New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2022-2023 Receivership School Quarterly Report #2
Report Period: *November 1, 2022 to January 31, 2023 (Due January 31, 2023)*

This document is to be completed by the School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. Complete all sections by fully responding to each prompt**.** For Districts with State Monitors, to streamline reporting, related metrics, data, target status and related evidence should be drawn from the most recent Superintendent-District Academic and Financial Summary Status Report based on the Monitor's Recommendations.

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, previously approved intervention plans and require explicit engagement and input from Community Engagement Teams.

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	Hyperlink to where this plan will be posted on the district website:
Giffen Memorial Elementary School	010100010029	Albany	N/A	2	Receivership | Giffen Memorial Elementary School

Superintendent	School Principal (If new, please attach resume)	School Principal Appointment Date	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
John Yagelski, Interim Superintendent	Jasmine Brown	8/1/2012	Dr. Cecily Wilson-Turner, Assistant Superintendent for Elementary Michele Bridgewater, District	PreK-5	N/A	415	14%	27%	4%

			Improvement Director						

Executive Summary

Please provide a _plain-language summary_ of this completed report to reflect changes and progress made during this reporting period and to describe how actions were 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_. Applicable links must be made publicly available prior to submitting the report.

As indicated in our 22.23 SCEP, the focus of our work continues to be providing professional development, and coaching support focused on lesson rigor, standards-based instruction and learning targets for all grade levels. Teachers will continue receiving professional development around standards based instruction, with a focus on complex texts, cognitive engagement strategies, and writing. RULER (our social emotional learning program) training was provided to all staff around developing student and staff emotional competency. Instructional support for teachers currently includes : grade level/individual coaching cycles based on benchmarking data, teacher need and request, coach facilitated weekly common planning time, and monthly Tier I planning time and guidance for strategic small group instruction. ELA Instructional Coaches are supporting teachers and interventionists in being consistent with their instructional intentions, focusing on the identified needs of all students, within each grade level band and/or subgroups. Teachers and Coaches have attended multiple professional developments (in district and out of district (including UnboundED/Standards Institute, ACSD).

Multiple assessments and continual data collection will continue to be a strategy to drive instructional decisions at Giffen. We recently administered our mid-year benchmark assessments for both Math and ELA. Teachers recently engaged in embedded professional development in January with the district data coach to review student data for both Math and ELA and begin planning small group instruction with our Tier I plans.

We will continue our Equity and Social Emotional Learning for staff to strengthen their understanding of Culturally Relevant Pedagogy in order to create more affirming environments for our Black and Brown student population. Lifting student voice continues to be the focus for staff this school year. Our district CRE facilitators have engaged staff around student survey responses about our school environment (both positive and negative, and worked through our personal tensions and next steps as related to that information. This month, we will engage with Bianca Jones, an educator and community advocate, from Chicago around how we further bring culturally responsive practices into our classrooms. Another survey has been developed by our Equity and Student Leadership Team that will be facilitated by non-teaching staff at the end of the month to further explore student feelings about our school environment and how to improve upon it based on student input. We also continue to develop in providing opportunities in classrooms for students to have more opportunities to participate in their learning (accountable talk, turn and talks, use of whiteboards, Math launch routines, etc.). Implementation of RULER began with the Mood Meter and RULER lesson plans were developed and shared with teachers for implementation with students in October. We are now focusing on developing classroom charters with each classroom/grade level team as well as begin to develop students' emotional vocabulary.

Walkthroughs by school and district administrators will continue to inform the impact of elements within our 22 - 23 SCEP. November and December walkthroughs and class visits focused on revisiting CORE instructional practices within Math and ELA for all students, with a focus on providing grade level materials and instruction around complex texts, while working on text based questioning during whole group instruction. This quarter we will shift to focusing on small group instruction and fidelity of implementation within the Tier I plan. Walk-through and class visit

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. Our attendance rate is currently 88% (an increase from 74% in Q1); our chronic absenteeism rate is 44% (an increase from 27% in Q1). We are currently working with a state assigned coach who has engaged the attendance team in addressing various ways to alleviate barriers to better attendance for our families. We have created focus groups of those with attendance improvement to identify how and why the shift has happened and how we might harness these ways to assist other chronically absent families. We continue with our tiered attendance intervention approach, while also partaking in bi-weekly attendance meetings to identify attendance trends and barriers. For those students/families who consistently meet our attendance benchmarks, we send positive communications to students/families to acknowledge their efforts, and we recognize homerooms with daily perfect attendance and the highest monthly attendance rate. Each quarter, we also recognize individual students for having perfect attendance.

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 during the first quarter. Include processes that were _used to assess the impact_ of strategies implemented on student learning outcomes.

The 2022-2023 Receivership School Quarterly Report #2 is an opportunity for district and school staff to provide a reflective outline of proposed actions, strategies, and process adaptations made to the school's 2022-2023 Continuation Plan, as part of an ongoing process of _continuous and comprehensive planning._ This should include a clear _focus on how evidence_ guides decisions and an articulation of explicit supports for 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
Include 3-4 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
November 1, 2022 – January 31, 2023**

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.
Professional development for teachers on standards-based instruction, standards progression, high leverage routines.		Current data shows (Fall 22 to Winter 2023 data) that student growth is occurring and many students are on the brink of proficiency. It is also noted that while this growth is occurring, there is still work to be done around instructional practices and strategic and purposeful planning to ensure students continue on this trajectory towards proficiency in all content areas. This lead strategy is yellow as we will continue to provide, plan for, and monitor implementation of learned strategies throughout this school year, as it relates to professional development. Teacher learning and implementation continues to be the highest leverage strategy to change teacher practice and provide high quality instruction for our students. Our PDs will continue to focus on high leverage Math routines, providing rich complex texts for ELA, planning for text-dependent questions and culminating writing tasks; all around state based grade level standards. Many of the online platforms will continue to be a part of teacher learning for integration into lesson planning and delivery. We have included artifact shares and report outs as part of our professional development cycles to further support vertical alignment and consistency of learning being implemented.
Weekly common planning meetings with instructional staff, coaches, and administration to review and modify instructional practices with a tight focus on student work.		Current student data in our PI indicators show that we must continue effective planning and instructional delivery of ELA and Math standards based instruction across all instructional staff (across all Tiers). This lead strategy is yellow as we will continue to utilize this lead strategy throughout the year, revising if necessary, based on student outcomes. Common planning is built into the teacher schedules so that this weekly time is directed by the building administrators. Administration and coaches are present during this time to be able to support proper implementation. With the growth demonstrated on the intermediate level, this is a model we will continue to use to lift our practice and provide the most effective instruction in all classes that we can for students.
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 cycle**s.		The instructional coaches are critical in assisting teachers and administration in understanding the best practices to lift teacher classroom practices and provide rich equitable student opportunities. GMES has two full time ELA coaches, one full time Math coach, a district data coach, and one full time PBIS/Social Emotional coach. Coaching cycles are a part of our SCEP. This upcoming quarter, ELA and Math will focus coaching cycles on small group instruction for ELA and Math RtI. Our data coach just completed embedded PD around reviewing student Winter data, reviewing the students on the verge of moving to the next level, and planning within their Tier I plans to make adjustments to groups and instruction. Our social emotional /PBIS coach has worked with staff around implementation of RULER, as well as development and implementation of classroom behavior support plans. During this quarter she will be moving to working with teachers around SEL lesson implementation and building charters with their students.

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.
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.		Q1 class visits focused on affirming expected practices of building classroom instructional and behavioral routines and expectations, as well as revisiting CORE instructional practices and high leverage routines within Math and ELA for all students, with a focus on providing grade level materials and instruction around complex texts, while working on text based questioning during whole group instruction. Due to Winter outcomes, we have shifted our walkthroughs and class visits to small group instruction for both Math and ELA. At this point in the year, there have been 146 documented classroom visits and 91 walkthroughs, all with feedback provided and/or trends and next steps communicated to the building instructional staff. In the month of January, district and building administrators conducted a half day learning walk to do class visits and provide feedback to the GMES instructional coaches and administrators.

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 informed the implementation of specific strategies and action steps to support progress toward the Demonstrable Improvement targets during this quarter.
Quarterly Report #2 Reflection on Activities Completed for this Indicator Level during November 1, 2022 – January 31, 2023

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	- Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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 | | Our review of our mid-year ELA data has indicated that:

● Walkthroughs and student data indicate that there are some strategies working (Tier I review, departmentalizing, common planning focuses) and others that need to be reviewed and modified (curricular assessments, alignment of tier I support and instruction)to continue to develop competency around implementing ELA standards based congruent instruction across all ELA teachers and providers (across all Tiers).
● Walkthroughs indicate that teachers are developing competency around text dependent questions to further support all student access of grade level complex texts. This is an effort that will continue to be supported through this quarter.
● Common planning time for teachers to plan together and be included in the review of student ELA progress and ELA instructional strategies used to support student growth will continue to be a focus.
● Tier I planning time will continue to focus on reviewing EasyCBM data to identify skill development needed by students and small group lesson planning to work to have students quickly master and apply learned phonics, fluency, and comprehension instruction.
● Two grade levels have become a focus of more direct support and resource allocation as a result of both NWEA and EasyCBM data: Grade 2 and Grade 4.

The following ELA strategies will continue to be utilized to support progress for student ELA growth |

Based on the NWEA Fall to Winter performance, using NWEA as a predictor of State performance, the overall growth was 52.5, which is above our indicator target of 49.6 for 2022 - 2023 school year.

After review of the ELA Fall benchmarks, all grade levels are currently progressing in a positive trajectory towards the benchmark. However, with the exception of Grades 3 and 5,the remaining grade levels currently show that the gap is widening, not closing, as the target increases.

Tier I plans have been reviewed and will continue to be monitored and revised. Grade 4 and Grade 2 are target areas as the gap for those grade levels have increased. In February, an embedded data review professional development was conducted for students to review individual student data and begin to plan for Tier I groups with classroom teachers, Reading teachers, ENL teachers, Math interventionists, and teaching assistants. Administration will continue to review schedules and available resources to support further growth at both second and fourth grade.

		GMES with AIC/DLP Students and Self Contained SPED (grades 1, 2, 3, 4) included								
Grade Level	easyCBM Probe	Grade level Avg. September Benchmark	Grade Level Avg. Mid-Fall (November) Benchmark	Grade level Avg. Winter Benchmark	Fall Target	Mid Fall (November) Target	Winter Target	Fall Gap to Target	Mid Fall (November) Gap to Target	Winter Gap to the Target
K	Letter Sounds (LS)	3.9	15	21.3	5	15	25	-1.1	0	-3.7
1	Word Reading Fluency (WRF)	6.3	11.2	15.3	12	18	23	-5.7	-6.8	-7.7
2	Passage Reading Fluency (PRF)	26.9	36.5	39.2	56	68	80	-29.1	-31.5	-40.8
3	Passage Reading Fluency (PRF)	47	71.5	81.8	84	100	115	-37	-28.5	-33.2
4	Passage Reading Fluency (PRF)	73	77.9	89.8	106	118	130	-33	-40.1	-40.2
5	Passage Reading Fluency (PRF)	120	131.9	143	144	147	149	-24	-15.1	-6

Receivership, Quarterly Report #2 2022 – 2023 School Year
 (As required under Section 211(f) of NYS Ed. Law)

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	● Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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.
		and performance index progress in the upcoming quarter based on the above trends and observations: ● Teachers will continue to participate in Standards Based Instruction PD, with a focus on developing text-dependent questions and writing tasks, for K-5 teachers around the Priority standards as outlined in the current ELA pacing map. ● Teachers, with the guidance of the instructional coaches, will engage in a CPT Structure of *Plan, Implement, Evaluate, Reflect* focused on planning for text dependent questioning. CPT structure will embed discussion of equity and bias in our beliefs about students' abilities to achieve with complex grade level texts based on their ability, ENL, SPED status and racial/culture backgrounds. ● ELA Coaches will work with grade level teams monthly to review the end of week outcomes, review the progression of the weekly standard and determine strategies to foster grade level understanding and update Tier 1 plans based on all data points.	

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	● Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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.
#100 ELA All Students Core Subject PI		Our review of our mid-year ELA data has indicated that: ● Walkthroughs and student data indicate that there are some strategies working (Tier I review, departmentalizing, common planning focuses) and others that need to be reviewed and modified (curricular assessments, alignment of tier I support and instruction)to continue to develop competency around implementing ELA standards based congruent instruction across all ELA teachers and providers (across all Tiers). ● Walkthroughs indicate that teachers are developing competency around text dependent questions to further support all student access of grade level complex texts. This is an effort that will continue to be supported through this quarter. ● Common planning time for teachers to plan together and be included in the review of student ELA progress and ELA instructional strategies used to support student growth will continue to be a focus.	*Based on the NWEA Fall to Winter performance, using NWEA as a predictor of State performance, the overall core subject PI is 50.9 which is below our indicator target of 67.5 for 2022 - 2023 school year.* After review of the ELA Fall benchmarks, all grade levels are currently progressing in a positive trajectory towards the benchmark. However, with the exception of Grades 3 and 5,the remaining grade levels currently show that the gap is widening, not closing, as the target increases. Tier I plans have been reviewed and will continue to be monitored and revised. Grade 4 and Grade 2 are target areas as the gap for those grade levels have increased. In February, an embedded data review professional development was conducted for students to review individual student data and begin to plan for Tier I groups with classroom teachers, Reading teachers, ENL teachers, Math interventionists, and teaching assistants. Administration will continue to review schedules and available resources to support further growth at both second and fourth grade.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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.
	[RED]	● Tier I planning time will continue to focus on reviewing EasyCBM data to identify skill development needed by students and small group lesson planning to work to have students quickly master and apply learned phonics, fluency, and comprehension instruction. ● Two grade levels have become a focus of more direct support and resource allocation as a result of both NWEA and EasyCBM data: Grade 2 and Grade 4. The following ELA strategies will continue to be utilized to support progress for student ELA growth and performance index progress in the upcoming quarter based on the above trends and observations: ● Teachers will continue to participate in Standards Based Instruction PD, with a focus on developing text-dependent questions and writing tasks, for K-5 teachers around the Priority standards as outlined in the current ELA pacing map. ● Teachers, with the guidance of the instructional coaches, will engage in a CPT Structure of *Plan, Implement, Evaluate, Reflect*	(see table below)

GMES with AIC/DLP Students and Self Contained SPED (grades 1, 2, 3, 4) included

Grade Level	easyCBM Probe	Grade level Avg. September Benchmark	Grade Level Avg. Mid-Fall (November) Benchmark	Grade level Avg. Winter Benchmark	Fall Target	Mid Fall (November) Target	Winter Target	Fall Gap to Target	Mid Fall (November) Gap to Target	Winter Gap to the Target
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3	Passage Reading Fluency (PRF)	47	71.5	81.8	84	100	115	-37	-28.5	-33.2
4	Passage Reading Fluency (PRF)	73	77.9	89.8	106	118	130	-33	-40.1	-40.2
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Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	● Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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.
	🟥	focused on planning for text dependent questioning. CPT structure will embed discussion of equity and bias in our beliefs about students' abilities to achieve with complex grade level texts based on their ability, ENL, SPED status and racial/culture backgrounds. ● ELA Coaches will work with grade level teams monthly to review the end of week outcomes, review the progression of the weekly standard and determine strategies to foster grade level understanding and update Tier 1 plans based on all data points.	
#39 **3-8 Math All Students MGP**	🟩	Our review of our Winter Math data has indicated that: ● There is movement towards mastery of taught standards however, there are more students that have not mastered the taught standards vs. students that have. Those standards will be spiraled within tasks to reteach and expose students to standards assessed this quarter. ● Walkthroughs and CPT discussions indicate that teachers continue to develop their competency around high leverage tasks to develop student conceptual understanding	*Based on the NWEA Winter performance, using NWEA as a predictor of State performance, overall growth was 48.4 which is above our target of 45.3 for the 2022 - 2023 school year.* *While reported, as some of our students are alternately enrolled in AIC, due to AIC not having a full-time math coach and no interventionist, their progress and alignment of strategies are not comparable to Giffen's.* <u>**3rd Grade: Pre-assessment (November week of 11/28)-Giffen**</u> Standards assessed:3.MD.5ab,3.MD.6,3.MD.7,3.OA.3,3.OA.5,3.OA.8

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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.
		and allow opportunities for students to show and explain their thinking, while capitalizing off the use of strategies that are allowing students to strengthen their Math conceptual understanding. • Math growth continues to be accelerated, however, our Math CORE performance index is still an area of growth for our building. The following Math strategies will be utilized to support student Math growth and performance index progress in the next quarter based on the above trends and observations: • Math Coaches will continue to work with grade level teams monthly to review the end of week outcomes, review the progression of the weekly standard and determine strategies to foster grade level understanding and update Tier 1 plans based on all data points. • Teachers will engage in outcome based coaching cycles with the Math coach, who will provide targeted support to classrooms/teachers around CORE Explore routines to promote re-engagement around	Number of students:75 tested **3rd grade: Checkpoint (January - Week of 1/16)** Standards assessed:3.OA.2,3.OA.3,3.OA.6 Number of students:59 tested **AIC:** 6 tested | Grade 3(GIFF)	Pre-Assessment (NOV)	Checkpoint (JAN)
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Level 1	100%	57%
Level 2	0%	0%
Level 3	0%	40%
Level 4	0%	3% | | Grade 3(AIC)	Pre-Assessment (NOV)	Checkpoint (JAN)
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Level 1	100%	56%
Level 2	0%	0%
Level 3	0%	17%	

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	● Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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.

		pre-requisite standards, problem solving routines and accountable talk. Coaching cycles around Bridges implementation and Math RtI will be a focus of the upcoming quarter. ● Math interventionists will continue to aid support, with the intervention program, Bridges, to address unfinished learning in Grades 2 - 5, an increased grade level from last year. ● Teachers will continue to participate in Standards Based Instruction PD, with a focus on the math teaching practices, student math practices, and instructional routines surrounding high leverage *explore* routines.	

Level 4	0%	17%

The checkpoint assessment measured a subset of priority standards taught in the first trimester(spiraled), 3.OA.2 and new standards taught in trimester 2. (3.OA.3 and 3.OA.6). 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 4 points, 2 multiple choice questions and one constructed response.

There was an increase in proficiency from 0% to 43% from the pre-assessment to the checkpoint and within the standards assessed, 3.OA.3 proficiency increased by 30% and 3.OA.2 which was taught in trimester 1, stayed the same at 61% (compared to the trimester 1 post assessment). 3.OA.6 was not assessed directly on the pre-assessment, but is a standard in the Operations and Algebraic Thinking domain. This domain is high priority in third grade. We are expecting to see further growth on the Trimester 2 Post-Assessment which will measure the priority standards. Teachers are engaging in horizontal teaming (CPT) to plan and implement lessons with launch routines and high leverage tasks. Bridges Intervention is also being used on a daily basis during the RTI block by the math interventionist to fill in gaps of unfinished learning.

Trimester 2 Assessments
4th Grade: Pre-assessment (November- week of 11/28)-Giffen
Standards assessed:4.NBT.6,4.NF.3,4.NF.4,4.NF.1,4.NF.2,4.OA.4,4.OA.3

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	● Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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.
			Number of students:56 tested **4th grade: Checkpoint (January- Week of 1/16)-Giffen** Standards assessed: 4.NBT.6,4.OA.4,4.OA.3 Number of students:44 tested **AIC:6 students tested**

Grade 4(GIFF)	Pre-Assessment (NOV)	Checkpoint (JAN)
Level 1	100%	52%
Level 2	0%	0%
Level 3	0%	16%
Level 4	0%	32%

Grade 4(AIC)	Pre-Assessment (NOV)	Checkpoint (JAN)
Level 1	100%	50%
Level 2	0%	0%

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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.

Level 3	0%	33%
Level 4	0%	17%

The checkpoint assessment measured a subset of priority standards taught in the second trimester (4.NBT6, 4.OA.3 and 4.OA.4).. 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 4 points, 2 multiple choice questions and one constructed response.

There was an increase in proficiency from 0% to 48% from the pre-assessment to the checkpoint and within the standards assessed, 4.NBT.6 proficiency increased by 40%, 4.OA.3 increased by 28% and 4.OA.4 increased by 36%. We are expecting to see further growth on the Trimester 2 Post-Assessment which will measure the priority standards. Teachers are engaging in horizontal teaming (CPT) to plan and implement lessons with launch routines and high leverage tasks. Bridges Intervention is also being used on a daily basis during the RTI block by the math interventionist to fill in gaps of unfinished learning.

Trimester 2 Assessments
5th Grade: Pre-assessment (November- week of 11/28)-Giffen
Standards assessed:5.MD.2,5.NBT.7,5.NF.4,5.NF.6,5.NF.7,5.NF.1,5.NF.2
Number of students:47

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	● Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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.

5th grade: Checkpoint (January- Week of 1/16)-Giffen
Standards assessed: 5.MD.2,5.NBT.75.NF.1,5.NF.2
Number of students: 43 tested
AIC: 4 students

Grade 5 (GIFF)	Pre-Assessment (NOV)	Checkpoint (JAN)
Level 1	100%	42%
Level 2	0%	0%
Level 3	0%	23%
Level 4	0%	35%

Grade 5 (AIC)	Pre-Assessment (NOV)	Checkpoint (JAN)
Level 1	100%	50%
Level 2	0%	0%

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	● Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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.

Level 3	0%	25%
Level 4	0%	25%

The checkpoint assessment measured a subset of priority standards taught in the second trimester (5.MD.2,5.NBT.7,5.NF.1,5.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 4 points, 2 multiple choice questions and one constructed response.

There was an increase in proficiency from 0% to 58% from the pre-assessment to the checkpoint and within the standards assessed, 5.MD.2 proficiency increased by 58%, 5.NBT.7 increased by 29% , 5.NF.1 increased by 28% and 5.NF.2 increased by 51%. We are expecting to see further growth on the Trimester 2 Post-Assessment which will measure the priority standards. Teachers are engaging in horizontal teaming (CPT) to plan and implement lessons with launch routines and high leverage tasks. Bridges Intervention is also being used on a daily basis during the RTI block by the math interventionist to fill in gaps of unfinished learning.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	● Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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.
#41 **3-8 Math Black Students MGP**		Our review of our Winter Math data has indicated that: ● There is movement towards mastery of taught standards however, there are more students that have not mastered the taught standards vs. students that have. Those standards will be spiraled within tasks to reteach and expose students to standards assessed this quarter. ● Walkthroughs and CPT discussions indicate that teachers continue to develop their competency around high leverage tasks to develop student conceptual understanding and allow opportunities for students to show and explain their thinking, while capitalizing off the use of strategies that are allowing students to strengthen their Math conceptual understanding. ● Math growth continues to be accelerated, however, our Math CORE performance index is still an area of growth for our building. The following Math strategies will be utilized to support student Math growth and performance index progress in the next quarter based on the above trends and observations:	*Based on the NWEA Fall performance, using NWEA as a predictor of State performance, overall growth for Black students was 45.9 which is above the target of 44.1 for 2022-2023 school year.* *While reported, as some of our students are alternately enrolled in AIC, due to AIC not having a full-time math coach and no interventionist, their progress and alignment of strategies are not comparable to Giffen's.* **3rd Grade: Pre-assessment (November week of 11/28)-Giffen** Standards assessed:3.MD.5ab,3.MD.6,3.MD.7,3.OA.3,3.OA.5,3.OA.8 Number of students:75 tested **3rd grade: Checkpoint (January - Week of 1/16)** Standards assessed:3.OA.2,3.OA.3,3.OA.6 Number of students:59 tested **AIC:** 6 tested

Grade 3(GIFF)	Pre-Assessment (NOV)	Checkpoint (JAN)
Level 1	100%	57%
Level 2	0%	0%
Level 3	0%	40%

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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.

| | | • Math Coaches will continue to work with grade level teams monthly to review the end of week outcomes, review the progression of the weekly standard and determine strategies to foster grade level understanding and update Tier 1 plans based on all data points.
• Teachers will engage in outcome based coaching cycles with the Math coach, who will provide targeted support to classrooms/teachers around CORE Explore routines to promote re-engagement around pre-requisite standards, problem solving routines and accountable talk. Coaching cycles around Bridges implementation and Math RtI will be a focus of the upcoming quarter.
• Math interventionists will continue to aid support, with the intervention program, Bridges, to address unfinished learning in Grades 2 - 5, an increased grade level from last year.
• Teachers will continue to participate in Standards Based Instruction PD, with a focus on the math teaching practices, student math | (see tables and text below) |

Level 4	0%	3%

Grade 3(AIC)	Pre-Assessment (NOV)	Checkpoint (JAN)
Level 1	100%	56%
Level 2	0%	0%
Level 3	0%	17%
Level 4	0%	17%

The checkpoint assessment measured a subset of priority standards taught in the first trimester(spiraled), 3.OA.2 and new standards taught in trimester 2. (3.OA.3 and 3.OA.6). 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 4 points, 2 multiple choice questions and one constructed response.

There was an increase in proficiency from 0% to 43% from the pre-assessment to the checkpoint and within the standards assessed, 3.OA.3 proficiency increased by 30% and 3.OA.2 which was taught in trimester 1, stayed the same at 61% (compared to the trimester 1 post assessment). 3.OA.6 was not

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	● Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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.
		practices, and instructional routines surrounding high leverage *explore* routines.	assessed directly on the pre-assessment, but is a standard in the Operations and Algebraic Thinking domain. This domain is a high priority in third grade. We are expecting to see further growth on the Trimester 2 Post-Assessment which will measure the priority standards. Teachers are engaging in horizontal teaming (CPT) to plan and implement lessons with launch routines and high leverage tasks. Bridges Intervention is also being used on a daily basis during the RTI block by the math interventionist to fill in gaps of unfinished learning.

Trimester 2 Assessments
4th Grade: Pre-assessment (November- week of 11/28)-Giffen
Standards assessed:4.NBT.6,4.NF.3,4.NF.4,4.NF.1,4.NF.2,4.OA.4,4.OA.3
Number of students:56 tested
4th grade: Checkpoint (January- Week of 1/16)-Giffen
Standards assessed: 4.NBT.6,4.OA.4,4.OA.3
Number of students:44 tested
AIC:6 students tested

Grade 4(GIFF)	Pre-Assessment (NOV)	Checkpoint (JAN)
Level 1	100%	52%
Level 2	0%	0%

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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.

Level 3	0%	16%
Level 4	0%	32%

Grade 4(AIC)	Pre-Assessment (NOV)	Checkpoint (JAN)
Level 1	100%	50%
Level 2	0%	0%
Level 3	0%	33%
Level 4	0%	17%

The checkpoint assessment measured a subset of priority standards taught in the second trimester (4.NBT6, 4.OA.3 and 4.OA.4).. 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 4 points, 2 multiple choice questions and one constructed response.

There was an increase in proficiency from 0% to 48% from the pre-assessment to the checkpoint and within the standards assessed, 4.NBT.6 proficiency increased by 40%, 4.OA.3 increased by 28% and

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	● Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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.
			4.OA.4 increased by 36%. We are expecting to see further growth on the Trimester 2 Post-Assessment which will measure the priority standards. Teachers are engaging in horizontal teaming (CPT) to plan and implement lessons with launch routines and high leverage tasks. Bridges Intervention is also being used on a daily basis during the RTI block by the math interventionist to fill in gaps of unfinished learning. ***Trimester 2 Assessments*** **5th Grade: Pre-assessment (November- week of 11/28)-Giffen** Standards assessed:5.MD.2,5.NBT.7,5.NF.4,5.NF.6,5.NF.7,5.NF.1,5.NF.2 Number of students:47 **5th grade: Checkpoint (January- Week of 1/16)-Giffen** Standards assessed: 5.MD.2,5.NBT.75.NF.1,5.NF.2 Number of students: 43 tested ***AIC: 4 students***

Grade 5 (GIFF)	Pre-Assessment (NOV)	Checkpoint (JAN)
Level 1	100%	42%
Level 2	0%	0%
Level 3	0%	23%

 (As required under Section 211(f) of NYS Ed. Law)

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	● Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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.

Level 4	0%	35%

Grade 5 (AIC)	Pre-Assessment (NOV)	Checkpoint (JAN)
Level 1	100%	50%
Level 2	0%	0%
Level 3	0%	25%
Level 4	0%	25%

The checkpoint assessment measured a subset of priority standards taught in the second trimester (5.MD.2,5.NBT.7,5.NF.1,5.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 4 points, 2 multiple choice questions and one constructed response.

There was an increase in proficiency from 0% to 58% from the pre-assessment to the checkpoint and within the standards assessed, 5.MD.2 proficiency increased by 58%, 5.NBT.7 increased by 29% , 5.NF.1 increased by 28% and 5.NF.2 increased by 51%. We are expecting to see further growth on the

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	● Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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.
	■		Trimester 2 Post-Assessment which will measure the priority standards. Teachers are engaging in horizontal teaming (CPT) to plan and implement lessons with launch routines and high leverage tasks. Bridges Intervention is also being used on a daily basis during the RTI block by the math interventionist to fill in gaps of unfinished learning.
#110 Math All Students Core Subject PI	■	Our review of our Winter Math data has indicated that: ● There is movement towards mastery of taught standards however, there are more students that have not mastered the taught standards vs. students that have. Those standards will be spiraled within tasks to reteach and expose students to standards assessed this quarter. ● Walkthroughs and CPT discussions indicate that teachers continue to develop their competency around high leverage tasks to develop student conceptual understanding and allow opportunities for students to show and explain their thinking, while capitalizing off the use of strategies that are allowing students to strengthen their Math conceptual understanding.	*While reported, as some of our students are alternately enrolled in AIC, due to AIC not having a full-time math coach and no interventionist, their progress and alignment of strategies are not comparable to Giffen's.* **3rd Grade: Pre-assessment (November week of 11/28)-Giffen** Standards assessed:3.MD.5ab,3.MD.6,3.MD.7,3.OA.3,3.OA.5,3.OA.8 Number of students:75 tested **3rd grade: Checkpoint (January - Week of 1/16)** Standards assessed:3.OA.2,3.OA.3,3.OA.6 Number of students:59 tested **AIC:** 6 tested _see table below_

Grade 3(GIFF)	Pre-Assessment (NOV)	Checkpoint (JAN)
Level 1	100%	57%
Level 2	0%	0%

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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.

Math growth continues to be accelerated, however, our Math CORE performance index is still an area of growth for our building.

The following Math strategies will be utilized to support student Math growth and performance index progress in the next quarter based on the above trends and observations:

- Math Coaches will continue to work with grade level teams monthly to review the end of week outcomes, review the progression of the weekly standard and determine strategies to foster grade level understanding and update Tier 1 plans based on all data points.
- Teachers will engage in outcome based coaching cycles with the Math coach, who will provide targeted support to classrooms/teachers around CORE Explore routines to promote re-engagement around pre-requisite standards, problem solving routines and accountable talk. Coaching cycles around Bridges implementation and Math RtI will be a focus of the upcoming quarter.

Level 3	0%	40%
Level 4	0%	3%

Grade 3(AIC)	Pre-Assessment (NOV)	Checkpoint (JAN)
Level 1	100%	56%
Level 2	0%	0%
Level 3	0%	17%
Level 4	0%	17%

The checkpoint assessment measured a subset of priority standards taught in the first trimester(spiraled), 3.OA.2 and new standards taught in trimester 2. (3.OA.3 and 3.OA.6). 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 4 points, 2 multiple choice questions and one constructed response.

Receivership, Quarterly Report #2 2022 – 2023 School Year
 (As required under Section 211(f) of NYS Ed. Law)

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	● Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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.
		● Math interventionists will continue to aid support, with the intervention program, Bridges, to address unfinished learning in Grades 2 - 5, an increased grade level from last year. ● Teachers will continue to participate in Standards Based Instruction PD, with a focus on the math teaching practices, student math practices, and instructional routines surrounding high leverage *explore* routines.	There was an increase in proficiency from 0% to 43% from the pre-assessment to the checkpoint and within the standards assessed, 3.OA.3 proficiency increased by 30% and 3.OA.2 which was taught in trimester 1, stayed the same at 61% (compared to the trimester 1 post assessment). 3.OA.6 was not assessed directly on the pre-assessment, but is a standard in the Operations and Algebraic Thinking domain. This domain is a high priority in third grade. We are expecting to see further growth on the Trimester 2 Post-Assessment which will measure the priority standards. Teachers are engaging in horizontal teaming (CPT) to plan and implement lessons with launch routines and high leverage tasks. Bridges Intervention is also being used on a daily basis during the RTI block by the math interventionist to fill in gaps of unfinished learning. **Trimester 2 Assessments** **4th Grade: Pre-assessment (November- week of 11/28)-Giffen** Standards assessed:4.NBT.6,4.NF.3,4.NF.4,4.NF.1,4.NF.2,4.OA.4,4.OA.3 Number of students:56 tested **4th grade: Checkpoint (January- Week of 1/16)-Giffen** Standards assessed: 4.NBT.6,4.OA.4,4.OA.3 Number of students:44 tested **AIC:6 students tested**

Grade 4(GIFF)	Pre-Assessment (NOV)	Checkpoint (JAN)

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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.

Level 1	100%	52%
Level 2	0%	0%
Level 3	0%	16%
Level 4	0%	32%

Grade 4(AIC)	Pre-Assessment (NOV)	Checkpoint (JAN)
Level 1	100%	50%
Level 2	0%	0%
Level 3	0%	33%
Level 4	0%	17%

The checkpoint assessment measured a subset of priority standards taught in the second trimester (4.NBT6, 4.OA.3 and 4.OA.4).. The proficiency table is graded out of percentages, Level 1: 65 and below,

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	- Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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.
			Level 2: 66-74, Level 3: 75-89 and Level 4: 90-100. The criteria for this assessment was out of 4 points, 2 multiple choice questions and one constructed response. There was an increase in proficiency from 0% to 48% from the pre-assessment to the checkpoint and within the standards assessed, 4.NBT.6 proficiency increased by 40%, 4.OA.3 increased by 28% and 4.OA.4 increased by 36%. We are expecting to see further growth on the Trimester 2 Post-Assessment which will measure the priority standards. Teachers are engaging in horizontal teaming (CPT) to plan and implement lessons with launch routines and high leverage tasks. Bridges Intervention is also being used on a daily basis during the RTI block by the math interventionist to fill in gaps of unfinished learning. **_Trimester 2 Assessments_** **5th Grade: Pre-assessment (November- week of 11/28)-Giffen** Standards assessed:5.MD.2,5.NBT.7,5.NF.4,5.NF.6,5.NF.7,5.NF.1,5.NF.2 Number of students:47 **5th grade: Checkpoint (January- Week of 1/16)-Giffen** Standards assessed: 5.MD.2,5.NBT.75.NF.1,5.NF.2 Number of students: 43 tested **_AIC: 4 students_**

Grade 5 (GIFF)	Pre-Assessment (NOV)	Checkpoint (JAN)

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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.

Level 1	100%	42%
Level 2	0%	0%
Level 3	0%	23%
Level 4	0%	35%

Grade 5 (AIC)	Pre-Assessment (NOV)	Checkpoint (JAN)
Level 1	100%	50%
Level 2	0%	0%
Level 3	0%	25%
Level 4	0%	25%

The checkpoint assessment measured a subset of priority standards taught in the second trimester (5.MD.2,5.NBT.7,5.NF.1,5.NF.2). The proficiency table is graded out of percentages, Level 1: 65 and

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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.
	■		below, Level 2: 66-74, Level 3: 75-89 and Level 4: 90-100. The criteria for this assessment was out of 4 points, 2 multiple choice questions and one constructed response. There was an increase in proficiency from 0% to 58% from the pre-assessment to the checkpoint and within the standards assessed, 5.MD.2 proficiency increased by 58%, 5.NBT.7 increased by 29% , 5.NF.1 increased by 28% and 5.NF.2 increased by 51%. We are expecting to see further growth on the Trimester 2 Post-Assessment which will measure the priority standards. Teachers are engaging in horizontal teaming (CPT) to plan and implement lessons with launch routines and high leverage tasks. Bridges Intervention is also being used on a daily basis during the RTI block by the math interventionist to fill in gaps of unfinished learning.

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 to support progress toward the Demonstrable Improvement targets during this quarter.

Quarterly Report #2 Reflection on Activities Completed for this Indicator Level during November 1, 2022 – January 31, 2023			
Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	● Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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.
#35 **3-8 ELA Black Students MGP**		The following ELA strategies will be utilized to support progress for student ELA growth and performance index progress in the upcoming quarter based on the above trends and observations:	*Based on the NWEA Winter performance, using NWEA as a predictor of State performance, overall ELA growth for Black students was 47.9 which is approaching the target of 48.8 for 2022 - 2023 school year.*

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	● Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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.
		● Teachers will continue to participate in Standards Based Instruction PD, with a focus on developing text-dependent questions and writing tasks, for K-5 teachers around the Priority standards as outlined in the current ELA pacing map. ● Teachers, with the guidance of the instructional coaches, will engage in a CPT Structure of *Plan, Implement, Evaluate, Reflect* focused on planning for text dependent questioning. CPT structure will embed discussion of equity and bias in our beliefs about students' abilities to achieve with complex grade level texts based on their ability, ENL, SPED status and racial/culture backgrounds. ● ELA Coaches will work with grade level teams monthly to review the end of week outcomes, review the progression of the weekly standard and determine strategies to foster grade level understanding and update Tier 1 plans based on all data points. ● Teachers will engage in outcome based coaching cycles with ELA coaches, who will provide targeted support to classrooms/teachers around further	(see table and narrative below)

NWEA Reading	% met projected growth F22 toW23	F 22 to W23 Mean Conditional Growth Percentile
Black Students (Grades 3 - 5)	51	48
All Students	51	50

Our review of our mid-year ELA data, for Black students, has indicated that:
● During this Winter benchmark, the conditional growth percentile for Black students is just under that of all students. We expect that we will hit this benchmark by the end of the year (or rather, by the administration of the NYS ELA exam).
● Currently, based on review of various ELA data points, there are 24 Black students from Grades 3 - 5, that are receiving either morning or afterschool small group tutoring instruction from GMES certified teachers.

Teachers will utilize our Tier I ELA Plans to further identify and plan for unfinished learning in ELA for our Black students. Teachers will also use our online Math platform,

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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.
		development of CORE Action 2 and introduction to CORE Action 3. • Strategic review of assessments and data will be used to identify students that may benefit from before school or after school tutoring instruction (Math and ELA).	Lexia, to set individualized lessons in the platform to be completed during ELA RTI rotations.

#103 **3-8 ELA Hispanic Core Subject PI**		The following ELA strategies will be utilized to support progress for student ELA growth and performance index progress in the upcoming quarter based on the above trends and observations: ● Teachers will continue to participate in Standards Based Instruction PD, with a focus on developing text-dependent questions and writing tasks, for K-5 teachers around the Priority standards as outlined in the current ELA pacing map. ● Teachers, with the guidance of the instructional coaches, will engage in a CPT Structure of *Plan, Implement, Evaluate, Reflect* focused on planning for text dependent questioning. CPT structure will embed discussion of equity and bias in our beliefs about students' abilities to achieve with complex grade level texts based on their ability, ENL, SPED status and racial/culture backgrounds. ● ELA Coaches will work with grade level teams monthly to review the end of week outcomes, review the progression of the weekly standard and determine strategies to foster grade level understanding and update Tier 1 plans based on all data points. ● Teachers will engage in outcome based coaching cycles with ELA coaches, who will provide targeted support to classrooms/teachers around further development of CORE Action 2 and introduction to CORE Action 3. ● Strategic review of assessments and data will be used to identify students that may benefit from before school or after school tutoring instruction (Math and ELA).	*Based on the NWEA Winter performance, using NWEA as a predictor of State performance, the overall ELA PI for Hispanic students was 40.4 which is below the target of 72.1 for the 2022 - 2023 school year.* (see table below) Our review of our mid-year ELA data, for Black students, has indicated that: ● During this Winter benchmark, the conditional growth percentile for Hispanic students is far under that of all students. ● Our Hispanic subgroup was identified during our January embedded Pd as a focus for targeted instruction to accelerate the growth of this subgroup. Teachers used this planning time to modify and plan for small group instruction. ● Currently, based on review of various ELA data points, there are 14 Hispanic students from Grades 3 - 5, that are receiving either morning or afterschool small group tutoring instruction from GMES certified teachers.

NWEA ELA	% projected NYSED Level 2	% projected NYSED Level 3	% projected NYSED Level 4	Est PI
Hispanic Students (Grades 3 - 5)	19	8	0	35
All Students	20	13	2	50

#112 **3-8 Math Black Core Subject PI**		The following Math strategies will be utilized to support student Math growth and performance index progress in the next quarter based on the above trends and observations:	*Based on the NWEA Winter performance, using NWEA as a predictor of State performance, the projected Math PI for Black students was 25.2 which is below the target of 48.3 for 2022 - 2023 school year.*

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	● Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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.
		● Math Coaches will work with grade level teams monthly to review the end of week outcomes, review the progression of the weekly standard and determine strategies to foster grade level understanding and update Tier 1 plans based on all data points. ● Teachers will engage in outcome based coaching cycles with the Math coach, who will provide targeted support to classrooms/teachers around Math launch and explore routines to promote re-engagement around pre-requisite standards, problem solving routines and accountable talk ● Math interventionists will continue to aid support, with the intervention program, Bridges, to address unfinished learning in Grades 2 - 5, an increased grade level from last year. ● Teachers will continue to participate in Standards Based Instruction PD, with a focus on the math teaching practices, student math practices, and instructional routines surrounding high leverage *explore* routines.	(see table and notes below)

NWEA Math	% projected NYSED Level 2	% projected NYSED Level 3	% projected NYSED Level 4	Est PI
Black Students (Grades 3 - 5)	22	3	0	28
All Students	19	7	1	36

Our review of our mid- year Math data, for Black students, has indicated that:
- Our performance index numbers are below expected targets for all students. Our Black students are currently 8 points below our All student PI average and less Black students are projected to be at Levels 3 and 4 at this point in the school year.
- Currently, based on review of Math NWEA data points, there are 17 Black students from Grades 3 - 5, that are receiving either morning or afterschool small group tutoring instruction from GMES certified teachers.

Teachers will utilize our Tier I Math Plans to further identify and plan for unfinished learning in Math for our Black students. Teachers will also use our online Math platform, Dreambox, informed by the students' NWEA Math data, to set individualized lessons in the platform to be completed during Math RTI rotations.

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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.
		• Strategic review of assessments and data will be used to identify students that may benefit from before school or after school tutoring instruction (Math and ELA).	
#113 **3-8 Math Hispanic Core Subject PI**		The following Math strategies will be utilized to support student Math growth and performance index progress in the next quarter based on the above trends and observations: • Math Coaches will work with grade level teams monthly to review the end of week outcomes, review the progression of the weekly standard and determine strategies to foster grade level understanding and update Tier 1 plans based on all data points. • Teachers will engage in outcome based coaching cycles with the Math coach, who will provide targeted support to classrooms/teachers around Math launch and explore routines to promote re-engagement around pre-requisite standards, problem solving routines and accountable talk	*Based on the NWEA Winter performance, using NWEA as a predictor of State performance, the projected Math PI for Hispanic students was 21.7 which is below the target of 61 for 2022 - 2023 school year.* (see table below) Our review of our mid-year Math data, for Hispanic students, has indicated that:

NWEA Math	% projected NYSED Level 2	% projected NYSED Level 3	% projected NYSED Level 4	Est PI
Hispanic Students (Grades 3 - 5)	20	2	0	25
All Students	19	7	1	36

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	● Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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.
		● Math interventionists will continue to aid support, with the intervention program, Bridges, to address unfinished learning in Grades 2 - 5, an increased grade level from last year. ● Teachers will continue to participate in Standards Based Instruction PD, with a focus on the math teaching practices, student math practices, and instructional routines surrounding high leverage *explore* routines. ● Strategic review of assessments and data will be used to identify students that may benefit from before school or after school tutoring instruction (Math and ELA).	● Our performance index numbers are well below expected targets for all students. Our Hispanic students are currently 11 points below our All student PI average. ● Currently, based on review of Math NWEA data points, there are 12 Hispanic students from Grades 3 - 5, that are receiving either morning or afterschool small group tutoring instruction from GMES certified teachers. Teachers will utilize our Tier I Math Plans to further identify and plan for unfinished learning in Math for our Hispanic students. Teachers will also use our online Math platform, Dreambox, informed by the students' NWEA Math data, to set individualized lessons in the platform to be completed during Math RTI rotations.
NWEA Math Growth CGP – SWD		This Math data indicates for us that there was growth in the intermediate grades from the Fall to Winter assessment administration for our students with disabilities. We will continue teacher development to provide rigorous standards based instruction for students. While CORE instruction remains a focus for our standards based equitable instruction, we will also continue to use our Tier I planning strategy for Math in Grades 2 - 5. Our Math interventionists will continue to provide Math intervention push in support to all	*Based on the NWEA Fall to Winter performance, using NWEA as a predictor of State performance, overall Math growth for SWDs was 44.5 above the target of 33 for the 2022 - 2023 school year.*

NWEA Math	% met projected growth F22 toW23	F 22 to W23 Mean Conditional Growth Percentile

Receivership, Quarterly Report #2 2022 – 2023 School Year
 (As required under Section 211(f) of NYS Ed. Law)

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	● Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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.		
		classrooms, Grades 2 - 5, with students with disabilities, utilizing our Bridges Intervention program.	Students with Disabilities (Grades 3 - 5)	45	45
			All Students	53	50
			Our review of our mid-year ELA data, for students with disabilities, has indicated that: ● During this Winter benchmark, the conditional growth percentile for Students with Disabilities is just under that of all students and above the target for the year. ● Currently, based on review of Math NWEA data points, there are 4 SWD from Grades 3 - 5, that are receiving either morning or afterschool small group tutoring instruction from GMES certified teachers.		
NWEA Reading Growth CGP-SWD		This ELA data indicates for us that there was growth in the intermediate grades for the Fall to Fall assessment administration for our students with disabilities. We will continue teacher development to provide rigorous standards based instruction for students. While CORE instruction remains a focus for our standards based equitable instruction, we will also continue to use our Tier I planning strategy for ELA in all grades. Reading interventionists will continue to provide Tier I push in support to all classrooms with students with disabilities.	*Based on the NWEA Fall to Winter performance, using NWEA as a predictor of State performance, overall Reading growth for SWDs was 43.0 which is above the target of 38.3 for the 2022 - 2023 school year.*		
			NWEA Reading	% met projected growth F22 toW23	F 22 to W23 Mean Conditional Growth Percentile

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods 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.

Students with Disabilities (Grades 3 - 5)	45	43
All Students	51	50

Our review of our mid-year ELA data, for students with disabilities, has indicated that:
- During this Winter benchmark, the conditional growth percentile for Students with Disabilities is just under that of all students and above the target for the year.
- Currently, based on review of various ELA data points, there are 5 SWD from Grades 3 - 5, that are receiving either morning or afterschool small group tutoring instruction from GMES certified teachers.

Part IV *– Community Engagement Team (CET)*

Community Engagement Team (CET)
<u>The role of the Community Engagement Team</u> *is to serve as an active thought partner in contributing to, and supporting the development of, recommendations for school improvement by the school and district soliciting input through public engagement. Recommendations made by the CET, including how the school community and community at-large were engaged to (1) provide input into the school's Continuation Plan and (2) review and update, if necessary, its 2022-2023 Community Engagement Team Plan and membership. Such should be addressed in response to the prompts below.*

Report Out of 2022-23 CET Plan Implementation

- List the constituent categories of stakeholders that have participated as CET members during this reporting period. - Include any changes made to the CET's membership since the development of the 2022-2023 continuation plan. Include the role/title of any new members.	Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school's improvement plan.
Administrators Teachers Parents Community School Site Coordinator Home School Coordinator Community Members School Program Provider	The categories of stakeholders on the CET have not changed since submission of the Q1 Report. The CET has been informed and has approved of the plan set forth in our School Improvement Plan for the Q2 report.

Part V - *Receivership Powers*

Powers of the Receiver
Provide a summary of the use of the School Receiver's powers <u>during this reporting period.</u>

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.

Quarter 2 Professional Development:

November 2022	December 2022	January 2023	February 2023
11/2 - Building Wide Faculty Meeting 11/3 - Planning for Small Group/Whole Group Instruction - tier I Updates 11/10 - Artifact Share - ELA (Because-But-So) and Math (Explore) 11/17 - CRE PD	12/1 - COGNOS PD 12/7 - Building Faculty Meeting 12/5 - 12/7 - Embedded PD - Review of NWEA Data and planning for "Bubble" students 12/8 - Planning for instruction - follow up to embedded PD 12/8 - Teaching Assistants - Small Group Instruction 12/15 - Artifact Share (ELA and Math)	1/4-Building Wide Faculty Meeting 1/5 - ELA: Read texts for 3rd Unit Roll Out : Math - Follow up to McGraw's PD 1/12 - RULER - Implementation of Charter 1/18 & 1/20 - Embedded PD - ELA Third Unit Roll Out 1/19 - Embargoed Data Review	2/1 - Building Wide Faculty Meeting 2/2 - The impact of teaching tricks and teaching outside of your standard (McGraw) 2/9 - Teacher Planning - Parent Teacher Conferences 2/10 - CRE Training (Bianca Jones) 2/16 - Vertical Artifact Share - Math and ELA - Grades 2 and 4

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 Community Engagement Team criteria have been met as necessary and required per Commissioner's Regulation §100.19.

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, its 2022-2023 Community Engagement Team Plan and membership.

Name of CET Representative (Print): _____

Signature of CET Representative: _____

Title of CET Representative: _____

Date: _____

The CET Attestation must be signed by a CET member other than a school administrator.

Updated November 2022