**New York State EDUCATION DEPARTMENT**
Knowledge > Skill > Opportunity

**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 |
|---|---|---|---|
| Marva J. Daniel Futures Preparatory School #37 | Buffalo City School District | Dr. Pascal Mubenga | January 30, 2026 |

| School Leader | District Hyperlink to this Report | | *High Schools Only* Overall Graduation Rate (The most recent 4-Year June and August graduation rates) | |
|---|---|---|---|---|
| Rashida Walls | Documents \| BUFFALO | | June NA % | August NA % |

## 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, L2RPT

Date of Capture: 1.21.26

SWD: 26%

Total Current Enrollment/Registrant Counts: N = 340

ELL: 17%

**SWDs who are also ELLs:**

N = / %

| Attendance | | | | |
|---|---|---|---|---|
| | **2022-2023** | **2023-2024** | **2024-2025** | **2025-2026** |
| **Average Daily Attendance** | 80% | 80% | 80% | 83% |
| **Accountability Attendance Levels** | | | | |
| | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **2024-2025 *Report from SIRS 116** | 186 | 56 | 61 | 28 |
| **2025-2026 *Report from Student Management System** | 140 | 58 | 65 | 64 |

| Suspension Rate and Number by Category | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **2022-2023** | | **2023-2024** | | **2024-2025** | | **2025-2026** | |
| | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** |
| **Out-of-School Suspensions** | 26 | 6% | 86 | 20% | 83 | 22% | 16 | 5% |
| **Duplicated Suspensions** | 8 | 21% | 43 | 26% | 43 | 25% | 1 | 5% |
| **Unduplicated Suspensions** | 18 | 46% | 43 | 26% | 40 | 23% | 15 | 79% |
| **ELL Suspensions** | 1 | 3% | 6 | 4% | 10 | 6% | 2 | 11% |
| **SWD Suspensions** | 12 | 31% | 31 | 18% | 43 | 25% | 5 | 26% |

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Receivership, 2025-2026 Q2 Report/OISR-121525
(As required under Section 211(f) of NYS Ed. Law)          *Marva J. Daniel Preparatory School #37*

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

| Graduation Rates | | | |
|---|---|---|---|
| | _2022-2023_ | _2023-2024_ | _2024-2025_ |
| Total Cohort | n/a | n/a | n/a |
| ELL Grad. Rate | n/a | n/a | n/a |
| SWD Grad. Rate | n/a | n/a | n/a |

| Drop Out Rates | | | |
|---|---|---|---|
| | _2022-2023_ | _2023-2024_ | _2024-2025_ |
| Total Cohort | n/a | n/a | n/a |

| 3-8 ELA Outcomes | | | | | |
|---|---|---|---|---|---|
| | Outcomes SY | Level 1 | Level 2 | Level 3 | Level 4 |
| All Students | 2025 | 60% | 20% | 17% | 4% |
| | 2024 | 61% | 25% | 10% | 4% |
| SWD | 2025 | 93% | 5% | 2% | 0% |
| | 2024 | 93% | 7% | 0% | 0% |
| ELLs | 2025 | 55% | 29% | 16% | 0% |
| | 2024 | 74% | 24% | 3% | 0% |

| 3-8 Math Outcomes | | | | | |
|---|---|---|---|---|---|
| | Outcomes SY | Level 1 | Level 2 | Level 3 | Level 4 |
| All Students | 2025 | 61% | 24% | 14% | 2% |
| | 2024 | 65% | 20% | 13% | 2% |
| SWD | 2025 | 81% | 15% | 3% | 0% |
| | 2024 | 91% | 9% | 0% | 0% |
| ELLs | 2025 | 68% | 19% | 10% | 3% |
| | 2024 | 67% | 19% | 14% | 0% |

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*__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.*

$$Out\ of\ School\ Suspension\ Rate\ \% = \frac{Number\ of\ Students\ with\ at\ Least\ 1\ Day\ Suspension}{Total\ Enrollment\ as\ of\ BEDS\ Day}\ x\ 100$$

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

$$Duplicated\ Suspension\ Rate\ \% = \frac{Number\ of\ Students\ Suspended\ More\ Than\ One\ Time}{Total\ Number\ of\ Suspensions}\ x\ 100$$

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

$$Unduplicated\ Suspension\ Rate\ \% = \frac{Number\ of\ Students\ Suspended\ Out\ of\ School\ Only\ One\ Time}{Total\ Number\ of\ Suspensions}\ x\ 100$$

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

$$ELL\ Suspension\ Rate\ \% = \frac{Number\ of\ ELL\ Students\ Suspended\ at\ Least\ One\ Time}{Total\ Number\ of\ Suspensions}\ x\ 100$$

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

$$SWD\ Suspension\ Rate\ \% = \frac{Number\ of\ SWDs\ Suspended\ at\ Least\ One\ Time}{Total\ Number\ of\ Suspensions}\ x\ 100$$

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

*Marva J. Daniel Preparatory School #37*

| Lead Strategy 1 | **Level 1**<br>*3-8 ELA All students MGP<br><br>*3-8 ELA All students Core Subject<br><br>*3-8 ELA ED Core Subject<br><br>*3-8 Math All Students Core Subject<br><br>**Level 2**<br>*3-8 Math SWD<br><br>*3-8 ELA Ell Core Subject<br><br>*3-8 Math Ell Core Subject<br><br>*3-8 Math ED Core Subject | **1. Monthly Standards-Based Math Assessments** | **1. Monthly Standards-Based Math Assessments** | **1. Monthly Standards-Based Math Assessments** |
|---|---|---|---|---|
| Leveraging data-driven decision-making to identify student needs and guide instructional priorities. A tiered system of support, paired with frequent checks for understanding, will ensure timely, targeted interventions that improve student outcomes. | | The instructional coach developed monthly standards-based assessments to measure the academic achievement of students in RTI groups. These assessments were administered by teachers in November, December, and January.<br><br>The tests were created in eDoctrina, as the platform closely mirrored the electronic format of the New York State assessments, provided students with familiar testing experience and ensuring alignment with state standards. | The implementation of monthly standards-based math assessments has positively influenced student progress by providing teachers with a clear understanding of which high priority standards students have mastered, and which require additional focus. This information allows teachers to tailor instruction during RtI periods to address specific gaps aligned to heavily tested standards.<br><br>The instructional coach held individual meetings with teachers responsible for Tier 1 math instruction during RtI to review expectations for assessment administration and to support planning based on the most frequently assessed standards.<br><br>As a refinement to this strategy, there is a plan to incorporate extended response questions into the assessments and to administer the assessment to all students in grades 3–8 during their math RtI block.<br><br>Tier 1 Assessments<br>Overall student performance improved from October (35.40%) to December (42.13%), showing a gain of about 6.7 percentage points. However, assessment scores in January (38.06%) declined from December, though it remained higher than October, indicating overall growth across the three months. Students in grades 3 and 8 showed consistent, steady growth over the assessment period. | **Next Steps**<br>• Keep Tier 1 standards-based math assessments.<br>• Continue standards-based assessments with students receiving Tier 1 instruction during Math RtI.<br>• A building assessment calendar will be created by the leadership team and disseminated by February 6, 2026.<br>• The leadership team will monitor all monthly standards-based assessments in eDoctrina for completion percentages.<br>• Data dives during faculty meetings with the staff once per month to include scoring collaborations and action planning.<br>• Coaching tool walkthrough look-fors will include evidence of reteaching based on data from assessments during RtI.<br>• Introduce monthly standards-based assessments and integrate with iReady growth monitoring.<br>• Due to delay in release of assessment, assign iReady growth monitoring test first week of February. |

| | | | | |
|---|---|---|---|---|
| | | | Across grade levels, students demonstrated the greatest challenges with standards related to fractions. In grade 3, 83% of students have not yet mastered Standard 3.NF.3c, which requires students to explain the equivalence of fractions and compare fractions by reasoning about their size. Similarly, in grade 4, 64% of students have not yet mastered Standard 4.NF.1, which focuses on explaining why a fraction is equivalent to another fraction using visual fraction models. In grades 6 and 7, approximately 50% of students were able to correctly compute quotients involving fractions (6.NS.1) and determine unit rates associated with ratios of fractions (7.RP.1). | |
| | | **2. Grade Level Meetings/Common Planning Time**<br>The leadership team, which included members of the administrative team, developed grade-level topics to address trends identified in academic data. These targeted discussions aim to ensure that instructional strategies and supports are aligned with student needs and focused on improving academic outcomes. | **2. Grade Level Meetings/ Common Planning Time**<br>Grade-level meetings have supported student progress by providing teachers with dedicated time to analyze data from DIBELS assessments, exit tickets, and other student work samples. These meetings have also offered professional development on creating assessments, assigning them, and accessing reports within eDoctrina, our online assessment platform. Additionally, we have refined common planning periods to incorporate teacher choice. Each option aligns with instructional trends the leadership | **2. Grade Level Meetings/ Common Planning Time**<br>**Next Steps**<br>• Continue to identify and address any trends in the same content area across grade levels<br>• Continue data analysis routines during grade level meetings and common planning times |

team has identified as priorities for improvement, ensuring that planning time remains both collaborative and strategically focused to improve academic outcomes.

MOY DIBELS Phoneme Segmentation Fluency
MOY DIBELS Basic Comprehension (MAZE)
After a closer examination of individual probes in each grade level, it was determined that 90% of students in grades K and 1 are struggling with phoneme segmenting. In grades 3 and 4, it was noted that 70% of students scored at the intensive level on the MAZE probe, a reading comprehension assessment measuring understanding, syntax and vocabulary.

ELA Coaching Tool
There was an improvement in the number of classrooms visited that demonstrated evidence of the culture of learning having been established, increasing from 83% of classrooms in quarter 1 to 95% of classrooms in quarter 2. However, a closer examination of feedback provided to the teachers indicates the need for an increase in checks for understanding and less teacher talk.

Math Coaching Tool
Math Coaching Tool data showed a modest increase in classrooms where students explained their

- Include monthly standards-based assessment data analysis to be addressed during RtI periods
- Maintain teacher choice for common planning time, grounded by trends identified by the instructional coaching tool
- Continue to email staff clear expectations and agendas for upcoming grade level meetings and common planning times outlining any resources needed in preparation of meetings
- Ensure teachers are following the Reading Instructional Guide and delivering Heggerty lessons with fidelity to strengthen instruction in phone awareness
- Survey teachers to identify if additional support is needed
- Improvement in walk-through indicators
- Standards mastery increases by 5% monthly

thinking, rising from 71% in Quarter 1 to 74% in Quarter 2.

**3. Modeled Lessons Based on Coaching Tool Data**

The administrative team utilized coaching tool data to identify the most qualified teachers to provide modeled lessons for their peers. This practice began in January 2026 with the first cycle of implementation. The initial modeled lesson focused on a schoolwide trend related to pacing during word and sentence dictation, provided teachers with strategies to improve instructional timing and effectiveness.

**3. Modeled Lessons Based on Coaching Tool Data**

Teacher modeled lessons have positively influenced instructional progress by directly addressing the slow pacing observed in components of the Orton Gillingham lessons during administrative walkthroughs. After identifying this concern, the administrative team provided targeted feedback to each grade level team and offered a model lesson demonstrating appropriate pacing and lesson flow. Following the model lesson, grade level teams were given time to debrief, reflect on what they observed, and discuss how to replicate the strategies in their own classrooms. The administrative team then conducted follow-up classroom visits to ensure implementation and provide additional support as needed.

[ELA Coaching Tool](#)

While opportunities for independent reading and writing increased, coaching tool data indicates that differentiation remains a significant area of need, with only 38% of observed classrooms demonstrating differentiated activities or adjusted questioning to meet diverse student needs.

**3. Modeled Lessons Based on Coaching Tool Data**

**Next Steps**

- Continue using the instructional coaching tool to identify focus areas
- Reinforce the practice of having teachers with instructional strengths model lessons for peers
- Strengthen teacher confidence by highlighting existing individual strengths and creating a positive culture around peer-led demonstration lessons
- Expand model lessons to all grade levels and content areas beginning with teachers who consistently demonstrate strong practice in the coaching tool data
- Provide teachers with a simple template outlining lesson focus, look-fors, and questions.
- Coaching support to help teachers prepare and reflect on model lessons
- Increase in the number of teachers implementing the modeled strategy evidenced by the coaching tool

|  |  | **4. Math Instruction Survey**<br>An anonymous survey was created by the administrative team and given to the teachers to identify areas for professional development. The survey was given to the staff in December 2025. The instructional coach identified trends in the survey to focus professional development on. The instructional coach facilitated professional development in grade level meetings and one paid faculty meeting to address the needs of the staff. The results of the survey were shared with the staff at the January faculty meeting. | **4. Math Instruction Survey**<br>The instructional math survey identified several areas where teachers need additional support with the Reveal program. The top areas of concern will be addressed during upcoming grade level meetings, as well as through a Saturday professional development session designed to deepen teacher understanding and strengthen implementation.<br><br>[Math Instruction Survey Results](#)<br>30% of teachers reported needing the most support with navigating the digital platform and integrating technology, while 20% of requested additional support with providing differentiation using the Reveal program. | • Improved student outcomes in areas connected to the model lesson<br><br>**4. Math Instruction Survey**<br>**Next Steps**<br>• Continue using results from the math instruction survey to identofy additional teacher needs<br>• Continue using anonymous surveys to get honest teacher feedback for all content areas to include ELA, science and social studies<br>• Analyze data from future surveys and plan professional development around results<br>• Regularly share survey results with the staff at faculty meetings<br>• Increase teacher participation in survey completion |
| | | **5. Coaching Tool Feedback Sessions**<br>The administrative team conducted individual feedback sessions twice per month with teachers to review coaching tool data, provide instructional suggestions, and discuss student performance data. Additionally, once per month, both building reading teachers and the building math teacher received targeted feedback on | **5. Coaching Tool Feedback Sessions**<br> Coaching tool feedback sessions have supported progress by providing individualized conversations with teachers about their students' performance, as reflected in current data and walkthrough observations. These meetings serve as a space to discuss, refine, and plan student specific supports to ensure that instructional decisions are responsive to student needs and aligned to ongoing data trends. | **5. Coaching Tool Feedback Sessions**<br>**Next Steps**<br>• Maintain scheduled biweekly feedback sessions<br>• Continue using the coaching tool to provide individual teacher feedback |

| | | monitored data. These sessions also served as an opportunity for teachers to check in with administrators and address any instructional concerns or needs. | **Literacy Coaching Tool**<br>According to data collected using the district's coaching tool, in 95% of the classrooms visited students were using district materials and in 87% of classrooms, students were reading independently. However, the evidence of differentiation existed in about 38% of classrooms.<br><br>**Math Coaching Tool**<br>According to data collected using the district's coaching tool, in all classrooms visited a culture of learning has been established and in 95% of classrooms, students were engaged in grade-level mathematics. However, the evidence of differentiation only existed in about 42% of classrooms.<br><br>**MOY DIBELS**<br>There was a decrease in the number of students needing intensive support from 63% of students at BOY to 56% of students at MOY.<br><br>**6. Explicit Direct Instruction** | • Require teachers to bring student work samples (exit tickets, writing samples, DIBELS reports) to sessions<br>• Create an agenda for each feedback session<br>• Upload evidence and action plan from session into a shared drive to track progress<br>• Reduce students at the intensive level (by 10% MOY to EOY-DIBELS) and students at 3 or more grade levels below (10% BOY to MOY-iReady). |

**6. Explicit Direct Instruction**

Professional learning sessions are held every third grade level cycle and focus on targeted components of Explicit Direct Instruction. These sessions are facilitated by either the instructional coach or a member of the administrative team, with topics for both grade level and common planning meetings communicated to staff in advance by the instructional coach. To support deeper understanding and effective implementation, Explicit Direct Instruction texts were purchased over the summer using receivership funds, providing the leadership team and designated teacher leaders with the resources needed to strengthen instructional practices schoolwide.

The Explicit Direct Instruction (EDI) focus on Checking for Understanding (CFU) has played a key role in improving progress toward mastery of reading and math concepts and standards. By embedding CFU throughout the lesson cycle—not just at the end—teachers are able to gather real-time information about student learning. This enables them to immediately correct misconceptions, adjust pacing, and provide targeted support before students practice errors or move on without a firm understanding of the skill or concept.

To support this work, professional development is provided every third cycle during grade level meetings. This year, the EDI focus has been intentionally narrowed to emphasize Checking for Understanding. By concentrating on this single, high leverage component, teachers are able to deepen their practice through modeling, collaborative planning, and follow-up coaching. This targeted approach ensures that CFU becomes a consistent and effective part of daily instruction across classrooms.

**7. Middle-of-Year DIBELS Assessment (Grades K-4)**

The middle-of-year DIBELS assessment for grades K–4 supports progress toward ELA mastery by providing reliable midyear data on foundational literacy skills, allowing teachers to determine whether

**6. Explicit Direct Instruction**
<u>Next Steps</u>
- Maintain the focus on checking for understanding as one component for explicit direct instruction
- Continue monitoring CFU routines (turn-and-talks, exit tickets, whiteboards, choral response)
- Utilize the district's Instructional Coaching Tool ("Culture of Learning") to gauge teachers' deliberate checking for understanding, focusing feedback on that priority rather than scoring all components holistically

**7. Middle-of-Year DIBELS Assessment (Grades K-4)**

An assessment was administered by the assessment team during the week of January 5, 2026. The team—comprised of building reading teachers and two ENL teachers—ensured consistency and fidelity in all testing practices. Each team member was assigned a specific grade level, which streamlined administration and maintained standardized procedures. Because of this structured model, instructional loss was minimized throughout the building, as students were assessed only during their regularly scheduled pullout times.

students are on track with key indicators and to adjust instruction or interventions as needed. Prior to testing, classroom teachers received support during grade level meetings to norm progress monitoring practices, ensuring data leading up to the assessment was accurate and consistent. The MOY assessment itself was administered by the testing team to ensure fidelity and standardized conditions, resulting in dependable benchmark data to guide next steps in literacy instruction.

[DIBELS MOY Data](#)

According to MOY DIBELS assessment, 56% of all students in grades K-4 are well below benchmark, 21% of students are below benchmark and 23% of students are at or above benchmark. The percentage of students well below benchmark is 7% lower than BOY. A closer examination of individual probes indicated that 90% of students in grades K and 1 scored at the intensive level on phonemic segmentation fluency as compared to 56% of students at BOY.

**8. iReady Professional Development**

The iReady professional development on creating standards mastery assessments and action plans supported the goal of identifying individual student needs by equipping teachers with the skills to design,

**7. Middle of Year DIBELS Assessment**
**Next Steps**

- Reinforce daily phonological awareness routines using Heggerty lessons
- Continue to follow the district's DIBELS progress monitoring calendar and action planning using the data during grade level meetings
- Conduct biweekly reading walkthroughs to ensure Heggerty lessons are being used with fidelity
- Identify a teacher to model a Heggerty lesson to grades K-2
- Progress monitor PSF probe in DIBELS

**8. iReady Professional Development**
In December, the Director of Shared Accountability facilitated an iReady professional development session attended by 22 teachers and all three administrators. During the training, participants created standards mastery assessments and developed action plans using the resulting data to inform instructional decisions and support student growth.

analyze, and respond to standards aligned data. As a result, teachers were able to review the assessments they created, assign targeted activities, and develop instructional plans to address gaps in achievement. Because the middle-of-year assessment was delayed to late February/early March, monthly standards-based assessments in reading and math will be administered to track progress and determine appropriate tiered instructional groups for each student.

**8. i-Ready Professional Development**
**Next Steps**
- Discontinue the scheduled topic of MOY i-Ready action planning, as scores will not be available
- Refocus PD on interpreting standards mastery results
- Create a PD feedback survey to be given at the end of the PD on 2/7/2026

**9. Math League Participation**
Students in grades 3–8 participated in Math League this year. The first meet was held in November, with additional meets scheduled monthly through February. The grades 3–4 and 5–6 teams, each composed of six students, are coached by the building math teacher, while the grades 7–8 team, consisting of nine students, is coached by a 7th grade 6:1:1 teacher. Coaches meet with their teams during AIS time in their classrooms, where they provide practice questions and facilitate collaborative

**9. Math League Participation**
Participation in Math League supports students in meeting their individual learning goals by providing regular opportunities to engage with rigorous, standards aligned tasks in a small group setting. Because the league is organized by the district's math department and provides all instructional materials to coaches, teachers can focus on facilitating problem-solving, guiding strategic thinking, and conducting quick checks for understanding throughout each session. These ongoing, informal assessments allow coaches to identify misconceptions in real time and offer targeted support, resulting in clearer conceptual

**9. Math League Participation**
**Next Steps**
- Continue with the three-team structure (Grades 3-4, 5-6, 7-8) with dedicated coaches who have built relationships with the students
- Maintain once-per-cycle coaching sessions ensuring students have consistent access to support
- Give the coaches time in their schedules to plan together

| | | problem-solving to prepare students for competition. | understanding and improved outcomes for participating students. | |
|---|---|---|---|---|
| | | **10. SPED Grade Level Meetings**<br>Grade level meetings for special education teachers were held once every six-day cycle to address topics specific to the needs of the special education department. During this quarter, these meetings were facilitated by the instructional coach, classroom teachers, and the BOCES liaison, ensuring that teachers received targeted support in instructional practices, collaboration, and student-specific problem solving. | **10. SPED Grade Level Meetings**<br>SPED grade level meetings help special education teachers address individual student needs by providing structured time to analyze student progress, discuss targeted supports, and align instructional priorities across classrooms. Professional development from the school's BOCES liaison on SDI and Explicit Direct Instruction strengthens teachers' ability to design and deliver effective, individualized instruction. In addition, classroom teachers share strategies for supporting students with significant behavioral challenges, allowing SPED teachers to refine behavior management approaches and ensure that academic instruction can occur successfully. Together, these meetings build staff capacity, promote consistency, and improve outcomes for students with disabilities.<br><br>[Math Coaching Tool](#)<br>Of the special education classrooms visited, only 25% had evidence of differentiation, indicating a lack of specially designed instruction in teacher planning.<br><br>[DIBELS SWD Data](#) | **10. SPED Grade Level Meetings**<br>**Next Steps**<br>• Reinforce structured SPED meetings focused on progress monitoring data, IEP goal alignment, and Specially Designed Instruction<br>• Continue leveraging the BOCES liaison 's PD on Specially Designed Instruction (SDI) and Explicit Direct Instruction (EDI) to strengthen teacher capacity<br>• Open meetings to related service providers (speech, OT, counseling)<br>• Use walkthrough tool to monitor implementation of SDI and EDI<br>• Increase consistency in SDI delivery across special education classes |

| | | | According to MOY DIBELS assessment, 89% of students with disabilities in grades K-4 are well below benchmark, 2% of students are below benchmark and 9% of students are at or above benchmark. There was a 4% decrease in the percentage of students at or above benchmark as compared to BOY data. | |
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| Lead Strategy 2 Implementing tiered systems of support and consistent PBIS practices to promote positive student behavior across all settings. Staff will utilize de-escalation techniques to ensure a safe, supportive environment that proactively reduces disruptive incidents. | **Level 1** *EM Chronic Absenteeism-All Students  *Student Attendance  *200 Quality Hours of ELT | **1. Deescalation Professional Development** A deescalation professional development session was held on December 13, 2025, during this reporting period. The session was facilitated by a Teacher on Special Assignment from Student Support Services and was well attended, with 35 staff members participating. | **1. De-escalation Professional Development** Offering deescalation professional development to staff promotes positive student behavior by equipping adults with consistent strategies to prevent, reduce, and respond to escalating situations in a calm, supportive manner. When staff apply these strategies across classrooms, hallways, and common areas, students experience predictable responses and clearer behavioral expectations, which increases their sense of safety and reduces the likelihood of conflicts escalating. The implementation of these practices has encouraged positive student behaviors across settings by reinforcing proactive approaches, improving relational interactions, and reducing reactive discipline measures. As a result of this training and its consistent use, the school has seen a reduction in both long-term and short-term suspensions, indicating more successful in the moment interventions and improved student self-regulation.  Suspension Data During this reporting period, there were 14 short-term suspensions as compared to 41 suspensions during the previous year's quarter 2. Overall, there has been an 80% decrease in the number of suspensions as compared to the total during September – January last school year. | **1. De-escalation Professional Development Next Steps** • Provide staff with monthly ODR and suspension data in comparison to the previous school year • Identify de-escalation leads in addition to the SST team • Add student skill building components to professional development • Next De-escalation professional development will be held on March 7, 2026 |

**2. ELT Enrollment**

The ELT program saw an increase in student participation this quarter, from 57 to 75 students. To support program quality, administration implemented a plan ensuring that all ELT staff receive a 45-minute planning period once per week. Additionally, families were given a survey to identify barriers to regular attendance for both currently enrolled students and those who have not yet joined, allowing the school to gather insights to improve access and engagement.

**2. ELT Enrollment**

Enrollment in the Extended Learning Time (ELT) program encourages students to feel safe and increases attendance by providing a structured, supportive environment where students can participate in academic and enrichment activities beyond the school day. This quarter, the program was refined to include all students in grades 3–8, resulting in enrollment increasing to 75 students and expanding access to a wider group of learners. Additionally, surveys distributed to families allow the school to identify student interests and barriers to participation, enabling staff to tailor activities and instruction to student needs. These improvements help students feel connected, supported, and engaged, which in turn promotes consistent attendance and a stronger sense of belonging within the school community.

**2. ELT Enrollment**
**Next Steps**
- Continue using family voice to drive design
- Grow the enrollment during quarter 3 to 100 students
- Use the attendance survey to identify barriers and establish routines based on data
- Continue offering ELT teacher planning time once per week

**3. District Behavior Specialist**

The district liaison worked closely with the school to support classrooms where students are not responding to the tiered interventions currently in place. The specialist has provided guidance and developed individualized support and safety plans to address the specific needs of these

**3. District Behavior Specialist**

Having a district behavior specialist support the school's highest need students represents a Tier 3 intervention, as it provides intensive, individualized strategies to address significant behavioral challenges. The behavior specialist works directly with teachers to design targeted supports, model effective practices, and analyze student behavior to

**3. District Support Specialist**
**Next Steps**
- Reinforce collaboration with the district behavior specialist leading to Tier 3 plans that are effective and data driven.
- Coaching and modeling will continue to be provided by the specialist to build staff capacity.

students, ensuring staff have clear strategies to implement consistently. The behavior specialist worked closely with the school team to create safety plans. In addition, she pushed into classrooms to model and teach various strategies to reduce behaviors to teachers, service providers, classroom aides/assistants and SST.

develop personalized plans. Implementation of this strategy has led to several positive outcomes, including adjustments to student programs, equipping teachers with tailored strategies to improve student success, and advocating for additional in-class supports such as 1:1 aides. This individualized approach has strengthened the school's ability to meet the needs of its most challenging learners while enhancing overall classroom effectiveness.

- Increase in-class modeling, for teachers see strategies being applied in real time.
- Identify 2 members of the school's Student Support Team who can learn with the behavior specialist.

**4. Attendance Mentors**
Mentors were identified through the survey distributed in October, and the initiative targeted 7th and 8th grade students flagged as chronically absent using the district data dashboard. Each mentor is assigned to a small group of students and is responsible for making a home call whenever one of their assigned students is absent, providing a consistent layer of support and outreach to improve attendance.

**4. Attendance Mentors**
The implementation of attendance mentors has strengthened our Tier 2 system of support by providing targeted, relationship-based encouragement for students who are not motivated by Tier 1 incentives alone. Mentors offer consistent check-ins, personalized goalsetting, and problem-solving for individual barriers, which increases student accountability and connection to school. This added layer of support has positively impacted attendance by engaging students who require more individualized motivation, helping prevent escalation to more intensive interventions, and reinforcing our overall tiered approach to improving student attendance.

Attendance Data

**4. Attendance Mentors**
**Next Steps**
- Continue and expand relationship-based mentoring for students who do not respond to Tier 1 incentives alone
- Formalize a monthly mentor-student match process based on current student data
- Update the mentor caseload every third cycle during the Tier 2/3 meetings
- Increase the number of mentors through clear messaging that improving attendance is a schoolwide priority
- Reduction in chronic absenteeism in grades 7 and 8

The average daily attendance in November was 84%, 79% in December and 80% in January. Currently, the average daily attendance for the school year is 83.2% Student attendance was lower on days following mid-week days off.

**5. CICO**

Students are placed on the Check-In/Check-Out (CICO) intervention through two primary pathways: when a behavioral need is identified through a Request for Assistance (RFA) or when a student returns from suspension. The school psychologist assigned students to Tier 2 interventions based on concerns identified in the RFA process and automatically added students returning from suspension. The school counselor/school psychologist recruited mentors for participating students and oversaw the collection and management of all CICO data, ensuring consistent monitoring and support. Data is reviewed weekly at the building systems meetings. Barriers and difficulties of the system are discussed and problem solved. After 6 weeks of CICO intervention, the students with an average of 80% or higher "graduate" from the program and are given a certificate. If a student did not obtain their 80% goal,

**5. CICO**

Check-In/Check-Out (CICO) functions as a Tier 2 intervention within a school's tiered system of supports because it provides structured, targeted assistance for students who need more than universal expectations but do not yet require intensive Tier 3 services. Through daily check-ins with an adult mentor, ongoing progress monitoring, and regular feedback throughout the day, CICO promotes positive student behavior by increasing accountability, strengthening adult connections, and reinforcing schoolwide expectations. Implementation of CICO has been highly effective, with most participating students successfully meeting their goals and graduating from the Tier 2 support, indicating strong responsiveness to the intervention and reduced need for more intensive services.

3 out of 13 students (23% of students were unsuccessful in obtaining their CICO goals of 80% and were moved to a more intensive behavioral support (SAIG). 77% of students are/were showed growth and more positive behaviors on

**5. CICO**
**Next Steps**
- Continue the consistent adult-student connection at arrival and dismissal
- Continue using student-friendly goal sheets aligned to schoolwide expectations
- Recruit additional CICO mentors
- Higher fidelity of students completing daily sheets

higher-level services were discussed and implemented.

CICO.

**6. Proactive Lunch Bunch**
Both school counselors continued to facilitate proactive Lunch Bunch groups. During these sessions, students practiced social emotional learning (SEL) skills with opportunities for reinforcement and follow-up. Counselors also had the flexibility to pull students from their lunch periods as needed to support their social, emotional, and behavioral development in a smaller, more supportive setting.

**6. Proactive Lunch Bunch**
Proactive lunch bunch groups function as an important behavioral support by giving students a structured space to learn and practice deescalation skills and self-regulation strategies. School counselors select small groups of students to join them during lunch, creating a calm, supportive environment where students can rehearse coping skills, strengthen relationships with adults, and receive individualized guidance. Implementation of these proactive lunch bunches has contributed to a decrease in violent behaviors and suspensions, and most notably, there have been no instances of physical contact with school personnel this school year, indicating a significant improvement in student self-control and overall school safety.

[Suspension Data]
During this reporting period, there were 14 short-term suspensions as compared to 41 suspensions during the previous year's quarter 2. Overall, there has been an 80% decrease in the number of suspensions as compared to the total during September – January last school year. There have been a total of 101 office discipline referrals from September – January, as

**6. Proactive Lunch Bunch**
**Next Steps**
- Maintain lunch bunch groups as consistent, predictable weekly experiences
- Implement additional small groups led by social workers and school staff who have attended the de-escalation professional development sessions
- Increase the number of adults to lead groups
- Student Support Team to facilitate professional development at a faculty meeting involving skills needed for small SEL groups, coping strategies, and identifying when a student may need Tier 3 instead of Tier 2 supports

compared to 322 during the same time period last school year.

**7. Perfect Attendance Incentive Program**
As a means to foster a sense of responsibility, two days of perfect attendance per week were celebrated in each homeroom in October and November, and the number was increased to three days in December and January. At the end of each week, students received tangible rewards and classrooms received an attendance certificate to post in or outside their classrooms.

In addition, all teachers were given posters that said, "Our attendance is popping. We have perfect attendance" that they posted outside their classroom door on the days all their students are in attendance. This tied into our attendance bulletin boards that were showcased in the building entrance and were titled "Our attendance is popping". They were updated monthly to demonstrate each grade level's attendance percentage and if they were able to obtain the goal of 84%.

**7. Perfect Attendance Incentive Program**
By encouraging students to be present, this incentive increases their access to core instructional and social-emotional learning opportunities. This consistent engagement is crucial because tiered systems rely on all students receiving universal, high-quality instruction and support. When students are consistently present, they are more likely to absorb the proactive behavioral expectations and skills taught at Tier 1, which are designed to benefit the entire student population. In addition, this incentive not only encourages attendance but also builds a positive classroom community where everyone feels invested in collective success.

Students are celebrated in front of peers and family members for their attendance during the quarterly awards assemblies. This demonstrates to our families and students how we value their student's attendance and their partnership in having their child come to school each day.

[Attendance Data](#)

**7. Perfect Attendance Incentive Program**
**Next Steps**
- Continue with the certificates outside classrooms for perfect attendance
- Maintain recognition of classrooms with three days of perfect attendance each week
- Send messages home via ClassDojo at the start of each week to remind families of attendance incentives
- Celebrate students with improved attendance in the next quarter

**8. Classroom-based SEL Lessons**

| | | | The highest percentage of students with satisfactory attendance was in sixth grade (30%), while the lowest was in eighth grade (9%). | **Next Steps**<br>• Increase classroom-level recognition for positive student behavior<br>• Ensure awards and messaging feel inclusive and culturally affirming.<br>• Have student ambassadors deliver certificates<br>• Since 86% of students feel adults notice their absence, strengthen the practice with a consistent protocol of stating a "We Missed You" message |
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| | | **8. Classroom-based SEL Lessons**<br>School counselors provided classroom-based SEL instruction using lessons specifically designed to teach skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The lessons used cooperative learning activities that required students to communicate, collaborate, and resolve conflicts. In addition, the positive classroom climate fostered a sense of belonging, safety, and respect where students felt comfortable expressing themselves and taking risks. | **8. Classroom-based SEL Lessons**<br>The district wide Ed Climate survey was given out to all students grades 3-8 in our building. Data from the survey showed the students feel connected and supported by our teachers and engaged in their learning. In addition, students feel their learning reflects them and individuals of various cultures, races, nationalities, etc.<br><br>***Ed Climate Survey Results***<br>82% of students who took the survey agree that "my teachers care about me". 86% of students agreed that "If I am absent, there is a teacher or some other adult at school that will notice my absence". 78% of students agreed that "This school provides instructional materials (e.g. textbooks, handouts) that reflect my cultural background, ethnicity, and identity. | |
| | | **9. ELT Interest Survey**<br>Families were asked to complete an interest survey to tailor the after-school program to meet the needs of students and to provide valuable insights into preferred activities and | **9. ELT Interest Survey**<br>The ELT program was designed to offer a structured environment where students who need additional academic assistance can receive it in smaller groups. Teachers have the opportunity to | **9. ELT Interest Survey**<br>**Next Steps**<br>• Ensure there is 40 minutes of ELA and math content area structured tutoring each day<br>• Introduce interest–based grouping. Students will have the opportunity to select an enrichment activity that interests them |

learning styles, allowing for a more impactful and relevant experience. Most families requested academic support in both Reading and Math, while stating their children enjoyed a variety of after-school activities, including sports, arts and crafts and cooking.

reinforce previously taught skills and strategies and allowing families to share their insights, ensures each students' unique needs are addressed and personal interests can be taken into consideration.

- Continue to survey families to gauge interests
- Introduce skill-based grouping in the afterschool setting
- Refine current groups in ELT using academic data

**10. Monthly Celebrations**
In November, a Turkey Trot took place with all students participating in the race. The two fastest runners at each grade level were awarded certificates and medals. In November the wellness team also hosted a coffee cart for the staff to showcase our appreciation and celebrate them. In December, a winter spirit week occurred and concluded with popcorn during a movie. In January, a Disco party was hosted and students received prizes for being the best dressed.

**10. Monthly Celebrations**
Each month the grade level with the highest average daily attendance and most improved daily attendance are celebrated. Teachers receive certificates they are able to display in or outside their classrooms. In addition, certificates are posted on class dojo for our families to see. Our 3rd grade has had the highest attendance from Sept to Dec. As a result, we will be celebrating them with a party next week titled "3rd grade is sweet on learning" to showcase their dedication to coming to school every day.

[Suspension Data](#)
During this reporting period, there were 14 short-term suspensions as compared to 41 suspensions during the previous year's quarter 2. Overall, there has been an 80% decrease in the number of suspensions as

**10. Monthly Celebrations**
**Next Steps**
- Continue monthly themed events
- Extend Spirt Weeks to content-themed weeks.
- Add student interest surveys to guide celebration themes.
- Transition staff events from quarterly to monthly.

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| | | | compared to the total during September – January last school year.<br><br>[Office Discipline Data](#)<br>A total of 101 office discipline referrals were recorded from September through January, compared to 322 during the same period last school year.<br><br>**11. Awards Assembly**<br>The assembly created a visible culture of achievement, showing students that their hard work is valued and noticed by the school community. When positive actions are celebrated, it not only motivates the recognized students but also encourages their peers to emulate those behaviors, fostering a school-wide culture that intrinsically values and promotes positive conduct across all settings. The awards assembly celebrates students after each quarter who have outstanding attendance (95% or above), perfect attendance, and merit/honor roll. For grades Pre-K to 2 students are nominated by their teacher to earn awards based upon character traits assigned by administration. | **11. Awards Assembly**<br>**Next Steps**<br>• Continue quarterly awards assemblies with consistent criteria<br>• Introduce monthly individual recognition for attendance and academics<br>• Recognition to celebrate effort, improvement, and perseverance- not just perfect outcomes<br>• Send criteria for awards to families at the beginning of each marking period |
| | | **11. Awards Assembly**<br>The quarter 1 awards assembly celebrated attendance and academic achievement and was a way to reinforce positive behaviors and highlight student success. Eighty-two students received awards for perfect or outstanding attendance and seventy-one students were recognized for academic achievement, determined by overall average for marking period 1. | | |

**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. |
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| #33 3-8 ELA All students MGP | **DIBELS**- 20% of students are projected to meet or exceed grade level expectations by January 2026. **Reading iReady**- 15% of students are expected to meet or exceed grade level expectations by January 2026. **Differentiation**- 20% of classroom visits will show evidence of differentiated instruction by January 2026, according to the coaching tool. | **Mid-Year DIBELS Assessment** According to MOY DIBELS, 23% of students in grades K-4 are at or above benchmark.<br><br>**iReady Mid-Year Assessment** administration dates have been changed to February 23, 2026- March 6, 2026.<br><br>**Coaching Tool Data** According to the literacy coaching tool, 38% of classroom visits showed evidence of differentiation. | **DIBELS-** The target was met.<br><br>**iReady Mid-Year Assessment** There is no data from the iReady Mid-Year Assessment due to the mid-year testing taking place late February-early March 2026.<br><br>**Coaching Tool Data –** The target was met. | **DIBELS-** although the target was met, through analyzing the data from the assessment it was noted that<br>- Students are not solid with phonemic awareness<br>- Students in grades 3 and 4 scored poorly on the Maze assessment which a fill-in-the-blank, assessi comprehension. |
| #100 3-8 ELA All students Core Subject | **DIBELS**- 20% of students are projected to meet or exceed grade level expectations by January 2026. **Reading iReady**- 15% of students are expected to meet or exceed grade level expectations by January 2026. | **Mid-Year DIBELS Assessment** According to MOY DIBELS, 23% of students in grades K-4 are at or above benchmark.<br><br>**iReady Mid-Year Assessment** | **DIBELS-** The target was met.<br><br>**iReady Mid-Year Assessment** There is no data from the iReady Mid-Year Assessment due to the mid-year testing | **DIBELS-** although the target was met, through analyzing the data from the assessment it was noted that<br>- Students are not solid with phonemic awareness |

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| | **Differentiation-** 20% of classroom visits will show evidence of differentiated instruction by January 2026, according to the coaching tool. | administration dates have been changed to February 23, 2026- March 6, 2026.<br><br>**Coaching Tool Data**<br>According to the literacy coaching tool, 38% of classroom visits showed evidence of differentiation. | taking place late February- early March 2026.<br><br>**Coaching Tool Data –** The target was met. | • Students in grades 3 and 4 scored poorly on the Maze assessme which is a fill-in-the-blan assessing comprehension |
| #105  3-8 ELA ED Core Subject | **DIBELS**- 20% of students are projected to meet or exceed grade level expectations by January 2026.<br>**Reading iReady**- 15% of students are expected to meet or exceed grade level expectations by January 2026. | **DIBELS ED MOY**<br>According to MOY DIBELS, 23% of students that are economically-disadvantaged performed at or above benchmark, 21% below grade level and 56% well below benchmark.<br><br>**iReady Mid-Year Assessment**<br>administration dates have been changed to February 23, 2026- March 6, 2026. | **DIBELS-** The target was met.<br><br>**iReady Mid-Year Assessment**<br>There is no data from the iReady Mid-Year Assessment due to the mid-year testing taking place late February- early March 2026. | **DIBELS-** although the target was met, through analyzing the data from the assessment it was noted that<br>• Students are not solid with phonemic awareness<br>• Students in grades 3 and 4 scored poorly on the Maze assessment which is a fill-in-the-blank, assessing comprehension |
| #110 3-8 Math All Students Core Subject | **Math iReady-** 10% of students are projected to meet or exceed grade level expectations by January 2026.<br><br>**Differentiation**- 20% of classroom visits will show evidence of differentiated instruction by January 2026, according to the coaching tool. | **iReady Mid-Year Assessment**<br>Administration dates have been changed to February 23, 2026- March 6, 2026.<br><br>**Coaching Tool Data**<br>According to the math coaching tool, 38% of classroom visits showed evidence of differentiation. | **iReady Mid-Year Assessment**<br>There is no data from the iReady Mid-Year Assessment due to the mid-year testing taking place late February- early March 2026.<br><br>**Coaching Tool Data –** The target was met. | **i-Ready Mid-Year Assessment**<br>will take place late February – early March. |
| #40 3-8 Math SWD | **Math iReady-** 10% of students are projected to meet or exceed grade level expectations by January 2026.<br><br>**Differentiation**- 20% of classroom | **iReady Mid-Year Assessment**<br>Administration dates have been changed to February 23, 2026- March 6, 2026. | **iReady Mid-Year Assessment**<br>There is no data from the iReady Mid-Year Assessment due to the mid-year testing | **i-Ready Mid-Year Assessment**<br>will take place late February – early March. |

| | | Coaching Tool Data<br>According to the math coaching tool, 38% of classroom visits showed evidence of differentiation. | taking place late February- early March 2026.<br><br>**Coaching Tool Data –** The target was met. | |
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| #104 3-8 ELA Ell Core Subject | **DIBELS**- 20% of English Language Learners are projected to meet or exceed grade level expectations by January 2026.<br>**Reading iReady**- 15% of students are expected to meet or exceed grade level expectations by January 2026. | **DIBELS ELL MOY**<br>According to MOY DIBELS, 22% of English language learners performed at or above benchmark, 40% below grade level and 38% well below benchmark. the percentage of students scoring well below benchmark decreased by 19 percentage points. | **DIBELS-** The target was met.<br><br>**i-Ready Mid-Year Assessment**<br>There is no data from the iReady Mid-Year Assessment due to the mid-year testing taking place late February- early March 2026. | **DIBELS-** although the target was met, through analyzing the data from the assessment it was noted that<br>• Students are not solid with phonemic awareness. |
| #114 3-8 Math Ell Core Subject | **Math iReady-** 10% of students are projected to meet or exceed grade level expectations by January 2026.<br><br>**Differentiation**- 20% of classroom visits will show evidence of differentiated instruction by January 2026, according to the coaching tool. | **iReady Mid-Year Assessment**<br>Administration dates have been changed to February 23, 2026- March 6, 2026.<br><br>**Coaching Tool Data**<br>According to the math coaching tool, 38% of classroom visits showed evidence of differentiation. | **iReady Mid-Year Assessment**<br>There is no data from the iReady Mid-Year Assessment due to the mid-year testing taking place late February- early March 2026.<br><br>**Coaching Tool Data –** The target was met. | **i-Ready Mid-Year Assessment**<br>will take place late February – early March. |
| #115 3-8 Math ED Core Subject | **Math iReady-** 10% of students are projected to meet or exceed grade level expectations by January 2026.<br><br>**Differentiation**- 20% of classroom visits will show evidence of differentiated instruction by January 2026, according to the coaching tool. | **iReady Mid-Year Assessment**<br>Administration dates have been changed to February 23, 2026- March 6, 2026.<br><br>**Coaching Tool Data**<br>According to the math coaching tool, 38% of classroom visits | **iReady Mid-Year Assessment**<br>There is no data from the iReady Mid-Year Assessment due to the mid-year testing taking place late February- early March 2026.<br><br>**Coaching Tool Data –** The | **i-Ready Mid-Year Assessment**<br>will take place late February – early March. |

| | | showed evidence of differentiation. | target was met. | |
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| #160 EM Chronic Absenteeism- All Students | **Chronic Absenteeism –** The percentage of students that are chronically absent will decrease by 10% as compared to last school year | **Chronic Absenteeism** As of this reporting period, the percentage of students that are chronically absent is 58%. | As of this reporting period, the target has been met. | **Next Steps** Individual student data will be collected to determine the effectiveness of the tier 2 strategy of providing attendance mentors to 7th and 8th grade students that are chronically absent. |
| #3 Student Attendance | The school will have an average student daily attendance rate of 82% by January 2026. | **Average Daily Attendance** The daily average attendance for quarter 2 is 82.6% as compared to 81.1% during in quarter 2 last year | The target has been met. | **Next Steps** Maintain average student daily attendance rate of 82% by April 2026. |
| #94 200 Quality Hours of ELT | Student enrollment increased to 75 students by January 2026. | Currently, there are 75 students enrolled in the ELT program. | The target has been met. | **Next Steps** Invite 2nd graders to enroll in the ELT program and resend invites to students in grades 3-8 that have not enrolled. By March 2026, increase student enrollment to 100 students. |
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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 <u>this reporting period</u>**, 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:<br><br>- **Equitable Resource Allocation**: How resources (staffing, funding, programs, services, materials) were distributed to meet the unique needs of this school.<br>- **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**<br>- What data, observations, or stakeholder feedback demonstrate the **impact** of district support on the school's progress toward its Demonstrable Improvement (DI) Indicators?<br>- Provide concrete examples (e.g., student performance data, teacher retention/improvement, access to programs, attendance, or engagement metrics).<br><br>**Adjustments & Next Steps**<br>- 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?<br>- Identify **specific action steps** and timelines for implementation. |
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| **Equitable Resource Allocation**<br><br>During Quarter 2, the district provided targeted and equitable resources to Marva J. Daniel Futures Preparatory School #37 in response to identified academic, behavioral, and subgroup needs, prioritizing the stabilization of instructional systems, intensive behavioral intervention, and strengthened foundational literacy and mathematics instruction. Key resource allocations included the deployment of a District Behavior Specialist to deliver Tier 3 behavioral support, develop individualized safety plans, and model de-escalation strategies within classrooms. The district also used the Powers of the Receiver to authorize strategic staffing adjustments, including filling a 6:1:1 position to ensure continuity of services. Additionally, the district facilitated on-site and virtual leadership coaching sessions with Dr. Yvonne Minor Ragan, as well as ongoing Receivership collaborative meetings with PS 97 and Dr. Shedrick to support leadership development and aligned school improvement efforts.<br><br>District coordination and support of Extended Learning Time (ELT) programming increased student enrollment and ensured dedicated staff planning time to maintain instructional quality. Finally, the school continued to benefit from district-supported | **Evidence of Impact on Demonstrable Improvement (DI) Indicators**<br><br>District support contributed to measurable progress toward DI targets across literacy, instructional practice, mathematics, behavior, and attendance. In literacy, MOY DIBELS results showed that 23% of students were at or above benchmark, meeting the mid-year target, while the percentage of students requiring intensive support decreased from 63% at BOY to 56% at MOY. Instructional practice also improved, with evidence of differentiated literacy instruction observed in 38% of classroom visits, surpassing the mid-year goal. In mathematics, walkthrough data reflected growth in student engagement and the ability to explain their thinking during grade-level instruction. Behavioral outcomes improved significantly, with short-term suspensions decreasing by approximately 80% compared to the same reporting period the previous year and substantial reductions in office discipline referrals. Attendance also strengthened, with average daily attendance reaching 82.6%, meeting the DI target. Additionally, student climate data indicated enhanced perceptions of adult support and overall school connectedness. |

assessment platforms such as eDoctrina, iReady, and DIBELS, which strengthened data-driven decision-making while minimizing instructional disruption. These allocations were intentionally aligned to the school's Demonstrable Improvement (DI) Indicators in ELA, Math, attendance, and behavior.

On-site and virtual leadership coaching sessions with Dr. Yvonne Minor Ragan, and ongoing Receivership collaborative meetings with PS 97 and Dr. Shedrick.

### Access to Effective Teaching & High – Quality Learning

The district ensured access to effective teaching and meaningful learning opportunities through focused instructional leadership walks and structured monitoring system with ASL Shedrick and Dr. Minor Ragan. Biweekly coaching feedback sessions utilized district walkthrough tools to align instructional practices with student performance data. Additionally, district co-facilitated iReady professional learning strengthened teachers' capacity to design standards-based assessments and develop actionable instructional plans. District oversight also supported fidelity in DIBELS administration and phonological awareness instruction, including Heggerty routines, particularly in grades K–2. As a result of these efforts, instructional walkthrough data showed increased consistency in core instructional expectations, with 95% of classrooms demonstrating an established culture of learning.

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### District Adjustments & Next Steps (Next Quarter)

Based on Quarter 2 evidence, the district will refine its support in Quarter 3 through targeted instructional coaching, and increased capacity-building. Following the iReady MOY testing window, district-supported data reviews will be conducted to refine Tier 2 and Tier 3 instructional groupings. District coaching will place greater emphasis on Specially Designed Instruction in special education settings, addressing walkthrough findings that indicate inconsistent differentiation. Additionally, the district will build internal capacity by training members of the Student Support Team alongside the District Behavior Specialist.

**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:**<br>• Provide dates and times of CET convening(s).<br>• 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<br>• 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:**<br>• Identify the lead strategies that were presented to the CET for input and shared decision-making.<br>• Describe the contribution of the CET and how their feedback or actions influenced, strengthened, or scaled the implementation of lead strategies. |
| November 2025<br>The meeting focused on field trip options to increase student engagement as well as promoting Saturday academies to the greater community. Representatives from UB Community as a Classroom, Liberty Partnership and SayYes were in attendance.<br><br>December 2025<br>The Community Engagement Meeting focused on increasing student participation in Community as a Classroom and discussing possible support for incentives to increase student attendance. Representatives from UB Community as a Classroom and Liberty Partnership were present.<br><br>January 2026 – postponed due to snow day | - Establish a building-wide culture of data-driven decision-making with a tiered system of support to strengthen high-quality instruction and ensure that every student's academic needs are met in every classroom.<br><br>-Implement consistent, school-wide tiered system of support that proactively promotes positive student behaviors and ensures the social emotional well-being of students.<br><br>- UB Community as a Classroom offered support for upcoming Saturday academies with a focus on academics. They continue to work with students during ELT and will extend their programming to additional students beginning in February.<br><br>- Liberty Partnership continues to present weekly SEL lessons to students in grades 5 – 8. |

***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.*

During this marking period, the School Receiver's authority was used to support critical staffing and instructional needs within the building. The administrative team was granted approval to interview a Teacher Recruitment Day candidate to fill the 8thgrade 6:1:1 position, enabling the current teacher to transition into the Instructional Technology Coach role for which she was selected at School 37. Additionally, the Receiver authorized the purchase of the iReady math software to strengthen datadriven instruction and support student progress in mathematics.

## *Assurance and Attestation*

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): **Dr. Pascal Mubenga**

Signature of Receiver: *Pascal Mubenga*

Date: 02-04-26

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): Cameron Carver

Signature of CET Representative*: *Cameron Carver*

Title of CET Representative: Lead Teacher for CAC

Date: 1/23/2026

***The CET Attestation must be signed by a CET member other than a school administrator.***

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Receivership, 2025-2026 Q2 Report/OISR-121525
 (As required under Section 211(f) of NYS Ed. Law)                    Marva J. Daniel Preparatory School #37