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	
Lincoln Middle School	Syracuse City School District	Pamela J. Odom	2/6/2026	
School Leader	District Hyperlink to this Report		*High Schools Only* Overall Graduation Rate (The most recent 4-Year June and August graduation rates)	
Jason Rutkey	https://www.syracusecityschools.com/lincoln		NA	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: Student Management System
Date of Capture: 1/26/2026

SWD: 21%
Total Current Enrollment/Registrant Counts: N = 508
ELL: 26%

SWDs who are also ELLs:
N = 12 / 2%

Attendance				
	2022-2023	**2023-2024**	**2024-2025**	**2025-2026**
Average Daily Attendance	83%	84%	88%	88%
Accountability Attendance Levels				
	Level 1	**Level 2**	**Level 3**	**Level 4**
2024-2025 *Report from SIRS 116	134	89	122	171
2025-2026 *Report from Student Management System	139	63	106	206

Suspension Rate and Number by Category								
	2022-2023		**2023-2024**		**2024-2025**		**2025-2026**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Out-of-School Suspensions	117	23.0%	150	31.1%	145	30.5%	39	7.7%
Duplicated Suspensions	70	13.8%	86	17.8%	78	16.4%	12	2.4%
Unduplicated Suspensions	47	9.2%	64	13.3%	67	14.1%	27	5.3%
ELL Suspensions	14	12.3%	23	23.2%	33	30.8%	10	7.8%
SWD Suspensions	32	31.4%	38	37.3%	33	33.0%	11	10.1%

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

Graduation Rates

	2022-2023	*2023-2024*	*2024-2025*
Total Cohort	NA	NA	NA
ELL Grad. Rate	NA	NA	NA
SWD Grad. Rate	NA	NA	NA

Drop Out Rates

	2022-2023	*2023-2024*	*2024-2025*
Total Cohort	NA	NA	NA
ELL Grad. Rate	NA	NA	NA
SWD Grad. Rate	NA	NA	NA

3-8 ELA Outcomes

	Outcomes SY	Level 1	Level 2	Level 3	Level 4
All Students	2025	55%	27%	14%	4%
	2024	59%	22%	15%	5%
SWD	2025	85%	14%	0%	1%
	2024	86%	13%	1%	0%
ELLs	2025	74%	23%	3%	0%
	2024	77%	19%	5%	0%

3-8 Math Outcomes

	Outcomes SY	Level 1	Level 2	Level 3	Level 4
All Students	2025	74%	18%	7%	1%
	2024	71%	21%	8%	0%
SWD	2025	93%	6%	1%	0%
	2024	87%	13%	0%	0%
ELLs	2025	87%	11%	1%	1%
	2024	81%	18%	1%	0%

Suspension Tracking and Reporting Addendum *The definitions and formulas below are to assist in completing the data tables on page 4. No data should be entered here.*

Out of School Suspensions #: *Number of students who received at least one day of out of school suspension.*

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

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

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

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

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

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

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

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

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

Part 2 – Lead Strategies for School Improvement
*Include **all lead strategies** from the school's Continuation/Improvement Plan. Each strategy must be explicitly aligned to the school's Demonstrable Improvement (DI) Indicator targets. For this quarter, report progress using the **Plan–Do–Study–Act (PDSA) cycle**, addressing actions taken, evidence of impact, and next steps.*

Receivership, 2025-2026 Q2 Report/OISR-121525
(As required under Section 211(f) of NYS Ed. Law)

Quarter 2 Report - Reflection on Lead Strategies Implemented during October 31, 2025 - January 30, 2026

PLAN		DO	STUDY	ACT

Lead Strategy: Identify the Lead Strategy from the approved Continuation Plan.
 	
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?
			Summarize Implementation Outcomes and Progress Toward
			Demonstrable Improvement (DI) Targets
			Guiding Prompts to Consider:
			
			• **Impact on Goals:** How has the 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?
			Improvement Science Lens to Consider:
			
			• **Teacher Practice Shifts → Student Outcomes:**
			  o What evidence shows that teacher practice has shifted (e.g., instructional walkthrough data, coaching logs, curriculum implementation checks)?
			  o How do you know those shifts are translating into changes in student learning and engagement?
			
			• **Evidence of Learning:**
			  o What are your "measures that matter" (formative assessments, student work samples, benchmark data, engagement indicators)?
			  o How do these measures demonstrate progress toward improvement goals?
			
			• **Implementation Fidelity:**
			  o To what degree has the intended change taken hold across classrooms, grade levels, or content areas?
			  o What variation exists in implementation, and what have you learned from that variation?
				Based on your findings, identify the next steps to:
				
				• **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:** How will you track the impact of the adjustments 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 an improvement (specific evidence/metrics)?

| Expeditionary Learning | #46 #49 #100 #105 | Continue training for all teachers on "EL Core Practice 28: *Focusing on the characteristics of effective learning targets:"*
• Student friendly language
• Aligned to NYS standards
• Incorporate academic and domain specific vocabulary

Use the building-wide shared rubric/checklist for evaluating learning targets (e.g., clarity, alignment, student-friendly language).

Unpack standards and create initial learning targets and identify units 1 and 2 academic and domain specific vocabulary.

Conducted weekly walkthroughs using "learning target rubric" to assess effectiveness and provide feedback to teachers.

Continue to provide training to all teachers on strategies to strengthen student understanding of learning targets (e.g., "I | Teachers received targeted training on EL Core Practice 28, with implementation supported through coaching and PLTs; early evidence of practice shifts is reflected in walkthrough data, and 50.32% of students in ELA and 46.2% in Math met their projected NWEA growth, signaling initial impact on student outcomes.

100% of classrooms consistently use learning targets in daily instruction, which is an increase of 6% over the last quarter.

Through the common formative assessment process students demonstrate 34% increase in proficiency in ELA, 21% increase in proficiency in Science, and 33% increase in proficiency in Math

A shared EL resource folder has been added and updated on the Lincoln Padlet to support easy access to instructional materials and planning tools. | With 50.32% of students in ELA and 46.2% in Math meeting their projected NWEA growth, we're seeing early signs of positive impact on student outcomes. These results suggest that current instructional strategies—particularly the focus on aligned learning targets and formative assessment—are beginning to take hold and should be reinforced. To build on this momentum, we'll continue to refine success criteria, provide targeted coaching, and use upcoming data reviews to inform instruction. Implementing this process will require sustained leadership support, time for collaborative planning, and responsive professional learning to ensure all students benefit from these gain

Teachers are using NWEA Class Profile reports and current formative assessment data in content-level PLTs to guide instruction, with a goal that 75% of students will demonstrate proficiency on grade-level common formative assessments. Progress toward this goal will be monitored through ongoing CFA data reviews in PLTs, allowing teams to adjust instruction and interventions in real time.
Early implementation target goal not met. Based |

| | | can…" statements and checks for understanding).

Continue to develop student-friendly learning targets for 8th grade Social Studies students connected to college readiness themes.

Continue to share best practices for integrating visits into EL instruction with Social Studies teachers with a focus on back to back/face to face, turn and talk, and gallery walk. | | on our most recent data, we will need to recalibrate proficiency targets moving forward.

To strengthen our instructional strategy, professional development during Quarter 2, co-designed with EL and building coaches, will focus on unpacking learning target, aiming for 90% classroom alignment. There will also be a focus on constructed responses in content areas. The PD is be responsive to staff needs, with follow-up through PLTs and walkthroughs. To scale this work, we'll use formative assessment data to guide instruction, with a goal of 75% student demonstrating growth toward proficiency on grade-level CFAs. Progress will be tracked through ongoing data reviews, and adjustments will be made based on student performance and staff feedback to ensure continuous improvement.

As a next step, we will focus classroom walkthroughs on the implementation of EL and Accountable Talk protocols. To strengthen implementation, we'll refine our walkthrough tools to capture alignment and rigor more |

				clearly, and use the data to inform future PD and coaching.
Formative Assessment Practices	#39 #100 #110 #44 #46 #49 #105 #115	Collaboratively identify and unpack essential standards and review pacing guides to: • Choose which Common Formative Assessment (CFA) each content will utilize • CFA schedules include weekly meetings to analyze student data and create reteach/extension plans. Administer Winter NWEA, DIBELS for intensive students, and ELP assessments. Continue to work with identified students who have not achieved proficiency of essential standards and create action plans to address student needs. During Crew, conduct individual student data meetings on the second and fourth week of each month.	100% of students have been identified for interventions or extensions through PLTs, ensuring every learner is supported with targeted instruction based on their individual needs, which is a 6% increase from last quarter. 97% of students completed the Winter NWEA in ELA and 97% in Math, providing a strong midyear benchmark of data to inform instruction and monitor growth across content areas. ELA is an increase of 4% and math is an increase of 6%. Currently, 75% of classrooms are using EL and AT protocols during collaborative discussions, indicating early adoption and opportunities to deepen implementation across grade levels, which is a 32% increase from last quarter.	Mid-year completion rates show strong implementation in ELA, Math, Science, and Social Studies with 100% of students completing a CFA. System supports and real-time monitoring will be key to sustaining improvements and guiding future cycles of change. With 75% of classrooms currently using EL and AT protocols during collaborative discussions, we see an opportunity to deepen implementation. We continue to strengthen this practice by utilizing district content coaches to deliver professional development focused on student discussion as an instructional tool, aligned to teachers' PL plans. This targeted support will help build teacher capacity, ensure consistency across grade levels, and reinforce the use of protocols to elevate student voice and engagement. Progress will be monitored through walkthroughs and PLT reflections to guide next steps.

Receivership, 2025-2026 Q2 Report/OISR-121525
(As required under Section 211(f) of NYS Ed. Law)

| Intentional Welcoming School/Class Environment | #3 #160 | 8th grade WEB students are leading 6th grade CREW weekly.

Continue EL Crew PD focused on: building belonging through greetings, inclusive protocols, and student voice. Include calibration on walkthrough look-fors.

Hosted Family Engagement Nights: Turkey Game Night, Winter Night of Giving, and Financial Literacy Night to foster parent-teacher-student relationships.

The attendance team supports:
• Daily attendance calls
• Weekly attendance incentives for at-risk students
• Weekly attendance incentives for all students (HEROS)
• Provide transportation when needed | WEB leaders participate in weekly trainings with a building WEB coordinator. WEB leaders facilitate community building activity during CREW.

Bi-weekly EL Crew PD is facilitated by Lincoln's Crew Committee on Thursdays, focusing on building belonging through greetings, inclusive protocols, and student voice. PD topics are informed by walkthrough data to ensure alignment with classroom needs.

Lincoln's Attendance Team meets every Friday morning to identify chronically absent students and assign targeted supports, ensuring consistent monitoring and intervention to improve student attendance.

Lincoln's current attendance rate is 88.5%, providing a baseline for ongoing efforts to improve daily student engagement and reduce chronic absenteeism, which is down from 93% the first quarter.

The District Panorama Survey window opened on November 3, 2025, providing an opportunity to gather valuable feedback from students, staff, and families to inform school improvement efforts. The | WEB leaders now meet weekly with a designated staff member to plan and prepare activities that they turnkey during Friday CREW sessions for 6th graders, ensuring ongoing peer mentorship and leadership development. This structure is a strong foundation for student-led engagement and should be sustained and potentially expanded.

Lincoln's Crew Committee facilitates EL Crew professional development every other Thursday, focusing on building belonging through greetings, inclusive protocols, and amplifying student voice. These sessions are responsive to walkthrough data, ensuring alignment with classroom needs and real-time support for staff. This ongoing PD structure is a promising model that strengthens school culture and should be sustained and refined as part of Lincoln's broader instructional strategy.

Lincoln's Attendance Team meets weekly to identify and support chronically absent students, ensuring consistent monitoring and intervention. With the current attendance rate at 88.5%, we have a clear benchmark for monitoring progress |

| | | | | results are as follows, implementation efforts showed encouraging progress toward our DI targets, particularly in establishing strong conditions for learning. Professional development, PLTs, and coaching strengthened instructional consistency around learning targets and classroom routines, which is reflected in student survey data showing strong self-management skills (62% favorable), including high rates of following directions (72%), paying attention (63%), and staying focused during independent work (64%). Growth Mindset results (45%) aligned with the district average, and students reported meaningful adult support (57% favorable), indicating a solid foundation for academic growth.

96% of Crews are meeting all walkthrough look-fors, with clear evidence of student voice and inclusive protocols, reflecting strong implementation of EL practices that foster belonging and engagement. | and refining our strategies. This data also allows us to identify chronically absent students—as well as those at risk—so we can provide targeted, timely interventions. The team's proactive approach represents a strong practice that should be sustained and potentially expanded, with continued emphasis on targeted supports, data-informed decision-making, and coordinated systems to reduce chronic absenteeism over time.
A change in attendance procedures is a mitigating factor in the change in attendance.

The District Panorama Survey window opened on December 3, 2025, offering a valuable opportunity to gather feedback from students, staff, and families. This information will be shared with students, staff, and families. We are working towards improving these three areas Student Self Management and Engagement, Instructional Routines and Learning Target Clarity, and Adult Support and Relationships.Management and Engagement

With 96% of Crews meeting all walkthrough look-fors—including clear evidence of student voice |

| | | | | and inclusive protocols—Lincoln is demonstrating strong implementation of EL practices that foster belonging and engagement. This high level of consistency reflects the impact of ongoing Crew PD and intentional planning, and it provides a strong foundation to sustain and deepen this work across the school.

Building level and district level Crew walkthrough tools have been shared with staff. This ensures consistent implementation and visibility across teams, supporting alignment with school-wide and district-wide priorities. |
|---|---|---|---|---|

| Multi-Tiered System of Support (MTSS) | #3
#160 | Continue SIT and Equity, Culture, Climate leadership teams. SIT meetings are scheduled weekly. Equity, Culture, and Climate leadership teams meet bi-weekly.

Continue MTSS, the Lincoln Card System, Student Digital Portfolios, SIT referrals and Tier III supports. Tier III supports continue to adapt based on student needs. Train teachers on SIT referral forms.

Continue Lincoln Card System school-wide. Model expectations, distribute applications, and continue with gold, platinum, and black card tracking.

Assess and analyze Mid-year Dibels assessments for students identified as intensive. | 95% of Lincoln students who completed a universal screener receive a Tier II and/or Tier III intervention through Wison Reading or Intervention Reading.

Equity, Culture, and Climate team continue to monitor rolling card admission. By January 1, 2026, 126 students have earned a gold, platinum, or black card. Equity, Culture, and Climate grade level leads will select 10-12 target students based on attendance and discipline data to support in receiving a gold card.

Through a partnership with OCM BOCES, special education teachers are participating in weekly classroom observations and coaching cycles focused on strengthening explicit instruction. This job-embedded professional learning has led to observable shifts in teacher practice, including clearer lesson structure, increased modeling, guided practice, and more frequent checks for understanding. Implementation is on track for early- to mid-year goals, with strong participation across special education classrooms and growing fidelity of practice. | Continued progress monitoring in Tier II and Tier III classes is essential to responding to student needs. This strategy should be strengthened by continuing the hiring process to fill the AR position. To refine the process, Tier III needs are being met through Tutorial supports.

The MTSS card system is showing early promise in promoting positive behavior, with a goal of 60% of students earning a gold card or higher and a 10% reduction in referrals by December 30, 2025. This strategy should be strengthened through consistent implementation, clear communication of expectations, and the introduction of monthly incentives to boost student engagement.

Digital portfolios have been created for students through the SIT process, providing a structured way to document growth, showcase learning, and support personalized reflection. This tool enhances student ownership and aligns with school-wide goals for deeper engagement and evidence of progress. This tool was started the week of January 15th. |

| | | | | All students with disabilities have an updated IEP at a glance, ensuring that staff have quick access to essential supports and accommodations. This promotes more responsive instruction and strengthens alignment with individualized learning goals.

Attendance benchmarks are published and shared weekly during the building-level BAG (Behavior, Attendance, and Grades) meetings. This routine promotes transparency, supports data-driven decision-making, and helps staff monitor trends to improve student outcomes. |
|---|---|---|---|---|

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:**	Summarize Implementation Outcomes and Progress Toward Demonstrable Improvement (DI) Targets **Guiding Prompts to Consider:**	Based on your findings, identify the next steps to:
		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?	**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? **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? **Implementation Fidelity:** - 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?	**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:** How will you track the impact of the adjustments 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 an improvement (specific evidence/metrics)?

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.	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 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.
#3- Student Attendance	Maintain > 87% daily student attendance	During the second quarter, the student attendance rate was 88.2% exceeding our early progress target of 87.5% Lincoln continues to prioritize daily and weekly attendance monitoring, with targeted supports for students and families experiencing chronic absenteeism. The Attendance Impact Team has sustained its outreach efforts, including home visits and personalized follow-up. Additional strategies include: - Weekly SIT Team meetings with administrators and grade-level teams - Integration of social-emotional learning and mindfulness practices - Ongoing collaboration with agency partners to support student well-being - A dedicated Family Engagement Room offering resources and materials - Weekly attendance incentives, including drawings for students with perfect or improved attendance - Tier 3 interventions such as after-hours home visits for students with the highest absenteeism rates We will continue refining our outreach strategies and expanding incentive programs. The Attendance Impact Team will deepen collaboration with family liaisons and agency partners to address barriers to attendance. Additional data analysis will inform targeted interventions for students trending toward chronic absence.	Early implementation target goal met. DI #3 progress target met.	Target met.
#39- Math MGP- All Students	50% of students met their individual	46.2% of students meet their individual projected growth metric from Winter 2025/26 NWEA Assessment	Early	Target met.

| | projected growth metric from Winter 2025/26 NWEA Assessment | Based on the most recent student data from the Winter 2026 NWEA Math assessment, the projected Math MGP is 45.53% which is currently below our progress target of 47.2%. NWEA growth reports indicate:
• 33.40% of students demonstrated high or average-high growth
• 22.27% showed average growth
• 44.32% fell into low-average or low growth categories

Teachers used both achievement and growth data during instructional meetings and PLCs to guide planning. A data-driven cycle was implemented to monitor student progress, identify priority standards, and develop targeted instructional responses. Students also engaged in academic goal-setting and progress tracking through CREW.
Instructional strategies included:
• Tier 1 instruction aligned to SCSD Math units, co-planned with the Math Content Liaison
• Integration of EL strategies to support diverse learners
• Tier 2 interventions delivered daily by a Tutorial Teacher
• Use of Check for Readiness assessments to identify students for additional support
• DreamBox and Zearn utilized during tutorial blocks for personalized skill development

Instructional teams will continue to refine Tier 1 and Tier 2 supports based on updated formative data. Additional professional development will focus on differentiated instruction and progress monitoring. Expanded use of digital platforms will support individualized learning pathways and reinforce foundational math skills. | implementation target goal met.

DI #39 progress target met. | |
| #100- 3-8 ELA Core Subject PI- All Students | 50% of students met their individual projected growth metric from Winter 2025/26 NWEA Assessment | 50.32% of students meet their individual projected growth metric from Winter 2026 NWEA Assessment

Winter 2025 NWEA Reading data shows a projected ELA Performance Index of 79. which is currently slightly below our progress target of 79.3. NWEA growth reports indicate:
• 39.61% of students demonstrated high or average-high growth
• 19.91% showed average growth
• 40.47% fell into low-average or low growth categories | Early implementation target goal met.

DI #100 progress target not met. | Adjustments noted in key strategies. |

		Teachers used achievement and growth data during instructional meetings and PLTs to guide instructional planning. A structured data cycle was employed to monitor progress, identify gaps in mastery, and develop targeted action plans. Students participated in goal setting and progress tracking through CREW. Instructional strategies included: • Tier 1 instruction aligned to district ELA units with embedded EL strategies • Tier 2 interventions provided daily by an Intensive Reading (IR) Teacher • Tier 3 interventions delivered by a certified Wilson Teacher • Screening through DIBELS (MAZE and ORF), WADE, WIST, and TOSWRF to identify student needs • Lexia Core 5 used during tutorial blocks to support targeted reading development Instructional teams will continue to analyze student data to refine intervention groupings and instructional pacing. Professional development will focus on literacy strategies and progress monitoring. Expanded use of Lexia and Wilson programming will support students requiring intensive intervention.		
#110- 3-8 Math Core Subject PI- All Students	50% of students met their individual projected growth metric from Winter 2025/26 NWEA Assessment	46.2% of students meet their individual projected growth metric from Winter 2026 NWEA Assessment Based on the most recent student data from the Winter 2026 NWEA Math assessment, the projected Math MGP is 56.7% which is currently above our progress target of 47.2%. NWEA growth reports indicate: • 33.40% of students demonstrated high or average-high growth • 22.27% showed average growth • 44.33% fell into low-average or low growth categories Teachers used both achievement and growth data during instructional meetings and PLCs to guide planning. A data-driven cycle was implemented to monitor student progress, identify priority standards, and develop targeted instructional responses. Students also engaged in academic goal-setting and progress tracking through CREW. Instructional strategies included: • Tier 1 instruction aligned to SCSD Math units, co-planned with the Math Content Liaison	Early implementation target goal met. DI #110 progress target met.	Target met.

		- Integration of EL strategies to support diverse learners - Tier 2 interventions delivered daily by a Tutorial Teacher - Use of Check for Readiness assessments to identify students for additional support - DreamBox and Zearn utilized during tutorial blocks for personalized skill development Instructional teams will continue to refine Tier 1 and Tier 2 supports based on updated formative data. Additional professional development will focus on differentiated instruction and progress monitoring. Expanded use of digital platforms will support individualized learning pathways and reinforce foundational math skills.		
#160- Chronic Absenteeism	Maintain ≥ 87% daily student attendance	During the second quarter, the chronic absenteeism rate was 40.2% which is well below our progre target of 54%% Lincoln continues to prioritize daily and weekly attendance monitoring, with targeted supports for students and families experiencing chronic absenteeism. The Attendance Impact Team has sustained its outreach efforts, including home visits and personalized follow-up. Additional strategies include: - Weekly SIT Team meetings with administrators and grade-level teams - Integration of social-emotional learning and mindfulness practices - Ongoing collaboration with agency partners to support student well-being - A dedicated Family Engagement Room offering resources and materials - Weekly attendance incentives, including drawings for students with perfect or improved attendance - Tier 3 interventions such as after-hours home visits for students with the highest absenteeism rates We will continue refining our outreach strategies and expanding incentive programs. The Attendance Impact Team will deepen collaboration with family liaisons and agency partners to address barriers to attendance. Additional data analysis will inform targeted interventions for students trending toward chronic absence.	Early implementation target goal met. DI #160 progress target met.	Target met.
#44- 3-8 Math MGP- Economically Disadvantaged (ED) students	50% of students met their individual projected growth metric from Winter	42.6% of students meet their individual projected growth metric from Winter 2026 NWEA Assessment Utilizing our most recent student data from the Winter NWEA Math assessment, we have calculate a projected Math MGP of 45.76 At this point in the year, this is below our progress target of 48.4.	Early implementation target goal met.	Target met.

| | 2025/26 NWEA Assessment | NWEA growth reports indicate:
• 32.72% of students demonstrated high or average-high growth
• 22.58% showed average growth
• 44.70% fell into low-average or low growth categories

Teachers used both achievement and growth data during instructional meetings and PLCs to guide planning. A data-driven cycle was implemented to monitor student progress, identify priority standards, and develop targeted instructional responses. Students also engaged in academic goal-setting and progress tracking through CREW.
Instructional strategies included:
• Tier 1 instruction aligned to SCSD Math units, co-planned with the Math Content Liaison
• Integration of EL strategies to support diverse learners
• Tier 2 interventions delivered daily by a Tutorial Teacher
• Use of Checks for Readiness assessments to identify students for additional support
• DreamBox and Zearn utilized during tutorial blocks for personalized skill development

Instructional teams will continue to refine Tier 1 and Tier 2 supports based on updated formative data. Additional professional development will focus on differentiated instruction and progress monitoring. Expanded use of digital platforms will support individualized learning pathways and reinforce foundational math skills. | DI #44 progress target not met. | |
| #46- 3-8 ELA Black Level 2 and above Gap with non-Black Students | 50% of students met their individual projected growth metric from Winter 2025/26 NWEA Assessment | 54.5% of students meet their individual projected growth metric from Winter 2026 NWEA Assessment

Utilizing our most recent student data from the Winter NWEA Reading assessment, we have calculated a projected ELA Performance Index of 10.96%. At this point in the year, this is above our progress target of 9%. This is a change from 13.42% in the Fall 2025.

NWEA growth reports indicate:
• 43.98% of students demonstrated high or average-high growth
• 17.29% showed average growth | Early implementation target goal met.

DI #46 progress target not met. | Adjustments noted in key strategies. |

		• 38.72% fell into low-average or low growth categories Teachers used achievement and growth data during instructional meetings and PLTs to guide instructional planning. A structured data cycle was employed to monitor progress, identify gaps in mastery, and develop targeted action plans. Students participated in goal-setting and progress tracking through CREW. Instructional strategies included: • Tier 1 instruction aligned to district ELA units with embedded EL strategies • Tier 2 interventions provided daily by an Intensive Reading (IR) Teacher • Tier 3 interventions delivered by a certified Wilson Teacher • Screening through DIBELS (MAZE and ORF), WADE, WIST, and TOSWRF to identify student needs • Lexia Core 5 used during tutorial blocks to support targeted reading development Instructional teams will continue to analyze student data to refine intervention groupings and instructional pacing. Professional development will focus on literacy strategies and progress monitoring. Expanded use of Lexia and Wilson programming will support students requiring intensive intervention.		
#49- 3-8 ELA ED Level 2 and above Gap with non-ED Students	25% of students met their individual projected growth metric from Winter 2025/26 NWEA Assessment	56.4% of students meet their individual projected growth metric from Winter 2026 NWEA Assessment Utilizing our most recent student data from the Winter NWEA Reading assessment, we have calculated a projected ELA Performance Index of 1.22%. At this point in the year, this is below our progress target of 19%. NWEA growth reports indicate: • 39.77% of students demonstrated high or average-high growth • 19.77% showed average growth • 40.46% fell into low-average or low growth categories Teachers used achievement and growth data during instructional meetings and PLTs to guide instructional planning. A structured data cycle was employed to monitor progress, identify gaps in	Early implementation target goal met. DI #49 progress target met.	Target met.

mastery, and develop targeted action plans. Students participated in goal-setting and progress tracking through CREW.

Instructional strategies included:
- Tier 1 instruction aligned to district ELA units with embedded EL strategies
- Tier 2 interventions provided daily by an Intensive Reading (IR) Teacher
- Tier 3 interventions delivered by a certified Wilson Teacher
- Screening through DIBELS (MAZE and ORF), WADE, WIST, and TOSWRF to identify student needs
- Lexia Core 5 used during tutorial blocks to support targeted reading development

Instructional teams will continue to analyze student data to refine intervention groupings and instructional pacing. Professional development will focus on literacy strategies and progress monitoring. Expanded use of Lexia and Wilson programming will support students requiring intensive intervention.

| #105- 3-8 ELA Core Subject PI- Economically Disadvantaged students | 50% of students met their individual projected growth metric from Winter 2025/26 NWEA Assessment | 50.34% of students meet their individual projected growth metric from Winter 2026 NWEA Assessment

Utilizing our most recent student data from the Winter NWEA Reading assessment, we have calculated a projected ELA Performance Index of 78.6. At this point in the year, this is above our progress target of 75.7.

NWEA growth reports indicate:
• 39.77% of students demonstrated high or average-high growth
• 19.77% showed average growth
• 40.46% fell into low-average or low growth categories

Teachers used achievement and growth data during instructional meetings and PLTs to guide instructional planning. A structured data cycle was employed to monitor progress, identify gaps in mastery, and develop targeted action plans. Students participated in goal-setting and progress tracking through CREW.
Instructional strategies included:
• Tier 1 instruction aligned to district ELA units with embedded EL strategies | Early implementation target goal met.

DI #105 progress target not met. | Adjustments noted in key strategies. |

		- Tier 2 interventions provided daily by an Intensive Reading (IR) Teacher - Tier 3 interventions delivered by a certified Wilson Teacher - Screening through DIBELS (MAZE and ORF), WADE, WIST, and TOSWRF to identify student needs - Lexia Core 5 used during tutorial blocks to support targeted reading development Instructional teams will continue to analyze student data to refine intervention groupings and instructional pacing. Professional development will focus on literacy strategies and progress monitoring. Expanded use of Lexia and Wilson programming will support students requiring intensive intervention.		
#115- 3-8 Math Core Subject PI- Economically Disadvantaged students	50% of students met their individual projected growth metric from Winter 2025/26 NWEA Assessment	50% of students meet their individual projected growth metric from Winter 2026 NWEA Assessment. Utilizing our most recent student data from the Winter NWEA Math assessment, we have calculated a projected Math MGP of 56.5 At this point in the year, this is above our progress target of 37.1. NWEA growth reports indicate: 39.93% of students demonstrated high or average-high growth 20.78% showed average growth 39.29% fell into low-average or low growth categories Teachers used both achievement and growth data during instructional meetings and PLCs to guide planning. A data-driven cycle was implemented to monitor student progress, identify priority standards, and develop targeted instructional responses. Students also engaged in academic goal-setting and progress tracking through CREW. Instructional strategies included: - Tier 1 instruction aligned to SCSD Math units, co-planned with the Math Content Liaison - Integration of EL strategies to support diverse learners - Tier 2 interventions delivered daily by an Algebraic Reasoning (AR) Teacher - Use of SOAR assessments to identify students for additional support - DreamBox and Zearn utilized during tutorial blocks for personalized skill development	Early implementation target goal met. DI #115 progress target met.	Target met.

| | | Instructional teams will continue to refine Tier 1 and Tier 2 supports based on updated formative data. Additional professional development will focus on differentiated instruction and progress monitoring. Expanded use of digital platforms will support individualized learning pathways and reinforce foundational math skills. | | |

Part 4 – District Support Plan
District leadership should provide a clear reflection and report on the district's plan to **support the school's effective implementation of the Continuation Plan**. The report should describe the **specific support provided during this reporting period**, the **systems in place to monitor progress**, and the **adjustments planned** to ensure the school is positioned to meet its Demonstrable Improvement (DI) Indicator targets.

Report Out: 2025-2026 District Support

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

• **Equitable Resource Allocation**: How resources (staffing, funding, programs, services, materials) were distributed to meet the unique needs of this school.
• **Access to Strong Teaching & Learning**: How the district ensured students at this school had access to effective teachers, high-quality instruction, and meaningful learning opportunities. | **Evidence of Impact**
• What data, observations, or stakeholder feedback demonstrate the **impact** of district support on the school's progress toward its Demonstrable Improvement (DI) Indicators?
• Provide concrete examples (e.g., student performance data, teacher retention/improvement, access to programs, attendance, or engagement metrics).
Adjustments & Next Steps
• Based on the evidence gathered to date, what **adjustments or refinements** will the district make in the next quarter to strengthen support for this school?
• Identify **specific action steps** and timelines for implementation. |
| **Resource Allocation:**

▪ Along with other partnerships with Community Based Organizations, the district is funding a targeted support strategy for 50 young men and 50 young ladies. The Building Men and Building Women Programs, which are showing success in other schools, are designed to identify and support targeted students (i.e., economically disadvantaged students: DI's 44, 49, 105, 115 and Black students: DI #46). with academic interventions, mentoring, and behavior management. Each program has a full-time coordinator to oversee the program in collaboration with the school's administration.

▪ While Lincoln does not have specific DI indicators for students with disabilities, over 20% of the student enrollment are identified as students with disabilities. Therefore, as a focus on all students (DI #100, #110) and aligned to the district's engagement in the Regional Partnership supporting Students with Disabilities, Lincoln is one of the district's schools participating in this effort. This participation will provide a data-driven decision-making approach to addressing the needs of students with disabilities, which will impact the "all students" DI indicators. A recent activity involved having a | **Evidence of Impact**

The district's Cross Functional Support Team has provided daily and weekly support to Lincoln directly aligned to drive the school's progress toward its Demonstrable Improvement Indicators. Each District department providing support documents the support provided and the anticipated impact through a shared 'District Support tracker.

▪ The district's ELA department continues to support the school's instructional coach through collaborative coaching and joint walkthroughs. All grades at Lincoln showed modest growth on the Winter NWEA reading assessment, most significantly grade 6.

▪ The district's Math department continued its support to the school through collaborative planning, coaching observations and debriefs, classroom visits and debriefs, and unit unpacking. Modest growth was seen on the Winter NWEA Math assessment in grade 7.

Adjustments and Next Steps

▪ The Cross Functional Support Team will continue to provide on-going, targeted support to administrators, teachers, and support staff at Lincoln. Additionally, the |

NWEA consultant lead an engagement in which Lincoln's Winter NWEA data for SWD for reviewed and analyzed. The result of the activity was a "Next Steps Action Plan" in which the school identified 3-5 essential action steps. During bi-weekly school visits these action steps will be discussed and monitored to explore implementation and impact.

- A district Cross Functional Support Team, with representatives from each district department, is in place to ensure coordinated district support. In collaboration with the school, each department partners with a point person from the school to determine appropriate support related to their department. Along with district-level academic support related to ELA and Math for all students (DI #100, #110), targeted support and resource from the Student Support Department are being provided. The Human Resource Department engages in a bi-weekly meeting to address immediate HR concerns and to explore long-term HR planning. The district's Deputy Chief of School Reform is responsible for coordinating this team.

- Another element of the district support structure involves at least bi-weekly school visits. The Deputy Chief of School Reform, Assistant Superintendent of Middle Schools, and other District staff visit the school for two hours on a bi-weekly basis to conduct classroom walkthroughs and debriefs with the Principal, address staffing concerns, review data as appropriate, engaging the principal in leadership development, and collaboratively identify next steps for both the school and the District team.

Strong Teachers:

- As part of the Superintendent Receivership Powers and the aligned Lincoln Transformation Plan, $10,000 stipends were provided to recruit highly effective teachers to the school. This effort has reduced the number of non-certified teachers at the school for the 2025-26 school year.

district's Deputy Chief of School Reform and Assistant Superintendent for Middle Schools will continue to conduct bi-weekly support visits to Lincoln focused on improved instruction and proactively identifying the needs of the building and providing appropriate supports.

▪ The district is continuing its Long-Term Substitute Teacher Academy to support the needs of any non-certified teachers.	

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)](#).

Receivership, 2025-2026 Q2 Report/OISR-121525
(As required under Section 211(f) of NYS Ed. Law)

Report Out: 2025–2026 CET Plan Implementation- Quarter 2	
CET Engagement: • Provide dates and times of CET convening(s). • Attach or summarize CET meeting agenda(s) that occurred during this quarter, noting how key data and information were shared to support analysis of lead strategies • If applicable, describe the process for identifying and selecting new members, including steps taken to increase participation of parents, family members, and students.	**CET Impact:** • Identify the lead strategies that were presented to the CET for input and shared decision-making. • Describe the contribution of the CET and how their feedback or actions influenced, strengthened, or scaled the implementation of lead strategies.

CET Meeting 12/16:
   ○ Academic DI Indicator Presentation
     ■ Reviewed NYS Data related to all DI Indicators/Subgroups.
     ■ Discussed focus group plan for students along with tutorial periods.
   ○ Attendance
     ■ Shared DI Targets
     ■ Discussed our current attendance rate/chronic absenteeism
     ■ Shared attendance plan.
   ○ MTSS
     ■ Shared PBIS plan
     ■ Discussed EL Card System and discussed various options for enhancement.
   ○ Community Partnership
     ■ Reviewed several options for community events.
     ■ Sedgewick Community will partner with Lincoln for two events:
        ○ Knights of the Future- college, career, and CTE exposure and support 8th graders in high school choice applications
Sedgewick Community will partner with Lincoln providing resources.
	At our initial Community Engagement Team (CET) meeting, we collaboratively reviewed Lincoln's lead strategies aligned with our Demonstrable Improvement (DI) Indicators. These strategies included the implementation of Expeditionary Learning (EL), the development of a comprehensive Attendance Team and Plan, and the rollout of our EL Card System. To ground our discussion, we examined key data points such as 2024–2025 NYS Assessment results, daily attendance averages, chronic absenteeism rates, and current progress toward DI indicator targets.
	The CET played a vital role in shaping and strengthening these strategies. Through shared decision-making, members provided actionable feedback and identified targeted areas of support. Their contributions focused on enhancing our attendance and EL Card incentive programs, offering both resources and staffing for family and community engagement events. These efforts have been instrumental in fostering a stronger school-community culture and scaling the impact of our lead strategies across Lincoln.

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.

1. **Staffing**

   Acknowledging the pervasive research related to the impact of the classroom teacher on student achievement, the district provided $10,000 stipends to retain and recruit effective teachers to the school. A Collegial Partnership Agreement (MOU) was collaboratively developed with the teacher's association.

   Along with recruiting highly effective teachers, the district also provided stipends to recruit an entirely new administrative team at the school. A Collegial Partnership Agreement (MOU) was collaboratively developed with the administrator's association.

   In addition to teachers and school leaders, a stipend was also provided to Teacher Assistants to continue the focus on attracting the most effective staff members possible.

2. **New Instructional Model**

   As part of the Collegial Partnership Agreement with the teachers' association, the school will implement a new instructional model. Expeditionary Learning (EL) is an innovative approach that emphasizes inquiry-based learning, character development, and teamwork. In alignment to the Expeditionary Learning Model, Lincoln's Transformation Plan and related academic and SEL-based programming will be anchored in EL to drive improvement effectively and sustainably.

3. **Required Summer and Weekly After School Professional Learning**

   As a component of staff committing to the school, the Lincoln Transformation Plan highlights required summer and after-school professional learning. The foundational summer training and ongoing professional learning ensures all staff are aligned and fully aware of instructional and overall classroom expectations.

4. **District Support & Accountability**

   Understanding that district conditions and practices impact the success of individual schools, the district is providing comprehensive support to Lincoln above the support provided to other schools. Utilizing a Cross Functional Support Team (CFST) model, each district department will provide targeted support to the school. Moreover, a Superintendent Driven "911" approach will be used in which resources, supports, removal of barriers, etc. will be implemented. This will significantly decrease and often eliminate multiple approvals being needed. This support is complemented and balanced by enhanced expectations, monitoring, and overall accountability.

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): _Pamela Odom_

Signature of Receiver: _____

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): _Amanda Oltz_

Signature of CET Representative*: _____

Title of CET Representative: _Instructional Coach_

Date: _January 29, 2026_

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