

Receivership Schools ONLY

Final Report: *January 31, 2020 to June 30, 2020* and Continuation Plan for the 2020-21 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this plan will be posted on the district website:				
Giffen Memorial Elementary School	010100010029	City School District of Albany		Check which plan below applies:				
				SIG			SCEP	
				Cohort: 2				
Model: Transformation								
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	% ELL	% SWD	Total Enrollment
Kaweeda G. Adams	Jasmine Brown.	Suzann Cornell, Assistant Principal for School Improvement, Michele Bridgewater, District Improvement Director Dr. Cecily Wilson-Turner, Assistant Superintendent for Elementary Instruction		Pre K-6		15%	15%	523
	Appointment Date: 8/1/2012							

Executive Summary
Please provide a <i>plain-language summary</i> of this combined report and continuation plans in terms of implementing key strategies, engaging the community, and enacting Receivership. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to <i>no more than 500 words</i> .
Our <u>quarterly plan</u> , implemented both in-person, (February - mid March) and virtually after building closure due to the Covid-19 pandemic (mid March-June), centered on providing professional development and coaching support focused on lesson rigor, standards-based instruction and learning targets for all grades. Teachers and students received differentiated support aligned to identified needs based on data. Instructional support included: for teachers: grade level/individual coaching cycles and data team support; for students: increased minutes of small group instruction in both ELA and Math. With the transition to online instruction, our focus was student participation, engagement, and demonstrated evidence of learning. Teachers and staff provided

outreach to families to remove barriers to the new mode of instruction including: basic familial needs, access to computers, access to the internet, and support using the online platforms.

Walkthroughs by administrators, (February - mid March) and informal observations of Google classrooms, Google live meets, and grade level meetings, (mid March - June) informed the impact of elements within our plan, including evidence of Tenet 4 instructional practices, professional development, and coaching support. Ongoing targeted feedback, was provided to teachers. Results and an analysis of data were shared with the school's Building Leadership Team and teaching staff.

Chronic Absenteeism continued to be a focus of our monitoring and data review. Strategies focused on improving chronic absenteeism and increasing communication to the school community with the outcome of removing barriers to attendance. Strategies included: targeting students on the cusp of chronic absenteeism; Home School Coordinators increased communication with families, Tier 3 attendance plans were created, Tier 2 and Tier 3 students participated in SAIG (Student Academic Intervention Groups) until building closure in March.

Our Building Leadership Team and faculty engaged in professional development sessions with our consultant as outlined in our plan. The area of focus was Tenet 4, Instructional practices using the Comprehensive DTSDE School Framework and Phases of Implementation documents.

Our Continuation Plan for the 2020-2021 school year is aligned with our School-wide Comprehensive Education Plan for 2020-21; developed to reach progress targets for our Level 1 and Level 2 indicators as well as meet ESSA Accountability Measures for our 2020-2021 Academic Achievement Indices. A significant focus of the plan centers on: implementing standards-based practices and providing congruent instruction across all providers with fidelity; providing an equitable education for all students; data driven decision making; developing collaborative and collegial relationships among staff; and engaging all stakeholders in decision making processes.

Although not a state provided indicator, the school will continue to monitor chronic absenteeism. An MTSS tiered approach will be implemented, while working within our PBIS framework, encouraging all students and families to improve attendance.

The Community Engagement team reviewed and provided feedback for the Continuation Plan. The team will meet, four times per year. Meetings will be scheduled prior to submission of reports to review progress on the implementation of the plan and meeting annual indicators.

The School Receiver negotiated with the Teachers' Union, and an MOA was passed, mid-year, adding an additional two hours of professional development for instructional staff.

Attention – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to OISR@NYSED.gov. The reporting portion of this document is a self-assessment of the implementation and outcomes of key strategies related to Receivership, and as such, should not be considered a formal evaluation on the part of the New York State Education Department. This document serves as the

continuation plan for Receivership schools receiving School Improvement Grant (SIG) funds. It also serves as the planning instrument for Receivership schools with School Comprehensive Education Plans (SCEP). This document in its entirety must be posted on the district website.

Please note - All prompts submitted under the “2020-21 School Year Continuation Plan” heading should directly align with or be adaptations to the previously approved intervention plans (SIG, or SCEP), and must have input from community engagement teams.

Directions for Part I and II - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies that will be addressed in their 2020-2021 Continuation Plan in light of their anticipated level of implementation and their anticipated impact on student learning outcomes. The 2020-2021 Continuation Plan is an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create the framework by which the school transitions from the current year to the upcoming school year in a manner that represents continuous and comprehensive planning. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging State academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

Part I – Demonstrable Improvement Indicators (Level 1)

<u>LEVEL 1 Indicators</u>		
Please list the school’s Level 1 indicators and complete all columns below. This information should provide details about the implementation of strategies that will support progress toward the Demonstrable Improvement Indicators.		
Identify Indicator	What will be the SCEP/SIG goals and/or key strategies that will support progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	2020-21 School Year Continuation Plan for Meeting this Indicator
	<i>Final report of activities completed from January -June</i>	<i>Based on SCEP</i>
<p># 33 ELA All Students MGP</p> <p>Baseline: 46.6</p> <p>Progress Target: 48.6</p>	<p>Year Long Goals:</p> <ol style="list-style-type: none"> Teachers will unpack the priority ELA Standards for each grade level in order to scaffold grade level standards for all students. Teachers will participate in data driven practices to continually improve teaching and learning through assessment, analysis, and action. Teachers will provide students opportunities to practice ELA strategies that will improve independence and increase student participation in their own learning. <p>January to March:</p> <ul style="list-style-type: none"> Teachers participated in Standards Progressions PD on Priority Standards Coaches modeled and planned standard based lessons based using data Administrators participated in classroom walkthroughs for fidelity and feedback Teachers engaged in PD around instructional strategies and instructional routines Data teams closed out cycles and began new long-term cycles 	<p>Theories or hypotheses as to why the school has its current outcomes:</p> <ul style="list-style-type: none"> There has been a need to consistently implement ELA standards based practices and provide congruent instruction across all ELA providers (fidelity) with a focus on providing an equitable education for all students. Data driven decision making continues to be a priority (accountability - links between curricular assessments, classroom plans, forms, walkthroughs - connects more than it has in the past- MTSS, Tier I plans, RtI instruction). This will continue to identify the needs and supports for not only students, but staff, and classrooms as well.

	<ul style="list-style-type: none"> ● Benchmark data/gap analysis completed and priority classrooms provided targeted supports <p>March to June:</p> <ul style="list-style-type: none"> ● Checkpoint data prior to closure was turned in by staff but not reviewed; future checkpoint data was not administered due to COVID-19 closure ● Coaching cycles/PD looked different from that of when in session at the building; daily virtual common planning time [CPT] ● ELA District Google Classrooms were created to support virtual learning around priority standards ● Formal walkthroughs discontinued; administrators conduct drop-ins to live Meets and CPTs ● NYS Assessment and benchmarking cancelled due to closure 	<ul style="list-style-type: none"> ● GMES continues to develop collegial relationships among staff in the building. ELA instructional decisions can not be made in isolation. Collaborative and collegial work will continue to be expected and fostered through professional development and scheduling opportunities ● GMES staff must continue to engage all stakeholders in the inclusion and review of the decision making process for students, as it applies to ELA progress. <p>Action Plan to address root causes listed above:</p> <ul style="list-style-type: none"> ● Teachers will learn how to use Lexia, computer-based resource, for instructional support ● Teachers will participate in Standards Based Instruction PD for K-6 teachers on Priority standards as outlined in the current ELA pacing map ● Coaches will model and plan with teachers around standards based lessons using data to support the needs of specific students during core and RTI instruction ● GMES intermediate staff will engage in PD around the Academic Parent Teacher Teams (APTT) model for Fall implementation, with a focus around ELA Q1 and Q3 ● Administrator walkthroughs/instructional rounds will allow for consistent monitoring and feedback on the standards based instruction, tasks, and classroom instructional routines(including Tenet 4, 4e and 4f), as provided and understood through
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		<p>professional development and coaching support</p> <ul style="list-style-type: none"> • Teachers will engage in PD monthly provided by coaches around National Urban Alliance (NUA) Instructional Strategies • Teachers/Coaches will participate in and facilitate peer to peer visitations and/or model lessons within classrooms (physically and/or remotely) around identified school wide instructional routines and strategies, as identified through our Tier I, MTSS, data process • During weekly data team meetings, facilitated by coaches, teachers will provide evidence of instructional strategies through student work and ACSD data points. Such evidence may result in the need for more targeted coaching cycles and peer to peer visitations • The Building Leadership Team (BLT) and Community Engagement Team (CET) will review metric progress • Teachers will engage in coaching cycles with a focus on specific instructional strategies as it applies to the identified curricular standard. Coaches will provide targeted support to priority classrooms/teachers with an identified need of support <p>Assessment of progress: 3-6 NWEA All students MGP Curriculum Checkpoint Assessments</p> <p>Addressing COVID-19 Related Challenges:</p> <ul style="list-style-type: none"> • District ELA Coaches have modified the Wonders pacing map whereby teachers will utilize a 7 day plan vs a 5 day plan. This will provide additional time for teachers to go
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		<p>deeper within the curriculum and to foster mastery at each unit.</p> <ul style="list-style-type: none"> District ELA coaches have developed a focused RtI plan that outlines a K-5 reading continuum including lessons and formative assessment tools. The assessment data will be used to determine small group and RtI reading groups to address unfinished learning
<p>#39 3-8 Math All Students MGP</p> <p>Baseline: 42.3</p> <p>Progress Target: 44.3</p>	<p>Year Long Goals:</p> <ol style="list-style-type: none"> Teachers will unpack the priority Math Standards for each grade level in order to scaffold grade level standards for all students. Teachers will participate in data driven practices to continually improve teaching and learning through assessment, analysis, and action. Teachers will provide students opportunities to practice conceptual Math understanding vs. procedural learning that will improve independence and increase student participation in their own learning. <p>January to March:</p> <ul style="list-style-type: none"> Teachers participated in Standards Progressions PD on Priority Standards Coaches modeled and planned standard based lessons based using data Administrators participated in classroom walkthroughs for fidelity and feedback Teachers engaged in PD around instructional strategies and instructional routines Data teams closed out cycles and began new long-term cycles Benchmark data/gap analysis completed and priority classrooms provided targeted supports <p>March to June:</p> <ul style="list-style-type: none"> NWEA PD/Math Studio cancelled due to closure Checkpoint data prior to closure was turned in by staff but not reviewed; future checkpoint 	<p>Theories or hypotheses as to why the school has its current outcomes:</p> <ul style="list-style-type: none"> There has been a need to implement consistent Math standards- based practices and provide congruent instruction across all Math providers (fidelity) with a focus on providing an equitable education for all students Data driven decision making continues to be a priority (accountability - links between curricular assessments, classroom plans, forms, walkthroughs - connects more than it has in the past- MTSS, Tier I plans, RtI Instruction). This will continue to identify the needs and supports for not only students, but staff, and classrooms as well GMES continues to develop collegial relationships among staff in the building. Math instructional decisions can not be made in isolation. Collaborative and collegial work will continue to be expected and fostered through professional development and scheduling opportunities

	<p>data will not be administered</p> <ul style="list-style-type: none"> ● Coaching cycles/PD looked different from that of when in session at the building; daily virtual common planning time [CPT] ● MATH District Google Classrooms were created to support virtual learning around priority standards ● Formal walkthroughs discontinued; administrators conduct drop-ins to live Meets and CPTs ● NYS Assessment and benchmarking cancelled due to closure 	<ul style="list-style-type: none"> ● GMES staff must continue to engage all stakeholders in the inclusion and review of the decision making process for students, as it applies to Math progress <p>Action Plan to address root causes listed above:</p> <ul style="list-style-type: none"> ● Teachers will engage in Dreambox, computer-based resource, lesson assignment PD to address unfinished learning for individual students ● Teachers will engage in PD of varying modalities with a focus on the math teaching practices, and instructional routines involving rigorous tasks ● GMES intermediate staff will engage in PD around the Academic Parent Teacher Teams model for Fall implementation, with a focus around Math Q2 and Q4 ● Identified teachers will participate in embedded professional development using a studio model, with varying modalities, to support development of the math language routines, the math teaching practices and the student math practices ● NWEA and ACSD data will be used in accordance with the priority standards to identify RTI groups in order to address unfinished learning ● BLT and Community Engagement Team (CET) will review metric progress ● During weekly data team meetings teachers will provide evidence of instructional strategies through student work and district-
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- based data points
- Teachers and coaches will review and analyze NWEA and Post benchmark assessments to reassess the effectiveness of the standards based instruction and growth of students
- The Building Leadership Team and Community Engagement Team will review results of district-developed and NWEA assessments to determine the impact of instructional strategies
- Administrator walkthroughs/instructional rounds will allow for consistent monitoring and feedback on the identified math practices and instructional strategies from the PD provided

Assessment of progress:

3-6 NWEA All students MGP
Curriculum Checkpoint Assessments

Addressing COVID-19 Related Challenges:

- Data Coach/Math Coaches will identify all March – June 2019 priority standards and adjust the pacing maps
- A “COVID Gap Analysis” assessment will be given to all students 1st-5th to determine instructional lesson plan pathways for the first 17 days of instruction

<p>#100 3-8 ELA All Students Core subject Performance Index</p> <p>Baseline: 52.5</p> <p>Progress Target: 62.5</p>	<p>Year Long Goals:</p> <ol style="list-style-type: none"> 1. Teachers will unpack the priority ELA Standards for each grade level in order to scaffold grade level standards for all students. 2. Teachers will participate in data driven practices to continually improve teaching and learning through assessment, analysis, and action. 3. Teachers will provide students opportunities to practice ELA strategies that will improve independence and increase student participation in their own learning. <p>January to March:</p> <ul style="list-style-type: none"> ● Teachers participated in Standards Progressions PD on Priority Standards ● Coaches modeled and planned standard based lessons based using data ● Administrators participated in classroom walkthroughs for fidelity and feedback ● Teachers engaged in PD around instructional strategies and instructional routines ● Data teams closed out cycles and began new long-term cycles ● Benchmark data/gap analysis completed and priority classrooms provided targeted supports <p>March to June:</p> <ul style="list-style-type: none"> ● Checkpoint data prior to closure was turned in by staff but not reviewed; future checkpoint data will not be administered ● Coaching cycles/PD looked different from that of when in session at the building; daily virtual common planning time [CPT] ● ELA District Google Classrooms were created to support virtual learning around priority standards ● Formal walkthroughs discontinued; administrators conduct drop-ins to live Meets and CPTs ● NYS Assessment and benchmarking cancelled due to closure 	<p>Theories or hypotheses as to why the school has its current outcomes:</p> <ul style="list-style-type: none"> ● There has been a need to consistently implement ELA standards based practices and provide congruent instruction across all ELA providers (fidelity) with a focus on providing an equitable education for all students. ● Data driven decision making continues to be a priority (accountability - links between curricular assessments, classroom plans, forms, walkthroughs - connects more than it has in the past- MTSS, Tier I plans, RtI instruction). This will continue to identify the needs and supports for not only students, but staff, and classrooms as well. ● GMES continues to develop collegial relationships among staff in the building. ELA instructional decisions can not be made in isolation. Collaborative and collegial work will continue to be expected and fostered through professional development and scheduling opportunities ● GMES staff must continue to engage all stakeholders in the inclusion and review of the decision making process for students, as it applies to ELA progress. <p>Action Plan to address root causes listed above:</p> <ul style="list-style-type: none"> ● Teachers will learn how to use Lexia, computer-based resource, for instructional support ● Teachers will participate in Standards Based Instruction PD for K-6 teachers on Priority
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		<p>standards as outlined in the current ELA pacing map</p> <ul style="list-style-type: none">• Coaches will model and plan with teachers around standards based lessons using data to support the needs of specific students during core and RTI instruction• GMES intermediate staff will engage in PD around the Academic Parent Teacher Teams (APTT) model for Fall implementation, with a focus around ELA Q1 and Q3• Administrator walkthroughs/instructional rounds will allow for consistent monitoring and feedback on the standards based instruction, tasks, and classroom instructional routines(including Tenet 4, 4e and 4f), as provided and understood through professional development and coaching support• Teachers will engage in PD monthly provided by coaches around National Urban Alliance (NUA) Instructional Strategies• Teachers/Coaches will participate in and facilitate peer to peer visitations and/or model lessons within classrooms (physically and/or remotely) around identified school wide instructional routines and strategies, as identified through our Tier I, MTSS, data process• During weekly data team meetings, facilitated by coaches, teachers will provide evidence of instructional strategies through student work and ACSD data points. Such evidence may result in the need for more targeted coaching cycles and peer to peer visitations• The Building Leadership Team (BLT) and Community Engagement Team (CET) will review metric progress
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		<ul style="list-style-type: none"> Teachers will engage in coaching cycles with a focus on specific instructional strategies as it applies to the identified curricular standard. Coaches will provide targeted support to priority classrooms/teachers with an identified need of support <p>Assessment of progress: 3-6 NWEA All students PI Curriculum Checkpoint Assessments</p> <p>Addressing COVID-19 Related Challenges:</p> <ul style="list-style-type: none"> District ELA Coaches have modified the Wonders pacing map whereby teachers will utilize a 7 day plan vs a 5 day plan. This will provide additional time for teachers to go deeper within the curriculum and to foster mastery at each unit. District ELA coaches have developed a focused RtI plan that outlines a K-5 reading continuum including lessons and formative assessment tools. The assessment data will be used to determine small group and RtI reading groups to address unfinished learning
<p>#110 3-8 Math All Students Core Subject Performance Index</p> <p>Baseline: 33.5</p> <p>Progress Target: 43.5</p>	<p>Year Long Goals:</p> <ol style="list-style-type: none"> Teachers will unpack the priority Math Standards for each grade level in order to scaffold grade level standards for all students. Teachers will participate in data driven practices to continually improve teaching and learning through assessment, analysis, and action. Teachers will provide students opportunities to practice conceptual Math understanding vs. procedural learning that will improve independence and increase student participation in their own learning. <p>January to March:</p>	<p>Theories or hypotheses as to why the school has its current outcomes:</p> <ul style="list-style-type: none"> There has been a need to implement consistent Math standards-based practices and provide congruent instruction across all Math providers (fidelity) with a focus on providing an equitable education for all students Data driven decision making continues to be a priority (accountability - links between curricular assessments, classroom plans,

	<ul style="list-style-type: none"> ● Teachers participated in Standards Progressions PD on Priority Standards ● Coaches modeled and planned standard based lessons based using data ● Administrators participated in classroom walkthroughs for fidelity and feedback ● Teachers engaged in PD around instructional strategies and instructional routines ● Data teams closed out cycles and began new long-term cycles ● Benchmark data/gap analysis completed and priority classrooms provided targeted supports <p>March to June:</p> <ul style="list-style-type: none"> ● NWEA PD/Math Studio cancelled due to closure ● Checkpoint data prior to closure was turned in by staff but not reviewed; future checkpoint data will not be administered ● Coaching cycles/PD looked different from that of when in session at the building; daily virtual common planning time [CPT] ● MATH District Google Classrooms were created to support virtual learning around priority standards ● Formal walkthroughs discontinued; administrators conduct drop-ins to live Meets and CPTs ● NYS Assessment and benchmarking cancelled due to closure 	<p>forms, walkthroughs - connects more than it has in the past- MTSS, Tier I plans, RtI Instruction). This will continue to identify the needs and supports for not only students, but staff, and classrooms as well</p> <ul style="list-style-type: none"> ● GMES continues to develop collegial relationships among staff in the building. Math instructional decisions can not be made in isolation. Collaborative and collegial work will continue to be expected and fostered through professional development and scheduling opportunities ● GMES staff must continue to engage all stakeholders in the inclusion and review of the decision making process for students, as it applies to Math progress <p>Action Plan to address root causes listed above:</p> <ul style="list-style-type: none"> ● Teachers will engage in Dreambox, computer-based resource, lesson assignment PD to address unfinished learning for individual students ● Teachers will engage in PD of varying modalities with a focus on the math teaching practices, and instructional routines involving rigorous tasks ● GMES intermediate staff will engage in PD around the Academic Parent Teacher Teams model for Fall implementation, with a focus around Math Q2 and Q4 ● Identified teachers will participate in embedded professional development using a studio model, with varying modalities, to support development of the math language
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- routines, the math teaching practices and the student math practices
- NWEA and ACSD data will be used in accordance with the priority standards to identify RTI groups in order to address unfinished learning
 - BLT and Community Engagement Team (CET) will review metric progress
 - During weekly data team meetings teachers will provide evidence of instructional strategies through student work and district-based data points
 - Teachers and coaches will review and analyze NWEA and Post benchmark assessments to reassess the effectiveness of the standards based instruction and growth of students
 - The Building Leadership Team and Community Engagement Team will review results of district-developed and NWEA assessments to determine the impact of instructional strategies
 - Administrator walkthroughs/instructional rounds will allow for consistent monitoring and feedback on the identified math practices and instructional strategies from the PD provided

Assessment of progress:
3-6 NWEA All students PI
Curriculum Checkpoint Assessments

		<p>Addressing COVID-19 Related Challenges:</p> <ul style="list-style-type: none"> • Data Coach/Math Coaches will identify all March – June 2019 priority standards and adjust the pacing maps • A “COVID Gap Analysis” assessment will be given to all students 1st-5th to determine instructional lesson plan pathways for the first 17 days of instruction
<p>#150 Grade 4 Science All Students Core Subject Performance Index</p> <p>Baseline: 151.6</p> <p>Progress Target: 161.3</p>	<p>Year-long goals:</p> <ol style="list-style-type: none"> 1. Science is taught with fidelity daily. 2. Teachers of Science are lesson-planning around the set NYS Science standards. 3. Students are meeting proficiency on those standards (exhibited through performance on NYS exams). <p>January - March</p> <ul style="list-style-type: none"> • PD occurred at the district level and to 4th/5th grade teachers which included ‘unpacking’ units and the modeling of instruction/delivery • Lab was utilized until building closure • 4th grade teachers received support connected to their pre/post assessments from math coach • Administrator walkthroughs continued up until closure <p>March - May</p> <ul style="list-style-type: none"> • 3rd Grade students were not able to begin use of lab for exposure to routines/procedures due to closure • 4th Grade students were unable to take post assessment due to closure 	<p>Theories or hypotheses as to why the school has its current outcomes:</p> <ul style="list-style-type: none"> • Lack of dedicated instructional minutes; although science was scheduled, classroom teachers took from scheduled science time to further teach math • Need to have a focus on enhancing teacher understanding of the NYS(P-12) Science Learning Standards and Performance Expectations based on their primary resource (FOSS) lab work and guiding documents grounded in the most current research in science and scientific learning - Core Area 1: Science and Engineering Practices: <ul style="list-style-type: none"> - Asking questions and defining problems - Planning and carrying out investigations - Analyzing and interpreting data - Using mathematics and computational thinking <p>Action Plan to address root causes listed above:</p> <ul style="list-style-type: none"> • Instructional Supervisor/Elementary Curriculum Resource Coordinator will



	<ul style="list-style-type: none"> ● Due to incomplete post assessment, data was unavailable for identification of students for targeted teacher support ● FOSS science resource was limited at the virtual level since it is hands-on focused ● A district Science Google Classroom was created for teachers to utilize during closure ● Possible next steps for next year were discussed based on changes to science instructional minutes and resources 	<p>provide professional development to 2nd & 3rd grade teams, in 90 minute sessions</p> <ul style="list-style-type: none"> ● Instructional Supervisor will provide professional development to "new to" 4th & 5th grade teachers in a 2 hour session at the district Science Resource Center ● Grade 4 students will take a modified written and performance assessment, for the purposes of establishing a baseline for the New York State Science Test ● The instructional coach will work with grade 4 Science/Math teachers quarterly to review the results of the written and performance baseline assessment and offer strategies for implementing the strategies during instruction ● Instructional Supervisor/Elementary Curriculum Resource Coordinator will provide professional development via Teacher PD sessions to 2nd-4th grade teams unpacking investigations with a focus on how to enhance student engagement with the targeted Science and Engineering Practices (1,3,4,5) ● Building leaders and instructional supervisors will conduct walkthroughs on a core group of 2nd-5th grade science teachers with a focus on effective implementation of labs, and the embedding of Science and Engineering Practices 1,3,4,5 followed-up by written and/or face to face feedback <p>Assessment of progress: Mock science exam</p>
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		<p>Addressing COVID-19 Related Challenges: There will be strategic PD provided to teachers in Grades 2 - 5 around FOSS curriculum implementation, while also planning for how to address the curriculum in a virtual environment</p>
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Part II – Demonstrable Improvement Indicators (Level 2)

<p><u>LEVEL 2 Indicators</u> Please list the school's Level 2 indicators and complete all columns below. This information should provide details about the implementation of strategies that will support progress toward the Demonstrable Improvement Indicators.</p>		
Identify Indicator	What will be the SCEP/SIG goals and/or key strategies that will support progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	2020-21 School Year Continuation Plan for Meeting this Indicator
<p>#7 Teacher Practices and Decisions DTSDE Tenet 4</p> <p>Baseline: Phase 1 29%, Phase 2 32%</p> <p>Progress Target: Phase 1 100%, Phase 2 50%, Phase 3 4 elements</p>	<p>Year-long goals:</p> <ol style="list-style-type: none"> To provide PD on the Comprehensive DTSDE Phases of Implementation document Utilizing MTSS to identify the differentiated needs of all students Provide coaching support to teaching assistants to strengthen their capacity to support instruction <p>January - March</p> <ul style="list-style-type: none"> Tenet 4 framework reviewed and informally self-assessed by the BLT Teachers and interventionists met after the January benchmark to review data and revise 	<p>Theories or hypotheses as to why the school has its current outcomes:</p> <ul style="list-style-type: none"> There will continue to be accountability across teams; collegial work with clear measurable goals for staff and students. Transparency across the building has helped to begin to leverage this accountability There has been a need to implement a consistency of instructional practices and provide congruent instruction across all providers (fidelity) with a focus on providing an equitable education for all students

	<p>Tier I plans</p> <ul style="list-style-type: none"> ● Instructional Rounds continued to occur up until closure (administrators/ peer to peer) to monitor and provide feedback around meeting established practices and taught strategies ● Instructional coaches provided professional development for some teaching assistants <p>March - May</p> <ul style="list-style-type: none"> ● BLT participated in a session with our consultant, Dr. Jackson, with part of the session focused on how our work will continue through the closure ● Dr. Jackson provided professional development to the staff around high leverage practices and their continued use in virtual learning ● Mrs. Brown and Dr. Jackson conducted virtual walkthroughs to identify instructional practices that were evident in the virtual classrooms ● A survey was created, provided and completed by 100+ families to identify parental and student needs, to further support instructional phases effectively ● BLT members discussed possible next steps to continue peer to peer walkthroughs, reassessment of instructional non-negotiables, as well as professional development for TAs for the remainder of the year 	<ul style="list-style-type: none"> ● Data driven decision making continues to be a priority (accountability - links between assessments, classroom plans, forms, walkthroughs). This process of review will identify building needs for instructional PDs, guide peer to peer walkthroughs, and/or grade levels that need support, as well as those that can support their colleagues <p>Action Plan to address root causes listed above:</p> <ul style="list-style-type: none"> ● Tenet 4 Framework (focus on equitable instructional practices) will be shared with teachers through summer communication for initial self-assessment in preparation for September teacher Professional Development to include equitable practices with current classroom instructional expectations/goals. Consider delivery of instructional times (online or hybrid) to increase the attendance/activity of students in Google Meets/Classroom; it will be shared again mid-year ● Instructional coaches will train instructional TAs on specific instructional strategies to support student engagement in classrooms specific to ELA and Math quarterly to meet the differentiated needs of all students ● BLT will meet to identify indicators from the DTSDE Implementation document that need additional support in order to meet the mid-year goal ● Continue peer visitations (in person or hybrid/virtual with consultant, Dr. Jackson) to continue consistent feedback ensuring that standard based instruction is creating an opportunity for high student engagement, consistent classroom routines, and
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		<p>differentiated instruction across the building (specific to indicators 4d, 4e, 4f)</p> <ul style="list-style-type: none"> • Instructional coaches will check in with instructional TAs on specific instructional strategies to support student engagement in classrooms specific to ELA and Math quarterly to meet the differentiated needs of all students • Peer visitations (with consultant Dr. Jackson) will allow for consistent feedback to ensure that standard based instruction is creating an opportunity for high student engagement, consistent classroom routines, and differentiated instruction across the building <p>Assessment of progress: walkthrough data</p> <p>Addressing COVID-19 Related Challenges:</p> <ul style="list-style-type: none"> • The district is planning for curriculum pacing for the return to school, encompassing a hybrid model. BLT will meet more frequently and develop PD for established baseline strategies that should be present in all classrooms (whether physically, and or virtually). All planning being mindful and purposeful to scaffold and implement appropriately for effectiveness
<p>#35 3-8 ELA Black Students MGP</p> <p>Baseline: 45.8</p> <p>Progress Target: 47.8</p>	<p>Year Long Goals:</p> <ol style="list-style-type: none"> 1. Teachers will unpack the priority ELA Standards for each grade level in order to scaffold grade level standards for all students. 2. Teachers will participate in data driven practices to continually improve teaching and learning through assessment, analysis, and action. 3. Teachers will provide students opportunities to practice ELA strategies that will improve independence and increase student participation in their own learning. <p>January to March:</p>	<p>Theories or hypotheses as to why the school has its current outcomes:</p> <ul style="list-style-type: none"> • There has been a need to consistently implement ELA standards based practices and provide congruent instruction across all ELA providers (fidelity) with a focus on providing an equitable education for all students.

	<ul style="list-style-type: none"> ● Teachers participated in Standards Progressions PD on Priority Standards ● Coaches modeled and planned standard based lessons based using data ● Administrators participated in classroom walkthroughs for fidelity and feedback ● Teachers engaged in PD around instructional strategies and instructional routines ● Data teams closed out cycles and began new long-term cycles ● Benchmark data/gap analysis completed and priority classrooms provided targeted supports <p>March to June:</p> <ul style="list-style-type: none"> ● Checkpoint data prior to closure was turned in by staff but not reviewed; future checkpoint data will not be administered ● Coaching cycles/PD looked different from that of when in session at the building; daily virtual common planning time [CPT] ● ELA District Google Classrooms were created to support virtual learning around priority standards ● Formal walkthroughs discontinued; administrators conduct drop-ins to live Meets and CPTs ● NYS Assessment and benchmarking cancelled due to closure 	<ul style="list-style-type: none"> ● Data driven decision making continues to be a priority (accountability - links between curricular assessments, classroom plans, forms, walkthroughs - connects more than it has in the past- MTSS, Tier I plans, RTI instruction). This will continue to identify the needs and supports for not only students, but staff, and classrooms as well. ● GMES continues to develop collegial relationships among staff in the building. ELA instructional decisions can not be made in isolation. Collaborative and collegial work will continue to be expected and fostered through professional development and scheduling opportunities ● GMES staff must continue to engage all stakeholders in the inclusion and review of the decision making process for students, as it applies to ELA progress. <p>Action Plan to address root causes listed above:</p> <ul style="list-style-type: none"> ● Teachers will learn how to use Lexia, computer-based resource, for instructional support ● Teachers will participate in Standards Based Instruction PD for K-6 teachers on Priority standards as outlined in the current ELA pacing map ● Coaches will model and plan with teachers around standards based lessons using data to support the needs of specific students during core and RTI instruction ● GMES intermediate staff will engage in PD around the Academic Parent Teacher Teams
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- (APTT) model for Fall implementation, with a focus around ELA Q1 and Q3
- Administrator walkthroughs/instructional rounds will allow for consistent monitoring and feedback on the standards based instruction, tasks, and classroom instructional routines(including Tenet 4, 4e and 4f), as provided and understood through professional development and coaching support
 - Teachers will engage in PD monthly provided by coaches around National Urban Alliance (NUA) Instructional Strategies
 - Teachers/Coaches will participate in and facilitate peer to peer visitations and/or model lessons within classrooms (physically and/or remotely) around identified school wide instructional routines and strategies, as identified through our Tier I, MTSS, data process
 - During weekly data team meetings, facilitated by coaches, teachers will provide evidence of instructional strategies through student work and ACSD data points. Such evidence may result in the need for more targeted coaching cycles and peer to peer visitations
 - The Building Leadership Team (BLT) and Community Engagement Team (CET) will review metric progress
 - Teachers will engage in coaching cycles with a focus on specific instructional strategies as it applies to the identified curricular standard. Coaches will provide targeted support to priority classrooms/teachers with an identified need of support

Assessment of progress:

		<p>3-6 NWEA All students MGP Curriculum Checkpoint Assessments</p> <p>Addressing COVID-19 Related Challenges:</p> <ul style="list-style-type: none"> • District ELA Coaches have modified the Wonders pacing map whereby teachers will utilize a 7 day plan vs a 5 day plan. This will provide additional time for teachers to go deeper within the curriculum and to foster mastery at each unit. • District ELA coaches have developed a focused RtI plan that outlines a K-5 reading continuum including lessons and formative assessment tools. The assessment data will be used to determine small group and RtI reading groups to address unfinished learning
<p>#41 3-8 Math Black Students MGP</p> <p>Baseline: 41.1</p> <p>Progress Target: 43.1</p>	<p>Year Long Goals:</p> <ol style="list-style-type: none"> 1. Teachers will unpack the priority Math Standards for each grade level in order to scaffold grade level standards for all students. 2. Teachers will participate in data driven practices to continually improve teaching and learning through assessment, analysis, and action. 3. Teachers will provide students opportunities to practice conceptual Math understanding vs. procedural learning that will improve independence and increase student participation in their own learning. <p>January to March:</p> <ul style="list-style-type: none"> • Teachers participated in Standards Progressions PD on Priority Standards • Coaches modeled and planned standard based lessons based using data • Administrators participated in classroom walkthroughs for fidelity and feedback • Teachers engaged in PD around instructional strategies and instructional routines • Data teams closed out cycles and began new long-term cycles 	<p>Theories or hypotheses as to why the school has its current outcomes:</p> <ul style="list-style-type: none"> • There has been a need to implement consistent Math standards- based practices and provide congruent instruction across all Math providers (fidelity) with a focus on providing an equitable education for all students • Data driven decision making continues to be a priority (accountability - links between curricular assessments, classroom plans, forms, walkthroughs - connects more than it has in the past- MTSS, Tier I plans, RtI Instruction). This will continue to identify the needs and supports for not only students, but staff, and classrooms as well • GMES continues to develop collegial relationships among staff in the building. Math instructional decisions can not be made

	<ul style="list-style-type: none"> ● Benchmark data/gap analysis completed and priority classrooms provided targeted supports <p>March to June:</p> <ul style="list-style-type: none"> ● NWEA PD/Math Studio cancelled due to closure ● Checkpoint data prior to closure was turned in by staff but not reviewed; future checkpoint data will not be administered ● Coaching cycles/PD looked different from that of when in session at the building; daily virtual common planning time [CPT] ● MATH District Google Classrooms were created to support virtual learning around priority standards ● Formal walkthroughs discontinued; administrators conduct drop-ins to live Meets and CPTs ● NYS Assessment and benchmarking cancelled due to closure 	<p>in isolation. Collaborative and collegial work will continue to be expected and fostered through professional development and scheduling opportunities</p> <ul style="list-style-type: none"> ● GMES staff must continue to engage all stakeholders in the inclusion and review of the decision making process for students, as it applies to Math progress <p>Action Plan to address root causes listed above:</p> <ul style="list-style-type: none"> ● Teachers will engage in Dreambox, computer-based resource, lesson assignment PD to address unfinished learning for individual students ● Teachers will engage in PD of varying modalities with a focus on the math teaching practices, and instructional routines involving rigorous tasks ● GMES intermediate staff will engage in PD around the Academic Parent Teacher Teams model for Fall implementation, with a focus around Math Q2 and Q4 ● Identified teachers will participate in embedded professional development using a studio model, with varying modalities, to support development of the math language routines, the math teaching practices and the student math practices ● NWEA and ACSD data will be used in accordance with the priority standards to identify RTI groups in order to address unfinished learning ● BLT and Community Engagement Team (CET)
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- will review metric progress
- During weekly data team meetings teachers will provide evidence of instructional strategies through student work and district-based data points
- Teachers and coaches will review and analyze NWEA and Post benchmark assessments to reassess the effectiveness of the standards based instruction and growth of students
- The Building Leadership Team and Community Engagement Team will review results of district-developed and NWEA assessments to determine the impact of instructional strategies
- Administrator walkthroughs/instructional rounds will allow for consistent monitoring and feedback on the identified math practices and instructional strategies from the PD provided

Assessment of progress:
3-6 NWEA All students MGP
Curriculum Checkpoint Assessments

Addressing COVID-19 Related Challenges:

- Data Coach/Math Coaches will identify all March – June 2019 priority standards and adjust the pacing maps
- A “COVID Gap Analysis” assessment will be given to all students 1st-5th to determine

		instructional lesson plan pathways for the first 17 days of instruction
<p>#103 3-8 ELA Hispanic Core Performance Index</p> <p>Baseline: 58.9</p> <p>Progress Target: 67.7</p>	<p>Year Long Goals:</p> <ol style="list-style-type: none"> Teachers will unpack the priority ELA Standards for each grade level in order to scaffold grade level standards for all students. Teachers will participate in data driven practices to continually improve teaching and learning through assessment, analysis, and action. Teachers will provide students opportunities to practice ELA strategies that will improve independence and increase student participation in their own learning. <p>January to March:</p> <ul style="list-style-type: none"> Teachers participated in Standards Progressions PD on Priority Standards Coaches modeled and planned standard based lessons based using data Administrators participated in classroom walkthroughs for fidelity and feedback Teachers engaged in PD around instructional strategies and instructional routines Data teams closed out cycles and began new long-term cycles Benchmark data/gap analysis completed and priority classrooms provided targeted supports <p>March to June:</p> <ul style="list-style-type: none"> Checkpoint data prior to closure was turned in by staff but not reviewed; future checkpoint data will not be administered Coaching cycles/PD looked different from that of when in session at the building; daily virtual common planning time [CPT] ELA District Google Classrooms were created to support virtual learning around priority standards Formal walkthroughs discontinued; administrators conduct drop-ins to live Meets and CPTs NYS Assessment and benchmarking cancelled due to closure 	<p>Theories or hypotheses as to why the school has its current outcomes:</p> <ul style="list-style-type: none"> There has been a need to consistently implement ELA standards based practices and provide congruent instruction across all ELA providers (fidelity) with a focus on providing an equitable education for all students. Data driven decision making continues to be a priority (accountability - links between curricular assessments, classroom plans, forms, walkthroughs - connects more than it has in the past- MTSS, Tier I plans, RtI instruction). This will continue to identify the needs and supports for not only students, but staff, and classrooms as well. GMES continues to develop collegial relationships among staff in the building. ELA instructional decisions can not be made in isolation. Collaborative and collegial work will continue to be expected and fostered through professional development and scheduling opportunities GMES staff must continue to engage all stakeholders in the inclusion and review of the decision making process for students, as it applies to ELA progress. <p>Action Plan to address root causes listed above:</p>



- Teachers will learn how to use Lexia, computer-based resource, for instructional support
- Teachers will participate in Standards Based Instruction PD for K-6 teachers on Priority standards as outlined in the current ELA pacing map
- Coaches will model and plan with teachers around standards based lessons using data to support the needs of specific students during core and RTI instruction
- GMES intermediate staff will engage in PD around the Academic Parent Teacher Teams (APTT) model for Fall implementation, with a focus around ELA Q1 and Q3
- Administrator walkthroughs/instructional rounds will allow for consistent monitoring and feedback on the standards based instruction, tasks, and classroom instructional routines(including Tenet 4, 4e and 4f), as provided and understood through professional development and coaching support
- Teachers will engage in PD monthly provided by coaches around National Urban Alliance (NUA) Instructional Strategies
- Teachers/Coaches will participate in and facilitate peer to peer visitations and/or model lessons within classrooms (physically and/or remotely) around identified school wide instructional routines and strategies, as identified through our Tier I, MTSS, data process
- During weekly data team meetings, facilitated by coaches, teachers will provide evidence of instructional strategies through student work and ACSD data points. Such evidence may



		<p>result in the need for more targeted coaching cycles and peer to peer visitations</p> <ul style="list-style-type: none"> • The Building Leadership Team (BLT) and Community Engagement Team (CET) will review metric progress • Teachers will engage in coaching cycles with a focus on specific instructional strategies as it applies to the identified curricular standard. Coaches will provide targeted support to priority classrooms/teachers with an identified need of support <p>Assessment of progress: 3-6 NWEA All students PI Curriculum Checkpoint Assessments</p> <p>Addressing COVID-19 Related Challenges:</p> <ul style="list-style-type: none"> • District ELA Coaches have modified the Wonders pacing map whereby teachers will utilize a 7 day plan vs a 5 day plan. This will provide additional time for teachers to go deeper within the curriculum and to foster mastery at each unit. • District ELA coaches have developed a focused RtI plan that outlines a K-5 reading continuum including lessons and formative assessment tools. The assessment data will be used to determine small group and RtI reading groups to address unfinished learning
<p>#113 3-8 Math Hispanic Core Subject Performance Index</p> <p>Baseline: 46.2</p> <p>Progress Target: 56.1</p>	<p>Year Long Goals:</p> <ol style="list-style-type: none"> 1. Teachers will unpack the priority Math Standards for each grade level in order to scaffold grade level standards for all students. 2. Teachers will participate in data driven practices to continually improve teaching and learning through assessment, analysis, and action. 	<p>Theories or hypotheses as to why the school has its current outcomes:</p> <ul style="list-style-type: none"> • There has been a need to implement consistent Math standards- based practices and provide congruent instruction across all Math providers (fidelity) with a focus on

	<p>3. Teachers will provide students opportunities to practice conceptual Math understanding vs. procedural learning that will improve independence and increase student participation in their own learning.</p> <p>January to March:</p> <ul style="list-style-type: none"> ● Teachers participated in Standards Progressions PD on Priority Standards ● Coaches modeled and planned standard based lessons based using data ● Administrators participated in classroom walkthroughs for fidelity and feedback ● Teachers engaged in PD around instructional strategies and instructional routines ● Data teams closed out cycles and began new long-term cycles ● Benchmark data/gap analysis completed and priority classrooms provided targeted supports <p>March to June:</p> <ul style="list-style-type: none"> ● NWEA PD/Math Studio cancelled due to closure ● Checkpoint data prior to closure was turned in by staff but not reviewed; future checkpoint data will not be administered ● Coaching cycles/PD looked different from that of when in session at the building; daily virtual common planning time [CPT] ● MATH District Google Classrooms were created to support virtual learning around priority standards ● Formal walkthroughs discontinued; administrators conduct drop-ins to live Meets and CPTs ● NYS Assessment and benchmarking cancelled due to closure 	<p>providing an equitable education for all students</p> <ul style="list-style-type: none"> ● Data driven decision making continues to be a priority (accountability - links between curricular assessments, classroom plans, forms, walkthroughs - connects more than it has in the past- MTSS, Tier I plans, RtI Instruction). This will continue to identify the needs and supports for not only students, but staff, and classrooms as well ● GMES continues to develop collegial relationships among staff in the building. Math instructional decisions can not be made in isolation. Collaborative and collegial work will continue to be expected and fostered through professional development and scheduling opportunities ● GMES staff must continue to engage all stakeholders in the inclusion and review of the decision making process for students, as it applies to Math progress <p>Action Plan to address root causes listed above:</p> <ul style="list-style-type: none"> ● Teachers will engage in Dreambox, computer-based resource, lesson assignment PD to address unfinished learning for individual students ● Teachers will engage in PD of varying modalities with a focus on the math teaching practices, and instructional routines involving rigorous tasks ● GMES intermediate staff will engage in PD around the Academic Parent Teacher Teams model for Fall implementation, with
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- a focus around Math Q2 and Q4
- Identified teachers will participate in embedded professional development using a studio model, with varying modalities, to support development of the math language routines, the math teaching practices and the student math practices
- NWEA and ACSD data will be used in accordance with the priority standards to identify RTI groups in order to address unfinished learning
- BLT and Community Engagement Team (CET) will review metric progress
- During weekly data team meetings teachers will provide evidence of instructional strategies through student work and district-based data points
- Teachers and coaches will review and analyze NWEA and Post benchmark assessments to reassess the effectiveness of the standards based instruction and growth of students
- The Building Leadership Team and Community Engagement Team will review results of district-developed and NWEA assessments to determine the impact of instructional strategies
- Administrator walkthroughs/instructional rounds will allow for consistent monitoring and feedback on the identified math practices and instructional strategies from the PD provided

Assessment of progress:

		<p>3-6 NWEA All students PI Curriculum Checkpoint Assessments</p> <p>Addressing COVID-19 Related Challenges:</p> <ul style="list-style-type: none"> • Data Coach/Math Coaches will identify all March – June 2019 priority standards and adjust the pacing maps • A “COVID Gap Analysis” assessment will be given to all students 1st-5th to determine instructional lesson plan pathways for the first 17 days of instruction
<p>#nw1 NWEA Math Growth for SWD</p> <p>Baseline: 30.0</p> <p>Progress Target: 32.0</p>	<p>Year Long Goals:</p> <ol style="list-style-type: none"> 1. Teachers will unpack the priority Math Standards for each grade level in order to scaffold grade level standards for all students. 2. Teachers will participate in data driven practices to continually improve teaching and learning through assessment, analysis, and action. 3. Teachers will provide students opportunities to practice conceptual Math understanding vs. procedural learning that will improve independence and increase student participation in their own learning. <ul style="list-style-type: none"> • Special Education Teachers and TAs supported students both during classroom live meets/instruction time as well as individually if needed • NYS Assessment and benchmarking cancelled due to closure 	<p>Theories or hypotheses as to why the school has its current outcomes:</p> <ul style="list-style-type: none"> • There has been a need to implement consistent Math standards- based practices and provide congruent instruction across all Math providers (fidelity) with a focus on providing an equitable education for all students • Data driven decision making continues to be a priority (accountability - links between curricular assessments, classroom plans, forms, walkthroughs - connects more than it has in the past- MTSS, Tier I plans, RtI Instruction). This will continue to identify the needs and supports for not only students, but staff, and classrooms as well • GMES continues to develop collegial relationships among staff in the building. Math instructional decisions can not be made in isolation. Collaborative and collegial work will continue to be expected and fostered



		<p>through professional development and scheduling opportunities</p> <ul style="list-style-type: none">• GMES staff must continue to engage all stakeholders in the inclusion and review of the decision making process for students, as it applies to Math progress <p>Action Plan to address root causes listed above:</p> <ul style="list-style-type: none">• Teachers will engage in Dreambox, computer-based resource, lesson assignment PD to address unfinished learning for individual students• Teachers will engage in PD of varying modalities with a focus on the math teaching practices, and instructional routines involving rigorous tasks• GMES intermediate staff will engage in PD around the Academic Parent Teacher Teams model for Fall implementation, with a focus around Math Q2 and Q4• Identified teachers will participate in embedded professional development using a studio model, with varying modalities, to support development of the math language routines, the math teaching practices and the student math practices• NWEA and ACSD data will be used in accordance with the priority standards to identify RTI groups in order to address unfinished learning• BLT and Community Engagement Team (CET) will review metric progress• During weekly data team meetings teachers
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		<p>will provide evidence of instructional strategies through student work and district-based data points</p> <ul style="list-style-type: none"> • Teachers and coaches will review and analyze NWEA and Post benchmark assessments to reassess the effectiveness of the standards based instruction and growth of students • The Building Leadership Team and Community Engagement Team will review results of district-developed and NWEA assessments to determine the impact of instructional strategies • Administrator walkthroughs/instructional rounds will allow for consistent monitoring and feedback on the identified math practices and instructional strategies from the PD provided <p>Assessment of progress: 3-6 NWEA All students MGP Curriculum Checkpoint Assessments</p> <p>Addressing COVID-19 Related Challenges:</p> <ul style="list-style-type: none"> • Data Coach/Math Coaches will identify all March – June 2019 priority standards and adjust the pacing maps • A “COVID Gap Analysis” assessment will be given to all students 1st-5th to determine instructional lesson plan pathways for the first 17 days of instruction
<p>#nw2 NWEA Reading Growth for SWD</p>	<p>Year Long Goals:</p>	<p>Theories or hypotheses as to why the school has its current outcomes:</p>

<p>Baseline: 35.3</p> <p>Progress Target: 37.3</p>	<ol style="list-style-type: none"> 1. Teachers will unpack the priority ELA Standards for each grade level in order to scaffold grade level standards for all students. 2. Teachers will participate in data driven practices to continually improve teaching and learning through assessment, analysis, and action. 3. Teachers will provide students opportunities to practice ELA strategies that will improve independence and increase student participation in their own learning. <p>January to June</p> <ul style="list-style-type: none"> ● Teachers participated in Standards Progressions PD on Priority Standards ● Coaches modeled and planned standard based lessons based using data ● Administrators participated in classroom walkthroughs for fidelity and feedback ● Teachers engaged in PD around instructional strategies and instructional routines ● Data teams closed out cycles and began new long-term cycles ● Benchmark data/gap analysis completed and priority classrooms provided targeted supports <p>March to June</p> <ul style="list-style-type: none"> ● Special Education Teachers and TAs supported students both during classroom live meets/instruction time as well as individually if needed ● Reading Teachers worked 1 to 1 with students who needed skill support based on data reports from online ELA software program, Compass Learning ● NYS Assessment and benchmarking cancelled due to closure 	<ul style="list-style-type: none"> ● There has been a need to consistently implement ELA standards based practices and provide congruent instruction across all ELA providers (fidelity) with a focus on providing an equitable education for all students. ● Data driven decision making continues to be a priority (accountability - links between curricular assessments, classroom plans, forms, walkthroughs - connects more than it has in the past- MTSS, Tier I plans, RtI instruction). This will continue to identify the needs and supports for not only students, but staff, and classrooms as well. ● GMES continues to develop collegial relationships among staff in the building. ELA instructional decisions can not be made in isolation. Collaborative and collegial work will continue to be expected and fostered through professional development and scheduling opportunities ● GMES staff must continue to engage all stakeholders in the inclusion and review of the decision making process for students, as it applies to ELA progress. <p>Action Plan to address root causes listed above:</p> <ul style="list-style-type: none"> ● Teachers will learn how to use Lexia, computer-based resource, for instructional support ● Teachers will participate in Standards Based Instruction PD for K-6 teachers on Priority standards as outlined in the current ELA pacing map
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- Coaches will model and plan with teachers around standards based lessons using data to support the needs of specific students during core and RTI instruction
- GMES intermediate staff will engage in PD around the Academic Parent Teacher Teams (APTT) model for Fall implementation, with a focus around ELA Q1 and Q3
- Administrator walkthroughs/instructional rounds will allow for consistent monitoring and feedback on the standards based instruction, tasks, and classroom instructional routines(including Tenet 4, 4e and 4f), as provided and understood through professional development and coaching support
- Teachers will engage in PD monthly provided by coaches around National Urban Alliance (NUA) Instructional Strategies
- Teachers/Coaches will participate in and facilitate peer to peer visitations and/or model lessons within classrooms (physically and/or remotely) around identified school wide instructional routines and strategies, as identified through our Tier I, MTSS, data process
- During weekly data team meetings, facilitated by coaches, teachers will provide evidence of instructional strategies through student work and ACSD data points. Such evidence may result in the need for more targeted coaching cycles and peer to peer visitations
- The Building Leadership Team (BLT) and Community Engagement Team (CET) will review metric progress
- Teachers will engage in coaching cycles with a focus on specific instructional strategies as

		<p>it applies to the identified curricular standard. Coaches will provide targeted support to priority classrooms/teachers with an identified need of support</p> <p>Assessment of progress: 3-6 NWEA All students MGP Curriculum Checkpoint Assessments</p> <p>Addressing COVID-19 Related Challenges:</p> <ul style="list-style-type: none"> • District ELA Coaches have modified the Wonders pacing map whereby teachers will utilize a 7 day plan vs a 5 day plan. This will provide additional time for teachers to go deeper within the curriculum and to foster mastery at each unit. • District ELA coaches have developed a focused RtI plan that outlines a K-5 reading continuum including lessons and formative assessment tools. The assessment data will be used to determine small group and RtI reading groups to address unfinished learning
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Part III – Goals and/or Key Strategies – (As applicable)

(This section should only be completed as needed, for goals and/or key strategies not already listed in Parts I and II.)

<p><u>Goals and/or Key Strategies</u> Identify the goals and key strategies in the approved SIG or SCEP plan that were implemented during the reporting period but were NOT already discussed in the section above. (Add additional rows as needed.)</p>	
List the Key Strategy from your approved intervention plan (SIG or SCEP).	2020-21 School Year Continuation Plan
Use of technology in the classroom to deliver instruction	Use of technology in the classroom to deliver instruction

<p>January - March</p> <p>Weekly use of Dreambox and Compass Learning, math and ELA instructional programming for all students. These programs provide standards and skill-based instruction that is differentiated for individual student needs based on proficiency. They are directly connected to NWEA scores of students. Learning pathways are created for students based on the performance of the NWEA local assessment. Teachers integrate the computer based program into their RtI ELA rotations. Currently, based on our growth data, this program is assisting in student progress along individual student learning targets.</p> <p>March - June</p> <p>Ater closure, students continued to use both computer platforms to work on skills based on need and/or unit of study. Data was compiled weekly to inform participation and need; feedback was provided to students. In addition, reading teachers used the data to plan for 1 to 1 instruction with students who lacked skill proficiency in grade-level language arts areas.</p>	<ul style="list-style-type: none"> • Weekly use of Dreambox and Lexia, math and ELA instructional programming for all students. These programs provide standards and skill-based instruction that is differentiated for individual student needs based on proficiency. They are directly connected to NWEA scores of students. Learning pathways are created for students based on the performance of the NWEA local assessment. Teachers integrate the computer based program into their RtI ELA rotations. Currently, based on our growth data, this program is assisting in student progress along individual student learning targets • A combination of both in-person and virtual learning opportunities will exist for both students and teachers to provide instruction in the 20.21 school year. (ie. Google Meets, Google Classroom Nearpod...). Teacher PD will focus on developing strategies that are both teacher facilitated and student led for ease of transition to a hybrid instructional model.
<p>By June 2020, Giffen Memorial Elementary School will decrease the <u>Chronic Absenteeism</u> rate to 26%. Our current baseline is 29%.</p> <p>Year long goals:</p> <ol style="list-style-type: none"> 1. Communicate the importance of attendance to students and parents 2. Provide tiered interventions and support for chronically absent students 3. Support families of chronically absent students with the resources necessary to assist getting students to school consistently. <p>January - March</p> <ul style="list-style-type: none"> • BLT and CET reviewed attendance progress [January and February] • Monthly meetings to plan student interventions continued to occur • Tier 1 student monitoring continued monthly 	<p>By June 2021, Giffen Memorial Elementary School will decrease the <u>Chronic Absenteeism</u> rate to 25%. Our current baseline is 29%.</p> <p>Theories or hypotheses as to why the school has its current outcomes:</p> <ul style="list-style-type: none"> • Attendance outcomes and goals needed to be identified to support Tier III attendance students, preventing Tier II students from becoming Tier III, and working within our PBIS framework to encourage all students and families improving on attendance; this preventative MTSS attendance model has assisted with the development of the outcomes for this goal <p>Action Plan to address root causes listed above:</p> <ul style="list-style-type: none"> • Chronically absent students for the 2019-2020 school year will be identified by 18+ absences during the 2020-2021 school year • The attendance committee will meet monthly to plan for student interventions based on identification from the 18.19 school year. Students will be ranked as Tier 1

<ul style="list-style-type: none"> • The first cycle of SAIG (Student Academic and Intervention Groups) groups for Tier 2 students concluded • A new cycle of SAIG groups with identified students began in February; stopped due to closure <p>March - June</p> <ul style="list-style-type: none"> • Chromebook distribution occurred in two phases to assist with access to instruction • Weekly activity form identified students that were inactive in Google Classroom • HSCs utilized this form to identify inactive students as Tier 3 for attendance • HSCs reached out to Tier 3 students via phone calls and social media outlets to assist and remind families of Google classroom • Data reports showed an average of 42% of students in the building were active [i.e. Google Meets, completing assignments, using Dreambox, Lexia, and/or Compass Learning 	<p>(90%+), 2(80-90%), and 3 (80%-) based on attendance rate through the attendance data dashboard</p> <ul style="list-style-type: none"> • Home School Coordinators will utilize the daily attendance report, in conjunction with daily information from the nurse, to make daily phone calls to all absent students, prioritizing Tier II and Tier III students to identify barriers and support those barriers identified • Home school coordinators will make home visits to ensure emergency contact forms are updated ; address verifications; and parent contact as needed. Tier 2 students will receive a home visit at 2+ absences per week • Building Leadership and Community Engagement Team will review the SCEP for Attendance metric progress <p>Assessment of progress: Daily monitoring of our district data dashboard for chronically absent percentages</p> <p>Addressing COVID-19 Related Challenges: We worked with our home school coordinators and community schools coordinator to connect with families and find out what the needs/barriers were. The district supported this effort as well. Summer planning will include continuously connecting with families around needs and ability to access instruction, even in a hybrid model</p>
<p>Civic Engagement Project</p> <p>Our Community Engagement Coordinator, planned for and implemented our Civic Engagement Project. Events took place in January and February and included:</p> <ul style="list-style-type: none"> • Meetings with our 6th grade Leadership Team as they discussed the topic of Civic Engagement and an area of need in our community, fresh, healthy food availability. • Field trip with the 6th grade leadership team to the state capital for the State of the State Address • Working with a local, non-profit organization, Youth FX, who work with young people of color to engage in digital media and technology. They shared documentaries about fresh, healthy food access and food deserts and filmed the culmination of the project 	<p>GMES intermediate staff will engage in PD around the Academic Parent Teacher Teams (APTT) model for Fall implementation...<i>I do not think this is appropriate here. As this was not fully addressed in our SCEP, I have provided a few details below.</i> (would this be appropriate for this section with a little more description of rationale and implementation?)</p> <p>GMES will continue to engage students in the civic engagement process in the 20.21 school year. Many NYS ELA standards are addressed, and leadership skills honed, through student interactions with one another, staff, and community partners when issues pertinent to the Albany community are read about, discussed, and actioned planned for around such issues. As a community school, this provides an additional opportunity for students, parents, and staff to collectively engage in and work to solve real world issues that impact families on a daily basis within the Albany community.</p>

<ul style="list-style-type: none"> • Family and Community Event: <i>Film Screening and Conversation with the Councilman</i>; A student-led discussion about community issues with our 2nd Ward Councilman, the Honorable Derek Johnson • Food Distribution & Health and Well-Being Event; families and community members attended; there was free healthy food distribution, free health screenings, community partners had booths, as well as raffles 	
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Part IV – Community Engagement Team and Receivership Powers

<p><u>Community Engagement Team (CET)</u> Describe the type, nature, frequency and outcomes of meetings conducted by the CET and its sub-committees that will be charged with addressing specific components of the CET Plan. Describe outcomes or potential outcomes of the CET plan implementation, school support, and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET for the 2019-20 School Year. What additional CET changes are you anticipating (If any) for the 2020-21 school year?</p>
<p>Report Out of CET Plan Implementation</p>
<p>The Community Engagement Team (CET) met to review data relevant to Receivership. The team also met to review and provide input into the development of the Continuation Plan. The CET will meet quarterly at a minimum. The meetings will occur prior to quarterly report submission. Meetings are established to provide opportunities for the CET to provide input on the development of the continuation plan and to monitor its implementation. The building principal will ensure that the CET receives all necessary reports, data and information to enable them to assess the impact of the comprehensive education plan.</p>
<p><u>Powers of the Receiver</u> Describe the anticipated use of the School Receiver’s powers for the 2020-2021 school year (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers.</p>
<p>Report Out</p>
<p>The School Receiver negotiated with the Teachers’ Union, and an MOA was passed, mid-year, which has added an additional two hours of professional development for instructional staff.</p>

Part V – Budget – (As applicable)

<i>Budget Amendments</i>
<p>ALONG WITH THIS CONTINUATION PLAN, PLEASE SUBMIT <u>AS APPLICABLE</u>:</p> <ul style="list-style-type: none"> • SIG FS-10 2020-21 BUDGET AND BUDGET NARRATIVE • CSG AND PSSG AMENDMENTS <p>BUDGET FORMS ARE AVAILABLE AT: http://www.oms.nysed.gov/cafe/forms/.</p>

Part VI: Best Practices (Optional)

<p><i>Best Practices</i> The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices that will be implemented in the 2020-2021 school year that will result in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.</p>	
List the best practice that will be or is currently being implemented in the school.	Describe a best practice that will be in place for the 2020-21 school year in terms of its impact on the implementation of the plan. Discuss the evidence that will be used to determine its success. Discuss the possibility of replication in other schools.
1.	
2.	
3.	

Part VII – Assurance and Attestation

By signing below, I attest to the fact that the information in this continuation plan is true and accurate to the best of my knowledge; and that the all requirements with regard to public hearings and the Community Engagement Teams, as per CR§ 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 continuation plan, and has had the opportunity to review, and update if necessary, its 2020-2021 Community Engagement Team plan and membership.

Name of CET Representative (Print): _____

Signature of CET Representative: _____

Title of CET Representative: _____

Date: _____

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, NY 12234
2020-21
School Improvement Grant
Continuation Plan Cover Page

District Name	
School Name	
Contact Person	Telephone ()
E-Mail Address	
<p>I hereby certify that I am the applicant’s chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time</p>	



the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.	
Authorized Signature (in blue ink)	Title of Chief School/Administrative Officer
Typed Name:	Date:

Rev. May 2020