



2021-2022 Receivership School Quarterly Report #3
Report Period: *January 14, 2022 – April 14, 2022 (Due April 29, 2022)*

This document is to be completed by the School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. **All sections of the report must be completed by fully responding to each prompt.**

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		Receivership Giffen Memorial Elementary School			
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	412	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*. **Any links included must be made publicly available prior to submitting the report.**

Our Quarter 3 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. While we continue to use data to drive our instructional shifts, this Q3 report falls in the middle of a state testing cycle as well as in between our local assessments. Due to this, our information and shifts are based on our curricular assessments and our ELA mid-point benchmark. We continue using the Instructional Practice Guide, with a focus on CORE Action Two, development, planning for, and implementation of using text based questioning. While our SCEP called for a shift to CORE Action 3 at this point in the year, the data has suggested the need to remain focused in that work.

Tier 1 instructional plans continue to be reviewed this quarter to regroup students and move them through mastered skills quicker. Our Q3 benchmarking data suggests greater attention be paid to Grade 3. (In addition to the support needed in our Regular Ed and Co-Teach classes, this grade level also contains two self-contained special education classes that need additional support). 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 will continue providing feedback utilizing the IGP (Instructional Practice Guide - CORE ACTION 2, which focuses on providing all students the opportunity to engage in the work of the rigorous lesson, and conducting professional development of utilizing accountable talk. 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.

Although chronic absenteeism is not an indicator, it is a focus of our monitoring and data review. 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. In January, our chronic absenteeism rate was 58%. In March, our chronic absenteeism rate was 32%. We achieved this goal by implementing the following strategies: placing daily phone calls to Tier 2 and Tier 3 students, creating attendance plans for students on the cusp of chronic absenteeism, identifying Tier 3 students/families with increased focus and communication with our home school coordinators and assistant principals, conducting weekly home visits. We also implemented positive incentives for students/families who consistently met attendance benchmarks. The incentives include positive phone calls, distributing rewards to the homerooms with perfect attendance, and recognizing the grade level with the highest monthly attendance.

The Community Engagement Team met on May 11th, 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.

Updated benchmark data will be provided to SED Liaison during the June site visit.

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 second 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 addresses 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 during this quarter.

**Quarterly Report #3 with Reflection on Lead Strategies Utilized during
January 14, 2022 – April 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 <i>evidence-based</i> explanation for why it was discontinued and if/how a new strategy will be implemented in its place. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
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 Q3.	Our current data shows us that while we are beginning to show student growth, students are still 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 Q3; we will continue our ELA focus in CORE action 2 and Math to Explore routines.
Weekly common planning meetings 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 Q3. Our enrichment planning block will end in 4 weeks.	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. There will be professional development around accountable talk in Q4 and walkthroughs to monitor implementation of this strategy. There will remain dedicated common planning time 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) through May 2022.
Coaches 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). Coaching cycles in Q4 for ELA will center around writing instruction and accountable talk, while in Math, cycles will continue for Bridges implementation (Math intervention) and Explore Math Routines.



<p>Administrator walkthroughs/instructional rounds 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: Feedback loops with teachers continue, as the building principal continues calibrating and aligning instructional expectations with Assistant Principals.</p>	<p>Feedback, accountability to taught practices, and follow up with teachers for Q3 remain focused on CORE instruction for both Math and ELA, though we will begin monitoring implementation of accountable talk strategies in Math and ELA. Administrators review student outcomes and walkthrough trends to tier teacher support and provide recommendations. We will continue to utilize this strategy to lift student outcomes and teacher practices throughout Q4.</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 during this quarter.

Quarterly Report #3 Reflection on Activities Completed for this Indicator during January 14, 2022 – April 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"> Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Describe how the data trends that emerged during this reporting period will inform future action steps. Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
#33 3-8 ELA All Students MGP		<ul style="list-style-type: none"> Teachers and instructional coaches engage in CPT structured meetings: focusing on instructional planning and multiple choice strategies Coaches work with grade level teams to review end of week outcomes and review progression of the weekly standard; determine strategies to foster grade level understanding. 	<p><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. Our winter Reading score percentile was 53.3 This is an indicator that we were on target to meet our end of the year target.</i></p> <p><i>The Spring administration of NWEA occurs after the due date for this reporting period. Local benchmark and curricular assessment data will be shared throughout the report</i></p>

		<ul style="list-style-type: none"> ○ Next steps: Teachers and coaches update Tier 1 plans based upon data analysis and review. ● Teachers engage in coaching cycles with a focus on writing; core instruction (IPG Core Action 2); text based questioning; foundational skills instruction and building fluency. <ul style="list-style-type: none"> ○ Next steps: Accountable Talk PDs and follow up coaching / admin walk throughs ● Administrator walk throughs to follow up on identified instructional routines and strategy implementation within the classrooms. <ul style="list-style-type: none"> ○ Next steps: Accountable Talk PDs and follow up coaching / admin walk throughs ● ELA professional development has been provided to instructional staff on Standards Based Instruction, Text Based Questioning (IPG), development of Tier 1 plans, Using Lexia data to inform instruction, and “Taking the Lid Off” removing scaffolds to boost student performance. Next steps include Accountable Talk PD. 	<p>We use EasyCBM to monitor grade level performance and growth on foundational and comprehension skills. The current Mid Spring data is below [GMES with AIC/DLP Students and Self Contained SPED (grades 1, 2, 3)] included...</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e0e0e0;">Grade</th> <th style="background-color: #e0e0e0;">Easy CBM Probe</th> <th style="background-color: #e0e0e0;">Grade level Avg. Mid Spring (March) Benchmark</th> <th style="background-color: #d9ead3;">Winter Target</th> <th style="background-color: #d9ead3;">Mid Spring (March) Target</th> <th style="background-color: #d9ead3;">Winter Gap to the Target</th> <th style="background-color: #d9ead3;">Mid Spring (March) Gap to the Target</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>Letter Sounds (LS)</td> <td>22</td> <td>25</td> <td>30</td> <td>-9.03</td> <td>-8</td> </tr> <tr> <td>1</td> <td>Word Reading Fluency (WRF)</td> <td>19</td> <td>23</td> <td>33</td> <td>-11.55</td> <td>-14</td> </tr> <tr> <td>2</td> <td>Passage Reading Fluency (PRF)</td> <td>49</td> <td>80</td> <td>89</td> <td>-40.62</td> <td>-40</td> </tr> <tr> <td>3</td> <td>Passage Reading Fluency (PRF)</td> <td>66</td> <td>115</td> <td>112</td> <td>-50</td> <td>-46</td> </tr> <tr> <td>4</td> <td>Passage Reading Fluency (PRF)</td> <td>112</td> <td>130</td> <td>131</td> <td>-28.25</td> <td>-19</td> </tr> <tr> <td>5</td> <td>Passage Reading Fluency (PRF)</td> <td>133</td> <td>149</td> <td>156</td> <td>-21</td> <td>-23</td> </tr> </tbody> </table> <p>While all grade levels increased from the Winter to the Mid-Spring benchmark, our Grades 2 and 3 showed the least amount of movement and are getting further from the moving benchmark. However, among 178 students in grades 3-5 with valid Passage Reading Fluency scores for both Winter and Q3 Midpoint assessments, 113 (63.5%) showed improvement in percentile score..We will continue to monitor our Tier I plans to make adjustments for students to meet the grade level benchmark targets and begin small group reading instruction coaching models for those grade levels furthest from the target.</p> <p>It is important to note that EasyCBM is a progress monitoring tool, and does not predict NYSED assessment scores</p>	Grade	Easy CBM Probe	Grade level Avg. Mid Spring (March) Benchmark	Winter Target	Mid Spring (March) Target	Winter Gap to the Target	Mid Spring (March) Gap to the Target	K	Letter Sounds (LS)	22	25	30	-9.03	-8	1	Word Reading Fluency (WRF)	19	23	33	-11.55	-14	2	Passage Reading Fluency (PRF)	49	80	89	-40.62	-40	3	Passage Reading Fluency (PRF)	66	115	112	-50	-46	4	Passage Reading Fluency (PRF)	112	130	131	-28.25	-19	5	Passage Reading Fluency (PRF)	133	149	156	-21	-23
Grade	Easy CBM Probe	Grade level Avg. Mid Spring (March) Benchmark	Winter Target	Mid Spring (March) Target	Winter Gap to the Target	Mid Spring (March) Gap to the Target																																														
K	Letter Sounds (LS)	22	25	30	-9.03	-8																																														
1	Word Reading Fluency (WRF)	19	23	33	-11.55	-14																																														
2	Passage Reading Fluency (PRF)	49	80	89	-40.62	-40																																														
3	Passage Reading Fluency (PRF)	66	115	112	-50	-46																																														
4	Passage Reading Fluency (PRF)	112	130	131	-28.25	-19																																														
5	Passage Reading Fluency (PRF)	133	149	156	-21	-23																																														

#39
3-8 Math All Students MGP

- 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 4, our focus will be shifting to the “Explore part of lessons where students are engaged in high leveraged tasks. Also, releasing more responsibility to students through accountable talk.
- We will continue to analyze the data from assessments, looking for trends and ways to implement our intervention, *Bridges*. Bridges is a program that helps minimize the gap within skills within standard strands. Teachers and Interventionists will continue to use this program to help with the growth of multi-step word problems.
- Teachers will continue assigning lessons for standards on our online math platform, Dreambox.
- Small group instruction and the fluency portion of Math CORE will be focused on the spiral of standards during small group instruction and mathcore (fluency part).

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, and checkpoint curricular assessments, the MGP was 51.3. We were on target to meet the end of the year target.

The Spring administration of NWEA occurs after the due date for this reporting period. Local benchmark and curricular assessment data will be shared throughout the report.

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 (including our AIC student data for this report):

3rd grade: Post assessment (April)

Standards assessed: 3.NF.3, 3.G.2, 3.MD.3, 3.NF.1, 3.NF.2

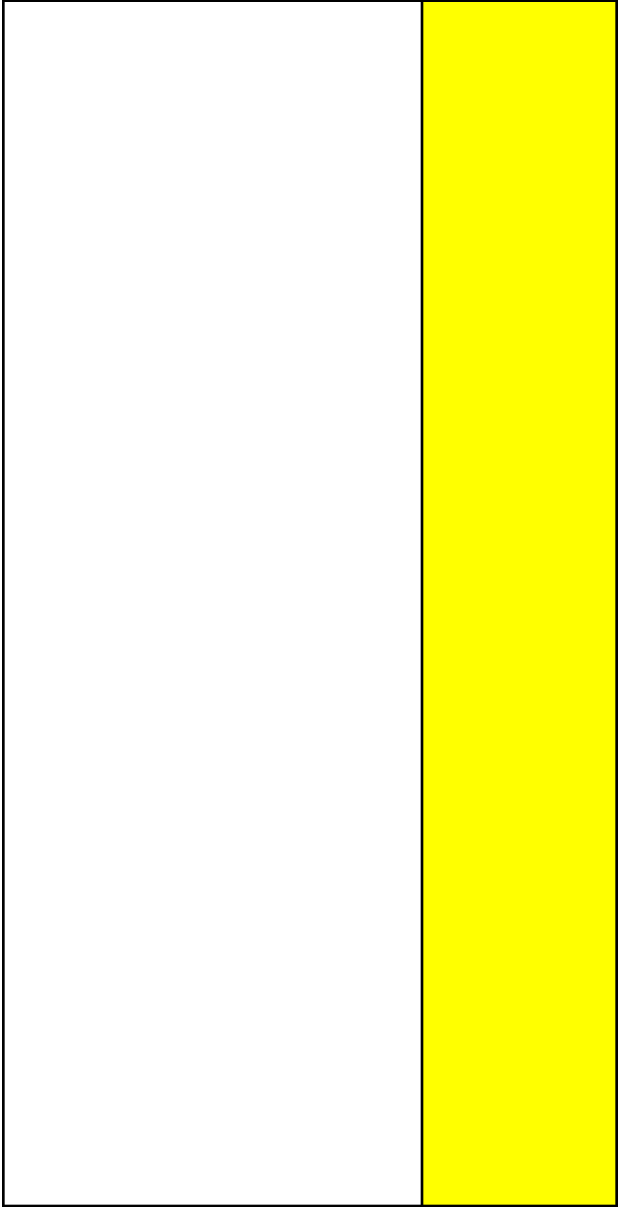
Number of students: 63 assessed

*All students were at a Level 1 for the pre-assessment in February (100%).

GMES Students (non AIC)			
Level 1	Level 2	Level 3	Level 4
79%	11%	8%	2%
GMES (AIC students)			
0%	20%	60%	20%

This assessment measured the priority standards taught in the third quarter (3.NF.3, 3.G.2, 3.MD.3, 3.NF.1, 3.NF.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 12 points, therefore, the assessment criteria consist of Level 1, 2, 3, and 4.

There was an increase in proficiency from 0% to 10%. 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. Also, releasing more responsibility onto students through accountable talk.

Proficiency and Growth within the standards

Standards	Pre-Assessment Proficiency	Post Assessment Proficiency	Growth
3.NF.3	20%	58%	+38%
3.G.2	3%	61%	+58%
3.MD.3	5%	16%	+11%
3.NF.1	20%	66%	+46%
3.NF.2	31%	76%	+45%
3.OA.8	0%	2%	+2%

The topics assessed for Q3 assessments were fractions (partitioning wholes into equal parts, finding and making fractions on a number line, comparing fractions with the same numerator or denominator), Analyzing and interpreting data (bar graphs and picture graphs), and multi-step word problems involving all four operations and possibly a bar graph. We saw the most growth with partitioning wholes and number lines into equal parts (3.G.2, 3.NF.1, and 3.NF.2). The areas that still need improvement are multi-step word problems (only 2% growth) and interpreting and analyzing data using a bar graph or picture graph (11% growth).

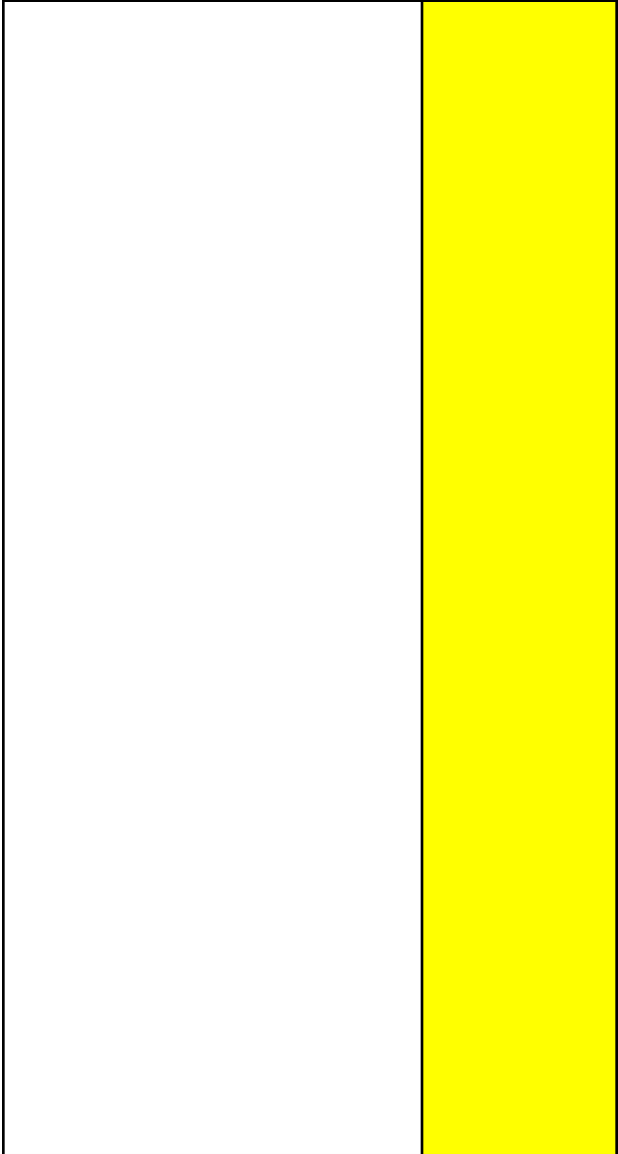
4th grade: Post-assessment (April)

Standards assessed:4.MD.4,4.MD.5(a&c),4.NF.3, 4.NF.4,4.OA.3
 Number of students:51 assessed

*All students were at a Level 1 for the pre-assessment in February (100%).



			GMES Students (non AIC)			
			Level 1	Level 2	Level 3	Level 4
			53%	14%	6%	27%
			GMES (AIC students)			
			100%	0%	0%	0%
			<p>This assessment measured the priority standards taught in the third quarter: 4.MD.4, 4.MD.5(a&c), 4.NF.3, 4.NF.4, 4.OA.3. The criteria for this assessment was out of 11 points, therefore, the assessment criteria consist of levels 1, 2, 3, and 4. There was an increase in proficiency from 0% to 33%. Teachers are continuing to engage in vertical teaming around priority standards and the progressions amongst the grade levels.</p> <p>Proficiency and Growth within the standards</p>			
			Standards	Pre-Assessment Proficiency	Post Assessment Proficiency	Growth
			4.MD.4	29%	62%	+33%
			4.MD.5a	14%	63%	+49%
			4.NF.5b	18%	56%	+38%
4.NF.4	6%	67%	+61%			
4.OA.3	16%	33%	+17%			
4.NF.3	4%	42%	+38%			
<p>Topics assessed for the Q3 assessments were: Fractions (adding and subtraction mixed number fractions, multiplying whole numbers by fractions, word problems involving fractions) Line plots</p>						



using measurements in fractions of a unit, angles (knowing 360 degrees and the fractions of degrees of turns) and multi-step word problems involving all four operations. We saw the most growth within fractions (multiplying whole numbers by fractions. The increase in proficiency was 61%. The area that still needs improvement is multi-step word problems (17%).

5th grade: Post-assessment (April)

Standards assessed:5.MD.1, 5.MD.4, 5.MD.5b, 5.NF.7, 5.OA.1
Number of students:60 students assessed

*All students were at a Level 1 for the pre-assessment in February (100%).

GMES Students (non AIC)			
Level 1	Level 2	Level 3	Level 4
20%	15%	27%	43%
GMES (AIC students)			
67%	0%	17%	17%

This assessment measured the priority standards taught in the third quarter (5.MD.1, 5.MD.4, 5.MD.5b, 5.NF.7, 5.OA.1). 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 11 points, therefore, the assessment criteria consist of Levels 1, 2,3, and 4. There was an increase in proficiency from 0% to 70%. Teachers are continuing to engage in vertical teaming around priority standards and the progressions amongst the grade levels.

Proficiency and Growth within the standards

Standards	Pre-Assessment Proficiency	Post Assessment Proficiency	Growth
5.MD.1	2%	55%	+53%



			<table border="1"> <tr> <td>5.MD.4</td> <td>9%</td> <td>77%</td> <td>+68%</td> </tr> <tr> <td>5.MD.5a</td> <td>2%</td> <td>55%</td> <td>+53%</td> </tr> <tr> <td>5.MD.5b</td> <td>33%</td> <td>93%</td> <td>+60%</td> </tr> <tr> <td>5.NF.7</td> <td>0%</td> <td>53%</td> <td>+53%</td> </tr> <tr> <td>5.OA.1</td> <td>24%</td> <td>90%</td> <td>+64%</td> </tr> </table>	5.MD.4	9%	77%	+68%	5.MD.5a	2%	55%	+53%	5.MD.5b	33%	93%	+60%	5.NF.7	0%	53%	+53%	5.OA.1	24%	90%	+64%
5.MD.4	9%	77%	+68%																				
5.MD.5a	2%	55%	+53%																				
5.MD.5b	33%	93%	+60%																				
5.NF.7	0%	53%	+53%																				
5.OA.1	24%	90%	+64%																				
#100 ELA All Students Core Subject PI		<ul style="list-style-type: none"> Teachers and instructional coaches engage in CPT structured meetings: focusing on instructional planning and multiple choice strategies Coaches work with grade level teams to review end of week outcomes and review progression of the weekly standard; determine strategies to foster grade level understanding. <ul style="list-style-type: none"> Next steps: Teachers and coaches update Tier 1 plans based upon data analysis and review. Teachers engage in coaching cycles with a focus on writing; core instruction (IPG Core Action 2); text based questioning; foundational skills instruction and building fluency. 	<p>Topics assessed for the Q3 assessments are: volume, conversions, dividing whole numbers and unit fractions and order of operations. Students also made substantial growth with volume (measuring volume by counting unit cubes). There was a 68% increase. Another topic that saw a significant amount of growth is order of operations. Students made 64% growth in proficiency. The skills students need improvement on are conversions and dividing whole numbers and unit fractions. There was a 53% increase in proficiency within both skills.</p> <p>Overall, in grades 3-5 among the 145 students with valid levels at pre and post assessments, 78 (53.8%) improved at least one level. 67 (46.2%) of students did not change levels, and none scored at a lower level at posttest. Math Benchmark levels represent student learning of curricular content over a specified time period, and do not predict NYSED assessment scores.</p> <p>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, and most recent EZCBM data, the Projected performance index was 53.2. We were not on target, at that time, to meet the end of the year target.</p> <p>The Spring administration of NWEA occurs after the due date for this reporting period. Local benchmark and curricular assessment data will be shared throughout the report.</p> <p>We use EasyCBM to monitor grade level performance and growth on foundational and comprehension skills. The current Mid Spring data is below [GMES with AIC/DLP Students and Self Contained SPED (grades 1, 2, 3)] included...</p> <table border="1"> <tr> <td>Grade</td> <td>Easy CBM</td> <td>Grade level Avg.</td> <td>Winter</td> <td>Mid Spring</td> <td>Winter Gap to</td> <td>Mid Spring</td> </tr> </table>	Grade	Easy CBM	Grade level Avg.	Winter	Mid Spring	Winter Gap to	Mid Spring													
Grade	Easy CBM	Grade level Avg.	Winter	Mid Spring	Winter Gap to	Mid Spring																	

		<ul style="list-style-type: none"> ○ Next steps: Accountable Talk PDs and follow up coaching / admin walk throughs ● Administrator walk throughs to follow up on identified instructional routines and strategy implementation within the classrooms. <ul style="list-style-type: none"> ■ Next steps: Accountable Talk PDs and follow up coaching / admin walk throughs ● ELA professional development has been provided to instructional staff on Standards Based Instruction, Text Based Questioning (IPG), development of Tier 1 plans, Using Lexia data to inform instruction, and “Taking the Lid Off” removing scaffolds to boost student performance. Next steps include Accountable Talk PD. 	<table border="1"> <thead> <tr> <th></th> <th>Probe</th> <th>Mid Spring (March) Benchmark</th> <th>Target</th> <th>(March) Target</th> <th>the Target</th> <th>(March) Gap to the Target</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>Letter Sounds (LS)</td> <td>22</td> <td>25</td> <td>30</td> <td>-9.03</td> <td>-8</td> </tr> <tr> <td>1</td> <td>Word Reading Fluency (WRF)</td> <td>19</td> <td>23</td> <td>33</td> <td>-11.55</td> <td>-14</td> </tr> <tr> <td>2</td> <td>Passage Reading Fluency (PRF)</td> <td>49</td> <td>80</td> <td>89</td> <td>-40.62</td> <td>-40</td> </tr> <tr> <td>3</td> <td>Passage Reading Fluency (PRF)</td> <td>66</td> <td>115</td> <td>112</td> <td>-50</td> <td>-46</td> </tr> <tr> <td>4</td> <td>Passage Reading Fluency (PRF)</td> <td>112</td> <td>130</td> <td>131</td> <td>-28.25</td> <td>-19</td> </tr> <tr> <td>5</td> <td>Passage Reading Fluency (PRF)</td> <td>133</td> <td>149</td> <td>156</td> <td>-21</td> <td>-23</td> </tr> </tbody> </table>		Probe	Mid Spring (March) Benchmark	Target	(March) Target	the Target	(March) Gap to the Target	K	Letter Sounds (LS)	22	25	30	-9.03	-8	1	Word Reading Fluency (WRF)	19	23	33	-11.55	-14	2	Passage Reading Fluency (PRF)	49	80	89	-40.62	-40	3	Passage Reading Fluency (PRF)	66	115	112	-50	-46	4	Passage Reading Fluency (PRF)	112	130	131	-28.25	-19	5	Passage Reading Fluency (PRF)	133	149	156	-21	-23
	Probe	Mid Spring (March) Benchmark	Target	(March) Target	the Target	(March) Gap to the Target																																														
K	Letter Sounds (LS)	22	25	30	-9.03	-8																																														
1	Word Reading Fluency (WRF)	19	23	33	-11.55	-14																																														
2	Passage Reading Fluency (PRF)	49	80	89	-40.62	-40																																														
3	Passage Reading Fluency (PRF)	66	115	112	-50	-46																																														
4	Passage Reading Fluency (PRF)	112	130	131	-28.25	-19																																														
5	Passage Reading Fluency (PRF)	133	149	156	-21	-23																																														
#110 Math All Students Core Subject PI		<ul style="list-style-type: none"> ● Intermediate departmentalized math teachers are engaging in professional development around high leverage launch routines that spiral 	<p>While all grade levels increased from the Winter to the Mid-Spring benchmark, our Grades 2 and 3 showed the least amount of movement and are getting further from the moving benchmark. We will continue to monitor our Tier I plans to make adjustments for students to meet the grade level benchmark targets and begin small group reading instruction coaching models for those grade levels furthest from the target.</p> <p>Among 182 students with valid Q3 Midpoint percentiles, a PI was calculated weighting scores based on quartiles as follows: Q1=0, Q2=1, Q3=2, Q4=2.5. Results were: Q1=76, Q2=48, Q3=34, Q4=24. Using PI methodology, the index calculates to 96.7. The Easy CBM is a progress monitoring tool, and does not predict NYSED assessment scores.</p> <p><i>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, and our current Math curricular assessments, the Proje</i></p>																																																	

pre-requisite standards, include accountable math talk as well as promote engagement.

- For Quarter 4, our focus will be shifting to the “Explore part of lessons where students are engaged in high leveraged tasks. Also, releasing more responsibility to students through accountable talk.
- We will continue to analyze the data from assessments, looking for trends and ways to implement our intervention, *Bridges*. Bridges is a program that helps minimize the gap within skills within standard strands. Teachers and Interventionists will continue to use this program to help with the growth of multi-step word problems.
- Teachers will continue assigning lessons for standards on our online math platform, Dreambox.
- Small group instruction and the fluency portion of Math CORE will be focused on the spiral of standards during small group instruction and mathcore (fluency part).

cted performance index was 36.6. We were not on target, at this time, to meet the end of the year target.

The Spring administration of NWEA occurs after the due date for this reporting period. Local benchmark and curricular assessment data will be shared throughout the report.

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 (including our AIC student data for this report):

3rd grade: Post assessment (April)

Standards assessed: 3.NF.3, 3.G.2, 3.MD.3, 3.NF.1, 3.NF.2

Number of students: 63 assessed

*All students were at a Level 1 for the pre-assessment in February (100%).

GMES Students (non AIC)			
Level 1	Level 2	Level 3	Level 4
79%	11%	8%	2%
GMES (AIC students)			
0%	20%	60%	20%

This assessment measured the priority standards taught in the third quarter (3.NF.3, 3.G.2, 3.MD.3, 3.NF.1, 3.NF.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 12 points, therefore, the assessment criteria consist of Level 1, 2, 3, and 4.

There was an increase in proficiency from 0% to 10%. Teachers are continuing to engage in vertical teaming around priority standards and the progressions amongst the grade levels.



--	--	--

4th grade: Post-assessment (April)

Standards assessed:4.MD.4,4.MD.5(a&c),4.NF.3, 4.NF.4,4.OA.3
 Number of students:51 assessed

*All students were at a Level 1 for the pre-assessment in February (100%).

GMES Students (non AIC)			
Level 1	Level 2	Level 3	Level 4
53%	14%	6%	27%
GMES (AIC students)			
100%	0%	0%	0%

This assessment measured the priority standards taught in the third quarter:4.MD.4,4.MD.5(a&c),4.NF.3, 4.NF.4,4.OA.3 The criteria for this assessment was out of 11 points, therefore, the assessment criteria consist of levels 1, 2, 3, and 4. There was an increase in proficiency from 0% to 33%. Teachers are continuing to engage in vertical teaming around priority standards and the progressions amongst the grade levels.

5th grade: Post-assessment (April)

Standards assessed:5.MD.1, 5.MD.4, 5.MD.5b, 5.NF.7, 5.OA.1
 Number of students:60 students assessed

*All students were at a Level 1 for the pre-assessment in February (100%).

GMES Students (non AIC)			
Level 1	Level 2	Level 3	Level 4
20%	15%	27%	43%
GMES (AIC students)			



			67%	0%	17%	17%																
<p>#150 Grades 4 Science All Students Core Subject PI</p> <ul style="list-style-type: none"> 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. 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. The district has provided support for restructuring of our Science Lab for teacher student use in Q4. Integration of review of covered topics into Encore subject areas and ELA. Additional Science time built into schedule. 			<p><i>The ESSA baseline for this indicator is 151.6 and the target for this school year is 161.3 . Based on the pre, post, and checkpoint Science Assessment, level 3s and 4s increased from 11% to 24% (an increase of 14%). In 18-19 a 64% proficiency rate (levels 3 & 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 were not on target, at this time, to meet the end of the year target.</i></p> <p><i>The Spring administration of NWEA occurs after the due date for this reporting period. Local benchmark and curricular assessment data will be shared throughout the report.</i></p> <table border="1" data-bbox="1435 1117 2548 1417"> <thead> <tr> <th>Grade 4</th> <th>Science Pre-Assessment (Oct)</th> <th>Science Post-Assessment (Jan)</th> <th>Science Checkpoint (April)</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>88%</td> <td>72%</td> <td>55%</td> </tr> <tr> <td>Level 2</td> <td>10%</td> <td>17%</td> <td>21%</td> </tr> <tr> <td>Level 3</td> <td>2%</td> <td>11%</td> <td>24%</td> </tr> </tbody> </table>				Grade 4	Science Pre-Assessment (Oct)	Science Post-Assessment (Jan)	Science Checkpoint (April)	Level 1	88%	72%	55%	Level 2	10%	17%	21%	Level 3	2%	11%	24%
Grade 4	Science Pre-Assessment (Oct)	Science Post-Assessment (Jan)	Science Checkpoint (April)																			
Level 1	88%	72%	55%																			
Level 2	10%	17%	21%																			
Level 3	2%	11%	24%																			



		<ul style="list-style-type: none"> Science Lab accessibility increased for Grade 4 Science classrooms. 	Level 4	0%	0%	0%
			<p>Since the second checkpoint, 17% of students were able to move from Level 1 to level 2 or level 3, and our level 3s increased from 11% to 24%. The Q3 checkpoint shows that students are moving in the right direction towards proficiency though currently not at the rate to meet our end of the year target.</p> <p>In order to improve the growth rate for the NYS science test, other content areas (ELA, gym, music, and art), are helping students review topics from the living environment and physical setting part of the exam. Science teachers are conducting a center-based review of different topics and mirrored labs. Our grade four ELA/SS teachers have also strategically embedded Science topics in components of their curriculum for review. In 18-19 a 64% proficiency rate (levels 3 & 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.</p>			

Part III – Demonstrable Improvement Indicators-Level 2

Level 2 Indicators			
<i>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 during this quarter.</i>			
Quarterly Report #3 Reflection on Activities Completed for this Indicator during January 14, 2022 – April 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"> Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Describe how the data trends that emerged during this reporting period will inform future action steps. Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.

<p>#35 3-8 ELA Black Students MGP</p>		<ul style="list-style-type: none"> Teachers and instructional coaches engage in CPT structured meetings: focusing on instructional planning and multiple choice strategies Coaches work with grade level teams to review end of week outcomes and review progression of the weekly standard; determine strategies to foster grade level understanding. <ul style="list-style-type: none"> Next steps: Teachers and coaches update Tier 1 plans based upon data analysis and review. Teachers engage in coaching cycles with a focus on writing; core instruction (IPG Core Action 2); text based questioning; foundational skills instruction and building fluency. <ul style="list-style-type: none"> Next steps: Accountable Talk PDs and follow up coaching / admin walk throughs Administrator walk throughs to follow up on identified instructional routines and strategy implementation within the classrooms. <ul style="list-style-type: none"> Next steps: Accountable Talk PDs and follow up coaching / admin walk throughs ELA professional development has been provided to instructional staff on Standards Based Instruction, Text Based Questioning (IPG), development of Tier 1 plans, Using Lexia data to inform instruction, and “Taking the Lid Off” removing scaffolds to boost student performance. Next steps include Accountable Talk PD. 	<p>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 Projected performance index was 54.2. We were on target, at that time, to meet the end of the year target.</p> <p>The Spring administration of NWEA occurs after the due date for this reporting period. Local benchmark and curricular assessment data will be shared throughout the report.</p> <p>Among 87 students with valid Passage Reading Fluency scores for both Winter and Q3 Midpoint assessments, 51 (58.6%) showed improvement in percentile score. The EasyCBM is a progress monitoring tool, and does not predict NYSED assessment scores.</p>
<p>#41 3-8 Math Black Students MGP</p>		<ul style="list-style-type: none"> 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 4, our focus will be shifting to the “Explore part of lessons where students are engaged in high leveraged tasks. Also, releasing more responsibility to students through accountable talk. 	<p>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 Projected performance index was 54.7. We were on target, at that time, to meet the end of the year target.</p> <p>The Spring administration of NWEA occurs after the due date for this reporting period. Local benchmark and curricular assessment data will be shared throughout the report.</p> <p>Among 64 students in G3-G5 with valid levels at pre and post assessments, 30 (46.9%) improved at least one level. 34 (53.1%) of students did not change levels, and none scored at a</p>

		<ul style="list-style-type: none"> We will continue to analyze the data from assessments, looking for trends and ways to implement our intervention, <i>Bridges</i>. Bridges is a program that helps minimize the gap within skills within standard strands. Teachers and Interventionists will continue to use this program to help with the growth of multi-step word problems. Teachers will continue assigning lessons for standards on our online math platform, Dreambox. Small group instruction and the fluency portion of Math CORE will be focused on the spiral of standards during small group instruction and mathcore (fluency part). 	<p>lower level at posttest. Math Benchmark levels represent student learning of curricular content over a specified time period, and do not predict NYSED assessment scores.</p>
<p>#103 3-8 ELA Hispanic Core Subject PI</p>		<ul style="list-style-type: none"> Teachers and instructional coaches engage in CPT structured meetings: focusing on instructional planning and multiple choice strategies Coaches work with grade level teams to review end of week outcomes and review progression of the weekly standard; determine strategies to foster grade level understanding. <ul style="list-style-type: none"> Next steps: Teachers and coaches update Tier 1 plans based upon data analysis and review. Teachers engage in coaching cycles with a focus on writing; core instruction (IPG Core Action 2); text based questioning; foundational skills instruction and building fluency. <ul style="list-style-type: none"> Next steps: Accountable Talk PDs and follow up coaching / admin walk throughs Administrator walk throughs to follow up on identified instructional routines and strategy implementation within the classrooms. <ul style="list-style-type: none"> Next steps: Accountable Talk PDs and follow up coaching / admin walk throughs <p>ELA professional development has been provided to instructional staff on Standards Based Instruction, Text Based Questioning (IPG), development of Tier 1 plans, Using Lexia data to inform instruction, and “Taking the Lid Off” removing</p>	<p><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 Projected performance index was 38. We were not on target, at that time, to meet the end of the year target.</i></p> <p><i>The Spring administration of NWEA occurs after the due date for this reporting period. Local benchmark and curricular assessment data will be shared throughout the report.</i></p> <p>Among 51 students with valid Q3 Midpoint percentiles, a PI was calculated weighting scores based on quartiles as follows: Q1=0, Q2=1, Q3=2, Q4=2.5. Results were: Q1=22, Q2=16, Q3=8, Q4=5. Using PI methodology, the index calculates to 87.3. The EasyCBM is a progress monitoring tool, and does not predict NYSED assessment scores.</p>

		scaffolds to boost student performance. Next steps include Accountable Talk PD.	
<p>#112 3-8 Math Black Core Subject PI</p>		<ul style="list-style-type: none"> 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 4, our focus will be shifting to the “Explore part of lessons where students are engaged in high leveraged tasks. Also, releasing more responsibility to students through accountable talk. We will continue to analyze the data from assessments, looking for trends and ways to implement our intervention, <i>Bridges</i>. Bridges is a program that helps minimize the gap within skills within standard strands. Teachers and Interventionists will continue to use this program to help with the growth of multi-step word problems. Teachers will continue assigning lessons for standards on our online math platform, Dreambox. Small group instruction and the fluency portion of Math CORE will be focused on the spiral of standards during small group instruction and mathcore (fluency part). 	<p><i>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 Projected performance index is 41.8. We were on target to meet the end of the year target.</i></p> <p><i>The Spring administration of NWEA occurs after the due date for this reporting period. Local benchmark and curricular assessment data will be shared throughout the report.</i></p> <p>Among 86 students with valid posttest levels, a PI was calculated weighting scores as follows: L1=0, L2=1, L3=2, L4=2.5. Results were: L1=50, L2=9, L3=11, L4=16. Using PI methodology, the index calculates to 82.6. Math Benchmark levels represent student learning of curricular content over a specified time period, and do not predict NYSED assessment scores.</p>
<p>#113 3-8 Math Hispanic Core Subject PI</p>		<ul style="list-style-type: none"> 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 4, our focus will be shifting to the “Explore part of lessons where students are engaged in high leveraged tasks. Also, releasing more responsibility to students through accountable talk. We will continue to analyze the data from assessments, looking for trends and ways to implement our intervention, <i>Bridges</i>. Bridges is a program that helps minimize the gap within skills within standard strands. Teachers and 	<p><i>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 Projected performance index is 41.8. We were on target to meet the end of the year target.</i></p> <p><i>The Spring administration of NWEA occurs after the due date for this reporting period. Local benchmark and curricular assessment data will be shared throughout the report.</i></p> <p>Among 56 students with valid posttest levels, a PI was calculated weighting scores as follows: L1=0, L2=1, L3=2, L4=2.5. Results were: L1=29, L2=10, L3=7, L4=10. Using PI methodology, the index calculates to 87.5. Math Benchmark levels represent student learning of curricular content over a specified time period, and do not predict NYSED assessment scores.</p>



		<p>Interventionists will continue to use this program to help with the growth of multi-step word problems.</p> <ul style="list-style-type: none"> • Teachers will continue assigning lessons for standards on our online math platform, Dreambox. • Small group instruction and the fluency portion of Math CORE will be focused on the spiral of standards during small group instruction and mathcore (fluency part). 	
NWEA Math Growth CGP - SWD		<ul style="list-style-type: none"> • 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 4, our focus will be shifting to the “Explore part of lessons where students are engaged in high leveraged tasks. Also, releasing more responsibility to students through accountable talk. • We will continue to analyze the data from assessments, looking for trends and ways to implement our intervention, <i>Bridges</i>. Bridges is a program that helps minimize the gap within skills within standard strands. Teachers and Interventionists will continue to use this program to help with the growth of multi-step word problems. • Teachers will continue assigning lessons for standards on our online math platform, Dreambox. • Small group instruction and the fluency portion of Math CORE will be focused on the spiral of standards during small group instruction and mathcore (fluency part). • Embedded PD to review NWEA data (as well as subgroup data) and plan for instructional moves occurred in February. 	<p><i>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 Projected performance index was 50.4. We were on target to meet the end of the year target.</i></p> <p><i>The Spring administration of NWEA occurs after the due date for this reporting period. Local benchmark and curricular assessment data will be shared throughout the report.</i></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 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>
NWEA Reading Growth SWD		<ul style="list-style-type: none"> • Teachers and instructional coaches engage in CPT structured meetings: focusing on instructional planning and multiple choice strategies • Coaches work with grade level teams to review end of week outcomes and review progression of the weekly 	<p><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 were currently on target to meet the end of the year target.</i></p>

		<p>standard; determine strategies to foster grade level understanding.</p> <ul style="list-style-type: none"> ○ Next steps: Teachers and coaches update Tier 1 plans based upon data analysis and review. ● Teachers engage in coaching cycles with a focus on writing; core instruction (IPG Core Action 2); text based questioning; foundational skills instruction and building fluency. <ul style="list-style-type: none"> ○ Next steps: Accountable Talk PDs and follow up coaching / admin walk throughs ● Administrator walk throughs to follow up on identified instructional routines and strategy implementation within the classrooms. <ul style="list-style-type: none"> ○ Next steps: Accountable Talk PDs and follow up coaching / admin walk throughs ● ELA professional development has been provided to instructional staff on Standards Based Instruction, Text Based Questioning (IPG), development of Tier 1 plans, Using Lexia data to inform instruction, and “Taking the Lid Off” removing scaffolds to boost student performance. Next steps include Accountable Talk PD. <ul style="list-style-type: none"> ● Embedded PD to review NWEA data (as well as subgroup data) and plan for instructional moves occurred in February. 	<p><i>The Spring administration of NWEA occurs after the due date for this reporting period. Local benchmark and curricular assessment data will be shared throughout the report.</i></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>
--	--	--	---



Part IV – Community Engagement Team (CET)

<p>Community Engagement Team (CET)</p> <p><i>The role of the CET is to serve as an 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.</i></p>	
<p>Report Out of 2021-22 CET Plan Implementation</p>	
<ul style="list-style-type: none"> List the categories of stakeholders that have participated as members this reporting period. Include any changes made to the CET’s membership since the development of the Quarter #2 Report. Include the role/title of any new members. 	<p>Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school’s improvement plan.</p>



<ul style="list-style-type: none"> • Administrators • Teachers • Parents • Community School Site Coordinator • Home School Coordinators • Community Members • School Program Providers 	<p>Due to the addition of partners engaged in our common planning time enrichment, as well as staff hires and changes, additional stakeholders have been added to our community engagement team since Q2.</p> <p>The CET has been informed and has approved of the plan set forth in our quarter three report on 5.11.22.</p>
---	---

Part V - Receivership Powers

<p>Powers of the Receiver <i>Provide a summary of the use of the School Receiver’s powers during this reporting period.</i></p>
<p>The School Receiver negotiated with the Teachers’ Union, and an MOA was passed which added an additional two hours of professional development for instructional staff. Each of these professional development hours have been directly connected to the SCEP strategies identified above to lift practices of instructors as it applies to CORE ELA and MATH instruction.</p>

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 as necessary, the 2021-2022 Community Engagement Team plan and membership.

Name of CET Representative (Print): _____



Signature of CET Representative:
Title of CET Representative:
Date:

GMES Home School Coordinator

5.11.22
