

2025-2026 Receivership School Quarterly Report #2

Report Period: *October 31, 2025, to January 30, 2026 (Due January 30, 2026)*

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.	1/30/2026	
School Leader	District Hyperlink to this Report		<i>High Schools Only</i> Overall Graduation Rate (The most recent 4-Year June and August graduation rates)	
Kerri Messler	https://www.schenectadyschools.org/o/wck/page/receivership		June %	August %

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 2 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

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: 1/28/2026
 Total Current Enrollment/Registrant Counts: N = 271
 SWD: 25.83%
 ELL: .37%

SWDs who are also ELLs:
 N = 1 / .37 %

Attendance				
	2022-2023	2023-2024	2024-2025	2025-2026
Average Daily Attendance	84.49%	87.26%	89.46%	91.00%
Accountability Attendance Levels				
	Level 1	Level 2	Level 3	Level 4
2025-2026 *Report from SIRS 116	34	33	37	87

2025-2026 *Report from Student Management System	34	28	60	89
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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%	4	1.4%
Duplicated Suspensions	5	20.8%	5	1.89%	14	5.02%	2	.72%

Unduplicated Suspensions	6	18.2%	2	.76%	6	2.15%	2	.72%
ELL Suspensions	0	0.0%	0	0.0%	0	0.0%	0	0.0%

SWD Suspensions	6	18.2%	2	.76%	6	2.15%	2	2.8%
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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			
	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>
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			
	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>
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 2 Report - Reflection on Lead Strategies Implemented during October 31, 2025 - January 30, 2026

PLAN	DO	STUDY	ACT	
<p>Lead Strategy: Identify the Lead Strategy from the approved Continuation Plan.</p> <p>Use a separate row for each Lead Strategy.</p>	<p>Aligned DIIs: List the Demonstrable Improvement (DI) Indicators connected to this strategy.</p> <p>All DIIs should be listed here.</p>	<p>Implementation Steps Describe the specific actions taken to implement this strategy to date. Guiding Prompts to Consider:</p> <ul style="list-style-type: none"> • 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? 	<p>Summarize Implementation Outcomes and Progress Toward Demonstrable Improvement (DI) Targets Guiding Prompts to Consider:</p> <ul style="list-style-type: none"> • Impact on Goals: How has 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? <p>Improvement Science Lens to Consider:</p> <ul style="list-style-type: none"> • Teacher Practice Shifts → Student Outcomes: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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? 	<p>Based on your findings, identify the next steps to:</p> <ul style="list-style-type: none"> • 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? <p>Guiding Prompts to Consider:</p> <ul style="list-style-type: none"> • 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)? <p>Improvement Science Lens to Consider:</p> <ul style="list-style-type: none"> • What are your <i>tests of change</i> for the next cycle (small-scale trials, pilots, or refinements)? • How will you know if the change is an improvement (specific evidence/metrics)?

<p>Professional Learning Communities (PLCs)</p>	<p>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</p>	<p>November 2025-January 2026</p> <ul style="list-style-type: none"> ● Have facilitated 9 PLCs this quarter ● In PLCs, teachers have engaged in a data protocol, established a problem of practice, started a PDSA cycle, and have analyzed data to create new ELA intervention groups ● Anchor each PLC meeting time with the purpose of PLCs, the core values, and building norms ● 8 participants in the Learning By Doing book club - still participating ● Utilized two staff meetings to continue PLC work ● Led Root Cause Analysis PD with grades 4 and 5 - specifically to students who showed regression on ELA and Math in 24-25 ● Created a problem of practice in grades 4 and 5 (based on root cause analysis) that merged with the PDSA test of change ● Solicited interest and planned Instructional Rounds PD for 5 teachers (Jan 28) 	<p>Impact on Goals:</p> <ul style="list-style-type: none"> - Unpacked ELA priority standard for Wit and Wisdom Unit (ELA) - Continued to internalize core values of PLC model - Focus on Learning, Collaborative Culture, and a Results Orientation - Created an ELA SMART Goal at each PLC for the PDSA Cycle (6 week) - Completed two data protocols on ELA assessments <p>Met Goal:</p> <ul style="list-style-type: none"> - While we are deepening our knowledge of Professional Learning Communities (PLC) - challenges around data input are still creating barriers for autonomy in PLCs <p>Teacher Practice Shifts:</p> <ul style="list-style-type: none"> - 4/11 PLCs are focusing their PDSA cycle on supporting students with elaboration in writing. - Special area teachers are increasing talk among students in 1st grade using Speaking and Listening Standard 1 - The student support team is working on supporting 4th grade students with effective statements during conflict - K and 1st are supporting students with fluency with letter formation - AIS Math is working on Math Fluency in Grade 5. - Reading and AIS ELA is working on Fluency in Grade 2 - PreK is working on plot - beginning, middle, and end of a story - Intensive Skills is working on Turn Taking. 	<p>Adjust/Adapt/Abandon:</p> <p>We are continuing to learn and grow in our knowledge of implementing PLCs - we continue engaging in the Learning By Doing Book Club - and are making adjustments to our PLCs as needed.</p> <p>We will continue to utilize the PDSA cycle in our PLCs and our hope is to get teachers inputting data within 24-48 hours after administering a formative assessment. Additionally supporting teachers in absences with students and the need to make up formative assessment.</p> <p>We still do not have Grade Level Leaders and so our goal is to still use participants in the Learning By Doing Book Club to serve as our Guiding Coalition.</p> <p>At this time there has not been additional PD offered through the district to building administration on the implementation of PLCs.</p> <p>Our Data Driven Teacher specialist position is still unfilled at this time - due to another failed search.</p> <p>Tests of Change:</p> <ul style="list-style-type: none"> ● How can we support teachers in getting data into their spreadsheets in timely and productive ways to support data cycles in PLCs?
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		<ul style="list-style-type: none"> • Union feedback felt that some PLCs where we unpacked priority standards were “cut and paste” work - indicating a need to support teachers in their understanding. 	<ul style="list-style-type: none"> - Both SD rooms are working on recognizing emotions and using calming tools effectively <p>Evidence of Student Learning:</p> <ul style="list-style-type: none"> - Teachers are still working on inputting student data in a timely way to utilize formative assessment sheets to make data informed decisions. - Teachers are struggling, at times, to determine when to reteach into Tier I as the instructional day is currently filled and pacing of units/lessons creates difficulty <p>Implementation Fidelity:</p> <ul style="list-style-type: none"> - We are still working on implementing PLCs as they are intended. We are still actively committing to core values and upholding norms 	<ul style="list-style-type: none"> • How might support around formative assessments within PLCs help teachers deepen their understanding of assessing priority standards and their knowledge of the purpose of PLCs? • During our next cycle of PDSAs will teachers stick with an ELA focus - or shift to a math focus?
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<p>Community Schools Model</p>	<p>Indicator 2, Community School Model</p> <p>Indicator 6, Family Engagement (DTSDE Tenet 6)</p> <p>Indicator 160, Chronic Absenteeism- All students</p>	<p>November 2025-January 2026</p> <ul style="list-style-type: none"> 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. The 2025–26 Needs Assessment was conducted in Quarter 2 and has received 176 total responses to date. Student participation increased from 11 to 94 respondents through administration during ACE specials, strengthening student voice. A key strength identified by families was overall satisfaction with school communication (86%), while a primary need noted was additional academic support in reading (57%). Parent and guardian data collection is ongoing through targeted outreach, with a goal of achieving a 33.3% family response rate. Parent outreach has included ParentSquare messages, flyers, phone calls/texts, and PTO meetings. 	<p>Impact on Goals: The Attendance Specialist saw 24/30 (80%) students on her caseload increase their attendance.</p> <p>The “Never Been Absent” attendance incentive plan has positively impacted the school’s overall attendance with 12% of 3rd-5th graders reporting that is one of the reasons they come to school.</p> <p>Process: We continue to push out the Needs Assessment in a variety of modalities to meet the needs of families.</p> <p>Met Goal: We have met the goal of student and staff participation on the Needs Assessment.</p> <p>Teacher Practice Shifts: Teachers are now being offered the ability to participate in planning sessions for family engagement opportunities.</p> <p>Implementation Fidelity: The school offers 13 after-school clubs (2:40–4:00) averaging 10 students each, along with a contracted after-school program (2:40–5:40) serving 38 students.</p>	<p>Strengthen: Parent University offerings will continue, with a focus on increasing attendance and strengthening community awareness of this resource. The effectiveness of future sessions will be evaluated through exit surveys to assess success and gather constructive feedback for improvement.</p> <p>Scale: Parent/guardian participation in the Needs Assessment will be increased to a 33.3% response rate through expanded outreach at family engagement events and during arrival and dismissal.</p> <p>Discontinue: Events led solely by the Community School Coordinator and Parent Liaison will be phased out in favor of collaborative planning with staff and families to promote shared voice, decision-making, and sustainability.</p> <p>Adaptation: Family engagement efforts will increase in Quarter 3 following a Community School Coordinator transition in Quarter 2.</p> <p>Resources: An after-school club substitute will be hired to reduce cancellations and improve consistency in family support programming.</p> <p>Professional Development: The Community School Coordinator and administration will analyze staff Needs Assessment data to determine if additional professional development is needed to support staff collectively.</p> <p>System Supports: Existing systems will be reviewed to identify opportunities to expand volunteer opportunities and determine if additional supports are necessary.</p>
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		<ul style="list-style-type: none"> • Community School Coordinator and Parent Liaison have begun to analyze data from both staff and students. • This Quarter, we hosted family/community events and workshops to strengthen engagement and connection. Events included: Bingo Night (42 Attendees), Concern for the Hungry Thanksgiving Basket Distribution (125), PBIS Assembly (29), Homebuyers Parent University (25), Keane Spelling Bee (17), Coffee and Connections (27), Keane PTO Meetings, SICM Mobile Food Pantry. • Rubric Self Assessment has 9/9 areas as effective 		<p>Monitoring: Parent and guardian participation will be tracked weekly through April, with the goal of reaching 33.3% participation by midyear.</p> <p>Test of Change:</p> <ul style="list-style-type: none"> • Do parents feel the school is working toward their authentic inclusion in the school community? • Was the 2025–26 Needs Assessment used to guide decision-making? • Did family engagement increase in Quarter 3 compared to Quarter 2?
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<p>Restorative Justice</p>	<p>Indicator 5: School Safety</p> <p>160 Chronic Absenteeism</p> <p>Local: Walkthrough</p>	<p>November 2025-January 2026</p> <ul style="list-style-type: none"> • Held Circles during two faculty meetings • Student Support TA resigned, we posted, and hired - and are waiting for a backfill to transition new person to the role • Engaged in Data Protocols every week with a student support team • Completed peer mediation training and have 22 students in grades 3, 4, and 5 trained to offer peer mediation • Circles held weekly in classrooms by classroom teachers • Restorative assessments are becoming more normed among the administrative team • Calm corners have mixed reviews for students using them effectively • Lunch monitors have weekly check-ins with our CCC teacher • HUGS data was reviewed (silent mentoring) and new cycle was started 	<p>Impact on Goals</p> <ul style="list-style-type: none"> • We have seen a reduction in student referrals for December and January - as compared to our high during October • HUGS intervention: 26/32 went from having no safe adult to talk to, to having a safe adult to talk to <p>Teacher Practice Shifts</p> <ul style="list-style-type: none"> • Lunch monitors continue to meet with CCC teachers weekly to learn additional strategies and provide coaching support where needed • The student support team is pushing in during SEL time to offer classrooms additional support in teaching SEL skills • Student Support Team is conducting a PDSA cycle in grade 4 - for affective statements which was determined through referral data • Student Support Team is leading more SEL lessons - including Zones of Regulation lessons <p>Evidence of Student Learning</p> <ul style="list-style-type: none"> • We have seen a reduction in student referral data • We have 87.5% of students who have NOT received a referral this year • 13.5% of students are being tracked with the student support team and assistant principals for support plans <p>Implementation Fidelity</p> <ul style="list-style-type: none"> • For teachers implementing circles with limited support we are finding cultures of care in the classroom that support addressing student behaviors at the classroom level 	<p>Adjust/Adapt/Abandon</p> <ul style="list-style-type: none"> • Continue working to support lunch monitors. • Offer PD based on a survey administered at the end of January. • Review counseling caseloads to adjust or end counseling interventions. <p>Tests of Change</p> <ul style="list-style-type: none"> • Continue to run data protocols every week on referral data. • Look into 13.5% to determine recidivism and need for more intensive support.
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			<ul style="list-style-type: none"> • Specials continue to be an area of struggle - especially if the classroom teacher's management is not effectively addressing behaviors 	
<p>School Climate Revitalization</p>	<p>Indicator 5: School Safety</p> <p>160 Chronic Absenteeism</p>	<p>November 2025-January 2026</p> <ul style="list-style-type: none"> • Created volume levels for PBIS for all classrooms and shared spaces • Increased cleaning protocols during flu, RSV, COVID, stomach bug season • Black History Month Team assembled to determine building focus • BiWeekly meetings with the custodial team • Hosted a building wide Kids Professional Development day on 12/23/25 • Safety team meets monthly <ul style="list-style-type: none"> ◦ Reviewed and shared out building visitor procedures • Attendance Team meets bi-weekly <ul style="list-style-type: none"> ◦ Identified T1, T2, and T3 interventions for chronic absenteeism ◦ Updated intervention system and fidelity check procedures 	<p>Impact on Goals</p> <ul style="list-style-type: none"> • Attendance rates are in a much better space than last year. Our daily attendance rate is up compared to last year but our CA number is close to where it was last year. • While we have seen a significant decrease in our behavioral referrals - we are unable to correlate to sense of safety - at this time. <p>Teacher Practice Shifts</p> <ul style="list-style-type: none"> • The student support team continues to support all classrooms by pushing into SEL instruction. • The student support team is brainstorming ways to support teachers with high levels of behavioral needs - and shift conversations to Tier I practices. <p>Evidence of Student Learning</p> <ul style="list-style-type: none"> • Attendance intervention specialist has just finished her 2nd caseload and is building her 3rd cycle. The ongoing communication with families - phone calls, Parent Square posts, adjustments in caseloads with language like <i>due to the number of absences your child has - we are setting them up for tutoring to catch them back up</i> has created urgency and awareness among families. <p>Implementation Fidelity</p> <ul style="list-style-type: none"> • The Academic Recovery Position is still in development and refinement, and so we are in the initial implementation - and have not achieved fidelity to date. We believe with additional cycles we will see an increase in fidelity. 	<p>Adjust/Adapt/Abandon</p> <ul style="list-style-type: none"> • Increase budget for physical resources to support classrooms (e.g. flexible seating, sensory tools, bulletin board materials). • Analyze PD survey to determine needs and wants of staff - and respond with a more customized PD plan for Keane.

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 **Mid-Year 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.	Mid-Year 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 mid-year 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	Begin pilot of a walkthrough tool/rubric and feedback protocol for the “Culture of Care” at Keane	<p>We are finalizing our draft of the walkthrough tool at our next leadership team meeting (1/28/26) and plan to soft-launch it for February.</p> <p>The team decided to complete a “looks like”/“sounds like” rather than a walkthrough tool - as the walkthrough tool became overwhelming.</p> <p>Increase in number of teachers implementing circles with fidelity.</p> <p>Decrease in referrals this quarter - went from 200 (Sept), 284 (Oct), 139 (Nov), 199 (Dec), 123 (Jan)</p> <p>Largest number of referrals this quarter were students responding to conflict with “hitting, kicking, punching...” (330 code)</p> <p>Increase in number of accountability projects. 22/44 students who completed restorative projects did have more than one. The trend we saw was</p>	Yes. While we have not piloted the walkthrough tool - it is in its final draft stage.	Soft launch the tool with members of the leadership team.

		<p>that “apology letters” often did not work as these are the repeated incidents that required a different, more in depth project.</p> <p>Coaching Conflict and Restorative Conversations/Conference are our highest number of Tier II practices (23 and 18 respectively).</p> <p>135 restorative assessments were completed this quarter (up from 111 from quarter 1).</p>		
<p>Indicator 33 3-8 ELA All Students MGP Progress Target: 46.3</p>	<p>iReady - Proficient 3-5: 20 iReady Reports: If No Additional Growth: 18 Ss will be proficient If Ss Achieve Typical Growth: 30 Ss will be proficient</p> <p>~MIP = 74.34</p>	<p>Winter 24-25 to Winter 25-26 (3-5)</p> <ul style="list-style-type: none"> • MIP increase of 2.44 • # Prof decrease of 4 • Grade 3 showed the largest decrease (winter to winter) as a grade level (different students) <p>Fall 25-26 to Winter 25-26 (3-5)</p> <ul style="list-style-type: none"> • MIP increase of 8.82 • # Prof increase 5 students • Grade 5 showed the largest gains with +19.14 MIP and 2 more students into proficiency 	Almost	<p>Continue to push teachers to use formative data to shape and adjust instruction to help influence benchmarking data.</p> <p>Support Grade 3 co-teach section.</p>
<p>Indicator 39 3-8 Math All Students MGP Progress Target: 40.1</p>	<p>iReady - Proficient 3-5: 20 iReady Reports: If No Additional Growth: 13 Ss will be proficient If Ss Achieve Typical Growth: 33 Ss will be proficient</p> <p>~MIP = 61.95</p>	<p>Winter 24-25 to Winter 25-26 (3-5)</p> <ul style="list-style-type: none"> • MIP decrease of 3.75 • # Prof decrease of 3 • Grade 3 showed the largest decrease (winter to winter) as a grade level (different students) <p>Fall 25-26 to Winter 25-26 (3-5)</p> <ul style="list-style-type: none"> • MIP increase of 19.71 • # Prof increase of 9 students • Grade 4 showed the largest gains with +20.39 MIP and 6 more students into proficiency 	Almost	<p>Continue to push teachers to use formative data to shape and adjust instruction to help influence benchmarking data.</p> <p>Support Grade 3 co-teach section.</p>

<p>Indicator 100 3-8 ELA All Students Core Subject PI Progress Target: 53.9</p>	<p>iReady - Proficient 3-5: 20</p> <p>iReady Reports: If No Additional Growth: 18 Ss will be proficient If Ss Achieve Typical Growth: 30 Ss will be proficient</p> <p>~MIP = 74.34</p>	<p>Winter 24-25 to Winter 25-26 (3-5)</p> <ul style="list-style-type: none"> • MIP increase of 2.44 • # Prof decrease of 4 • Grade 3 showed the largest decrease (winter to winter) as a grade level (different students) <p>Fall 225-26 to Winter 25-26 (3-5)</p> <ul style="list-style-type: none"> • MIP increase of 8.82 • # Prof increase 5 students • Grade 5 showed the largest gains with +19.14 MIP and 2 more students into proficiency 	<p>Almost</p>	<p>Continue to push teachers to use formative data to shape and adjust instruction to help influence benchmarking data.</p> <p>Support Grade 3 co-teach section.</p>
<p>Indicator 110 3-8 Math All Students Core Subject PI Progress Target: 40.1</p>	<p>iReady - Proficient 3-5: 20</p> <p>iReady Reports: If No Additional Growth: 13 Ss will be proficient If Ss Achieve Typical Growth: 33 Ss will be proficient</p> <p>~MIP = 61.95</p>	<p>Winter 24-25 to Winter 25-26 (3-5)</p> <ul style="list-style-type: none"> • MIP decrease of 3.75 • # Prof decrease of 3 • Grade 3 showed the largest decrease (winter to winter) as a grade level (different students) <p>Fall 25-26 to Winter 25-26 (3-5)</p> <ul style="list-style-type: none"> • MIP increase of 19.71 • # Prof increase of 9 students • Grade 4 showed the largest gains with +20.39 MIP and 6 more students into proficiency 	<p>Almost</p>	<p>Continue to push teachers to use formative data to shape and adjust instruction to help influence benchmarking data.</p> <p>Support Grade 3 co-teach section.</p>
<p>Indicator 160: Chronic Absenteeism All Students</p>	<p>No more than 87 students Currently 74 students (32.31%) Last Yr at this time 87 students (38.5%)</p>	<p>Highest grade levels of CA: 1st, 4th Lowest grade levels of CA: 5th, 3rd, 2nd Lower than last year at this time. Highest CA subgroups: Hispanic and Students with Disabilities Lowest CA subgroups: Asian Daily Attendance Rate: 91% Last year at this time DAR: 89.08% Highest daily attendance rate grade: 2nd, 4th, 5th Lowest daily attendance rate grade: 1st, 3rd</p>	<p>Yes</p>	<p>None at this time. We will monitor the attendance specialist's caseload as 74 students are flagged currently but she can effectively see about 40 in small groups.</p>

<p>6 Family and Community Engagement (DTSDE 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 are common across the school.</p>	<ul style="list-style-type: none"> • Conduct a second workshop with increased promotion and improved outreach strategies • Track attendance trends and engagement growth for workshops • Maintain monthly PTO meetings with clear agendas • Expand PTO membership through targeted outreach 	<ul style="list-style-type: none"> • The Step-by-Step Home Buyers Seminar was held on January 14, 2026. The session was facilitated by Kadajah Johnson and had 25 attendees. 23% of the community requested real estate workshops of the 24-25 Needs Assessment. Promotion included flyers, social media, and the district website, and the event was open to the surrounding community. Parent University Quarter 2 Flyer (attached) • Attendance decreased compared to Quarter 1's cooking session; however, the homebuying seminar focused on a more targeted topic, which naturally appealed to a smaller audience. • PTO meetings were held monthly, with clear agendas provided and followed at each meeting. Meetings occurred on Nov. 17th, Dec 8th., and Jan. 12th from 3:00-4:00 PM. PTO Flyer (attached) • At the CET meeting, the team discussed strategies to increase PTO participation, including teacher referrals, direct phone outreach to families, and revising flyers to highlight a Family Volunteer Meeting and clearly explain the PTO's role. 	<p>Yes</p>	<p>Next steps include:</p> <ul style="list-style-type: none"> • hosting a Quarter 3 Parent Workshop on Financial Literacy, scheduled for March 17, in response to the 24–25 Needs Assessment, where 26% of families identified financial literacy as a priority need. • Continue to track attendance for parent workshops. • The school will continue to hold monthly PTO meetings and begin transitioning PTO members into planning and implementing components of upcoming family engagement events to strengthen parent leadership and ownership. • Teachers will help identify engaged parents and guardians for targeted PTO outreach to strengthen family leadership and participation. Clear flyers will explain the PTO's role as a volunteer organization, expectations for involvement, and opportunities for families to contribute to school decision-making.
<p>Indicator 38 3-8 ELA ED Students MGP Progress Target: 46.2</p>	<p>iReady - Proficient 3-5: 19 Winter Proficiency: 10 MIP: 70.59</p>	<p>Winter to Winter comparison iReady:</p> <ul style="list-style-type: none"> • MIP gap between ED and NonED of -3.75 • # Prof is 8 less than total subgroup • 5th grade has the largest gap between ED and NonED • Grade 4 shows the lowest gap. 	<p>Almost</p>	<p>Continue to push teachers to use formative data to shape and adjust instruction to help influence benchmarking data.</p> <p>Work with PLCs to reflect on data by subgroups and impact of working with students who are economically disadvantaged to ensure high impact teaching practices.</p>

Indicator 105 3-8 ELA ED Core Subject PI 42.8	iReady - Proficient 3-5: 19 Winter Proficiency: 10 MIP: 70.59	Winter to Winter comparison iReady: <ul style="list-style-type: none"> • MIP gap between ED and NonED of -3.75 • # Prof is 8 less than total subgroup • 5th grade has the largest gap between ED and NonED • Grade 4 shows the lowest gap. 	Almost	Continue to push teachers to use formative data to shape and adjust instruction to help influence benchmarking data. Work with PLCs to reflect on data by subgroups and impact of working with students who are economically disadvantaged to ensure high impact teaching practices.
115 3-8 Math ED Core Subject PI Progress Target 39.1	iReady - Proficient 3-5: 18 Winter Proficiency: 6 MIP: 50.00	Winter to Winter Comparison iReady: <ul style="list-style-type: none"> • MIP gap between ED and NonED of -11.95 • # Prof is 7 less than total subgroup • 3rd grade has the largest gap between ED and NonED 	No Potential lack of knowledge of the complexity of working with students from economically disadvantaged backgrounds. Often this is about an “opportunity gap”.	Continue to equip teachers to use formative data to shape and adjust instruction to help influence benchmarking data. Work with PLCs to reflect on data by subgroups and impact of working with students who are economically disadvantaged to ensure high impact teaching practices. The ED population is also our largest CA group and we know there is a correlation between attendance at school and academic output. How might the attendance team and leadership team explore this issue when the data is confidential. Additionally, how might we utilize the CET to help us explore and problem solve.
Community School Model Progress Target: Rubric	9/9 are out of effective on the self assessment.	CSC is working with the district to determine what highly effective would look like.	Yes	None at this time. The community school coordinator will work with the district team to identify what highly effective would look like, feel like, sound like for Keane. This will require the use of our needs assessment with robust data.
Local Classroom Walkthrough Tool Progress Target: Rubric Year 1: 60% of the	360 walkthroughs completed	82 walkthroughs in orange (emerging) 80 walkthroughs in yellow (evolving)	Almost	This is quarter two which is almost halfway through the year but not quite. While we

<p>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.</p>	<p>266 walkthroughs completed to date. 212 walkthroughs completed this quarter. 30/30 teachers seen at least 3 times this quarter.</p>	<p>39 walkthroughs in green (embedding) 3 walkthroughs in dark green (excelling)</p>		<p>are off about 100 walkthroughs from our Mid year goal - the admin team has a plan to catch up in the next month.</p>
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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 support provided during this reporting period**, 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 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.
 - In the MOA, the teachers are required to attend five additional after school meetings. The District will support the building administrators' choice to send Keane teachers to elementary department meetings on the alternating month or create a Keane specific meeting.
 - The District will continue to support the Data Driven Instructional Teacher Specialist at Keane, the only school in the District to have this position. This position is in addition to the Literacy and Math coaches. 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.
 - 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).
- **Evidence of Impact:** Monthly meetings with district leadership and school based leadership are ongoing. Those meetings have included preparing for PLCs to facilitate instructional rounds, independent walkthroughs of teacher classrooms, and review of walkthrough trends. Additionally, we are engaging in data analysis collaboratively to identify impact of feedback received. This connects to larger professional development that all elementary principals are receiving around instructional leadership. The school based leadership team has surveyed staff to gauge their interest in participating in instructional rounds. Eight staff members have volunteered, three from grades 4 and 5. **Specific Actions:**The teacher feedback survey referenced in the quarter 1 report is being drafted and will be shared at the beginning of Quarter 3.
 - **Evidence of Impact:** Ongoing PLC sequence and support that incorporates root cause analysis and problem of practice that will be the focus on instructional rounds. Assistant Directors and Directors within the Office of Teaching and Learning supported the facilitation of PLCs to complete the root cause analysis and development of the problem of practice. The root cause analysis specifically focused on growth data in grades 4 and 5; analysis included students level growth data from the 2025 NYS ELA & Math assessments. Qualitatively, based on teacher reflections, teachers have been able to make meaningful connections between the data analysis and the teacher actions that directly correlate to student success. All classroom teachers engage in PLCs. **Specific Actions:** The first round of Instructional Rounds focused on the developed problem of practice will take place in February/March. The low inference notes taken during rounds will be compiled and analyzed to develop concrete next steps. These next steps will be shared with staff. Instructional rounds will include a team of teachers, building administrators and district administrators working collaboratively towards continuous improvements in quarters 3 and 4 of this academic year.
 - **Evidence of Impact:** Assistant Directors (Science, Social Studies, Prek, Fine Arts), that are not part of the PLC support bullet above, and Directors conducted Bullseye objective walkthroughs to assist with contributing to Keane's overall number of walkthroughs by teacher. **Specific Actions:** Engage in further collaborative analysis with the school based leadership team on the trends observed in walkthroughs and how these trends inform next steps. This work is ongoing and will take place on a monthly basis.
 - Director of Teaching and Learning, Director of Student Intervention, and the ADs for ELA and Math supported a Keane faculty meeting on the individualized PLC plans for the grade levels.

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 during this reporting period**, 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- Quarter 2

CET Engagement:

- 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.

CET Impact:

- 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 met on January, 22 2026 from 5:00- 6:30 PM.
- The agenda and presentation were shared with the team. Data reviewed included attendance and reasons for absences, family engagement and sense of school community, interest in after-school clubs and opportunities for student voice, Parent University topic preferences, family preferences for communication frequency, and i-Ready growth from fall to winter.

[Agenda Link](#) (attached)
[Presentation Link](#) (attached)
- Participation increased with the addition of two PTO members to strengthen parent perspective and input. The team also plans to invite two additional community partners, Liberty Church and Home Depot, to the next CET meeting. CET Members will do outreach to staff to increase participation.

- Building Improvement Strategies include Professional Learning Communities (PLCs), implementation of the Community School Model, Restorative Justice practices, and school climate revitalization. Community School–led strategies focused on increasing family engagement through the PTO, expanding and improving after-school clubs, offering quarterly Parent University workshops, increasing parent volunteer opportunities, developing event planning teams, and strengthening communication between families and the school.
- The CET brainstormed strategies to increase parent participation in the 2025–26 Needs Assessment, including teacher outreach through ParentSquare with personal messages, promoting completion at upcoming events, and requesting participation during arrival and dismissal.

The team also discussed strategies to increase volunteer opportunities, including sharing volunteer success stories at faculty meetings, inviting administrators to observe volunteers in action to ensure safety and highlight impact, expanding Mystery Reader participation, and welcoming parents to share cultural traditions to increase staff awareness of the community served.

Suggestions to increase PTO participation included creating more descriptive flyers that highlight volunteer opportunities and requesting teacher recommendations to support targeted parent outreach.

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.
- Professional Development around Implementation of Instructional Rounds & support from teaching and learning

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
- PLC meeting notes that include Problem of Practice and Root Cause Analysis that will inform district and building collaborative instructional rounds
- Attendance at Family/Community Events
- Agendas for staff meetings with clear objectives
- Study caseloads of Academic Recovery Teacher to see impact

Assurance and Attestation - see attached completed signature page

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.**