



**2021-2022 Receivership School Quarterly Report #2**  
Report Period: *October 16, 2021 – January 14, 2022 (Due January 28, 2022)*

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	010100010044	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	% Students designated as both ELL & SWD
Kaweeda G. Adams	Jasmine Brown Appointment Date: 8/1/2012	Dr. Cecily Wilson-Turner, Assistant Superintendent for Elementary Michele Bridgewater, District Improvement Director	PreK-5	N/A	490	13%	21%	.4%



## Executive Summary

Please provide a *plain-language summary* of this completed report, reflecting changes and progress made since the last reporting period, with a focus on the action taken to implement lead strategies, engage the community, and enact Receivership powers. 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*.

As explained in our Q1 report, Grade 6 is no longer in our building (permanently), therefore we are officially 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; you will see those students' data included in the assessments where we were able to gather that information..

Our Quarter 2 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 continue with professional development around standards based instruction, with a focus on complex texts and cognitive engagement strategies. We continue using the Instructional Practice Guide, with a focus on CORE Action Two, development, planning for, and implementation of using text based questioning. There will be a shift to CORE Action Three for our Intermediate Grades who have shown consistent implementation of those text based evidence strategies. There will be further work with the primary grades on CORE Action Two, hoping to shift in the upcoming months. 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.

We are currently still implementing 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. There has been a recent review of those students requiring Tier II support, which will require some small shifts to the Tier I implementation model to reschedule these students into official Tier II intervention in the grade levels where the data suggests that the shift is necessary. Tier 1 instructional plans continue to be reviewed monthly to regroup students and move them through mastered skills quicker. This Tier I reading 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 continues to be full time Math coaching support for all teachers, 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 continue to be a strategy to drive instructional decisions at Giffen. We recently administered, reviewed and modified instruction based on our Winter 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 continue 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, and will be shifting to CORE ACTION 3 for our intermediate grades, which focuses on providing all students the opportunity to engage in the work of the rigorous lesson. For Math, there will be a shift from Launch Math Routines to Explore Routines, as teachers across the building have been consistently implementing those routines (Which One Doesn't Belong, Same but Different, and Number Strings). For Math walkthroughs, the district instructional continuum will continue to be utilized to provide feedback to teachers. Walk-through trends and an analysis of relevant data will be reviewed with the administrative staff to tier teacher support, and walkthrough data will be shared quarterly 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. Prior to our abrupt pivot to distance learning (following Christmas break),our chronic attendance rate was at 46%; currently, our chronic absenteeism rate is 56%. To decrease these rates, strategies include: targeting Tier 2 students and creating attendance plans for those who are on the cusp of chronic absenteeism, identifying Tier 3 students/families with increased focus and communication with our home school coordinators and assistant principals. We also began a number of positive incentives for those students/families who are consistently meeting the attendance benchmarks, as well as those that may have been chronically absent in the past. These incentives include, placing positive phone calls and recognizing homerooms with the highest daily and monthly attendance.



The Community Engagement Team met on October 8th, 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 steps taken to implement lead strategies since the first quarter. Include processes that were used to assess the **impact** of strategies implemented on student learning outcomes.

This is also an opportunity for district and school staff to provide a reflective outline of proposed actions, strategies, and process adaptations made to the school’s 2021-2022 Continuation Plan, with a focus on how evidence guided decisions made through continuous and comprehensive planning, by articulating explicit support of student social-emotional well-being, diversity, equity, inclusion, and active engagement in learning.

- The District should ensure that the implementation of lead 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 assess the impact of identified lead strategies on student learning, as connected and aligned to diagnostic review feedback, to ensure strategy implementation can achieve long-term sustainable growth.

**Part I –Lead Strategies for Improvement**

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

**Quarterly Report #2 with Reflection on Lead Strategies Utilized during  
October 16, 2021 – January 14, 2022**

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. If a strategy was discontinued since the prior reporting period, please provide an evidence-based explanation for why it was discontinued and if/how a new strategy will be implemented in its place.
Professional development for teachers 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 Q2	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 for this quarter 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. This continued to be our focus for Q2 though we will begin shifting our ELA focus to CORE action 3 and Math to Explore routines.
<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.	G: As indicated by our SCEP, we are currently on target with implementation focused common planning times for Q2. Since the last quarter report, we have since implemented an additional bi-weekly CPT for teachers to review student data and modify Tier I plans.	Our current data shows that we must continue to work on meeting grade level proficiency for all of our students. As a result, this quarter we continue to focus our common planning time on the planning of instruction and review of student work. Planning during this time continues to focus on CORE instruction for all students. While there was a focus on developing the necessary scaffolds for students to remain engaged with grade level instruction for both Math and ELA in Q2, we will begin work to differentiate the scaffolds students need to access the grade level content.. Additional CPT was created through an Enrichment time for students, dedicated to allow for classroom teachers, interventionists and instructional supervisors to review student data and to monitor the progress of students who have specific gaps in their learning (Tier I Planning).
<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 coaching cycles.	Y: As indicated by our SCEP, we continue implementing coaching cycles, and providing grade level work with coaches. Administrators continue feedback loops with teachers, suggesting particular focuses based on walkthrough observations.	Our current data shows that we must continue to work on meeting grade level proficiency for all of our students. The instructional coaches remain 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. There will continue to be review around the impact of coaching cycles and grade level work with teachers (review of student data and feedback impact).
<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.	Y: Feedback loops with teachers continue, as the building principal continues calibrating and aligning instructional expectations with Assistant Principals.	Feedback, accountability to taught practices, and follow up with teachers for Q2 remain focused on CORE instruction for both Math and ELA. Administrators review student outcomes and walkthrough trends to tier teacher support and provide recommendations. District administrators are expected to focus their walkthroughs on small group instruction implementation, though those have been limited in Q2.. We will continue to utilize this strategy to lift student outcomes and teacher practices.

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

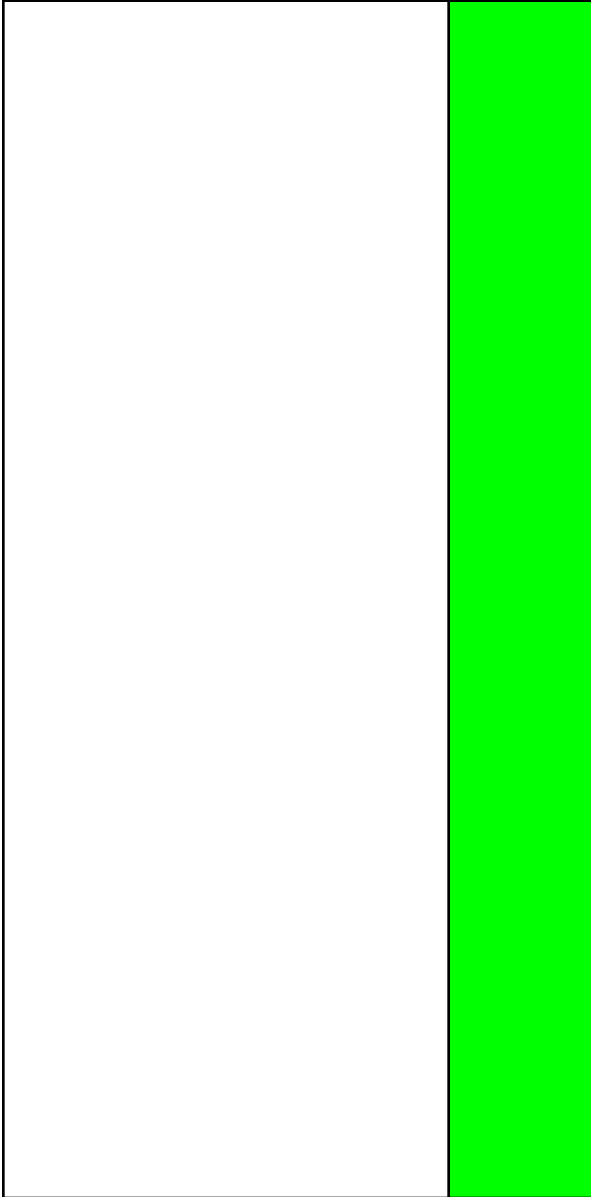
**Level 1 Indicators**

*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 #2 Reflection on Activities Completed for this Indicator during  
October 16, 2021 – January 14, 2022**

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 3-8 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, multiple choice strategies and PD on the GO - The Dos and Don'ts of core instruction, Fluency, and narrative writing.</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. In addition, teachers have created multiple choice questions and two point responses in writing.</li> <li>Coaching cycles continue 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>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. Our current Reading score percentile is 53.3 This is an indicator that we are on target to meet our end of the year target.</b></p> <p>GMES currently has 44 ELL students alternately enrolled (Grades K - 5) in the AIC (Albany International Center). Their data is included with all GMES students, even though they do not receive their instruction at GMES.</p> <p>In addition to NWEA, we use EasyCBM to monitor grade level performance and growth on foundational and comprehension skills. The current Winter data is below [GMES with AIC/DLP Students and Self Contained SPED (grades 1, 2, 3) ] included...</p> <table border="1" data-bbox="1419 899 2502 1386"> <thead> <tr> <th>Grade</th> <th>Easy CBM Probe</th> <th>Grade level Avg. September Benchmark</th> <th>Grade level Avg. Winter Benchmark</th> <th>Winter Target</th> <th>Winter Gap to the Target</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>Letter Sounds (LS)</td> <td>3.23</td> <td>15.97</td> <td>25</td> <td>-9.03</td> </tr> <tr> <td>1</td> <td>Word Reading Fluency (WRF)</td> <td>6</td> <td>11.45</td> <td>23</td> <td>-11.55</td> </tr> <tr> <td>2</td> <td>Passage Reading Fluency (PRF)</td> <td>27</td> <td>39.38</td> <td>80</td> <td>-40.62</td> </tr> <tr> <td>3</td> <td>Passage Reading Fluency (PRF)</td> <td>38.5</td> <td>65</td> <td>115</td> <td>-50</td> </tr> <tr> <td>4</td> <td>Passage Reading Fluency (PRF)</td> <td>80.96</td> <td>101.75</td> <td>130</td> <td>-28.25</td> </tr> <tr> <td>5</td> <td>Passage Reading Fluency (PRF)</td> <td>107</td> <td>128</td> <td>149</td> <td>-21</td> </tr> </tbody> </table>	Grade	Easy CBM Probe	Grade level Avg. September Benchmark	Grade level Avg. Winter Benchmark	Winter Target	Winter Gap to the Target	K	Letter Sounds (LS)	3.23	15.97	25	-9.03	1	Word Reading Fluency (WRF)	6	11.45	23	-11.55	2	Passage Reading Fluency (PRF)	27	39.38	80	-40.62	3	Passage Reading Fluency (PRF)	38.5	65	115	-50	4	Passage Reading Fluency (PRF)	80.96	101.75	130	-28.25	5	Passage Reading Fluency (PRF)	107	128	149	-21
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<p>#39 3-8 Math All Students MGP</p>		<ul style="list-style-type: none"> <li>• Math professional development has focused on lesson launch Routines during CORE instruction(Same but Different, Which One Doesn't Belong, and Number Strings), a review of the use of Dreambox, an online platform, as well as teacher PD of Bridges (implemented Math intervention currently only provided to students by Math interventionists)</li> <li>• 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)</li> <li>• Coaching cycles continued with teachers around modeling, launching and use of academic language during CORE, properly utilizing the online platform Dreambox, and planning for RTI instruction.</li> </ul>	<p><b>The ESSA baseline for this indicator is 42.3 and the target for this school year is 44.3. Based on the Winter administration of NWEA, the current MGP is 51.3. We are on target to meet the end of the year target.</b></p> <p>GMES currently has 44 ELL students alternately enrolled (Grades K - 5) in the AIC (Albany International Center). Their NWEA Math data is included with all GMES students, even though they do not receive their instruction at GMES.</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 is below (our AIC student data is not currently included but we will plan to include in our next quarter report):</p> <p><b>3rd Grade: Pre-assessment (November)</b> Standards assessed: 3.OA.3, 3.OA.5, 3.OA.7, 3.OA.8,3.OA.8,3.MD.5,3.MD.6, AND 3.MD.7 (57 students assessed) <b>3rd grade: Post assessment (January)</b>Standards assessed: 3.OA.3, 3.OA.5, 3.OA.7, 3.OA.8, 3.OA.8, 3.MD.5, 3.MD.6, AND 3.MD.7 (63 students assessed)</p> <table border="1" data-bbox="1419 1003 2494 1344"> <thead> <tr> <th>Grade 3</th> <th>Pre-Assessment GMES (Nov)</th> <th>Post-Assessment GMES (January)</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>100%</td> <td>67%</td> </tr> <tr> <td>Level 2</td> <td>0%</td> <td>6%</td> </tr> <tr> <td>Level 3</td> <td>0%</td> <td>19%</td> </tr> <tr> <td>Level 4</td> <td>0%</td> <td>8%</td> </tr> </tbody> </table>	Grade 3	Pre-Assessment GMES (Nov)	Post-Assessment GMES (January)	Level 1	100%	67%	Level 2	0%	6%	Level 3	0%	19%	Level 4	0%	8%
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This assessment measured the priority standards taught in the second quarter (3.OA.3,3.OA.5,3.OA.7,3.OA.8,3.OA.8,3.MD.5,3.MD.6, AND 3.MD.7). The proficiency table is graded out of percentages, Level 1: 65 and below, Level 2: 66-74, Level 3: 75-89 and Level 4: 90-100. The criteria for this assessment was out of 13 points, therefore, the assessment criteria consists of Level 1, 2, 3 and 4. There was an overall increase in proficiency from 0% to 27%.

**4th grade: Pre-assessment (November)** Standards assessed: 4.NBT.6, 4.OA.3, 4.OA.4, 4.NF.1, 4.NF.2 (52 students assessed) **4th grade: Post-assessment (January)** Standards assessed: 4.NBT.6, 4.OA.3, 4.OA.4,4.NF.1,4.NF.2 (53 students assessed)

Grade 4	Pre-Assessment GMES (Nov)	Post-Assessment GMES (January)
Level 1	100%	49%
Level 2	0%	4%
Level 3	0%	30%
Level 4	0%	17%

This assessment measured the priority standards taught in the second quarter (4.NBT.6,4.OA.3,4.OA.4,4.NF.1,4.NF.2). The criteria for this assessment was out of 16 points, therefore, the assessment criteria consists of Level 1, 2, 3 and 4. There was an increase in proficiency from 0% to 47%.

**5th grade: Pre-assessment (November)** Standards assessed:5.NBT.7, 5.NF.1,5.NF.2, 5.NF.4, 5.NF.5a. 5.MD.2 (58 students assessed) **5th grade: Post-assessment (January)** Standards assessed: 5.NBT.7, 5.NF.1, 5.NF.2, 5.NF.4, 5.NF.5a. 5.MD.2 (60 students assessed)

Grade 5	Pre-Assessment GMES (Nov)	Post-Assessment GMES (January)



Level 1	100%	53%
Level 2	0%	8%
Level 3	0%	30%
Level 4	0%	8%

This assessment measured the priority standards taught in the second quarter (5.NBT.7, 5.NF.1, 5.NF.2, 5.NF.4, 5.NF.5a, 5.MD.2). The proficiency table is graded out of percentages, Level 1: 65 and below, Level 2: 66-74, Level 3: 75-89 and Level 4: 90-100. The criteria for this assessment was out of 16 points, therefore, the assessment criteria consists of Level 1, 2, 3 and 4. There was an increase in proficiency from 0% to 38%.

**3rd grade**

Topics assessed for the Q2 assessments were multiplication fluency, properties of multiplication, area of rectangles and composite shapes, one and two-step word problems, and arithmetic patterns. We saw the most growth with area. Students grew 33%-50% more proficient within the standards about area. The areas that still need improvement are one- two-step word problems (29% increase), properties of multiplication (4% increase), and arithmetic patterns (31% increase). To increase the number of students proficient within these standards, teachers will utilize our Intervention program, *Bridges*. *Bridges is a program* that helps minimize the gap within skills within standard strands. Teachers will also be assigning lessons for these standards on our online math platform, Dreambox. Lastly, spiral standards during small group instruction and mathcore (fluency part).

**4th grade**

Topics assessed for the Q2 assessments are Division, fractions (equivalence and comparison), and multi-step word problems. We saw the most growth with division. The increase in proficiency was 51%. The area that still needs improvement is multi-step word problems (48%). To increase the number of students proficient within this standard, teachers will utilize our Intervention program, *Bridges*. *Bridges is a program* that helps minimize the gap within skills within standard strands.



			<p>Teachers will also be assigning lessons for these standards on our online math platform, Dreambox. Lastly, spiral standards during small group instruction and mathcore (fluency part).</p> <p><b>5th grade</b> Topics assessed for the Q2 assessments are line plots, decimals, fractions, and word problems involving fractions. There were several fraction standards assessed and students made growth within all. The main skill with fraction students made the most group is adding and subtracting fractions. Students increased 60% proficiency within that particular fraction standard. Students also made substantial growth with line plots. There was a 49% increase. The skill students need improvement on is real word fraction world problems. There was only a 21% increase in proficiency within this skill. To increase the number of students proficient within this standard, teachers will utilize our Intervention program, <i>Bridges</i>. <i>Bridges is a program</i> that helps minimize the gap within skills within standard strands. Teachers will also be assigning lessons for these standards on our online math platform, Dreambox. Lastly, teachers will also spiral standards during small group instruction and mathcore.</p> <p>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. For Quarter 3 our focus will be shifting to the “Explore part of lessons where students are engaged in high leveraged tasks. There is a definitive need to connect our PD planning and instruction implementation with the teachers at the AIC.</p>
<p>#100 ELA All Students Core Subject PI</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, multiple choice strategies and PD on the GO - The Dos and Don'ts of core instruction, Fluency, and narrative writing.</li> <li>• ELA Common Planning Time has been devoted to reviewing standards and learning targets (CORE),</li> </ul>	<p><b><i>The ESSA baseline for this indicator is 52.5 and the target for this school year is 62.5. Based on the Winter administration of NWEA, the current Projected performance index is 53.2. We are not on target, at this time, to meet the end of the year target.</i></b></p> <p>GMES currently has 44 ELL students alternately enrolled (Grades K - 5) in the AIC (Albany International Center). Their data is included with all GMES students, even though they do not receive their instruction at GMES.</p> <p>In addition to NWEA, we use EasyCBM to monitor grade level performance and growth on foundational and comprehension skills. The current Winter data is below [GMES with AIC/DLP Students and Self Contained SPED (grades 1, 2, 3) ] included...</p>

		<p>reading/writing exemplar responses, and planning for scaffold and supports for students as indicated by review of student work. In addition, teachers have created multiple choice questions and two point responses.</p> <ul style="list-style-type: none"> <li>Coaching cycles continue 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>	<table border="1" data-bbox="1419 277 2556 862"> <thead> <tr> <th>Grade</th> <th>Easy CBM Probe</th> <th>Grade level Avg. September Benchmark</th> <th>Grade level Avg. Winter Benchmark</th> <th>Winter Target</th> <th>Winter Gap to the Target</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>Letter Sounds (LS)</td> <td>3.23</td> <td>15.97</td> <td>25</td> <td>-9.03</td> </tr> <tr> <td>1</td> <td>Word Reading Fluency (WRF)</td> <td>6</td> <td>11.45</td> <td>23</td> <td>-11.55</td> </tr> <tr> <td>2</td> <td>Passage Reading Fluency (PRF)</td> <td>27</td> <td>39.38</td> <td>80</td> <td>-40.62</td> </tr> <tr> <td>3</td> <td>Passage Reading Fluency (PRF)</td> <td>38.5</td> <td>65</td> <td>115</td> <td>-50</td> </tr> <tr> <td>4</td> <td>Passage Reading Fluency (PRF)</td> <td>80.96</td> <td>101.75</td> <td>130</td> <td>-28.25</td> </tr> <tr> <td>5</td> <td>Passage Reading Fluency (PRF)</td> <td>107</td> <td>128</td> <td>149</td> <td>-21</td> </tr> </tbody> </table> <p>While all grade levels increased from the Fall to the Winter benchmark, our primary grades are getting further from the moving benchmark, and our intermediate grades are maintaining or beginning to close the gap to the target. We will continue to monitor our Tier I plans and make adjustments for students to meet the grade level benchmark targets, which continues to increase as the year progresses.</p> <p>Our walkthroughs will remain focused on CORE instruction and implementation of rigorous standards driven lessons, providing specific instructional feedback to teachers so that necessary adjustments are made within the classrooms. Our primary grades will continue to focus on CORE Action 2 of the Instructional Practice Guide, while we will begin to shift to CORE Action 3 in our intermediate ELA Grades.</p>	Grade	Easy CBM Probe	Grade level Avg. September Benchmark	Grade level Avg. Winter Benchmark	Winter Target	Winter Gap to the Target	K	Letter Sounds (LS)	3.23	15.97	25	-9.03	1	Word Reading Fluency (WRF)	6	11.45	23	-11.55	2	Passage Reading Fluency (PRF)	27	39.38	80	-40.62	3	Passage Reading Fluency (PRF)	38.5	65	115	-50	4	Passage Reading Fluency (PRF)	80.96	101.75	130	-28.25	5	Passage Reading Fluency (PRF)	107	128	149	-21
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<p>#110 Math All Students Core Subject PI</p>		<ul style="list-style-type: none"> <li>Math professional development has focused on lesson launch Routines during CORE instruction(Same but Different, Which One Doesn't</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 Winter administration of NWEA, the current Projected performance index is 36.6. We are not on target, at this time, to meet the end of the year target.</b></p>																																										

Belong, and Number Strings), a review of the use of Dreambox, an online platform, as well as teacher PD of Bridges (implemented Math intervention currently provided to students by only Math interventionists)

- 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 continued with teachers around modeling, launching and use of academic language during CORE, properly utilizing the online platform Dreambox, and planning for RTI instruction.

GMES currently has 44 ELL students alternately enrolled (Grades K - 5) in the AIC (Albany International Center). Their NWEA Math data is included with all GMES students, even though they do not receive their instruction at GMES.

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 (The AIC students' data is not reflected in this data but will be included in our Q3 report):

**3rd Grade: Pre-assessment (November)** Standards assessed: 3.OA.3, 3.OA.5, 3.OA.7, 3.OA.8, 3.OA.8, 3.MD.5, 3.MD.6, AND 3.MD.7 (57 students assessed) **3rd grade: Post assessment (January)** Standards assessed: 3.OA.3, 3.OA.5, 3.OA.7, 3.OA.8, 3.OA.8, 3.MD.5, 3.MD.6, AND 3.MD.7 (63 students assessed)

Grade 3	Pre-Assessment GMES (Nov)	Post-Assessment GMES (January)
Level 1	100%	67%
Level 2	0%	6%
Level 3	0%	19%
Level 4	0%	8%

This assessment measured the priority standards taught in the second quarter (3.OA.3, 3.OA.5, 3.OA.7, 3.OA.8, 3.OA.8, 3.MD.5, 3.MD.6, AND 3.MD.7). The proficiency table is graded out of percentages, Level 1: 65 and below, Level 2: 66-74, Level 3: 75-89 and Level 4: 90-100. The criteria for this assessment was out of 13 points, therefore, the assessment criteria consists of Level 1, 2, 3 and 4. There was an increase in proficiency from 0% to 27%.

**4th grade: Pre-assessment (November)** Standards assessed: 4.NBT.6, 4.OA.3, 4.OA.4, 4.NF.1, 4.NF.2 (52 students assessed) **4th grade: Post-assessment (January)** Standards assessed: 4.NBT.6, 4.OA.3, 4.OA.4, 4.NF.1, 4.NF.2 (53 students assessed)

Grade 4	Pre-Assessment GMES (Nov)	Post-Assessment GMES (January)
Level 1	100%	49%
Level 2	0%	4%
Level 3	0%	30%
Level 4	0%	17%

This assessment measured the priority standards taught in the second quarter (4.NBT.6,4.OA.3,4.OA.4,4.NF.1,4.NF.2). The criteria for this assessment was out of 16 points, therefore, the assessment criteria consists of Level 1, 2, 3 and 4. There was an increase in proficiency from 0% to 47%.

**5th grade: Pre-assessment (November)** Standards assessed:5.NBT.7, 5.NF.1,5.NF.2, 5.NF.4, 5.NF.5a, 5.MD.2 (58 students assessed)  
**5th grade: Post-assessment (January)** Standards assessed: 5.NBT.7, 5.NF.1, 5.NF.2, 5.NF.4, 5.NF.5a, 5.MD.2 (60 students assessed)

Grade 5	Pre-Assessment GMES (Nov)	Post-Assessment GMES (January)
Level 1	100%	53%
Level 2	0%	8%
Level 3	0%	30%
Level 4	0%	8%

**3rd grade**

Topics assessed for the Q2 assessments were multiplication fluency, properties of multiplication, area of rectangles and composite shapes, one and two-step word problems, and arithmetic patterns. We saw the most growth with area. Students grew 33%-50% more proficient within the standards about area. The areas that still need improvement are one- two-step word problems (29% increase), properties of multiplication (4% increase), and arithmetic patterns (31% increase). To increase the number of students proficient within these standards, teachers will utilize our Intervention program, *Bridges*. *Bridges is a program* that helps minimize the gap within skills within standard strands. Teachers will also be assigning lessons for these standards on our online math platform, Dreambox. Lastly, spiral standards during small group instruction and mathcore (fluency part).

**4th grade**

Topics assessed for the Q2 assessments are Division, fractions (equivalence and comparison), and multi-step word problems. We saw the most growth with division. The increase in proficiency was 51%. The area that still needs improvement is multi-step word problems (48%). To increase the number of students proficient within this standard, teachers will utilize our Intervention program, *Bridges*. *Bridges is a program* that helps minimize the gap within skills within standard strands. Teachers will also be assigning lessons for these standards on our online math platform, Dreambox. Lastly, spiral standards during small group instruction and mathcore (fluency part).

**5th grade**

Topics assessed for the Q2 assessments are line plots, decimals, fractions, and word problems involving fractions. There were several fraction standards assessed and students made growth within all. The main skill with fraction students made the most growth is adding and subtracting fractions. Students increased 60% proficiency within that particular fraction standard. Students also made substantial growth with line plots. There was a 49% increase. The skill students need improvement on is real word fraction word problems. There was only a 21% increase in proficiency within this skill. To increase the number of students proficient within this standard, teachers will utilize our Intervention program, *Bridges*. *Bridges is a program* that helps minimize the gap within skills within standard strands. Teachers will also be assigning lessons for these standards on our online math platform, Dreambox. Lastly, teachers will also spiral standards during small group instruction and mathcore.

			<p>This assessment measured the priority standards taught in the second quarter (5.NBT.7, 5.NF.1,5.NF.2, 5.NF.4, 5.NF.5a. 5.MD.2). The proficiency table is graded out of percentages, Level 1: 65 and below, Level 2: 66-74, Level 3: 75-89 and Level 4: 90-100. The criteria for this assessment was out of 16 points, therefore, the assessment criteria consists of Level 1, 2,3 and 4. There was an increase in proficiency from 0% to 38%.</p> <p>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. For Quarter 3 our focus will be shifting to the “Explore part of lessons where students are engaged in high leveraged tasks. There is a definitive need to connect our PD planning and instruction implementation with the teachers at the AIC.</p> <p>Our walkthroughs in Math will remain focused on CORE instruction and implementation of rigorous standards driven lessons, providing specific instructional feedback to teachers so that necessary adjustments are made within the classrooms.</p>						
<p>#150 Grades 4 Science All Students Core Subject PI</p>		<ul style="list-style-type: none"> <li>Grade 4 students have taken a modified written and performance assessment, for the purposes of reviewing growth towards standards assessed on the New York State Science Exam.</li> <li>The instructional coach continues work with the Grade 4 Science/Math teachers to review the results of the written and performance assessments and offer strategies for implementing the strategies during instruction.</li> <li>The district has provided support for restructuring of our Science Lab for teacher student use in Q3.</li> </ul>	<p><b>The ESSA baseline for this indicator is 151.6 and the target for this school year is 161.3 .</b></p> <p><b>Based on the pre and post Science Assessment, level 3s and 4s increased from 2% to 11% (an increase of 9%). In 18-19 a 64% proficiency rate (levels 3 &amp; 4) equated to 151.6 on this ESSA indicator, which is well below our target of 161.3. Based on our current level of proficiency, 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). Five of those students are in Grade 4. Those students were not a part of the data below. We will work with leadership to engage those students with the assessments administered at GMES.</p> <table border="1" data-bbox="1419 1260 2080 1416"> <thead> <tr> <th>Grade 4</th> <th>Science Pre-Assessment (Oct)</th> <th>Science Post-Assessment (Jan)</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>88%</td> <td>72%</td> </tr> </tbody> </table>	Grade 4	Science Pre-Assessment (Oct)	Science Post-Assessment (Jan)	Level 1	88%	72%
Grade 4	Science Pre-Assessment (Oct)	Science Post-Assessment (Jan)							
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		Level 2	10%	17%												
		Level 3	2%	11%												
		Level 4	0%	0%												
<table border="1"> <thead> <tr> <th>Grade 4</th> <th>Q1 Pre-Assessment (Oct)</th> <th>Quiz (Nov)</th> <th>Q2 Checkpoint (Jan)</th> </tr> </thead> <tbody> <tr> <td>Magnet Quiz</td> <td>24%</td> <td>67%</td> <td>67%</td> </tr> <tr> <td>Circuit Quiz</td> <td>22%</td> <td>69%</td> <td>76%</td> </tr> </tbody> </table>					Grade 4	Q1 Pre-Assessment (Oct)	Quiz (Nov)	Q2 Checkpoint (Jan)	Magnet Quiz	24%	67%	67%	Circuit Quiz	22%	69%	76%
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<p><b>Q2 Science checkpoint</b> This assessment measured students’ progress so far this year in science. There was a shift in proficiency, as well as level twos this quarter. The two quizzes given were created to align with our science curriculum, FOSS and to track the progress of how students would do with Magnet and circuit questions and labs. The quizzes were out of 4 points ( two multiple choice questions and one short response question). Students made significant progress with the magnet and circuit topics. Our teachers will continue to create and implement quizzes that are aligned with NYS science standards, as well as with our science curriculum.</p> <p>While progress was made within the specific units taught (evidenced by raised proficiency on the checkpoints), this did not translate to the post assessment which not only assessed the two topics within the quizzes, but additional assessed standards on the NYS Grade 4 Science Exam. We will devote additional common planning time to Science to plan for integration of these assessed standards and our current FOSS Science curriculum.</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 action steps that will support progress toward the Demonstrable Improvement Indicators.

**Quarterly Report #2 Reflection on Activities Completed for this Indicator during  
October 16, 2021 – January 14, 2022**

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>												
#35 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, multiple choice strategies and PD on the GO - The Dos and Don'ts of core instruction, Fluency, and narrative writing.</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. In addition, teachers have created multiple choice questions and two point responses.</li> <li>Coaching cycles continue 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>The ESSA baseline for this indicator is 45.8 and the target for this school year is 47.9. Based on the Winter administration of NWEA, the current Projected performance index is 54.2. We are on target, at this time, to meet the end of the year target.</b></p> <table border="1" data-bbox="1456 789 2134 1068"> <thead> <tr> <th></th> <th>Fall</th> <th>Winter</th> </tr> </thead> <tbody> <tr> <td>Number of students at Tier 1</td> <td>21</td> <td>32</td> </tr> <tr> <td>Number of students at Tier 2</td> <td>31</td> <td>28</td> </tr> <tr> <td>Number of students at Tier 3</td> <td>32</td> <td>29</td> </tr> </tbody> </table> <p>While this indicator of growth is currently above the target for this school year, there has been a slight dip from our Fall data. As provided in the ELA indicators above, we will continue to focus on instructional moves to make sure that rigorous standards driven instruction is happening in all classes. Our data will assist in informing what classrooms engage in coaching cycles, the frequency of administrative walkthroughs/feedback cycles, all of which provide information for identifying Tier I strategies and CORE ELA instructional shifts for classrooms.</p> <p>Our student 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</p>		Fall	Winter	Number of students at Tier 1	21	32	Number of students at Tier 2	31	28	Number of students at Tier 3	32	29
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			<p>identified students within this subgroup to participate in our Fourth Family morning program, Title I tutoring which began in November; Scholars which will begin in February, as well as our morning program, Noteworthy Resources which began in January.</p> <p>There is Embedded professional development scheduled for classroom teachers to review Winter benchmark and subgroup data to utilize during ELA lesson planning.</p>																														
<p>#41 3-8 Math Black Students MGP</p>		<ul style="list-style-type: none"> <li>• Math professional development has focused on lesson launch Routines during CORE instruction(Same but Different, Which One Doesn't Belong, and Number Strings), a review of the use of Dreambox, an online platform, as well as teacher PD of Bridges (implemented Math intervention currently provided to students by only Math interventionists)</li> <li>• 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)</li> <li>• Coaching cycles continued with teachers around modeling, launching and use of academic language during CORE, properly utilizing the online platform Dreambox, and planning for RTI instruction.</li> </ul>	<p><b>The ESSA baseline for this indicator is 41.1 and the target for this school year is 43.1. Based on the Winter administration of NWEA, the current Projected performance index is 54.7. We are on target, at this time, to meet the end of the year target.</b></p> <p>Results of Quarter 2 Math Assessments for Black students in grade 3-5.</p> <table border="1" data-bbox="1454 672 2126 1013"> <thead> <tr> <th>Black: Grades 3-5</th> <th>Pre-Assessment</th> <th>Post -Assessment</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>99%</td> <td>63%</td> </tr> <tr> <td>Level 2</td> <td>1%</td> <td>7%</td> </tr> <tr> <td>Level 3</td> <td>0%</td> <td>21%</td> </tr> <tr> <td>Level 4</td> <td>0%</td> <td>9%</td> </tr> </tbody> </table> <table border="1" data-bbox="1454 1084 2134 1393"> <thead> <tr> <th>Black:Grade 3</th> <th>Pre-Assessment</th> <th>Post -Assessment</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>100%</td> <td>68%</td> </tr> <tr> <td>Level 2</td> <td></td> <td>8%</td> </tr> <tr> <td>Level 3</td> <td></td> <td>18%</td> </tr> <tr> <td>Level 4</td> <td></td> <td>8%</td> </tr> </tbody> </table>	Black: Grades 3-5	Pre-Assessment	Post -Assessment	Level 1	99%	63%	Level 2	1%	7%	Level 3	0%	21%	Level 4	0%	9%	Black:Grade 3	Pre-Assessment	Post -Assessment	Level 1	100%	68%	Level 2		8%	Level 3		18%	Level 4		8%
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			<p>Our student 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, Title I tutoring which began in November, Scholars which will begin in February, as well as our morning program, Noteworthy Resources which began in January.</p>																	

			<p>There is Embedded professional development scheduled for classroom teachers to review Winter benchmark and subgroup data to utilize during Math lesson planning.</p>												
<p>#103 3-8 ELA Hispanic Core Subject PI</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, multiple choice strategies and PD on the GO - The Dos and Don'ts of core instruction, Fluency, and narrative writing.</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. In addition, teachers have created multiple choice questions and two point responses.</li> <li>• Coaching cycles continue 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 58.9 and the target for this school year is 67.7. Based on the Winter administration of NWEA, the current Projected performance index is 38. We are not on target, at this time, to meet the end of the year target.</i></b></p> <p>On the EasyCbm assessment for passage reading fluency, the results are as follows for Hispanic students in Grades 3-5:</p> <table border="1" data-bbox="1456 662 2112 906"> <thead> <tr> <th></th> <th>Fall</th> <th>Winter</th> </tr> </thead> <tbody> <tr> <td>Number of students at Tier 1</td> <td>9</td> <td>9</td> </tr> <tr> <td>Number of students at Tier 2</td> <td>20</td> <td>26</td> </tr> <tr> <td>Number of students at Tier 3</td> <td>29</td> <td>25</td> </tr> </tbody> </table> <p>This data suggests that there is still a great need for teacher development to provide rigorous standards based instruction for students. Our data will assist in informing what classrooms engage in coaching cycles, the frequency of administrative walkthroughs/feedback cycles, all of which provide information for identifying Tier I strategies and CORE ELA instructional shifts for classrooms.</p> <p>Our student 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, Title I tutoring which began in November, Scholars which will begin in February, as well as our morning program, Noteworthy Resources which began in January. We will also engage our students that attend our 21st century program in use of our ELA digital platform, Lexia.</p>		Fall	Winter	Number of students at Tier 1	9	9	Number of students at Tier 2	20	26	Number of students at Tier 3	29	25
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<p>#112 3-8 Math Black Core Subject PI</p>		<ul style="list-style-type: none"> <li>Math professional development has focused on lesson launch Routines during CORE instruction(Same but Different, Which One Doesn't Belong, and Number Strings), a review of the use of Dreambox, an online platform, as well as teacher PD of Bridges (implemented Math intervention currently provided to students by only Math interventionists)</li> <li>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)</li> <li>Coaching cycles continued with teachers around modeling, launching and use of academic language during CORE, properly utilizing the online platform Dreambox, and planning for RTI instruction.</li> </ul>	<p><b>The ESSA baseline for this indicator is 35.28 and the target for this school year is 29.5. Based on the Winter administration of NWEA, the current Projected performance index is 41.8. We are currently on target to meet the end of the year target.</b></p> <p>Results of Quarter 2 Math Assessments for Black students in grade 3-5.</p> <table border="1" data-bbox="1454 537 2126 846"> <thead> <tr> <th></th> <th>Pre-Assessment</th> <th>Post -Assessment</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>99%</td> <td>63%</td> </tr> <tr> <td>Level 2</td> <td>1%</td> <td>7%</td> </tr> <tr> <td>Level 3</td> <td>0%</td> <td>21%</td> </tr> <tr> <td>Level 4</td> <td>0%</td> <td>9%</td> </tr> </tbody> </table> <table border="1" data-bbox="1454 948 2134 1256"> <thead> <tr> <th>Black:Grade 3</th> <th>Pre-Assessment</th> <th>Post -Assessment</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>100%</td> <td>68%</td> </tr> <tr> <td>Level 2</td> <td></td> <td>8%</td> </tr> <tr> <td>Level 3</td> <td></td> <td>18%</td> </tr> <tr> <td>Level 4</td> <td></td> <td>8%</td> </tr> </tbody> </table> <table border="1" data-bbox="1454 1321 2134 1385"> <thead> <tr> <th>Grade 4</th> <th>Pre-Assessment</th> <th>Post -Assessment</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Pre-Assessment	Post -Assessment	Level 1	99%	63%	Level 2	1%	7%	Level 3	0%	21%	Level 4	0%	9%	Black:Grade 3	Pre-Assessment	Post -Assessment	Level 1	100%	68%	Level 2		8%	Level 3		18%	Level 4		8%	Grade 4	Pre-Assessment	Post -Assessment			
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			Level 4		9%
			<p>As provided in the Math indicators above, we will continue to focus on instructional moves to make sure that rigorous standards driven instruction is happening in all classes. Our data will assist in informing what classrooms engage in coaching cycles, the frequency of administrative walkthroughs/feedback cycles, all of which provide information for identifying Tier I strategies and CORE Math instructional shifts for classrooms.</p> <p>Our student 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, Title I tutoring which began in November; Scholars which will begin in February, as well as our morning program, Noteworthy Resources which began in January.</p> <p>There is Embedded professional development scheduled for classroom teachers to review Winter benchmark and subgroup data to utilize during Math lesson planning.</p>		



<p>#113 3-8 Math Hispanic Core Subject PI</p>		<ul style="list-style-type: none"> <li>Math professional development has focused on lesson launch Routines during CORE instruction(Same but Different, Which One Doesn't Belong, and Number Strings), a review of the use of Dreambox, an online platform, as well as teacher PD of Bridges (implemented Math intervention currently provided to students by only Math interventionists)</li> <li>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)</li> <li>Coaching cycles continued with teachers around modeling, launching and use of academic language during CORE, properly utilizing the online platform Dreambox, and planning for RTI instruction.</li> </ul>	<p><b>The ESSA baseline for this indicator is 46.2 and the target for this school year is 56.1. Based on the Winter administration of NWEA, the current Projected performance index is 22. We are far from our target, at this time, to meet the end of the year target.</b></p> <table border="1" data-bbox="1456 443 2056 751"> <thead> <tr> <th></th> <th>Pre-Assessment</th> <th>Post -Assessment</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>100%</td> <td>48%</td> </tr> <tr> <td>Level 2</td> <td style="background-color: gray;"></td> <td>8%</td> </tr> <tr> <td>Level 3</td> <td style="background-color: gray;"></td> <td>42%</td> </tr> <tr> <td>Level 4</td> <td style="background-color: gray;"></td> <td>2%</td> </tr> </tbody> </table> <p>This data suggests that there is still a great need for teacher development to provide rigorous standards based instruction for students. Our data will assist in informing what classrooms engage in coaching cycles, the frequency of administrative walkthroughs/feedback cycles, all of which provide information for identifying Tier I strategies and CORE ELA instructional shifts for classrooms.</p> <p>Our student 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, Title I tutoring which began in November, Scholars which will begin in February, as well as our morning program, Noteworthy Resources which began in January. We will also engage our students that attend our 21st century program in use of our Math digital platform, Dreambox.</p> <p>There is Embedded professional development scheduled for classroom teachers to review Winter benchmark and subgroup data to utilize during Math lesson planning.</p>		Pre-Assessment	Post -Assessment	Level 1	100%	48%	Level 2		8%	Level 3		42%	Level 4		2%
	Pre-Assessment	Post -Assessment																
Level 1	100%	48%																
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Level 3		42%																
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<p>NWEA Math Growth CGP - SWD</p>		<ul style="list-style-type: none"> <li>Math professional development has focused on lesson launch Routines during CORE instruction(Same but Different, Which One Doesn't Belong, and Number</li> </ul>	<p><b>The ESSA baseline for this indicator is 30 and the target for this school year is 32. Based on the Winter administration of NWEA, the current Projected performance index is 50.4. We are currently on target to meet the end of the year target.</b></p>															

		<p>Strings), a review of the use of Dreambox, an online platform, as well as teacher PD of Bridges (implemented Math intervention currently provided to students by only Math interventionists)</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 RtI 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 continued with teachers around modeling, launching and use of academic language during CORE, properly utilizing the online platform Dreambox, and planning for RTI instruction.</li> <li>• Embedded PD to review NWEA data (as well as subgroup data) and plan for instructional moves is scheduled for mid-February</li> </ul>	<p>While we are currently on track to hit this target, we will continue to provide administrator feedback to our co-teach and self-contained teachers for standards based rigorous CORE instruction. Our Math interventionists will continue to provide Math intervention support to our SPED classrooms (Grades 2 - 5), as they do for our regular education classrooms. Both our K and Grade 1 teaching assistants will continue to deliver small group Math instruction alongside the classroom teacher to further develop number sense among our students. Dreambox, our digital Math platform will continue to be loaded with lessons that apply to the student's individual NWEA RIT band from the Winter assessment.</p>
<p>NWEA Reading Growth SWD</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, multiple choice strategies and PD on the GO - The Dos and Don'ts of core instruction, Fluency, and narrative writing.</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. In addition, teachers have</li> </ul>	<p><b><i>The ESSA baseline for this indicator is 35.3 and the target for this school year is 44.1. Based on the Winter administration of NWEA, the current Projected performance index is 44.7. We are currently on target to meet the end of the year target.</i></b></p> <p>While we are currently on track to hit this target, we will continue to provide administrator feedback to our co-teach and self-contained teachers for standards based rigorous CORE instruction. Our Reading interventionists will continue to provide Tier I support to our SPED classrooms (Grades 1 - 5), as they do for our regular education classrooms. Both our K and Grade 1 teaching assistants will continue to deliver small group ELA instruction alongside the classroom teacher to further develop students phonic and reading skills. Lexia, our digital ELA platform will continue to be used as a reinforcement of learned skills for students.</p>



		<p>created multiple choice questions and two point responses.</p> <ul style="list-style-type: none"> <li>• Coaching cycles continue 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> <li>• Embedded PD to review NWEA data (as well as subgroup data) and plan for instructional moves is scheduled for mid-February</li> </ul>	
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**Part IV – Community Engagement Team (CET)**

**Community Engagement Team (CET)**  
*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 (i.e., school principal, parents and guardians, teachers and other school staff and students) was engaged to seek input/feedback to guide implementation of the school’s improvement plan, should be addressed in response to the prompts below.*

**Report Out of 2021-22 CET Plan Implementation**

<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 Quarter #1 Report. 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>
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<ul style="list-style-type: none"> <li>● Administrators</li> <li>● Teachers</li> <li>● Parents</li> <li>● Community School Site Coordinator</li> <li>● Home School Coordinators</li> <li>● Community Members</li> <li>● School Program Providers</li> </ul>	<p>While the categories of stakeholders on the CET will not change, based on changes to staff, addition of programs and providers, as well as new parents who currently have students in attendance at the building, there have been some additional members added since our Q1 report (that prospective change was indicated on our last submitted report)</p> <p>Our CET team and BLT continue to discuss how to better engage the AIC so that there is an alignment with our building goals. The building and instructional leaders have started to engage the AIC instructional leaders.</p> <p>The CET has been informed and has approved of the plan set forth in our quarter two report on 2.9.22.</p>
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**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 Commissioner's Regulation §100.19 have been met.

Name of Receiver (Print): \_\_\_\_\_  
Signature of Receiver: \_\_\_\_\_  
Date: \_\_\_\_\_



By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this 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): Derek Johnson

Signature of CET Representative: \_\_\_\_\_

Title of CET Representative: Home School Coordinator

Date: February 7, 2022