

2020-21 Receivership School Final Report and Continuation Plan

Final Report: *January 16, 2021 to June 30, 2021*

Continuation Plan for the 2021-22 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this plan will be posted on the district website:				
William C Keane Elementary School	530600010030	Schenectady City School District		http://schenectady.ss12.sharpschool.com/cms/One.aspx?portalId=412336&pageId=16520637				
Superintendent	School Principal (If new, please attach resume)	Additional District Staff working on Program Oversight	Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Total Enrollment	Remote-Only Student Enrollment	% ELL	% SWD
Mr. Anibal Soler, Jr.	Ms. Kerri Messler	Mr. Robert Melia Interim District Director of Planning and Accountability	K-5		287	72.47% (208 Students)	0%	19.51%
	Appointment Date: July 1, 2020	Ms. Michele Hogan Assistant Director of Planning and Accountability Ms. Sara Schneller Interim District Director of Planning and Accountability (January 16th- June 15th) Dr. Patricia Paser Assistant to the Superintendent (January 16th- June 30th)						

Executive Summary

Please provide a *plain-language summary* 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 no more than 500 words.

The 20-21 school year posed many opportunities for Keane School. We focused attention on adjusting literacy, math, and science instruction to virtual and hybrid learning experiences to best meet the needs of all students and increase engagement, particularly in our virtual learning experiences while still ensuring effective practices were being implemented and refined. Our main strategy for this work was through Professional Learning Communities (PLCs). We also focused on these areas as we engaged our Anti-Racism Building Leadership Team to create and align on our instructional vision, analyze data, and reflect on instructional needs for our students and teachers.

Our key strategy was our **PLC** time which was intended to provide teachers with time to analyze data, study student work, analyze/share best practices, and reflect and refine teaching practices. Due to COVID restrictions, our teachers met virtually and often this time was used more often to share resources and prepare digital content which the teachers needed to do. We know that next year, as we return to in person instruction, this will be a place for us to focus and norm what it means to be a true Professional Learning Community (PLC).

Our anti-racist leadership team received ongoing training and understanding around racism and its impact on systems within our school community. This team then was able to review and study effective, culturally responsive teaching and learning, and craft a new vision of learning for Keane. This new vision will serve as an anchor to our re-opening in the Fall of 2021.

We also engaged a literacy team and provided professional development in literacy and effective reading instruction. This team was then tasked with choosing a Tier I reading program and making recommendations for interventions that were necessary and would complement this core reading program. We purchased Wit and Wisdom at the end of this school year and teachers will receive professional development in the Summer of 2021. We will design a **system for feedback** for teachers, staff, and students on how they are moving toward a year one implementation of our school vision.

In addition to what we described above, we know that we will need to **revitalize our school climate**. There is a growing body of evidence/research that connects a quality school facility to student outcomes (Tschannen-Moran and Wolsey, 2009). Our environment communicates powerful messages to our students about the extent to which educators value them and believe they are capable of excellence. This will be an area of focus for us in the 2021-2022 school year.

Finally, we will work to **engage our community** in new ways. We will take what we have learned about our digital experiences and how families were able to engage this year and use this information to ensure that we are connecting with families in reciprocal ways. We will work to build relationships with families characterized by cultural awareness, appreciation, and sensitivity so that our school is a welcoming and safe space. Finally, we will network with our community to leverage formal and informal community leaders to support our work for school improvement.

We are confident that if we create a space of care, respect, and pride and we build an attractive and educationally rich school environment, our students thrive socially-emotionally and academically.

Attention – This document is intended to be completed by the School Receiver and/or their 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 in its entirety must be posted on the district website.

Please note - All responses submitted under the “2021-22 School Year Continuation Plan” heading should directly align with or be adaptations to the previously approved intervention plans and must have input from community engagement teams.

Directions for Parts I, II, and III - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies that will be addressed in the 2021-2022 Continuation Plan to include anticipated processes for implementation and measuring impact on student learning outcomes.

The 2021-2022 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 a *framework* by which the school transitions from the current year to the upcoming school year in a manner that represents *continuous and comprehensive planning*, with a clear focus on supporting student well-being, equity, and engagement. 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 –Lead Strategies for Improvement

Lead Strategies for School Improvement

Identify up to 4 lead strategies that are central to the school's improvement plan. Lead strategies are key levers for improvement that are identified based on trends in student performance data to serve as overarching approaches for implementing strategically focused action plans for achieving demonstrable improvement.

Final Report and Reflection on Lead Strategies Applied during January 16, 2021 - June 30, 2021		Lead Strategies that will Guide the 2021-22 School Year Continuation Plan	
List the lead strategies that guided the school's improvement work during the 2020-21 school year, including any that were discontinued.	For each lead strategy, provide context for why the strategy was selected as a key lever for improvement based on data trends, as well as whether or not the lead strategy will be maintained during the next school year.	List the lead strategies that will guide the school's improvement plan during the 2021-22 school year.	Explain why the lead strategy listed was selected based on current data trends, and how the lead strategy will help to achieve progress toward this year's demonstrable improvement targets.
1. Professional Learning Communities (PLCs)	We utilized PLCs as a strategy to provide teachers with protected time and space to talk about data, instruction, and improvement efforts. We are still learning how to function as an effective PLC so this will be a space for us to continue our growth.	1. Professional Learning Communities (PLCs)	Teachers need time and structure to analyze data, analyze instruction, and determine next steps as a collaborative team.
2.Resource Procurement	Keane was in need of a Tier I reading program as well as materials to support differentiated instruction and intervention for students. We did secure a product at the end of 2021 and teachers will begin using that product in Sept of 2021 which will shift our focus to support teachers in the implementation of Tier I reading curriculum.	2. Regular individualized feedback to teachers/students regarding where they are in attainment of the instructional vision.	In order for teachers/students to grow and develop they must be provided with on-going, quality, individualized feedback related to high leverage practices and alignment with Wit and Wisdom, Heggerty, Foundations, and Eureka Math.
3. Clarity of Instructional Vision/Practices	We continued work on objectives as planning tools and instructional focus points, using data to drive instruction and decision making, and a continued focus on High Leverage Practices (HLPS - Accountable Talk, Formative Assessment, Scaffolding, and Feedback). We did establish our vision of learning by the end of 2021 and now we will engage the entire community in upholding our espoused vision through community engagement and school climate revitalization.	3. Community Engagement	Staff should be supported in ensuring relationships and two way communication with families and our community are characterized by cultural awareness and appreciation so that our entire community feels a part of school improvement and has access to communications.
4.		4. School Climate Revitalization	District and Building Staff will work together to develop pride in school (physical plant/facilities and academic rigor) and unify around our recently created vision of learning.

Part II – Demonstrable Improvement Indicators-Level 1

Level 1 Indicators																
Please list the school's Level 1 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific strategies and action steps that will support progress toward the Demonstrable Improvement Indicators.																
Identify Indicator	Final Report and Reflection on Activities Completed during January 16, 2021 - June 30, 2021			2021-22 School Year Continuation Plan for Meeting this Indicator												
	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Describe how the data trends that emerged during this period will inform future action steps. 			<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2021-22 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> Provide a data-informed rationale for the strategies and action steps indicated. Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. 												
<p>Indicator 39</p> <p>3-8 Math All Students MGP</p> <p>20-21 Progress Target: 41.6</p>	<p>PLCs: Teachers utilized PLC time to look at data and student work, and share resources and strategies related to the Engage NY modules in math to support Tier I instruction.</p> <p>Walkthroughs/Feedback regarding high leverage practices, objectives, and engagement.</p> <p>STAR Data:</p> <table border="1"> <thead> <tr> <th>STAR Administration</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>MIP Grades 3-5</td> <td>115.77</td> <td>113.72</td> <td>92.02</td> </tr> <tr> <td>Percent Proficient Grades 3-5</td> <td>31.55%</td> <td>33.54%</td> <td>23.31%</td> </tr> </tbody> </table> <p>Winter to Spring Growth: From the Winter to the Spring Administration of STAR we saw a decrease in the MIP (-21.70) and a decrease in the number of students that were proficient (-10.23%).</p> <p>Fall to Spring Growth: From the Fall to the Spring Administration of STAR we saw a decrease in the MIP (-23.75) and a slight decrease in Percent Proficient (-8.24%).</p>			STAR Administration	Fall	Winter	Spring	MIP Grades 3-5	115.77	113.72	92.02	Percent Proficient Grades 3-5	31.55%	33.54%	23.31%	<p>In order to show accelerated growth:</p> <ul style="list-style-type: none"> We will continue to use of PLCs as a strategy. We are also carving time into our master schedule for common planning time for teachers as well. We will build a system of feedback for teachers which will include an instructional leadership team, coaching, and PLCs in order to increase impact toward our vision of learning. We will build common formative and summative assessments and rubrics in math (Eureka) to create consistency in expectation and data analysis/instructional planning. We will create look fors in Math in order to focus feedback and keep pacing responsive to student need for grade levels. We will invest in math support tools: Learn, Practice, Succeed and student workbooks to support differentiation, extra practice, and assessment/feedback that teachers can use to study student work as part of their PLCs.
STAR Administration	Fall	Winter	Spring													
MIP Grades 3-5	115.77	113.72	92.02													
Percent Proficient Grades 3-5	31.55%	33.54%	23.31%													

	<p>Reflection:</p> <p>While our STAR assessment indicates a 23.31% proficiency, we know that our teachers and students experienced many challenges related to assessing during COVID-19 (virtual and hybrid learning). We adjusted to virtual PLCs for our teachers and they met regularly, however, it was the ONLY common planning time we were able to provide for teachers this year and so this is a place we would like to continue to grow for next year. Throughout the year, we adjusted our walkthrough tools to be more focused and used those refined tools to provide feedback to teachers. This year, administrators and a few staff completed walkthroughs.</p>																																	
<p>Indicator 100</p> <p>3-8 ELA All Students Core Subject PI</p> <p>20-21 Progress Target: 79.1</p>	<p>PLCs:</p> <p>Teachers utilized PLC time to look at data and student work, share resources and strategies related to the ELA Curriculum, Foundations, and Guided Reading.</p> <p>Literacy Consultant:</p> <p>To create consistency, alignment, and focus we hired a Literacy consultant to assist in supporting teachers in tier 1 literacy instruction. Teachers met bi-monthly with this consultant with focused objectives and outcomes.</p> <p>STAR Data:</p> <p style="text-align: center;">STAR Reading Grades 3-5 by Administration</p> <table><tr><th>STAR Administration</th><th>Fall</th><th>Winter</th><th>Spring</th></tr><tr><td>MIP Grades 3-5</td><td>123.21</td><td>117.07</td><td>104.60</td></tr><tr><td>Percent Proficient Grades 3-5</td><td>33.33%</td><td>26.83%</td><td>29.93%</td></tr><tr><td>Percent Tested</td><td>86.90%</td><td>95.73%</td><td>86.50%</td></tr></table> <p style="text-align: center;">STAR Reading by Grade Level and Administration</p> <table><tr><th>STAR Administration</th><th>Fall</th><th>Winter</th><th>Spring</th></tr><tr><td>Grade 3 MIP</td><td>113.79</td><td>92.98</td><td>69.30</td></tr><tr><td>Grade 3 Percent Proficient</td><td>27.59%</td><td>21.05%</td><td>15.79%</td></tr><tr><td>Percent Tested</td><td>77.59%</td><td>91.23%</td><td>80.70%</td></tr></table>	STAR Administration	Fall	Winter	Spring	MIP Grades 3-5	123.21	117.07	104.60	Percent Proficient Grades 3-5	33.33%	26.83%	29.93%	Percent Tested	86.90%	95.73%	86.50%	STAR Administration	Fall	Winter	Spring	Grade 3 MIP	113.79	92.98	69.30	Grade 3 Percent Proficient	27.59%	21.05%	15.79%	Percent Tested	77.59%	91.23%	80.70%	<p>In order to show accelerated growth:</p> <ul style="list-style-type: none">● We will continue to use of PLCs as a strategy. We are also carving time into our master schedule for common planning time for teachers as well.● Teachers will deepen their understanding (draw parallels) of high leverage practices through lesson studies in Wit and Wisdom.● We will build a system of feedback for teachers which will include an instructional leadership team, coaching, and PLCs in order to increase impact toward our vision of learning.● We will implement Wit and Wisdom (k-5) as our core (Tier I) reading program.● We will implement Heggery (K-2) as our core (Tier I) phonemic awareness program.● We will implement Foundations (K-3) as our core (Tier I) phonics program.● We will utilize Geodes (K-3) as decodable texts to apply phonics/phonemic awareness skills.● We will utilize data visualization tools to make data more useful and accessible for all stakeholders.
STAR Administration	Fall	Winter	Spring																															
MIP Grades 3-5	123.21	117.07	104.60																															
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	STAR Administration	Fall	Winter	Spring	
	Grade 4 MIP	118.75	131.91	117.39	
	Grade 4 Percent Proficient	33.33%	29.79%	30.43%	
	Percent Tested	95.83%	100%	89.13%	
	STAR Administration	Fall	Winter	Spring	
	Grade 5 MIP	135.48	128.33	128.33	
	Grade 5 Percent Proficient	38.71%	33.33%	26.67%	
	Percent Tested	88.71%	96.67%	90.00%	
	STAR Reading by Learning Model and Administration				
STAR Administration	Fall	Winter	Spring		
Hybrid: Grades 3-5 MIP	106.12	95.65	92.22		
Hybrid: Grades 3-5 Percent Proficient	24.90%	21.74%	20.00%		
Grades 3-5 Percent Tested	86.90%	95.73%	84.44%		

	STAR Administration	Fall	Winter	Spring																
	Virtual: Grades 3-5 MIP	130.25	125.42	109.32																
	Virtual: Grades 3-5 Percent Proficient	36.97%	28.81%	25.42%																
	Grades 3-5 Percent Tested	77.59%	91.23%	87.29%																
	Reflection: While our STAR assessment indicates a 29.93% proficiency, we know that our teachers and students experienced many challenges related to assessing during COVID-19 (virtual and hybrid learning). We adjusted to virtual PLCs for our teachers and they met regularly, however, it was the ONLY common planning time we were able to provide for teachers this year and so this is a place we would like to continue to grow for next year. Throughout the year, we adjusted our walkthrough tools to be more focused and used those refined tools to provide feedback to teachers. This year, administrators and a few staff completed walkthroughs. Our literacy consultant did work with teachers this year each month. The meetings were virtual and we were not able to get her into the building in person to work with teachers.																			
Indicator 110 3-8 Math All Students Core Subject PI 20-21 Progress Target: 53.3	PLCs: Teachers utilized PLC time to look at data and student work, and share resources and strategies related to the Engage NY modules in math to support Tier I instruction. Walkthroughs/Feedback regarding high leverage practices, objectives, and engagement. STAR Data: <div>STAR Math Grades 3-5 by Administration</div> <table><tr><td>STAR Administration</td><td>Fall</td><td>Winter</td><td>Spring</td></tr><tr><td>MIP Grades 3-5</td><td>115.77</td><td>113.72</td><td>92.02</td></tr><tr><td>Percent Proficient Grades 3-5</td><td>31.55%</td><td>33.54%</td><td>23.31%</td></tr><tr><td>Percent Tested</td><td>85.12%</td><td>85.98%</td><td>76.07%</td></tr></table>				STAR Administration	Fall	Winter	Spring	MIP Grades 3-5	115.77	113.72	92.02	Percent Proficient Grades 3-5	31.55%	33.54%	23.31%	Percent Tested	85.12%	85.98%	76.07%
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	In order to show accelerated growth: <ul style="list-style-type: none">We will continue to use of PLCs as a strategy. We are also carving time into our master schedule for common planning time for teachers as well.We will build a system of feedback for teachers which will include an instructional leadership team, coaching, and PLCs in order to increase impact toward our vision of learning.We will build common formative and summative assessments and rubrics in math (Eureka) to create consistency in expectation and data analysis/instructional planning.We will create look fors in math in order to focus feedback and keep pacing responsive to student need for grade levels.We will invest in math support tools: Learn, Practice, Succeed and student workbooks to support differentiation, extra practice, and assessment/feedback that teachers can use to study student work as part of their PLCs.																			



	STAR Math by Grade Level and Administration				
	STAR Administration	Fall	Winter	Spring	
	Grade 3 MIP	104.31	107.89	64.04	
	Grade 3 Percent Proficient	29.31%	33.33%	15.76%	
	Percent Tested	79.31%	87.72%	66.67%	
	STAR Administration	Fall	Winter	Spring	
	Grade 4 MIP	131.25	119.15	100.00	
	Grade 4 Percent Proficient	37.50%	34.04%	26.09%	
	Percent Tested	91.67%	80.50%	82.61%	
	STAR Administration	Fall	Winter	Spring	
	Grade 5 MIP	114.52	115.00	68.85	
	Grade 5 Percent Proficient	29.03%	33.33%	28.33%	
	Percent Tested	85.48%	88.33%	80.00%	

	STAR Math by Learning Model and Administration			
	STAR Administration	Fall	Winter	Spring
	Hybrid: Grades 3-5 MIP	88.78	70.65	83.33
	Hybrid: Grades 3-5 Percent Proficient	18.37%	15.21%	20.00%
	Grades 3-5 Percent Tested	86.90%	85.98%	84.44%
	STAR Administration	Fall	Winter	Spring
	Virtual: Grades 3-5 MIP	126.89	130.51	95.33
	Virtual: Grades 3-5 Percent Proficient	36.97%	40.68%	24.58%
	Grades 3-5 Percent Tested	77.59%	87.72%	72.88
	Reflection: While our STAR assessment indicates a 23.31% proficiency, we know that our teachers and students experienced many challenges related to assessing during COVID-19 (virtual and hybrid learning). We adjusted to virtual PLCs for our teachers and they met regularly, however, it was the ONLY common planning time we were able to provide for teachers this year and so this is a place we would like to continue to grow for next year. Throughout the year, we adjusted our walkthrough tools to be more focused and used those refined tools to provide feedback to teachers. This year, administrators and a few staff completed walkthroughs.			

<p>Indicator 150</p> <p>Grades 4 and 8 Science All Students Core Subject PI</p> <p>20-21 Progress Target: 173.2</p>	<p>Baseline Assessment: A baseline assessment was created and administered to students. Fourth Grade students received a pre-test in science that consisted of two parts, Part I contained 25 questions and Part II consisted of 14 questions. An item analysis was conducted to determine areas of focus for instruction. Results from the State Assessment in Science will serve as the post-test. Our re-entry plan from the district privileged ELA/Literacy and Math instruction. Our previous curriculum relied on science “kits” that required a physical set up/use in classrooms. This posed a challenge for teachers this year.</p> <p>PLC: The 4th grade PLC analyzed the data from the pre-assessment to focus instruction for students in science.</p> <p>Reflection: The data we studied helped us recognize the need to focus on a science curriculum that is standards based and vertically aligned. We also noted the need to focus on reading skills, specifically around vocabulary acquisition and background knowledge.</p>	<p>In order to show accelerated growth:</p> <ul style="list-style-type: none"> • We will provide teachers with PD in the use of project based/inquiry based learning experiences that align with the Next Generation learning standards. • Create vertical alignment in science terminology to support students in vocabulary acquisition. Support teachers in effective strategies for teaching vocabulary. • Provide teachers with resources (both physical and human) that exemplify effective ways of teaching science aligned with the Next Generation Science Standards. • Engage teachers in lesson study to link high leverage practices to effective science instructional practices.
<p>Indicator 160</p> <p>EM Chronic Absenteeism - All Students</p> <p>20-21 Progress Target: 16</p>	<p>Attendance entry was monitored daily for both AM and PM input through our student information system, Infinite Campus.</p> <p>Attendance Team: Our attendance team analyzed district data, building data, and teacher data on attendance and used this data to focus attention and need.</p> <p>Tier I The PPS team monitored weekly attendance rates by teacher.</p> <p>Tier II Engagement tutors were assigned to students struggling to connect and “attend” virtual sessions. We launched Learning Pods which serviced about 19 Keane students in grades K-5</p> <p>Tier III We also utilized our attendance team to reach out to families who are chronically absent to assist them in removing barriers that exist for families.</p> <p>Summer Enrichment Program: In addition to the district’s summer enrichment program, we also launched another program servicing about 20 chronically absent students. (~60% daily attendance rate)</p> <p>Attendance Data:</p>	<p>In order to show accelerated growth:</p> <ul style="list-style-type: none"> • We will make updates to the physical plant/facilities to improve health, wellness, and overall school pride. • We will host celebrations of Success/Unification around Vision of Learning • We will work with the district to ensure that our Summer Enrichment Program targets families based on our data. • We will partner with community groups for before/after school programming (21st century, Working Group on Girls, Boys and Girls Club, Boys Day Out) • We will create an Attendance Campaign to create effective lines of communication, create transparency, ensure two way communication, correct misconceptions/misunderstandings, expose barriers to actively remove such barriers. • We will grow our tiered system for attendance.

	<p>Chronic Absenteeism</p> <p>Grades 1-5: 126 (51.22%) students are considered chronically absent from 1/16/21 to 6/30/21</p> <p>86 (34.96%) students have missed 18 or more days from 1/16/21 to 6/30/21 and are not able to recover from chronic absenteeism status.</p> <p>Virtual Learning Model Grades 1-5: 88 out of 177 (49.72%) are Chronically Absent</p> <p>Hybrid Learning Model Grades 1-5: 38 out of 69 (55.07%) are Chronically Absent</p> <p>Hybrid Learning Model Attendance by AM and PM: <i>AM Attendance (Hybrid):</i> January: 84.82% February: 88.46% March: 89.32% April: 88.71% May: 87.47% June: 83.07% <i>PM Attendance (Hybrid Students Virtual Afternoon):</i> January: 82.34% February: 85.59% March: 87.52% April: 87.49% May: 83.21% June: 82.98%</p> <p>Perfect Attendance 1-5: 17 (5.92%) have had perfect attendance from 1/16/21 to 6/30/21</p> <p>Reflection: This year posed a significant challenge for attendance. While we were able to monitor attendance data and intervene, the challenges that COVID-19 presented for our system and our community were overwhelming. We recognize that this is an area that must be a priority for next school year and we need to stay on top of changing guidelines from the CDC and the NYS DOH.</p>	
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Part III – Demonstrable Improvement Indicators-Level 2

Level 2 Indicators Please list the school's Level 2 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific strategies and actions that will support progress toward the Demonstrable Improvement Indicators.		
Identify Indicator	Final Report and Reflection on Activities Completed during January 16, 2021 - June 30, 2021	2021-22 School Year Continuation Plan for Meeting this Indicator
	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2021-22 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> Provide a data-informed rationale for the strategies and action steps indicated. Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment.
Indicator 6 Family and Community Engagement (DTSDE Tenet 6) 20-21 Progress Target: 50% of the Tenet 6 Phase 2 indicators are common across the school and at least four Tenet 6 Phase 3 indicators across the school. *In addition, the school must also have 90% of the Phase 1 indicators common across the school.	<p>Parent Liaison Our bi-lingual parent liaison works 10 hours per week communicating with families. She hosted 3 parent sessions and 2 Parent University Sessions in collaboration with the other parent liaisons.</p> <p>Communication Keane did a soft launch of the Parent Square App to support two-way communication in preferred languages.</p> <p>Community Engagement Room - shuttered this year due to COVID restrictions and building temporary closure</p> <p>Participatory Budgeting - we have allocated funding and secured a team for participatory budgeting.</p> <p>ARBLT - two parents attend our Anti-Racist Building Leadership Team to review building policies, practices, and procedures through an anti-racist lens</p> <p>CET – Increases opportunities to further clarify and engage the community and parents. These meetings are facilitated to allow for discourse and feedback related to our improvement plan.</p> <p>Studer Survey Results:</p>	<p>In order to show accelerated growth:</p> <ul style="list-style-type: none"> We will hire a parent liaison that is representative of our student body. We will streamline communication (print, digital, in person, etc.) to create accessibility and provide multiple access points (ex: print, social media, Parent Square, etc.) Open our Community Engagement Room as a shared space for parents to access information, advocate, find resources, and network with others. Host Community Events off campus to meet parents where they are Partner with informal community leaders Utilize Parent Square as a streamlined communication tool to keep parents informed and facilitate engagement in school (ex: share photos and files, see calendars, sign ups, etc.)

	<p>The number of parents that participated in the spring administration of the Studer Survey was 19.</p> <table border="1" data-bbox="379 224 1403 571"> <tr> <th>Studer Survey Question (Spring Administration)</th><th>2019-20</th><th>2020-21</th></tr> <tr> <td>Overall Mean</td><td>3.58</td><td>3.44</td></tr> <tr> <td><i>I regularly receive feedback from school staff on how well my child is learning</i></td><td>3.57</td><td>2.94</td></tr> <tr> <td><i>I receive positive phone calls, emails, or notes about my child</i></td><td>3.43</td><td>3.17</td></tr> <tr> <td><i>My family is treated with respect at this school</i></td><td>3.86</td><td>4.22</td></tr> </table> <p>We believe these data points, along with the others, demonstrate impact towards meeting the target.</p> <p>Mid-Year Results 20-21: Based on a recent survey administered to our Keane parents the mean (out of 5) for the statement <i>I have access to my child’s teacher when needed</i> was 4.57. The statement <i>I receive feedback from my child's teacher(s) about my child's learning progress</i> received a mean of a 4.31.</p> <p>The mean for the statement <i>I receive timely communication on changes that occur at my child’s school</i> was 4.00.</p> <p>Reflection: While we have made gains related to parents’ perceptions of how their family is “treated” at this school, we know we have more to do regarding two way communication with families and providing families with a clear picture of what their child will learn this year and how we will learn more about them throughout the year.</p>	Studer Survey Question (Spring Administration)	2019-20	2020-21	Overall Mean	3.58	3.44	<i>I regularly receive feedback from school staff on how well my child is learning</i>	3.57	2.94	<i>I receive positive phone calls, emails, or notes about my child</i>	3.43	3.17	<i>My family is treated with respect at this school</i>	3.86	4.22	
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<p>Indicator 46</p> <p>3-8 ELA Black Level 2 and above Gap with non-Black Students</p>	<p>ARBLT: Anti-Racism training for the leadership team.</p> <p>Disaggregation of data by black subgroup</p> <p>Spring Administration STAR Reading: MIP: 45.22 (Gap) Grade 3: 23.31 (Gap) Grade 4: 118.32 (Gap) Grade 5: 20.63 (Gap)</p>	<p>In order to show accelerated growth:</p> <ul style="list-style-type: none"> • We will continue our Anti-Racism work led by leadership team • We will work with district and building staff to create data visualizations that disaggregate data by teacher, by grade level, and subgroup to engage in courageous conversations • We will assemble a check and connect team to ensure advocacy for our black students • Our Literacy Leadership Team will reflect with staff on the cultural relevance and appropriateness of Wit and Wisdom • Our Social Emotional Learning (SEL) Team will support the implementation of Second Step as a Tier I curriculum for SEL. 															

<p>20-21 Progress Target: 21</p>	<p>Percent Proficient 17.21 % (Gap) Grade 3: 5.74% (Gap) Grade 4: 37.84% (Gap) Grade 5: 14.28%(Gap)</p> <p>Reflection: We are concerned that a significant gap exists for our Black students, particularly in grade 4. As we continue to analyze the data we will ensure that support mechanisms are in place for our black children.</p>	
<p>Indicator 54 3-8 Math ED Level 2 and above Gap with non-ED Students</p> <p>20-21 Progress Target: 26</p>	<p>PLCs: Teachers utilized PLC time to look at data and student work, and share resources and strategies related to the Engage NY modules in math to support Tier I instruction.</p> <p>Walkthroughs/Feedback regarding high leverage practices, objectives, and engagement.</p> <p>Spring Administration STAR Math: MIP: 29.75 (Gap) Grade 3: 1.94(Gap) Grade 4: 72.3 (Gap) Grade 5: 16.67 (Gap)</p> <p>Percent Proficient 19.20 % (Gap) Grade 3: 9.45% (Gap) Grade 4: 20.49% (Gap) Grade 5: 19.05%(Gap)</p> <p>Reflection: While our STAR assessment indicates that a gap still exists, it is particularly large in grade 4. These students will enter into 5th grade and we know that this is a place for us to monitor intensely. We know that our teachers and students experienced many challenges related to assessing during COVID-19 (virtual and hybrid learning). We adjusted to virtual PLCs for our teachers and they met regularly, however, it was the ONLY common planning time we were able to provide for teachers this year and so this is a place we would like to continue to grow for next year. Throughout the year, we adjusted our walkthrough tools to be more focused and used those refined tools to provide feedback to teachers. This year, administrators and a few staff completed walkthroughs.</p>	<p>In order to show accelerated growth:</p> <ul style="list-style-type: none"> • We will work with district and building staff to create data visualizations that disaggregate data by teacher, by grade level, and subgroup to engage in courageous conversations • We will continue to use of PLCs as a strategy. We are also carving time into our master schedule for common planning time for teachers as well. • We will build a system of feedback for teachers which will include an instructional leadership team, coaching, and PLCs in order to increase impact toward our vision of learning. • We will build common formative and summative assessments and rubrics in math (Eureka) to create consistency in expectation and data analysis/instructional planning. • We will create look fors in math in order to focus feedback and keep pacing responsive to student need for grade levels. • We will invest in math support tools: Learn, Practice, Succeed and student workbooks to support differentiation, extra practice, and assessment/feedback that teachers can use to study student work as part of their PLCs.
<p>Indicator 94</p>	<p>21st Century Program: After school extended learning time is available for students in grades 3-5 through the 21st Century Program.</p>	<p>In order to ensure that we provide 200 hours of ELT and students participate 80% or more of the time:</p> <ul style="list-style-type: none"> • We will offer a Summer Enrichment Program for Summer of 2021

Providing 200 Hours of quality Extended Day Learning Time (ELT)

20-21 Progress Target:
ELT 200 Hours Implementation Rubric

A total of 47 students participated in the 21st Century Program from Keane Elementary School.

Six students had 80% attendance or more in the program from January 16th to June 30th.

Engagement Tutors:

We utilized tutors to re-engage students and families, and/or provide additional layers/extended day learning time.

We have Served 29 students

We have successfully returned 6 students

We have needed to discontinue tutoring to refer to SBST 5 students

18 students are still currently being serviced

Summer Enrichment Program 2020:

Summer Enrichment Program Grade K:

7 Students Enrolled

80% participation/attendance: 2

Summer Enrichment Program Grades 1-5:

45 Students Enrolled

80% participation/attendance: 12

Number of Extended Learning Hours Offered January 16-June 30th

Grade Level	21st Century	Total Hours
K	NA	
1	NA	
2	NA	
3	1/16/21 to 6/30/21: 243 hours	243
4	1/16/21 to 6/30/21: 243 hours	243
5	1/16/21 to 6/30/21: 243 hours	243

- We will provide 21st Century Programming
- We will partner with community groups to provide before/after school programming
- We will provide engagement tutors to support students and families

	Number of Extended Learning Hours Offered 20-21				
	Grade Level	Summer Enrichment Program	21st Century	Total Hours	
	K	80	NA	80	
	1	80	NA	80	
	2	80	NA	80	
	3	80	9/5/21 to 1/15/21: 159 hours 1/16/21 to 6/30/21: 243 hours Total: 402 hours	482	
	4	80	9/5/21 to 1/15/21: 159 hours 1/16/21 to 6/30/21: 243 hours Total: 402 hours	482	
	5	80	9/5/21 to 1/15/21: 159 hours 1/16/21 to 6/30/21: 243 hours Total: 402 hours	482	
Reflection: While we provided many opportunities for extended learning day programs, many of them were virtual (due to COVID restrictions). Families were hesitant to continue “screen time” before school or after school and that presented a barrier for us this year.					
Indicator 102 3-8 ELA Black Core Subject PI	ARBLT: Anti-Racism training for the leadership team. Data: Disaggregation of data by black subgroup				In order to show accelerated growth: <ul style="list-style-type: none"> • We will continue our Anti-Racism work led by leadership team • We will work with district and building staff to create data visualizations that disaggregate data by teacher, by grade level, and subgroup to engage in courageous conversations • We will assemble a check and connect team to ensure advocacy for our black students

20-21 Progress
Target:
57.7

PLC:

Focused on ensuring materials and resources are representative of our diverse population.

STAR Reading Grades 3-5 by Administration

STAR Administration	Fall	Winter	Spring
MIP Grades 3-5 Black Recorded Group	98.89	83.72	71.59
Percent Proficient Grades 3-5 Black Recorded Group	17.78%	13.95	11.36%
Percent Tested	82.22%	97.67%	81.82%

STAR Reading by Grade Level and Administration

STAR Administration	Fall	Winter	Spring
Grade 3 MIP Black Recorded Group	106.25	71.88	52.94
Grade 3 Percent Proficient Black Recorded Group	25.00%	18.75	11.76%
Percent Tested	87.50%	93.75%	82.35%

STAR Administration	Fall	Winter	Spring
Grade 4 MIP Black Recorded Group	80	77.78	22.22
Grade 4	20.00%	0.00%	0.00%

- Our Literacy Leadership Team will reflect with staff on the cultural relevance and appropriateness of Wit and Wisdom
- Our Social Emotional Learning (SEL) Team will support the implementation of Second Step as a Tier I curriculum for SEL.

	Percent Proficient Black Recorded Group			
	Percent Tested	90.00%	100%	77.78%
	STAR Administration	Fall	Winter	Spring
	Grade 5 MIP Black Recorded Group	102.63	97.22	113.89
	Grade 5 Percent Proficient Black Recorded Group	26.32%	16.67%	16.67%
	Percent Tested	73.68%	100.00%	83.33%
	Reflection:			
	We are concerned that a significant gap exists for our Black students, particularly in grade 4. As we continue to analyze the data we will ensure that support mechanisms are in place for our black children.			

Part IV – Community Engagement Team (CET)

Community Engagement Team (CET)

The role of the Community Engagement Team is to develop recommendations for school improvement by soliciting input through public engagement. Recommendations made by the CET, including how the school community was engaged to seek input/feedback to guide development of the school's improvement plan, should be addressed in response to the prompts below.

Report Out of 2020-21 CET Plan Implementation	Plan for Use of CET Recommendations in 2021-22
<p>Describe how recommendations made by the CET during 2020-21 were used to inform implementation of the school's improvement plan.</p> <ul style="list-style-type: none"> List the categories of stakeholders that have participated as members over the past school year. Note any changes made to the CET's membership since the last reporting period. 	<p>Describe how recommendations made by the CET during 2021-22 will be used to inform implementation of the school's improvement plan.</p> <ul style="list-style-type: none"> Include any changes that will be made to CET membership for the 2021-22 school year. Include the role/title of any new members.
<p>Recommendations from CET: Met 5 times. We added Dr. Piña (temporary assistant principal) to the team.</p> <p>6 teachers, 1 social worker, 1 community member, 4 parents, 2 administrators</p>	<p>Upon Review of Data and Continuation Plan - the CET came up with key take-a-ways that we have outlined below:</p> <ul style="list-style-type: none"> → <i>The social development of children- building relationships and empowering them to learn. Second Step and other SEL programs might be needed</i> → <i>The Restorative Justice training will benefit us to build those relationships. Supporting the students and giving them a voice.</i> → <i>With Wit and Wisdom- we looked for the diversity.. We want to be sure to build our classroom libraries with diverse books</i> → <i>Agency is a key piece! If we can get their voices before school, we can have a better plan to support them in the fall. Chromebooks, better communication - student government</i> → <i>We want to be sure the resources are important to support the students emotional needs and development and look at the new curriculum and find where we can supplement where needed for diversity. (Increase Guyanese Books or create them due to limited texts available)</i> → <i>Special areas- could include culturally diverse games, songs, instruments and art in out lessons. If we don't know then we need to ask the community so we can build out own background.</i> → <i>Too much sitting. We need to get kids up and moving and improving moving with our students to get their brains going.</i> → <i>we need to set up routines, build trust and establish relationships before diving into the curriculum.</i> → <i>All about me in K may be something we want to adopt building wide.</i>

Powers of the Receiver <i>Provide a summary of the use of the School Receiver’s powers during 2020-21 school year.</i>	<i>Describe the anticipated use of the School Receiver’s powers during the 2021-2022 school year (pursuant to those identified in Commissioners Regulation §100.19).</i>
NA	NA

Part VI – 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 Commissioners Regulation § 100.19 have been met.

Name of Receiver (Print): _____

Signature of Receiver: _____

Date: _____

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this continuation plan, and has had the opportunity to review, and update if necessary, its 2021-2022 Community Engagement Team plan and membership.

Name of CET Representative (Print): _____ Johan Matthews

Signature of CET Representative: _____

Title of CET Representative: _____ Father of 4th (soon to be 5th) Grade Child

Date: _____ July 30, 2021