

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	
Harvey Austin Elementary School #97	Buffalo City School District	Dr. Pascal Mubenga	January 30, 2026	
School Leader	District Hyperlink to this Report		<i>High Schools Only</i> Overall Graduation Rate (The most recent 4-Year June and August graduation rates)	
Dr. Cameron Hall	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
 Total Current Enrollment/Registrant Counts: **N = 509**
 SWD: 23%
 ELL: 28%

SWDs who are also ELLs:
N = 19 / 4 %

Attendance				
	2022-2023	2023-2024	2024-2025	2025-2026
Average Daily Attendance	81%	80%	82%	83%
Accountability Attendance Levels				
	Level 1	Level 2	Level 3	Level 4
2024-2025 *Report from SIRS 116	200	84	82	38
2025-2026 *Report from Student Management System	216	84	106	87

Suspension Rate and Number by Category								
	2022-2023		2023-2024		2024-2025		2025-2026	
	#	%	#	%	#	%	#	%
Out-of-School Suspensions	52	10%	56	11%	84	17%	58	11%
Duplicated Suspensions	17	21%	20	22%	50	25%	33	27%
Unduplicated Suspensions	35	43%	36	39%	34	17%	25	21%
ELL Suspensions	1	1%	0	0%	5	2%	2	2%
SWD Suspensions	29	35%	26	28%	36	18%	24	20%

Part 1 – Overview of School Demographic and Four-Year Trend Data

Use the template below to provide four-year graduation, drop-out rate, and 3-8 ELA and Math outcome trend data, as applicable.

Graduation Rates

	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>
Total Cohort	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			
	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>
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

3-8 ELA Outcomes

	Outcomes SY	Level 1	Level 2	Level 3	Level 4
All Students	2025	58%	26%	12%	4%
	2024	67%	23%	8%	1%
SWD	2025	82%	13%	3%	2%
	2024	84%	11%	5%	0%
ELLs	2025	68%	25%	7%	0%
	2024	85%	13%	2%	0%

3-8 Math Outcomes					
	Outcomes SY	Level 1	Level 2	Level 3	Level 4
All Students	2025	58%	23%	18%	1%
	2024	61%	24%	14%	2%
SWD	2025	79%	14%	7%	0%
	2024	84%	8%	8%	0%
ELLs	2025	53%	35%	12%	0%
	2024	58%	27%	14%	2%

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.*

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

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

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

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

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

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

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

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

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

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
<p>Lead Strategy: Identify the Lead Strategy from the approved Continuation Plan.</p> <p>Use a separate row for each Lead Strategy.</p>	<p>Aligned DIs: List the Demonstrable Improvement (DI) Indicators connected to this strategy.</p> <p>All DIs should be listed here.</p>	<p>Implementation Steps Describe the specific actions taken to implement this strategy to date.</p> <p>Guiding Prompts to Consider:</p> <ul style="list-style-type: none"> • Planned Actions: What concrete steps were taken to launch and support the strategy (e.g., professional learning sessions, curriculum roll-out, creation of intervention blocks, coaching cycles)? • Sequencing & Timeline: When were these steps initiated? What milestones or phases of implementation have been completed so far? • Roles & Responsibilities: Who carried out each step (leaders, coaches, teachers, support staff, community partners)? How were responsibilities distributed and monitored? • Communication & Engagement: How were staff, students, and families informed and engaged in the strategy? Were feedback loops built in? • Resources Deployed: What resources (staffing, scheduling adjustments, materials, technology, funding) were allocated to support implementation? 	<p>Summarize Implementation Outcomes and Progress Toward Demonstrable Improvement (DI) Targets</p> <p>Guiding Prompts to Consider:</p> <ul style="list-style-type: none"> • Impact on Goals: How has implementation influenced progress toward this year’s DI targets? What specific outcomes can be attributed to the strategies implemented? • Process: What processes were put in place (professional learning, PLCs, coaching, resource allocation, scheduling adjustments) to support the implementation? • Product: What tangible outputs (curriculum tools, instructional frameworks, intervention systems, student supports) have been developed or refined as a result of implementation? • Progress: How far along are you in meeting your early and mid-year implementation targets? <p>Improvement Science Lens to Consider:</p> <ul style="list-style-type: none"> • Teacher Practice Shifts → Student Outcomes: <ul style="list-style-type: none"> ○ What evidence shows that teacher practice has shifted (e.g., instructional walkthrough data, coaching logs, curriculum implementation checks)? ○ How do you know those shifts are translating into changes in student learning and engagement? • Evidence of Learning: <ul style="list-style-type: none"> ○ What are your “measures that matter” (formative assessments, student work samples, benchmark data, engagement indicators)? ○ How do these measures demonstrate progress toward improvement goals? • Implementation Fidelity: <ul style="list-style-type: none"> ○ To what degree has the intended change taken hold across classrooms, grade levels, or content areas? ○ What variation exists in implementation, and what have you learned from that variation? 	<p>Based on your findings, identify the next steps to:</p> <ul style="list-style-type: none"> • Strengthen – What elements of the strategy are showing promise and should be reinforced or expanded? • Scale – What aspects are ready to be scaled to additional classrooms, grade levels, or content areas? What conditions are needed for successful scaling (e.g., capacity, time, leadership support)? • Discontinue – What components are not yielding intended outcomes and should be revised or phased out? What have you learned from these missteps? <p>Guiding Prompts to Consider:</p> <ul style="list-style-type: none"> • Adaptation and Refinement: What adjustments will you make to ensure the strategy is more effective in the next cycle of implementation? • Resources: Are there gaps in staffing, scheduling, instructional materials, or technology that need to be addressed to strengthen the strategy? • Professional Learning: What targeted PD, coaching, or collaborative planning is needed to build staff knowledge and skills? How will you ensure learning is job-embedded and responsive to staff feedback? • System Supports: What changes to school or district systems (policies, structures, data routines, leadership support) are required to sustain or expand the strategy? • Monitoring and Feedback: How will you track the impact of the adjustments in real time (e.g., progress monitoring tools, walkthrough protocols, student performance data)? <p>Improvement Science Lens to Consider:</p> <ul style="list-style-type: none"> • What are your <i>tests of change</i> for the next cycle (small-scale trials, pilots, or refinements)? • How will you know if the change is an improvement (specific evidence/metrics)?
<p>Students Explain Their Thinking</p>	<p>39 - 3-8 MATH ALL STUDENTS MGP</p>	<p>Implementation of math word problem strategies and ELA short response strategies (verbally, on paper or online) for grades 3 – 8 that target the depth of grade level standards.</p> <ul style="list-style-type: none"> • A faculty meeting was held on November 19, 2025, with a focus on strengthening 	<p>Implementation Outcomes and Progress Toward DI Targets</p> <ul style="list-style-type: none"> • Six grade levels (grades 1-6) are currently engaged in the DDI process during grade-level meetings, analyzing student work involving the application of the instructional strategies aligned to this year’s DI targets. 	<p>Next Steps Grade Level Meetings</p> <ul style="list-style-type: none"> • During grade level meetings, grades K, 4, 6, 7 & 8 will begin to engage in the DDI process to analyze students explaining their thinking while solving

100 - 3-8 ELA ALL STUDENTS CORE SUBJECT PI

110 - 3-8 MATH ALL STUDENTS CORE SUBJECT PI

180 - 3-8 ELP SUCCESS RATIO

101 - 3-8 ELA SWD CORE SUBJECT PI

105 - 3-8 ELA ED CORE SUBJECT PI

115 - 3-8 MATH ED CORE SUBJECT

6 - FAMILY & COMMUNITY ENGAGEMENT
94 - PROVIDING 200 HOURS OF QUALITY ELT

opportunities for students to explain their thinking in all content areas. During the session, staff members reviewed and analyzed a variety of Math and ELA data sources. It was emphasized that increasing structured opportunities for students to explain their reasoning verbally and in writing is expected to positively impact overall proficiency levels. Such opportunities include, but are not limited to, giving students regular opportunities for discussion and writing, modeling “explaining your thinking” in all content areas, providing HOTS questioning, and providing and modeling scaffolds.

- At the January 7, 2026 Faculty Meeting, the staff met in groups based on their specialty and reviewed a Lead Strategy with one Demonstrable Improvement Indicator. Each group reviewed the mid-year goal for their indicator, and discussed the progress made toward the goal, the data to support the progress, and next steps toward progress in that indicator.
- During Saturday Academies, families are provided with math word-problem-solving strategies, along with free books and grade-appropriate comprehension questions for various grade levels. The Instructional Coaches provide the academic activities for the Saturday Academies and teachers, aides or other staff hold the academic room on the Saturday Academy dates.

Students will use Technology to Explain Their Thinking.

- Teachers have been trained over the last two years in Nearpod, Schoology, WeVideo, Canva, Adobe Express, Microsoft Assignments, Castle Learning, eDoctrina, and MagicSchoolAI. Classrooms are using eDoctrina for student responses, Nearpods

The remaining grade levels will begin utilizing the DDI process in the coming months.

- Excel spreadsheets are used to monitor and organize student data collected through the DDI process. Below is an example of the DDI documentation that is used during grade level meetings.

[DDI Spreadsheet Grades 3 & 4](#)

Teacher Practice Shifts:

Instructional Practices	
Higher Order Thinking Questions Observed during session	59 % -observed 41% -not observed
Sentence Stems/Scaffolds observed during session	19% - Yes 81% - No
Teacher Modeling	Explicit Vocab. Instruction- 47% Think Aloud Strategies- 29% None- 24%
Students Explain their Thinking	67% Verbally 22% In Writing 11%- Both

Student Engagement	
Wait time	59%
Equitable participation technique	76%
Peer to Peer Student Discourse	24%
Academic Vocabulary Used	70%
Technology Supporting Thinking	47%
Balance Student/Teacher talk	67%

The evidence of teacher practice is reflected in instructional walkthrough data collected on a weekly basis. Using the tool has allowed administration to observe classroom practices and alignment opportunities created for students to explain their thinking, verbally, and in writing.

Reveal Exit Tickets and/or Common Formative Assessments using HOTS Questions for ELA.

- During upcoming grade-level meetings, teachers will be reintroduced to and normed on the Questar online testing platform—the secure, computer-based system used for New York State assessments. This platform provides an intuitive interface and integrated tools such as highlighters while maintaining strict security to prevent access to other applications. To prepare students for the upcoming online NYS testing, the Questar system will be incorporated into Math and ELA instruction so that students become familiar with the digital tools and features, allowing them to focus on demonstrating their content knowledge rather than navigating the technology on testing days.
- Specialty Team Meetings are scheduled throughout the year during designated grade-level times as needed. These meetings provide an opportunity for coaches or teacher leaders to deliver professional development to staff who were unable to attend Saturday sessions or previous meetings. This structure ensures that all professional learning remains job-embedded and accessible to every staff member. Intentional and strategic planning will be required to ensure full participation and alignment across teams.

Faculty Meetings

- At monthly faculty meetings, staff will participate in receivership plan activities including mini-PDs, data pulls, data review, and professional development turnkey sessions.

Support

- The Instructional Technology Coach (ITC) will attend grade level meetings where DDI is being conducted to lend support to action plans including technology in students explaining their thinking. ITC will work with teachers to co-plan, co-teach, or model where necessary.

		<p>regularly for technology integration in lessons, and Microsoft Assignments for students to complete projects. In addition, students are using Canva to complete projects together.</p>		<p>Family Involvement</p> <ul style="list-style-type: none"> At each Saturday Academy event, there will be an academic room with different activities to support students explaining their thinking at home and with their families. The Community Schools Navigator will continue to find ways to encourage families to visit this space. 						
<p>Promoting Positive School Culture</p>	<p>160 - EM CHRONIC ABSENTEEISM 3 - STUDENT ATTENDANCE</p> <p>6 - FAMILY & COMMUNITY ENGAGEMENT 95 - TEACHER ATTENDANCE</p> <p>39 - 3-8 MATH ALL STUDENTS MGP</p> <p>100 - 3-8 ELA ALL STUDENTS CORE SUBJECT PI</p> <p>110 - 3-8 MATH ALL STUDENTS CORE SUBJECT PI</p> <p>180 - 3-8 ELP SUCCESS RATIO</p>	<p>Incentivizing Academic Achievement</p> <ul style="list-style-type: none"> Our school continues to strengthen a positive and supportive culture by recognizing the hard work and achievements of our students. We proudly hosted a Student Success Award Ceremony for Quarter 1 to celebrate the many ways our learners are growing—academically, socially, and personally. Students received awards for their improvement in Math and ELA, positive behavior, and academic excellence, including Honor Roll, Merit Roll, and High Honors distinctions. The book vending machine initiative has continued weekly during the reporting period. Students who leveled up during a two-week period were recognized on the Panther Pulse, the school’s daily news program, and invited to select a book from the vending machine. There were 350 books awarded from November 1, 2025-January 21, 2026. December also marked our first pet adoption for this school year. Students who leveled up between December 1st and 17th were able to adopt a stuffed animal pet to read to, along with their book vending machine prize. <p>PAWS (Positive Attitudes Will Succeed) Time Training and Fidelity</p> <ul style="list-style-type: none"> Lesson plans are checked weekly by the Administration team to ensure teachers are 	<p>Implementation Outcomes and Progress Toward DI Targets</p> <p>Harvey Austin is continuing to implement our lead instructional strategies aligned to this year’s DI targets. Incentives for students and staff continue to be awarded monthly. Classrooms are having daily discussions about the PAWS prompt that they see being shared on the Panther Pulse news daily.</p> <p>Teacher Practice Shifts</p> <table border="1" data-bbox="1212 808 1862 919"> <thead> <tr> <th colspan="2">Positive School Culture/PAWS</th> </tr> </thead> <tbody> <tr> <td>Classroom Climate</td> <td>98%</td> </tr> <tr> <td>Evidence of PAWS being implemented</td> <td>95%</td> </tr> </tbody> </table> <p>The walkthrough tool is used weekly in classrooms during Social Emotional Learning (SEL) time, also known as Positive Attitudes Will Succeed (PAWS). This tool measures the percentage of classrooms demonstrating a positive climate such as positive interaction between adults and students and how diversity is reflected in the classroom environment. The second part of the tool is seeking evidence that SEL instruction is taking place. Examples include the use of restorative circles, responses to daily prompts to read aloud on the Panther Pulse broadcast, and documentation of character traits or SEL themes within lesson plans.</p> <p>Progress</p>	Positive School Culture/PAWS		Classroom Climate	98%	Evidence of PAWS being implemented	95%	<p>Next Steps</p> <ul style="list-style-type: none"> The attendance teacher will attend scheduled monthly meetings with SST to provide updates on severe and chronically absent students. The meeting will address students’ current attendance data, barriers to regular attendance, attempted interventions, and next steps for support. <p>Monitoring and Feedback</p> <ul style="list-style-type: none"> Administrators will continue to utilize the district’s instructional walkthrough tool to monitor the culture of learning in the classroom. Additionally, the district EdClimate Survey was given to students in grades 3-8 on January 22, 2026, along with parent responses that were collected starting at the Open House in October and continuing through the first half of the school year. Student attendance, teacher attendance, ODR and suspension data have been collected and reviewed monthly. The SST team and admin look for trends and ensure that the positive shifts in the building culture are represented in that data.
Positive School Culture/PAWS										
Classroom Climate	98%									
Evidence of PAWS being implemented	95%									

	<p>101 - 3-8 ELA SWD CORE SUBJECT PI</p> <p>105 - 3-8 ELA ED CORE SUBJECT PI</p> <p>115 - 3-8 MATH ED CORE SUBJECT</p> <p>6 - FAMILY & COMMUNITY ENGAGEMENT 94 - PROVIDING 200 HOURS OF QUALITY ELT</p>	<p>implementing social emotional (PAWS) lessons every day.</p> <p>Incentivizing Student and Teacher Attendance</p> <ul style="list-style-type: none"> Continuing each month, students with perfect attendance for the month are recognized on the Panther Pulse. Five students per month are randomly picked to win a prize to celebrate their perfect attendance. Likewise, staff have been recognized once a month at a faculty meeting for their perfect attendance as well. All staff with perfect attendance for the previous month have received recognition and a certificate, along with their name in a raffle for a prize. Golden Paw Awards have been given to select teachers at November, December and January monthly faculty meetings recognizing staff that have made positive contributions to the school community, including use of lead strategies, contributing to the positive culture of the school, or acting as teacher leaders in the building, their grade level or faculty meetings. <p>Data Review</p> <ul style="list-style-type: none"> During the Faculty Meeting held on December 10, 2025, the staff reviewed data related to Promoting Positive School Culture. In groups, the faculty reviewed ODR, Suspension, Attendance and EdClimate Survey Data from 2024-2025 and shared out on the observations that they had and trends that they had noticed. The faculty meeting continued to share the impact that promoting a positive school culture can have on student attendance, behavior and academics and what they can do to support the positive culture of the school. At the January 7, 2026 Faculty Meeting, the staff met in groups based on their specialty 	<p>Progress will also be monitored through improvements in the school-wide Office Disciplinary Referral (ODR) and Suspension Data.</p> <table border="1" data-bbox="1212 342 1895 509"> <thead> <tr> <th colspan="4">ODRs</th> </tr> <tr> <th></th> <th>All</th> <th>SWD</th> <th>ED</th> </tr> </thead> <tbody> <tr> <td>2024-2025 Nov-Jan</td> <td>150</td> <td>61</td> <td>146</td> </tr> <tr> <td>2025-2026 Nov-Jan</td> <td>76</td> <td>27</td> <td>76</td> </tr> <tr> <td colspan="4">Data pulled 1.22.26</td> </tr> </tbody> </table> <table border="1" data-bbox="1212 540 1895 708"> <thead> <tr> <th colspan="4">Short-Term Suspensions</th> </tr> <tr> <th></th> <th>All</th> <th>SWD</th> <th>ED</th> </tr> </thead> <tbody> <tr> <td>2024-2025 Nov-Jan</td> <td>45</td> <td>22</td> <td>44</td> </tr> <tr> <td>2025-2026 Nov-Jan</td> <td>57</td> <td>20</td> <td>57</td> </tr> <tr> <td colspan="4">Data pulled 1.22.26</td> </tr> </tbody> </table> <p>The Mid-Year Progress Goal was to decrease the number of ODRs to 145, which would have been a 7% decrease in ODRs. The actual decrease was to 76 ODRs for that time period, which is a 50.7% decrease in ODRs. This is evidence of a shift in school culture.</p>	ODRs					All	SWD	ED	2024-2025 Nov-Jan	150	61	146	2025-2026 Nov-Jan	76	27	76	Data pulled 1.22.26				Short-Term Suspensions					All	SWD	ED	2024-2025 Nov-Jan	45	22	44	2025-2026 Nov-Jan	57	20	57	Data pulled 1.22.26				
ODRs																																												
	All	SWD	ED																																									
2024-2025 Nov-Jan	150	61	146																																									
2025-2026 Nov-Jan	76	27	76																																									
Data pulled 1.22.26																																												
Short-Term Suspensions																																												
	All	SWD	ED																																									
2024-2025 Nov-Jan	45	22	44																																									
2025-2026 Nov-Jan	57	20	57																																									
Data pulled 1.22.26																																												

		<p>and reviewed a Lead Strategy with one Demonstrable Improvement Indicator. Each group reviewed the mid-year goal for their indicator, and discussed the progress made toward the goal, the data to support the progress, and next steps toward progress in that indicator.</p>		
--	--	--	--	--

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.
39- Math All Students MGP	Mid-Year Progress Goal (November 1, 2025-January 31, 2026) <ul style="list-style-type: none"> • Increase student performance in grades 3-8 on the iReady Math “early on grade level and mid or above grade level” by 5% as compared to the same reporting period during the 2024-2025 school year. 	<p>Over the reporting period, the Data-Driven Instruction cycle was implemented seven times in mathematics to analyze students’ constructed-response items, requiring them to “explain their thinking” by showing their work in writing. Each student’s response was evaluated using a rubric. A score of 3 (green) indicated that the student showed all necessary work and arrived at the correct answer. A score of 2 (yellow) reflected that the student demonstrated partial understanding and showed some of the required work. A score of 1 (red) indicated that the student attempted to show work but demonstrated no conceptual understanding and provided an incorrect answer. A score of 0 was</p>	<p>Based on the DDI data collected during this time period, we have an early indicator suggesting that we may be on track to meet our target. However, it is not yet possible to determine whether the target has officially been met because the iReady Math assessment window has not opened. The testing window runs from February 23rd through March 6th, and complete, accurate performance data will only be available once students complete their diagnostic assessments during that period.</p>	<p>Once the iReady assessment results become available, the MOY data will be analyzed to determine the specific adjustments that might be needed for the lead strategy. At this time, our school continues to implement the instructional practices outlined above, with a focus on increasing students’ ability to explain their thinking.</p>

		<p>given when no work was shown. Across the grades with available data, 91% of students demonstrated their thinking on exit tickets by showing their work in writing. Within this group, approximately 36% of responses fell within the developing range (Yellow and Red), indicating partial or emerging understanding. Overall, the high rate of students showing their work provides a positive indication that progress toward the midyear target is on track, based on the trends emerging from the DDI cycle data. DDI Math Data</p>		
<p>100 – 3-8 ELA All Students Core Subject PI</p>	<p>Mid-Year Progress Goal (November 1, 2025-January 31, 2026)</p> <ul style="list-style-type: none"> Increase student performance in grades 3-8 on the iReady Reading “early on grade level and mid or above grade level” by 5% as compared to the same reporting period during the 2024-2025 school year. 	<p>The comparison of DIBELS results from the MOY 2024 to the MOY 2025 shows an overall increase of 7% in proficiency (at grade level and above grade level) for grades 3 and 4. This surpasses the expected percentage of growth for the i-Ready Reading MOY, indicating that we are likely on track to meet that goal as well. DIBELS MOY 24-25 & 25-26 Grades 3 & 4 data</p>	<p>The district revised the original testing window, previously scheduled for January 20th – 30th, which is why MOY iReady Reading data is not yet available. At this time, it is undetermined whether our target has been met because the iReady Reading testing window has not yet opened. The official assessment window runs from February 23rd through March 6th, and there will not be complete or accurate data until students complete their diagnostic assessments during that period.</p>	<p>Once the iReady assessment results become available, the MOY data will be analyzed to determine the specific adjustments that might be needed for the lead strategy. At this time, our school continues to implement the instructional practices outlined above, with a focus on increasing students’ ability to explain their thinking.</p>
<p>110 – 3-8 Math All Students Core Subject PI</p>	<p>Mid-Year Progress Goal (November 1, 2025-January 31, 2026)</p> <ul style="list-style-type: none"> Increase student performance in grades 3-8 on the iReady Math “early on grade level and mid or above grade level” by 5% as compared to the same reporting period during the 2024-2025 school year. 	<p>Over the reporting period, the Data-Driven Instruction cycle was implemented seven times in mathematics to analyze students’ constructed-response items, requiring them to “explain their thinking” by showing their work in writing. Across the grades with available data, 91% of students demonstrated their thinking on exit tickets by showing their work in writing. Within this group, approximately 35% of responses fell within the developing range (Yellow + Red), indicating partial or emerging understanding. Overall, the high rate of</p>	<p>Based on the DDI data collected during this time period, we have an early indicator suggesting that we may be on track to meet our target. However, it is not yet possible to determine whether the target has officially been met because the iReady Math assessment window has not opened. The testing window runs from February 23rd through March 6th, and complete, accurate performance data will only be available once students complete their</p>	<p>Once the iReady assessment results become available, the MOY data will be analyzed to determine the specific adjustments that might be needed for the lead strategy. At this time, our school continues to implement the instructional practices outlined above, with a focus on increasing students’ ability to explain their thinking.</p>

		students showing their work provides a positive indication that progress toward the midyear target is on track, based on the trends emerging from the DDI cycle data. DDI Math Data	diagnostic assessments during that period.																					
160 - EM Chronic Absenteeism – All Students	<p>Mid-Year Progress Goal (November 1, 2025-January 31, 2026)</p> <ul style="list-style-type: none"> Decrease chronic absenteeism by 7% as compared to the same reporting period during the 2024-2025 school year. 	<table border="1"> <thead> <tr> <th colspan="4">Student Attendance</th> </tr> <tr> <th></th> <th>Overall</th> <th>Chronic</th> <th>Severe</th> </tr> </thead> <tbody> <tr> <td>2024-2025 Nov-Jan</td> <td>82.01%</td> <td>37.65%</td> <td>33.20%</td> </tr> <tr> <td>2025-2026 Nov-Jan</td> <td>83.46%</td> <td>28.13%</td> <td>31.05%</td> </tr> <tr> <td colspan="4">Data pulled 1.22.26</td> </tr> </tbody> </table> <p>The chronic student attendance rate decreased from 37.65% last year during the reporting period to 28.13% this year during the reporting period. This is a 9.52% decrease from last year.</p>	Student Attendance					Overall	Chronic	Severe	2024-2025 Nov-Jan	82.01%	37.65%	33.20%	2025-2026 Nov-Jan	83.46%	28.13%	31.05%	Data pulled 1.22.26				As of January 22, 2026, the Mid-Year Progress Goal was achieved.	Target was met.
Student Attendance																								
	Overall	Chronic	Severe																					
2024-2025 Nov-Jan	82.01%	37.65%	33.20%																					
2025-2026 Nov-Jan	83.46%	28.13%	31.05%																					
Data pulled 1.22.26																								
180 – 3-8 ELP Success Ratio	<p>Mid-Year Progress Goal (November 1, 2025-January 31, 2026)</p> <ul style="list-style-type: none"> Decrease the percentage of ENL students in grades 3–8 performing “three or more grade levels below” on the iReady Reading diagnostic by 5% as compared to the same reporting period during the 2024-2025 school year. 	<p>The percentage of English Language Learners who scored “Well below” on the 2024 MOY DIBELS assessment was 70%. The percentage of English Language Learners who scored “Well below” on the 2025 MOY DIBELS assessment was 68%, which is a decrease of 2%.</p> <p>ELL DIBELS MOY 24-25 & 25-26 Grades 3 & 4</p>	<p>The district revised the original testing window, previously scheduled for January 20th – 30th, which is why MOY iReady Reading data is not yet available. At this time, it is undetermined whether our target has been met because the iReady Reading testing window has not yet opened. The official assessment window runs from February 23rd through March 6th, and there will not be complete or accurate data until students complete their diagnostic assessments during that period.</p>	Once the iReady assessment results become available, the MOY data will be analyzed to determine the specific adjustments that might be needed for the lead strategy. At this time, our school continues to implement the instructional practices outlined above, with a focus on increasing students’ ability to explain their thinking.																				
3 - Student Attendance	<p>Mid-Year Progress Goal (November 1, 2025-January 31, 2026)</p> <ul style="list-style-type: none"> Increase student attendance by 7% as compared to the same reporting period during the 2024-2025 school year. 	<table border="1"> <thead> <tr> <th colspan="4">Student Attendance</th> </tr> <tr> <th></th> <th>Overall</th> <th>Chronic</th> <th>Severe</th> </tr> </thead> <tbody> <tr> <td>2024-2025 Nov-Jan</td> <td>82.01%</td> <td>37.65%</td> <td>33.20%</td> </tr> <tr> <td>2025-2026 Nov-Jan</td> <td>83.46%</td> <td>28.13%</td> <td>31.05%</td> </tr> <tr> <td colspan="4">Data pulled 1.22.26</td> </tr> </tbody> </table> <p>Overall student attendance increased by 1.45% compared to the same reporting period during the previous year, however chronic attendance decreased by 9.52%, which exceeded the goal. Severe attendance also decreased by 2.15%.</p>	Student Attendance					Overall	Chronic	Severe	2024-2025 Nov-Jan	82.01%	37.65%	33.20%	2025-2026 Nov-Jan	83.46%	28.13%	31.05%	Data pulled 1.22.26				No, the Mid-Year Progress Goal was not met, but there was an increase in attendance during the reporting period and a decrease in Chronic and Severe attendance rates.	Yes. See Lead Strategies for Promoting Positive School Culture.
Student Attendance																								
	Overall	Chronic	Severe																					
2024-2025 Nov-Jan	82.01%	37.65%	33.20%																					
2025-2026 Nov-Jan	83.46%	28.13%	31.05%																					
Data pulled 1.22.26																								

<p>6 – Family and Community Engagement (DTSDE Tenet 6)</p>	<p>Mid-Year Progress Goal (November 1, 2025-January 31, 2026)</p> <ul style="list-style-type: none"> At least 40% of Saturday Academy attendees will engage in the Academic Enrichment room activities aligned to students' engaging their thinking. 	<table border="1" data-bbox="1115 289 1591 402"> <thead> <tr> <th colspan="3">Parent Event Attendance – Saturday Academy</th> </tr> <tr> <th></th> <th>Total Attendance</th> <th>Participation in Academic Room</th> </tr> </thead> <tbody> <tr> <td>November 22, 2025</td> <td>150</td> <td>50</td> </tr> <tr> <td>December 6, 2025</td> <td>108</td> <td>44</td> </tr> </tbody> </table> <table border="1" data-bbox="1115 440 1591 513"> <thead> <tr> <th colspan="2">School -Wide Evening Event Attendance</th> </tr> <tr> <th></th> <th>Total Attendance</th> </tr> </thead> <tbody> <tr> <td>November 20, 2025</td> <td>57</td> </tr> </tbody> </table> <p>Attendance for November and December's Saturday Academies showed that approximately 36.4% of participants attended the Academic Enrichment room.</p>	Parent Event Attendance – Saturday Academy				Total Attendance	Participation in Academic Room	November 22, 2025	150	50	December 6, 2025	108	44	School -Wide Evening Event Attendance			Total Attendance	November 20, 2025	57	<p>While the goal of 40% of Saturday Academy attendees will engage in the Academic Enrichment Room was not reached, the 36.4% improvement was an increase of 10.9% over the last reporting period where 25.5% of attendees engaged in the Academic Enrichment Room.</p>	<p>Yes. See Lead Strategies for Students Explain Their Thinking.</p>
Parent Event Attendance – Saturday Academy																						
	Total Attendance	Participation in Academic Room																				
November 22, 2025	150	50																				
December 6, 2025	108	44																				
School -Wide Evening Event Attendance																						
	Total Attendance																					
November 20, 2025	57																					
<p>94 – Providing 200 Hours of Quality ELT</p>	<p>Mid-Year Progress Goal (November 1, 2025-January 31, 2026)</p> <ul style="list-style-type: none"> Decrease the percentage of ELT students in grades 3–8 performing “three or more grade levels below” on the iReady Reading diagnostic by 5%, compared to the BOY reporting period in the same school year. Decrease the percentage of ELT students in grades 3–8 performing “three or more grade levels below” on the iReady Math diagnostic by 5%, compared to the BOY reporting period in the same school year. 	<p>During the mathematics DDI cycles, teachers analyzed work from 24 students who are enrolled in the after-school program. Based on the “Explain Your Thinking” rubric, 16 students (66.7%) were rated Green for showing complete and correct reasoning, 3 students (12.5%) were rated Yellow for showing partial work with some understanding, and 5 students (20.8%) were rated Red for showing work but demonstrating limited conceptual understanding. No students were rated in the Black category, which would indicate students did not show work.</p> <p>DDI Math Data (ELT Subgroup Data)</p> <p>Walkthrough Data pulled during ELT Visits</p>	<p>The district revised the original testing window, previously scheduled for January 20th – 30th, which is why MOY iReady Reading data is not yet available. At this time, it is undetermined whether our target has been met because the iReady Reading testing window has not yet opened. The official assessment window runs from February 23rd through March 6th, and there will not be complete or accurate data until students complete their diagnostic assessments during that period.</p>	<p>Once the iReady assessment results become available, the MOY data will be analyzed to determine the specific adjustments that might be needed for the lead strategy. At this time, our school continues to implement the instructional practices outlined above, with a focus on increasing students' ability to explain their thinking.</p>																		

		<p>DATA PULLED 1/23/2</p> <table border="1"> <thead> <tr> <th colspan="2">ELA- Explain Your Thinking</th> </tr> </thead> <tbody> <tr> <td>Students are responding to higher order thinking questions</td> <td>7%</td> </tr> <tr> <td>Students have an opportunity to respond to text-based questions in verbal form</td> <td>66%</td> </tr> <tr> <td>Students have frequent opportunities to write independently in response to text-based questions, using evidence from the text to demonstrate their understanding.</td> <td>17%</td> </tr> <tr> <td>The sentence stems from being used by students to respond to HOTS.</td> <td>0%</td> </tr> <tr> <td>Explicit vocabulary instruction modeled by teacher</td> <td>0%</td> </tr> <tr> <td>Teacher modeling "think aloud" strategies</td> <td>33%</td> </tr> <tr> <td>Sentence frames are utilized</td> <td>17%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">ELA- Student Engagement</th> </tr> </thead> <tbody> <tr> <td>Wait time</td> <td>100%</td> </tr> <tr> <td>Equitable participation techniques are used to provide all students opportunity to participate in discussions</td> <td>50%</td> </tr> <tr> <td>Technology incorporated</td> <td>16%</td> </tr> <tr> <td>Excessive teacher talk</td> <td>0%</td> </tr> <tr> <td>Builds on student responses</td> <td>66%</td> </tr> <tr> <td>Student talk is visible and relevant to the work</td> <td>16%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">Math- Explain Your Thinking</th> </tr> </thead> <tbody> <tr> <td>Students are responding to higher order thinking questions</td> <td>0%</td> </tr> <tr> <td>Students have an opportunity to respond to questions in verbal form</td> <td>50%</td> </tr> <tr> <td>Students have an opportunity to respond to questions in written form</td> <td>0%</td> </tr> <tr> <td>Evidence of "math talk" - providing opportunities for students to use peer discourse to build number sense</td> <td>100%</td> </tr> <tr> <td>Sentence stems being used by students to respond to HOTS</td> <td>0%</td> </tr> <tr> <td>Explicit vocabulary instruction modeled by the teacher</td> <td>0%</td> </tr> <tr> <td>Teacher models "think aloud" strategy</td> <td>25%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">Math- Student Engagement</th> </tr> </thead> <tbody> <tr> <td>Wait time</td> <td>67%</td> </tr> <tr> <td>Equitable participation techniques are used to provide all students opportunity to participate in discussions</td> <td>50%</td> </tr> <tr> <td>Technology incorporated</td> <td>0%</td> </tr> <tr> <td>Excessive teacher talk</td> <td>0%</td> </tr> <tr> <td>Builds on student responses</td> <td>66%</td> </tr> <tr> <td>Student talk is visible and relevant to the work</td> <td>50%</td> </tr> <tr> <td>Use of manipulatives</td> <td>70%</td> </tr> </tbody> </table>	ELA- Explain Your Thinking		Students are responding to higher order thinking questions	7%	Students have an opportunity to respond to text-based questions in verbal form	66%	Students have frequent opportunities to write independently in response to text-based questions, using evidence from the text to demonstrate their understanding.	17%	The sentence stems from being used by students to respond to HOTS.	0%	Explicit vocabulary instruction modeled by teacher	0%	Teacher modeling "think aloud" strategies	33%	Sentence frames are utilized	17%	ELA- Student Engagement		Wait time	100%	Equitable participation techniques are used to provide all students opportunity to participate in discussions	50%	Technology incorporated	16%	Excessive teacher talk	0%	Builds on student responses	66%	Student talk is visible and relevant to the work	16%	Math- Explain Your Thinking		Students are responding to higher order thinking questions	0%	Students have an opportunity to respond to questions in verbal form	50%	Students have an opportunity to respond to questions in written form	0%	Evidence of "math talk" - providing opportunities for students to use peer discourse to build number sense	100%	Sentence stems being used by students to respond to HOTS	0%	Explicit vocabulary instruction modeled by the teacher	0%	Teacher models "think aloud" strategy	25%	Math- Student Engagement		Wait time	67%	Equitable participation techniques are used to provide all students opportunity to participate in discussions	50%	Technology incorporated	0%	Excessive teacher talk	0%	Builds on student responses	66%	Student talk is visible and relevant to the work	50%	Use of manipulatives	70%		
ELA- Explain Your Thinking																																																																		
Students are responding to higher order thinking questions	7%																																																																	
Students have an opportunity to respond to text-based questions in verbal form	66%																																																																	
Students have frequent opportunities to write independently in response to text-based questions, using evidence from the text to demonstrate their understanding.	17%																																																																	
The sentence stems from being used by students to respond to HOTS.	0%																																																																	
Explicit vocabulary instruction modeled by teacher	0%																																																																	
Teacher modeling "think aloud" strategies	33%																																																																	
Sentence frames are utilized	17%																																																																	
ELA- Student Engagement																																																																		
Wait time	100%																																																																	
Equitable participation techniques are used to provide all students opportunity to participate in discussions	50%																																																																	
Technology incorporated	16%																																																																	
Excessive teacher talk	0%																																																																	
Builds on student responses	66%																																																																	
Student talk is visible and relevant to the work	16%																																																																	
Math- Explain Your Thinking																																																																		
Students are responding to higher order thinking questions	0%																																																																	
Students have an opportunity to respond to questions in verbal form	50%																																																																	
Students have an opportunity to respond to questions in written form	0%																																																																	
Evidence of "math talk" - providing opportunities for students to use peer discourse to build number sense	100%																																																																	
Sentence stems being used by students to respond to HOTS	0%																																																																	
Explicit vocabulary instruction modeled by the teacher	0%																																																																	
Teacher models "think aloud" strategy	25%																																																																	
Math- Student Engagement																																																																		
Wait time	67%																																																																	
Equitable participation techniques are used to provide all students opportunity to participate in discussions	50%																																																																	
Technology incorporated	0%																																																																	
Excessive teacher talk	0%																																																																	
Builds on student responses	66%																																																																	
Student talk is visible and relevant to the work	50%																																																																	
Use of manipulatives	70%																																																																	
<p>95 - Teacher Attendance</p>	<p>Mid-Year Progress Goal (November 1, 2025-January 31, 2026)</p> <ul style="list-style-type: none"> 87% Teacher Attendance during the reporting period. 	<table border="1"> <thead> <tr> <th colspan="2">Teacher Attendance</th> </tr> <tr> <th></th> <th>Overall</th> </tr> </thead> <tbody> <tr> <td>2025-2026 Sep-Jan Data pulled 1.22.26</td> <td>91.04%</td> </tr> </tbody> </table>	Teacher Attendance			Overall	2025-2026 Sep-Jan Data pulled 1.22.26	91.04%	<p>As of January 22, 2026, the Mid-Year Progress Goal was achieved.</p>	<p>Target was met.</p>																																																								
Teacher Attendance																																																																		
	Overall																																																																	
2025-2026 Sep-Jan Data pulled 1.22.26	91.04%																																																																	
<p>101 – 3-8 ELA SWD Core Subject PI</p>	<p>Mid-Year Progress Goal (November 1, 2025-January 31, 2026)</p> <ul style="list-style-type: none"> Increase SWD student performance in grades 3-8 on the iReady Reading “early on grade level and mid or above grade level” by 5% as compared to the same reporting period during the 2024-2025 school year. 	<p>The comparison of SWD DIBELS results from the BOY to the MOY shows an overall increase of 3% in proficiency (at grade level and above grade level) for grades 3 and 4. SWD DIBELS MOY 24-25 & 25-26 Grades 3 & 4</p>	<p>The district revised the original testing window, previously scheduled for January 20th – 30th, which is why MOY iReady Reading data is not yet available. At this time, it is undetermined whether our target has been met because the iReady Reading testing window has not yet opened. The official assessment window runs from February 23rd through March 6th, and there will not be complete or</p>	<p>Once the iReady assessment results become available, the MOY data will be analyzed to determine the specific adjustments that might be needed for the lead strategy. At this time, our school continues to implement the instructional practices outlined above, with a focus on increasing students’ ability to explain their thinking.</p>																																																														

			accurate data until students complete their diagnostic assessments during that period.	
105 – 3-8 ELA ED Core Subject PI	<p>Mid-Year Progress Goal (November 1, 2025-January 31, 2026)</p> <ul style="list-style-type: none"> Increase ED student performance in grades 3-8 on the iReady Reading “early on grade level and mid or above grade level” by 5% as compared to the same reporting period during the 2024-2025 school year. 	<p>The comparison of ED DIBELS results from the BOY to the MOY shows an overall increase of 9% in proficiency (at grade level and above grade level) for grades 3 and 4.</p> <p>ED DIBELS MOY 24-25 & 25-26 Grades 3 & 4</p>	<p>The district revised the original testing window, previously scheduled for January 20th – 30th, which is why MOY iReady Reading data is not yet available. At this time, it is undetermined whether our target has been met because the iReady Reading testing window has not yet opened. The official assessment window runs from February 23rd through March 6th, and there will not be complete or accurate data until students complete their diagnostic assessments during that period.</p>	<p>Once the iReady assessment results become available, the MOY data will be analyzed to determine the specific adjustments that might be needed for the lead strategy. At this time, our school continues to implement the instructional practices outlined above, with a focus on increasing students’ ability to explain their thinking.</p>
115 – 3-8 Math ED Core Subject PI	<p>Mid-Year Progress Goal (November 1, 2025-January 31, 2026)</p> <ul style="list-style-type: none"> Increase student performance in grades 3-8 on the iReady Math “early on grade level and mid or above grade level” by 5% as compared to the same reporting period during the 2024-2025 school year. 	<p>Over the reporting period, the Data-Driven Instruction cycle was implemented seven times in mathematics to analyze students’ constructed-response items requiring them to “explain their thinking” by showing their work in writing. Across the grades with available data, 92% of students in the economically disadvantaged subgroup demonstrated their thinking on exit tickets by showing their work in writing. Within this group, approximately 34% of responses fell within the developing range (Yellow and Red), indicating partial or emerging understanding. Overall, the high rate of students showing their work provides a positive indication that progress toward the midyear target is on track, based on the trends emerging from the DDI cycle data.</p> <p>DDI Math (Economically Disadvantaged Subgroup Data)</p>	<p>Based on the DDI data collected during this time period, we have an early indicator suggesting that we may be on track to meet our target. However, it is not yet possible to determine whether the target has officially been met because the iReady Math assessment window has not opened. The testing window runs from February 23rd through March 6th, and complete, accurate performance data will only be available once students complete their diagnostic assessments during that period.</p>	<p>Once the iReady assessment results become available, the MOY data will be analyzed to determine the specific adjustments that might be needed for the lead strategy. At this time, our school continues to implement the instructional practices outlined above, with a focus on increasing students’ ability to explain their thinking.</p>

Part 4 – District Support Plan-OSL WILL COMPLETE THIS SECTION FOR YOU

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

Report Out: 2025-2026 District Support-

Describe the specific steps the district has taken this quarter to support the school and school leadership in implementing the Continuation Plan. Be explicit about:

- **Equitable Resource Allocation:** How resources (staffing, funding, programs, services, materials) were distributed to meet the unique needs of this school.
- **Access to Strong Teaching & Learning:** How the district ensured students at this school had access to effective teachers, high-quality instruction, and meaningful learning opportunities.

Evidence of Impact

- What data, observations, or stakeholder feedback demonstrate the **impact** of district support on the school’s progress toward its Demonstrable Improvement (DI) Indicators?
- Provide concrete examples (e.g., student performance data, teacher retention/improvement, access to programs, attendance, or engagement metrics).

Adjustments & Next Steps

- Based on the evidence gathered to date, what **adjustments or refinements** will the district make in the next quarter to strengthen support for this school?
- Identify **specific action steps** and timelines for implementation.

Equitable Resource Allocation

District resources were deployed to address School #97’s academic and elevated behavioral needs through staffing support, leadership supports, instructional programming, and engagement initiatives. Staffing and leadership supports included filling support staff vacancies, on-site and virtual leadership coaching sessions with Dr. Yvonne Minor Ragan, and ongoing Receivership collaborative meetings with PS 37 and Dr. Shedrick.

Resources were enhanced through district-supported attendance and achievement incentive systems, such as the book vending machine, Student Success Awards, Panther Pulse, and the Superintendent Attendance Lottery, were deployed to boost engagement. Together, these allocations ensured proportional support aligned to student needs and DI targets.

Evidence of Impact on Demonstrable Improvement (DI) Indicators

District support contributed to clear gains across student performance, attendance, school culture, and staff outcomes. In terms of student learning behaviors, 91% of students demonstrated their thinking in writing on math exit tickets, and DIBELS proficiency for grades 3–4 increased by 7%, surpassing expected mid-year growth. Improvements were also evident in attendance and culture, with chronic absenteeism decreasing from 37.65% to 28.13%, a 9.52% reduction, and office discipline referrals dropping from a projected 145 to 76 actual referrals, a 50.7% decrease. Extended Learning Time (ELT) programming produced strong academic outcomes as well, with 66.7% of ELT students demonstrating complete and correct reasoning on math tasks. Staff outcomes showed positive trends, with teacher attendance reaching 87%, meeting the district’s DI target.

District Adjustments & Next Steps (Next Quarter)

Access to Effective Teaching & High – Quality Learning

The district ensured instructional quality through a multifaceted approach centered on Data-Driven Instruction, professional learning, and consistent instructional monitoring. Seven district-supported DDI cycles in math emphasized constructed-response tasks and rubric-based analysis, with the model expanded to additional grade levels through support from instructional coaches and the Instructional Technology Coach.

Professional learning was strengthened through district-facilitated faculty meetings aligned to DI indicators, where staff analyzed mid-year progress and identified next steps. Instructional monitoring occurred through weekly walkthroughs using district tools to assess SEL implementation, the culture of learning, and instructional alignment, supplemented by walkthroughs with the ASL and Leadership Coach, Dr. Minor-Ragan.

The leadership team will engage in timely data analysis by reviewing iReady MOY results immediately after the testing window to refine instructional priorities with the Associate Superintendent of School Leadership and Leadership Coach. To strengthen instruction and engagement, the team will collaborate on strategies to increase Academic Enrichment Room participation during Saturday Academies, with the goal of surpassing the 40% target. In addition, the district will continue monitoring office discipline referral and suspension trends to support improvements in attendance, behavior, and overall SEL outcomes.

Part 5 – Community Engagement Team (CET)

[The Community Engagement Team](#) is a representative body designed to foster and support public engagement. The CET serves as an **active thought partner** contributing to and supporting the development of recommendations for school improvement as outlined by the school and district.

Identify **recommendations made by the CET during this reporting period**, including how the school community and community at-large were engaged to (1) provide input into the school’s Continuation Plan and (2) review, update as applicable, and provide a list of CET membership for the 2025–2026 SY.

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

Report Out: 2025–2026 CET Plan Implementation- Quarter 2

CET Engagement:

- Provide dates and times of CET convening(s).
- Attach or summarize CET meeting agenda(s) that occurred during this quarter, noting how key data and information were shared to support analysis of lead strategies
- If applicable, describe the process for identifying and selecting new members, including steps taken to increase participation of parents, family members, and students.

Community Engagement Team (CET) meetings are held once per month on a set schedule. Meetings take place virtually or in person on the last Thursday of each month directly following our Site Based Management Team (SBMT) meetings. There is an open forum at the end of each meeting to allow participants to discuss any items or topics the standard agenda does not address. The categories of stakeholders that are represented at each CET meeting are building administrators, our parent liaison, one or more parent representatives, building teacher union representatives, a cohort of teachers, all instructional coaches, the Student Support Team, the Say Yes Community Schools Navigator, and Extended Learning Time Coordinator. All recommendations made by the CET during this reporting period were discussed along with supporting data to make informed decisions.

The dates, times, and agendas for the CET meetings held during this reporting period are outlined below.

- [November 24, 2025 at 3:00pm \(virtual\) – Agenda Linked Here](#)
- [December 18, 2025 at 3:00pm \(in person\) – Agenda Linked Here](#)

The next CET meeting will take place on Thursday, January 29, 2026 at 3:00pm virtually.

CET Impact:

- Identify the lead strategies that were presented to the CET for input and shared decision-making.
- Describe the contribution of the CET and how their feedback or actions influenced, strengthened, or scaled the implementation of lead strategies.

The Lead Strategies that were presented to the CET for input and shared decision-making are Students Explain Their Thinking and Promoting Positive School Culture.

At this stage, the CET has not yet provided direct feedback or suggestions that have influenced the implementation of lead strategies. However, the team remains engaged and informed, and we anticipate that as the lead strategies become more fully implemented and observable in practice, the CET will play a more active role in offering insights and recommendations to strengthen and scale these efforts.

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 reporting period, Harvey Austin School actively leveraged the Powers of the Receiver to drive instructional improvement, foster staff collaboration, and enhance parent and family engagement. The principal exercised Powers #4, #8, and #9 to support these efforts.

- **Power #4: Mandating Faculty Meetings**
The principal implemented two additional compensated faculty meetings (60 minutes each) to ensure consistent communication around student performance data, instructional priorities, and school improvement progress. These Receivership meetings have been strategically focused on deepening staff understanding of the school’s lead strategies, how those strategies are monitored, and analyzing data aligned to them. The intentional use of meeting time has helped build collective ownership of instructional goals and foster a data-driven culture across the school.
- **Power #8: Requiring Use of Technology for Communication**
Teachers were required to fully utilize Infinite Campus, the district’s student information system, to update grades, document parent communications, and input Office Disciplinary Referrals. This transparency allowed parents to monitor their child’s progress in real-time through the parent portal. Additionally, teachers across all grades used Class DOJO to communicate behavior updates, reinforcing parent engagement and home-school connection.
- **Power #9: Modifying the Schedule for Common Planning Time**
To strengthen collaboration and instructional alignment, the principal modified the daily schedule to include a dedicated 9:00–9:30 AM common planning time for all encore teachers. Additionally, one day per six-day cycle is designated for grade-level meetings, allowing instructional staff to engage in focused discussions around student data, instructional strategies, and progress monitoring. Select grade-level meetings are intentionally structured as common planning time to promote the application of professional learning and team-based collaboration. Junior high teachers also have built-in common planning periods, which support efforts to address learning gaps, share best practices, and develop targeted interventions.

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: 2/4/26

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): Shawn Loxe
Signature of CET Representative*: Shawn Loxe
Title of CET Representative: Parent
Date: 1/23/26

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