

**2021-2022 Receivership School Quarterly Report #1**  
Report Period: July 1, 2021 to October 15, 2021 (Due October 29, 2021)

This document is to be completed by the School Receiver and/or their designee and submitted electronically to [OISR@NYSED.gov](mailto:OISR@NYSED.gov). The reporting portion of this document is a self-assessment of the **implementation and outcomes of key strategies** related to Receivership, and as such, is not considered a formal evaluation via the New York State Education Department. Once finalized and accepted, this document in its entirety must be posted in a conspicuous place on the district website. All responses should directly align with or be adaptations to the previously approved intervention plans and require explicit engagement and input from community engagement teams.

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this plan will be posted on the district website:			
William C Keane Elementary School	530600010030	Schenectady City School District					
Superintendent	School Principal (If new, please attach resume)	Additional District Staff working on Program Oversight	Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Total Enrollment	% ELL	% SWD
Mr. Anibal Soler, Jr.	Ms. Kerri Messler	Dr. Shaun M. Mason Assistant Superintendent of Planning and Accountability	PK-5		294	0	50 ( 17.01%)
	<b>Appointment Date:</b> July 1, 2020	Ms. Michele Hogan Assistant Director of Planning and Accountability  Joseph DiCaprio Executive Director of Elementary Schools					

## Executive Summary

Please provide a *plain-language summary* of this completed report and related continuation plan(s) with a focus on the implementation of key strategies, engaging the community, and enacting Receivership. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to *no more than 500 words*.

The launch of the 2021-2022 school year has been both exciting and challenging. We have secured curricular resources for our teachers, engaged in professional development, completed updates to our physical plant, adjusted the functionality of the building by moving rooms and offices, secured supplies and school resources for students/families, hosted two summer programs, worked to hire teachers (reading specialists, social workers, music teachers, lunch monitors, and paraprofessionals), navigated new district leadership and a hierarchical structure, launched professional learning communities, changed assessments and assessment systems, and we have done all of this while continuing to live through a global pandemic. The pandemic has caused us to revisit entry/exit plans, bussing, space in classrooms, engagement strategies in classrooms, socially distanced recess, tracing sheets, safely eating lunch and breakfast, participation in PE, music, art, library as well as engaging in evening/daily conversations about quarantine, vaccination status, tracing protocols, pool testing, correcting misinformation about COVID-19 - while lending a gentle ear to the fear, anxiety, nervousness, anger from families, students, teachers, and staff about the unfairness of this pandemic. This has been a trying start to a school year.

We have launched our Professional Learning Communities (PLCs) after school. The leadership is supporting teachers with the vision of a Professional Learning Community (PLC) to ensure fidelity of implementation. We have also creatively provided common planning time and release time to teachers for continued PLC work. Our first data meeting on October 15 provided all grade levels with protected time to engage in an improvement cycle. Each grade level was able to use data to focus on a skill that all students in their class needed re-taught. They developed an instructional plan, progress monitoring system, and SMART(Specific, Measurable, Achievable, Relevant, Time-Bound) goals.

We have begun providing staff with feedback related to our school vision and will continue to align our new resources to high-leverage instructional practices that teachers have learned about prior to this year so that our feedback is precise and generalizable to all areas of instruction. The administration will engage in coaching to ensure consistency and alignment in how they provide feedback to staff.

The launch of Parent Square has provided our staff and families with a safe and secure platform for all school-to-home communication. This app allows for two-way communication, group messaging, private conversations, building and districtwide alerts and notices, and a simple user interface. We are proud that 98% of our parents are connected to this app and 100% of our teachers/admins have posted.

Finally, we have been able to host a welcome back to school event and Open House to engage families. We have provided polls and posts via Parent Square, as well as utilized our automatic call/text system, and backpack stuffers to keep families up to date about school and community events.

We are confident that we have launched the school year safely, that we have created a more attractive physical school environment, and provided teachers with rigorous curriculum in ELA and Math that will help raise educational expectations and outcomes for our Keane Dragons.

**Directions for Parts I, II, and III –**

District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies that were implemented in the first quarter and include the process used to assess strategy impact on student learning outcomes.

This is an opportunity for district and school staff to provide a reflective outline of proposed actions, strategies, and process adaptations included in the school's 2021-2022 Continuation Plan with a focus on progress made through continuous and comprehensive planning, articulating explicit support of student social-emotional well-being, diversity, equity, inclusion, and active engagement. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting state academic standards. District and school staff should consider the impact of identified key strategies on student learning, and connection with and alignment to diagnostic review feedback to ensure long-term sustainable growth.

## Part I –Lead Strategies for Improvement

### Lead Strategies for School Improvement

Identify 3-4 of the core lead strategies that are central to the school's improvement plan and outline the progress made applying each strategy. Lead strategies are key levers for improvement that are identified based on trends in student performance data to serve as overarching approaches for implementing strategically focused action plans for achieving demonstrable improvement.

#### Quarterly Report #1 with Reflection on Lead Strategies Utilized during July 1, 2021 – October 15, 2021

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
1. Professional Learning Communities (PLCs)		We began our work planning for our professional learning communities (PLCs) this summer. We designed a master schedule that provided common planning time once a week for grade-level teachers. We also protected time at the end of the school day (2:15-2:45) for teachers to meet by grade level in their professional learning communities. We have also developed a system where teachers meet together by grade level in 6-week cycles throughout the school year (10/15, 12/3, 1/21,3/11, 5/6). Our first meeting occurred on Friday, October 15. These meetings are designed to intentionally focus teachers' work on analyzing common data sets, creating a clear goal for tier I, collaboratively developing clear instructional plans, planning and utilizing common progress monitoring tools, and monitoring data throughout the 6-week cycle to determine how many students (in Tier I) met the goal. Teachers were also provided with datasheets and taught how to filter for subgroup information. As small groups, we filtered data to look at race categories to determine if the system is benefiting all students or to discuss, for whom is the system benefiting most.
2. Regular individualized <b>feedback</b> to teachers/students regarding where they are in attainment of the instructional vision.		The majority of the work in this area has focused on professional development in our new reading programs (i.e. Wit and Wisdom, Foundations, Heggerty), math resources(i.e., Eureka Workbooks), social-emotional curriculum (i.e, Second Step), and launching safe classrooms in a global pandemic with 100% in-person instruction. The vision for Keane has been shared with teachers. We will continue to market and brand around this vision as we move forward. Administrators visit all classrooms weekly and have reserved faculty meeting time for teachers to collaborate, reflect, and provide feedback on the implementation of the curriculum (i.e, reading, ELA, and Math). Administrators have also worked closely with the reading/intervention team to design caseloads aligned to specific evidence-based interventions based on benchmark and diagnostic data. Administrators are engaging in professional development to align the vision of learning, high leverage practices, with rituals and routines/pedagogical practices in the new curriculum (i.e., Wit and Wisdom, Heggerty, Foundations, and Eureka Math).

		Administrators attended all data meetings to ensure the goals teachers identified were data-informed, precise, and accurate, and able to be monitored weekly by the grade level PLC.
3. Community Engagement		<p>We have launched Parent Square and refined data to ensure that the school has a clear connection to the adults listed in our student information system. We have worked closely with Parent Square and Infinite Campus to ensure the programs are integrated and reading accurately from one another. We have found a need to significantly update the contact information that we had in Infinite Campus to ensure accurate contacts through Parent Square. Additionally, we have utilized Robo Calls/Texts, Backpack Flyers, and Twitter to communicate. We will launch our newsletter in November and begin publishing on our newly created YouTube Channel. We are working through multiple models of communication and analyzing where most parents/families are hearing information to refine what we know about parent communication and engagement.</p> <p>The day before school started, we held a Welcome Back to School Event called, “Pops in the Parking Lot” where we welcomed parents and students, and teachers gave socially distanced tours through our building. We also held our Open House virtually and saw about 75% attendance at this event.</p>
4. School Climate Revitalization		<p>As soon as we were able to transition back to Keane Elementary School (in 2020-2021 we were co-located at Lincoln Elementary School), we began a Herculean effort to update the physical plant. We had our entire building painted, we had 5 classrooms carpets removed, asbestos abated, new floors put in, all new teacher desks, student desks, and chairs. We purchased all new school supplies for our students, replaced bulletin boards and whiteboards, and cork boards in classrooms. We changed classrooms around and moved our main office and building entry. We rerouted traffic to create a safer drop-off process and reunification for parents/students.</p> <p>In addition to our physical plant, we also purchased curriculum, updated technology (1:1 devices), and provided professional development throughout the summer and into the opening of this school year. Teachers were trained in Wit and Wisdom (new ELA program), Heggerty (new phonemic awareness program), and training was provided in Foundations and Just Words. We will also begin training in our new social-emotional curriculum (Second Step) for adults and students.</p> <p>We met regularly with our Anti-Racist Building Leadership Team (ARBLT), Student Support Team, and Safety Team in order to ensure a safe and thoughtful transition back to in-person instruction. Teachers were provided with time before school to meet with students and began to set up their classrooms (which were like time capsules from March 2020) and prepare resources and materials for students.</p> <p>We still have work to do on our physical plant however, the administration is working with maintenance to engage in weekly walkthroughs. Administrators also track all work order tickets to ensure timely completion and attention to detail.</p> <p>Teachers/staff will continue to push for clear, high expectations for students both behaviorally and academically while providing a nurturing and caring learning environment (“warm demanders” - Lisa Delpit/Zarretta Hammond).</p>

## Part II – Demonstrable Improvement Indicators-Level 1

### Level 1 Indicators

Please list the school's Level 1 indicators and complete all columns below. This information should provide details about how lead strategies inform the implementation of specific strategies and action steps that support progress toward the Demonstrable Improvement Indicators.

#### Quarterly Report #1 Reflection on Activities Completed for this Indicator during July 1, 2021 – October 15, 2021

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> </ul>																
<b>Indicator 39</b>  3-8 Math All Students MGP  <b>Progress Target:</b> 42.6		<b>Strategy 1, 2, 4</b> <ul style="list-style-type: none"> <li>PLCs began</li> <li>Teachers received Eureka Math Workbooks for students aligned to curriculum</li> <li>Purchased Reflex Math and Zearn for teachers</li> <li>STAR Testing began (closes 10/28)</li> </ul>	<b>Data:</b> Below are charts that reflect the performance of students on STAR Math for Fall 2019, Fall 2020 and Fall 2021. The Fall Administration captures the baseline for the year and growth will be shown based on the next administration.  <b>STAR Math Grades 3-5 by Fall Administration</b> <table border="1"> <thead> <tr> <th>STAR Administration</th><th>Fall 2019 n=153</th><th>Fall 2020 n=164</th><th>Fall 2021 n=151</th></tr> </thead> <tbody> <tr> <td>MIP Grades 3-5</td><td>145.75</td><td>117.07</td><td>84.77</td></tr> <tr> <td>Percent Proficient Grades 3-5</td><td>43.14% (66 Students)</td><td>31.71% (52 Students)</td><td>17.22% (26 Students)</td></tr> <tr> <td>Percent Tested</td><td>95.42%</td><td>85.98%</td><td>86.09%</td></tr> </tbody> </table>	STAR Administration	Fall 2019 n=153	Fall 2020 n=164	Fall 2021 n=151	MIP Grades 3-5	145.75	117.07	84.77	Percent Proficient Grades 3-5	43.14% (66 Students)	31.71% (52 Students)	17.22% (26 Students)	Percent Tested	95.42%	85.98%	86.09%
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STAR Math by Grade Level and Fall Administration			
<b>Grade 3:</b>			
STAR Administration	Fall 2019 n=43	Fall 2020 n=56	Fall 2021 n=51
MIP Grades 3	143.02	103.57	87.25
Percent Proficient Grades 3	44.19% ( 19 Students)	28.57% ( 16 Students)	21.57% (11 Students)
Percent Tested	95.35%	80.36%	78.43%
<b>Grade 4:</b>			
STAR Administration	Fall 2019 n=56	Fall 2020 n=48	Fall 2021 n=50
MIP Grades 4	149.11	131.25	75.00
Percent Proficient Grades 4	41.07% (23 Students)	37.50% (18 Students)	10.00% (5 Students)
Percent Tested	94.64%	91.67%	90.00%
<b>Grade 5:</b>			
STAR Administration	Fall 2019 n=54	Fall 2020 n=60	Fall 2021 n=50
MIP Grades 5	144.44	118.33	92.00
Percent Proficient Grades 5	44.44% ( 24 Students)	30.00% ( 18 Students)	20.00% ( 10 Students)

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			<p>As we dive deeper into the data we can see by grade level how students are performing. We will increase our focus and support for grades 4 and 5.</p>												
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<p><b><u>Adjustments to Continuation Plan:</u></b></p> <p>At this time, we do not think we need to adjust our continuation plan as the strategies identified will address math needs as well. We will review our budget to ensure allocations for math resources and professional development for teachers.</p>															



<p><b>Indicator 100</b></p> <p>3-8 ELA All Students Core Subject PI</p> <p><b>Progress Target:</b> 84</p>		<p><b>Strategy 1, 2, 4</b></p> <ul style="list-style-type: none"> <li>- PLCs began</li> <li>- Teachers received PD in Heggerty, Foundations, Wit and Wisdom, LETRS,</li> <li>- Scholastic Magazines Purchased</li> <li>- STAR Testing began (closes 10/28)</li> <li>- Diagnostics Began (LETRS, Heggerty)</li> </ul>	<p><b>Data:</b></p> <p>Below are charts that reflect the performance of students on STAR Reading for Fall 2019, Fall 2020, and Fall 2021.</p> <p style="text-align: center;"><b>STAR Reading Grades 3-5 by Fall Administration</b></p> <table border="1"> <tr> <th>STAR Administration</th><th>Fall 2019 n=153</th><th>Fall 2020 n=164</th><th>Fall 2021 n=151</th></tr> <tr> <td>MIP Grades 3-5</td><td>142.48</td><td>125</td><td>101.32</td></tr> <tr> <td>Percent Proficient Grades 3-5</td><td>37.91% (58 Students)</td><td>34.15% ( 56 students)</td><td>19.87% (30 Students)</td></tr> <tr> <td>Percent Tested</td><td>97.39%</td><td>87.80%</td><td>90.07%</td></tr> </table> <p style="text-align: center;"><b>STAR Reading by Grade Level and Fall Administration</b></p> <p><b>Grade 3:</b></p> <table border="1"> <tr> <th>STAR Administration</th><th>Fall 2019 n=43</th><th>Fall 2020 n=56</th><th>Fall 2021 n=51</th></tr> <tr> <td>MIP Grades 3</td><td>141.86</td><td>116.07</td><td>115.69</td></tr> <tr> <td>Percent Proficient Grades 3</td><td>37.21% ( 16 Students)</td><td>28.57% ( 16 Students)</td><td>27.45% (14 Students)</td></tr> <tr> <td>Percent Tested</td><td>97.67%</td><td>78.57%</td><td>88.24%</td></tr> </table> <p><b>Grade 4:</b></p> <table border="1"> <tr> <th>STAR Administration</th><th>Fall 2019 n=56</th><th>Fall 2020 n=48</th><th>Fall 2021 n=50</th></tr> <tr> <td>MIP Grades 4</td><td>135.71</td><td>118.75</td><td>87.00</td></tr> </table>	STAR Administration	Fall 2019 n=153	Fall 2020 n=164	Fall 2021 n=151	MIP Grades 3-5	142.48	125	101.32	Percent Proficient Grades 3-5	37.91% (58 Students)	34.15% ( 56 students)	19.87% (30 Students)	Percent Tested	97.39%	87.80%	90.07%	STAR Administration	Fall 2019 n=43	Fall 2020 n=56	Fall 2021 n=51	MIP Grades 3	141.86	116.07	115.69	Percent Proficient Grades 3	37.21% ( 16 Students)	28.57% ( 16 Students)	27.45% (14 Students)	Percent Tested	97.67%	78.57%	88.24%	STAR Administration	Fall 2019 n=56	Fall 2020 n=48	Fall 2021 n=50	MIP Grades 4	135.71	118.75	87.00
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			<b>Percent Proficient Grades 4</b>	39.29% ( 22 Students)	33.33% ( 16 Students)	10% (5 Students)
			<b>Percent Tested</b>	96.43%	95.83%	92.00%
			<b>Grade 5:</b>			
			<b>STAR Administration</b>	Fall 2019 n=54	Fall 2020 N=60	Fall 2021 n=50
			<b>MIP Grades 5</b>	150	138.33	101
			<b>Percent Proficient Grades 5</b>	37.04% (20 Students)	40.00% ( 24 Students)	22.00% (11 Students)
			<b>Percent Tested</b>	98.15%	90.00%	90.00%
			<b>PDSA ( Plan Do Study Act) Cycle and PLC ( Professional Learning Community) Data</b>			
			Grades PK- 5 are engaging in six-week PDSA Cycles/PLC on LETRS to focus on the skills that most students still need to master.			
			<b>Grade 3:</b> Closed Syllables with Digraphs 30 out of 52 did not master the skill. The goal is in six weeks to have 48 out of 52 mastered this skill.			
			<b>Grade 4:</b> Closed Syllables 26 out of 48 did not master the skill. The goal is in six weeks to have 42 out of 48 mastered this skill.			
			<b>Grade 5:</b> Vowel Teams 31 out of 48 did not master the skill. The goal is in six weeks to have 44 out of 52 mastered this skill.			
			<b>Trends:</b>			
			Overall, we have noticed a decrease in the number of students reaching proficiency in reading based on our STAR screener. As we look at a grade level comparison, there is a decrease and when we look by cohort, we notice less of a decrease. As we look at the data by grade level, we know additional attention is needed with our fourth-grade students.			

			<p>We explored further into our data to explore our mobility rate:</p> <table border="1" data-bbox="1440 337 2577 521"> <thead> <tr> <th></th><th>2019-2020</th><th>2020-2021</th><th>2021-2022 (to date)</th></tr> </thead> <tbody> <tr> <td>Out of Keane</td><td>50</td><td>15</td><td>24</td></tr> <tr> <td>Into Keane</td><td>21</td><td>17</td><td>11</td></tr> </tbody> </table> <p>In this data set, we notice quite a bit of turnover for the school year to date and we would expect these numbers to continue to grow throughout this school year. Our team needs to take into consideration the impact this mobility has on social-emotional skills as well as academic gaps.</p> <p>We also know that the STAR reading assessment does not assess writing and will, therefore, study our ELA interim data to get a more accurate understanding.</p> <p>As a result, we are going to use Fall 2021 as our baseline data for our students returning to fully in-person instruction for the year.</p> <p><b><u>Adjustment to Continuation Plan:</u></b> At this time, we do not believe we need to adjust our continuation plan as the strategies identified will address reading needs. We will review our budget to ensure allocations for reading resources and professional development for teachers.</p>		2019-2020	2020-2021	2021-2022 (to date)	Out of Keane	50	15	24	Into Keane	21	17	11
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<p><b>Indicator 110</b></p> <p>3-8 Math All Students Core Subject PI</p> <p><b>Progress Target:</b> 58.3</p>		<p><b>Strategy 1, 2, 4</b></p> <ul style="list-style-type: none"> <li>- PLCs began</li> <li>- Teachers received Eureka Math Workbooks for students aligned to curriculum</li> <li>- Purchased Reflex Math for teachers</li> <li>- STAR Testing began (closes 10/28)</li> </ul>	<p><b><u>Data:</u></b></p> <p><b>STAR Data:</b> Below are charts that reflect the performance of students on STAR Math for Fall 2019, Fall 2020, and Fall 2021.</p>												

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			As we explore further into the data, we can see by grade level how students are performing. We will increase our focus and support for grades 4 and 5.			
			<b>Adjustments to Continuation Plan:</b>			
			At this time, we do not think we need to adjust our continuation plan as the strategies identified will address math needs as well. We will review our budget to ensure allocations for math resources and professional development for teachers.			

<div>Indicator 150</div> <div>Grades 4 and 8 Science All Students Core Subject PI</div> <div>Progress Target: 176.9</div>		<div>Strategy 1, 2, 4</div> <div><div>- New science kit purchased</div><div>- Wit and Wisdom Literacy Curriculum (science-focused modules)</div></div>	<div>4th Grade Teachers are administering a pre-test to gather baseline data to students once our STAR Reading/Math window closes.</div> <div>At this time, our STAR data does indicate that 5 (Five) fourth graders (10%) are currently proficient in reading. This is of particular concern because we know that in addition to science content, the science state test is a reading assessment as well.</div>																																
<div>Indicator 160</div> <div>EM Chronic Absenteeism - All Students</div> <div>Progress Target: 15%</div>		<div>Strategy 2,3, 4</div> <div><div>- Attendance Meetings Daily - Weekly Monitoring</div><div>- Admin Para follow-up</div><div>- Parent Square</div><div>- School Counselor/Social Workers</div><div>- Home Visits</div></div>	<div>Attendance is taken in our student information system. Teachers take attendance in the am and pm every day.</div> <div>Attendance Data:</div> <div>Chronic Absenteeism (CA- Missed 10% or more of school):</div> <div>Overall Chronic Absenteeism PK-5: 54.03% (161)</div> <table><tr><th>Grade Level</th><th>PK</th><th>K</th><th>1st Grade</th><th>2nd Grade</th><th>3rd Grade</th><th>4th Grade</th><th>5th Grade</th></tr><tr><td>CA</td><td>61.11% (11)</td><td>47.06% (24)</td><td>45.00% (18)</td><td>66.67% (24)</td><td>50.00% (26)</td><td>54.90% (28)</td><td>60.00% (30)</td></tr></table> <div>Chronic Absenteeism Status (Students missed 18 or more days of school):</div> <div>Overall Chronic Absenteeism Status PK-5: 1.01% (3)</div> <table><tr><th>Grade Level</th><th>PK</th><th>K</th><th>1st Grade</th><th>2nd Grade</th><th>3rd Grade</th><th>4th Grade</th><th>5th Grade</th></tr><tr><td>18+</td><td>0% (0)</td><td>0% (0)</td><td>0% (0)</td><td>0% (0)</td><td>3.85% (2)</td><td>1.96% (1)</td><td>0% (0)</td></tr></table>	Grade Level	PK	K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	CA	61.11% (11)	47.06% (24)	45.00% (18)	66.67% (24)	50.00% (26)	54.90% (28)	60.00% (30)	Grade Level	PK	K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	18+	0% (0)	0% (0)	0% (0)	0% (0)	3.85% (2)	1.96% (1)	0% (0)
Grade Level	PK	K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade																												
CA	61.11% (11)	47.06% (24)	45.00% (18)	66.67% (24)	50.00% (26)	54.90% (28)	60.00% (30)																												
Grade Level	PK	K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade																												
18+	0% (0)	0% (0)	0% (0)	0% (0)	3.85% (2)	1.96% (1)	0% (0)																												

			Percent in Attendance:				
			Overall Percent in Attendance PK-5: 83.29%				
			Grade Level	PK	K	1st Grade	2nd Grade
			Percent in Attendance	84.83%	85.23%	85.01%	79.80%
						3rd Grade	4th Grade
						84.59%	82.54%
						5th Grade	81.29%
<p><b>Perfect Attendance:</b> 50 Students had Perfect Attendance from 9/9 to 10/15</p> <p><b>COVID Impact:</b> William C. Keane Elementary School has had 12 Positive COVID Cases. Due to these positive cases and other cases outside the building 29 students were in quarantine for at least 10 days directed by the Department of Health.</p> <p>In addition to these students, 86 students were exhibiting symptoms of COVID and were required to provide a negative COVID test or remain out for 10 or more days.</p> <ul style="list-style-type: none"> <li>40 students out of the 86 did not get tested and remained home for at least 10 days.</li> <li>11 students out of 86 were quarantined or tested for COVID twice during this time period</li> </ul> <p><b>Trends:</b> We are extremely concerned about our attendance rate. As of now, we have 161 students on the path to being chronically absent. Our pupil personnel and student support teams are working to troubleshoot individual barriers as well as support Tier I interventions for the building.</p> <p>At the elementary level, our work is heavily focused on families and parents. We need to balance our communication of sending children to school while being safe during a global pandemic. We are regularly tackling quarantines based on community spread and battling</p>							

			<p>misinformation about COVID- 19 in the public. We know that having children physically present in our schools is the best model of learning for our students. Additionally, we need to do more communication around accessible testing locations, turn around times for results, and support families with ways to gain access to testing locations (i.e., bus stops, Uber, Lyft, etc.).</p> <p><b><u>Adjustment to Continuation Plan:</u></b></p> <p>We believe that the community engagement component of our continuation plan will support our efforts in this area. We know that we have to create a powerful communication system to support parents in knowing the value of students attending 90% or higher.</p>
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### Part III – Demonstrable Improvement Indicators-Level 2

Level 2 Indicators																								
Please list the school's Level 2 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific strategies and actions that will support progress toward the Demonstrable Improvement Indicators.																								
Quarterly Report #1 Reflection on Activities Completed for this Indicator during July 1, 2021 – October 15, 2021																								
Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> <li>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> </ul>																					
<b>Indicator 6</b>  Family and Community Engagement <a href="#">(DTSDE Tenet 6)</a>  <b>Progress Target:</b> 67% of the Tenet 6 Phase 2 indicators are common across the school and at least six Tenet 6 Phase 3 indicators are common across the school. *In addition, the school must also have 90% of the Phase 1 indicators common across the school.		<b>Strategy 3</b> <ul style="list-style-type: none"> <li>Full building implementation of ParentSquare as a two-way communication tool for Parents and School/Staff</li> </ul>	<b>Data:</b> <b>Tenet 6 Self Reflection -Family and Community Engagement:</b> <b>Phase 1:</b> <table border="1"> <tr> <td>Year</td> <td>2019-20</td> <td>2020-21</td> <td>2021-22 ( October)</td> </tr> <tr> <td>Percentage Met</td> <td>89.5% ( 17/19)</td> <td>94.74% ( 18/19)</td> <td>94.74% ( 18/19)</td> </tr> </table> <b>Phase 2:</b> <table border="1"> <tr> <td>Year</td> <td>2019-20</td> <td>2020-21</td> <td>2021-22 ( October)</td> </tr> <tr> <td>Percentage Met</td> <td>88% ( 22/25)</td> <td>96% ( 24/25)</td> <td>96% ( 24/25)</td> </tr> </table> <b>Phase 3:</b> <table border="1"> <tr> <td>Year</td> <td>2019-20</td> <td>2020-21</td> <td>2021-22 ( October)</td> </tr> </table>		Year	2019-20	2020-21	2021-22 ( October)	Percentage Met	89.5% ( 17/19)	94.74% ( 18/19)	94.74% ( 18/19)	Year	2019-20	2020-21	2021-22 ( October)	Percentage Met	88% ( 22/25)	96% ( 24/25)	96% ( 24/25)	Year	2019-20	2020-21	2021-22 ( October)
Year	2019-20	2020-21	2021-22 ( October)																					
Percentage Met	89.5% ( 17/19)	94.74% ( 18/19)	94.74% ( 18/19)																					
Year	2019-20	2020-21	2021-22 ( October)																					
Percentage Met	88% ( 22/25)	96% ( 24/25)	96% ( 24/25)																					
Year	2019-20	2020-21	2021-22 ( October)																					

			Percentage Met	68.7% ( 11/16)	87.5% ( 14/16)	87.5% ( 14/16)
			<b>Utilization of Parent Square App for Communication:</b> We officially launched ParentSquare in September 2021. This app allows us to post messages, send emails/texts from administrators to families and from teachers to families. Families are also able to dialogue/interact with posts.			
			<b>Data:</b>			
			ParentSquare by Month	September 2021	October 2021	
			Number of Unregistered Users of ParentSquare	271	161	
			Communication	September 2021	October 2021	
			Email	33%	56%	
			Text message	65%	44%	
			ParentSquare App	26%	33%	
			<b>Noticings:</b> We are beginning to see parents switch from standard text messages to email and App usage to increase tools within the platform.			
			Direct Message Usage by Month	September 2021	October 2021	
Actual of Numbers per Month	893	1617				

			<p><b><u>Trends:</u></b></p> <p>We have increased registered users for ParentSquare in Keane Elementary by 110 users since September 2021. Our verified communication rates with parents are shifting the platforms that parents are choosing to receive information from ParentSquare. The System offers additional visual benefits when using the App or logging in on a device with email and parents. Parents are able to receive messages in their preferred languages spoken in their home (127 options) currently the only language chosen by parents is English. To date, we have received 2,510 direct messages using this communication tool with Parents. Currently, we have 292 student families from Keane registered in our SIS System and only 5 of those families are in need of updated contact information to communicate through ParentSquare for a 100% contact rate for families.</p> <p><b><u>Adjustment to Continuation Plan:</u></b></p> <p>We believe that the community engagement component of our continuation plan will support our efforts in this area. We know that we have to create a powerful communication system to support our families. We will continue to explore the best methods for communicating with our families.</p>									
<p><b>Indicator 46</b></p> <p>3-8 ELA Black Level 2 and above Gap with non-Black Students</p> <p><b>Progress Target:</b> 19</p>		<p><b>Strategy 1, 2, 4</b></p> <ul style="list-style-type: none"><li>- PLCs began</li><li>- Teachers received PD in Heggerty, Foundations, Wit and Wisdom, LETRS,</li><li>- Scholastic Magazines Purchased</li><li>- STAR Testing began (closes 10/28)</li><li>- Diagnostics Began (LETRS, Heggerty)</li><li>- Data Day - Disaggregated by Subgroup</li></ul>	<p><b><u>Data:</u></b></p> <p>Below are charts that compare the gap between Black or African American students versus non-Black or African American students on STAR Reading.</p> <p><b>STAR Reading Grades 3-5 by Fall Administration:</b> Black Gap with non-Black Student</p> <p><b>Grades 3-5:</b></p> <table><tr><th>Recorded Group</th><th>MIP</th><th>Percent Proficient</th></tr><tr><td>Black or African American Students n=45</td><td>87.78</td><td>15.56% ( 7 students)</td></tr><tr><td>Non-Black or African American Students n=106</td><td>107.08</td><td>21.70% (23 Students)</td></tr></table>	Recorded Group	MIP	Percent Proficient	Black or African American Students n=45	87.78	15.56% ( 7 students)	Non-Black or African American Students n=106	107.08	21.70% (23 Students)
Recorded Group	MIP	Percent Proficient										
Black or African American Students n=45	87.78	15.56% ( 7 students)										
Non-Black or African American Students n=106	107.08	21.70% (23 Students)										

			<b>GAP</b>	<b>19.30</b>	<b>6.14%</b>
			<b>STAR Reading by Grade Level and Fall Administration: Black Gap with non-Black Student</b>		
			<b>Grade 3:</b>		
			<b>Recorded Group</b>	<b>MIP</b>	<b>Percent Proficient</b>
			Black or African American Students n=9	111.11	0.00% ( 0 Students)
			Non-Black or African American Students n=42	116.67	33.33% (14 Students)
			<b>GAP</b>	<b>5.56</b>	<b>33.33%</b>
			<b>Grade 4:</b>		
			<b>Recorded Group</b>	<b>MIP</b>	<b>Percent Proficient</b>
			Black or African American n=14	85.71	14.29% ( 2 Students)
			Non-Black or African American Students n=36	87.5	8.33% (3 Students)
			<b>GAP</b>	<b>1.78</b>	<b>5.95%</b>
			<b>Grade 5:</b>		
			<b>Recorded Group</b>	<b>MIP</b>	<b>Percent Proficient</b>
			Black or African American n=22	79.55	22.73% (5 Students)
			Non-Black or African American Students n=28	117.86	21.43% (6 Students)

			<table><tr><td>GAP</td><td>38.31</td><td>1.30%</td></tr></table> <p><b>Trends:</b> When we analyze the data, it appears that we are close to our target for the gap that exists between Black and nonblack students on our STAR reading assessment. However, when we break the data into grade levels, we can clearly see a large gap that exists in our 5th grade recorded groups. We know that extra attention to data disaggregation must occur at this grade level.</p> <p><b>Adjustment to Continuation Plan:</b> We do not see a need to change our continuation plan at this time. However, when engaging in our PLCs we will make certain that our 5th-grade team continues to analyze all data sources by subgroup/recorded group.</p>	GAP	38.31	1.30%												
GAP	38.31	1.30%																
<p><b>Indicator 54</b></p> <p>3-8 Math ED Level 2 and above Gap with non-ED Students</p> <p><i>Progress Target:</i> 25</p>		<p><b>Strategy 1, 2, 4</b></p> <ul style="list-style-type: none"><li>- PLCs began</li><li>- Teachers received Eureka Math Workbooks for students aligned to curriculum</li><li>- Purchased Reflex Math for teachers</li><li>- STAR Testing began (closes 10/28)</li><li>- Data Day: Disaggregated by Subgroup</li></ul>	<p><b>Data:</b> Below are charts that compare the gap between Economically Disadvantaged students versus non-disadvantaged students on STAR Math.</p> <p><b>STAR Math Grades 3-5 by Fall Administration:</b> ED Gap with non-ED Students</p> <p><b>Grade 3-5:</b></p> <table><tr><td>Recorded Group</td><td>MIP</td><td>Percent Proficient</td></tr><tr><td>ED Students n=106</td><td>66.98</td><td>15.09% ( 16 students)</td></tr><tr><td>Non-ED Students n=45</td><td>120</td><td>22.22% ( 10 students)</td></tr><tr><td>GAP</td><td>53.02</td><td>7.13%</td></tr></table> <p><b>STAR Math Grade Level by Fall Administration:</b> ED Gap with non-ED Students</p> <p><b>Grade 3:</b></p> <table><tr><td>Recorded Group</td><td>MIP</td><td>Percent Proficient</td></tr></table>	Recorded Group	MIP	Percent Proficient	ED Students n=106	66.98	15.09% ( 16 students)	Non-ED Students n=45	120	22.22% ( 10 students)	GAP	53.02	7.13%	Recorded Group	MIP	Percent Proficient
Recorded Group	MIP	Percent Proficient																
ED Students n=106	66.98	15.09% ( 16 students)																
Non-ED Students n=45	120	22.22% ( 10 students)																
GAP	53.02	7.13%																
Recorded Group	MIP	Percent Proficient																

			ED Students n=38	72.37	18.42% ( 7 students)
			Non-ED Students n=13	123.08	30.77% ( 4 students)
			<b>GAP</b>	<b>50.71</b>	<b>12.35%</b>
			<b>Grade 4:</b>		
			<b>Recorded Group</b>	<b>MIP</b>	<b>Percent Proficient</b>
			ED Students n=38	57.89	10.53% ( 4 students)
			Non-ED Students n=12	112.50	8.33% ( 1 student)
			<b>GAP</b>	<b>54.61</b>	<b>2.19%</b>
			<b>Grade 5:</b>		
			<b>Recorded Group</b>	<b>MIP</b>	<b>Percent Proficient</b>
			ED Students n=30	71.67	16.67% ( 5 students)
			Non-ED Students n=20	122.5	25.00% ( 5 students)
			<b>GAP</b>	<b>50.83</b>	<b>8.33%</b>
			<b>Trends:</b>		
			We do have a significant gap between our economically disadvantaged students and our non-economically disadvantaged students. This gap is equally present among grades 3, 4, and 5.		
			<b>Adjustment to Continuation Plan:</b>		
			We do not see a need to adjust our continuation plan, however, we will work with our 21st-century after-school program to ensure that the economically disadvantaged population in grades 3, 4, and 5 are actively recruited for this program as well as others that we offer.		

<div>Indicator 94</div> <div>Providing 200 hours of quality Extended Day Learning Time (ELT)</div> <div>Progress Target: See the ELT Implementation Rubric.</div>		<div>Strategy 3, 4</div> <div><div><div>- Summer Program</div><div>- 21st Century Program</div><div>- Morning Supervision</div></div></div>	<div>Data:</div> <div>21st Century:</div> <div>The 21st Century After School Program started October 12, 2021. The Program is in-person this year at William C. Keane Elementary School. To date, 50 students are enrolled in the program from grades 3 through 5 and students have had the opportunity to engage in 12 hours of programming so far.</div> <div>Summer Enrichment Program:</div> <div>The Summer Enrichment Program ran from July 12th to August 6th from 8 to 4:30 pm Monday through Friday. Students grades K through Grade 5 had the opportunity to engage in 170 hours of extended learning time.</div> <table><tr><th>Grade Level 2021--22</th><th>Number of Students</th></tr><tr><td>Kindergarten</td><td>0</td></tr><tr><td>Grade 1</td><td>6</td></tr><tr><td>Grade 2</td><td>7</td></tr><tr><td>Grade 3</td><td>8</td></tr><tr><td>Grade 4</td><td>4</td></tr><tr><td>Grade 5</td><td>15</td></tr><tr><td>Total</td><td>40</td></tr></table> <div></div> <table><tr><th>Grade Level 2021-22</th><th>Percent in Attendance</th></tr><tr><td>Kindergarten</td><td>NA</td></tr></table>	Grade Level 2021--22	Number of Students	Kindergarten	0	Grade 1	6	Grade 2	7	Grade 3	8	Grade 4	4	Grade 5	15	Total	40	Grade Level 2021-22	Percent in Attendance	Kindergarten	NA
			Grade Level 2021--22	Number of Students																			
			Kindergarten	0																			
			Grade 1	6																			
			Grade 2	7																			
			Grade 3	8																			
			Grade 4	4																			
			Grade 5	15																			
			Total	40																			
			Grade Level 2021-22	Percent in Attendance																			
Kindergarten	NA																						

		Grade 1	62.50%
		Grade 2	74.49%
		Grade 3	78.93%
		Grade 4	65.00%
		Grade 5	75.25%
		Total	72.92%
		A total of 22 students attended 80% or more of the Summer Enrichment Program.	
<b>Keane Summer Program:</b> Students at William C. Keane Students also had the opportunity to engage in 20 hours per week for 4 weeks during the Keane Dragons Summer Camp at one of our Schenectady Schools - Steinmetz Career and Leadership Academy (SCLA) a total of 80 extended learning time hours. The program ran Monday through Friday 8 am to 2 pm for staff and 9 am-1 pm for students.			
There were a total of 14 students that participated in the Summer Program.			
10 out of 14 improved their attendance based on pre-program data and attendance results at the end of the program, measuring a 71% success rate.			
<b><u>Trends:</u></b> We were able to offer summer programming to 62 students this summer. The students identified for the Dragon Camp were specifically targeted due to attendance rates that			



			<p>hovered around 30%. While we did not get a 100% success rate for that program, we were able to increase the daily attendance rate for 100% of those students.</p> <p>Our Summer Enrichment Program also provided students with academic and social programming throughout the summer and those students averaged a 72.9% attendance rate.</p> <p>We are excited that our 21st Century program has already attracted 50 students to the program and we just launched Oct 12. We believe that this program will continue to attract more students as we move into the winter months.</p> <p><b><u>Adjustment to Continuation Plan:</u></b></p> <p>At this time, we do not have a plan to adjust our continuation plan to address this area of improvement.</p>																				
<p><b>Indicator 102</b></p> <p>3-8 ELA Black Core Subject PI</p> <p><b>Progress Target:</b> 62.5</p>		<p><b>Strategy 1, 2, 4</b></p> <ul style="list-style-type: none"> <li>- PLCs began</li> <li>- Teachers received PD in Heggerty, Foundations, Wit and Wisdom, LETRS,</li> <li>- Scholastic Magazines Purchased</li> <li>- STAR Testing began (closes 10/28)</li> <li>- Diagnostics Began (LETRS, Heggerty)</li> <li>- Data Day - Disaggregated by Subgroup</li> </ul>	<p><b><u>Data:</u></b></p> <p>Below are charts that reflect the performance of our Black or African American students on STAR Reading Administration for Fall 2019, Fall 2020, and Fall 2021.</p> <p><b>STAR Reading Grades 3-5 by Fall Administration for Black or African American Recorded Group</b></p> <table> <tr> <th>STAR Administration</th><th>Fall 2019 n=63</th><th>Fall 2020 n=59</th><th>Fall 2021 n=45</th></tr> <tr> <td><b>MIP Grades 3-5</b></td><td>108.73</td><td>115.25</td><td>87.78</td></tr> <tr> <td><b>Percent Proficient Grades 3-5</b></td><td>23.81% ( 15 Students)</td><td>30.51%(18 Students)</td><td>15.56% ( 7 students)</td></tr> <tr> <td><b>Percent Tested</b></td><td>96.83%</td><td>88.14%</td><td>93.33%</td></tr> </table> <p><b>Grade 3:</b></p> <table> <tr> <th>STAR Administration</th><th>Fall 2019 n=20</th><th>Fall 2020 n=17</th><th>Fall 2021 n=9</th></tr> </table>	STAR Administration	Fall 2019 n=63	Fall 2020 n=59	Fall 2021 n=45	<b>MIP Grades 3-5</b>	108.73	115.25	87.78	<b>Percent Proficient Grades 3-5</b>	23.81% ( 15 Students)	30.51%(18 Students)	15.56% ( 7 students)	<b>Percent Tested</b>	96.83%	88.14%	93.33%	STAR Administration	Fall 2019 n=20	Fall 2020 n=17	Fall 2021 n=9
STAR Administration	Fall 2019 n=63	Fall 2020 n=59	Fall 2021 n=45																				
<b>MIP Grades 3-5</b>	108.73	115.25	87.78																				
<b>Percent Proficient Grades 3-5</b>	23.81% ( 15 Students)	30.51%(18 Students)	15.56% ( 7 students)																				
<b>Percent Tested</b>	96.83%	88.14%	93.33%																				
STAR Administration	Fall 2019 n=20	Fall 2020 n=17	Fall 2021 n=9																				

			<b>MIP Grades 3</b>	92.5	114.71	111.11
			<b>Percent Proficient Grades 3</b>	15.00% ( 3 Students)	29.41% ( 5 students)	0.00% (0 Students)
			<b>Percent Tested</b>	100%	88.24%	77.78%
			<b>Grade 4:</b>			
			<b>STAR Administration</b>	Fall 2019 n=22	Fall 2020 n=19	Fall 2021 n=14
			<b>MIP Grades 4</b>	118.18	100	85.71
			<b>Percent Proficient Grades 4</b>	36.36% ( 8 Students)	21.05% (4 Students)	14.29% (2 Students)
			<b>Percent Tested</b>	95.45%	96.74%	100%
			<b>Grade 5:</b>			
			<b>STAR Administration</b>	Fall 2019 n=21	Fall 2020 n=23	Fall 2021 n=22
			<b>MIP Grades 5</b>	114.29	128.26	79.55
			<b>Percent Proficient Grades 5</b>	19.05% ( 4 Students)	39.13% ( 9 Students)	22.73% (5 Students)
			<b>Percent Tested</b>	95.24%	82.61%	95.45%
			<b>Trends:</b>			
			Overall, we have noticed a decrease in the number of students reaching proficiency in reading based on our STAR screener. This trend also holds true as we disaggregate to our Black subgroup. When we review data for a grade level comparison, there is a decrease			

		<p>and when we look by cohort, we notice an increase and that is promising. Our data office is running a report to determine how many of the students in Grade 3 who were proficient in the fall of 2019 are still proficient in the fall of 2021. As we look at the data by grade level, we know additional attention is needed with our fourth-grade students.</p> <p>We also know that the STAR reading assessment does not assess writing and will, therefore, study our ELA interim data to get a more accurate understanding of how our Black students are performing.</p> <p>As a result, we are going to use Fall 2021 as our baseline data for our students returning to fully in-person instruction for the year.</p> <p><b><u>Adjustment to Continuation Plan:</u></b></p> <p>We do not see a need to change our continuation plan at this time. However, when engaging in our PLCs we make certain that our grade-level teams continue to analyze all data sources by subgroup/recorded group.</p>
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Part IV – Community Engagement Team (CET)

<p><b><u>Community Engagement Team (CET)</u></b></p>
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*The role of the Community Engagement Team is to be active thought partners in contributing to and supporting the development of recommendations for school improvement through public engagement. Recommendations made by the CET, including how the school community was engaged to seek input/feedback to guide implementation of the school's improvement plan, should be addressed in response to the prompts below.*

### Report Out of 2021-22 CET Plan Implementation

<ul style="list-style-type: none"> <li>List the categories of stakeholders that have participated as members this reporting period.</li> <li>Include any changes made to the CET's membership since the development of the 2021-2022 continuation plan. Include the role/title of any new members.</li> </ul>	<p>Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school's improvement plan.</p>
<p>Kerri Messler - Principal Abby Turcotte - Instructional Supervisor Al Tompkins - Parent Liaison Coordinator Ameera Crellin - Social Worker Charito Haines - Grade 2 Teacher Elin Mattfeld - Student Support Teacher Johan Matthews - Parent Linda Garrigan - Grade 1 Teacher Louise DiFabbio - Boys and Girls Club Michele Hogan - Assistant Director of Planning and Accountability Michelle Steinbeiser - Grade K teacher Natalie Cable - Data Manager Melissa Hughes - Parent</p>	<p>Data was shared with the team and the team was given time for feedback. The team asked for:</p> <ul style="list-style-type: none"> <li>- more disaggregation of attendance data - quarantine, COVID +, sent home due to symptoms related to COVID</li> <li>- view of ELA and Math data by cohort</li> <li>- mobility rate</li> <li>- list of community events - a compilation of information - where do kids go in the evenings? weekends?</li> </ul> <p>The team has recommended:</p> <ul style="list-style-type: none"> <li>- create more excitement about coming to school - how do we make school a place where everyone wants to be</li> <li>- attendance is really about parents at the elementary level - how do we communicate to parents the importance of coming to school even in a global pandemic?</li> <li>- Continue to brainstorm ways to engage parents</li> <li>- hire more paraprofessionals</li> </ul>

## Part V - Receivership Powers

**Powers of the Receiver** Provide a summary of the use of the School Receiver's powers during this reporting period.

N/A

## Part VI – Assurance and Attestation

By signing below, I attest to the fact that the information in this Receivership Quarterly Report is true and accurate to the best of my knowledge; and that all requirements with regard to public hearings and the Community Engagement Teams, as per Commissioners Regulation §100.19 have been met.

Name of Receiver (Print): \_\_\_\_\_  
 Signature of Receiver: \_\_\_\_\_  
 Date: \_\_\_\_\_

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



Name of CET Representative (Print): \_\_\_\_\_  
Signature of CET Representative: \_\_\_\_\_  
Title of CET Representative: \_\_\_\_\_  
Date: \_\_\_\_\_