2025-2026 Receivership School Quarterly Report #1
Report Period: *July 23, 2025, to October 30, 2025 (Due October 30, 2025)*

All sections of this document should be completed by the Superintendent Receiver and/or their designee, along with the school leader. Completed reports should be submitted electronically to OISR@NYSED.gov.

All parts 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	District	Superintendent	Date Report Submitted	
William C. Keane Elementary School	Schenectady CSD	Dr. Carlos Cotto, Jr.	10/30/2025	
School Leader	District Hyperlink to this Report		*High Schools Only* Overall Graduation Rate (The most recent 4-Year June and August graduation rates)	
Kerri Messler	https://www.schenectadyschools.org/o/wck/page/receivership		June 66.5%	August 72.8%

Directions:

School and district leadership should provide a concise summary of the steps taken to implement each lead strategy and the actions used to monitor progress and impact.

The summary should highlight:
- Key implementation activities completed during the reporting period.
- Systems or processes used to monitor fidelity of implementation.
- Evidence of impact, including data, observations, or stakeholder feedback.
- Adjustments made in response to findings to strengthen outcomes.

This Quarter 1 Report should demonstrate how leadership is driving continuous improvement and aligning efforts to achieve the school's Demonstrable Improvement (DI) Indicator targets.

Required Reporting	Continuation Plan Alignment
Part 1 – Overview of School Demographic and Four-Year Trend Data	Overview of Data
Part 2 – Lead Strategies for School Improvement	Parts I, II and III (Lead Strategies, Level 1 and Level 2 Indicators)
Part 3 – Demonstrable Improvement (DI) Indicators	Parts II and III Demonstrable (DI) Indicators
Part 4 – District Support	Part VII: District Support Plan
Part 5 – Community Engagement Team (CET)	Part V: Community Engagement Team (CET)
Part 6 – Powers of the Receiver	Part VI: Powers of the Receiver

New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

Part 1 – Overview of School Demographic and Four-Year Trend Data
Use the following template to provide demographic and four-year trend data, as applicable. When providing suspension data by category, please refer to the Suspension Tracking and Reporting Addendum on page 4 of this Reporting Document to determine related calculations.

To ensure the Department frames school-specific targeted Technical Assistance, School Demographic and Year-to-Date Data should be reported as 'point-in-time'.

Data Source: Infinite Campus

Date of Capture: 10/17/25

SWD:	**26.35%**

Total Current Enrollment/Registrant Counts: N = 277

ELL: .36%

SWDs who are also ELLs:
N = 1 / .36%

Attendance				
	2022-2023	**2023-2024**	**2024-2025**	**2025-2026**
Average Daily Attendance	84.49%	87.26%	89.46%	94.21%
Accountability Attendance Levels				
	Level 1	**Level 2**	**Level 3**	**Level 4**
2024-2025 ***Report from SIRS 116 (10/18/25)**	26	22	29	138
2025-2026 ***Report from Student Management System (10/28/25)**	24	24	55	113

Suspension Rate and Number by Category								
	2022-2023		**2023-2024**		**2024-2025**		**2025-2026**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Out-of-School Suspensions	14	4.9%	7	2.65%	20	7.17%	1	.36%
Duplicated Suspensions	5	20.8%	5	1.89%	14	5.02%	0	0.0%
Unduplicated Suspensions	6	18.2%	2	.76%	6	2.15%	1	.36%
ELL Suspensions	0	0.0%	0	0.0%	0	0.0%	0	0.0%

SWD Suspensions	6	18.2%	2	.76%	6	2.15%	0	0.0%

Part 1 – Overview of School Demographic and Four-Year Trend Data
Use the template below to provide four-year graduation, drop-out rate, and 3-8 ELA and Math outcome trend data, as applicable.

Graduation Rates

	2022-2023	*2023-2024*	*2024-2025*
Total Cohort	73.9%	69.8%	72.8%
ELL Grad. Rate	46.2%	45.5%	53.5%
SWD Grad. Rate	54.3%	52.5%	26.7%

Drop Out Rates

	2022-2023	*2023-2024*	*2024-2025*
Total Cohort	11.7%	14.8%	10.2%
ELL Grad. Rate	23.1%	18.2%	26.7%
SWD Grad. Rate	16.6%	23.1%	22.6%

3-8 ELA Outcomes

	Outcomes SY	Level 1	Level 2	Level 3	Level 4
All Students	2025	39.3%	36.1%	21.3%	3.3%
	2024	49.6%	33.3%	14.5%	2.5%
SWD	2025	63.6%	27.3%	9.1%	0%
	2024	65%	30%	5%	0%
ELLs	2025	NA	NA	NA	NA
	2024	NA	NA	NA	NA

3-8 Math Outcomes

	Outcomes SY	Level 1	Level 2	Level 3	Level 4
All Students	2025	46.3%	33.1%	19.8%	.8%
	2024	51.3%	33.3%	13.7%	1.7%
SWD	2025	90.9%	9.1%	0%	0%
	2024	61.1%	33.3%	5.6%	0%
ELLs	2025	NA	NA	NA	NA
	2024	NA	NA	NA	NA

Suspension Tracking and Reporting Addendum *The definitions and formulas below are to assist in completing the data tables on page 4. No data should be entered here.*

Out of School Suspensions #: *Number of students who received at least one day of out of school suspension.*

Duplicated Suspensions #: *Number of student(s) suspended out of school more than one time.*

Unduplicated Suspensions #: *Number of students suspended out of school only one time.*

English Language Learners (ELL) Suspensions #: *Number of ELL students suspended at least one time.*

Students with Disabilities (SWD) Suspensions #: *Number of students with disabilities suspended at least one time.*

Part 2 – Lead Strategies for School Improvement
Include **all lead strategies** from the school's Continuation/Improvement Plan. Each strategy must be explicitly aligned to the school's Demonstrable Improvement (DI) Indicator targets. For this quarter, report progress using the **Plan–Do–Study–Act (PDSA) cycle**, addressing actions taken, evidence of impact, and next steps.

Quarter 1 Report - Reflection on Lead Strategies Implemented during July 23, 2025 – October 30, 2025

PLAN		DO	STUDY	ACT

Lead Strategy: Identify the Lead Strategy from the approved Continuation Plan.
 	
Use a separate row for each Lead Strategy.
	Aligned DIIs: List the Demonstrable Improvement (DI) Indicators connected to this strategy.
	
	All DIs should be listed here.
		Implementation Steps
		Describe the specific actions taken to implement this strategy to date.
		Guiding Prompts to Consider:
		
		● **Planned Actions:** What concrete steps were taken to launch and support the strategy (e.g., professional learning sessions, curriculum roll-out, creation of intervention blocks, coaching cycles)?
		● **Sequencing & Timeline:** When were these steps initiated? What milestones or phases of implementation have been completed so far?
		● **Roles & Responsibilities:** Who carried out each step (leaders, coaches, teachers, support staff, community partners)? How were responsibilities distributed and monitored?
		● **Communication & Engagement:** How were staff, students, and families informed and engaged in the strategy? Were feedback loops built in?
		● **Resources Deployed:** What resources (staffing, scheduling adjustments, materials, technology, funding) were allocated to support implementation?
			Summarize Implementation Outcomes and Progress Toward Demonstrable Improvement (DI) Targets
			Guiding Prompts to Consider:
			
			● **Impact on Goals:** How has the implementation influenced progress toward this year's DI targets? What specific outcomes can be attributed to the strategies implemented?
			● **Process:** What processes were put in place (professional learning, PLCs, coaching, resource allocation, scheduling adjustments) to support the implementation?
			● **Product:** What tangible outputs (curriculum tools, instructional frameworks, intervention systems, student supports) have been developed or refined as a result of implementation?
			● **Progress:** How far along are you in meeting your early and mid-year implementation targets?
			Improvement Science Lens to Consider:
			● **Teacher Practice Shifts → Student Outcomes:**
			  o What evidence shows that teacher practice has shifted (e.g., instructional walkthrough data, coaching logs, curriculum implementation checks)?
			  o How do you know those shifts are translating into changes in student learning and engagement?
			● **Evidence of Learning:**
			  o What are your "measures that matter" (formative assessments, student work samples, benchmark data, engagement indicators)?
			  o How do these measures demonstrate progress toward improvement goals?
			● **Implementation Fidelity:**
			  o To what degree has the intended change taken hold across classrooms, grade levels, or content areas?
			  o What variation exists in implementation, and what have you learned from that variation?
				Based on your findings, identify the next steps to:
				● **Strengthen** – What elements of the strategy are showing promise and should be reinforced or expanded?
				● **Scale** – What aspects are ready to be scaled to additional classrooms, grade levels, or content areas? What conditions are needed for successful scaling (e.g., capacity, time, leadership support)?
				● **Discontinue** – What components are not yielding intended outcomes and should be revised or phased out? What have you learned from these missteps?
				Guiding Prompts to Consider:
				● **Adaptation and Refinement**: What adjustments will you make to ensure the strategy is more effective in the next cycle of implementation?
				● **Resources:** Are there gaps in staffing, scheduling, instructional materials, or technology that need to be addressed to strengthen the strategy?
				● **Professional Learning:** What targeted PD, coaching, or collaborative planning is needed to build staff knowledge and skills? How will you ensure learning is job-embedded and responsive to staff feedback?
				● **System Supports:** What changes to school or district systems (policies, structures, data routines, leadership support) are required to sustain or expand the strategy?
				● **Monitoring and Feedback:** How will you track the impact of the adjustments in real time (e.g., progress monitoring tools, walkthrough protocols, student performance data)?
				Improvement Science Lens to Consider:
				● What are your *tests of change* for the next cycle (small-scale trials, pilots, or refinements)?
				● How will you know if the change is an improvement (specific evidence/metrics)?

| Professional Learning Communities (PLCs) | Indicator 33: MGP ELA
Indicator 100: Core ELA PI
Indicator 38: MGP ELA ED
Indicator 105: Core PI ELA ED
Indicator 39: Math MGP
Indicator 110: Math Core PI
Indicator 115: Math Core PI ED | **July 2025**
● MOA created teachers are paid to participate in the Summer Training & PLC meetings throughout the year. Attendance is taken
● Summer 2025 PD with Solution Tree - 2 days - (37/46 staff attended = 80.4%)
● Master Schedule allows for all teachers to meet horizontally - including specials and student support team
    ○ Created structured time that is recurring every 6 days.
    ○ Each team has 1 hour of uninterrupted time each week
● Math and ELA intervention groups drafted based on May/June Benchmarks
● Secured additional math interventions to better meet student needs (Fuchs and Fuchs: Early Numeracy, Pirate Math, Fraction Face-Off)
● Groups of teachers revised pacing maps with support of coaches (Grades 5, 3, and 2).
● Math Pact Book Study was hosted by Math Coach
● Goal Setting Workshops were held by Math and ELA Coach
● CoTeach Model PD was held
Sept - Oct 2025
● Have facilitated 6 PLCs | **Summer PD Reflection Sheets/Attendance** = 80% attendance. Based on survey feedback our next steps should be:

Summary of Focus Sequence

1. **Team Norms** → build foundation
2. **SMART Goals** → define purpose
3. **Essential Learnings** → clarify curriculum
4. **Prerequisites & Supports** → ensure access
5. **Common Assessments** → measure learning
6. **Quality Criteria & Calibration** → ensure consistency
7. **Data-Driven Improvement** → sustain the PLC cycle

Social Emotional Learning: NYSED Goal #1 (1a1a and 1a1b) were unpacked PreK-5

Created vertical alignment document for SEL Goal 1 which includes draft summative assessments.

Progress: We are progressing through the implementation of effective PLCs but this is ongoing work. The culture shifts for establishing and maintaining the core values: Focus on Learning, a Collaborative Culture, and a Results Orientation will need guidance and support. At this time we do not have "official" grade level leaders - so we are working on growing leadership through the book club and our ELA and Math Coach as well as our Culture and Climate Teacher Specialist.

Teacher Practice Shifts | Each week as we learn more in our Learning by Doing book club, we are making adjustments to the PLCs to strengthen our implementation.

Our next focus, in PLC, will be the priority ELA standard that we identified. Teachers are beginning to ask coaches to help them unpack ELA and Math standards within the units they are currently teaching - about 15% of them.

We do not have grade level leaders, nor a process for identifying facilitators for PLCs - as it does require additional work. The book club is one way we are recruiting and training informal leaders to support the PLC model moving forward and build capacity.

Building leadership has asked the district to support ongoing PLC professional development through Solution Tree.

In order to sustain this model of PLCs the teachers contract will need to change, and the district will need to ensure protected teacher time for PLCs as the MOA could sunset.

Our Data Driven Teacher Specialist position is still unfilled at this time.

Tests of Change
● Are teachers able to generalize the unpacking process when applying it to an ELA standard for a grade level? |

		- ELA, Math, and Behavior team identified priority standards by grade level - Staff has created 1 common formative assessment for the SEL unit - Communicated the "Why" of PLCs which included the anchoring to vision statement and core values - Focusing on Learning - not teaching - Building a Collaborative Culture - Focusing on Results - Anchor each PLC meeting time with the purpose of PLCs, the core values, and building norms - Created Learning by Doing Book Club with 12 participants - Members from book club will form Guiding Coalition - Principal attends and facilitates all PLCs - Utilized 2 staff meetings to continue PLC work	- This is evident in planning during their PLC time: unpacking an SEL standard, Backward Planning how to teach the standard(s), and then writing a Common Summative Assessment. This unit will fall in January for SEL time and within the pacing of Second Step. The teachers did see that Second Step alone did not address the standard in its entirety and therefore had to adjust the unit to better meet the students' needs as well as ensure responsiveness to the Keane student population. - The teacher will collect and input formative assessment data as well as the summative assessment for this unit. - Teachers are able to see vertically what their colleagues are working on and will engage in a Warm and Cool feedback protocol. **Implementation Fidelity** - We are in the beginning stages of implementing PLCs as they are intended. We had to undo some misconceptions from both leadership and teacher/staff level in order to put us on a clearer path of implementation and true culture change.	- How will teachers link unpacked standards to district required curriculum? Will they see how to use it to filter, adjust pacing, and ensure clearer relevancy? - Are 80% of students responding to Tier I instruction? - As we disaggregate data by subgroup - what are we noticing about the grade 5 cohort for Economically Disadvantaged - as it showed a discrepancy in performance for iReady Fall 2025.

| Community Schools Model | Indicator 2, Community School Model

Indicator 6, Family Engagement (DTSDE Tenet 6)

Indicator 160, Chronic Absenteeism- All students | **Summer 2025**
● Hired Academic Recovery Teacher to support students who are chronically absent
● Academic Recovery Teacher worked with Attendance Specialist and Community School Coordinator to create intervention groups based on chronic absenteeism data from 2024-2025. (29 students)
● We piloted a 4-week summer tutoring and intervention program to provide students with academic support and enrichment opportunities. (22 students)
● We implemented a Summer Pre-K and Kindergarten Readiness Program (36 students), providing early literacy and foundational learning experiences to ensure students were well prepared for the upcoming school year

Sept-Oct 2025
● The Community School Coordinator shares updates on events and initiatives at monthly staff meetings. The district's Community School Coach meets biweekly with the coordinator to provide guidance and strengthen implementation of the model. | **Impact**
● Increased parent attendance at events, workshops, and meetings through ParentSquare promotion, family involvement in planning and volunteering, and using parent feedback to guide events.
● As cycle 1 for the Academic Recovery Teacher comes to an end we will look to see the impact of interventions in helping to increase attendance rate and close the achievement gap that exists.
Product
● The needs assessment will be administered again and through a variety of modalities to best meet parents' and our communities' needs.
● The academic recovery teacher is working a lunch bunch schedule from 11:30-1:30 and then working after-school intervention groups.
Process
● Financial resources have been committed to the Community School Model ($1000/month) for community enriching activities. Additionally, a financial commitment has been established to support after school tutoring and clubs.
Implementation Fidelity
● The Community Schools Coordinator continues to attend monthly faculty meetings to support staff in understanding what the community school is offering. | **Strengthen**
● The Academic Recovery Teacher is currently working with 29 students - we want to analyze those 29 students to see if we can see potential impact.
● Of the students finding success in recovery - we will release service, for those that still need support, we will continue with another cycle and we will look to add additional students to the caseload.
● The Community School Coordinator and Parent Liaison will work together to analyze the needs assessment to determine additional needs.
● Community School Coordinator and Parent Liaison will work with parents that have been coming to events (and PTO) to bridge them as academic partners in their child's success.
Test of Change
● We will look to see the impact of extra curriculars.
● We will analyze Carwheel results to see access for families. |

| | | This Quarter, we hosted nine family and community events and workshops to strengthen engagement and connection. Events included the Back-to-School BBQ (330 attendees), Pops on the Playground (104), Dads Breakfast (270), Moms Breakfast (280), a Nourishing Cooking Workshop (30), PTO meetings, and school-wide celebrations such as the First Day of School Walk-In, Halloween Costume Pop-Up Shop, and Trunk or Treat. Keane's Event Tracker - see attached #1 Also see attached #2 Self Assessment Rubric for Q1 | | |

| Restorative Justice | Indicator 5: School Safety

 160 Chronic Absenteeism

 Local: Walkthrough | **Summer 2025**
 ● Hired two assistant principals
 ● Full staff circles held on opening day (9/4/25)
 ● New Teachers - 3/3 were trained and engaged at the district level and at the building level in Restoration and Circles
 ● Hired Classroom Culture and Climate (CCC) Specialist
 ● Hired a student support TA to support proactive and reactive responses
 ● Held Ross Green book study
 ● Pacing Maps for SEL - with clearer structure
 ● Built 30 minutes of SEL time into teachers' schedules
 ● Created a protocol for counseling interventions based on CASEL competencies
 ● Utilized referral data from 24-25 to create Tier II counseling groups to start first weeks of Sept
 ● Completed equity interviews for Hispanic population
 ● Created behavioral response scripts based on highest referral codes in order to norm adult responses
 Sept - Oct 2025
 ● Teachers hold circles in all classrooms on Mondays | **Impact/Practice Shifts**
 ● Lunch monitors working with CCC teachers weekly to reflect and learn behavior management strategies
 ● Created lanyard tip cards to provide adults with at a glance suggestions
 ● PBIS will make a building-wide DRAGON acronym so that our vision, agreements, and school pride are aligned and celebrated
 ● PBIS will make voice level posters for classrooms to ensure clarity of agreement
 ● All classroom spaces (classrooms and specials) have cozy spaces for students struggling to regulate
 ● Creating Tier I lessons to support when to take a break, how to take a break, and how to use the tools effectively as a result of elopement data in referral pull
 ● Bringing a draft reflection sheet to ARBLT to include in all cozy spaces
 ● All classrooms have circles happening weekly, some independently, some with support
 ● Teachers are implementing Second Step - all teachers are currently on pace with SEL pacing/curriculum | **Strengthen**
 ● Continue lunch monitor reflection and training
 ● Continue with student support data driven meetings
 ● Refine Lagging Skills Assessment for timeliness and collaboration.
 ● Readminister Survey to measure effectiveness of HUGs intervention.
 ● Analyze results of DESSA Screener to ensure support for Tier II and III students.
 ● Review counseling caseloads to adjust or end counseling interventions.
 ● Refined social support teams tracking/progress monitoring documents and ensured clear, measurable goals.
 Tests of Change
 ● What are we noticing about 2 week data pulls from referrals - and action steps?
 ● Utilize results from DESSA Screener to fine intervention groups |

		- The student support team pushes into grade level circles - built time in their micro-schedules - Secured grant for Peer Mediation, have training dates booked, and have recruited and selected 25 students to be mediators (in grades 3-5) - Drafted a Culture of Care rubric with ARBLT (leadership team) - see attached #3 - First round of PLCs focused on SEL Goal #1 (NYSED Benchmarks) - Weekly check-ins with RP specialist and CCC teacher - Pull referral data every two weeks - The student support team engages in data protocol every week and creates action steps - Trained staff on new SEL screener (DESSA) - Launched a silent mentoring program (HUGS) to target students who identified as not having a caring adult, or who have attendance concerns - Launched Ross Green Lagging Skills Assessment		

| School Climate Revitalization | Indicator 5: School Safety

160 Chronic Absenteeism | **Summer 2025**
● Asked classroom teachers to purge materials we are no longer using
● Ordered window clings with vision and messaging for the outside of the building
● Assigned bulletin boards to grade levels and departments
● Led Ross Green Lost at School Book Study
● Held School Readiness program for PreK and Kindergarteners for 1 week in August
● Book club on Anxious Generation - formed core team that launched "Fun Friday".

Sept and Oct 2025
● Meet twice a month with the custodial team to review the physical plant
● Ensure all classrooms have cozy spaces
● Installed window film on exterior windows by playground entrance, main entrance, and in fine arts room
● Ensured PBIS matrix was posted in all classroom and shared spaces
● Reworked slide decks and agendas to reflect our vision work: Inspire. Lead. Succeed. We are Keane Dragons!
● New woodchips were added to playground facility | **Impact on Goals:**
● Measure staff and student sense of pride and connection to the Keane vision: *Inspire. Lead. Succeed. We are Keane Dragons!*
● Review early data on DI targets related to attendance, behavior, and family engagement.
Process:
● Custodial team meetings (physical plant care and responsiveness).
● PLCs and book study (Ross Greene's Lost at School) connecting behavior and climate. Monitor number of lagging skills assessments completed.
● Study how leadership routines (twice-monthly facilities meetings, vision-driven slide decks, shared PBIS matrix) model consistency and alignment.
● Analyze impact on fun Friday
Teacher Practices:
● Examine evidence from walkthroughs and PLC conversations showing more proactive, empathetic classroom management and relationship-based practices.
● Correlate these shifts with student engagement, SEL skill development, and decreased behavior incidents.
Evidence of Learning:
● Identify "measures that matter" — student voice data, engagement surveys, attendance, DESSA results.
Implementation Fidelity:
● Determine consistency across grade levels in applying PBIS, cozy corners, and vision language. | **Strengthen what's working**
● Expand the use of vision-aligned messaging (window clings, slide decks, bulletin boards) to reinforce shared identity and pride across all grade levels.
● Continue twice-monthly custodial and facilities meetings to maintain responsiveness and attention to the physical environment.
● Build on "cozy classroom spaces" by gathering photos and walkthrough data to share exemplars and inspire consistency.
● Sustain PBIS visibility and language alignment through regular reteaching, student shoutouts, and staff recognition tied to the matrix.
● Deepen family engagement strategies (e.g., BBQ, Open House, Readiness Week) by adding reflection tools or surveys to capture feedback for improvement.
Resources
● Identify gaps in physical resources (e.g., flexible seating, sensory tools, bulletin board materials) and reallocate funds or grants accordingly.
Professional Development
● Offer job-embedded PD on trauma-informed practices, student regulation, and restorative approaches, linked directly to *Lost at School*.
● Use peer coaching or learning walks focused on classroom climate indicators.
Survey |

		● Teachers and staff were provided protected time to set up classrooms to welcome new families and returning families ● Held Back to School BBQ and Open House		● Administer survey to children and families about a sense of belonging and the use of calm spaces in classrooms.

Part 3 – Demonstrable Improvement (DI) Indicator Progress Reporting
Report on **all DI Indicators** (both **Level 1 and Level 2**) identified in the Continuation Plan.
For each indicator:
- *Indicate whether the **Early Implementation Progress Goal** has been met.*
- *Provide supporting **evidence and outcomes** that demonstrate progress.*
- *Reflect on next steps: What comes after this stage of implementation?*

DI Indicator # and Name: Use the exact indicator language.	Early Implementation Progress Goal: Restate the specific measurable target identified for early implementation.	Evidence / Outcomes: What quantitative and/or qualitative evidence shows progress?	Target Met? State whether the early progress goal was achieved. If not, briefly describe the gap and barriers.	Next Steps / Adaptation: If the target was not met, are the necessary changes noted in section 3 next steps for Lead Strategies? If not, describe next steps here.
Indicator 5 School Safety **Progress Target: .2**	**Early:** Creation of a rubric/checklist for a "Culture of Care" at Keane	Leadership (ARBLT) has drafted a rubric/checklist and has prepared it to share out with staff at December faculty meeting. See attached document #4.	**Yes**	Continue to pull referral data every two weeks and run data protocols and create clear action steps - for student support PBIS, and ARBLT teams Meet weekly with RP and CCC specialists to strengthen Tier I support
Indicator 33 3-8 ELA All Students MGP **Progress Target: 46.3**	**Early:** iReady - Proficient 3-5: 16	13 students are currently proficient on the 25-26 fall iReady Assessment Current MIP = 65.52 which is higher than our project target Increased MIP scores by 12.32 points Increased the percent of students tested in this fall cycle Highest MIP growth was grade 5. Vertical growth: 3-4 shows almost 20 MIP points increased, 4-5 shows 9 MIP points increased See attached document #5 and #5a.	**No -** we are 3 students short of our target.	Our MIP score was more than 10 points higher than fall 24-25. Monitor students who slipped below proficiency projection. Modify how we make predictions in the future for targets by using 2nd graders and eliminating 5th graders.

Indicator 39 3-8 Math All Students MGP Progress Target: 40.1	Early: iReady - Proficient 3-5: 7	4 students are currently proficient on the 25-26 fall iReady assessment Current MIP = 42.24 which is higher than our project target Increased MIP scores by 5.14 points Increased percent of students tested in this fall cycle Highest MIP growth was grade 5. Vertical growth: 3-4 shows +3.14 increase in MIP Vertical growth: 4- shows a decrease of 6.74 MIP and 5 less students proficient. See attached document #6.	**No** - we are 3 students short of our target.	Our MIP score was just over 5 points higher than fall 24-25. Monitor students who slipped below proficiency projection. Modify how we make predictions in the future for targets by using 2nd graders and eliminating 5th graders.
Indicator 100 3-8 ELA All Students Core Subject PI Progress Target: 53.9	Early: iReady - Proficient 3-5: 16	13 students are currently proficient on the 25-26 fall iReady Assessment Current MIP = 65.52 which is higher than our project target Increased MIP scores by 12.32 points Increased the percent of students tested in this fall cycle Highest MIP growth was grade 5. Vertical growth: 3-4 shows almost 20 MIP points See attached document #5 and #5a.	**No** - we are 3 students short of our target.	Our MIP score was more than 10 point higher than fall 24-25. Monitor students who slipped below proficiency projection. Modify how we make predictions in the future for targets by using 2nd graders and eliminating 5th graders.
Indicator 110 3-8 Math All Students Core Subject Progress Target: 40.1	Early: iReady - Proficient 3-5: 7	4 students are currently proficient on the 25-26 fall iReady assessment Current MIP = 42.24 which is higher than our project target Increased MIP scores by 5.14 points Increased percent of students tested in this fall cycle Highest MIP growth was grade 5. Vertical growth: 3-4 shows +3.14 increase in MIP Vertical growth: 4- shows a decrease of 6.74 MIP and 5 less students proficient. See attached document #6.	**No** - we are 3 students short of our target.	Our MIP score was just over 5 points higher than fall 24-25. Monitor students who slipped below proficiency projection. Modify how we make predictions in the future for targets by using 2nd graders and eliminating 5th graders.

Indicator 160: Chronic Absenteeism All Students	**Early:** No more than 51 students	49/220 students are CA at this time. 40/49 students CA are Economically Disadvantaged Daily attendance rate is 94.21% See attached document #7.	**Yes.**	The attendance team will continue to meet bi-weekly and monitor student attendance data.
6 Family and Community Engagement (DTSI) Tenet **6) Progress Target: 40% of the Tenet 6 Phase 2 indicators are common across the school. **In addition, the school must also have 90% of the Phase 1 indicators common across the school.**	**Early:** 90% of families are on Parent Square	99% of the school community is reachable and has access to Parent Square. See attached document #8.	**Yes.**	Conduct outreach to the parent who is not in Parent Square.
38 3-8 ELA ED Students MGP **Progress Target: 46.2**	**Early:** iReady - Proficient 3-5: 14	10 students are currently proficient on the 25-26 fall iReady assessment. Current MIP = 66.25 which is higher than our project target and higher than all student cohort Increased MIP scores by 14.35 points Increased percentage of students tested in this fall cycle Highest MIP growth was grade 4 Significant decrease in MIP at grade 5 (-22.24) See attached document #5 and #5a.	**No.**	Our MIP score was 14 points higher than fall of 24-25. Monitor students who slipped below proficiency projection. Modify how we make predictions in the future for targets by using 2nd graders and eliminating 5th graders.
105 3-8 ELA ED Core Subject PI 42.8	**Early:** iReady - Proficient 3-5: 14	10 students are currently proficient on the 25-26 fall iReady assessment. Current MIP = 66.25 which is higher than our project target and higher than all student cohort Increased MIP scores by 14.35 points Increased percentage of students tested in this fall cycle Highest MIP growth was grade 4 Significant decrease in MIP at grade 5 (-22.24) See attached document #5 and #5a.	**No.**	Our MIP score was 14 points higher than fall of 24-25. Monitor students who slipped below proficiency projection. Modify how we make predictions in the future for targets by using 2nd graders and eliminating 5th graders.
115 3-8 Math ED Core Subject PI Progress Target 39.1	**Early:** iReady - Proficient 3-5: 5	2 students are currently proficient on the 25-26 fall iReady assessment. Current MIP = 42.50 which is higher than our project target and higher than the ALL student cohort	**No.**	Our MIP score was 10 points higher than fall of 24-25

		Increased MIP score by 10.12 points Increase percentage of students tested in this fall cycle Highest MIP growth was grade 4 See attached document #6.		Monitor students who slipped below proficiency projection. Modify how we make predictions in the future for targets by using 2nd graders and eliminating 5th graders.
Community School Model **Progress Target: Rubric**	**Early:** ● Identify key workshop themes based on needs assessment. ● Schedule one workshop date for fall Quarter. ● Hold the first PTO meeting and establish a regular monthly schedule. ● Recruit parents and school staff advisors for the PTO.	● 38% of 2024–25 respondents indicated interest in a health and nutrition workshop—the highest ranked option. Needs Assessment Question - see attached document #9 ● Our first parent workshop was scheduled for October 9, 2025. Planning Documents - see attached #10 and #11 ● The first PTO Meeting of the year was scheduled for September 29, 2025. ● We used a PTO form to recruit parents and learn their interests. We now have PTO Interest Form - see attached #12	Yes. ● The goal was met. Health and nutrition was the top theme (38%) from the 2024–25 needs assessment. A workshop was planned in direct response to this identified need. ● We successfully scheduled our first workshop for October 9, 2025. ● The goal was met. Our first PTO meeting on September 29, 2025. ● We recruited families and 3 staff to participate in PTO.	● Host more parent workshops throughout the year that are based on needs assessment data and family feedback. ● We must establish a regular monthly schedule for PTO meetings. ● We will continue to recruit parents and staff for PTO.
Local Classroom Walkthrough Tool **Progress Target: Rubric Year 1: 60% of the instructional staff will show positive growth toward all indicators or maintain "Yes" on the District Developed** **Each classroom will be visited at least three times a quarter. Data review on a quarterly basis with William C. Keane Principal, Office of Teaching and Learning, and Office of Planning and Accountability.**	**Early:** 120 walkthroughs completed	54 Walkthroughs have been completed. See attached document #13.	**No.**	Norm both Assistant Principals (newly hired in August 2025). One has been normed. We were paused on starting walkthroughs using Bullseye at the district level until the beginning of October.

Part 4 – District Support Plan
*District leadership should provide a clear reflection and report on the district's plan to **support the school's effective implementation of the Continuation Plan**. The report should describe the **specific supports provided**, the **systems in place to monitor progress**, and the **adjustments planned** to ensure the school is positioned to meet its Demonstrable Improvement (DI) Indicator targets.*

Report Out: 2025-2026 District Support	
Describe the specific steps the district has taken this quarter to support the school and school leadership in implementing the Continuation Plan. Be explicit about: ● **Equitable Resource Allocation**: How resources (staffing, funding, programs, services, materials) were distributed to meet the unique needs of this school. ● **Access to Strong Teaching & Learning**: How the district ensured students at this school had access to effective teachers, high-quality instruction, and meaningful learning opportunities.	**Evidence of Impact** ● What data, observations, or stakeholder feedback demonstrate the **impact** of district support on the school's progress toward its Demonstrable Improvement (DI) Indicators? ● Provide concrete examples (e.g., student performance data, teacher retention/improvement, access to programs, attendance, or engagement metrics). **Adjustments & Next Steps** ● Based on the evidence gathered to date, what **adjustments or refinements** will the district make in the next quarter to strengthen support for this school? ● Identify **specific action steps** and timelines for implementation.

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:
● 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 in addition to the Literacy and Math coaches. 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 Chief Academic Officer, 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.

● Keane ES Leadership Team engages staff weekly in PLC meetings for all grade levels as evidenced by PLC calendar and team notes. Evidence of impact of these PLCs include walkthrough data showing learning targets aligned to SEL instruction outcomes for the first six weeks of school. **Adjustment -** survey of staff around impact of PLC/feedback for next steps that would continue to make this time valuable?

● Keane ES staff and district level staff engaged in PLC professional Learning through 'Solution Tree' to equip staff to fully and meaningfully engage in learning communities focused on improving instructional outcomes. Ms. Messler and her leadership team have embedded that learning in follow-up professional learning opportunities as evidenced by slide decks for staff meetings. (Quantitative measure: 37/46 staff members attended the summer PD)

● **Adjustment -** Ensure that the Office of Teaching and Learning provides Keane leadership team with the department agendas and content materials ahead of time. This will allow for the Keane leadership team to consider highlights to bring to their staff.

● **Adjustment -** data driven instructional teacher has been promoted to the assistant principal for the current school year. As a result, coaches are doing more of the management of data systems in collaboration with assistant principals. Additionally, prior to Quarter 2 report identify measures/indicators of success for the climate and culture teacher specialist.

● Established monthly meetings with Ms. Messler to discuss trends of PLC and walkthrough data, establish walkthrough schedule to be completed in the next month, norming on look fors aligned to school focus on learning targets and success criteria (October 2025).

● In December 2025, Principal, Director of Teaching and Learning, AD of Math and AD of ELA will attend training. **Adjustments -** Given the timeline of the training, we will need to adjust when instructional rounds take place. Our next steps will be to attend training in December. Ahead of that training we will bring back qualitative and quantitative noticings from individual walkthroughs and review the trends.

● The Director of Teaching and Learning will continue to serve as a liaison and problem solver to Keane and schedule weekly commitments at Keane.	● The Director of Teaching Learning will check in either virtually or in person to continue to support the Keane Principal as a thought partner and as a liaison to Central Offices.
	  - Assisted with the creation of the MOA
	  - Support/approval of professional learning for teachers and admin at National Conferences.
	  - Liaison to the business office, i.e. facilitation of contracts for PL
	  - Accountability partner for walkthroughs
	  - Liaison to OTL for ELA and Math support

● 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 on impact of professional development including PLC implementation on their practice	● In December 2025, Principal, Director of Teaching and Learning, AD of Math and AD of ELA will attend training. **Adjustments -** Given the timeline of the training, we will need to adjust when instructional rounds take place. Our next steps will be to attend training in December. Ahead of that training we will bring back qualitative and quantitative noticings from individual walkthroughs and review the trends. In November 2025 we will implement the first Thought Exchange survey on teacher perspectives on the professional learning they engaged in during Quarter 1.

Part 5 – 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 2025–2026 SY.*

Note: Administrative, teacher, and parent representative members of the CET must be selected through the process as established in [Commissioner's Regulations 100.11(b)](#).

Report Out: 2025–2026 CET Plan Implementation

CET Engagement:	CET Impact:
● Provide dates and times of CET convening(s). ● Attach or summarize CET meeting agenda(s) that occurred during this quarter, noting how key data and information were shared to support analysis of lead strategies ● If applicable, describe the process for identifying and selecting new members, including steps taken to increase participation of parents, family members, and students.	● Identify the lead strategies that were presented to the CET for input and shared decision-making. ● Describe the contribution of the CET and how their feedback or actions influenced, strengthened, or scaled the implementation of lead strategies.
● The CET will meet on October 23, 2025 (5-6:30 PM), January 22, 2026 (5-6 PM), April 23, 2026 (5-6 PM), and June 18, 2026 (5-6:30 PM) ● 10/23/25 CET meeting agenda - see attached document #14. ● 10/23/25 CET Presentation - see attached document #15. ● The CET team will increase participation of parents by collaborating with PTO to get parent voice and input.	● The CET provided input on two key strategies: implementing a parent volunteer program to strengthen family partnerships, and developing consistent practices for what information teachers share or send home about curriculum. The team offered suggestions to ensure both initiatives effectively support family engagement and communication. ● The CET recommended launching the parent volunteer program with a guest reader initiative or exploring ways for parent volunteers to support lunch and recess activities. ● Members of the CET also suggested that teachers make at least one ParentSquare post per week that share class updates, highlight what students covered, or outline ways parents can support their child's learning at home.

Part 6 – Powers of the Receiver

[NYS Education Law 211-f](#) and [Commissioners Regulation §100.19](#) *grant certain powers to the School Receiver to be used to manage and operate a school in areas that include, but are not limited to, curriculum, programming, staffing and scheduling.*

Provide a summary of the use of the School Receiver's powers during this reporting period. If Powers of the Receiver were not utilized, indicate such.

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:
● 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.

These strategic additions, enabled through the Receiver's authority, allowed us to align time, talent, professional development, and resources with our improvement goals.

Impact will be measured through/by:
● Survey Data on PLCs
● Attendance at Family/Community Events
● Agendas for staff meetings with clear objectives

Assurance and Attestation *- See Attached signature document #16*

By signing below, I attest that the information in this Quarterly Report is true and accurate to the best of my knowledge; and that all requirements with regard to public hearings and Community Engagement Team criteria have been met as necessary and required per 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 Quarterly Report and has had the opportunity to review and update, as necessary, its 2025–2026 Community Engagement Team (CET) Plan and membership for the current academic 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.*__