

Receivership

Quarterly Report

2nd Quarter - November 1, 2015 to January 15, 2016

| | School BEDS Code | District | Status (R/Y/G) | SIG/SIF/SCEI |
|------------------------------|------------------|---|---------------------|--------------------|
| J.I.L.D. Academy, School #91 | 140600010032 | Buffalo Public Schools | Yellow | SIG Cohort |
| Responsible Person | School Principal | Additional District Personnel Responsible for Program Oversight and Report Validation | Grade Configuration | Number of Students |
| Mary Jo Conrad | Michelle Hope | Mary Jo Conrad, Associate Superintendent of School Leadership | PreK-8 | 496 |

Executive Summary

Provide a *plain-language summary* of the current reporting quarter in terms of implementing key strategies, engaging the community, enacting change, and assessing Level 1 and Level 2 indicator data. The summary should be written in terms easily understood by the community-at-large. Please avoid the use of jargon, acronyms, and abbreviations that are unfamiliar to the public, and limit the summary to *no more than 500 words*.

J.I.L.D. Academy #91 was identified as a Receivership school during the summer of 2015. B.U.I.L.D. Academy continues to engage parents and members of the community to join the Community Engagement Team (CET). We are currently continuously adding members to add to the team. B.U.I.L.D. Academy #91 continues to utilize its website to engage parents. The website includes school information, all Receivership plans, CET meeting documents and other information. Additionally, communication regarding CET meetings and parents events are communicated via flyers, newsletters, notes to parents, etc. Each first Tuesday of the month B.U.I.L.D. Academy holds its CET meetings to get parents' input on how to meet the indicator's goals.

The overall percentage of students in Grades 3-8 ELA who scored a level 2 or higher on the *Journey's Unit 1 DBA* and EngageNY Module 1 (grades 7 & 8) was 7.6 %. The overall percentage of students in grades 3-8 who scored a level 2 or higher on the *Journey's Unit 1 DBA* and EngageNY Module 2 (grades 7 & 8) was 14.7%. The ELA goal for the 2015-2016 school year is 24%. While we have not met the goal, an increase of 7.1% was accomplished between DBA 1 and DBA 2.



istrict developed Benchmark Assessments (DBA) in Math for Grades K-8 are administered at different intervals and are nent upon completion of EngageNY modules. (See Attached PPT for data charts.) The overall percentage of students in scored a level 2 or higher on the Module 1 DBA was 4.4%. The overall percentage of students in grades 3-8 who score er on the Module 2 DBA was 18.6%. The mathematics goal for the 2015-2016 school year is 19%. While we have not m increase of 14.2% was accomplished between DBA 1 and DBA 2.

pre-test was administered for students in grade 4 and 8 for the written portion of the New York State assessment. With from the instructional coach, teachers will analyze the data so that they are able to action plan and differentiate their on based on individual students.

etween November 1, 2015 and January 15, 2016, the school administrators, the Student Support Team (SST), the MTS i collaboration with the MTSS-B/PBIS team, have used data to plan structural modification to the behavioral systems w ol. The year-to-date data shows there has been a decrease of 8 long term suspensions. Short term suspensions have in re plans and implementation have been discussed on a weekly basis throughout the second quarter. The school-wide i initiative is often tweaked to address the specific grade, time(s) of offense, location, and reason of referrals to address notional needs of the students who attend B.U.I.L.D. Academy. Specific curriculums for behavioral interventions are be to address the before-mentioned referrals.

Teachers have received on-going professional development (PDs) opportunities from the instructional coaches, admini ict support staff during the instructional day, after school and Saturday sessions. These PDs include the use of data to i and to determine to meet students where they are academically and curriculum supports to ensure the planning and i on made by teachers aligned to the Common Core Learning Standards (CCLS). With the offered PD combined with



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onal support, teachers continue to develop lessons that contain higher-order thinking questions, frequent checks for understanding, differentiated groups in ELA and math, and activities that engage the students in thinking about the work.

This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. It is a report of the implementation and outcome of key strategies related to Receivership, and as such should not be considered a formal evaluation of a school by the New York State Education Department. This document also serves as the Progress Review Report for schools receiving School Improvement Grant (SIG) or Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for schools with School Comprehensive Evaluation Plan (SCEP). The Quarterly Report in its entirety must be posted on the district web-site.



nonstrable Improvement Indicators

- Indicators
 e school's Level 1 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established goal of Realizing Demonstrable Improvement.

| Indicator | Status (R/Y/G) | Base-line | Target | Analysis / Report Out |
|--------------------|----------------|-----------|--------|--|
| School Make Yearly | | NA | NA | <p>The leadership team continues to create structures to make priority progress in the areas below:</p> <ul style="list-style-type: none"> ● Implementation of PLC's, SST, SLT ● Provide differentiated, job-embedded professional development ● Implement intervention programs and develop transition plans ● Monitor weekly implementation data and execute a communication plan ● Implement multi-tiered systems of support for behavior with urgency and fidelity through the work of the MTSB ● Implement grade-level specific standards-based instruction, through collaborative planning that infuses critical thinking and |



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| | | | | <p>problem solving to increase student engagement</p> <ul style="list-style-type: none"> ● Institutionalize performance management process ● Implement School-Family Engagement Plan and Partnership Plan <p>Student Support Team holds weekly meetings with fidelity to analyze a set student goals for office discipline referrals (ODR's), suspensions, and student Check In/Check Out.</p> <p>The SLT team meets twice monthly and monitors data for implementation of all intervention programs, and student academic and behavioral supports.</p> |
| ety | | 18% | 10% reduction | <p>The SST, in conjunction with administration, identified several areas related to school safety. Trainings are offered to address school safety. We have focused on establishing the framework and structure to proactively address suspension and student behavior. This includes Tier 1 MTSS-B initiatives, secondary system interventions such as CICO, SAIG, the plan school safety (bullying curriculum, threat assessment, trauma informed schools), and using data to guide and direct our efforts. We have collected qualitative data throughout the second quarter. So far this year, we have had five long-term suspensions. This is compared to 13 for last year for same time period. We have had 138 short-term suspensions during the first two quarters of the 2015-2016 school year. This is compared to 12 suspensions for the same time period last school year. There is a larger</p> |



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| | | <p>percentage of special education students reflected in short term suspensions this year compared to last year (24% vs 20%). The disproportion has been a significant factor in the increase in suspension. The roles of the SST include the following:</p> <ul style="list-style-type: none">● The SST members provide crisis intervention on an as needed basis. The SST provides continuous, positive, active supervision, and the monitoring of student behaviors.● The CSE has identified and re-evaluated those students that have needed increased supports and an alternative placement. These students have created significant safety concerns. In addition, these students require a vast amount of time and energy in order to manage the behaviors. Eight students have been recommended for a more appropriate educational setting. These settings, including agency and special classroom settings. Two of those students have been placed in special education classrooms. One has been placed in an alternative school for students with behavioral issues and a special education designation.● Staff members provide regular, frequent and positive acknowledgements and reinforcement for students who display academic and behavioral success. Many of teachers have incorporated the use of <i>Classdojo</i>, a web-based behavior |
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| | | | | <p>management to aid student discipline.</p> <ul style="list-style-type: none"> The SST discussed a plan to implement a school-wide bullying prevention program. The SST has not implemented this plan school-wide. Instead, the social worker has delivered classroom specific lessons or workshops. The plan is to implement a bully prevention program in the 3rd quarter. <p>The SST discussed usage of a threat assessment. Threat assessment is a tool for responding to threatening situations in which there is concern about a particular student who has come to the attention of school administrators or others. We will follow the Virginia model of threat assessment in schools and the FBI protocol for threat assessment. Training administration and the SST is needed, but has not happened yet. Protocols will be developed, including the specific method, tools used, a formal document.</p> |
| L Students Level 2 | | 24% | 1% increase | <p>According to the NYSED website, the 2014-2015 NYS ELA data for grade 3-8 illustrated that 14% of students scored level 2 and above. Administrators, instructional coaches, and teachers continue to monitor and refer to data walls. The data walls display student growth as they progress to the next level cut scores. Teachers continue to develop action plans that state when and how the identified students would receive additional targeted support and monitoring during data review meetings.</p> |



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| | | | <p>District <i>Developed Benchmark Assessments</i> (DBA) in ELA for Grades K-6 are administered at different intervals throughout the year, The DBA are dependent upon completion of the <i>Journey's</i> units (approximately every 8-10 weeks) and Grades 7-8 EngageNY modules (approximately every 8-10 weeks). The <i>Magic Penny Phonemic Reading Assessment</i> for Kindergarteners is administered three times a year. They are the <i>Beginning of the Year</i> (BOY), <i>Middle of the Year</i> (MOY), and <i>End of the Year</i> (EOY). (See Attached PPT for data charts.) The overall percentage of students in Grades 3-8 who scored a level 2 or higher on the <i>Journey's</i> Unit 1 DBA and EngageNY module 1 (grades 7 & 8) was 7.6%. The overall percentage of students in grades 3-8 who scored a level 2 or higher on <i>Journey's</i> Unit 2 DBA and EngageNY Module 2 (grades 7 & 8) was 14.7%. Individual grades scored as follows:</p> <ul style="list-style-type: none">● In Kindergarten, the percentage of students who scored at or above the Kindergarten range (scores of 40 or above) on the <i>Magic Penny Phonemic Reading Assessment</i> was 6.7%.● In Kindergarten, the percent of students who scored a level 2 or higher on <i>Journey's</i> Unit 1 DBA Multiple Choice questions was 46.2%, and 5.7% of students scored a level 2 or higher on |
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| | | | <p>Constructed Response questions.</p> <ul style="list-style-type: none">● In Grade 1, the percent of students who scored a level 2 or high on <i>Journey's</i> Unit 1 DBA Multiple Choice questions was 18.9 % and 22.7 % of students scored a level 2 or higher on Constructed Response questions.● In Grade 2, the percent of students who scored a level 2 or high on <i>Journey's</i> Unit 1 DBA Multiple Choice questions was 25.5% and 17.3% of students scored a level 2 or higher on Constructed Response questions.● In 3rd grade, the percent of students who scored a level 2 or high on <i>Journey's</i> Unit 1 DBA Multiple Choice questions was 9.4% and 5.8% of students scored a level 2 or higher on Constructed Response questions. For <i>Journey's</i> Unit 2 DBA Constructed Response questions 5.9% of students scored a level 2 or higher.● In 4th grade, the percent of students who scored a level 2 or high on <i>Journey's</i> Unit 1 DBA Multiple Choice questions was 8.8% and 26.4% on Constructed Response questions. For <i>Journey's</i> Unit 2 Constructed Response questions 3% of students scored a level 2 or higher.● In 5th grade, the percent of students who scored a level 2 or high on <i>Journey's</i> Unit 1 DBA Multiple Choice questions was 3.9% and |
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| | | | <p>18.9% on Constructed Response questions. For <i>Journey's</i> Unit 2 Constructed Response questions 25.1% of students scored a level 2 or higher.</p> <ul style="list-style-type: none">● In 6th grade, the percent of students who scored a level 2 or higher on <i>Journey's</i> Unit 1 DBA Multiple Choice questions was 2.9% and 0% on Constructed Response questions. For <i>Journey's</i> Unit 2 Constructed Response questions 25.1% of students scored a level 2 or higher.● In 7th grade, the percent of students who scored a level 2 or higher on EngageNY ELA MOD 1 was 0%.● In 8th grade, the percent of students who scored a level 2 or higher on EngageNY ELA MOD 1 was 0%. <p>Teachers use District Based Assessment Data, programmatic weekly assessments, daily writing prompts, and DIBELS measures in grades K-6 to inform instruction in the ELA Block and RtI for ELA. The DDI process is used to complete action plans. Teachers identify small group and whole group research based interventions, Teachers in grades K-3 are responsible for identifying students who need to receive additional support during RtI time. The Support Reading Teachers will support the instruction of the regular classroom teacher.</p> |
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| | | | <p>The SLT Team completed the plan for the B.U.I.L.D. Academy Literacy Initiative. The initiative was presented to staff during a Saturday professional development opportunity in December where 20 teachers and all three Administrators were in attendance. There were several follow-up sessions (after-school and faculty meeting) with teachers who were unable to attend the Saturday session. Ten teachers collaborated and received assistance from the instructional coaches and instructional technology coach during the after-school professional development opportunities. Higher order thinking questions are a significant element of the Literacy Initiative. The evidence of higher order thinking questions is illustrated in teacher lesson plans, administrative learning walks, learning walks with an AIR Coach, district level learning walks, and pre-conferences with teachers. Higher order thinking questions for individual lessons are included in the lesson plans.</p> <p>Teachers and instructional coaches are constantly being encouraged to collaborate. Grades PK-6 continue to meet twice during a 6-day cycle for common planning time and grade level meetings. Grades 7-8 teachers have supported planning time four days out of a 6-day cycle.</p> |
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| | | | | <p>ELA is regularly monitored, reviewed, and analyzed on a monthly basis the Community Engagement and School Leadership Teams. Building administrators and instructional coaches monitor academic data weekly. Data is disseminated at the appropriate grade level team meetings, bi-weekly individual teacher meetings, and monthly faculty meetings. This analysis leads to specific modifications to our current receivership plan. Current goals are not being met at the expected rate. Teachers adjust their action plans based upon the above data to be sure they are addressing student learning needs. According to BOY DIBELS and DBA assessment data, reading comprehension is an area of need for all grade levels, therefore instructional coaches will provide a research-based strategy to improve reading comprehension for literary and informational text to be used in small groups in the Differentiated Instruction block. Professional Development opportunity has been scheduled for January showing teachers how to effectively use classroom data to plan for differentiated small groups RtI activities.</p> |
| ALL Students Level | | 19% | 1% increase | <p>According to the NYSED website, the 2014-2015 NYS Math data for grades 3-8 illustrated that 17% of students scored level 2 and above. Administrators, instructional coaches, and teachers continue to monitor and refer to data walls. The data walls display student growth as they progress to the next level cut scores. Teachers continue to develop activities</p> |



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| | | | <p>plans that state when and how the identified students would receive additional targeted support and monitoring during data review meetings.</p> <p>District developed Benchmark Assessments (DBA) in Math for Grades K-3 are administered at different intervals and are dependent upon completion of EngageNY modules. (See Attached PPT for data charts.) The overall percentage of students in Grades 3-8 who scored a level 2 or higher on the Module 1 DBA was 4.4%. The overall percentage of students in grades 3-8 who scored a level 2 or higher on the Module 2 DBA was 18.6%. Individual grades scored as follows:</p> <ul style="list-style-type: none">● In Kindergarten, the percent of students who scored a level 2 or higher on MOD 1 DBA was 55.6%. For MOD 2 85.1% of students scored a level 2 or higher.● In Grade 1, the percent of students who scored a level 2 or higher on MOD 1 DBA was 14.3%.● In Grade 2, the percent of students who scored a level 2 or higher on MOD 1 DBA was 60.9%, for MOD 2 46.8% of students scored level 2 or higher, and in MOD 3 39.5% of students scored a level 2 or higher.● In 3rd grade, the percent of students who scored a level 2 or higher on MOD 1 DBA was 0%, for MOD 2 2.8% of students scored a level 2 or higher. |
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| | | | <p>2 or higher.</p> <ul style="list-style-type: none">● In 4th grade, the percent of students who scored a level 2 or higher on MOD 1 DBA was 12.5%, for MOD 2 18.2% of students scored level 2 or higher.● In 5th grade, the percent of students who scored a level 2 or higher on MOD 1 DBA was 55.6%, for MOD 2 85.1% of students scored level 2 or higher.● In 6th grade, the percent of students who scored a level 2 or higher on MOD 1 DBA was 11.1%, for MOD 2 20.1% of students scored level 2 or higher.● In 7th grade, the percent of students who scored a level 2 or higher on MOD 1 DBA was 0%.● In 8th grade, the percent of students who scored a level 2 or higher on MOD 1 DBA was 0%. <p>Teachers use District Based Assessment data and classroom assessments to inform instruction in the Math Block and RtI for math. The DDI process is used to complete action plans. Teachers identify small group and whole group research based interventions. Teachers identify students to receive additional support from the Math Support Teacher during RtI Time.</p> |
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| | | | <p>B.U.I.L.D. Academy is using the <i>IXL</i> program for fluency practice during time in math. Teachers identify skills during action planning for student work on in the Rtl block. Teachers are able to assign specific skills that are based on individual student needs. Data is provided on student master and progress, via an email update to teachers.</p> <p>Teachers are planning for and teaching active reading and writing steps from B.U.I.L.D. Academy's Literacy Initiative. Two of the goals are to comprehend questions and correctly respond in writing to the question being asked in all content areas.</p> <p>Math is monitored, reviewed, and analyzed monthly by the Community Engagement and School Leadership Teams. Building administrators and instructional coaches monitor academic data weekly. Data is shared at appropriate grade level team meetings, bi-weekly individual teacher meetings, and monthly faculty meetings. This analysis leads to specific modifications to our current receivership plan, if current goals are not being met at the expected rate. Teachers adjusted their action plans based upon the above data to be sure they are addressing student learning needs. A Professional Development opportunity has been scheduled for January, showing teachers how to effectively use classroom data to plan</p> |
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| | | | | for differentiated small groups RtI activities using the <i>FinishLine</i> student books provided by the mathematics department. |
| L Students MGP | | 45.6 | 1% increase | <p>According to the NYSED website, the 2014-2015 NYS ELA data for grade 3-8 illustrated that 14% of students scored level 2 and above. Administrators, instructional coaches, and teachers continue to monitor and refer to data walls. The data walls display student growth as they progress to the next level cut scores. Teachers continue to develop action plans that state when and how the identified students would receive additional targeted support and monitoring during data review meetings.</p> <p>District developed Benchmark Assessments (DBA) in ELA for Grades K-6 are administered at different intervals dependent upon completion of <i>Journey's</i> units (approximately every 6 weeks) and Grades 7-8 EngageNY modules (approximately every 8- 10 weeks). The <i>Magic Penny Phonemic Reading Assessment</i> for Kindergarteners is administered three times a year, Beginning of the Year, Middle of the Year, and End of the Year. (Beginning of the Year, Middle of the Year, and End of the Year). (See Attached PPT for data charts.) The overall percentage of students in Grades 3-8 who scored a level 2 or higher on <i>Journey's</i> Unit 1 DBA and EngageNY module 1 (grades 7 & 8) was 7.6 %. The overall percentage of students in grades 3-8 who scored a level 2 or higher on the <i>Journey's</i> Unit 2 DBA and EngageNY Module 2 (grades 7 & 8) was 7.6 %.</p> |



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| | | | <p>was 14.7%. Individual grades scored as follows:</p> <ul style="list-style-type: none">● In Kindergarten, the percentage of students who scored at or above Kindergarten range (scores of 40 or above) on the <i>Magic Penny Phonemic Reading Assessment</i> was 6.7%.● In Kindergarten, the percent of students who scored a level 2 or higher on <i>Journey's Unit 1 DBA Multiple Choice</i> questions was 46.2%, and 5.7% of students scored a level 2 or higher on <i>Constructed Response</i> questions.● In Grade 1, the percent of students who scored a level 2 or high on <i>Journey's Unit 1 DBA Multiple Choice</i> questions was 18.9 % and 22.7 % of students scored a level 2 or higher on <i>Constructed Response</i> questions.● In Grade 2, the percent of students who scored a level 2 or high on <i>Journey's Unit 1 DBA Multiple Choice</i> questions was 25.5% and 17.3% of students scored a level 2 or higher on <i>Constructed Response</i> questions.● In 3rd grade, the percent of students who scored a level 2 or high on <i>Journey's Unit 1 DBA Multiple Choice</i> questions was 9.4% and 5.8% of students scored a level 2 or higher on <i>Constructed Response</i> questions. For <i>Journey's Unit 2 DBA Constructed</i> |
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| | | | <p>Response questions 5.9% of students scored a level 2 or higher.</p> <ul style="list-style-type: none">● In 4th grade, the percent of students who scored a level 2 or higher on <i>Journey's</i> Unit 1 DBA Multiple Choice questions was 8.8% and 26.4% on Constructed Response questions. For <i>Journey's</i> Unit 2 Constructed Response questions 3% of students scored a level 2 or higher.● In 5th grade, the percent of students who scored a level 2 or higher on <i>Journey's</i> Unit 1 DBA Multiple Choice questions was 3.9% and 18.9% on Constructed Response questions. For <i>Journey's</i> Unit 2 Constructed Response questions 25.1% of students scored a level 2 or higher.● In 6th grade, the percent of students who scored a level 2 or higher on <i>Journey's</i> Unit 1 DBA Multiple Choice questions was 2.9% and 0% on Constructed Response questions. For <i>Journey's</i> Unit 2 Constructed Response questions 25.1% of students scored a level 2 or higher.● In 7th grade, the percent of students who scored a level 2 or higher on EngageNY ELA MOD 1 was 0%.● In 8th grade, the percent of students who scored a level 2 or higher on EngageNY ELA MOD 1 was 0%. |
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| | | <p>Teachers use District Based Assessment Data, programmatic weekly assessments, daily writing prompts, and DIBELS measures in grades K-6 to inform instruction in the ELA Block and RtI for ELA. The DDI process is used to complete action plans. Teachers identify small group and whole group research based instructional interventions. Teachers in grades K-3 identify students who are in need of additional support from the Support Reading Teachers. The additional support will occur during RtI Time.</p> <p>The SLT Team completed the plan for the B.U.I.L.D. Academy Literacy Initiative. The initiative was presented to staff during a Saturday professional development opportunity in December where 20 teachers and all three Administrators were in attendance. There were several follow-up sessions (after-school and faculty meeting) with teachers who were unable to attend the Saturday session. Ten teachers collaborated and received assistance from the instructional coaches and instructional technology coach during the after-school professional development opportunities. Higher order thinking questions are a significant element of the Literacy Initiative. The evidence of higher order thinking questions is illustrated in teacher lesson plans, administrative learning walks, learning walks with an AIR Coach, district level learning walks and pre-conferences with teachers.</p> |
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| | | | <p>Teachers and instructional coaches are constantly being encouraged to collaborate. Grades PK-6 continues to meet twice during a 6-day cycle of common planning time and grade level meetings. Grades 7-8 teachers have supported planning time four days out of a 6-day cycle.</p> <p>ELA is regularly monitored, reviewed, and analyzed on a monthly basis by the Community Engagement and School Leadership Teams. Building administrators and instructional coaches monitor academic data weekly. Data is disseminated at the appropriate grade level team meetings, bi-weekly individual teacher meetings, and monthly faculty meetings. This analysis leads to specific modifications to our current receivership plan. Current goals are not being met at the expected rate. Teachers adjust their action plans based upon the above data to be sure they are addressing student learning needs. According to BOY DIBELS and DBA assessment data, reading comprehension is an area of need for all grade levels, therefore instructional coaches will provide a research-based strategy to improve reading comprehension for literary and informational text to be used in small groups in the Differentiated Instruction block. Professional Development opportunity has been scheduled for January showing teachers how to effectively use classroom data to plan for</p> |
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| | | | | differentiated small groups Rtl activities. |
| nd 8 Science All level 3 and above | | 16% | 1% increase | <p>The 2014-2015 Grades 4 and 8 NYS Science data at Levels 3 and above increased to 19%.</p> <p>The district’s science director has met with the instructional coaches and building administrators. The goal is to create a plan to incorporate writing into the science curriculum.</p> <p>A written pre-test for science in grades 4 and 8 has been administered through <i>Illuminate</i> testing. Data analysis meetings have been scheduled for February to develop an action plan for intervention that includes writing in science.</p> <p>Teachers in all grade levels are developing inquiry-based lessons that incorporate writing and are using the B.U.I.L.D. Academy Literacy Initiative to implement the school-wide active reading and writing steps in science class. Planning for practicing performance tasks for grades 4 and 8 in science is in the initial stages.</p> <p>Pre-assessments will be analyzed during grade level and common planning time meetings. Monitoring and analyzing of the science data will be done</p> |



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Indicators

Review the school's Level 2 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting period, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established target and achieving Demonstrable Improvement.

| Indicator | Status (R/Y/G) | Base-line | Target | Analysis / Report Out |
|---------------------------------|----------------|-----------|-------------|---|
| Suspension Rate - Out of School | | 40% | 1% decrease | To address long-term suspensions for this reporting period, the SST, in collaboration with administration, focused on establishing the frame and structure to proactively address suspension and student behavior. The plan includes Tier 1 MTSS-B initiatives, secondary system interventions such as CICO, SAIG, the plan for school safety (bullying curriculum, threat assessment, trauma informed schools), and using data to guide and inform our efforts. We have had five long-term suspensions. This is compared to 12 for last year for the same time period. |
| Suspension Rate - In School | | 20% | 4% increase | We have had 138 short-term suspensions during the first two quarters of the 2015-2016 school year. This is compared to 122 suspensions for the same time period last school year. There is a larger percentage of special education students reflected in short term suspensions this year. |



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| | | | | <p>compared to last year (24% vs 20%). The disproportion has been a significant factor in the increase in suspensions.</p> <p>Monitoring will be completed daily by the SST and building administrators.</p> |
| <p>ack Students Level 2</p> | | <p>22%</p> | <p>1% increase</p> | <p>According to the NYSED website, the 2014-2015 NYS ELA data for grade 8 illustrated that 14% of students scored level 2 and above. Administrators, instructional coaches, and teachers continue to monitor and refer to data walls. The data walls display student growth as they progress to the next level cut scores. Teachers continue to develop action plans that state how the identified students would receive additional targeted support and monitoring during data review meetings.</p> <p>Instructional coaches and teachers continue to refer to data walls with students who showed growth close to the next level cut scores were identified. Teachers continue to develop action plans to address where how the identified students would receive additional support and action during data review meetings.</p> <p>District developed Benchmark Assessments (DBA) in ELA for Grades 1-8 administered at different intervals dependent upon completion of <i>Jo</i></p> |



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| | | | <p>units (approximately every 6 weeks) and Grades 7-8 EngageNY modules (approximately every 8- 10 weeks). (See Attached PPT for data chart overall percentage of students in Grades 3-8 who scored a level 2 or higher on the <i>Journey's</i> Unit 1 DBA and EngageNY module 1 (grades 7 & 8) was 14.7%. The overall percentage of students in grades 3-8 who scored a level 2 or higher on the <i>Journey's</i> Unit 2 DBA and EngageNY Module 2 (grades 3-8) was 14.7%. Individual grades scored as follows:</p> <ul style="list-style-type: none">● In Kindergarten, the percent of students who scored a level 2 or higher on <i>Journey's</i> Unit 1 DBA Multiple Choice questions was 46.2%, and 5.7% of students scored a level 2 or higher on Constructed Response questions.● In Grade 1, the percent of students who scored a level 2 or higher on <i>Journey's</i> Unit 1 DBA Multiple Choice questions was 18.9% and 22.7% of students scored a level 2 or higher on Constructed Response questions.● In Grade 2, the percent of students who scored a level 2 or higher on <i>Journey's</i> Unit 1 DBA Multiple Choice questions was 25.5% and 17.3% of students scored a level 2 or higher on Constructed Response questions.● In 3rd grade, the percent of students who scored a level 2 or |
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| | | | | <p>on <i>Journey's</i> Unit 1 DBA Multiple Choice questions was 9.4% ; 5.8% of students scored a level 2 or higher on Constructed Response questions. For <i>Journey's</i> Unit 2 DBA Constructed Response questions 5.9% of students scored a level 2 or higher.</p> <ul style="list-style-type: none">● In 4th grade, the percent of students who scored a level 2 or higher on <i>Journey's</i> Unit 1 DBA Multiple Choice questions was 8.8% ; 26.4% on Constructed Response questions. For <i>Journey's</i> Unit 2 Constructed Response questions 3% of students scored a level 2 or higher.● In 5th grade, the percent of students who scored a level 2 or higher on <i>Journey's</i> Unit 1 DBA Multiple Choice questions was 3.9% ; 18.9% on Constructed Response questions. For <i>Journey's</i> Unit 2 Constructed Response questions 25.1% of students scored a level 2 or higher.● In 6th grade, the percent of students who scored a level 2 or higher on <i>Journey's</i> Unit 1 DBA Multiple Choice questions was 2.9% ; 25.1% on Constructed Response questions. For <i>Journey's</i> Unit 2 Constructed Response questions 25.1% of students scored a level 2 or higher.● In 7th grade, the percent of students who scored a level 2 or higher on EngageNY ELA MOD 1 was 0%. |
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| | | | <ul style="list-style-type: none">● In 8th grade, the percent of students who scored a level 2 or on EngageNY ELA MOD 1 was 0%. <p>ELA Module DBA Subgroup Comparison Data (Average % Correct for or African American Students Compared to Other Subgroups) (<i>see at ppt p. 8</i>) was analyzed to determine if there is a notable difference. (K-2 ELA MOD 2 DBA data is used for teacher Performance Assessment)</p> <ul style="list-style-type: none">● In kindergarten DBA MOD 1, Black or African American students scored 6.4% lower than other subgroups on Constructed Response questions and 1.4 % lower on Multiple Choice questions.● In Grade 1 DBA MOD 1, Black or African American students scored 7.8 % higher than other subgroups on Constructed Response questions, and 9.5 % lower on Multiple Choice questions. .● In Grade 2 DBA MOD 1, Black or African American students scored 5.3 % higher than other subgroups on Constructed Response questions and 9.5 % lower on Multiple Choice questions.● In Grade 3 DBA MOD 1, Black or African American students scored 2.9 % lower than other subgroups on Constructed Response questions and 10.1% higher on Multiple Choice questions. On Grade 2, Black or African American Student scored 0.1 % higher than other subgroups on Constructed Response questions. |
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| | | | | <ul style="list-style-type: none">● Grade 4 did not have a subgroup for MOD 1 DBA Constructed Response questions, and DBA MOD 1, Black or African American students scored 17.2 % higher than other subgroups on Multi Choice questions. Grade 4 did not have a subgroup for MOD 2 Constructed Response.● In Grade 5 DBA MOD 1, Black or African American students scored 9% lower than other subgroups on Constructed Response questions and 11.8% lower on Multiple Choice questions. On MOD 2, Black or African American Student scored 19% lower than other subgroups on Constructed Response questions.● In Grade 6 DBA MOD 1. Black or African American students scored 0.3% higher than other subgroups on Constructed Response questions and did not have a subgroup for Multiple Choice questions. Grade 6 did not have a subgroup for DBA MOD 2 Constructed Response questions.● In Grade 7 DBA MOD 1, Black or African American students scored 8.4% higher than other subgroups on Constructed Response questions.● In Grade 8 DBA MOD 1, Black or African American students scored 5.2% higher than other subgroups on Constructed Response questions. |
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| | | | <p>Teachers use District Based Assessment Data and classroom assessment to inform instruction in the ELA Block and RtI for ELA. The DDI process to complete action plans. Teachers identify small group and whole group research based interventions. Teachers identify students to receive additional support from the Reading Support Teacher during RtI Time for grades K-3.</p> <p>The SLT Team completed the plan for the B.U.I.L.D. Academy Literacy Initiative. The initiative was presented to staff during a Saturday professional development opportunity. There were several follow-up sessions (after-school and faculty meeting) with teachers who were invited to attend the Saturday session. The after-school professional development opportunities provided opportunities for planning and assistance from instructional coaches and peers. Teachers are regularly incorporating open order thinking questions into their lesson plans. The questions are a significant element of the Literacy Initiative.</p> <p>ELA is regularly monitored, reviewed, and analyzed by the Community Engagement and School Leadership Teams monthly. Building administrators and instructional coaches monitor academic data weekly. Data is</p> |
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Receivership Quarterly Report – 2nd Quarter
 November 1, 2015 to January 15, 2016
 (As required under Section 211-f(11) of NYS Ed. Law)

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| | | | | <p>disseminated at the appropriate grade level team meetings, bi-week individual teacher meetings, and monthly faculty meetings. This anal leads to specific modifications to our current receivership plan, if cur goals are not being met at the expected rate. Teachers adjusted thei plans based upon the above data to be sure they are addressing stud learning needs. According to BOY DIBELS and DBA assessment data, i comprehension is an area of need for all grade levels, therefore instructional coaches will provide an evidence-based strategy to imp reading comprehension for literary and informational text to be usec small groups in the Differentiated Instruction block. A Professional Development opportunity has been scheduled for January, showing teachers how to effectively use classroom data to plan for differentia small groups Rtl activities.</p> <p>Teachers use District Based Assessment Data, programmatic weekly assessments, daily writing prompts, and DIBELS measures in grades k inform instruction in the ELA Block and Rtl for ELA.</p> |
| Students Level 2 | | 21% | 1% increase | <p>According to the NYSED website, the 2014-2015 NYS ELA data for gra 8 illustrated that 14% of students scored level 2 and above. Administ instructional coaches, and teachers continue to monitor and refer to walls. The data walls display student growth as they progress to the i</p> |



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| | | | <p>level cut scores. Teachers continue to develop action plans that state and how the identified students would receive additional targeted support and monitoring during data review meetings.</p> <p>District developed Benchmark Assessments (DBA) in ELA for Grades 1-6 administered at different intervals dependent upon completion of <i>Journey's</i> units (approximately every 6 weeks) and Grades 7-8 EngageNY modules (approximately every 8- 10 weeks). The <i>Magic Penny Phonemic Reading Assessment</i> for Kindergarteners is administered three times a year (Fall, MOY, and EOY). (See Attached PPT for data charts.) The overall percentage of students in Grades 3-8 who scored a level 2 or higher on the <i>Journey's</i> Unit 1 DBA and EngageNY module 1 (grades 7 & 8) was 7.6 %. The overall percentage of students in grades 3-8 who scored a level 2 or higher on <i>Journey's</i> Unit 2 DBA and EngageNY Module 2 (grades 7 & 8) was 14. Individual grades scored as follows:</p> <ul style="list-style-type: none">● In Kindergarten, the percentage of students who scored at or above the Kindergarten range (scores of 40 or above) on the <i>Magic Penny Phonemic Reading Assessment</i> was 6.7%.● In Kindergarten, the percent of students who scored a level 2 or higher on <i>Journey's</i> Unit 1 DBA Multiple Choice questions was |
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| | | | | <p>46.2%, and 5.7% of students scored a level 2 or higher on Constructed Response questions.</p> <ul style="list-style-type: none">● In Grade 1, the percent of students who scored a level 2 or higher on <i>Journey's</i> Unit 1 DBA Multiple Choice questions was 18.9% and 22.7% of students scored a level 2 or higher on Constructed Response questions.● In Grade 2, the percent of students who scored a level 2 or higher on <i>Journey's</i> Unit 1 DBA Multiple Choice questions was 25.5% and 17.3% of students scored a level 2 or higher on Constructed Response questions.● In 3rd grade, the percent of students who scored a level 2 or higher on <i>Journey's</i> Unit 1 DBA Multiple Choice questions was 9.4% and 5.8% of students scored a level 2 or higher on Constructed Response questions. For <i>Journey's</i> Unit 2 DBA Constructed Response questions 5.9% of students scored a level 2 or higher.● In 4th grade, the percent of students who scored a level 2 or higher on <i>Journey's</i> Unit 1 DBA Multiple Choice questions was 8.8% and 26.4% on Constructed Response questions. For <i>Journey's</i> Unit 2 DBA Constructed Response questions 3% of students scored a level 2 or higher.● In 5th grade, the percent of students who scored a level 2 or higher on <i>Journey's</i> Unit 1 DBA Multiple Choice questions was 10.1% and 17.3% on Constructed Response questions. |
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| | | | <p>on <i>Journey's</i> Unit 1 DBA Multiple Choice questions was 3.9% ; 18.9% on Constructed Response questions. For <i>Journey's</i> Unit Constructed Response questions 25.1% of students scored a 1 or higher.</p> <ul style="list-style-type: none">● In 6th grade, the percent of students who scored a level 2 or on <i>Journey's</i> Unit 1 DBA Multiple Choice questions was 2.9% ; on Constructed Response questions. For <i>Journey's</i> Unit 2 Constructed Response questions 25.1% of students scored a 1 or higher.● In 7th grade, the percent of students who scored a level 2 or on EngageNY ELA MOD 1 was 0%.● In 8th grade, the percent of students who scored a level 2 or on EngageNY ELA MOD 1 was 0%. <p>Teachers use District Based Assessment Data, programmatic weekly assessments, daily writing prompts, and DIBELS measures in grades K-3 to inform instruction in the ELA Block and RtI for ELA. The DDI process is to complete action plans. Teachers identify small group and whole group research based interventions, Teachers in grades K-3 identify students who need additional support from the Support Reading Teachers. The extra support occurs during RtI.</p> |
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| | | | <p>The SLT Team completed work on developing and planning of B.U.I.I Academy's Literacy Initiative and this was rolled out to staff during a Saturday Professional Development opportunity with follow up session with teachers who were unable to attend during a faculty meeting. Teachers were also provided after-school professional development opportunities that provided opportunities for planning and assistance with Instructional Coaches and peers. Higher Order Thinking questions that teachers are regularly incorporating in their lesson plans are also being utilized along with the Literacy Initiative.</p> <p>Teachers and instructional coaches continue to be strongly encouraged to collaborate. Grades PK-6 continue to meet twice during a 6-day cycle of common planning time and grade level meetings, and grades 7-8 teachers have supported planning time four days out of a 6-day cycle.</p> <p>ELA is regularly monitored, reviewed, and analyzed by the Community Engagement and School Leadership Teams monthly. Building administrators and instructional coaches will monitor academic data weekly. Data is shared at the appropriate grade level team meetings, bi-weekly individual teacher meetings, and monthly faculty meetings. This analysis leads to specific modifications to our current receivership plan, if current goals are not being met.</p> |
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| | | | | <p>not being met at the expected rate. Teachers adjusted their action plan based upon the above data to be sure they are addressing student level needs. According to BOY DIBELS and DBA assessment data, reading comprehension is an area of need for all grade levels, therefore instructional coaches will provide an evidence-based strategy to improve reading comprehension for literary and informational text to be used in small groups in the Differentiated Instruction block. A Professional Development opportunity has been scheduled for January, showing teachers how to effectively use classroom data to plan for differentiated small groups RtI activities.</p> |
| Black Students Level 2 | | 19% | 1% increase | <p>According to the NYSED website, the 2014-2015 NYS Math data for grades 3-8 illustrated that 17% of students scored level 2 and above. Administrators, instructional coaches, and teachers continue to monitor and refer to data walls. The data walls display student growth as they progress to the next level cut scores. Teachers continue to develop plans that state when and how the identified students would receive additional targeted support and monitoring during data review meetings.</p> <p>District developed Benchmark Assessments (DBA) in Math for Grades 3-8 are administered at different intervals. The assessments are dependent upon completion of EngageNY modules. (See Attached PPT for data)</p> |



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| | | | <p>The overall percentage of students in Grades 3-8 who scored a level higher on the Module 1 DBA was 4.4%. The overall percentage of students in grades 3-8 who scored a level 2 or higher on the Module 2 DBA was 18.6%. Individual grades scored as follows:</p> <ul style="list-style-type: none">● In Kindergarten, the percent of students who scored a level 2 or higher on MOD 1 DBA was 55.6%. For MOD 2 85.1% of students scored a level 2 or higher.● In Grade 1, the percent of students who scored a level 2 or higher on MOD 1 DBA was 14.3%.● In Grade 2, the percent of students who scored a level 2 or higher on MOD 1 DBA was 60.9%. For MOD 2 46.8% of students scored level 2 or higher. And in MOD 3 39.5% of students scored a level higher.● In 3rd grade, the percent of students who scored a level 2 or higher on MOD 1 DBA was 0%. For MOD 2 2.8% of students scored a level 2 or higher.● In 4th grade, the percent of students who scored a level 2 or higher on MOD 1 DBA was 12.5%. For MOD 2 18.2% of students scored level 2 or higher.● In 5th grade, the percent of students who scored a level 2 or higher on MOD 1 DBA was 55.6%. For MOD 2 85.1% of students scored level 2 or higher. |
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| | | | <p>level 2 or higher.</p> <ul style="list-style-type: none">● In 6th grade, the percent of students who scored a level 2 or on MOD 1 DBA was 11.1%. For MOD 2 20.1% of students scored level 2 or higher.● In 7th grade, the percent of students who scored a level 2 or on MOD 1 DBA was 0%.● In 8th grade, the percent of students who scored a level 2 or on MOD 1 DBA was 0%. <p>Math Module DBA Subgroup Comparison Data (Average % Correct for African American Students Compared to Other Subgroups) (<i>see appendix p. 8</i>) was analyzed to determine if there is a notable difference.</p> <ul style="list-style-type: none">● In kindergarten DBA MOD 1, Black or African American students scored 18% lower than other subgroups. On MOD 2, Black or African American Student scored 4.2% lower than other subgroups.● In Grade 1 DBA MOD 1, Black or African American students scored 12.2% lower than other subgroups.● In Grade 2 DBA MOD 1, Black or African American students scored 5.2% higher than other subgroups. On MOD 2, Black or African American Student scored 17.4% higher than other subgroups. On MOD 3, Black or African American Student scored 26.4% lower than other subgroups. |
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| | | | <p>other subgroups.</p> <ul style="list-style-type: none">● In Grade 3 DBA MOD 1, Black or African American students scored 17.4% lower than other subgroups. On MOD 2, Black or African American Student scored 27.9% higher than other subgroups● In Grade 4 DBA MOD 1, Black or African American students scored 11.6% lower than other subgroups. On MOD 2, Black or African American Student scored 0.6% higher than other subgroups.● In Grade 5 DBA MOD 1, Black or African American students scored 5.1% lower than other subgroups. On MOD 2, Black or African American Student scored 12.3% lower than other subgroups.● Grade 6 did not have a subgroup.● In Grade 7 DBA MOD 1, Black or African American students scored 12% higher than other subgroups.● In Grade 8 DBA MOD 1, Black or African American students scored 20.9% lower than other subgroups. <p>Teachers use district based assessment data and classroom assessments to inform instruction in the Math Block and RtI for math. The DDI process includes complete action plans. Teachers identify small group and whole group research based interventions. Teachers identify students who need additional support from the Math Support Teacher during RtI Time.</p> |
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| | | | <p>B.U.I.L.D. Academy is using the <i>IXL</i> program for fluency practice during time in math. Teachers identify skills during action planning for student work on in the RtI block. Teachers are able to assign specific skills to individualize based upon student needs. Data is provided on student mastery and progress via an email update to teachers.</p> <p>Teachers are planning for and teaching active reading and writing strategies from B.U.I.L.D. Academy's Literacy Initiative. The objective is to increase reading comprehension, and correctly respond in writing to the questions being asked in all content areas.</p> <p>Math is regularly monitored, reviewed, and analyzed by the Community Engagement and School Leadership Teams monthly. Building administrators and instructional coaches monitor academic data weekly. Data is shared at the appropriate grade level team meetings, bi-weekly individual teacher meetings, and monthly faculty meetings. This analysis leads to specific modifications to our current receivership plan, if current goals are not met at the expected rate. Teachers adjusted their action plans based on the above data to be sure they are addressing student learning needs.</p> |
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| | | | | Professional Development opportunity has been scheduled for January showing teachers how to effectively use classroom data to plan for differentiated small groups RtI activities using the <i>FinishLine</i> student provided by the mathematics department. |
| ED Students Level 2 | | 17% | 1% increase | <p>The 2014-2015 NYS Math data for grades 3-8 (All) was 17% of students scoring level 2 and above, according to the NYSED website. Administrators, Instructional coaches and teachers continue to refer to data walls with students who showed growth close to the next level's cut scores were identified. Teachers continue to develop action plans to address where how the identified students would receive additional targeted support and monitoring during data review meetings.</p> <p>District developed Benchmark Assessments (DBA) in Math for Grades 3-8 administered at different intervals dependent upon completion of EngageNY modules. (See Attached PPT for data charts.) The overall percentage of students in Grades 3-8 who scored a level 2 or higher on the Module 1 DBA was 4.4%. The overall percentage of students in grades 3-8 who scored a level 2 or higher on the Module 2 DBA was 18.6%. Individual grades scored as follows:</p> <ul style="list-style-type: none"> • In Kindergarten, the percent of students who scored a level 2 or higher on MOD 1 DBA was 55.6%. For MOD 2 85.1% of students |



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| | | | | <p>scored a level 2 or higher.</p> <ul style="list-style-type: none">● In Grade 1, the percent of students who scored a level 2 or higher on MOD 1 DBA was 14.3%.● In Grade 2, the percent of students who scored a level 2 or higher on MOD 1 DBA was 60.9%, for MOD 2 46.8% of students scored level 2 or higher, and in MOD 3 39.5% of students scored a level higher.● In 3rd grade, the percent of students who scored a level 2 or higher on MOD 1 DBA was 0%, for MOD 2 2.8% of students scored a level 2 or higher.● In 4th grade, the percent of students who scored a level 2 or higher on MOD 1 DBA was 12.5%, for MOD 2 18.2% of students scored level 2 or higher.● In 5th grade, the percent of students who scored a level 2 or higher on MOD 1 DBA was 55.6%, for MOD 2 85.1% of students scored level 2 or higher.● In 6th grade, the percent of students who scored a level 2 or higher on MOD 1 DBA was 11.1%, for MOD 2 20.1% of students scored level 2 or higher.● In 7th grade, the percent of students who scored a level 2 or higher on MOD 1 DBA was 0%. |
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| | | | <ul style="list-style-type: none">● In 8th grade, the percent of students who scored a level 2 or on MOD 1 DBA was 0%. <p>Teachers use District Based Assessment Data and classroom assessment inform instruction in the Math Block and RtI for math. The DDI process complete action plans. Teachers identify small group and whole group research based interventions. Teachers identify students to receive additional support from the Math Support Teacher during RtI Time.</p> <p>B.U.I.L.D. Academy #91 is using the <i>IXL</i> program for fluency practice in RtI time in math. Teachers identify skills during action planning for students to work on in the RtI block. Teachers are able to assign specific skills and individualize based upon student needs. Data is provided on student mastery and progress via an email update to teachers.</p> <p>Teachers are planning for and teaching active reading and writing strategies from B.U.I.L.D. Academy's Literacy Initiative to comprehend questions and correctly respond in writing to the question being asked in all content areas.</p> <p>Math is regularly monitored, reviewed, and analyzed by the Commu</p> |
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| | | | | <p>Engagement and School Leadership Teams monthly. Building administrators and instructional coaches monitor academic data weekly. Data is shared at the appropriate grade level team meetings, bi-weekly individual teacher meetings, and monthly faculty meetings. This analysis leads to specific modifications to our current receivership plan, if current goals are not met at the expected rate. Teachers adjusted their action plans based on the above data to be sure they are addressing student learning needs. Professional Development opportunity has been scheduled for January showing teachers how to effectively use classroom data to plan for differentiated small groups RtI activities using the <i>FinishLine</i> student data provided by the mathematics department.</p> |
| <p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i>.</p> | <p>Yellow</p> | <p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p> | <p>Red</p> | <p>Major barriers to implementation / spending encountered; results are at-risk of not being realized; major strategy adjustments required.</p> |



/ Strategies

S
 Identify any key strategies being implemented during the current reporting period that are *not described above*, but are embedded in the approved budget and instrumental in meeting projected school improvement outcomes.

| Strategy from your approved Intervention Plan (SIG, SIF, Time). | Status of each strategy (R/Y/G) | Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goal the likelihood of meeting targets set forth in the Intervention Plan |
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| <p>unch PLC's, SST, SLT:</p> | | <p>Professional Learning Community (PLC): B.U.I.L.D. Academy continues to strengthen the culture of teaching and learning by engraining the Professional Learning Community into the school culture. PLCs allow:</p> <ul style="list-style-type: none"> • The encouragement of a collaborative culture between fellow teachers and instructional coaches. For the 2015-2016 school year grades PK-6 have grade level and common planning meeting time scheduled twice during a 6-day cycle. Teachers in grades 7-8 have supported planning time four days out of a 6-day cycle. Each teacher is allotted time during each 6-day cycle to share, discuss, and lead evidence based instructional strategies with their grade level peers. |
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well as vertical plan.

- Instructional coaches and the administrators have scheduled me to address the support needed for teachers and align those supports appropriately.
- Teachers continued to use the Request for Assistance/Support Form for staff. Where all levels of support provided to teachers and staff are processed through one avenue to reduce duplication of services.
- Meeting supports from all coaches are automatically archived in a collective database that all coaches have access to. Feedback from the database is immediately sent to teachers, electronically.
- Tier I - III meetings are scheduled to address and support the behavioral and academic intervention of students. These meetings include all members of the Student Support Team as well as age-appropriate partners. Tier II (Secondary Systems) and Tier III (Problem Solving) meetings take place every 10 days. During the Secondary Systems meeting, data is discussed in regards to check-in/check-out and Academic Instructional Groups. Individual students whom have been unsuccessful with Tier II interventions are then discussed during Problem Solving Team meeting, to develop a plan of action.
- As of January 15, 2016, there are 24 students receiving check-in/check-out services and 52 students participating in Social Academic



Instructional Groups (SAIG). There is approximately a 50% success rate with students involved in check-in/check-out (meeting the point goal of 80%). There is a 60% success rate with students participating in SAIG (have 0 ODRs within a 4-week time period).

Below are the topics addressed during grade level meetings and/or Common Planning Times:

Pre-K

Grade level meeting and CPT topics for November-January included:

- Developing, reviewing and sharing of action plans for teachers and students
- SIG Attachment B updates
- Develop individual student goals/action plan aligned to academic/behavioral (to be used during parent teacher conferences refer to Student Profile Sheets created over the summer)
- Development of a vision statement
- Writing (small group instruction planning)

Grades K-8

Grade level meeting and CPT topics for November-January included:

- Use of reports on Illuminate for DDI Short Cycle
- Developing, reviewing and sharing of action plans for teachers
- SIG Attachment B updates



- Develop individual student goals/action plan aligned to academic/behavioral (to be used during parent teacher conference refer to Student Profile Sheets created over the summer)
- Reviewing feedback from District Walkthrough
- Development of a vision statement
- Small group instruction using Data

Problem Solving Team/Student Support Team (SST):

The Problem Solving Team/Student Support Team (SST) process was reviewed with teachers at the opening of schools faculty meeting. The Multi-Tier Systems of Support for Behavior (MTSS-B) coach from Erie 1 BOCES trained the Tier I-III support teams on the recommended format to conduct meetings.

The Problem Solving Team/SST was resumed September 25 for the 15-16 school year. SST meets every other day. Representation/partners from *Kale Say Yes*, and *Native American Community Services* were included, along with the school attendance teacher, social worker, psychologist, school counselor and Committee on Special Education (CSE) chair. The process for coordination of services within the building was agreed upon using the Request For Assistance (RFA) form.



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| | | <p>A representative from the HOPE Program began school-wide observatic during the week of January 11, 2016. The objective is to develop a scho wide behavioral plan for grades K-6.</p> <p>The focus of the SST has been to address the increased number of stude who have been suspended during the first semester through Check In/C Out, SAIG groups, individual and group mentoring, and the use of the Pi Solving referral process.</p> <p>School Leadership Team (SLT): The School Leadership Team (SLT) continues to meet every 2nd and 4th Monday of each month. The main focus of SLT meetings has been revising/changing our school’s Mission Statement, creation, and implementation of our school’s Literacy Initiative by implementing Activ Reading and Writing Steps. In addition, the SLT provides feedback and suggestions for future professional development opportunities and the creation of action plans to address the Associate Superintendent’s guidi questions.</p> |
| Provide Differentiated, Job-embedded Professional | | The following Professional Development Opportunities were offered to teachers and differentiated based on Tenet 4 of the 2015 DTSDE Review recommendations. These professional development opportunities were |



Development:

organized to allow participants to collaborate with their grade-level colleagues, as well as vertical grade level peers.

- On December 5, 2015 teachers participated in a full day professional development opportunity on B.U.I.L.D. Academy's Literacy Initiative.
- On December 7-9, 2015 teachers participated in an after-school learning opportunity on various strategies for Student Engagement.
- On December 15-16, 2015 teachers participated in an after-school professional development opportunity titled Review and Planning for the Literacy Initiative.
- On January 4-6, 2016 teachers received an after-school professional development opportunity titled Review and Planning for the Literacy Initiative using graphic organizers.
- On January 11th and 13th, 2016 teachers participated in after-school professional development opportunity on IWB as an Interactive Whiteboard.
- Kindergarten teachers, Support Reading Teachers, speech teachers, and a building instructional coach have received Magic Penny support during pre-scheduled Common Planning Time meetings from a Magic Penny representative. They have also received additional support during classroom visits from the representative.
- Instructional coaches and building administrators began planning for additional professional development sessions for teachers who



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| | | <p>either unable to attend previously held sessions, new to the build and/or have not shown evidence of implementation.</p> <ul style="list-style-type: none">● On November 18, 2015 teachers participated in professional development with NUA (National Urban Alliance). Two days prior to the PD, the NUA facilitator visited classrooms and modeled practice and instruction. |
| Implement Intervention Programs and Develop Transition Plans: | | <p>Between November 1, 2015 and January 15, 2016, B.U.I.L.D. Academy implemented intervention and developed the following plans:</p> <ul style="list-style-type: none">● The school social worker has been assigned to supervise a student intern from <i>Daemen College</i> and another from the University at Buffalo. Both student interns are graduate level students. Each has been facilitating SAIG during lunch periods for each grade level.● School social worker and student interns have attended and will continue to attend monthly mental health seminars sponsored by Buffalo Psychiatric Center. Information gathered will be utilized to increase intervention quality and shared with staff members when appropriate.● SST members are visible throughout the school and are involved in de-escalation, peer mediation, conflict resolution and other crisis response efforts to reduce behaviors that may lead to ODRs.● School social worker has 51 documented student contacts this |



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| | | <p>quarter. SST created a student contact form to track students seen for crisis intervention. This is a standardized form for SST to use with the students they see on a daily basis. This form has been distributed via email, to SST members.</p> <ul style="list-style-type: none"> ● Student interns created a Student/Family Resource pamphlet to provide information to students, parents and staff members regarding the supports that are provided within the school. ● The members of SST observe CPS interviews that occur in our building in order to ensure students are safe and to identify students' needs. ● SST created a teacher reintegration suspension form in order to use with teachers prior to the return of a suspended student. Also, a student reintegration form was created in order to assist students returning to the building from suspension. These forms have not been utilized, as a more consistent way of tracking suspensions and notifying SST must be developed. ● Check-in/check-out facilitators were identified. Check-in/check-out has begun. Age-appropriate and user-friendly daily progress sheets were created and distributed to facilitators. |
| <p>Monitor Weekly Implementation Data and Execute a Communication</p> | | <p>The structures and framework to efficiently monitor implementation data and execute communication within stakeholders have been established using a day cycle rotation with the following groups:</p> |



in:

- Teachers across grade levels during Grade level meetings (GLMs)
- Teachers across grade levels during Common Planning Time (CPT)
- Request for Support/Assistance from the Problem Solving Team/Student Support Team. The team includes: Committee On Special Education Chair, School Psychologist, Social Worker, *Kale Health Social Worker*, *Native American Community Services* part *SAY YES* partner, and School Counselor
- Site-Based Management Team (SBMT) (Monthly)
- Community Engagement Team (CET) (Monthly)
- School Leadership Team (SLT) (Bi-Monthly)
- Parent Facilitator (Bi-Monthly)
- Request for Support/Assistance from the Instructional Coaches : Instructional Technology Coach (Multiple request daily)
- Request for Support/Assistance from the Instructional Coaches : Instructional Technology Coach (Multiple request daily)
- Vertical Planning for teachers (Monthly)
- Common Planning for co-teachers to learn the co-teaching model and evidence-based instructional strategies (Bi-Monthly)
- Common Planning for self-contained teachers to learn the co-teaching models and evidence-based instructional strategies
- Grade level meetings for Teacher Aides/Assistants to learn strategies



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| | | to best support the teacher and students they assist |
| <p>plement School-Family gagement Plan and Partnership in:</p> | | <p><u>Parent Involvement/Engagement:</u> The following events were hosted by the school to involve and engage parents and students in the B.U.I.L.D. Academy school culture:</p> <ul style="list-style-type: none"> ● Administrator’s conference with and/or call parents daily to discuss student behavior or attendance issues. ● The school web page is updated weekly to inform parents of upcoming events in the school, as well as display photos of events that have taken place. ● The school’s Instructional Technology Coach (ITC) continues to update the school’s Facebook social media page intended for parents, teachers and students to follow. School information can be pushed out via notifications in the owner’s news feed. |
| <p><i>stitutionalize Performance anagement Process:</i></p> | | <p><u>Daily observations – (Instructional Walk-throughs)</u> The evaluating building administrative team continues to include the Principal, one Assistant Principals, and one School Administrative Manager (SAM). The administrative team monitors teachers’ instructional practice and classroom management techniques by conducting daily observational walk-throughs.</p> <ul style="list-style-type: none"> ● Administrators utilize the NYSUT’s Teacher Practice Rubric *201 |



Edition, as a facilitating guide during walk-throughs, teacher feedback and recommendations.

- Administrators provide oral and/or written feedback to each teacher within 1-5 days after each observation
 - Written feedback is shared with teachers via online using Professional Growth System (PGS), building administrators created observational templates (which are aligned to the NYSUT’s Teacher Practice Rubric *2012 Edition), positive notes (i.e., Nice job utilizing the 12 Day Planner to differentiate instruction and utilize small group instruction), conversations and/or email).
- Building administrators have also created targeted building walk-through templates which include building “look fors” during learning walks. Template items include, but are not limited to:
 - Lesson Plans (available and accessible) - illustrate differentiation, roles of each co-teacher, modification of generic pacing plan to meet the needs of students being instructed.
 - Small Groups – systems and/or organization are in place.
 - Bulletin Boards are updated.
 - Authentic student work samples are posted with descriptions



student feedback.

- School #91's BIG ROCKS are posted and visible.

Ongoing Lead Evaluator Professional Development

The building administrative team continues to attend monthly District facilitated professional development opportunities in which Lead Evaluator components and certification updates are addressed:

- November 17-18, 2015- IRR Calibration Event Review
- December 8-9, 2015- Inter-rater Reliability/ Calibration
- January 12-13, 2016- Inter-rater Reliability
 - the aforementioned lead evaluator PDs addressed the following:
 - Improving observation skills (evidence collection, alignment to the 2012 NYSUT Teacher's Rubric and score levels)
 - Strengthen inter-rater reliability skills and accuracy
 - Collaboration with colleagues to strengthen consistency in regards to the interpretation of teacher practice

Teacher Improvement Plan (TIP)

By or before September 17, 2016 building administrators completed Te



Improvement Plans for each teacher who had an Ineffective or Develop APPR CES rating from the 2014-15 school year.

- TIPs continue to be monitored throughout the school year for implementation and success of the identified area(s).
- Teacher on a TIP receive monthly observations and/or walk-throughs with feedback.
- TIP feedback is recorded and updated via PGS.
- Teachers are provided with support as needed (based on the observational data and TIP progress). Supports include but are not limited to:
 - 1:1 support sessions with a building instructional coach (if it specifically relates to area(s) of teacher needed area of improvement).
 - Referral to a district offered Professional Development (i.e. Step Up to Writing PDs).
 - Frequent monitoring and oral feedback and suggestions to teacher.
 - Erie 1 BOCES Behavior Management

Instructional Look Fors

On a bi-monthly basis, instructional look fors are identified aligned to



strategies taught and practiced with teachers. The ITC creates instructional look fors aligned to the school's B.U.I.L.D.ing Rocks and strategies that v shared. Using the results of the observations and the identified areas, j embedded training will be provided to teachers.

- **September's Look Fors:**

- Building administrators created a building walk-through template for September, which outlines "Classroom/Instructional Look Fors" to be addressed by classroom teachers. Examples from this Walkthrough ter included: (i.e. - Small Groups-21 or 12 Day Plan, CHAMPS classroom management and behavior plans, lesson plans
- Lesson Plans (available and accessible) - illustrate differentiation, roles of each co-teacher, and modification generic pacing plan to meet the needs of students being instructed.
- Small Groups – 12-Day and/or 21-Day Planner systems at organization implemented.

- **November's Look Fors:**

- Teacher alignment to the school's Literacy Initiative across disciplines.
 - Evidence of teacher preparation (i.e.- lesson plan:



readily available and accessible and materials readily available)

- HOT questioning techniques and rigor
- Active Reading/Writing Steps
- Guided practice opportunities for students

- **January's Look Fors:**

- Teachers' alignment to the school's Literacy Initiative *continued*.
- Classroom management techniques and effective use of CHAMPS classroom management strategies (teachers were provided with CHAMPS PD and support from Erie 1 BOCE school partner).

Next Steps:

- Building administrators will continue to conduct building walk-throughs as an administrative team once per 6-day cycle.
- Building administrators use Time Tracker SAMs Calendar data to monitor the time spent with each teacher, review evidence and supports from previous walk-through(s) in order to form targeted walk-throughs.



**plement grade-level specific
standards-based instruction,
through collaborative planning that
uses critical thinking and
problem solving to increase student
engagement:**

The following Professional Development Opportunities were offered to teachers and differentiated based on Tenet 4 of the 2015 DTSDE Review recommendations. These professional development opportunities were organized to allow participants to collaborate with their grade-level colleagues, as well as vertical grade level peers. Ten teachers participated in the teacher grade level focus group during the DTSDE Review. Each teacher represented each grade level.

- On November 18, 2015, eight teachers participated in professional development with NUA (National Urban Alliance). Two days prior to the PD, the NUA facilitator visited classrooms and modeled practice and instruction.
- On December 5, 2015 20 teachers participated in a full day professional development opportunity on B.U.I.L.D. Academy's Literacy Initiative.
- On December 7-9, 2015 10 teachers participated in an after-school learning opportunity on various strategies for Student Engagement.
- On December 15-16, 2015 10 teachers participated in an after-school professional development opportunity titled Review and Plan for the Literacy Initiative.
- On January 4-6, 2016 10 teachers received an after-school

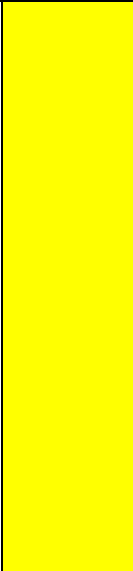


professional development opportunity titled Review and Plan the Literacy Initiative using graphic organizers.

- On January 11th and 13th, 2016, six teachers participated in after school professional development opportunity on IWB as an Interactive Tool.
- Kindergarten teachers (3), Support Reading Teachers (2), speech teacher (1) and a building instructional coach (3) have received Magic Penny support during pre-scheduled Common Planning Time meetings from a Magic Penny representative. They have also received additional support during classroom visits from the representative.
- Instructional coaches (3) and building administrators (3) began planning for additional professional development sessions for teachers who were either unable to attend previously held sessions, new building, and/or have not shown evidence of implementation.
-



plement Multi-Tiered Systems of Support for Behavior (MTSS-B) with agency and fidelity:



- Monthly Incentives/Schoolwide Celebrations planned and executed
- MTSS-B/PBIS -Meets weekly on “D,” to review data to plan appropriate interventions/strategies.
- Harvest Party, November Movie
- Tier 1 Core Team attended a training at Erie 1 BOCES
- The ODR data illustrates most behavioral infractions are for fighting, bullying, and harassment. Based on the ODR data, we are implementing new strategies that promote “caring and kindness signage is currently displayed to address school-wide expectations
- Students have been selected to participate in check-in/check-out on Requests for Assistance, ODRs and displaying at risk behavior ODRs and suspensions. Currently, there are 25 students and 5 staff members participating in Check-in/Check-out.

Projected results for this phase of the project are fully met, work is on budget and the school is fully implementing this strategy *with impact*.



Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.



Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Community Engagement Team and Receivership Powers

Community Engagement Team (CET)

Provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and work in terms of Community Engagement Plan implementation, school support and dissemination of information.

Analysis / Report Out

Community Engagement Plan:

- All stakeholders (school personnel, district personnel, parent/guardians and community partners have provided opportunity to have a voice and become a part of the decision making process regarding the revisions to the school education plan.
 - Number of members by stakeholder group
 - The team followed consensus protocol to ensure the equality of all stakeholder voices and as a means to



settle disputes

- Parent and student members volunteered to be members of the Community Engagement Team. Teacher members were elected through the voting process as per Buffalo Teachers Federation guidelines during the first quarter. (teachers volunteered their participation to the team. Consistent and active participation is of great concern.
 - A Community Engagement Team Meeting was held on December 23, 2015: Topics addressed included:
 - Review and discuss the revisions made to the Quarterly Report by NYSED. Assign roles to the sections of the quarterly report.
 - Discuss strategies to get additional families to participate and attend CET meetings and school events
 - A team member vote on accepting a new community partner. Two proposals were presented. *The Hope Program* (in relation to the principal) was the chosen partner, based on a majority vote.
 - Public and school notices are posted on the district and building websites inviting them to join the Community Engagement Team (CET).
 - All stakeholders who selected or volunteered to join the team were added to the roster and became members of the CET
 - Vacancies were filled by:
 - Parent members were recruited for the CET when they dropped their children off or picked students up from school
 - Student members were selected by consulting lead school personnel from the school's Student Council
 - B.U.I.L.D. Academy #91 created a tab on its website page to include a tab entitled, Receivership Information. This tab or link includes access to the following:
 - Meeting dates, time and location
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- CET agenda and meeting minutes
 - Receivership Educational Plan
 - Recommendations and/or revisions made by the committee to the Plan
 - 2015 Approved SIG Continuing Application
 - CET Roster
 - Link to suggestion box for public input
 - Information on how and who can join the team (all school stakeholders)
 - Information on how to contact a school administrator for more information
 - Link to NYSED School Receivership page
 - CET and SBMT members will uphold and build upon recommendations made by each of the two commit

CET Revisions:

- Three members were unable to meet with the team during its scheduled time.
 - The team has been charged with recruiting additional parents to the meetings.
 - The *SAY YES* Family Support Specialist has been charged with inviting parents to the scheduled meetings each month.
 - It has been suggested and voted on by the CET to extend the time of the meeting each month from 1 hour to 2 hours in order to provide time to address all of the items on the agenda.
-



the Receiver

Provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner's Regulation: School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in implementation/development status and their impact.

Analysis / Report Out

The district has finished negotiations for changes in the collective bargaining agreement for 20 of the school identified as Struggling or Persistently Struggling. For the schools that have not been included in the most recent decisions of the Commissioner regarding the district proposals to alter the Buffalo Teacher's Federation (BTF) contract, we have sent data for negotiation to the BTF to begin the process - the goal is to have all Receivership schools included in the Commissioner's decisions regarding the proposals altering the BTF collective bargaining agreement.

The Commissioner has approved the Receiver's ability to:

- Involuntarily transfer teachers from any Receivership school
- Deny the voluntary transfer of any teacher (to increase the stability of the faculty)
- Change the Start time of a school building
- Change the period length or time allotment in the school building to allow for additional common planning time
- Mandate Professional Development of teachers and administrators at all Receivership schools



- Ability to fill summer school and extra-curricular activity positions with the most qualified teacher, not simply by seniority
- Ability to interview teachers and fill transfers with the most qualified teacher
- The ability to hold faculty meetings twice per month

Receivership schools are in the process of analyzing the approved proposals and working/discussing with their CET's to determine what changes are going to take place that allow use of the enhanced Receivership "powers". Principals will begin to gather data to support teacher transfers and identify additional Professional Development that will be mandated at their individual schools.

Additionally, voluntary teacher transfers are due to the Human Resources office by March 23rd. After that date, the Receivership principals will be notified of teacher from their schools that have requested a transfer. After discussion with the Receiver, they will decide if a teacher will be allowed to transfer.

The increased use of the additional Receivership powers - approved by the Commissioner will be discussed and examined by the Schools Administrative team, along with the CET, Associate of School Leadership, and the Superintendent as Receiver.

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|--|----------------------|--|-------------------|---|
| <p>Expected results for this phase of the project have been fully met, work is on budget, and the school is fully implementing this strategy with <u>impact</u>.</p> | <p>Yellow</p> | <p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p> | <p>Red</p> | <p>Major barriers to implementation / outcomes / spending encountered are at-risk of not being realized; a strategy adjustment is required.</p> |
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Best Practices (Optional)

Best Practices
 The State Education Department recognizes the importance of sharing best practices of schools and districts. Please take this opportunity to share a successful strategy currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.

| Practice currently being implemented in the school. | Describe the best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools. |
|---|--|
| .I.L.D. Academy Literacy Initiative | Teachers are incorporating Higher Order Thinking questions, along with active reading and writing steps to ensure students are able to effectively understand and answer questions. During grade level meetings and common planning time, and professional development opportunities teachers plan and work with instructional coaches to plan and share student samples showing the literacy initiative in action. Teachers are beginning to share student samples on bulletin boards and in classrooms and share their student success with Instructional Coaches. |
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Testation



Receivership Quarterly Report – 2nd Quarter
November 1, 2015 to January 15, 2016
(As required under Section 211-f(11) of NYS Ed. Law)

STATEMENT: By signing below, I certify that the information in this quarterly report is true and accurate to the best of my knowledge.

Name of Receiver (Print): _____

Signature of Receiver: _____

Date: _____