**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](mailto:OISR@NYSED.gov).[[1]](#footnote-2)

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.

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| School Name | School BEDS Code | Building  Grade-level Configuration | District | District website hyperlink to this Report | |
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| Superintendent | School Principal  (*If appointed since the last reporting period, attach resume.*) | School Principal Appointment Date | Additional District Staff working on Program Oversight | *High Schools Only*  Overall Graduation Rate  (The most recent 4-Year June and August graduation rates) | |
|  |  |  |  | June  % | August  % |

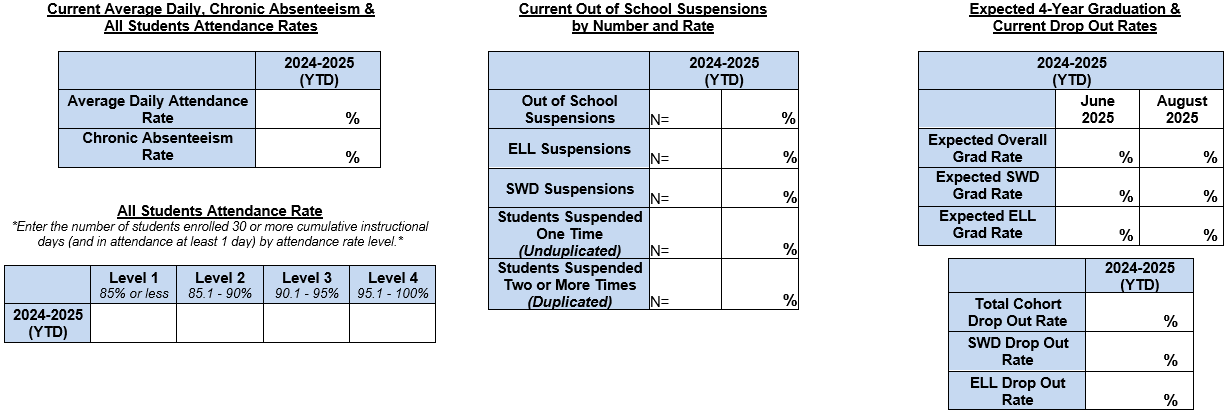
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| ***Overview of Quarter 4/End of Academic Year Data***  *Use the following template to provide demographic and other requested data, as applicable. When providing suspension data by category, please refer to the Suspension Tracking and Reporting Addendum on page 3 of this reporting document to determine related calculations.* |

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|  | **N =** |  |
| **Total Current Enrollment/Registrant Counts:** | **SWD =** | **%** |
|  | **ELL =** | **%** |

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| **Data Source:** |  |
| **Date of Capture:** |  |
| **Last Date Loaded:** |  |

**SWDs who are also ELLs:**

**N = / %**

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***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.*

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| ***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*](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.* |

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| |  | | --- | | ***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*](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*  *List all others that apply:*  *NWEA*  *iReady*  *Star*  *Lexia* | **Local Assessments**  *Math CFA*  *List all others that apply:*  *ELA CFA*  *Literacy CFA*  *Social Studies CFA*  *Science CFA*  *Classroom Formative*  *Assessments* | **State Assessments**  *Regents Exams*  *List all others that apply:*  *3-8 ELA*  *3-8 Math* | |

***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*](http://www.nysed.gov/crs) and the [NYS Social Emotional Learning Benchmarks](https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf).

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 4to 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.
  + 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:
  + 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.
  + 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.
  + 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.

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| ***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*](https://www.nysed.gov/accountability/state-supported-evidence-based-strategies)*.* |

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| **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:   * 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: * *Early Implementation Progress Goal* * *Mid-Year Progress Goal* * *Spring Progress Goal* |
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| ***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.* |

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| **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** |

| DI Indicator #  and  Name | Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII.   * 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 correspondingdata used to inform the adjustment. * Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year. | 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.   * 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: * *Early Implementation Progress Goal* * *Mid-Year Progress Goal* * *Spring Progress Goal* |
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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.* |

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| **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** |

| DI Indicator #  and  Name | Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII.   * 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 correspondingdata used to inform the adjustment. * Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year. | 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.   * 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: * *Early Implementation Progress Goal* * *Mid-Year Progress Goal* * *Spring Progress Goal* |
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| ***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. |

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| **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. |
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| ***Part V* – *Community Engagement Team (CET)***  [*The Community Engagement Team*](https://govt.westlaw.com/nycrr/Document/I1edd2eef2c3c11e5977b0000845b8d3e?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)) *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.* |

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| **Report Out of 2024-2025 CET Plan Implementation** | **Plan for Use of CET Recommendations during the 2025-2026** |

| * List the roles/titles of stakeholders who have *consistently* 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. | * 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 selected[[2]](#footnote-3), 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. |
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| ***Part VI* – *Powers of the Receiver***  [*NYS Education Law 211-f*](https://www.nysenate.gov/legislation/laws/EDN/211-F) *and* [*Commissioners Regulation §100.19*](https://govt.westlaw.com/nycrr/Document/I1edd2eef2c3c11e5977b0000845b8d3e?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)) *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.* |

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| **Report Out on the Powers of the Receiver Utilized**  **during the 2024-2025 School Year** | **Planned Use of the Powers of the Receiver**  **during the 2025-2026 School Year** |

| 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. | Describe how the Superintendent Receiver’s powers will be applied during the 2025-2026 school year.   * 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. |
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| ***Part VII* – *District Support Plan*** |

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| **Report Out on the 2024-2025 School Year**  **District Support Plan** | **District Support Plan**  **for the 2025-2026 School Year** |

| 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. | 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.   * + 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. |
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***Part VIII* – *Assurance and Attestation***

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.***

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. [↑](#footnote-ref-2)
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)](https://govt.westlaw.com/nycrr/Document/I3652de2cc22211ddb29d8bee567fca9f?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)). [↑](#footnote-ref-3)