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	
The Academy School #131	Buffalo City School District	Dr. Pascal Mubenga	January 30, 2026	
School Leader	District Hyperlink to this Report		*High Schools Only* Overall Graduation Rate (The most recent 4-Year June and August graduation rates)	
Jamie St. John	Documents | BUFFALO		June 7.5 %	August 10 %

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-OSA is completing this section and send on or about January 22, 2026.

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.

Data Source: Infinite Campus

Date of Capture: 1.21.26

SWD: 45%

Total Current Enrollment/Registrant Counts: N = 49

ELL: 4%

SWDs who are also ELLs:

N = 0 / 0 %

Attendance				
	2022-2023	**2023-2024**	**2024-2025**	**2025-2026**
Average Daily Attendance	48%	48%	53%	61%
Accountability Attendance Levels				
	Level 1	**Level 2**	**Level 3**	**Level 4**
2024-2025 *Report from SIRS 116	75	5	4	3
2025-2026 *Report from Student Management System	36	2	6	1

Suspension Rate and Number by Category								
	2022-2023		**2023-2024**		**2024-2025**		**2025-2026**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Out-of-School Suspensions	54	78%	81	104%	50	60%	24	48%
Duplicated Suspensions	31	18%	50	24%	40	27%	9	24%
Unduplicated Suspensions	23	14%	31	15%	10	7%	15	41%
ELL Suspensions	1	.6%	3	1.4%	3	2%	0	0%
SWD Suspensions	19	11%	29	14%	19	13%	12	32%

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	15%	10%	15%
ELL Grad. Rate	0%	0%	0%
SWD Grad. Rate	0%	18%	25%

Drop Out Rates

	2022-2023	*2023-2024*	*2024-2025*
Total Cohort	56%	53%	60%
ELL Grad. Rate	100%	33%	50%
SWD Grad. Rate	50%	29%	50%

3-8 ELA Outcomes

	Outcomes SY	Level 1	Level 2	Level 3	Level 4
All Students	2025	%	%	%	%
	2024	%	%	%	%
SWD	2025	%	%	%	%
	2024	%	%	%	%
ELLs	2025	%	%	%	%
	2024	%	%	%	%

3-8 Math Outcomes

	Outcomes SY	Level 1	Level 2	Level 3	Level 4
All Students	2025	%	%	%	%
	2024	%	%	%	%
SWD	2025	%	%	%	%
	2024	%	%	%	%
ELLs	2025	%	%	%	%
	2024	%	%	%	%

Receiverships, 2025-2026 Q2 Report/OISR-121525
 (As required under Section 211(f) of NYS Ed. Law)   *The Academy School #131*

New York State EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

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

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

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

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

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

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

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

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

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

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

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

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

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

PLAN		DO	STUDY	ACT

Lead Strategy:
Identify the Lead Strategy from the approved Continuation Plan.
 	
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 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?
				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)?

| Professional Development Plan | #3, #6, #66, #67, #86, #88, #97, #140, #170, #250 | Planned Actions:
Our yearlong professional development plan is aligned to our school priorities and was developed by the administration using feedback from a needs assessment given at the end of last year. The development of the calendar began last June when staff needs were assessed, and community partners and other presenters were secured. Teachers asked for a more tiered approach, thus tailoring training to specific individuals and small groups when needed.

Sequencing and Timeline:
Tier 1: All Teachers
District-wide training is offered on early release days and is typically tailored to the content areas. Training will take place this year on May 13-15.
The Academy School also provides Voluntary Saturday training courses throughout the year and have been listed in the daily bulletin.
On November 22, *"Integrating Technology into Instruction"* | Impact on Goals:
A tiered professional development plan has helped establish a shared purpose and vision because staff are aligned around common goals, values, language, and protocols. The plan has helped develop a shared understanding of what progress looks like in practice.

Process:
A tiered development plan has been created from feedback given through a staff survey and is updated weekly (on Mondays) with all stakeholders during the lead teacher meeting. Attendance is monitored at lead teacher meetings, mandatory monthly faculty meetings, PLC meetings, and voluntary Saturday trainings. Administration ensures information is turnkeyed to any participants that do not attend during PLC meetings and reflections are documented via the OneNote NB. The instructional coach works to create teacher self-checklists in the resource repository to use after each training to support implementation. Lead teachers continue to facilitate PLC meetings weekly and communicate needs to administration.
Administration utilizes meeting minutes, walk through data, formal observations, teacher lesson plans, and action plans to determine if teachers are implementing trainings information and resources. Benchmark assessment data and student work samples are also used to determine if training information and resources are being | Strengthen:
Teachers are giving positive feedback about the sessions with ECRJC, so we are expanding support by providing voluntary staff circles twice a month, one being held at the beginning of the day and another being held at the end of the day.

Scale:
Lead teachers have been sharing strategies in PLC meetings. It is important that all teachers are given opportunities and encouraged to have time to present their strengths. One thing that has assisted in getting more teachers to volunteer is the student work protocol, which invites all teachers to share at some point throughout the year.

Discontinue:
One component of the plan that is not yielding outcomes is having outside presenters conduct training during faculty meetings. There is not enough time for schoolwide presentations and additional training. Outside presenters usually want more time than a half hour. We will continue |

was held to support technology needs as requested on the needs assessment and 23 out of 36 participants attended.

In December, *"Relationships, Responsibility & Regulations: Trauma-Invested Practices for Fostering Resilient Learners [part 2]"* with Monica Capozzi was held and 23 out of 36 participants attended.

Two additional trainings are scheduled for this year as follows:
March 7: Book Study: How to be an Anti-Racist by Ibram X. Kendi facilitated by Dr. Polk.
April 25 Book Study: "*Connections over Compliance, Re-writing our Perceptions about Discipline"* facilitated by Monica Capozzi.

While the Saturday trainings are voluntary, they are turnkeyed by participants in attendance during PLC meetings so that all staff can have access to the information and resources.

implemented and are having an impact on student learning outcomes.

Product:
Tangible outputs developed from the PD plan have an inclusive instructional framework to use for communication with all staff and community partners. Furthermore, a teaching toolkit or repository of resources is continuously being built by the instructional coach to support teachers and provide explicit actionable steps.

Progress:
The early implementation goal stated that by the end of Q1, 80% of staff will report using the repository to enhance their skills and improve instructional strategies. In October, staff were surveyed and at the five-week mark, 70% of staff reported using the repository. The staff were surveyed again in January and 85% reported using the repository.

The Mid-Year Goal stated that by the end of Q2, 90% of teachers will report improved student outcomes (including closing achievement gaps) through better instructional practices as reported on action plans. Staff were surveyed in January, and 69% have reported student growth from something implemented in their action plan.

Improvement Lens:
Teaching Practice Shifts:

having lead teachers and other staff share out. Next year, we will establish this component of the calendar at the beginning of the year.

Adaptation/Refinement:
To sustain the PLC model, teacher leads need to be developed for every content area to act as facilitators. Some itinerant teachers are not part of plc because of scheduling and only being in the building the last portion of the day.

Resources:
The district does not always have the capacity to provide professional development during the times that we need. For instance, presenters may not always be available during the PLC meetings times or during the faculty meetings.

System Supports: The school has been able to hold multiple Saturday trainings sessions. Likewise, the school has been able to fund multiple positions including a full-time instructional coach for the last 9 years, and a part-time guidance counselor. It will be

Mandatory Faculty Meetings are also held once a month where training takes place, and staff are encouraged to share strategies schoolwide. Faculty meetings have taken place on the following dates: 9/17, 10/15, 11/18, 12/10, 1/13.

Mandatory PLC Meetings are held biweekly, facilitated by the instructional coach, and are aligned to school priorities. Topics are communicated via the Calendar in the OneNote NB. The other three days, Lead teachers and other staff facilitate meetings.

Tier 2: Some Teachers
Saturday training is provided by the district as well at various times throughout the year. Our Wellness Team attends sessions focused on Social Emotional Learning, and our Guardian of Equity attends Culturally Relevant training.

The instructional Coach provides targeted sessions for small groups and individuals as needed. The coach meets

Administration conducts walk-throughs and formal observations to determine if training is being implemented with fidelity. Administration also monitors action plans to see if strategies from trainings are being incorporated and reflected upon.

Evidence of Learning:
Currently, 15 out of 24 or 63% of teachers have completed action plans that incorporate strategies from training and resources provided during professional development. Administration will continue to monitor action plans and support individual teachers as needed.

Implementation Fidelity:
Teachers have shown a wide range of acceptance with action planning. Some teachers have incorporated strategies out of compliance while not fully embracing them during instruction Other teachers are utilizing action plans as their foundation for planning. The instructional coach continues to model the benefits of having action plans during PLC meetings.

important for the district to be able to continue to fund this move forward.

Monitoring and Feedback:
Administration will continue to monitor teacher implementation of professional development trainings via walk throughs and action plans. Administration will work with the instructional coach to provide scheduled support to teachers in need.

Improvement Lens:
Moving forward, teachers will be asked to identify an area of the action plan that is specifically taken from a strategy learned during training. Administration is going to meet with teachers individually to support teachers with action planning and creating priorities Furthermore; to highlight implementation of practice protocols, teachers will be encouraged to present their success at future faculty meetings.

with staff three times a week, opposite the PLC training days. Since Coaching cycles began   the instructional coach has been supporting PLCs, small groups and individual staff including two new teachers.

Tier 3: Few Teachers
Lead Teachers meet every Monday with the administration and the instructional coach to review progress and make any necessary adjustments to the PLC calendar.

Roles and Responsibilities:
School leaders set the vision and allocate time for training.
The instructional coach designs and facilitates training sessions during PLC meetings and supports classroom implementation through modeling and co-planning.
Teachers share strategies by using collaborative protocols during PLC meetings and implementing strategies in their classrooms.

| | | Support staff attend relevant sessions to support schoolwide implementation. Community partners are also included in the development of the yearlong PD plan.

Communication and Engagement:
Staff are informed of the PD plan through the OneNote NB and are reminded of upcoming events via the daily bulletin email. Feedback is collected through surveys and team conversations. Administration also uses Faculty Meetings to report on schoolwide progress and next steps.

Resources Deployed:
The schedule was adjusted before the school year started to move lunch periods back, which in turn allowed PLC periods to be back-to-back which is helpful when scheduling with community partners because it only takes up half their day. Administration ensures coverage is provided when staff are needed in specific PLC meetings. | | |

| **Professional Learning Communities** | 66, 67, 88, 97, 140, 250 | Planned Actions:

Staff continue to meet while grouped into content area PLCs with encore teachers incorporated into each core team group.

Sequencing and Timeline:

The calendar that was established at the beginning of the year has been continuously adjusted each month as feedback is given from all stakeholders including Lead teachers and community partners during lead teachers meetings on Mondays. All staff continue to access the live calendar via the OneNote NB. Meeting attendance for PLCs is recorded in the OneNote NB which houses all team agendas and meeting minutes.

The Instructional Coach provides training twice a week, usually on Tuesdays and Thursdays, that supports data analysis, instructional planning, and intervention design. On Mondays and Wednesdays, lead teachers facilitate meetings pertaining to curriculum and | Impact on Goals:
The goal of PLCs is to elevate instructional quality while strengthening collaborative relationships. PLCs encourage data-informed decision making and promote collaborative planning that aligns instruction to standards and student needs. PLCs support continuous professional growth while allowing teachers to get supportive, constructive feedback from their peers to refine their practices based on evidence.

Process:
After norms were established at the beginning of the year, data inquiry cycles began along with job embedded PD. Administration meets all stakeholders weekly to adjust the calendar as needed. This year, teacher leads have begun to take on more responsibilities, being asked to facilitate multiple times a week, allowing the coach to have more time to work with individuals that need targeted support.

Product:
PLC time is used to reflect on Instructional frameworks and intervention systems to create action plans that incorporate attendance, behavioral, and academic strategies as well as strategies shared in trainings. | Strengthen:
As administration continues to monitor and share progress at monthly faculty meetings, staff are able to identify gaps and areas of weakness schoolwide, thus motivating them to take actionable steps towards progress in specific areas.

Scale:
While different systems and protocols have been put in place, staff need to strengthen their capacity by practicing protocols regularly. Some teams have well developed norms and protocols while others are very basic. We believe this is partially due to the longevity of certain teams while others consist of new team members or new leads.

Discontinue:
Staff are given time to make parent phone calls and update Schoology and Infinite campus during PLC time but since this has not been documented in the NB, it has been determined PLC time is no longer needed for this.

Adaptation and Refinement:
One improvement that can be addressed is better note taking during meetings. Several teachers like to take notes on paper that may never be transferred into the notebook. |

lesson planning and instructional implementation.

This year the master schedule was adjusted so that PLCs were scheduled for back-to-back periods which allowed outside presenters to schedule more often because they only need to be present for a half day rather than a full day with breaks in between.

Roles and Responsibilities:
Administration sets the vision and monitors implementation through walk-through tools and formal observations, and minutes recorded during PLC meetings. Administration meets with the instructional coach, lead teachers, and community partners every Monday to reflect on current progress and make necessary adjustments for everyone to be supported while implementing protocols with fidelity. The instructional coach facilitates PLC meetings twice a week while utilizing collaborating protocols to encourage lead teachers and other staff to share best strategies.

Progress:
The Early Implementation Goal Progress Goal stated by the end of Q1, 100% of PLC teams will have developed norms and expectations as evidenced by documented norms and meeting agendas. Currently, all PLC teams have created a norm of collaboration documents that outline roles and responsibilities. There is also a mandatory meeting evaluation on norms completed at the end of each month. Currently, 1 out of 4 groups have updated meeting evaluations.

Mid-Year Goal Progress: By the end of Q2, 80% of teachers will have completed Action Plans that include strategies that were created from Data Driven Analysis. The DDI was completed for the June Regents data at the beginning of the year, and action plans were created for each PLC Team. Furthermore, attendance, behavioral, and instructional strategies were shared in the repository for the purpose of including them in action plans. To date, 63% of teachers have updated action plans.

Teacher Practice Shifts:

Teams have established note takers for each group that are required to take notes in the OneNote NB. Meeting minutes will continue to be monitored by administration to ensure time is being used effectively.

Professional Learning:
A survey will be conducted at the end of the year to determine what needs to be modified in order to make PLC run more efficiently.

System Supports:
Lead teachers will be reminded what requirements (norms and Protocols) are needed when facilitating PLC meetings. These will be revisited during weekly lead teacher meetings on Mondays.

Monitoring and Feedback:
Administration will begin to provide schoolwide feedback during faculty meetings as it pertains to PLCs, the expectations for the NB, and clarify what is needed in the meeting minutes.

Improvement Lens:

| | | Lead teachers and community partners also facilitate weekly meetings. Meeting facilitators are identified within the calendar.

Communication and Engagement:
The PLC Meeting Calendar is shared in the OneNote NB and upcoming dates/Community Presenters are included as reminders in the daily bulletin. The OneNote NB is a live document that is shared between all stakeholders.

Resources Deployed:
 The instructional coach and Lead teachers facilitate meetings during PLC meetings that are scheduled for periods 1 through 4. OneNote NB is used to house all meetings minutes. | While not all teachers have their actions plans completed, teachers have begun using language and referencing resources and protocols that are discussed in PLC meetings. Teachers say more time is needed for reflection and documentation because of their focus is implementation.

Evidence of Learning:
Overall, the school and individual teachers have become more comfortable with looking at and analyzing data to make more data-informed decisions as evidenced by progress monitoring and action plan documents.

Implementation Fidelity:
There is variation with implementation fidelity because one PLC team, Science, does not have a lead teacher and relies more heavily on the instructional coach and assistant principal. | By the end of Q3, the administration would like to see the expectations for PLC meetings and the NB met by all four groups.

To sustain the PLC model, teacher leads need to be developed for every content area to act as facilitators. Some itinerant teachers are not part of plc because of scheduling and only being in the building for the last portion of the day. |

| Multi-Tiered Systems of Support | #3, #6, #86, #170 | Planned Actions:
The school has a tiered approach to support students. All students are given an advisor that meets with them minimally three times a year to work on goal setting. The Health and Wellness Committee focuses on...
The PBIS team runs student behavioral incentives. The MAAT team celebrates diversity and promotes cultural awareness.

Sequencing and Timeline:
Staff were paid to come in over the summer and start planning based on results of surveys from last year. Staff was also given time at the beginning of the year to meet and plan with their teams before students started. Teams meet one day per week and meetings are facilitated by the Team Coordinators.

Roles and Responsibilities:
Team Coordinators facilitate weekly meetings with their team members.
All Coordinators meet with Administration on Mondays. | Impact on Goals:
The MTSS Framework ensures equitable access to support and interventions. Students receive timely targeted support tailored to their needs, leading to improved behavior, engagement, and achievement. Teachers gain clarity and structure for identifying and responding to student needs.

Process:
The SST team meets once a six-day cycle to review all systems and interventions, and updates are communicated via the OneNote NB.

Product:
The agenda provides a framework that allows all systems and protocols to be evaluated and adjusted in a timely manner.

Progress:
19 Students are currently on Check and Connect, 6 are responding and 7 are currently chronically absent.

4 Students with BIPs, 2 are chronically absent

14 Students with IEP Counseling/ 4 currently responding | Strengthen:
Check and Connect has shown success this year for the students that are in regular attendance. Students are able to connect with their supportive adults on a daily basis. More staff are needed to complete check and connect as the year progresses, and more students are in need of Tier 2/3 interventions.

Scale:
Members of the Multicultural Awareness and Appreciation Team (MAAT) have done well incorporating culturally relevant curriculum materials. The team has a library of resources available in Room 114. We are asking the team to share out during a faculty meeting in order to show what progress looks like in practice.

Discontinue:
Staff shortages are making it difficult to complete ISSPs. While students are still meeting with advisors, the formal documentation is not being done. Student |

Administration monitors all teams. Community Partners attend meetings as needed.

Communication and Engagement:
All teams document agendas and meeting minutes and impact trackers via the OneNote NB.
All Teams Coordinators present progress at each monthly faculty meeting.

Resources Deployed:
The School Psychologist runs the Student Support Team (SST) meeting. Meetings are held once every six-day cycle and are geared towards addressing system implementation concerns. The Student Support team members are also the people that act as student advisors.

11 Restorative Conferences/Conflict Resolution meetings were conducted.

17 SAIG groups were run by the school counselor and part time social worker while the full-time social worker is out on leave. Furthermore, our community partner clinician from Endeavor left in December.

49 Credit reviews have been completed so far by the school counselor.

Advisory: Mid-year Meetings for ISSPs to review beginning of year goals and adjust are scheduled for January after Regents exams and Q2 grades are completed.

Health and Wellness Committee: An action plan was started and is evidenced by the impact tracker available in the OneNote NB. The staff wellness survey was conducted and currently 70% of the staff report feeling valued, students were not yet surveyed. The Mid-year goal states we will have identified needs by launching targeted wellness initiatives and supports for students and staff. Data from our monthly wellness challenges will show that 80% of the

transiency is also making it difficult to carry through the process from start to end.

Adaptation or Refinement:
Due to unforeseen circumstances such as weather, teacher incentives were postponed. Teacher input will be used, and the Wellness Team will work with administration to determine what next steps to take.

Resources:
Additional social workers are needed because currently our full time social worker is out on leave and our clinician left in December.

Professional Learning:
The Wellness team currently has Saturday training that is provided by the district once a month. Furthermore, Community Partner, ECRJC presents once as well as District MTSS Coach Monica Capozzi. During PLC meetings

System Supports:
In previous years, the school was allotted to two full time social workers. This year the

| | | | | school community will be involved and feel supported in their health and wellness endeavors. This goal has not been met. Currently students are not involved, and minimal staff have followed through with their wellness goals.

PBIS: The Mid-year goal states we will Improve student behavior and academic engagement by strengthening Tier 1 supports. We will use the data to identify at least 10% of students needing additional support and developing effective Tier 2 and Tier 3 interventions. The team has identified students in need of more support, which was #. The team will begin utilizing the impact tracker and data dashboard with more fidelity before deciding on a schoolwide initiative for Q3.

MAAT: The mid-year goal states that by the end of Q2, 75% of teachers will incorporate culturally relevant curriculum as evidenced by the data collected from the walk-through tool. Currently 90% of staff are incorporating district CLRI lessons.

FACE: | budget reduced the allowance to 1.5 social workers providing one full time and one part time that comes every other day. Moving forward, knowing the extensive social emotional needs including crisis management with issues both inside and outside of school, two social workers are required to sustain our needs.

Monitoring and Feedback:
Suspensions and physical altercations are down and attendance is the best it has been in years. While Increase our ADA by 4% we also reduced chronic absenteeism by 17%. |

			The mid-year goal states that 85% of staff have communicated with a parent or guardian. This goal was not met. Currently 71% of staff have made at least 1 parent contact. Evidence of Learning: Students are able to identify adults in the building that they can seek for assistance. More students are able to identify coping strategies that can be or have been effective for them. Implementation Fidelity: Some barriers to smooth implementation are staff being out on leave, inconsistent attendance from the students (both from absences and tardies)	

Educational Technologies		Planned Actions:	Impact on Goals:	Strengthen:
		Staff are expected to utilize the Infinite Campus Gradebook and update gradebooks with two additional graded assignments per week. Staff are also expected to utilize Schoology to post all resources and assignments electronically as an alternate way to submit assignments.	Staff are expected to utilize technologies to enhance delivery of instruction and assist with formative assessments, thus providing students with more engaging and personalized learning experiences. The use of technologies also allows students and their families to gain better access to resources and materials by providing immediate access to communication and progress updates. Technologies have also allowed staff and administration to streamline operations and monitor instructional quality more effectively.	Some staff have shown engagement techniques they are using with technologies and the success they are having with increased participation. Scale: The instructional coach continues to provide training that expands the use of high impact tech tools as well as deepens teacher expertise in existing platforms. Lead teachers and other staff are encouraged to celebrate and share success stories from classrooms effectively using technology. Technology resources are included in the school repository.
		Sequencing and Timeline: Schoolwide expectations for technology were presented at the BOY Faculty Meeting in September, are reviewed monthly at faculty meetings and are posted in the daily bulletin. Administration monitors technology usage every 5 weeks and presents findings at the monthly faculty meeting.	Process: At the beginning of the year, a survey was conducted to determine what technology training was requested by teachers. The instructional coach has been working with PLCs, small groups, and individuals to provide ongoing support and address technology needs as they arise. A Saturday training was held 11/22 to address the needs of the survey and 23 staff attended. Since then, there has been an increase in teachers integrating technology into daily instruction for engamgent/participation and using data dashboards to monitor student progress.	Discontinue: Some teachers are using Schoology to provide pdf documents that students would need to printout in order to access the material. Moving forward, all documents should not require printing and should be able to be completed and submitted electronically for any course. Adaptation and Refinement: Administration will conference with any teacher not providing resources and assignments on Schoology to determine what support teachers need. Administration had explored the possibility of creating a
		Roles and Responsibilities: Additional IC Gradebook and Schoology training is provided to staff throughout the year by the instructional coach as needed. Currently, the coach is supporting 3 teachers specifically with technology.		

The instructional coach continues working with students individually during lunch to organize software and develop digital literacy skills as needed. Administration continues to monitor technology usage.

Lead teachers and other staff are encouraged to share strategies that they use.

Communication and Engagement:

Administration monitors technology usage every five weeks and reports progress at monthly faculty meetings. Administrators work with the instructional coach and lead teachers to ensure needs are put on the calendar.

Resources Deployed:

Staff members continue to report to laptop duty in the am to ensure every student picks up their device. All teachers have headphones available for students to use if needed.

Product:
As the school requirement is that all teachers utilize Infinite Campus as the main gradebook and portal for grades communication, we are the only school in the district that currently has over 90% of teachers using the resource. As teachers are required to post all resources and assignments on Schoology, the goal is to increase engagement and feedback through formative assessments.

Progress:
Currently, 22 out of 27 or 81% of teachers have updated Infinite Campus grades. Likewise, 18 out of 27 or 67% of teachers have Schoology pages associated with them that provide resources and assignments.

Teacher Practice Shifts:
Administration has observed increased technology usage. during walkthroughs and formal observations

Evidence of Learning:
Data collection, has shown that there has been a shift in Schoology and Infinite Campus usage, with some teachers having increased

peer mentoring system where tech-savvy teachers could support their colleagues with instructional technology on an individual basis, through PLC or through Faculty Meetings. At this point we are still referring staff to lead teachers and the instructional coach for technology needs.
Resources:
The only gaps we have are district presenters being available during the time we need.

Professional Learning:
Teachers need more time to implement training on how to use technology to create formative assessments. Moving forward, we will continue to include practice time during technology training.

System Supports:
This year, students are not permitted to take laptops home. Nonetheless, the school will need district support in making sure laptops and headphones are replaced when needed.

Monitoring and Feedback:
Administration continues to monitor IC and Schoology usage and conduct data reviews at the monthly faculty meetings. The administration has been monitoring lesson plans specifically to see what level of technology integration is being used and

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			implementation and others having less growth than before. There has also been an increase in teachers sharing strategies to groups. Evidence of strategies being shared can been seen in the PLC team meeting minutes. Implementation Fidelity: Administration has recognized that some staff need more individualized support with following protocols.	what percentage of staff is using technology tools weekly. To date,18 out of 27 or 67%, staff are currently integrating technology as intended. Administration continues to provide feedback to reduce the reliance of passive technology use.

Part 3 – Demonstrable Improvement (DI) Indicator Progress Reporting
*Report on **all DI Indicators** (both **Level 1 and Level 2**) identified in the Continuation Plan.*
For each indicator:
- *Indicate whether the **Mid-Year Progress Goal** has been met.*
- *Provide supporting **evidence and outcomes** that demonstrate progress.*
- *Reflect on next steps: What comes after this stage of implementation?*

DI Indicator # and Name: Use the exact indicator language.	Mid-Year Progress Goal: Restate the specific measurable target identified for early implementation.	Evidence / Outcomes: What quantitative and/or qualitative evidence shows progress?	Target Met? State whether the mid-year progress goal was achieved. If not, briefly describe the gap and barriers.	Next Steps / Adaptation: If the target was not met, are the necessary changes noted in section 3 next steps for Lead Strategies? If not, describe next steps here.
#67 Total Cohort (10th Grader Passing Math Regents	Mid-Year Progress Goal: By the en of Q2, all math teachers will have individualized scope and sequence plans based on Regent's standards mapped to curriculum pacing guide for each course as evidenced by th pacing alignment document.	Math teachers have individualized action plans located in the OneNo NB. Scope and Sequences have not been created, rather teachers hav	The purpose of the scope and sequence document activity was f teachers to take curriculum pacing documents and identify non-negotiables while noting timefram and focus priorities. The objective of the scope and sequence activit	Teachers will describe in either the action plans or lesson plans ho they adapt the curriculum to me the needs of the students wh staying aligned to the pacing guide Administration will monitor th

		opted to continue to reference district pacing guides when neede[d]	was to bring curriculum guides to life while analyzing the classroom context Teachers did not complete scope and sequence documents because they felt it was unnecessary given that pacing guides are mandatory to follow an[d] lesson plans are handed in biweekly.	through individual conferences wi[th] teachers.
#88 Total Cohort 5-Year Grad Rate- All Students	By the end of Q2, at least 50% of students will be on track to earn 3 o[r] more credits, with targeted interventions in place for those behind as evidenced by individualized student support plans (ISSP)	To date, 6 teachers have completed a Request for Assistance. To date, 1013 parent contacts hav[e] been made to address students failing courses. To date, 1 ISSP has been updated at the midyear point because the plan is to meet with students after Regents week. Currently, 21 out of 47 or 45% of actively enrolled students are on track to earn 3 or more credits per our internal school progress monitoring document.	**The goal was not achieved. Th[e] barriers were…**	Advisors will continue to meet with students to complete the Mid year ISSP goal setting for all enrolled students. Teachers will continue to documen[t] contacts home for students that ar[e] failing. Teachers will continue to complete Requests for Assistance when needed in order to determine interventions that will support students.
#140 College Career and Civic Readiness Index – All Students	By the end of Q2, 25% of eligible students will earn a minimum of 10 volunteer/service-learning/ hours, and at least one civic engagement	To date, no students have completed 10 service learning hours, and at least one civic engagement activity.	The goal was not achieved. The barriers were that the school did n[ot] provide adequate information to students and families about the	Team Leads are working with community partners to establish a list of approved vendors for community service opportunities.

	activity through RJ leadership or a school-based service project toward the civics seal.		service-learning opportunities. While the incentive was made clear, the specific actionable steps for students were not outlined and promoted throughout the building.	The menu will also include the impact of the opportunities and whether they will count for school incentives only or if they will count for CDOS credit.
#170 HS Chronic Absenteeism – All Students	By the end of Q2, the school will reduce the number of students with chronic absenteeism by 5% through targeted interventions and incentives.	Attendance Categories from 9/3 – 11/7 per Infinite Campus Satisfactory: 7 At-Risk: 3 Chronic: 9 Severe: 38 So 47/57= 82% of students had Chronic Attendance at the end of Q1. Attendance Categories from 11/8 – 1/6 (to date) per Infinite Campus Satisfactory: 21 At-Risk: 4 Chronic: 8 Severe: 36 So 44/69= 64% of students currently have Chronic Attendance right before the end of Q2. Therefore, Chronic Attendance has reduced by 18%	While the data may appear that only one student had improved attendance, it is important to understand the transient population of the student's enrollment, which why this goal was written in terms of percentages. Using Infinite Campus reports, the percentage of chronic and severe students has reduced from 82% to 64%, which an 18% decrease. From the raw data, it is also evident that many student moved into the satisfactory category.	By the end of Q3, the school will maintain or improve attendance gains from Q2 and will increase the Average Daily Attendance by 5%. Per IC Attendance Summary Report: Q1 ADA: 56.21% Q2 ADA: 60.81% Spring Progress Goal: The Academy will continue to maintain the 5% decrease in Chronic Absenteeism while also increasing the ADA by 5%. Since the ADA has increased from Q1 to Q2 by 4.6% we will continue to implement all current strategies.
#250 Total Cohort- 6 Year Grad Rate- All Students	There are currently no 6 Year students enrolled	There are currently no 6 Year students enrolled	There are currently no 6 Year students enrolled	There are currently no 6 Year students enrolled
#3 Student Attendance	Refer to indicator #170	Refer to indicator #170	Refer to indicator #170	Refer to indicator #170

#6 Family and Community Engagement (DTSDE Tenet 6)	By the end of Q2, 85% of staff will communicate with parents.	To date 71% of staff have made parent phone calls. The number of total support staff contacts is 717 and the number of teacher contact is 296.	This goal has not been met. Currently only 71% have made at least one parent contact.	Parent correspondence will continue to be shared at each faculty meeting. Staff members wh are not making contacts will be addressed individually.
#66 Total Cohort (10th Graders) w 5 or more credits	Refer to Indicator #88	Refer to Indicator #88	Refer to Indicator #88	Refer to Indicator #88
#86 Teacher Turnover	By the end of Q2, 80% of staff will have participated in one or more voluntary training sessions as evidenced by session attendance.	So far this year there have been three voluntary training sessions already held. The attendance for those sessions is as follows: 10/4 Relationships, Responsibility and Regulation with District Coach Monica Capozzi: 24 participants 11/22 Enhancing Instruction Through Technology Integration with District Coach Mia Cacciamis 23 participants 12/6 Relationships, Responsibility and Regulation Part 2 with District Coach Monica Capozzi: 23 Participants Thus, 26 out of 34 or 76% of staff have attended these voluntary trainings.	This goal has not been met. Currently there are 8 staff membe that have not attended any voluntary trainings. In order to hav met the goal, two more staff members would have needed to attend one of the three sessions. surveying teachers to see what barriers are preventing them from coming, it was stated that a few teachers do not like the virtual component. However, the majority of teachers have reported family obligations and burnout are the things preventing them from comir to additional trainings outside of th workday.	Additional voluntary training will be available throughout the year and teachers will be encouraged to attend. Staff will be surveyed to determine what barriers to training exist and what topics they would like to see covered. Spring Progress Goal: By the end of Q3, 50% of teachers will have facilitated teacher- led training in a topic/strategy of their choice to increase self-efficacy.
#97 HS Promotion Rate	Refer to Indicator #88	Refer to Indicator #88	Refer to Indicator #88	Refer to Indicator #88

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. |

Equitable Resource Allocation

During this quarter, the district took several targeted steps to ensure Academy School received resources aligned to its unique needs and priorities outlined in the Continuation Plan:

Assignment of New Associate Superintendent

- In December 2025, the district assigned a new Associate Superintendent to provide direct oversight and strengthened support.
- This transition ensured more consistent supervision, faster decision-making, and improved alignment between district initiatives and the school's ongoing improvement work. The Associate Superintendent is committed to monthly meetings with the Academy's administrative team to address concerns.

Evidence of Impact

Although the full set of student data was not provided, the district can point to several early indicators showing the impact of its support this quarter:

Leadership Stability & Responsiveness

- The transition to a new Associate Superintendent improved communication, monitoring, and district responsiveness to school needs.
- Leadership reported clearer guidance on budget adjustments, redesign planning, and resource allocation.

Budget Alignment

Redesign of Academy School & Integration of Pathways

- The district confirmed that Academy School will be redesigned to integrate the district's Pathways alternative education program, consolidating high school alternative education options.
- The principal has been actively included in redesign planning meetings to ensure:
  - Alignment between redesign concepts and the Continuation Plan.
  - Clear communication about upcoming structural changes.
  - School-level needs are represented during district decision-making.
- This demonstrates the district's commitment to collaborative planning, equitable access, and building a continuum of services that better meet high-risk student needs.

Reallocation of SIG Funding

- The district amended the school's SIG budget to reallocate resources toward areas identified as highest need.
- This reallocation ensured that federal school improvement funds were proactively aligned with DI indicators and the school's evolving needs.

Access to District Coaching & Technical Supports

- District specialists in MTSS, SEL, and Instructional Technology provided technical assistance as requested, supporting:
  - Implementation of the school's Tier 1 & Tier 2 MTSS structures
  - SEL routines and climate-related priorities
  - Technology integration into instruction and student support

- The amended SIG budget allowed the school to redirect more funds to prioritize student needs, such as intervention, technology, and SEL support.

Use of District Coaching

- School teams reported successful implementation adjustments after receiving targeted MTSS, SEL, and technology support.
- Teachers and support staff demonstrated increased use of district-provided tools and routines, particularly in MTSS systems and digital platforms.

Redesign Participation

- Inclusion of the principal in Pathways planning demonstrates increased school voice and alignment in district-level program planning, an improvement from prior years.

Adjustments & Next Steps (Next Quarter)

Based on this quarter's progress and evidence, the district will implement the following refinements to deepen support for Academy School:

1. Increase Coaching Frequency and Proactive Support

Action: Move from "as requested" coaching to scheduled, recurring support cycles in MTSS, SEL, and technology.

- Coaches contributed guidance on system-building, data review, and implementation monitoring.

Access to Strong Teaching & Learning

The district took several steps to ensure students continued to have access to effective instruction and strong supports:

- Leadership Coaching & Supervision:
  Through the new Associate Superintendent, the school leadership team received strengthened direction on instructional priorities, data use, and redesign alignment.
- Instructional Support via District Coaches:
  MTSS, SEL, and Tech coaches provided:
  - Problem-solving support for core instruction and intervention structures
  - Guidance on student engagement and classroom climate
  - Training on digital tools tied to instructional materials
- Student Support Services assists the school with replacing Endeavor Health Services with another vendor.

Purpose: Strengthen teacher capacity, coaching consistency, and fidelity to MTSS and SEL structures.

2. Strengthen Collaborative Planning for Redesign & Pathways Integration

Action: Establish a monthly Redesign Leadership Workgroup including the principal, district leads, and Pathways leadership.

Purpose: Ensure smooth program transition, staffing clarity, and student support continuity.

3. Align SIG Funding to New Priorities

Action: Conduct a draft 26-27 budget proposal to ensure dollars continue to follow evolving needs.

Purpose: Maintain full alignment between funding, DI Indicators, and redesign requirements.

Part 5 – Community Engagement Team (CET)

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

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

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

Report Out: 2025–2026 CET Plan Implementation- Quarter 2	
CET Engagement: - Provide dates and times of CET convening(s). - Attach or summarize CET meeting agenda(s) that occurred during this quarter, noting how key data and information were shared to support analysis of lead strategies - If applicable, describe the process for identifying and selecting new members, including steps taken to increase participation of parents, family members, and students.	**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 Dates: Nov. 22, Dec 19, Jan 12 The CET Meetings discussed Building Management, Afterschool programming, Student technology, and building concerns. Additionally, Parent Engagement Compact and support with partnership were discussed. CET Membership includes: Principal, Assistant Principal, Social Worker, School Psychologist, Guidance Counselor, Instructional Coach, Teacher, BTF Delegate Chair, Teacher, BTF Delegate, Teacher, Teacher Assistant, Student, School Resource Officer, ECRJ, Peacemaker	Lead strategies that were presented to the CET for input and shared decision making included Professional Development, Professional Learning Communities (PLCs), the Multi-Tiered System of Support (MTSS) framework, and Educational Technology integration. Each strategy was introduced with the goal of enhancing instructional practices, supporting student needs and rigor, and fostering a collaborative school culture.

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Receivership, 2025-2026 Q2 Report/OISR-121525
 (As required under Section 211(f) of NYS Ed. Law)   The Academy School #131

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.

The Academy School implemented several strategic decisions to better serve its student population. A summer school program was specifically designed to meet the unique needs of the students, with staffing adjustments made to ensure quality instruction. These adjustments included selecting a science teacher from another building after the in-house candidate did not meet performance expectations.
For the 2025-2026 school year, a staffing change was made in the social work department. The position was awarded to a social worker who demonstrated a stronger commitment to student success, despite having less seniority than the previous staff member.
To improve student engagement and program effectiveness, two underperforming courses were eliminated due to low attendance and participation. These were replaced with a new Printing program, offering students a more relevant and hands-on learning experience.
These actions reflect the receiver's proactive use of authority to make data-informed decisions that prioritize student outcomes and operational efficiency.

Assurance and Attestation

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

Name of Receiver (Print): Dr. Pascal Mubenga

Signature of Receiver: _Pascal Mubenga_

Date: 02-04-26

By signing below, I attest that the Community Engagement Team (CET) has had the opportunity to provide direct and explicit input into this Quarterly Report and has had the opportunity to review and update, as necessary, its 2025–2026 Community Engagement Team (CET) Plan and membership for the current academic year.

Name of CET Representative (Print): Charis Humphrey
Signature of CET Representative*: _Charis A._
Title of CET Representative: Youth Engagement Coordinator
Date: 1/28/26

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