



Summary

a *plain-language summary* of the current reporting quarter in terms of implementing key strategies, engaging the community, and assessing Level 1 and Level 2 indicator data. The summary should be written in terms easily understood by a general audience, and made available to the public by the school's district office and posted on its web site. Avoid terms and acronyms not familiar to the public, and limit the summary to no more than 500 words.

B.U.I.L.D. Academy #91 was identified as a Receivership school during the summer of 2015. Public and school notices of status were posted on the district and building websites inviting members of the community to join the Community Engagement Team. B.U.I.L.D. Academy #91 also created a tab on its website page entitled, Receivership Information where all Receivership documents and information is stored. On September 10, 2015, B.U.I.L.D. Academy #91 hosted a second public notice meeting of B.U.I.L.D.'s Receivership status.

On July 1 and September 30, 2015, the school administrators and individual classroom teachers developed specific plans to meet the expectations to the students during the first month of school. In August 2015, staff spent time reviewing and analyzing New York State assessment data in ELA and math and behavioral referral data. In order to improve teacher practice, it was determined that all teachers would receive professional development over the summer. If they were unable to attend over the summer or not yet part of the school year, additional professional development opportunities would be offered once the school year began.

One of the first initiatives of the 2015-2016 school year was to implement a behavioral support system with multiple levels. The goal was to meet all students to the expectations for behavior in all areas of the school building. Additionally, the school support staff and community support providers was able to develop and coordinate services and protocols.

The Community Engagement Team, School Leadership Team, and School Support Team were launched, 2014/2015 Academic Improvement Plan grade-level professional learning community teams worked on developing plans to improve student achievement in ELA, math, and science, increasing the use of research-based strategies in classroom instruction and implementing a building-wide writing initiative. The plan is to develop lessons that contain higher-order thinking questions, frequent checks for understanding, differentiated group activities that engage the students in thinking about the work. Teachers created action plans implementing grade-level specific differentiated instruction, through collaborative planning that infuses critical thinking and problem solving to increase student engagement. Additional supports for behavioral and academic interventions will be scheduled, planned and provided by building instructional coaches.
