Same but Different), and a review of the use of Dreambox, an online platform.</li> <li>Math Common Planning Time has been devoted to using data to drive instruction (utilizing pre-assessment data), planning Rtl groups with NWEA data, Planning CORE lessons that lead to rigorous instruction based on priority standards (with a focus on launch routines)</li> <li>Coaching cycles have begun with teachers around backwards planning, modeling, launching and use of academic language during CORE, properly utilizing the online platform Dreambox, standards based centers, and Rti routines, expectations, and transitions.</li> </ul>	<p><b><i>The ESSA baseline for this indicator is 41.1 and the target for this school year is 43.1. Based on the Fall administration of NWEA, the current Projected performance index is 50.7. We are on target, at this time, to meet the end of the year target.</i></b></p> <p>While this indicator of growth is currently above the target for this school year, we continue to develop teachers to provide rigorous standards based instruction for students. Our data will assist in informing what classrooms engage in coaching cycles and provide information for identifying Tier I strategies and CORE MATH planning for classrooms.</p> <p>This data has been utilized to identify which students may benefit from additional before and after school programs that will supplement/enrich classroom learning. We have identified students within this subgroup to participate in our Fourth Family morning program, as well as Title I tutoring to begin in November.</p>
3-8 Math Hispanic Core Subject PI		<ul style="list-style-type: none"> <li>Math professional development has focused on lesson launch Routines during CORE instruction(Same but Different), and a review of the use of Dreambox, an online platform.</li> <li>Math Common Planning Time has been devoted to using data to drive instruction (utilizing pre-assessment data),</li> </ul>	<p><b><i>The ESSA baseline for this indicator is 46.2 and the target for this school year is 56.1. Based on the Fall administration of NWEA, the current Projected performance index is 16.7. We are far from our target, at this time, to meet the end of the year target.</i></b></p> <p>GMES currently has 24 ELL (Grades 3 - 5) students alternately enrolled in the AIC (Albany International Center). Their data is included with all 3-5 GMES students above, even though they do not receive their instruction at GMES. We looked at the performance of those students who are</p>

		<p>planning Rtl groups with NWEA data, Planning CORE lessons that lead to rigorous instruction based on priority standards (with a focus on launch routines)</p> <ul style="list-style-type: none"> <li>Coaching cycles have begun with teachers around backwards planning, modeling, launching and use of academic language during CORE, properly utilizing the online platform Dreambox, standards based centers, and Rti routines, expectations, and transitions.</li> </ul>	<p>receiving instruction at GMES and their current score percentile is 15.1. A difference of 1.6 which is not a significant difference.</p> <p>Our BLT and CET has discussed next steps to engage that building leader, BLT, and coaches to assist with those teachers and students and alignment to our building goals.</p> <p>This indicator has made us dive deeply into this data to find which classrooms students sit within and how they fare on not only our local assessments, but our curricular assessments as well. While we are drilling down to the student level and their needs, we will continue to support Tier I of the rooms in which these students sit.</p> <p>We are also using this data to identify which students may benefit from additional before and after school programs that will supplement/enrich classroom learning. We have identified students within this subgroup to participate in our Fourth Family morning program, as well as Title I tutoring to begin in November.</p>
3-8 Math ELL Core Subject PI		<ul style="list-style-type: none"> <li>Math professional development has focused on lesson launch Routines during CORE instruction(Same but Different), and a review of the use of Dreambox, an online platform.</li> <li>Math Common Planning Time has been devoted to using data to drive instruction (utilizing pre-assessment data), planning Rtl groups with NWEA data, Planning CORE lessons that lead to rigorous instruction based on priority standards (with a focus on launch routines)</li> <li>Coaching cycles have begun with teachers around backwards planning, modeling, launching and use of academic language during CORE, properly utilizing the online platform Dreambox, standards based centers, and Rti routines, expectations, and transitions.</li> </ul>	<p><b><i>The ESSA baseline for this indicator is 35.28 and the target for this school year is 29.5. Based on the Fall administration of NWEA, the current Projected performance index is 22.7. We are not on target, at this time, to meet the end of the year target.</i></b></p> <p>GMES currently has 24 ELL students (Grades 3 - 5) alternately enrolled in the AIC (Albany International Center). Their data is included with all 3-5 GMES students above, even though they do not receive their instruction at GMES. We looked at the performance of those students who are receiving instruction at GMES and their current score percentile is 34.4. A difference of 11.7, which is significant.</p> <p>Our BLT and CET have discussed next steps to engage that building leader, BLT, and coaches to assist with those teachers and students and alignment to our building goals.</p> <p>This data has been utilized to identify which students may benefit from additional before and after school programs that will supplement/enrich classroom learning. We have identified students within this subgroup to participate in Title I tutoring to begin in November.</p>
3-8 Math Black Core Subject PI		<ul style="list-style-type: none"> <li>Math professional development has focused on lesson launch Routines during CORE instruction(Same but Different), and a review of the use of Dreambox, an</li> </ul>	<p><b><i>The ESSA baseline for this indicator is 29.95 and the target for this school year is 44.1. Based on the Fall administration of NWEA, the current Projected performance index is 25.3. We are not on target, at this time, to meet the end of the year target.</i></b></p>



		<p>online platform.</p> <ul style="list-style-type: none"> <li>• Math Common Planning Time has been devoted to using data to drive instruction (utilizing pre-assessment data), planning Rtl groups with NWEA data, Planning CORE lessons that lead to rigorous instruction based on priority standards (with a focus on launch routines)</li> <li>• Coaching cycles have begun with teachers around backwards planning, modeling, launching and use of academic language during CORE, properly utilizing the online platform Dreambox, standards based centers, and Rti routines, expectations, and transitions.</li> </ul>	<p>This indicates for us that there is still a great need for teacher development to provide rigorous standards based instruction for students. This will continue to assist in informing what classrooms engage in coaching cycles at the start of the school year and provide information for identifying Tier I strategies and CORE MATH planning for classrooms.</p> <p>This data has been utilized to identify which students may benefit from additional before and after school programs that will supplement/enrich classroom learning. We have identified students within this subgroup to participate in our Fourth Family morning program, as well as Title I tutoring to begin in November.</p>
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**Part IV – Community Engagement Team (CET)**

<b>Community Engagement Team (CET)</b>	
<p><i>The role of the Community Engagement Team is to be active thought partners in contributing to and supporting the development of recommendations for school improvement through public engagement. Recommendations made by the CET, including how the school community was engaged to seek input/feedback to guide implementation of the school’s improvement plan, should be addressed in response to the prompts below.</i></p>	
<b>Report Out of 2021-22 CET Plan Implementation</b>	
<ul style="list-style-type: none"> <li>List the categories of stakeholders that have participated as members this reporting period.</li> <li>Include any changes made to the CET’s membership since the development of the 2021-2022 continuation plan. Include the role/title of any new members.</li> </ul>	<p>Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school’s improvement plan.</p>
<p>Stakeholders:</p> <ul style="list-style-type: none"> <li>Administrators</li> <li>Teachers</li> <li>Parents</li> <li>Community School Site Coordinator</li> <li>Home School Coordinator</li> <li>Community Members</li> <li>School Program Providers</li> </ul>	<p>While the categories of stakeholders on the CET will not change, there was discussion of the team to add additional members (replace those no longer available/present) based on changes to staff, addition of programs and providers, as well as new parents who currently have students in attendance at the building. The home school coordinators will take on this task before the next quarterly report and CET meeting scheduled in January.</p> <p>Our CET team also discussed how to engage the AIC so that there is an understanding and some alignment with our building goals. The building leaders in both buildings will begin those discussions before November 1, 2021.</p> <p>The CET has been informed and has approved of the plan set forth in our quarterly one report.</p>

**Part V - Receivership Powers**

**Powers of the Receiver**



*Provide a summary of the use of the School Receiver’s powers during this reporting period.*

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.



**Part VI – Assurance and Attestation**

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

Name of Receiver (Print): Kaweeda G. Adams  
Signature of Receiver: \_\_\_\_\_  
Date: \_\_\_\_\_

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this Receivership Quarterly Report, and has had the opportunity to review, and update if necessary, its 2021-2022 Community Engagement Team plan and membership.

Name of CET Representative (Print): Walter Huntley  
Signature of CET Representative: \_\_\_\_\_  
Title of CET Representative: GMES HomeSchool Coordinator  
Date: October 22, 2021