

2024-2025 Receivership School Quarter 4 Report and 2025-2026 Continuation Plan
Quarter 4 Report Period: *May 1, 2025, to June 30, 2025 (Due July 22, 2025)*

All sections of this document should be completed by the Superintendent Receiver and/or their designee. Final Reports/Plans should be submitted electronically to OISR@NYSED.gov.¹

Parts I, II, and III of this document are a self-assessment of the *implementation and outcomes of lead strategies* related to Receivership and are not considered an evaluation by the New York State Education Department (NYSED). Once this document is finalized, submitted to, and accepted by NYSED, the completed document *must be posted* in a conspicuous location on the district website in applicably dominant languages. All responses should directly align with or be adaptations of previously approved improvement plans and *require explicit verified engagement and input* from Community Engagement Teams.

School Name	School BEDS Code	Building Grade-level Configuration	District	District website hyperlink to this Report	
William C. Keane Elementary	530600010030	PK-5	Schenectady City School District	https://www.schenectadyschools.org/o/wck/page/receivership	
Superintendent	School Principal <i>(If appointed since the last reporting period, attach resume.)</i>	School Principal Appointment Date	Additional District Staff working on Program Oversight	<i>High Schools Only</i> Overall Graduation Rate (The most recent 4-Year June and August graduation rates)	
Dr. Carlos M. Cotto Jr.	Kerri Messler	July 1, 2020	Mr. Tyrone O’Meally Executive Director for Schools, Planning, and Accountability Tracy Angelini Director of Planning and Accountability	June %	August %

¹ State Monitor Districts should streamline reporting, drawing from related metrics, data, and applicable evidence as outlined in the most recent Superintendent-District Academic and Financial Summary Status Report.

Overview of Quarter 4/End of Academic Year Data

Use the following template to provide demographic and other requested data, as applicable. When providing suspension data by category, please refer to the Suspension Tracking and Reporting Addendum on page 3 of this reporting document to determine related calculations.

Data Source: SIRS 401- Reasonableness Report

Date of Capture: 7/24/2025

Total Current/Registrant Count: n= 289

SWD: 21.45%/62#

ELL: .69% %/2#

SWD's who are also ELL's: .69 %/2#

Last Date Loaded: 7/23/2025

Current Average Daily Attendance and Chronic Absenteeism Rate by Year

	2024-2025 (YTD)
Average Daily Attendance Rate	89.46%
Chronic Absenteeism Rate	41.1%

Current Out of School Suspensions % by Rate and Number

	2024-2025 (YTD)
Out-of-School Suspensions	7.17%/20#
Students Suspended One Time (Unduplicated)	5.02%/14#
Students Suspended Two or More Times (Duplicated)	2.15% /6#
ELL Suspensions	0.0%0#
SWD Suspensions	17.74% /11#

All Students Attendance Rate

Enter the number of students enrolled 30 or more cumulative instructional days (and in attendance at least 1 day) by attendance rate level.

	Level 1 (85% or less)	Level 2 (85.1% to 90.0%)	Level 3 (90.1% to 95%)	Level 4 (95.1%-100%)
2024-25 (YTD)	50	41	68	66

Expected 4-Year Graduation and Current Drop Out Rates

2024-25 (YTD)		
	June 2025	August 2025
Expected Overall Grad Rate	66.4%	72.3%
Expected SWD Grad Rate	52.3%	55.5%
Expected ELL Grad Rate	26.7%	44.8%

	2024-25 (YTD)
Total Cohort Drop Out Rate	10.7%
SWD Cohort Drop Out Rate	26.6%
ELL Cohort Drop Out Rate	26.7%



Out of School Suspension Tracking and Reporting Addendum *The definitions and formulas below are to assist in completing the data tables on page 3. No data should be entered here.*

Out of School Suspensions: *In the numerator, include the number of all student(s) suspended out of school at least one time.*

English Language Learners (ELL) Suspensions: *In the numerator, include the number of all ELL student(s) who have been suspended out of school one or more times.*

Students with Disabilities (SWD) Suspension: *In the numerator, include the number of all students with disabilities who have been suspended out of school one or more times.*

Students Suspended One Time (Unduplicated Suspensions): *In the numerator, include the number of all student(s) suspended out of school one time only.*

Students Suspended Two or More Times (Duplicated Suspensions): *In the numerator, include the number of all student(s) suspended out of school two or more times.*

Pre-Planning and Reflection: Identifying Needs and Resources

- Prior to completing the Quarter 4 Report and Continuation Plan and choosing Lead Strategies in Part I of the report, **school and district leaders, along with their CET, should reflect on the effectiveness of current initiatives and determine the most appropriate way to proceed based on current circumstances.**
- All available data from the 2024-2025 school year should be examined relative to the impact of Lead Strategies on meeting or exceeding DI Indicator Targets.
- Schools are encouraged to utilize the needs assessment resources available at <https://www.nysed.gov/accountability/needs-assessment>, and should also include data obtained through surveys already conducted with various stakeholders during the 2024-2025 school year and through other consistently utilized local data collection processes, such as walkthrough tools and schoolwide formative assessment.
- Data pertaining to student subgroups should also be examined to ensure instructional decisions are made equitably and are differentiated to address specific subgroup DI Indicator targets as applicable.

Identify below all data sources that will be used to monitor the progress of school improvement in 2025-2026. Guidance on assessment is available at <https://www.nysed.gov/sites/default/files/programs/state-assessment/new-york-state-educational-assessment-strategy.pdf>.

Data Sources for the 2025-2026 School Year

Click each box next to all that apply

Diagnostic/Benchmark Assessments

- IXL
- NWEA
- iReady
- Star
- Lexia

List all others that apply:

Local Assessments

- Math CFA
- ELA CFA
- Literacy CFA
- Social Studies CFA
- Science CFA
- Classroom Formative Assessments

List all others that apply:

State Assessments

- Regents Exams
- 3-8 ELA
- 3-8 Math

List all others that apply:

Directions for Parts I, II, and III

The purpose of the Quarter 4 Report and Continuation Plan is not only to document and outline the strategies, actions and outcomes occurring during Quarter 4, but to comprehensively plan for the continuum of improvement into the following school year. School- and district-based decisions for 2025-2026 should be made using a wide range of reliable data sources while examining outcomes from the 2024-2025 school year, be rooted in evidence, and aligned with both school and district goals for continuous improvement.

The report should include a clear focus on *how data and evidence have and will guide the selection and implementation of instructional decisions*, as well as how teaching and learning will be supported via district resources such that educational opportunities are equitable and accessible to all students and ensure their positive social-emotional well-being and active engagement in learning. Applicable resources and related guidance can be accessed via the *Department's [Culturally Responsive-Sustaining \(CR-S\) Education Frameworks](#)* and the [NYS Social Emotional Learning Benchmarks](#).

Further, district and school leadership should frame a summary of the steps taken to implement the chosen instructional and non-instructional lead strategies aligned with Building- and District-based goals that were included in the 2024-2025 Continuation Plan and Quarterly Reports, as well as identify specific strategies leading to Demonstrable Indicator (DI) target attainment.

Data and narrative outlines included in the Quarter 4 and Continuation Plan portions of this document should be comprised of only supporting evidence and documentation relevant to the aligned time periods. Information, data, and supplements not aligned to key tracking towards target attainment should not be included in this report and may result in the need to amend and resubmit for applicable approval.

When responding to prompts for the Quarter 4 Report, be sure to:

- Frame how the strategy supported progress towards this year's Demonstrable Improvement Indicator (DII) targets. Identify specific processes, strategies and actions that were applied throughout Quarter 4 to improve student learning outcomes, *as aligned to Lead Strategies, DII targets and district improvement goals*.
- Describe the processes utilized to assess the impact lead strategies had on student learning outcomes and as applied each DI Indicator.
- Provide the data that was used to assess the actual impact of the lead strategies on student learning during Quarter 4 based on progress monitoring that took place relevant to each DI Indicator.

When responding to prompts for the Continuation Plan, be sure to:

- Frame how the implementation of lead strategies for the 2025-2026 school year will address *the needs of all learners*, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.
- Identify specific processes, strategies and actions that will be implemented during the new school year.
 - Claims should be evidentiary in nature.

- o Reported information and related data should be accessible and able to be reviewed upon request.
- For all Lead Strategies and each DII provide a plan for progress monitoring that includes:
 - o An Early Implementation Progress Goal- a realistic goal that can be achieved by the end of Quarter 1 and progress for which will be included in the Quarter 1 Report.
 - o A Mid-Year Progress Goal- a realistic interim progress measure based on historical data and DII targets. Progress for this goal will be included in the Quarter 2 Report.
 - o A Spring Progress Goal- a preliminary additional progress measure based on both the Early and Mid-Year Goals. Progress for this goal will be included in the Quarter 3 Report.

Part I – Lead Strategies for School Improvement

After reflecting on the Lead Strategies that were implemented during the 2024-2025 school year, **indicate 3-4 Lead Strategies** that will guide the school’s improvement plan in 2025-2026. Lead Strategies can be both instructional and non-instructional, as appropriate. These strategies will serve as key levers for improving student outcomes and should be intentionally aligned with data results and district-based improvement goals to advance progress across specific Demonstrable Improvement Indicators (DII).

All lead strategies chosen should be evidence-based and aligned with the district’s vision for improvement. **To ensure the chosen Lead Strategies are evidence-based, refer to the New York State Supported Evidence-Based Interventions and resources at: <https://www.nysed.gov/accountability/state-supported-evidence-based-strategies>.**

Final Report and Reflection on Lead Strategies Applied From May 1, 2025 – June 30, 2025		Lead Strategies that Will Guide the 2025-2026 School Year Continuation Plan		
List the lead strategies that guided the school’s improvement strategy during the reporting period.	For each lead strategy, outline how the strategy supported progress towards this year’s DII targets. If the strategy will be discontinued, explain the rationale for doing so.	List the lead strategies that will guide the school’s improvement plan during the 2025-2026 school year.	Is this a new, expanded or refined strategy for 2025-26? •What data suggests this strategy will have a positive impact on outcomes in 2025-2026? •If this is a new strategy, explain the rationale for selection.	For each strategy listed, provide the following: <ul style="list-style-type: none"> • Outline specific steps for how the strategy will be implemented, including related staff training and support. • Describe how progress resulting from implementation will be monitored and how related impact will be measured. • Include the following interim progress goals as defined on page 6: <ul style="list-style-type: none"> o Early Implementation Progress Goal o Mid-Year Progress Goal o Spring Progress Goal
Professional Learning Communities (PLCs)	This quarter (4) we held 6 PLCs. In our final PLCs of the year we completed a data analysis to determine that a problem of practice we theorized was that students were struggling to generalize skills and we thought they needed multiple exposures in order to support a deepening of their learning.	PLCs that are organized by grade level.	Not new - but refined in that we are providing all teaching staff with training in	PLCs will be held for 60 minutes every 6 days for a total of about 28 PLCs for 2025-2026.

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	Sessions #23-27 focused on digging into the multiple exposures strategy - unpacking what it was and wasn't - and planning for multiple exposures for prioritized content/skills. Our final two PLCs provided time and space for us to complete our pacing reflections, vertical alignment, and a data protocol for our iReady Math data.	Special area teachers, interventionists, and student support staff will be added based on the master schedule.	PLCs from Solution Tree - August 19-20.	Solution Tree will provide professional development on August 19-20 from 8am-3pm. EOY: 80% attendance at August PD and Q1 PLCs MOY: 16% of teams are functioning as true PLCs as defined in the training. EOY: 67% of teams are functioning as true PLCs as defined in the training.
Community Schools Model	This quarter(4), the community school coordinator continued after school clubs and the Books and Basketball program in response to feedback from the needs assessment. The extracurricular programs supported the advancement of ELA and Math targets by providing targeted academic support through extended times of academic enrichment. Additionally, parent focus groups were held to gain more insights from parents as well as areas of improvement.	The Community Schools Model will continue to be a lead strategy for 2025-2026 with refinement. The school will strengthen family engagement by expanding parent volunteer	The Community Schools Model will be refined with the Parent-Teacher Organization (PTO) and expand parent volunteer opportunities. Additionally, high-quality tutoring will be introduced as	The Community Schools Committee (CSC/CET) and parent liaison will work together to establish a PTO in collaboration with key stakeholders. Monthly PTO meetings will be held with agendas and attendance forms. The tutoring program will be implemented throughout the school year. Teachers will be recruited as tutors for the program.

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		<p>opportunities and establishing a Parent-Teacher Organization (PTO). Focused outreach will target less engaged families to increase participation and build stronger home-school connections.</p> <p>Highly-quality tutoring will be another school improvement strategy. Tutoring will provide targeted, evidence-based academic support to accelerate student learning.</p>	<p>a new initiative to provide targeted, evidence-based academic support aimed at accelerating student learning and closing achievement gaps.</p>	<p>EOY: Hold the first PTO meeting and establish a regular monthly schedule. Recruit initial parents and school staff advisors for PTO. Develop a tutoring schedule for the tutoring program. Identify student groups in need using prior year data. Recruit and train tutors.</p> <p>MOY: Maintain monthly PTO meetings with clear agendas. Expand PTO membership through targeted outreach.</p> <p>Tutoring groups meet consistently. Student attendance is monitored. Mid-year assessments conducted to measure academic growth</p> <p>EOY: Sustain consistent monthly PTO meetings through the end of the school year. Evaluate PTO's effectiveness through member feedback and school input.</p>

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				Full implementation of tutoring program with consistent participation. Use data to evaluate effectiveness of tutoring approaches.
Restorative Justice	This quarter (4) we met with our leadership team to analyze our end of year data to determine an action plan for the summer of 2025. We also completed our Tiered Fidelity Inventory (TFI) and highlighted a need to adjust our team composition, increase our professional development offerings at the building level, and create a process for ensuring the implementation of PBIS practices.	Walkthroughs for SEL time. Data share outs at behavior meetings	These strategies are not new, just new to the SEL components. We have found a need to support the implementation and accountability of implementing a culture of care in the classrooms.	<ul style="list-style-type: none"> Walkthrough Data Data Protocols Professional Development EOY: Creation of a rubric/checklist/look-fors for a "Culture of Care" at Keane. MOY: Begin pilot of a walkthrough tool/rubric and feedback protocol for the "Culture of Care" at Keane. EOY: By June 2026, the Keane Elementary Anti-Racist Building Leadership Team will design, pilot, and implement a system for monitoring and providing monthly feedback to classroom educators on their creation and implementation of a culture of care, integrating TCIS, Restorative Practices, PBIS expectations (Be Safe, Be Respectful,

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				Be Responsible), the Second Step curriculum, and Trauma-Informed practices.
School Climate Revitalization	This quarter (4) we continue to hold meetings with our maintenance and custodial team to ensure a clean and safe physical plant. We do continue to struggle with the closing of work order tickets - and this is something that is addressed at the district level. The Schenectady Rotary continues to support our school with spring cleaning and back to school cleaning events. Our bulletin boards are regularly updated with attendance data, iReady growth, curriculum focus, and celebrations in the classrooms. As always our goal is to ensure our walls and halls capture and align with our Instructional vision of learning.	Weekly Check Ins with Custodian Team. Cleanliness Checklists with district support Assign bulletin boards to staff.	This is continuing the current strategy with more specificity and clarity.	The Assistant Principal that oversees Operations and Maintenance will be the person in charge of this strategy. Checklists will be reviewed at weekly meetings. EOY: Checklists will be developed. MOY: Norming among custodians/cleaners will have been completed. EOY: Norms established between all team members.

Part II – Demonstrable Improvement Level 1 Indicators
List the school's Level 1 Indicators and complete all columns below. This information should provide details about how lead strategies inform the implementation of specific strategies, action steps and goals to support progress toward meeting Demonstrable Improvement Indicators (DII) targets.

Final Report and Reflection on Specific Strategies and Action Steps Applied from May 1, 2025 – June 30, 2025	Specific Strategies and Action Steps for 2025-2026 School Year Continuation Plan for Meeting Each Indicator																									
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Indicator 5 School Safety Progress Target 0.1	<p>The chart below illustrates the calculation of the School Violence Index for 21-22, 22-23, 23-24 and 24-25 School Year.</p> <table border="1" data-bbox="451 820 1266 1076"> <thead> <tr> <th></th> <th>21-22</th> <th>22-23</th> <th>23-24</th> <th>24-25</th> </tr> </thead> <tbody> <tr> <td>School Violence Index Calculation</td> <td>0.3</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> </tr> </tbody> </table> <p>The chart below breaks down the categories of the most serious offenses that go into the calculation of the school violence index for 21-22, 22-23, 23-24 and 24-25 School Year.</p> <table border="1" data-bbox="451 1214 1319 1373"> <thead> <tr> <th>School Violence Index Category</th> <th>21-22 Number of Incidents</th> <th>22-23 Number of Incidents</th> <th>23-24 Number of Incidents</th> <th>24-25 Number of Incidents</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		21-22	22-23	23-24	24-25	School Violence Index Calculation	0.3	0.0	0.0	0.0	School Violence Index Category	21-22 Number of Incidents	22-23 Number of Incidents	23-24 Number of Incidents	24-25 Number of Incidents						<table border="1" data-bbox="1354 786 2556 1396"> <thead> <tr> <th>Action Steps</th> <th>Monitoring</th> </tr> </thead> <tbody> <tr> <td> In order to show accelerated growth we will... <ul style="list-style-type: none"> • Our SEL team in collaboration with our leadership team created a summer action plan that will revise our behavior flowchart, our call sheets to the main office, the completion of an ideal classroom management plan, a data review, a data analysis and plan for intervention for “repeat offenders”, a revision to our K-5 SEL curriculum, and a completion of empathy interviews with our Hispanic Families. </td> <td> We will monitor this by/Through... <ul style="list-style-type: none"> • Behavior Team Meetings • Tiered Fidelity Inventory • Walkthroughs/Feedback </td> </tr> </tbody> </table>	Action Steps	Monitoring	In order to show accelerated growth we will... <ul style="list-style-type: none"> • Our SEL team in collaboration with our leadership team created a summer action plan that will revise our behavior flowchart, our call sheets to the main office, the completion of an ideal classroom management plan, a data review, a data analysis and plan for intervention for “repeat offenders”, a revision to our K-5 SEL curriculum, and a completion of empathy interviews with our Hispanic Families. 	We will monitor this by/Through... <ul style="list-style-type: none"> • Behavior Team Meetings • Tiered Fidelity Inventory • Walkthroughs/Feedback
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	Homicide	0	0	0	0	<ul style="list-style-type: none"> • Utilize our Tiered Fidelity Inventory (TFI) in order to set goals and a focus area for 2025-2026. • Establish weekly data meetings on behavior patterns or trends to respond more quickly and proactively • create norms for behavior codes through an updated Behavior Flowchart • Create a system for monitoring the “fidelity” or integrity of building a culture of care in classrooms. • Analyze referral code data to ensure all students with repeat codes (ex: 330) are matched with the student support team. • Revise and replace the SEL curriculum (i.e., Second Step, PBIS, Circles, CASEL 5). 		
	Sexual Offenses	0	0	0	0			
	Physical Assault	0	0	0	0			
	Weapon	1	0	0	0			
	<p>According to the School Safety and the Educational Climate (SSEC) data collection, the school reported two material incidents involving discrimination, harassment, and bullying; one incident classified as a false alarm; and one incident involving the use, possession, or sale of alcohol (Attachment 24-25 Keane SSEC 7.11.25).</p> <p>Restorative Practices Data: This year, we implemented consistent and intentional collection of Restorative Practice data within our Student Management System. Our goal was to enhance the effectiveness of this support service for students. Below is a summary of our Tier 1, Tier 2, and Tier 3 Restorative Practice interventions and supports.</p>							

<p>DI Indicator # and Name</p>	<p>Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII.</p> <ul style="list-style-type: none"> Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year. 	<p>Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment.</p> <ul style="list-style-type: none"> Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. Describe ongoing process monitoring and how impact will be measured throughout the year. Include the following progress goals as explained on page 5: <ul style="list-style-type: none"> Early Implementation Progress Goal Mid-Year Progress Goal Spring Progress Goal 																																																									
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	<p>Conflict Coaching</p>	<p>10</p>	<p>21</p>	<p>12</p>	<p>18</p>			
	<p>Mediations</p>	<p>21</p>	<p>18</p>	<p>2</p>	<p>6</p>			
	<p>Pre-Conference</p>	<p>1</p>	<p>0</p>	<p>0</p>	<p>6</p>			
	<p>Interactive Journaling</p>	<p>0</p>	<p>0</p>	<p>0</p>	<p>0</p>			
	<p>Re-Entry</p>	<p>1</p>	<p>0</p>	<p>0</p>	<p>0</p>			
	<p>Check and Connect</p>	<p>0</p>	<p>1</p>	<p>0</p>	<p>0</p>			
	<p>*Coregulation</p>			<p>2</p>	<p>1</p>			
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	<p>majority of suspended students had only a single incident, a smaller group accounted for multiple disciplinary actions. In reviewing the six students who had a repeat suspension, 5 were students with Disabilities. We also had 4 students that were new to Keane this year that had repeat suspensions.</p> <p><u>Referral Data:</u> The chart below reflects the top ten referral codes used at William C. Keane for the 24-25 SY.</p> <table border="1" data-bbox="448 954 1330 1391"> <thead> <tr> <th>Event Type</th> <th>Frequency of Code</th> </tr> </thead> <tbody> <tr> <td>201-Making Excessive or Distracting Movements or Noises</td> <td>325</td> </tr> <tr> <td>330-Physically pushing, hitting, kicking, biting or scratching another person</td> <td>303</td> </tr> <tr> <td>200-Using Profane, Obscene, Vulgar, Lewd, or Abusive Language or Gestures</td> <td>126</td> </tr> </tbody> </table>	Event Type	Frequency of Code	201-Making Excessive or Distracting Movements or Noises	325	330-Physically pushing, hitting, kicking, biting or scratching another person	303	200-Using Profane, Obscene, Vulgar, Lewd, or Abusive Language or Gestures	126	
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	237-Leaving Class Without Permission	69	
	228-Misusing Property Belonging To School Or Others	66	
	302-Leaving Class/School Without Permission	57	
	203-Throwing Objects (Without Physical Injury to Others)	47	
	540-Physical attack on student or staff without immediate provocation	19	
	239-Verbal Confrontation	15	
	431-Throwing/Attempting To Throw Liquids Or Spitting On Another Person	13	

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	On Campus: Administrative	3	
	On Campus: Athletic field or playground	35	
	On Campus: Cafeteria	22	
	On Campus: Classroom	759	
	On Campus: Hallway or stairs	28	
	On Campus: Library/Media center	28	
	On Campus: Locker room or gym	51	
	On Campus: Other inside area	3	
	On Campus: Other outside area	3	
	On Campus: Parking lot	2	
	On Campus: Restroom	6	
	On School Property	100	

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	<ul style="list-style-type: none"> • 6 suspensions were repeat offenders • 5 suspensions were female, 15 were male • 11 were students with disabilities • Our highest referral codes were “making excessive or distracting movements or noises”, “physically pushing, hitting, kicking, biting, or scratching another person”, and “Using profane, obscene, vulgar, lewd, or abusive language or gestures” <p>Circles</p> <ul style="list-style-type: none"> • We had 2 teachers implementing circles with fidelity - same as quarter 3 • Increased 1 teacher to 	<p>an updated Behavior Flowchart</p> <ul style="list-style-type: none"> • Create a system for monitoring the “fidelity” or integrity of building a culture of care in classrooms. • Analyze referral code data to ensure all students with repeat codes (ex: 330) are matched with the student support team. • Revise and replace the SEL curriculum (i.e., Second Step, PBIS, Circles, CASEL 5). • Our SEL team in collaboration with our leadership team created a summer action plan that will revise our behavior 	

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	<p>almost implementing circles with fidelity (needs minimum support from RP specialist)</p> <ul style="list-style-type: none"> • 8 teachers still need support (RP specialist alongside them to implement) (down from 12 in quarter 3) • 8 teachers have not started circles - 3 are new for 2025-2026, 3 are special area teachers, and 2 are a co-teaching pair. <p>Tier II</p> <ul style="list-style-type: none"> • We completed 5 harm circles this quarter • We completed 18 conflict coaching sessions • We completed 6 	<p>flowchart, our call sheets to the main office, the completion of an ideal classroom management plan, a data review, a data analysis and plan for intervention for “repeat offenders”, a revision to our K-5 SEL curriculum, and a completion of empathy interviews with our Hispanic Families.</p> <ul style="list-style-type: none"> • Utilize our Tiered Fidelity Inventory (TFI) in order to set goals and a focus area for 2025-2026. 	

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<p style="background-color: yellow;"> </p>	<p>mediations Tier III</p> <ul style="list-style-type: none"> • 5 accountability projects were completed • 2 safety contracts were developed and signed 	<p> </p>		
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="background-color: #d9e1f2;">Adjustments from Q3</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Our behavior team used the CASEL 5 and the SEL Framework from NYSED to create a gap analysis in our SEL curriculum in order to create an action plan for Summer 2025. • Our PBIS team reflected on implementation of PBIS for the 2024-2025 school year - including the completion of the Tiered Fidelity Inventory (TFI) in order to set goals and a focus area for 2025-2026. </td> </tr> </tbody> </table>		Adjustments from Q3	<ul style="list-style-type: none"> • Our behavior team used the CASEL 5 and the SEL Framework from NYSED to create a gap analysis in our SEL curriculum in order to create an action plan for Summer 2025. • Our PBIS team reflected on implementation of PBIS for the 2024-2025 school year - including the completion of the Tiered Fidelity Inventory (TFI) in order to set goals and a focus area for 2025-2026.
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<p>Indicator 33</p>	<p>iReady Reading Assessment Data: Schenectady City School District is in its third year of using iReady at William C. Keane. We are reviewing iReady scores to see how predictive they are to the New York State Assessment to better</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: #fff2cc;">Action Steps</td> <td style="background-color: #fff2cc;">Monitoring</td> </tr> </table>	Action Steps	Monitoring
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<p>3-8 ELA All Students MGP Progress Target 47.3</p>	<p>monitor each ELA indicator. In working with iReady, we started a new way to calculate how to progress monitor our students and how best to predict how our students will score on the NYS Assessments using projected proficiency. Instead of using Overall, Relative Placement to determine the Measure of Interim Progress we will use Scale Score/Projected Proficiency in 24-25. The charts will compare Administrations for 22-23, 23-24 and 24-25. Note for 24-25 there is a new calculation as this was not available in previous years and will show projected proficiency if students show no growth till the end of the year. Below are charts that will show the MIP, Proficiency and Percent Tested for Grades 3-5, Grade 3, Grade 4 and Grade 5 by year and administration.</p> <table border="1" data-bbox="448 1089 1319 1390"> <thead> <tr> <th>iReady Reading 3-5</th> <th>Fall 2022-2023 Performance n=130</th> <th>Fall 2023-2024 Performance n=115</th> <th>Fall 2024-2025 Performance n=124</th> <th>Fall to Fall Growth 22-23 to 23-24</th> <th>Fall to Fall Growth 23-24 to 24-25</th> </tr> </thead> <tbody> <tr> <td>MIP</td> <td>51.54</td> <td>57.83</td> <td>53.63</td> <td>+6.29</td> <td>-4.2</td> </tr> <tr> <td>Percent Proficient</td> <td>11.54% (15)</td> <td>14.78% (17)</td> <td>12.61% (15)</td> <td>+3.24%</td> <td>-2.17%</td> </tr> </tbody> </table>	iReady Reading 3-5	Fall 2022-2023 Performance n=130	Fall 2023-2024 Performance n=115	Fall 2024-2025 Performance n=124	Fall to Fall Growth 22-23 to 23-24	Fall to Fall Growth 23-24 to 24-25	MIP	51.54	57.83	53.63	+6.29	-4.2	Percent Proficient	11.54% (15)	14.78% (17)	12.61% (15)	+3.24%	-2.17%	<p>In order to show accelerated growth we will...</p> <ul style="list-style-type: none"> Revise the pacing schedule for Wit and Wisdom Revise formative assessment collection documents to be more user friendly for teachers Utilize PLC time to refine ELA practices Continue work in writing clear, measurable objectives that are transparent and communicated to all students. Engage in SDI professional development with special education teachers Utilize student work and progress monitoring data to support differentiation, scaffolding, and ELA/reading interventions Utilize ELA Coach to support teachers with Wit and Wisdom and <p>We will monitor this by/through...</p> <ul style="list-style-type: none"> Coaching cycles PLCs Data Protocols
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	Percent Proficient	10.61% (14)	10.00% (12)	27.27% (33)	-61%	+17.27%							
	Percent Tested	96.21%	97.50%	99.18%	+1.29%	+1.68%							
	iReady Reading 3	Spring 2022-2023 Performance n=43	Spring 2023-2024 Performance n=37	Spring 2024-2025 Performance n=40	Spring to Spring Growth 22-23 to 23-24	Spring to Spring Growth 23-24 to 24-25							
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	5	n=41	n=45	n=48	22-23 to 23-24	23-24 to 24-25				
	MIP	42.68	63.33	76.04	+20.65	+12.71				
	Percent Proficient	7.32% (3)	11.11% (5)	22.92% (11)	+3.79%	+11.81%				
	Percent Tested	97.56%	97.78%	100%	+.22%	+2.22%				
	Data/Evidence		Findings/Action Steps							
<ul style="list-style-type: none"> Grades 3-5 MIP scores showed a decrease in fall, winter, and spring (-4.2, -5.45, -2.93, respectively) but this is due to the change in our MIP calculation (referenced above) 		We will take the following actions... <ul style="list-style-type: none"> Revise pacing schedules for Wit and Wisdom Revise formative assessment collection documents to be more 								

DI Indicator # and Name	<p>Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII.</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year. 		<p>Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment.</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: <ul style="list-style-type: none"> o <i>Early Implementation Progress Goal</i> o <i>Mid-Year Progress Goal</i> o <i>Spring Progress Goal</i>
	<p>from overall placement to scale score/projected proficiency.</p> <ul style="list-style-type: none"> • Grades 3-5 saw an increase of 10 students to proficiency from winter to spring. • By grade we saw a shift in MIPs from -23.92 in 3rd to -.46 in 4th, and +6 in 5th grade - again this flux is due to our shift in iReady scores used to help determine “proficiency”. • In grade 3 we saw an increase in proficiency of 9 students from winter to spring • In grade 4 we saw an increase in proficiency of 6 students from winter to spring 	<p>user friendly for teachers</p> <ul style="list-style-type: none"> • Utilize PLC time to refine ELA practices • Continue work in writing clear, measurable objectives that are transparent and communicated to all students. • Engage in SDI professional development with special education teachers • Utilize student work and progress monitoring data to support differentiation, scaffolding, and ELA/reading interventions • Utilize ELA Coach to 	

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	<ul style="list-style-type: none"> • In grade 5 we saw an increase in proficiency of 6 students from winter to spring • When we look vertically (by cohort from spring to spring) our 3rd to 4th grade showed a -23.33 MIP but a +5 students to proficiency. Our 4th to 5th grade cohort showed a -20.01 decrease in MIP score but an increase of 8 students to proficiency. • Our spring MIP for grades 3-5 was 87.70  which is 40.4 points higher than our State identified target. 	<p>support teachers with Wit and Wisdom and Foundations</p> <ul style="list-style-type: none"> • Purchase Fun Hub Dashboard/Admin suite for clearer real-time data and action steps. 	
Adjustments from Q3			

<p>DI Indicator # and Name</p>	<p>Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DI.</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year. 	<p>Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment.</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: <ul style="list-style-type: none"> o <i>Early Implementation Progress Goal</i> o <i>Mid-Year Progress Goal</i> o <i>Spring Progress Goal</i> 				
	<ul style="list-style-type: none"> • Shifted intervention groups based on progress monitoring data. • Researched additional reading interventions to support students on the verge of proficiency. • Created a tutoring program to support academic recovery students for Summer 2025. 					
<p>Indicator 39 3-8 Math All Students MGP Progress Target 41.1</p>	<p>iReady Math Assessment Data: Schenectady City School District is in its third year of using iReady at William C. Keane. We are reviewing iReady scores to see how predictive they are to the New York State Assessment to better monitor each Math indicator. In working with iReady, we will start a new way to calculate how to progress monitor our students and how best to predict how our students will score on the NYS Assessments using projected proficiency. Instead of using Overall Relative Placement to determine the Measure of Interim Progress, we will use Scale Score/Projected Proficiency in 24-25. The charts will compare Administrations for 22-23, 23-24 and 24-25. Note for 24-25 there is a new calculation as this was not available in previous years and will show projected proficiency if students show</p>	<table border="1"> <thead> <tr> <th data-bbox="1352 954 1956 1024">Action Steps</th> <th data-bbox="1956 954 2564 1024">Monitoring</th> </tr> </thead> <tbody> <tr> <td data-bbox="1352 1024 1956 1393"> <p>In order to show accelerated growth we will...</p> <ul style="list-style-type: none"> • Review and revise pacing schedule for iReady Math. • Revise formative assessment collection documents to be more user friendly for teachers. • Utilize PLC time to refine math practices. • Continue work in writing clear, </td> <td data-bbox="1956 1024 2564 1393"> <p>We will monitor this by/through...</p> <ul style="list-style-type: none"> • Coaching Cycles • PLCs • Data Protocols • PD Follow Up </td> </tr> </tbody> </table>	Action Steps	Monitoring	<p>In order to show accelerated growth we will...</p> <ul style="list-style-type: none"> • Review and revise pacing schedule for iReady Math. • Revise formative assessment collection documents to be more user friendly for teachers. • Utilize PLC time to refine math practices. • Continue work in writing clear, 	<p>We will monitor this by/through...</p> <ul style="list-style-type: none"> • Coaching Cycles • PLCs • Data Protocols • PD Follow Up
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	<p>no growth till the end of the year. Below are charts that will show the MIP, Proficiency and Percent Tested for Grades 3-5, Grade 3, Grade 4 and Grade 5.</p>	<p>measurable objectives that are transparent and communicated to all students.</p> <ul style="list-style-type: none"> • Engage in SDI professional development with special education teachers. • Utilize student work and progress monitoring data to support differentiation, scaffolding, and Math interventions. • Utilize Math Coach to support teachers with iReady Math and interventions. • Purchase additional evidence-based math interventions. • Host <u>Math Pact</u> Book Study with Math Coach. 																									
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	3-5	n=129	n=117	n=121	22-23 to 23-24	23-24 to 24-25	EOY (Early)	iReady - Proficient 3-5: 7
	MIP	45.35	59.40	65.70	+14.05	+6.3	MOY (Mid)	iReady - Proficient 3-5: 20
	Percent Proficient	2.40% (3)	2.61% (3)	13.33% (16)	+20%	+10.72%	EOY (End)	iReady - Proficient 3-5: 25
	Percent Tested	96.90%	98.29%	99.17%	+1.36%	+88%		
	iReady Math 3-5	Spring 2022-2023 Performance n=132	Spring 2023-2024 Performance n=120	Spring 2024-2025 Performance n=122	Spring to Spring Growth 22-23 to 23-24	Spring to Spring Growth 23-24 to 24-25		
	MIP	59.09	80.00	85.66	+20.91	+5.66		
	Percent Proficient	6.06% (8)	8.33% (10)	22.88% (27)	+2.27%	+14.55%		

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				23-24	24-25	
MIP	65.63	81.58	91.18	+15.95%	+9.6%	
Percent Proficient	6.25% (3)	5.26% (2)	30.30% (10)	-.99%	+25.04%	
Percent Tested	100%	100%	97.06%	0%	-2.94%	
iReady Math 5	Spring 2022-2023 Performance n=41	Spring 2023-2024 Performance n=45	Spring 2024-2025 Performance n=46	Spring to Spring Growth 22-23 to 23-24	Spring to Spring Growth 23-24 to 24-25	
MIP	42.68	62.22	61.46	+19.54	-.76%	
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	<p>Percent Proficient</p>	<p>2.17% (1/46)</p>	<p>6.38% (3/47)</p>	<p>8.70% (4/46)</p>	<p>+4.21%</p>	<p>+6.53%</p>				
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	<ul style="list-style-type: none"> • By grade, we have a shift in MIPs from +10 in 3rd grade, to +8 in 4th grade, and -.76 in 5th grade - again this flux is due to our shift in iReady scores used to determine “proficiency”. • In grade 3 we saw an increase in 9 students from winter to spring. • In grade 4 we saw an increase in 8 students from winter to spring. • In grade 5 we saw no increase or decrease in proficiency. • When we look vertically (by cohort from spring to spring) our 3rd to 4th grade showed a -8.82 MIP but a +6 students to proficiency. Our 4th 	<p>documents to be more user friendly for teachers.</p> <ul style="list-style-type: none"> • Utilize PLC time to refine math practices. • Continue work in writing clear, measurable objectives that are transparent and communicated to all students. • Engage in SDI professional development with special education teachers. • Utilize student work and progress monitoring data to support differentiation, scaffolding, and Math interventions. • Utilize Math Coach to 	

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Part III – Demonstrable Improvement Level 2 Indicators

List the school's Level 2 Indicators and complete all columns below. This information should provide details about how lead strategies inform the implementation of specific strategies, action steps and goals to support progress toward meeting Demonstrable Improvement Indicator (DII) targets.

<p>Final Report and Reflection on Specific Strategies and Action Steps Applied From May 1, 2025 – June 30, 2025</p>	<p>Specific Strategies and Action Steps for 2025-2026 School Year Continuation Plan for Meeting Each Indicator</p>
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conduct a comprehensive school and community needs assessment Question 5: Steps to analyze the results of the needs assessment Question 6: Data-driven decision-making Question 7: Short-term strategies to improve student								establish a regular monthly schedule. <ul style="list-style-type: none"> • Recruit parents and school staff advisors for the PTO.
			X				MOY (Mid)	<ul style="list-style-type: none"> • Conduct a second workshop with increased promotion and improved outreach strategies. • Track attendance trends and engagement growth for workshops. • Maintain monthly PTO meetings with clear agendas. • Expand PTO membership through targeted outreach.
			X				EOY (End)	<ul style="list-style-type: none"> • Complete all four scheduled quarterly workshops. • Evaluate overall impact through cumulative survey results and stakeholder feedback. • Use parent workshop data to inform next year's family engagement
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	learning						<ul style="list-style-type: none"> priorities. Sustain consistent monthly PTO meetings through the end of the school year. Evaluate PTO's effectiveness through member feedback and school input. Celebrate and recognize parent leaders and PTO accomplishments. 						
	Question 8: Three-year strategy		X										
	Question 9: Using the same criteria to enroll students		X										
	Total:												
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	Questions rated as "Ineffective" (none (0) permitted)												0
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<ul style="list-style-type: none"> All components of the self-assessment rubric are in the effective domain. 			<ul style="list-style-type: none"> Host quarterly Family Empowerment Workshops. 										

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	<ul style="list-style-type: none"> • 12 events and programs. These included a Focus Group, Books and Basketball, Mother's Day Paint and Sip, Father's Day Event, and the End-of-Year Bash—which had 149 attendees. • We hosted three Moving Up Ceremonies (Pre-K, Kindergarten, and Fifth Grade), which collectively brought in over 460 family members. • 21 students enrolled in the Books and Basketball Program. • 126 students enrolled in after school clubs, which included Chess 	<ul style="list-style-type: none"> • Establish a revitalized Parent Teacher Organization with monthly meetings. 	

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	<p>i.e., grandmas, step moms, or other secondary guardians.</p> <ul style="list-style-type: none"> • 99% of our families access messages on Parent Square through text. • June 2025 had the largest number of direct messages - 1245 and largest number of posts by teacher 963. 	<p>making.</p> <ul style="list-style-type: none"> • Recruit parents for the leadership team, our hiring process, and curriculum work. • Utilize Parent Square in new and unique ways to maximize product potential. • Host more family learning nights. • Create a Parent University. • Increase opportunities to celebrate family and student identity. 			
<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: #d9e1f2;">Adjustments from Q3</td> </tr> <tr> <td> <ul style="list-style-type: none"> • No adjustments were made during this quarter. </td> </tr> </table>		Adjustments from Q3	<ul style="list-style-type: none"> • No adjustments were made during this quarter. 		
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<p>Indicator 38 3-8 ELA ED Students MGP Progress Target 47.2</p>	<p>iReady Reading Assessment Data: Schenectady City School District is in its third year of using iReady at William C. Keane. We are reviewing iReady scores to see how predictive they are to the New York State Assessment to better monitor each ELA indicator. In working with iReady, we will start a new way to calculate how to progress monitor our students and how best to predict how our students will score on the NYS Assessments using projected proficiency. Instead of using Overall Relative Placement to determine the Measure of Interim Progress, we will use Scale Score/Projected Proficiency in 24-25. The charts will compare Winter to Winter Administrations for 22-23, 23-24 and 24-25. Note for 24-25 there is a new calculation as this was not available in previous years and will show projected proficiency if students show no growth till the end of the year. Below are charts that will show the MIP, Proficiency and Percent Tested for Grades 3-5, Grade 3, Grade 4 and Grade 5 for Economically Disadvantaged Students:</p> <div data-bbox="451 1312 1327 1377" style="border: 1px solid black; padding: 5px; text-align: center;"> <p><u>iReady Reading Grades 3-5 by Fall Administration for ED</u></p> </div>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #fff9c4;">Action Steps</th> <th style="background-color: #fff9c4;">Monitoring</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>In order to show accelerated growth we will:</p> <ul style="list-style-type: none"> • Revise pacing schedules for Wit and Wisdom. • Revise formative assessment collection documents to be more user friendly for teachers. • Utilize PLC time to refine ELA practices. • Continue work on writing clear, measurable objectives that are transparent and communicated to all students. • Engage in SDI professional development with special education teachers. • Utilize student work and progress monitoring data to support differentiation, scaffolding, and </td> <td style="vertical-align: top;"> <p>We will monitor this by/through...</p> <ul style="list-style-type: none"> • Coaching cycles • PLCs • Data Protocols </td> </tr> </tbody> </table>		Action Steps	Monitoring	<p>In order to show accelerated growth we will:</p> <ul style="list-style-type: none"> • Revise pacing schedules for Wit and Wisdom. • Revise formative assessment collection documents to be more user friendly for teachers. • Utilize PLC time to refine ELA practices. • Continue work on writing clear, measurable objectives that are transparent and communicated to all students. • Engage in SDI professional development with special education teachers. • Utilize student work and progress monitoring data to support differentiation, scaffolding, and 	<p>We will monitor this by/through...</p> <ul style="list-style-type: none"> • Coaching cycles • PLCs • Data Protocols
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	<p>to spring) our 3rd to 4th grade showed a -28.73 MIP but a +1 student to proficiency. Our 4th to 5th grade cohort showed a -11.12 decrease in MIP score but an increase of 6 students to proficiency.</p> <ul style="list-style-type: none"> • Our spring MIP for grades 3-5 ED was 85.00 🎯 which is 37.8 points higher than our State identified target. • Overall we do not see a large discrepancy between our total population and our ED population - but it is an area that we will intentionally monitor. 	

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	<p>scores used to help determine “proficiency”.</p> <ul style="list-style-type: none"> • In grade 3 we saw an increase in proficiency of 9 students from winter to spring. • In grade 4 we saw an increase in proficiency of 1 student from winter to spring. • In grade 5 we saw an increase in proficiency of 6 students from winter to spring. • When we look vertically (by cohort from spring to spring) our 3rd to 4th grade showed a -28.73 MIP but a +1 student to proficiency. Our 4th to 5th grade cohort showed a -11.12 decrease in MIP score 	<p>teachers.</p> <ul style="list-style-type: none"> • Utilize student work and progress monitoring data to support differentiation, scaffolding, and ELA/reading interventions. • Utilize ELA Coach to support teachers with Wit and Wisdom and Foundations. • Purchase Fun Hub Dashboard/Admin suite for clearer real-time data and action steps. 	

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	<p>but an increase of 6 students to proficiency.</p> <ul style="list-style-type: none"> • Our spring MIP for grades 3-5 ED was 85.00 @ which is 37.8 points higher than our State identified target. • Overall we do not see a large discrepancy between our total population and our ED population - but it is an area that we will intentionally monitor. <table border="1" data-bbox="545 1154 1327 1377"> <thead> <tr> <th data-bbox="545 1154 1327 1219">Adjustments from Q3</th> </tr> </thead> <tbody> <tr> <td data-bbox="545 1219 1327 1377"> <ul style="list-style-type: none"> • Shifted intervention groups based on progress monitoring data. • Researched additional reading interventions to support students on the verge of proficiency. </td> </tr> </tbody> </table>	Adjustments from Q3	<ul style="list-style-type: none"> • Shifted intervention groups based on progress monitoring data. • Researched additional reading interventions to support students on the verge of proficiency. 	
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<p>Indicator 115 3-8 Math ED Core Subject PI Progress Target 39.1</p>	<p><u>iReady Math Assessment Data:</u> Schenectady City School District is in its third year of using iReady at William C. Keane. We are reviewing iReady scores to see how predictive they are to the New York State Assessment to better monitor each Math indicator. In working with iReady, we will start a new way to calculate how to progress monitor our students and how best to predict how our students will score on the NYS Assessments using projected proficiency. Instead of using Overall Relative Placement to determine the Measure of Interim Progress, we will use Scale Score/Projected Proficiency. Below are charts that will show the projected proficiency if students make no typical growth. The charts will compare Fall to Winter Administrations for the 24-25 School Year for Economically Disadvantaged Students:</p> <table border="1" data-bbox="448 1300 1333 1417"> <thead> <tr> <th colspan="6"><u>iReady Math Grades 3-5 for ED</u></th> </tr> <tr> <th>Administration</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> <th>Fall to</th> <th>Fall to</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	<u>iReady Math Grades 3-5 for ED</u>						Administration	Fall	Winter	Spring	Fall to	Fall to							<table border="1" data-bbox="1354 786 2561 1406"> <thead> <tr> <th>Action Steps</th> <th>Monitoring</th> </tr> </thead> <tbody> <tr> <td> <p>In order to show accelerated growth we will...</p> <ul style="list-style-type: none"> • Review and revise pacing schedules for iReady Math. • Revise formative assessment collection documents to be more user friendly for teachers. • Utilize PLC time to refine math practices. • Continue work in writing clear, measurable objectives that are transparent and communicated to all students. • Engage in SDI professional development with special education </td> <td> <p>We will monitor this by/through...</p> <ul style="list-style-type: none"> • Coaching Cycles • PLCs • Data Protocols by subgroup • PD Follow Up </td> </tr> </tbody> </table>	Action Steps	Monitoring	<p>In order to show accelerated growth we will...</p> <ul style="list-style-type: none"> • Review and revise pacing schedules for iReady Math. • Revise formative assessment collection documents to be more user friendly for teachers. • Utilize PLC time to refine math practices. • Continue work in writing clear, measurable objectives that are transparent and communicated to all students. • Engage in SDI professional development with special education 	<p>We will monitor this by/through...</p> <ul style="list-style-type: none"> • Coaching Cycles • PLCs • Data Protocols by subgroup • PD Follow Up
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	Administration	Fall 2024-2025 Performance n=42	Winter 2024-2025 Performance n=39	Spring 2024-2025 Performance n=39	Fall to Winter Growth	Fall to Spring Growth	
	MIP	23.81	39.74	62.82	+15.93	+39.01	
	Percent Proficient	2.56% (1/39)	7.69% (3/39)	8.11% (3/37)	+5.13%	+5.55%	
	Percent Tested	92.86% (39/42)	100% (39/39)	94.87% (37/39)	+7.14%	+5.13%	
Data/Evidence			Findings/Action Steps				
<ul style="list-style-type: none"> Grades 3-5 MIP showed an increase from fall at 32.38 to 			<ul style="list-style-type: none"> Review and revise pacing schedule for iReady Math. 				

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	<p>86.5 for spring. Which is a gain of 54.12 MIPs.</p> <ul style="list-style-type: none"> • This overall spring MIP score of 86.5 is .84 points higher than the all student performance. • Grade 3 showed a higher MIP score among ED students at 111.43 but only 11 students were proficient - which is 2 less than the all student count. • Grade 4 showed 2.72 points lower with the ED population for MIP and 3 less students for proficiency. • Grade 5 showed 1.36 higher MIP points for the ED population but 1 less student in 	<ul style="list-style-type: none"> • Revise formative assessment collection documents to be more user friendly for teachers. • Utilize PLC time to refine math practices • Continue work in writing clear, measurable objectives that are transparent and communicated to all students. • Engage in SDI professional development with special education teachers. • Utilize student work and progress monitoring data to support differentiation, scaffolding, and Math 	

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<p>Local Indicator Classroom Learning Walk Tool Progress Target 60</p>	<p>Bullseye Walkthrough Data: Schenectady City School District began the 24-25 SY with a new walkthrough tool called Bullseye. This platform allowed William C. Keane to tailor its walkthrough to meet the needs of the building. The building will focus on Goal Setting for the 24-25 SY.</p> <p>30/30 Teachers were given “emerging” during the first quarter of the year on Goal Setting (October 25, 2024).</p> <p>Once a teacher has been observed 4 times of the 20 times observed at evolving, embedding or excelling, and if no fewer than 20 observations are conducted for that teacher in the course of a year, they have demonstrated progress.</p> <p>As of June 30, 2025, 26 out of the 27 teachers have at least 20 walkthroughs that have moved to evolving (96.30%) on Goal Setting.</p> <p>Our denominator has changed from 30 teachers to 27 as of 1/17/2025.</p>	<table border="1"> <thead> <tr> <th data-bbox="1352 786 1956 857">Action Steps</th> <th data-bbox="1956 786 2564 857">Monitoring</th> </tr> </thead> <tbody> <tr> <td data-bbox="1352 857 1956 1401"> <p>In order to show accelerated growth we will...</p> <ul style="list-style-type: none"> • create a schedule so that on average teachers are experiencing consistency with walkthroughs and feedback. • continue our focus on goal setting. • 1/27 teachers have resigned - which will impact our denominator. • 2 teachers will be onboarded - which could impact our denominator. • gather feedback about improving the walkthrough process and feedback cycles for teachers. </td> <td data-bbox="1956 857 2564 1401"> <p>We will monitor this by/through...</p> <ul style="list-style-type: none"> • Bullseye • Teacher survey data </td> </tr> </tbody> </table>	Action Steps	Monitoring	<p>In order to show accelerated growth we will...</p> <ul style="list-style-type: none"> • create a schedule so that on average teachers are experiencing consistency with walkthroughs and feedback. • continue our focus on goal setting. • 1/27 teachers have resigned - which will impact our denominator. • 2 teachers will be onboarded - which could impact our denominator. • gather feedback about improving the walkthrough process and feedback cycles for teachers. 	<p>We will monitor this by/through...</p> <ul style="list-style-type: none"> • Bullseye • Teacher survey data
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	<ul style="list-style-type: none"> • All teachers, other than a teacher on FMLA, were seen 20 or more times. • We did hit our target of 60% of teachers showing “growth” as defined. 	<p>focus on goal setting.</p> <ul style="list-style-type: none"> • 1/27 teachers have resigned - which will impact our denominator. • 2 teachers will be onboarded - which could impact our denominator. 	
<p>Adjustments from Q3</p>		<ul style="list-style-type: none"> • No adjustments to our Quarter 3 plan were made. 	

Part IV – Executive Summary

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. Limit the summary to *no more than 250 words per summary*. Applicable links must be made publicly accessible prior to submitting the report.

**Summary of Quarter 4
May 1, 2025 – June 30, 2025**

**Summary of Systems and Processes That Will Guide the
2025-2026 School Year Continuation Plan**

Reflect on the changes and progress made during Quarter 4 and provide a plain-language summary to include:

- How these systems and processes were utilized to implement lead strategies and engage the community.
- Any relevant findings and actions taken to enact the Powers of the Receiver.

After reflecting on progress made during the 2024-2025 school year, provide an overview the school’s vision for improvement, as aligned to the district’s strategic goals, for the 2025-2026 school year. Include:

- A brief description of the school’s theory of action for improvement during the 2025-2026 school year.
- How this theory of action will build upon the progress made during 2024-2025.

In Quarter 4, we focused on putting our lead strategies—**Restorative Practices, Community School Model, PLCs, and School Beautification**—into daily action.

ELA, Math, and coaching, along with clear **data analysis protocols**, helped teachers tailor instruction to student needs. **PLCs** used this data to collaborate, adjust practices, and support student growth. We increased **after-school clubs and activities**, building positive relationships and engagement beyond the classroom.

Focus groups with families elevated community voice, and clearer **behavior expectations and responses** strengthened consistency and care in classrooms. Our continued efforts in **school beautification** fostered pride and belonging throughout the building.

In partnership with our teachers' union, we also enacted key **Powers of the Receiver** to help meet Receivership progress goals. Through a new **MOA**, we protected **PLC time**, added **five targeted PD/staff meetings**, and increased **teacher presence at family events** to build deeper connections. We planned a **two-day summer retreat (August 2025)** to align priorities and added a **new training day for incoming staff** to ensure readiness and support.

Together, these efforts strengthened our systems, deepened relationships, and moved us closer to our vision of every child being seen, supported, and successful.

At Keane Elementary, we believe every child can succeed when they are supported in a safe, inclusive, and high-expectation environment. In alignment with the **Schenectady City School District Strategic Plan**, we are committed to building a strong culture of care, improving academic outcomes, and deepening family and community partnerships.

In 2025–2026, we will:

- Design, pilot, and implement a system that provides monthly feedback to educators on how they are creating a **culture of care** using TCIS, **Restorative Practices**, PBIS, Second Step, and Trauma-Informed strategies.
- Increase ELA and Math proficiency by 3% through instructional coaching, high-quality curriculum implementation, structured **PLCs**, and targeted data analysis.
- Reduce chronic absenteeism by expanding after-school programs, improving communication, and **strengthening home-school connections**.
- Grow **family engagement** through a revitalized PTO, Parent University, and the Community Engagement Team.

Theory of Action

If we **consistently** foster a schoolwide culture of care, provide educators with time and support to improve instruction, and build strong, authentic family partnerships, then students will experience a more supportive, engaging learning environment, show academic growth, and attend school more regularly—moving us closer to our shared vision where every Keane Dragon thrives.

Part V – Community Engagement Team (CET)

The Community Engagement Team is a representative body designed to foster and support public engagement. The CET serves as an active thought partner contributing to and supporting the development of recommendations for school improvement as outlined by the school and district.

Identify 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, update as applicable, and provide a list of CET membership for the 2024-2025 school year.

Report Out of 2024-2025 CET Plan Implementation

Plan for Use of CET Recommendations during the 2025-2026

<ul style="list-style-type: none"> List the roles/titles of stakeholders who have <i>consistently</i> participated as CET members during 2024-2025, including their constituent categories. Include any changes made to the CET's membership during Quarter 4. Describe how recommendations made by the CET during Quarter 4 were used to inform the implementation of the school's improvement plan. Provide data and related evidence used to measure the impact and efficacy of the CET during 2024-2025. 	<ul style="list-style-type: none"> Include any changes that will be made to CET membership for the 2025-2026 school year. Include the roles/titles of new members. Outline the process by which new members of the CET will be identified and selected², including action steps to increase participation of parents/family members and students. Outline the school's plan for ensuring the CET's engagement and contributions are represented in decisions made about the school's improvement plan and implementation, including how the CET's impact will be measured. Identify the methods that will ensure the CET will have the necessary information and key data to analyze the impact of lead strategies and/or department-approved intervention and turnaround model in a timely manner.
<ul style="list-style-type: none"> The Community Engagement Team consists of teachers, the assistant principal, principal, community school coordinator, parents/parent liaison, and community members/partners. There were no changes in CET membership. In Quarter 4, the Community Engagement Team recommended reducing barriers to family participation as the school establishes a PTO. Suggestions included providing child care, food, virtual meeting options, and hosting an informational session to engage families and explain the PTO's purpose. This quarter, we engaged over 1,300 parents and stakeholders through 10 community events. For the first time, we hosted an End-of-Year Bash, which successfully brought together students and community members for a celebration. 	<ul style="list-style-type: none"> In the 2025–2026 school year, the CET will seek to recruit more parents and include student voices to ensure broader representation. Teachers will be polled to help identify parents or guardians who may be interested in joining the Community Engagement Team (CET). In addition, the PTO established for the upcoming school year will assist in recommending and recruiting parent participants. Student clubs, such as Student Council, will assist in identifying students to participate on the team. The CET will meet quarterly to review data, monitor progress toward goals, and make improvement recommendations. Input will be shared with school leadership. The CET will receive key data updates ahead of each quarterly meeting, including attendance, academic performance, and family engagement metrics. School leadership and staff will present summaries of progress on lead strategies, allowing the team to analyze trends.

Part VI – Powers of the Receiver
NYS Education Law 211-f and Commissioners Regulation §100.19 grant certain powers to the Superintendent Receiver to be used to manage and operate a school in areas that include, but are not limited to, curriculum, programming, staffing and scheduling.

<p align="center">Report Out on the Powers of the Receiver Utilized during the 2024-2025 School Year</p>	<p align="center">Planned Use of the Powers of the Receiver during the 2025-2026 School Year</p>
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² Administrative, teacher, and parent representative members of the CET must be selected through the process as established in [Commissioner's Regulations 100.11\(b\)](#).

<p>Provide a summary for how the Superintendent Receiver’s powers were applied during the 2024-2025 school year. If Powers of the Receiver were adjusted for Quarter 4, provide an explanation. If Powers of the Receiver were not utilized, indicate such and explain why.</p>	<p>Describe how the Superintendent Receiver’s powers will be applied during the 2025-2026 school year.</p> <ul style="list-style-type: none"> • List the Powers of the Receiver that will be utilized. • Provide a rationale for the selection of these powers. • How will the selected Powers of the Receiver specifically support this school? • Describe how the impact of these decisions will be measured throughout the school year.
<p>To support Keane Elementary in meeting Receivership progress goals, the Superintendent exercised the Powers of the Receiver in collaboration with the teachers’ union. Together, we developed a Memorandum of Agreement (MOA) that strengthened our systems for professional learning, family engagement, and staff readiness.</p> <p>Key actions included:</p> <ul style="list-style-type: none"> • Protected PLC time during the school day to ensure consistent, focused collaboration around student data and instruction. • Five additional staff/PD meetings to deepen alignment on instructional priorities, restorative practices, and our culture of care framework. • Increased teacher participation in family and community events, helping build stronger relationships with students and families. • A two-day summer retreat (August 2025) to build team cohesion and set clear goals for the school year. • An additional training day for new teachers and paraprofessionals, providing targeted onboarding and support. <p>These steps, enabled by the Receiver’s authority, allowed us to better align time, resources, and people around our improvement priorities and ensure all staff are equipped to help every Keane Dragon succeed.</p>	<p>To support Keane Elementary School for the 2025-2026 school year, the Superintendent has again exercised the Powers of the Receiver in collaboration with the teachers’ union to update the Memorandum of Agreement (MOA). Much of the MOA will remain the same as what is outlined to the left but we have additionally added:</p> <ul style="list-style-type: none"> • The addition of a full-time Academic Recovery Teacher to support targeted intervention and increase student achievement in ELA and Math. • A two-day summer retreat (August 2025) that will include professional development by Solution Tree focused on Professional Learning Communities at Work. <p>These strategic additions, enabled through the Receiver’s authority, allowed us to align time, talent, professional development, and resources with our improvement goals.</p> <p>Impact will be measured through/by:</p> <ul style="list-style-type: none"> • Survey Data on PLCs • Attendance at Family/Community Events • Agendas for staff meetings with clear objectives

Part VII – District Support Plan

<p>Report Out on the 2024-2025 School Year District Support Plan</p>	<p>District Support Plan for the 2025-2026 School Year</p>
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<p>Provide a summary of the district supports that were most impactful during the 2024-2025 school year, including data/evidence to support the statement of impact.</p>	<p>Describe how the district will plan and implement an equitable distribution of resources to support Schools under Receivership to drive school improvement and DI target attainment.</p> <ul style="list-style-type: none"> • What is the district’s plan to review resource allocation in the upcoming year to ensure equitable distribution based on the needs of its schools? • What is the district’s plan in the upcoming year to ensure that students in Schools under Receivership have as much access to strong teachers as their peers in schools identified for LSI? • Describe how the impact of these decisions will be measured throughout the school year.
<p>District supports that were the most impactful during the 2024-2025 school year included:</p> <ul style="list-style-type: none"> • The establishment of required attendance at PLCs in the MOA provided structures and opportunities for professional growth for teaching staff and leadership. • Building on the work Keane is doing to support effective implementation of PLCs five staff and the principal were sent to a PLC conference, ‘The Summit on PLCs at Work’ and the effective implementation of PLCs in schools. The Keane team was able to turnkey their learning to building administrators across the district this spring. • The two day August professional development that was “highly encouraged” for SFT teachers to attend - allowed leadership to provide training in UbD and support for SEL instruction. • The additional day in August for paraprofessionals to take time to collaborate and learn alongside their classroom teachers about the needs and supports needed for their students set the tone for the 2024-2025 school year. • Requiring teachers to attend two additional family engagement events provided more opportunities for staff and families to engage in ways that were outside of the classroom experience. • The additional position that was created for Keane - Data Driven Instructional Teacher Specialist - allowed for clearer data visualizations for teachers, more efficient data decision making, and launched the staff forward in their use of data to drive their instruction. • While the additional position that was created for Keane - Culture and Climate Teacher Specialist - was not filled until late June - we believe that we hired the best person for the position for the 2025-2026 school year and we look forward to the opportunities that this position will create for teachers and students. 	<p>In preparation for the 2025-2026 academic year, in an effort to ensure equitable allocation of resources to all schools, the district held individual staffing meetings with building principals and executive leadership to understand school specific needs and requests for specific staffing models. Following these meetings, principals engaged in a ‘Budget 101’ workshop with the Chief Financial Officer, as a part of our Resource Allocation Review plan drafted in partnership with NYSED. Building principals drafted their budgets with school-specific needs in mind and guided by available school outcomes at the midpoint of the school year. The impact of resources allocated for the upcoming year will be reviewed on a quarterly basis with all school principals during quarterly reviews throughout the year.</p> <p>The district’s plan in the upcoming year to ensure that students in Keane Elementary have as much access to strong teachers as their peers in schools identified for LSI includes the following:</p> <ul style="list-style-type: none"> • The District has signed an additional MOA with the SFT bargaining unit. It includes the continuation of the PLCS for teachers at Keane. Teachers get an additional stipend to attend the required PLCs in exchange for giving up a planning period. • The two-day August professional development training by Solution Tree will develop teachers on what a model Professional Learning Committee at work should be and build the capacity of grade level teams to meaningfully engage in PLCs. • In the MOA, the teachers are required to attend five additional after school meetings. The District will support the building administrators’ choice to send Keane teachers to elementary department meetings on the alternating month or create a Keane specific meeting. • The District will continue to support the Data Driven Instructional Teacher Specialist at Keane, the only school in the District to have this position. This position is in addition to the Literacy and Math coaches.

<p>Provide a summary of the district supports that were most impactful during the 2024-2025 school year, including data/evidence to support the statement of impact.</p>	<p>Describe how the district will plan and implement an equitable distribution of resources to support Schools under Receivership to drive school improvement and DI target attainment.</p> <ul style="list-style-type: none"> • What is the district’s plan to review resource allocation in the upcoming year to ensure equitable distribution based on the needs of its schools? • What is the district’s plan in the upcoming year to ensure that students in Schools under Receivership have as much access to strong teachers as their peers in schools identified for LSI? • Describe how the impact of these decisions will be measured throughout the school year.
	<ul style="list-style-type: none"> • The Culture and Climate Teacher Specialist has come to fruition this year by employing a school counselor. • This year we are revamping the District Leadership support to create a team that will meet monthly with the Keane Administration Team. The Executive Director of Schools, the Director of Teaching and Learning, the Assistant Director of Math, and the Assistant Director of ELA will set up recurring meetings with the team. They will schedule academic support and leadership to coincide with PLC structures. The AD for Math and ELA will schedule support with the Principal based on PLC action planning. • The District team will schedule time to work with the building administration on instructional rounds and walkthrough planning. • The Director of Teaching and Learning will continue to serve as a liaison and problem solver to Keane and schedule weekly commitments at Keane. • As we did last year, the District will support Keane staff attending conferences outside the District. This year, Keane teachers will be able to attend the annual conference for National Association for the Education of Young Children, the convention and expo for Council for Exceptional Children, and the 9th Annual Conference of the Reading League. We will also cover the costs for teachers to be virtually trained and certified in Orton-Gillingham and the Shaywitz Dyslexia Screener. • The district and school administration team will measure the impact of these supports through instructional rounds to observe impact of teacher training and implementation of grade-level PLC- during monthly support visits we would look to see: impact of high leverage practices building on goal/objective work (feedback to students and use of formative assessments). We will also implement teacher survey

<p>Provide a summary of the district supports that were most impactful during the 2024-2025 school year, including data/evidence to support the statement of impact.</p>	<p>Describe how the district will plan and implement an equitable distribution of resources to support Schools under Receivership to drive school improvement and DI target attainment.</p> <ul style="list-style-type: none"> • What is the district’s plan to review resource allocation in the upcoming year to ensure equitable distribution based on the needs of its schools? • What is the district’s plan in the upcoming year to ensure that students in Schools under Receivership have as much access to strong teachers as their peers in schools identified for LSI? • Describe how the impact of these decisions will be measured throughout the school year.
	<p>on impact of professional development including PLC implementation on their practice</p>

Part VIII – Assurance and Attestation

SEE SEPARATE ATTACHMENT WITH SIGNATURES

By signing below, I attest that the information in this Quarter 4 Report and Continuation Plan is true and accurate to the best of my knowledge; and that all requirements with regard to public hearings and Community Engagement Team (CET) criteria have been met as necessary and required per Commissioners Regulation §100.19.

Name of Receiver (Print): _____
Signature of Receiver: _____
Date: _____

By signing below, I attest that the Community Engagement Team (CET) has had the opportunity to provide direct and explicit input into this Quarter 4 Report and Continuation Plan. The CET has also reviewed and updated, as necessary, its CET Plan and membership for the 2025-2026 school year.

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.**