

Receivership Schools ONLY

Quarterly Report #1: July 1, 2016 to October 30, 2016

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: http://www.buffaloschools.org/webpages/gmorris/			
				Check which plan below applies:			
B.U.I.L.D. Academy	140600010032	Buffalo Public Schools		SIG			SCEP
				Cohort: 4			
				Model: Transformation			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Dr. Kriner Cash	Kevin A. Garcia	Mary Jo Conrad Diane Andreana Angela Cullen Ashley Wakelee		PK - 8	4.9%	18.7%	450
	Appointment Date: 8/25/2016						

Executive Summary

Please provide a *plain-language summary* of this quarter in terms of implementing key strategies, engaging the community, enacting Receivership, 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 terms and acronyms that are unfamiliar to the public, and limit the summary to *no more than 500 words*.

B.U.I.L.D. Academy was identified as a Receivership school during the summer of 2015. Notices of receivership status were posted on the District and building websites inviting members of the community to join the Community Engagement Team (CET). B.U.I.L.D. Academy also created a tab on its website page entitled, "Receivership Information", where all Receivership plans, CET meeting documents and information is stored. In July of 2016, a new administrative team was placed at B.U.I.L.D. Academy. Upon assuming administrative responsibilities, this team identified three focus areas for the 2016 – 2017 school year that reflected Level 1 & 2 indicators and key strategies as they relate to 1). Improving the culture and climate of the school, 2). Promoting literacy and numeracy in the early elementary grades and increasing proficiency for students in Grades 3 – 8 in ELA and Mathematics, 3). Increasing parent engagement and active involvement within the school community. On September 22, 2016, B.U.I.L.D. Academy hosted a public notice meeting to update parents of B.U.I.L.D.'s Receivership status and provide an update regarding key strategies and NYS assessment data. 105 parents and members of the community attended this meeting.

Based on a review of the data from the 2015 – 2016 instructional year, there were 287 out-of-school suspensions at B.U.I.L.D. Academy. When looking at ODR data, the number of referrals that encompassed fighting, harassment / bullying, disruptions and insubordination was 568. The administrative team met on July 29, 2016 with parents and community members. In addition, we met with 32 teachers on August 10, 2016. These meetings discussed concerns regarding the safety of those within the



school community and allowed all stakeholders to have a voice in the process. School-wide expectations for appropriate student behavior were developed, communicated, taught and continue to be reinforced as needed. Classroom teachers in Pre – K through Grade 8 were also required to post three targeted classroom expectations to promote establishing a culture of consistency. The principal created the master schedule which imbedded time to hold restorative circles in each classroom, school-wide, each morning.

In mirroring the BPS New Education Bargain, B.U.I.L.D. Academy is focused on delivering a rigorous early elementary education program to students in Pre – K through Grade 2 with an emphasis on building foundational literacy and numerous skills. B.U.I.L.D. Academy’s comprehensive focus for students in Grades 3 – 8 is to focus on small group instruction, strategically target achievement gaps and to deliver daily instruction that requires students to think critically, demonstrate reasoning and write across content areas. The new administrative team has also worked with teacher-leaders to develop B.U.I.L.D. Academy’s Instructional BUILDing Blocks that target increasing student engagement, using data to inform instruction and infusing structured internal student support systems.

B.U.I.L.D. Academy’s Community Engagement Team (CET) is comprised of 15 members, which reflect each stakeholder group. B.U.I.L.D. Academy continues to utilize its website, School Connects telephone calls and direct mailings to engage parents. The website includes: Receivership information, Receivership Quarterly Reports, and CET meeting schedule. Additionally, communication regarding CET meetings and parent events are communicated via newsletters, notes to parents, etc. Each final Thursday of the month, B.U.I.L.D. Academy holds its CET meetings to get parents’ input on how to meet individual indicator goals.

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



Part I – Demonstrable Improvement Indicators

LEVEL 1 Indicators

Please list the school’s Level 1 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.

Identify Indicator	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether or not you were making progress on meeting this target?	What was the outcome during this quarter?
Priority School Make Yearly Progress		NA	Make progress	<ul style="list-style-type: none"> • New York State ELA and Math Assessment Data Grades 3-8 • New York Science Data in Grades 4 and 8 	<p>The administrative 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 MTSS-B • Implement Restorative Practices school-wide with time built into the master schedule for all classrooms to implement Tier 1 circles in the morning; all staff have been trained and implementation support is on-going • Implement grade-level specific standards-based instruction, through collaborative planning that infuses critical thinking and problem solving to increase student engagement • Institutionalize performance management process • Implement School-Family Engagement Plan and Partnership Plan



					<ul style="list-style-type: none"> • Reviewing DIBELS BOY data, Journey’s diagnostic assessments, and DIBELS progress monitoring • Daily classroom walkthroughs to monitor best practices and school-based initiatives while providing timely and targeted feedback to staff <p>Student Support Team holds bi-weekly meetings with fidelity to analyze and set student goals for office discipline referrals (ODR’s), suspensions, and student Check In/Check Out (CICO)</p> <p>Organization of the School Leadership Team has taken place and the SLT will begin meeting twice a month during the month of November to review student performance data, evaluate the efficacy and implementation of all intervention programs, and to progress monitor all student academic and behavioral supports.</p>
School Safety		18%	<6 Serious incidents	<ul style="list-style-type: none"> • New York State VADR Reporting • Suspension Data (Long-Term)-quantitative 	<p>The Student Support Team (SST), in conjunction with administration, identified several areas related to 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, restorative practices, secondary system interventions such as CICO and Social Academic Instructional Groups (SAIG), the plan for school safety (crisis response, conflict resolution, bullying curriculum), and using data to guide and direct our efforts. We have collected qualitative data throughout the first quarter. So far this year, we have had two long-term suspensions, equal to last year for</p>



					<p>the same time period. We have had three short-term suspensions during the first quarter of the 2016-2017 school year, a significant decrease compared to 33 suspensions for the same time period last school year.</p> <p>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 SST coordinates Secondary System Interventions, such as CICO and SAIG groups. A <i>Request for Assistance</i> form is used by staff to consider a student for an intervention. ● The SST, working with CSE has identified and re-evaluated those students that have needed increased supports and an alternative placement. ● Staff members provide regular, frequent and positive acknowledgements and reinforcement for students who display academic and behavioral success. Many of the teachers have incorporated the use of ClassDojo, a web-based behavior management to aide student discipline. The SST consults with teachers regarding classroom management issues and makes recommendations to increase the effectiveness of Tier 1 classroom interventions.
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					<p>The SST discussed a plan to implement a school-wide bullying prevention program. The SST has not implemented this plan school-wide yet. This bully prevention program will be implemented in the 2nd quarter. The social worker has delivered classroom specific lessons or workshops as well on age-appropriate team building skills (disagreeing appropriately and grounding with senses) in both Grade classes</p>
<p>3-8 ELA ALL Students Level 2 & Above</p>		<p>24%</p>	<p>3% increase</p>	<ul style="list-style-type: none"> Received and reviewed 2015-2016 New York State ELA Data for all students in Grades 3-8 Administered and reviewed mClass DIBELS BOY data in Grades K-6 Administered Diagnostic Assessments in Grades K-8 from Journey’s Diagnostic, Words Their Way Spelling Inventory and easyCBM Reading Comprehension (Grades 7-8 only) Administered District Step Up to Writing BOY Writing Assessment in Grades K-8 	<p>According to the NYSED website, the 2015-2016 NYS ELA data for grades 3-8 illustrated that 19% of students scored level 2 and above. Administrators and teachers continue to monitor and assess student growth. In Kindergarten, the teachers have begun the <i>Magic Penny Phonemic Reading Program</i> in addition to the regular <i>Journey’s Reading Program</i>.</p> <p>mCLASS:DIBELS BOY 29% scored Intensive 25% scored Strategic 46% scored Benchmark</p> <p>Grade 1 mCLASS:DIBELS BOY 35% scored intensive 18% scored strategic 47% scored benchmark</p> <p>Grade 2 mCLASS:DIBELS BOY 58% scored intensive 7% scored strategic 35% scored benchmark</p> <p>Grade 3 mCLASS:DIBELS BOY</p>



					<p>71% scored intensive 10% scored strategic 19% scored benchmark</p> <p>Grade 4 mCLASS:DIBELS BOY 64% scored intensive 10% scored strategic 26% scored benchmark</p> <p>Grade 5 mCLASS:DIBELS BOY 51% scored intensive 32% scored strategic 17% scored benchmark</p> <p>Grade 6 mCLASS:DIBELS BOY 29% scored intensive 33% scored strategic 38% scored benchmark</p> <p>Teachers use mCLASS:DIBELS BOY data and weekly progress monitoring to inform instruction in the ELA block and RtI/AIS direct instruction block. Teachers identify and use small group and whole group research based interventions Students in need of additional support receive research based interventions during RtI time. The Support Reading Teacher supports the regular classroom teachers by pulling small groups for Direct Instruction.</p> <p>During summer July 2016 and again in September and October 2016, teachers were given training and instruction in the Step Up to Writing Program. Teachers are infusing</p>
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					<p>the four SUTW district strategies into the ELA block as well as throughout the day.</p> <p>Other trainings during the 2016 summer include Backwards Planning.</p> <p>Administrators have established common planning times as well as vertical planning meetings for optimal teacher planning. Administrators, with support from the literacy coach and support math teacher (SMT), ensure that teachers are planning and infusing grade-level meeting strategies into their daily lessons. Students at the upper tri-level of the NYS established cut scores have been identified to receive additional support during RtI/AIS time.</p> <p>eDoctrina assessment system has been introduced and taught to all teachers. Teachers have been trained to create, administer and score district and teacher made assessments.</p> <p>Teachers have recently been introduced to the Principal’s Reading Challenge, which will continue to be rolled out. The Principal’s Reading Challenge is a District-wide initiative which is being reflected at BUILD Academy. This initiative encourages students in grades PK-8 to read at their independent reading level.</p>
3-8 Math ALL Students Level 2 & Above		19%	3% increase	<ul style="list-style-type: none"> Received and reviewed 2015-2016 New York State Math Data for all students in Grades 3-8 Administered Grades 2-8 District Math Module 1 (plan to analyze is scheduled) 	<p>According to the NYSED website, the 2015-2016 NYS Math data for grades 3-8 illustrated that 15% of students scored level 2 and above. Administrators, the support math teacher, and classroom teachers continue to</p>



				<ul style="list-style-type: none"> Administered Grade 2 – 8 District Math Module 2 (plan to analyze is scheduled) 	<p>monitor and refer to data, including state assessment scores.</p> <p>Teachers use classroom assessments to inform instruction in the Math Block and RtI/AIS for math. Teachers identify small group and whole group research based interventions. Teachers in grades 2-6 identify students at the upper tri-level to receive additional support from the Support Math Teacher during RtI Time.</p> <p>Teachers have been attending grade level team meetings, common planning, and vertical planning meetings. Teachers and the SMT have discussed pacing, administering the DBAs, and small group instruction focused on bridging gaps and on foundational standards.</p> <p>Building administrators have set systems in place for monitoring and sharing data with teachers at grade level team and bimonthly faculty meetings.</p>
3-8 ELA ALL Students MGP		45.6	1% increase	<ul style="list-style-type: none"> Received and reviewed 2015-2016 New York State ELA Data for all students in Grades 3-8 Administered and reviewed mClass DIBELS BOY data in Grades K-6 Administered Diagnostic Assessments in Grades K-8 from Journey’s Diagnostic, Words Their Way Spelling Inventory and easyCBM Reading Comprehension (Grades 7-8 only) 	<p>Outcome and strategies employed are the same as those previously mentioned in indicator <i>3-8 ELA All Students Level 2 & Above</i>.</p>



				<ul style="list-style-type: none"> Administered District Step Up to Writing BOY Writing Assessment in Grades K-8 	
Grades 4 and 8 Science All Students Level 3 and above		16%	3% increase	<ul style="list-style-type: none"> Received and reviewed 2015-2016 New York State Science Data for students in Grades 4 and 8 	<p>The 2015-2016 Grades 4 and 8 NYS Science data showed mixed results. Grade 4 increased the percent of students at Level 3 and 4 by 26%. However, Grade 8 showed a decrease of 17% at Levels 3 and 4. The percent of Grade 4 and 8 Students at Level 3 and above for 2015-2016 was 25%.</p> <p>In order to improve results, there has been an increased emphasis in planning for and implementing hands-on learning and differentiation during Science class times.</p>



<u>LEVEL 2 Indicators</u>					
Please list the school's Level 2 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.					
Identify Indicator	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether or not you were making progress on meeting this target?	What was the outcome during this quarter?
Student Suspension Rate - Long Term (Out of School)		40%	2% decrease	<ul style="list-style-type: none"> New York State VADR Reporting Suspension Data (Long-Term)- quantitative 	To address long-term suspensions for this reporting period, the SST, in collaboration with administration, focused on establishing the framework and structure to proactively address suspension and student behavior. This includes Tier 1 MTSS-B initiatives, restorative practices, secondary system interventions such as CICO, SAIG, the plan for school safety (crisis response, conflict resolution, bullying curriculum), and using data to guide and direct our efforts. We have collected qualitative data throughout the first quarter. So far this year, we have had two long-term suspensions, equal to last year for the same time period.
3-8 ELA Black Students Level 2 and above		22%	3% increase	<ul style="list-style-type: none"> Received and reviewed 2015-2016 New York State ELA Data for all students in Grades 3-8 Administered and reviewed mClass DIBELS BOY data in Grades K-6 Administered Diagnostic Assessments in Grades K-8 from Journey's Diagnostic, Words Their Way Spelling Inventory and easyCBM Reading Comprehension (Grades 7-8 only) Administered District Step Up to Writing BOY Writing Assessment in Grades K-8 	<p>According to the NYSED website, the 2015-2016 NYS ELA data for Black students in grades 3-8 illustrated that 18.9% of students scored level 2 and above.</p> <p>Outcome and strategies employed are the same as those previously mentioned in indicator <i>3-8 ELA All Students Level 2 & Above</i>.</p>



3-8 ELA ED Students Level 2 and above		21%	3% increase	<ul style="list-style-type: none"> Received and reviewed 2015-2016 New York State ELA Data for all students in Grades 3-8 Administered and reviewed mClass DIBELS BOY data in Grades K-6 Administered Diagnostic Assessments in Grades K-8 from Journey’s Diagnostic, Words Their Way Spelling Inventory and easyCBM Reading Comprehension (Grades 7-8 only) Administered District Step Up to Writing BOY Writing Assessment in Grades K-8 	<p>According to the NYSED website, the 2015-2016 NYS ELA data for economically disadvantaged students in grades 3-8 illustrated that 19.6% of students scored level 2 and above.</p> <p>Outcome and strategies employed are the same as those previously mentioned in indicator <i>3-8 ELA All Students Level 2 & Above</i>.</p>	
3-8 Math Black Students Level 2 and above		19%	3% increase	<ul style="list-style-type: none"> Received and reviewed 2015-2016 New York State Math Data for all students in Grades 3-8 Administered Grades 2-8 District Math Module 1 (plan to analyze is scheduled) Administered Grade 2 District Math Module 2 (plan to analyze is scheduled) 	<p>Outcome and strategies employed are the same as those previously mentioned in indicator <i>3-8 Math All Students Level 2 & Above</i>.</p>	
3-8 Math ED Students Level 2 and above		17%	3% increase	<ul style="list-style-type: none"> Received and reviewed 2015-2016 New York State Math Data for all students in Grades 3-8 Administered Grades 2-8 District Math Module 1 (plan to analyze is scheduled) Administered Grade 2 District Math Module 2 (plan to analyze is scheduled) 	<p>The 2015-2016 NYS Math data for economically disadvantaged students grades 3-8 was 15.7% of students scoring level 2 and above, according to the NYSED website.</p> <p>Outcome and strategies employed are the same as those previously mentioned in indicator <i>3-8 Math All Students Level 2 & Above</i>.</p>	
Green	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> .		Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part II – Key Strategies

<p><u>Key Strategies</u> Identify and analyze the implementation of all key strategies used this reporting period that are <i>not described above</i>, but are part of the approved SCEP, SIG or SIF plan.</p>		
Identify key strategy.	Status (R/Y/G)	Analysis of evidence supporting QR#1 status in reaching the goal identified in the plan. If you need to make a course correction during QR#2, please describe.
<p>1. Launch Professional Learning Communities, the Student Support Team and the School Leadership Team</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 2016-2017 school year, grades PK-6 have a grade level meeting, a common planning meeting, and a vertical planning meeting once a cycle in three consecutive 6-day cycles. Teachers in grades 7-8 have common meeting times scheduled daily. Each teacher is allotted time during each 6-day cycle to share best practices, discuss grade level concerns, review student performance data as a means for informing, guiding and modifying their daily instruction and they also review the impact of applying evidence-based instructional strategies with their grade level peers as well as vertical plan. • Tier I - III meetings began in October and placed the emphasis on addressing and supporting the behavioral, social-emotional and academic intervention of students. These meetings include all members of the Student Support Team as well as agency partners. During the Secondary Systems meeting, data will be discussed in regards to check-in/check-out and Social Academic Instructional Groups. Individual students whom have been unsuccessful with Tier II interventions will then be discussed during the Problem Solving Team meeting, to develop a plan of action. <p>As of October 30th, 2016, there are 17 students receiving CICO services. There are an additional 10 students that are expected to start CICO within the next 2 weeks. Social Academic Instructional Groups (SAIG) are starting with the students that have not been successful on CICO. There are eight students that will be starting SAIG within the next 2 weeks. There are nine students that are meeting their goals for CICO. Students use Daily Progress Reports (DPR) to earn points. Students’ daily goal is to earn 80% of the total possible points. Each DPR is individualized to the students’ behaviors, schedule and grade level (for example, a 3rd grade student must earn 29 points out of</p>



36 possible points and a 6th grade student must earn 34 points out of 42 possible points).

During the months of July and August, SST reviewed and corrected CSE compliance tasks. In addition, behavioral data was reviewed and a plan of action was created in order to begin individual students on CICO for the 2016-2017 school year, to ensure student success.

Grades Pre-K-8

Grade Level Meeting and CPT topics for September and October included:

- School Safety Plan
- The BPS Emergency Response to Critical Situations
- Review of 2016 NYS ELA & Math Assessment Data, and mClass DIBELS and Circles Data
- Step Up to Writing norming and grading
- Differentiated Instruction Reading Groups introductory planning

Problem Solving Team/Student Support Team (SST):

The Problem Solving Team/Student Support Team (SST) process was explicitly reviewed with teachers. B.U.I.L.D. Academy's Request for Assistance form was distributed electronically and made available in hard copy to all staff.

The Problem Solving Team/SST was resumed and agreed that bi-weekly meetings would be an appropriate frequency for meetings. Representation/partners from Kaleida Health, Say Yes, and Native American Community Services were included, along with the social worker, psychologist, school counselor and the principal.

School Leadership Team (SLT):

As a BPS strategic focus area under academic achievement, the School Leadership Team (SLT) at B.U.I.L.D. Academy has been established. This committee of educators and teacher-leaders are scheduled to meet twice monthly beginning in the month of November for the purpose of ensuring the development and delivery of rigorous, standards-based, differentiated instruction across grade levels. The overarching conduit for delivery of instructional programming is through B.U.I.L.D. Academy's Literacy Initiative in which active reading strategies and structured writing practices (SUTW model) are infused into daily instruction across content areas. In addition, the SLT provides feedback and suggestions for future professional development



			opportunities and the team is actively engaged in the creation of a comprehensive action plan to that will result in the development of student achievement plans.
2.	Provide Differentiated, Job-Embedded Professional Development:		<p>During the months of July and August 2016, professional development opportunities were offered to all teachers based on Tenets 3, 4, and 5 of the 2015 DTSDE Review recommendations. These professional development opportunities were organized to allow participants to review previously taught instructional strategies and programs, collaborate with their grade-level colleagues, as well as vertical grade level peers. All professional development that was scheduled and delivered during the month of July 2016 were scheduled under the previous administration and were</p> <ul style="list-style-type: none"> ● July 5-6, 2016 Explicit Instruction (5 staff members attended) ● July 7-8, 2016 <u>Next Lesson</u> (6 staff members attended) ● July 11-15, 2016 Backwards Planning in ELA and Math (8 staff members attended) ● July 28 and August 1, 2016 <u>Step Up to Writing</u> Refresher (7 staff members) <p>The following professional development opportunities were scheduled under the new administration to establish common language and procedures for the 2016-2017 school year.</p> <ul style="list-style-type: none"> ● August 10-11, 2016 Raising Healthy Children (27 staff members attended) ● September 19, 21, and 26, 2016 Restorative Circles Training (19 staff members who were unavailable for the initial training in May 2016 attended) <p>Many of these summer PD topics were provided through District-sponsored training in September and October. Make-ups of Raising Healthy Children is in the process of being rescheduled by the District. In addition to the aforementioned professional development opportunities, teachers have been working with the B.U.I.L.D. Academy’s Literacy Coach and SMT to plan lessons and receive individualized instructional support. The remaining staff members who were unable to attend the Raising Healthy Children professional development in August are scheduled to attend the makeup training that is pending as we await district approval.</p>
3.	Implement Intervention Programs and Develop Transition Plans:		<p>Between July 1, 2016 and October 30, 2016, B.U.I.L.D. Academy has 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. The student intern is a graduate level student. The intern will be facilitating SAIG during lunch periods and provide student support as directed ● SST members are visible throughout the school and are involved with de-escalation, peer mediation, conflict resolution and other crises in an effort to proactively reduce behaviors that may lead to ODRs.



			<ul style="list-style-type: none"> • Teachers received a “Crisis Pass” to allow students to access SST or an administrator. The use of this pass is tracked via a form that is then submitted to the principal at the end of the day. • 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. This has been updated for the 2016 – 2017 school year. • The members of SST observe CPS interviews that occur in our building to ensure students are safe and to identify individual students and families who may have additional needs beyond the school environment. • All teachers received training in restorative practices. Time was built into the master schedule to allow time for circles in the morning. SST and administration continue to support implementation of Tier 1 restorative practices in every classroom. Tier 2 and Tier 3 restorative practices will be added as Tier 1 practices are implemented with fidelity and effectiveness. • Check-in/check-out facilitators were identified. CICO has begun. Age-appropriate and user-friendly daily progress sheets were created and distributed to facilitators.
4.	<p>Monitor Weekly Implementation Data and Execute a Communication Plan:</p>		<p>Organizational structures, internal systems and a comprehensive framework to efficiently monitor implementation data and execute communication with all stakeholders groups has been established using a 6-day cycle rotation with the following groups:</p> <p>Teachers in Grades PK-8 meet during Grade Level Meetings (GLMs), Common Planning Time (CPT), and Vertical Planning Meeting (VPMS). These meetings are scheduled weekly and rotate every three weeks. Administrators, with support from the literacy coach and support math teacher (SMT), ensure that teachers are planning and infusing grade-level meeting strategies into their daily lessons.</p> <p>Request for Support/Assistance from the Problem Solving Team/Student Support Team. The team includes: School Psychologist, Social Worker, Kaleida Health Social Worker, Native American Community Services partner, SAY YES partner, and School Guidance Counselor</p> <p>BUILD Academy Committees include:</p> <ul style="list-style-type: none"> • Community Engagement Team (CET) (Monthly)



			<ul style="list-style-type: none"> • Parent Facilitator (Bi-Monthly) • PBIS (Once each C Day for Cycle III) • Site-Based Management Team (SBMT) (Monthly) • School Leadership Team (SLT) (Bi-Monthly) • School Wellness Team (Monthly) <p>Team Meetings for Teacher Aides/Assistants and Special Area teachers have also been infused into the B.U.I.L.D. Academy cycle schedule to ensure all building staff learn instructional strategies and best practices that enhance learning outcomes for all students.</p>
5.	<p>Implement School-Family Engagement Plan and Partnership Plan:</p>		<p><u>Parent Involvement/Engagement:</u> One of the organizational pillars of the new principal is to promote and increase parent engagement among B.U.I.L.D. Academy families. During the months of July 2016 through October 2016 the following events were hosted at the school to involve and engage parents and students in the B.U.I.L.D. Academy school culture:</p> <p>July 29, 2016 – Parent / Community Engagement Event (5 parents attended) August 9, 2016 – CBO / Parent Engagement Meeting (3 parents attended) August 15, 2016 – August 19, 2016 – Individual student / parent meetings (16 families and students attended) August 17, 2016 – Ready Freddy (Students and Families) (8 families attended) August 19, 2016 – Community Connection Meeting (B.U.I.L.D. of Buffalo) (2 community members attended from B.U.I.L.D of Buffalo) August 30, 2016 – Back to School Parent / Community Engagement Event (48 parents attended) September 22, 2016 – B.U.I.L.D. Academy Open House / Receivership Meeting (105 parents and community members attended)</p> <p>In addition to the aforementioned events, the school sends routine School Connects informational messages to the parents / guardians of B.U.I.L.D. Academy students to ensure that they’re apprised of student recognition events and parent engagement meetings.</p>



			<p>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.</p>
6.	<p><i>Institutionalize Performance Management Process:</i></p>		<p><u>Daily observations – (Instructional Walk-throughs)</u></p> <p>The Administrative Leadership structure consists of the Principal, one Assistant Principal, one Acting Assistant Principal and a School Administrative Manager (SAM). The Administrative Leadership Team monitors each teachers’ instructional practices, delivery of the curriculum and classroom management techniques by conducting daily observational walk-throughs and through providing timely and targeted feedback.</p> <ul style="list-style-type: none"> ● The Administrative Leadership Team is currently utilizing the NYSUT’s Teacher Practice Rubric *2014 Edition, however the District is currently in negotiations with the BTF to establish an MOU for 3012d and therefore, instructional walkthroughs at this point are non-evaluative. ● Administrators provide oral and/or written feedback to each teacher within 48 hours after each walk-through. ● Written feedback is shared with teachers via email or through a copy of the evidence collection tool that the B.U.I.L.D. Academy Administrative Team uses. Feedback from daily classroom walk-throughs can also be shared with instructional staff members through eDoctrina. Administrators who conduct daily walk-throughs utilize the Rutherford model of providing instructional feedback in which staff are provided with immediate feedback, feedback via email or through a face-to-face meeting. ● Building administrators have also created targeted building walk-through templates which include building focus areas during learning walks. Template items include, but are not limited to: <ul style="list-style-type: none"> ● 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. ● Formative Assessment ● Authentic student work samples are posted with descriptive student feedback. ● B.U.I.L.D. Academy’s BUILDing Blocks are posted/visible. <p><u>Ongoing Lead Evaluator Professional Development</u></p> <p>From July 2016 through August 2016, the Principal, Assistant Principal and Acting Assistant Principal each attended district mandated professional development on the following areas:</p> <ul style="list-style-type: none"> ● Lead Evaluator



- Special Education Process and Protocols
- Attendance and Suspension
- Multilingual Learners
- Culturally and Linguistically Responsive Teaching
- eDoctrina Training
- Parent and Family Engagement

Teacher Improvement Plan (TIP)

By or before September 19, 2016 building administrators completed Teacher Improvement Plans for each of the three teachers who had an Ineffective or Developing APPR CES rating from the 2015-16 school year.

- TIPs continue to be monitored throughout the school year for implementation and success of the identified area(s).
- Teachers on a TIP receive monthly observations and/or walk-throughs with feedback.
- TIP feedback is recorded and updated via eDoctrina.
- 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(es); as 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, oral / written feedback and suggestions to teacher.
 - Erie 1 BOCES Behavior Management

Instructional Look Fors

On a bi-monthly basis, instructional focus areas are identified and aligned to strategies taught and practiced with teachers. The Administrative Leadership Team and Literacy Coach have aligned these strategies with B.U.I.L.D. Academy’s BUILDing Blocks. Using the results of the observations and the identified areas, job-embedded training will be provided to teachers.

Focus Areas for September 2016:

- Mastery Level Objective clearly posted for each lesson the classroom teacher is responsible for delivering.



			<ul style="list-style-type: none"> Clearly posted Learning Targets to ensure that students are aware of what they must know and be able to do as a result of actively participating in the lesson. Strategies that are clearly articulated in lesson plans that promote student engagement (Turn & Talk, Think/Pair/Share, Think/Pair/Write/Share, Small Student-Led Groups, Use of Choral Response). Lesson Plans (available and accessible) - illustrate differentiation, roles of each co-teacher, and modification of generic pacing plan to meet the needs of students being instructed. Clear and concise classroom expectations for student behavior. Use of ClassDojo <p>Focus Areas for October 2016</p> <ul style="list-style-type: none"> Teacher alignment to the school’s Literacy Initiative across disciplines. Evidence of teacher preparation (i.e.- lesson plans readily available and accessible and materials readily available) HOT questioning techniques and rigor Active Reading/Writing Steps (SUTW strategies) Guided practice opportunities for students <p>Next Steps</p> <ul style="list-style-type: none"> The Administrative Leadership Team will continue to conduct classroom walk-throughs, provide staff with timely and targeted feedback and align professional development needs based on a review of the data and school-wide instructional areas of need.
7.	<p>Implement grade-level specific standards-based instruction, through collaborative planning that infuses critical thinking and problem solving to increase student engagement:</p>		<p>Over the summer of 2016, professional development opportunities were offered to all teachers based on Tenets 3, 4, and 5 of the 2015 DTSDE Review recommendations. These professional development opportunities were planned to provide teachers with time to review previously taught instructional programs and strategies aligned to Common Core State Standards, collaborate with their grade-level colleagues on ways to best engage students, as well as vertical grade-level peers. The following professional development opportunities were scheduled under the previous administration.</p> <ul style="list-style-type: none"> July 5-6, 2016 Explicit Instruction July 7-8, 2016 <u>Next Lesson</u> July 11-15, 2016 Backwards Planning in ELA and Math



			<ul style="list-style-type: none"> ● July 28 and August 1, 2016 <u>Step Up to Writing</u> Refresher <p>The following professional development opportunities were scheduled under the present administration to establish common language and procedures for the 2016-2017 school year.</p> <ul style="list-style-type: none"> ● August 10-11, 2016 Raising Healthy Children ● September 19, 21, and 26, 2016 Restorative Circles <p>Starting in early September 2016, teachers have been provided time during three different six-day cycles for a Grade Level Meeting (Cycle I), a Common Planning Meeting (Cycle II), and a Vertical Team Meeting (Cycle III). The Grade Level and Common Planning Meetings allow teachers to work in their grade level team discussing data and strategically planning for re-teaching and engaging students to achieve mastery on their grade level standards. The Vertical Team Meetings serve as a time for teachers to compare strategies for engaging students across grade levels.</p> <p>In addition, teachers have been working with the building Literacy Coach to plan lessons and receive individualized instructional support.</p> <p>Further, administration has stressed the importance of student engagement in every lesson at every grade. Teachers are to differentiate instruction and use small group instruction in both ELA and Math. There have also been white boards and dry-erase markers to assist teachers in engaging and formatively assessing their students during classroom lessons.</p>
8.	<p>Implement Multi-Tiered Systems of Support for Behavior (MTSS-B) with urgency and fidelity:</p>		<p>In order to increase student support and improve student behavior, the PBIS/MTSS-B Team has begun planning monthly School-wide Celebrations. Ideas for weekly classroom incentives have also been generated for distribution to the teachers. The PBIS/MTSS-B Team meets every third week on C Day to review data and discuss ideas for appropriate incentives, interventions, and discuss strategies for improving student behavior.</p> <p>Teachers are using ClassDojo to reward positive student behavior, Members of the SST team and administration are linked to each ClassDojo so that behavior data can be reviewed.</p> <p>The Tier II and Problem Solving Teams have begun to meet to discuss CICO, SAIG groups, and Requests for Assistance. Meetings will take place every other C day.</p>



			<ul style="list-style-type: none"> Students have been selected to participate in CICO based on Requests for Assistance, ODRs and displaying at-risk behaviors for ODRs and suspensions. Currently, there are 17 students and five staff members participating in CICO.
Green	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> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
			Red
			Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part III – Community Engagement Team and Receivership Powers

Community Engagement Team (CET) Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET and its sub-committees that may be charged with addressing specific components of CET Plan. Describe outcomes of the CET plan implementation, school support, and dissemination of information.	
Status (R/Y/G)	Analysis/Report Out
	<p><u>Community Engagement Plan:</u> All stakeholders (school personnel, district personnel, parent/guardians and community partners have provided an opportunity to have a voice and become a part of the decision making process regarding the revisions to the school’s education plan.</p> <ul style="list-style-type: none"> 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 September 29, 2016 meeting had 16 members attend. October 26, 2016 meeting had 19 members attend. <p>Parent and student members volunteered to be members of the Community Engagement Team. Teacher member were elected through the voting process as per Buffalo Teachers Federation guidelines during the first quarter. Other teachers volunteered their participation to the team. Consistent and active participation is of great concern.</p> <p>B.U.I.L.D. Academy created a tab on its website page to include a tab entitled, Receivership Information. This tab or link includes access to the following:</p> <ul style="list-style-type: none"> Meeting dates, time and location Receivership Educational 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



	CET and SBMT members will uphold and build upon recommendations made by each of the two committees
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Powers of the Receiver	
Describe this quarter's use of the School Receiver's powers (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers.	
Status (R/Y/G)	Analysis/Report Out
	<p>We currently have additional Receivership "powers" due to Commissioner Elia's decision during the 2015-2016 school year. Each school's administrative team has taken advantage of the additional powers listed below. As we continue to change the culture and move to increase student achievement, we will increase the use of the powers listed.</p> <p>We specifically are able to:</p> <ol style="list-style-type: none"> 1.) Ability to fill vacancies in summer school, recreational or part time programs with the most qualified teacher, regardless of seniority 2.) Ability to fill vacancies through the transfer process with the most qualified teacher, regardless of seniority 3.) Discretion and ability to deny teacher requests for transfers out of persistently struggling and struggling schools 4.) Right to mandate faculty meetings twice per month; meetings held either before or after school hours and would be 60 minutes in duration; teachers receive hourly rate of pay 5.) Discretion and ability at any time and for any reason to involuntarily transfer teachers out of persistently struggling schools regardless of seniority or status as building union delegate. 6.) Right to extend school day and/or school year; teachers would receive proportionate increase in compensation <p>Commissioner's Resolution: Impose with modification of notice date to February 1 (except notice for 15-16 school year is May 1, 2016) to ensure consistency with Proposal 6 (as modified)</p> <ol style="list-style-type: none"> 7.) Discretion and ability to change starting and ending times of school day from the previous school year, with notice to teachers by March 1 <p>Commissioner's Resolution: Impose with modification of notice date to February 1 (except notice for 15-16 school year is May 1, 2016) to ensure consistency with Proposal 6 (as modified)</p> <ol style="list-style-type: none"> 8.) Discretion and ability to require teachers to use all technological tools necessary and appropriate to more effectively communicate with students and parents; district will provide training where needed 9.) Discretion and ability to modify schedule at any time to add more common planning time



	<p>10.) Right to require that teachers attend professional development (PD) (based on the needs of the school) the receiver deems necessary; 30 days' advance notice to teachers; PD will be offered more than once if it is after the school day/school year; teachers will receive additional compensation if PD is after school day/school year</p> <p>Each Receivership school is able to select from the above regarding their school community and what additional powers they have chosen to exercise. We applied the powers of Receivership when we established two faculty meetings a month.</p>				
Green	<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>	Yellow	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	Red	<p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>



Part IV – **Instructional Technology Plan**

Instructional Technology Plan		
Describe the current status of the implementation of the District Technology Plan pertinent to this school, as well as the use of technology in classrooms.		
Key Components	Status (R/Y/G)	Analysis of evidence supporting QR#1 status in reaching the goal identified in the plan. If you need to make a course correction during QR#2, please describe.
1.	Current status of the District Technology Plan pertinent to this school	<p>OBJ 1.1 By June 30, 2019, all PK-2 students in Buffalo Public Schools will use iPads as part of daily center-based instruction. Current status of this district objective is in progress; our school presently has eight (8) iPads that were secured through a grant which are being utilized in the Pre – K classrooms.</p> <p>OBJ 2.1 By June 30, 2018, Buffalo Public Schools will maintain a robust Content and Learning Management System. Current status of this district objective is in progress at B.U.I.L.D. Academy due to the fact that the content and learning management system being introduced is in its infancy in the district. Comprehensive and sustained professional development along with district-based initiatives that reflect use of the system will be necessary to see achievement of the objective come to fruition.</p> <p>OBJ 2.3 Through June 30, 2019, Buffalo Public Schools will continually evaluate, select and procure Apps and Software in support of teaching and learning to meet the needs of all students. Current status of this district objective is in progress at B.U.I.L.D. Academy as the means for selecting and procuring Apps and Software that support teaching and learning is present only in small clusters. In order to obtain achievement of this district-based initiative at B.U.I.L.D. Academy, we are in need of technological devices that support these resources and a conceptual framework from which to base practices from.</p> <p>OBJ 2.4 Through June 30, 2018, Buffalo Public Schools will create systems to provide all stakeholder groups anytime/anywhere access to resources such as Virtual Desktop home access, and increased use of cloud-based resources. Current status of this district objective is in progress at B.U.I.L.D. Academy as a result of the limited electronic devices. While the district has created a Virtual Desktop which is used to enhance access to online resources and programs, many of our students and their families do not have access to online networks that allow them to use the Virtual Desktop.</p>
2a.	Use of Classroom-based Technology	<p>Teachers in each classroom in Grades PK – 8 utilize and infuse the IWB into their daily practice as both a communicative device and as a means for engaging students in their own learning. Through use of the IWB, the instructional expectation is that students will be able to independently demonstrate mastery of the lesson objective.</p>



2b.	Magic Penny Apps (Kindergarten)		<p>All Kindergarten teachers are using the Magic Penny App Level A with their students. Through whole group instruction and through independent practice, an overarching focus is to develop the vocabulary for the phonemic awareness picture cards, practice in blending 2 and 3-sound words, and extra practice on the Red Team Alpha Animals Songs. The Magic Penny Reading App 1 is used by Kindergarten teachers with their students for practice whole group or on student computers for a center to learn the Level B Red Team Sound/Letter relationships, and practice blending, segmenting, tracking text left-to-right, and decoding Level B words.</p> <p>Kindergarten teachers also use the Magic Penny App 1 in correspondence with the classroom Promethean board to teach and reinforce the following skills: Levels 1 & 2 - Sound/Letter Relationship, Level 3 – Blending Words into Sounds on Promethean Board, Level 4 - Segmenting Words into Sounds on Promethean Board, Level 5 – Reading Words & choosing correct pictures. Magic Penny Reading App 2 is used by Kindergarten teachers at B.U.I.L.D. Academy during whole group instruction and as independent practice on student computers for a center to learn the Level C Red Team Sound/Letter relationships, and practice blending, segmenting, tracking text left-to-right, decoding Level C words, and reading/comprehending 4 Level C books.</p>
2c.	ClassDojo		<p>B.U.I.L.D. Academy has implemented a multifaceted school-wide initiative through the use of ClassDojo, which targets the instructional, social-emotional and parent engagement domains. From a classroom-based perspective, teachers in Pre – K through Grade 8 and Special Area teachers are using ClassDojo to positively reflect each student’s active involvement in their daily instruction through the use of awarding points which can be redeemed for incentive-based rewards. Individual and class-wide points are awarded to students for demonstrating appropriate behavior that positively impacts the learning environment, which lends itself to improvement of the school’s overall culture. Individual and classroom points are also awarded to students who complete assigned classwork / homework. This technological resource also provides a functional means for connecting teachers and parents of B.U.I.L.D. Academy students. Parents and guardians can access information about their child’s performance and have a direct line to the classroom where they can engage in consistent two-way communication. Implementation of ClassDojo among B.U.I.L.D. Academy staff is at 100%. Grade level administrators are also connected to the classrooms at the respective grades they oversee to ensure they have updated information regarding each child’s daily performance.</p>
2d.	Schoology		<p>B.U.I.L.D. Academy staff have access to Schoology as a district purchased resource. This online platform that provides teachers with the opportunity to create and manage interactive lessons, engage students, share content, and connect with other educators while providing students with round-the-clock access to curriculum, content, and resources.</p>



2e.	NextLesson		<p>B.U.I.L.D. Academy teachers in Grades 3 – 8 have received district coordinated training on NextLesson, which is aligned with the Common Core Learning Standards and provides student-centered lessons that are tailored to meet the individual learning needs of students. Teachers in the aforementioned grades will be selecting paper-based lessons as a means for supplementing the pre-existing curriculum and students will also have access to the online component that allows them to actively participate in learning activities through the use of electronic devices such as desktop computer, iPads and tablets.</p>	
2f.	eDoctrina		<p>B.U.I.L.D. Academy teachers in Grades K – 8 have access to the district-based assessment management system eDoctrina. With access to this tool, teachers create standard-based practice assessments for their students, reflect on student assessment data, access district benchmark assessments. An additional component of this system is the presence of an RtI tracking tool which provides teachers with a resource to systematically identify where individual academic interventions for students are needed based on data reflection. Through the use of eDoctrina, teachers now have a means for progress monitoring the impact of individualized interventions to meet each child’s area(s) of need. Additional teacher training is required for this initiative to become more consistently used by staff for its intended purpose. Building-level training will begin after administrators and coaches receive training at the District level to turnkey within our building.</p>	
Green	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> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part V – Budget

<u>Budget Analysis</u>		
The LEA/school should propose expenditures that are reasonable and necessary to support the identified Receivership school’s initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below.		
Expenditures	Status(R/Y/G)	If expenditures from the approved 16-17 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the plan. If there is a challenge with expenditures, discuss the course correction to be put in place for QR#2.
Salaries for professional staff-Code 15- \$315,348-YTD \$15,523 5% @ QTR ending 09/30/16.		The Support Reading Teacher will be reduced through an amendment that is in process. The Instructional Coach recently took a transfer to a new position, but the vacancy will soon be filled. All other positions are filled.
Salaries for Support Staff- code-16- \$5,839-YTD \$321 6% @ QTR ending 09/30/16.		There is a clerical vacancy in the Department of School Improvement. A recruitment bulletin is advertised until filled.
Purchased services-code 40- \$32,563 –YTD 0.00 0% @ QTR ending 09/30/16.		Due to a change in leadership, the new Turnaround Partner will be WestEd. The funds from the reduction of the Support Reading Teacher will be added to that contract. The School Administration is planning and scheduling the work. Contracts related to the DTSDE review are administered through the Office of Shared Accountability.
Employee Benefits-code 80- \$131,687-YTD \$3,581 3% @ QTR ending 09/30/16.		Employee Benefits are expended per BPS schedule.
Indirect cost-code 90- \$14,563-N/A Completed at the end of the project.		Completed at the end of the project.



Part VI: *Best Practices (Optional)*

<p><u>Best Practices</u> The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.</p>		
<p>List the best practice currently being implemented in the school.</p>		<p>Describe a best practice in place this quarter in terms of its impact on the implementation of the plan. Discuss the analysis of evidence to determine its success. Discuss the possibility of replication in other schools.</p>
1.	B.U.I.L.D. Academy Literacy Initiative	<p>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 in writing. During grade level meetings and common planning time, and professional development opportunities teachers plan and work with instructional coaches to plan for and share student samples showing the literacy initiative in action. Teachers are beginning to post student samples on bulletin boards and in classrooms and share their student successes with Coaches.</p>



Part VII – Assurance and Attestation

By signing below, I attest to the fact that the information in this quarterly report is true and accurate to the best of my knowledge; and that the all requirements with regard to public hearings and the Community Engagement Teams, as per CR§ 100.19 have been met.

Name of Receiver (Print): _____

Signature of Receiver: _____

Date: _____

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this quarterly report and has had the opportunity to review, and update if necessary, its 2016-2017 Community Engagement Team plan and membership.

Name of CET Representative (Print): _____

Signature of CET Representative: _____

Date: _____