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Knowledge > Skill > Opportunity

2026-2027 Receivership School Quarterly Report #1
Report Period: *August 1, 2026, to October 30, 2026 (Due October 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.

<table>
<tr><th>School Name</th><th>District</th><th>Superintendent</th><th colspan="2">Date Report Submitted</th></tr>
<tr><td>South Middle School</td><td>Newburgh Enlarged City School District</td><td>Dr. Manning Campbell</td><td colspan="2">October 30, 2026</td></tr>
<tr><td>School Leader</td><td colspan="2">District Hyperlink to this Report</td><td colspan="2">High Schools Only
Overall Graduation Rate
(The most recent 4-Year June and August graduation rates)</td></tr>
<tr><td>Roderick Phoenix</td><td colspan="2"></td><td>June

%</td><td>August

%</td></tr>
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New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

Executive Summary
Please provide a *plain-language summary* of this final report to both reflect the changes and progress made since the last reporting period. District and school leadership should frame a summary of actions, strategies, and process adaptations that were leveraged during the 2025-2026 school year and describe the *systems* and *structures* utilized to implement lead strategies, engage the community, and actions taken to enact the Powers of the Receiver that map to sustainable practices that will bridge the next phase of *ongoing continuous and comprehensive planning for school improvement*. The summary should be written in terms easily understood by the community at large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to *no more than 500 words*. Applicable links must be made publicly available prior to submitting the report.
During Quarter 1 of the 2026–2027 school year, South Middle School implemented key systems and instructional strategies to drive continuous improvement, enhance student achievement, and foster community engagement. School leadership and staff focused on foundational setup, baseline assessments, and structured data-review protocols to guide decision-making across all continuous improvement targets. To support academic growth in English Language Arts (ELA) and Mathematics, the school gathered baseline data using the i-Ready Diagnostic and Class Companion writing assessments, which were given during dedicated, blocked testing time with over 94% of students participating. A realigned master schedule protects bi-weekly Professional Learning Community (PLC) cycles, enabling grade-level teams, instructional coaches, and school leaders regularly review data and analyze student work to refine Tier 2 and Tier 3 interventions (additional small group and individual support), and align classroom tasks to rigorous grade level standards. Administrative leaders conducted calibrated walkthroughs utilizing District Look-For Checklists to ensure high-quality alignment to the curriculum and embedding student-centered instruction across classrooms. The District uses a checklist that matches the key indicators showing that teachers are using strategies aligned with the curriculum and core instructional tenets. The teachers are receiving job-embedded professional development on using data, unpacking the curriculum and identifying where standards and skills were spiral throughout it with Assistant Principals participating alongside teachers in department meetings to align instructional expectations. Teachers have begun regular cycles of common planning time to align instruction, use data to guide teaching and build student discussion and rigor into their lessons. ● Professional Learning sessions: ○ SMS:What does the data show and where do the skills and standards spiral in the curriculum? ○ Annotating your lessons ○ Class Companion/Solara to support instruction ○ Unit Internalization protocol ○ AIS Data to Difference ○ Science Dept Meeting-Level Up reasoning ○ Algebra and Modeling

- Overview of NGLS - Fluency, CRA, Problem Solving, Practices, Strands (Presented to all administrators)
- Math Dept Meeting - CRA with demo lesson
- Math Dept Meeting - Hess' DOK; Acceleration vs. Remediation

To promote a positive climate and reduce chronic absenteeism, South Middle School launched the "Every Student Known by Name" mentoring initiative and daily attendance tracking structures. Through proactive family outreach, attendance reached 98.8% by October 1. Restorative practices and early-warning check-ins were integrated to support student belonging and reduce disciplinary disruptions.

Community engagement remained a central priority through regular collaboration with the Community Engagement Team and events such as the Family BBQ & Boot Camp and Hispanic Heritage Family Night. Multilingual digital communication tools and workshops empowered families as active partners in student success. Moving forward, leadership will continue refining PLC data cycles, expanding restorative circle training, and deploying extended day learning opportunities to maintain progress toward Demonstrable Improvement targets.

Directions:

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

The summary should highlight:

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

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

Required Reporting	Continuation Plan Alignment
Part 1 – Overview of School Demographic and Four-Year Trend Data	Overview of Data
Part 2 – Ongoing Needs Assessment and Data Review	Needs Assessment Completion to Inform Plan Development
Part 3 – Lead Strategies for School Improvement	Parts I, II and III (Lead Strategies, Level 1 and Level 2 Indicators)
Part 4 – Demonstrable Improvement (DI) Indicators	Parts II and III Demonstrable (DI) Indicators
Part 5 – District Support	Part VII: District Support Plan
Part 6 – Community Engagement Team (CET)	Part V: Community Engagement Team (CET)
Part 7 – Powers of the Receiver	Part VI: Powers of the Receiver

New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

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

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

Total Current Enrollment: N =	**569**
SWD% =	**21%**
ELL% =	**17%**
Data Source:	**IC**
Date of Capture:	**10/21**
% of SWD students who are also ELLs =	**11%**

Attendance				
	2023-2024	**2024-2025**	**2025-2026**	**2026-2027**
Average Daily Attendance	86.8%	87.3%	86.4%	89.4% As of 10/26
Accountability Attendance Levels				
	Level 1	**Level 2**	**Level 3**	**Level 4**
2025-2026 *Report from SIRS 116	**182**	**112**	**211**	**268**
2026-2027 *Report from Student Management System	**tbd**	**tbd**	**tbd**	**tbd**

Suspension Rate and Number by Category								
	2023-2024		2024-2025		2025-2026		2026-2027	
	#	%	#	%	#	%	#	%
Out-of-School Suspensions	107	12.7	90	11.5	91	12.1	1	.2
Duplicated Suspensions	27	25.7	25	27.7	30	32.9	0	0
Unduplicated Suspensions	54	50.4	59	65.5	51	56.0	4	
ELL Suspensions	28	13.5	15	8.4	12	8.5	0	0
SWD Suspensions	25	117.9	23	14.1	29	19.9	1	.9

Part 1 (cont.) – 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			
	2023-2024	***2024-2025***	***2025-2026***
Total Cohort			
ELL Grad. Rate			
SWD Grad. Rate			

Drop Out Rates			
	2023-2024	***2024-2025***	***2025-2026***
Total Cohort			
ELL Grad. Rate			
SWD Grad. Rate			

New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

3-8 ELA Outcomes					
	Outcomes SY	Level 1	Level 2	Level 3	Level 4
All Students	2025-2026	44%	27%	20%	9%
	2024-2025	50%	26%	17%	7%
SWD	2025-2026	78%	19%	3%	1%
	2024-2025	83%	11%	4%	2%
ELLs	2025-2026	88%	12%	0%	0%
	2024-2025	88%	10%	2%	0%

3-8 Math Outcomes					
	Outcomes SY	Level 1	Level 2	Level 3	Level 4
All Students	2025-2026	59%	25%	14%	2%
	2024-2025	56%	26%	16%	3%
SWD	2025-2026	84%	13%	2%	1%
	2024-2025	84%	13%	3%	1%
ELLs	2025-2026	82%	16%	1%	0%
	2024-2025	74%	24%	2%	0%

New York State EDUCATION DEPARTMENT
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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**. Note that both the number definition and the percentage rate formula are provided. **No data should be entered in the table below.*

Out of School Suspensions # = ***Number of students*** *who were suspended out of school for one or more instances.*
Duplicated Suspensions # = ***Number of students*** *suspended out of school for more than one instance.*
Unduplicated Suspensions # = ***Number of students*** *suspended out of school for only one instance.*
English Language Learners (ELL) Suspensions # = ***Number of ELL*** *students suspended out of school for one or more instances.*
Students with Disabilities (SWD) Suspensions # = ***Number of students*** *with disabilities suspended out of school for one or more instances.*

Part 2 – Ongoing Needs Assessment and Data Review
Use the prompts to report on needs assessment progress during Quarter 1.

School Improvement Team: ● Who is responsible for leading and participating in the ongoing analysis of implementation and outcome data? ● How is the School Improvement Team or another designated team being used to translate data into decisions?	**Plan for Completion of Needs Assessment Activities:** ● What schedule and milestones have been established for completing the required needs assessment and data-analysis activities this quarter? ● What protocols will the team use to examine data, identify findings, and determine implications for the Continuation Plan? ● What preparation or support has been provided to ensure team members can effectively participate in the analysis and decision-making process?	**Completed Activities:** ● What needs assessment and data-analysis activities were completed this quarter, including analysis of the 2026 NYS assessment and/or Regents examination results? ● What are the most significant findings about student performance, implementation, and/or the conditions influencing results? ● What does the evidence suggest is working, not yet working, or requires further investigation? ● How do these findings affirm or challenge the assumptions underlying the school's Lead Strategies?	**Next Steps / Adaptations:** ● Based on the evidence reviewed this quarter, what will the school continue, strengthen, modify, or discontinue? ● What specific actions will school and/or district leadership take during the next quarter to address barriers and strengthen implementation? ● What evidence will the team examine next quarter to determine whether those adjustments are having the intended effect? ● How will the findings and/or adjustments be communicated to the school community?
● The Principal (Mr. Roderick Phoenix), Assistant Principals (Ms. Berrios, Mr. Joseph, Ms. Reid), Instructional Math and ELA Coaches, Department Leads, and the Director of Middle Level (Dr. Pushkanster) lead and participate in the ongoing analysis of implementation and outcome data.	The School Improvement Team (SIT) meets monthly and aligned Grade-Level/Department PLCs meet bi-weekly to examine data and translate findings into instructional and operational decisions. The team uses structured protocols to review i-Ready diagnostic baselines, Class Companion writing baselines, daily attendance trends, behavior referral logs, and instructional walkthrough data to adjust classroom practices, assign intervention supports, and align master scheduling. The School	● Completed the master schedule ● Reviewed and analyzed iReady data and state assessment data. Provide teachers with professional learning t review the data as it relates to instruction and their curricula. ● Completed a staffing review ● Identified the need for dedicated diagnostic testing time, which was provided this year through a blocked testing schedule. ● Administered a writing baseline through Class Companion.	● School Actions: Continue protected PLC and CPT data cycles; strengthen Tier 2/3 academic interventions based on i-Ready groupings; ● Leadership Actions: Conduct weekly calibrated administrative walkthroughs using the Danielson framework and Look-For Checklists; coordinate bi-weekly attendance case management reviews.

	Improvement Team is scheduled to meet monthly. During this time the SIT is able to review data. The findings are then used to support instructional adjustments. Data for review includes: iReady diagnostic writing baseline, attendance, And behavior data available so far. Future meetings will also include walk-through data as well as meetings, surveys, etc. Data review protocol	• Based on observational walkthrough data, students are having discussions. • Teachers are asking probing questions and having students make connections to help students relate to the text. • Professional learning communities are working; teachers are planning lessons cohesively based on instructional walk-throughs. Pedagogical behavior is shifting. • Student engagement has increased based on classroom observation. • All classrooms have learning objectives. A next step is to ensure students can verbalize what they are learning as well. • There is a thematic approach to learning. • "Every Student Known by Name" mentoring check-in initiative. • Held an initial CET meeting to share what has been done so far and next steps. • Hosted family engagement nights. • Began a School newsletter for families	• Evidence to Examine Next Quarter: student work analysis, Q2 writing benchmark samples, weekly walkthrough observation trends, attendance rates, and discipline logs. • Communication: Progress updates and data summaries will be communicated through quarterly CET public meetings, monthly family newsletters, robocalls/SMS broadcasts, and faculty cabinet updates. • Additional Data: Review exit ticket data and formative assessment data, along with end of unit assessment data.

		• Teachers are being more intentional about the quality of student work: circulating, conferencing and providing individual feedback. • Teachers received professional development on using data to inform instruction and make intentional instructional decisions to support students. • A next step we will work on with teachers is looking at how teachers take this data and respond to it, and use it to inform their instructional decisions.	

New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

Part 3 – 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.*

New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

Quarter 1 Report - Reflection on Lead Strategies Implemented during August 1, 2026 – October 30, 2026				
PLAN		**DO**	**STUDY**	**ACT**
Lead Strategy: Identify the Lead Strategy from the approved Continuation Plan. Use a separate row for each Lead Strategy.	**Aligned DIIs:** List the Demonstrable Improvement (DI) Indicators connected to this strategy. All DIs should be listed here.	**Implementation Steps** **Describe the specific actions taken to implement this strategy to date.** **Guiding Prompts to Consider:** ● **Planned Actions:** What concrete steps were taken to launch and support the strategy (e.g., professional learning sessions, curriculum roll-out, creation of intervention blocks, coaching cycles)? ● **Sequencing & Timeline:** When were these steps initiated? What milestones or phases of implementation have been completed so far? ● **Roles & Responsibilities:** Who carried out each step (leaders, coaches, teachers, support staff, community partners)? How were responsibilities distributed and monitored? ● **Communication & Engagement:** How were staff, students, and families informed and engaged in the strategy? Were feedback loops built in? ● **Resources Deployed:** What resources (staffing, scheduling adjustments, materials, technology, funding) were allocated to support implementation? ● **Leadership Moves:** Where have you focused your work as a leader during this quarter to effect rapid change?	**Summarize Implementation Outcomes and Progress Toward Demonstrable Improvement (DI) Targets** **Guiding Prompts to Consider:** ● **Impact on Goals:** How has plan implementation influenced progress toward this year's DI targets? What specific outcomes can be attributed to the strategies implemented? ● **Systems and Structures:** ○ What structures were put in place (professional learning, PLCs, coaching, resource allocation, scheduling adjustments) to support the implementation? ○ 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 implementation targets? **Improvement Science Lens to Consider:** ● **Teacher Practice Shifts → Student Outcomes:** ○ 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:** ○ What are your "measures that matter" (formative assessments, student work samples, benchmark data, engagement indicators)? ○ How do these measures demonstrate progress toward improvement goals? ● **Fidelity of Implementation:** ○ 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?	**Think about your findings. For each Lead Strategy identify if it will be necessary to Strengthen, Scale, Discontinue and describe next steps.** ● **Strengthen** – What elements of the strategy are showing promise and should be reinforced or expanded? ● **Scale** – What aspects are ready to be scaled to additional classrooms, grade levels, or content areas? What conditions are needed for successful scaling (e.g., capacity, time, leadership support)? ● **Discontinue** – What components are not yielding intended outcomes and should be revised or phased out? What have you learned from these missteps? **Guiding Prompts to Consider:** ● **Adaptation and Refinement**: What adjustments will you make to ensure the strategy is more effective in the next cycle of implementation? ● **Resources:** Are there gaps in staffing, scheduling, instructional materials, or technology that need to be addressed to strengthen the strategy? ● **Professional Learning:** What targeted PD, coaching, or collaborative planning is needed to build staff knowledge and skills? How will you ensure learning is job-embedded and responsive to staff feedback? ● **System Supports:** What changes to school or district systems (policies, structures, data routines, leadership support) are required to sustain or expand the strategy? ● **Monitoring and Feedback:** ○ Based on the outcomes of this PDSA cycle, what will be your mid-year implementation progress target for each Lead Strategy? ○ How will you track the impact of adjustments to your plan in real time (e.g., progress monitoring tools, walkthrough protocols, student performance data)? **Improvement Science Lens to Consider:** ● What are your *tests of change* for the next cycle (small-scale trials, pilots, or refinements)? How will you know if the change is having impact (specific evidence/metrics)?

1- Increase opportunities for students to explain their thinking and build on the ideas of their peers through structured academic discourse.	Aligned DIIs: 3-8 ELA & Math MGP / Teacher Practices / Curriculum Support.	• Ongoing, job embedded professional development is provided for all teachers, provided by lead teachers, administrators, and directors.
		• Professional Learning sessions:
		  ○ SMS:What does the data show and where do the skills and standards spiral in the curriculum?
		  ○ Annotating your lessons
		  ○ Class Companion/Solara to support instruction
		  ○ Unit Internalization protocol
		  ○ AIS Data to Difference
		  ○ Science Dept Meeting-Level Up reasoning
		  ○ Overview of NGLS - Fluency, CRA, Problem Solving, Practices, Strands (Principals' meeting)
		  ○ Math Dept Meeting - CRA with demo lesson
		  ○ Math Dept Meeting - Hess' DOK; Acceleration vs. Remediation
		• The lead teachers facilitate peer coaching cycles, PLCs, and CPT.
		• Professional learning cycles are taking place throughout the building in every content.
			• Class Companion writing baselines and i-Ready Diagnostic 1 were administered under blocked testing schedules
			• Realigned master schedule protecting bi-weekly PLC data cycles; established Discourse Look-For Checklists and walkthrough logging tools.
				• Formalize bi-weekly task-analysis protocols using the Hess Cognitive Rigor Matrix during PLC blocks; initiate weekly rotating administrative walkthroughs.

		• Teachers participate in with professional learning cycles that include job-embedded professional development, coaching on preparation implications, observations, feedback, and review of data. • Baseline assessments were administered. • Planning for BTC, discourse, and additional PD's • Master schedule with PLC's and CPT completed • Administrative instructional walks and calibration • Assistant Principals participated in teacher professional learning sessions during department meetings to align instructional expectations. • Cycles of Impacting Outcomes • Math Director conducting informal walkthroughs/discussions with teachers to understand current practices. • Director of Middle conducting informal walk throughs and discussions with teachers and walkthroughs with the AP's.		

2-Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving	3-8 ELA/Math MGP / Teacher Practices / Curriculum Support.	• Planned Actions: Train staff on Hess' Cognitive Rigor Matrix and DOK levels; conduct unit resource audits to build a grade-level 'Bank of High-Demand Tasks'; provide PD on aligning rigorous learning objectives; implement Thinking Classroom routines that shift cognitive lift to students. • Implementation is progress; the team is reviewing data and completing baseline assessments. • Teachers are asking students to explain their reasoning and are using probing questions. • Teachers received professional development on building reasoning and conceptual thinking in mathematics rather than teaching students to memorize formulas. • The District shared lesson plan templates that include explicit DOK targets and aligned lead teacher agenda alignment. • The team deployed the Hess-DOK Matrix, lesson planning templates with DOK targets, and i-Ready benchmark resources. • The principal held a structured CPT time with APs to review task rigor and lesson design. • Directors conducting informal walkthroughs/discussions with teachers to understand current practices. • Began weekly joint walkthroughs between AP and Math Director, with the goal of increasing academic rigor with student discourse	• Impact on Goals: Core department leads initiated preliminary unit mapping to ensure grade-level expectation alignment. • Systems & Structures: Established common task-analysis rubric frameworks within PLCs. • Launch the next phase of discourse rollout. • Preliminary walkthroughs of Math classrooms indicate low adoption rate of i-Ready curricular materials, low student reasoning, and off-grade-level instruction.	• Adaptation & Refinement: Finalize dates with APs to deliver Hess-DOK Matrix training during CPT blocks; audit core units to complete the High-Demand Task Bank. • Mid-Year Progress Target: Ensure at least 70% of reviewed student work samples demonstrate explicit evidence of high-level reasoning (DOK Level 3) on common rubrics. •

3-Establish a schoolwide culture of connectedness and belonging—grounded in consistent routines, restorative practices, and authentic relationships—that reduces absenteeism, supports on-time arrival, and builds the perseverance students need for academic success and high school readiness.	Attendance Index & Chronic Absenteeism / Suspension Rates / 3-8 ELA & Math MGP.	• **Planned Actions:** Establish schoolwide relationship building and attendance monitoring systems; implement restorative practices training (circles, conflict resolution); launch 'Every Student Known by Name' mentoring check-ins; roll out positive attendance incentives; deploy vertical surfaces and digital tools; conduct monthly attendance/belonging data reviews. • Use a Panorama tool to monitor attendance and students' sense of belonging. • The attendance team meets weekly to identify students, complete home visits when needed, and provide necessary support. • Teachers follow specific attendance protocols and call home when students are absent. • APs send morning messages to their teams with protocol reminders. • School counselors, psychologists, and social workers work with teachers to provide restorative sessions for students and families and to schedule team meetings. • Child study teams are being initiated to identify root causes and support students. • Daily attendance tracking, student advocate matching logs, and Panorama climate survey distribution. • Panorama attendance dashboard, restorative practice circle logs, behavior referral dashboards, and incentive program funding.	• **Impact on Goals**: Attendance reached 98.8% as of October 1, 2026; early-warning check-ins established for at-risk students. • Referral and suspension data have decreased. • Staff attendance has improved greatly. • Student attendance is steady. • Chronic absenteeism decreased during the first marking period. • Teacher feedback is positive. • **Systems & Structures**: Centralized student advocate matching spreadsheets and daily attendance trackers.	• **Adaptation & Refinement**: Expand restorative circle training across all grade-level teams; utilize Panorama dashboards to log bi-weekly attendance case management steps. • **Mid-Year Progress Target**: Achieve a 12% reduction in the chronic absenteeism rate and an 18% decrease in out-of-school suspensions relative to the 2025–2026 baseline.

		• Weekly administrative cabinet reviews of attendance/discipline logs and direct coordination of restorative interventions.		
4- Implement an accessible communication system and build strong community partnerships that empower families as active partners in student success.	DI Indicator #6 (Family Engagement)	• Weekly Newsletters to families • Launched “Conversations with the Principal” • Back to School BBQ • Hispanic Heritage Night • ELA curriculum night • Two Parent Surveys • **Communication & Engagement:** Robocalls, SMS analytics, parent newsletters, "Conversations with the Principal," and translated messaging platforms. • **Resources Deployed:** Multilingual communication apps (ParentSquare/SMS platforms), workshop materials, and CET meeting structures. • **Leadership Moves:** Personal leadership at family forums and active facilitation of Community Engagement Team (CET) input cycles	• **Impact on Goals**: Successfully hosted Family BBQ & Boot Camp on September 17, 2026, incorporating workshops on partnering for student success. • Positive family feedback on the weekly newsletter • **Systems & Structures:** Integrated parent feedback logs, attendance sign-ins, and robocall/SMS analytics dashboards.	• **Adaptation & Refinement**: Expand multilingual reach on digital messaging platforms; incorporate 3 key community-driven CET recommendations into school improvement planning. • **Mid-Year Progress Target**: Achieve a 25% increase in family reach via multilingual digital messaging and maintain an 85%+ positive satisfaction rating on family engagement workshops.

Part 4 – Demonstrable Improvement (DI) Indicator Progress Reporting
*Report on **all DI Indicators** (both **Level 1 and Level 2**) identified in the Continuation Plan.*
For each indicator:

- *Indicate whether the **Early Implementation Progress Indicator** has been met.*
- *Provide supporting **evidence and outcomes** that demonstrate progress.*
- *Reflect on next steps: What comes after this stage of implementation?*

DI Indicator # and Name: Use the exact indicator language.	**Early Implementation Progress Goal:** Restate the specific measurable target identified for early implementation.	**Evidence / Outcomes:** What quantitative and/or qualitative evidence shows progress?	**Target Met?** State whether the early progress indicators were met. If not, briefly describe the gap and barriers.	**Next Steps / Adaptation:** If the early progress indicator was not met, what adjustments are needed in implementation to create the conditions necessary to meet the goal? What next steps described in Part 2 need to occur to make progress with this DI?
DI #33 3-8 ELA All Students MGP and DI #100 3-8 ELA All Students Core Subject PI	Administer i-Ready ELA Diagnostic 1 to 90%+ of continuously enrolled students under a blocked schedule and establish baseline performance metrics.	Diagnostics completed by 95% of students. 2025–2026 SIRS baseline confirmed at 44% Level 1, 27% Level 2, 20% Level 3, and 9% Level 4 for All students. Class Companion writing baselines established. iReady ELA Diagnostic results: ● **Level 1:** Two or more grade levels below, 309 students (58%) ● **Level 2:** One grade level below, 119 students (22%) ● **Level 3:** Early On Grade Level, 53 students (10%) ● **Level 3–4:** Mid or Above Grade Level, 50 students (9%)	**In progress** ● Blocking dedicated diagnostic testing time yielded a 94.4% participation. ● Data cycles starting now that initial assessment data has been compiled.	Utilize i-Ready groupings to drive Tier 2 small-group instruction during CPT/PLC cycles.

		• **Overall:** about 81% are projected below proficient and about 19% proficient.		
DI #39 3-8 Math All Students MGP and DI # 110 3-8 Math All Students Core Subject PI	Administer i-Ready Math Diagnostic 1 to 94% of continuously enrolled students under a blocked schedule and establish baseline performance metrics.	Diagnostics completed by 95% of students. • Level 1: Two or more grade levels below, 329 students (62%) • Level 2: One grade level below, 151 students (28%) • Level 3: Early On Grade Level, 40 students (8%) • Level 3–4: Mid or Above Grade Level, 11 students (2%) • Overall: about 90% are projected below proficient and about 10% proficient. • Compared with reading, math has fewer students on or above grade level (51 vs. 103), and many more sit one level below (151 vs. 119).	**In Progress** • Ensuring alignment to grade-level standards through implementation of i-Ready • Professional development around all aspects of NGLS Standards • Developing Building Thinking Classrooms professional development, prioritizing Practice #1 (using Thinking Tasks) • Professional development on thinking tools • Data cycles starting now that initial assessment data has been compiled.	Utilize i-Ready groupings to drive Tier 2 small-group instruction during CPT/PLC cycles.
DI # 150 Grades 5 and 8 Science All Students Core Subject PI	Provided PD on CER (Claim, Evidence, Reasoning) framework t science faculty.	PD delivered to 100% of 8th grade science staff;	**In progress** Units will will include CER writing tasks for all cohorts	Integrate monthly CER writing prompts into science PLC cycles to prepare students for state assessment standards.

DI #300 EM Attendance All Students	Launch daily attendance tracking and "Every Student Known by Name" mentoring check-in initiativ	Average daily attendance reached 98.8% as of October 1, 2026. Student-advocate matching log operational.	**In progress**	Maintain daily outreach and utilize Panorama dashboards to log bi-weekly attendance case management steps for tier 2/3 students.
DI # 6 Family and Community Engagement (DTSDE Tenet 6)	**DI6worksheet** Host Family BBQ & Boot Camp an begin sending out Newsletters. Hosted SIT Public meeting, Hispanic Heritage Night was a success, Special Education night was also held.	**Receivership Tracker**	**In progress**	Continue to communicate across different platforms. We have additional events planned. Working with the Parent coordinator to increase parent feedback. We have selection tours events in November.
DI # 7 Teacher Practices and Decisions (DTSDE Tenet 4)	**DI#7 worksheet** Observations sho teachers are welcoming students into the classroom, there is a positive welcoming environment based on observations.	**Receivership Tracker** Look-For Checklists completed across weekly calibrated walkthroughs showing positive classroom welcoming routines.	**In progress**	Deepen walkthrough observations focusing specifically on the frequency and quality of student academic discourse.
DI # 8 Curriculum Development and Support (DTSDE Tenet 3)	Some teachers are following the curriculum and pacing guides.DI#8 worksheet. Implementation varies; math walkthroughs show inconsistent use of i-Ready materials.	**Receivership Tracker**	**In progress**	Conduct unit task audits during PLCs to build a grade-level Bank of High-Demand Tasks.
DI # 94 Providing 200 Hours of quality Extended Day Learning Time (ELT)	Planning to begin in November.	**Postings have been sent out staff.**	**In progress**	Teachers and administrators will finalize the schedule and student rosters.

Part 5 – 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****, 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: 2026-2027 District Support	
Describe the specific steps the district has taken this quarter to create the conditions necessary 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.
During Quarter 1, the district took explicit steps to ensure staffing for the school, equitable resource allocation, and access to high-quality teaching at South Middle School. The district supported the building in allocating dedicated funding and scheduling support for i-Ready Diagnostic and Class Companion platforms under a protected blocked testing schedule, yielding over 94% student participation. To support instructional rigor, the Middle Level Education Director and Math Director provided targeted professional development on conceptual thinking, curriculum unpacking, lesson planning, and academic discourse. The district also supported the master schedule to ensure protected bi-weekly CPT/PLC time so that teachers could regularly collaborate in their teams and analyze baseline assessment data.	Evidence of impact includes achieving 89.4% average daily attendance as of October 26, 2026; completion of the baseline in i-Ready ELA and Math diagnostics, and calibrated administrative walkthroughs logging using Discourse Look-For Checklists across classrooms. In the upcoming quarter, the district will continue to strengthen its support by expanding Building Thinking Classrooms (BTC) professional development, focusing on identifying "thinking tasks," conducting weekly calibrated instructional walkthroughs with building administrators, launching 200 hours of Extended Day Learning Time (ELT) programming in November, and providing ongoing support for CET community feedback integration.

Part 6 – Community Engagement Team (CET)
*The Community Engagement Team is a representative body designed to foster and support public engagement. The CET serves as an **active thought partner** contributing to and supporting the development of recommendations for school improvement as outlined by the school and district.*

*Identify **recommendations made by the CET**, including how the school community and community at-large were engaged to (1) provide input into the school's Continuation Plan and (2) review, update as applicable, and provide a list of CET membership for the 2026-2027 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: 2026-2027 CET Plan Implementation	
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. ● Describe the actions taken in Quarter 1 to integrate the CET into the ongoing Needs Assessment process.	**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. ● What initial guidance did the CET provide regarding the Needs Assessment process?
The South Middle School Community Engagement Team (CET) convened on September 22, 2026. During Q1, key diagnostic data, attendance trends, and lead strategies were presented to CET members for input and shared decision-making.	Lead strategies presented to the CET include a focus on structured academic discourse, embedding cognitively demanding DOK tasks, strengthening schoolwide culture and attendance, and empowering family partnerships. CET members expressed strong enthusiasm for the upcoming after-school and Saturday Extended Day Learning Time (ELT) programming, offering key feedback to ensure equitable family access and alignment with student needs. Regarding the Needs Assessment, the CET recommended establishing recurring community feedback loops and utilizing translated surveys to directly inform mid-year plan adjustments.

Part 7 – Powers of the Receiver

NYS Education Law 211-f and Commissioners Regulation §100.19 grant certain powers to the School District Superintendent 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 Powers of the Receiver during this reporting period. If Powers of the Receiver were not utilized, indicate as such.

During the Quarter 1 reporting period, the Superintendent Receiver actively exercised the Powers of the Receiver under NYS Education Law §211-f and Commissioner's Regulation §100.19 to create the necessary conditions for sustainable continuous school improvement at South Middle School. Specific powers applied include:

- **Staffing and Equitable Resource Allocation:** Leveraged human resources authority to ensure South Middle School was prioritized for full staffing of certified core subject educators.
- **Master Schedule Restructuring:** Restructured the master schedule to establish protected, bi-weekly Professional Learning Community (PLC) and Common Planning Time (CPT) blocks free from non-instructional duties, enabling structured data analysis and collaborative lesson design.
- **Job-Embedded Professional Development:** Teacher participation in ongoing, job-embedded coaching cycles focused on academic discourse, Hess' DOK task rigor, and i-Ready/Class Companion diagnostic data utilization.

Instructional Leadership Oversight: Redefined administrative roles to focus on instructional leadership, establishing weekly calibrated walkthroughs with district directors using District Walk through tool to maintain inter-rater reliability and provide actionable feedback.

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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 School District Superintendent Receiver (Print): Jackielyn Manning Campbell
Signature of School District Superintendent Receiver:
Date: 10/30/2026

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 2026-2027 Community Engagement Team (CET) Plan and membership for the current academic year.

Name of CET Representative (Print): Eric Buxton
Signature of CET Representative*:
Title of CET Representative:
Date: 10/30/26

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