

National Heritage Academies

# School Improvement Process Workbook

Student Intervention Services  
July 2024

## 1.0 Overview - SIP Workbook

The school has created this schoolwide plan in order to outline and direct its schoolwide improvement efforts for the 2024-2025 school year and beyond. By evaluating and updating this plan, the school will meet state and federal requirements pertaining to schoolwide planning each year.

As part of the school’s Comprehensive Needs Assessment, the school analyzes and disaggregates norm-referenced and criterion-referenced, as well as authentic assessment data, to ensure that all students master academic goals and State standards. The results of the data analysis drive changes (if needed) to the school’s implementation of curriculum, instructional practices, professional development, and the school’s schoolwide plan.

### 1.1 Schoolwide Plan Introduction

Fill in the table with the planned date for each activity.

School Improvement Process Activities	2024-25	2025-26	2026-27	2027-28
Comprehensive Needs Assessment & Goal Identification completed	2/25	TBD	TBD	TBD
Schoolwide Plan reviewed and updated	3/25	TBD	TBD	TBD
Effectiveness of school improvement process in school evaluated	3/25	TBD	TBD	TBD
Modifications made to plan based on comprehensive needs assessment and evaluation of effectiveness of SIP efforts	3/25	TBD	TBD	TBD
Title I Parent Meetings	10/24	TBD	TBD	TBD

## 2.0 Evidence of Collaboration - NY

Please complete the following chart with your SIP team members (add rows as necessary):

Stakeholder Collaboration

## Buffalo United Charter School

Schoolwide plan information is provided to the school’s Board of Directors via Board Meetings and/or additional documented correspondence. Students do not participate on the planning team as the school serves students in grades K-8.

These stakeholders work throughout the year and as the school conducts its formal school improvement activities in order to do the following: - Evaluate the mission statement, parent/family engagement policy\*, parent-student compact\*, and plan effectiveness - Analyze academic goals, criteria for success, strategies, and action activities in relation to data - Ensure alignment of the curriculum implementation and educational program to State standards in core content areas - Ensure specific objectives are evident in each core content area - Ensure instruction is delivered with appropriate teaching strategies that are based on research and best practice - Monitor the plan as evidenced by regular meetings - Build a comprehensive professional learning plan consistent with student academic performance needs - Identify parent and community resources that enhance instructor and student learning

\*Note: Parents also contribute directly to the approval and/or revision of the parent/family engagement policy and the parent-student compact at the Title I Parent Meeting that is held in the spring each school year.

### 3.0 Collaboration with Teachers and Other School Staff (including Title I staff)

#### Buffalo United 2023-24

Teachers	\$158,009	40.9%
Coaches	\$156,139	40.4%
Social Work	\$60,197	15.6%
Parental Involvement	\$5,000	1.3%
Supplies	\$4,350	1.1%
Audit Fees	\$2,393	0.6%
All	\$386,088	100.0%

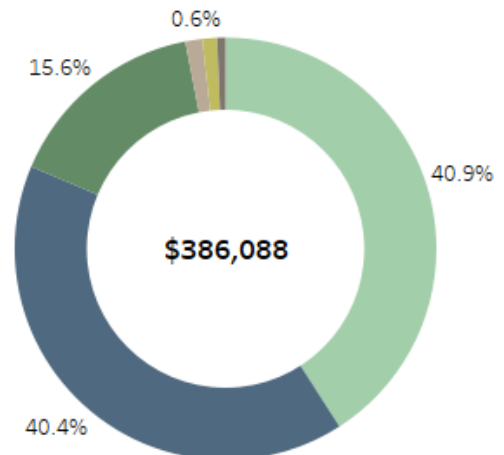


Figure: Grant Allocation Summary

**Select a date for your SIP staff meeting.**

03/07/2024

## **4.0 Collaboration with Parents**

**Select a date for your SIP parent meeting.**

03/21/2024

## **5.0 Collaboration with the School Board**

**Please enter the date of your Board Meeting at which the SIP will be presented.**

03/05/2024

## **6.0 Comprehensive Needs Assessment - Overview**

The school conducts a comprehensive needs assessment annually as part of its continuous improvement process. While data is gathered and evaluated informally throughout each year, the school's formal needs assessment takes place each spring. The school carried out its school improvement activities in order to identify priority needs and assess overall school and student performance. During this comprehensive needs assessment process, the school assessed data aligned with Department of Education guidelines, which have been established in order to provide schools with a comprehensive improvement structure based on current research and best practices. Specifically, data is collected and assessed as it relates to student achievement, school programs and processes, student/teacher/parent perceptions, and demographics. The school's review of data includes that which is listed below, among others: - Student achievement on norm-referenced assessments (NWEA PGA and MAP) - Student achievement on criterion-referenced assessments - Student demographics - Discipline, tardy, truancy, and attendance rates - Parent/student perception surveys - Staff surveys, including teacher quality information - Curriculum alignment - Program implementation - Student engagement

The school has also engaged in the following school improvement activities as part of its school improvement process: the identification of particular focus areas within the school's English Language Arts (ELA) and Math curriculum for each grade level; the development of corresponding grade level action plans; and the implementation of the formative assessment planning process.

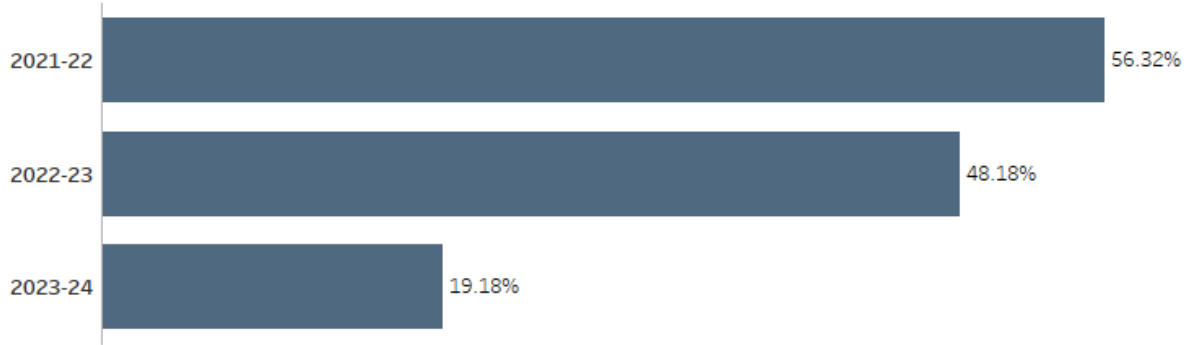
The gathering and analysis of such data enables teachers to directly address student learning needs and gauge the degree to which the school-wide, grade-level, and individual student learning goals are being met, as well as provides the means by which comprehensive school improvement efforts are identified. Essentially, this data analysis serves as the primary driver for the school's decision-making process as it relates to improvement; all goals, objectives, action steps, schoolwide reform strategies, professional development activities, and parent/family/community engagement decisions documented in this schoolwide/school improvement plan are driven by this needs assessment.

## 7.0 Staff Data

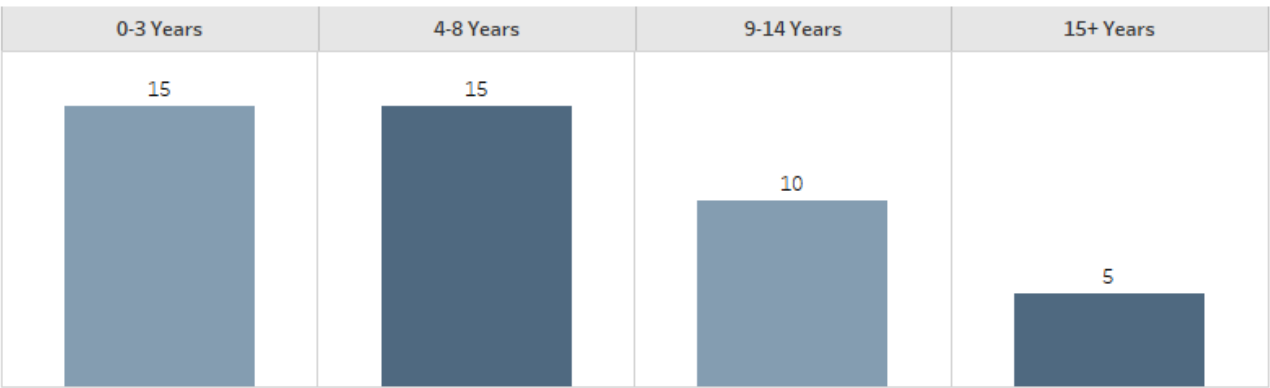
Staff data is collected in order to provide information on trends in staff experience, attendance, HQ status and satisfaction year over year.

# Buffalo United Charter School

## Teacher Turnover



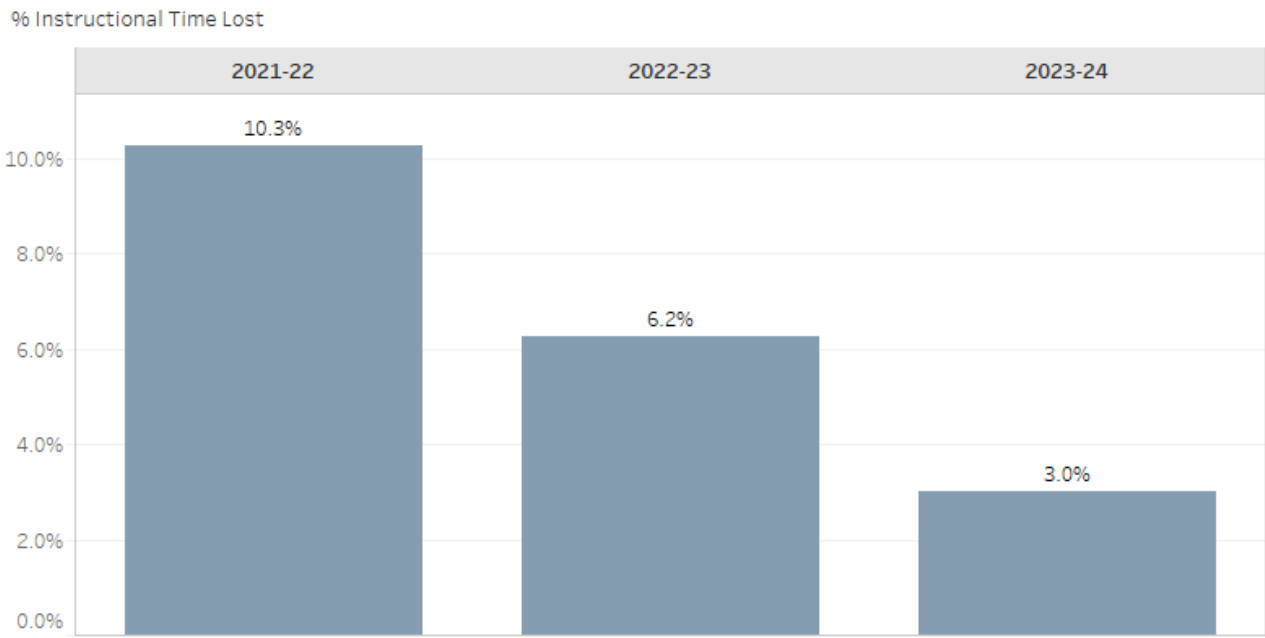
## Total Years Teaching Experience



\* Includes both NHA and prior teaching experience.

Figure: Teacher Turnover and Years Teaching Experience

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*Percentage of instructional days where a full-time teacher was not in the classroom (includes General Ed and Special Ed Teachers)*

Figure: Teacher Absences and % Instructional Time Lost

## Buffalo United Charter School

		Spring 2021-2022	Fall 2022-2023	Spring 2022-2023	Fall 2023-2024	Spring 2023-2024	Difference
<b>Overall Engagement Index</b>		49	55 ↑	47 ↓	58 ↑	59 ↑	-15      15
Loyalty	I would recommend my location as a great place to work.	49	55 ↑	47 ↓	58 ↑	59 ↑	
	I would recommend my location to others for educating their children.	48	51 ↑	42 ↓	54 ↑	57 ↑	
Manager/Principal	I have confidence in my leadership team.	61	65 ↑	57 ↓	73 ↑	69 ↓	
	I would recommend my manager to others.	80	78 ↓	70 ↓	85 ↑	85 ↑	
	My manager provides me with feedback that helps me improve my performance.	80	76 ↓	71 ↓	83 ↑	82 ↓	
Personal Perception	I clearly understand what is expected of me in my role.	78	69 ↓	72 ↑	75 ↑	75 ↑	
	I feel empowered to make decisions regarding my work.	66	60 ↓	58 ↓	62 ↑	63 ↑	
	I have good opportunities to learn and grow at My Location.	56	66 ↑	59 ↓	71 ↑	70 ↓	
	My opinions seem to count.	48	54 ↑	49 ↓	58 ↑	58 ↑	
	The work that I do at my Location is meaningful to me.	85	83 ↓	80 ↓	81 ↑	87 ↑	
School Environment	I feel physically safe at my location.	73	72 ↓	63 ↓	72 ↑	70 ↓	
	I trust the people I work with.	60	68 ↑	66 ↓	76 ↑	66 ↓	
	My location has a great culture	50	56 ↑	42 ↓	66 ↑	65 ↓	
	My location is successful in responding to unproductive student behaviors.	36	42 ↑	34 ↓	49 ↑	46 ↓	

Figure: Staff Perceptions

### What trends do you notice in your school staff data?

Staff turnover has significantly decreased 44% in the last 3 years. BUCS continues to have a relatively new staff and our overall staff perceptions have improved significantly. Every category shows an increase on the GLINT survey.

### Are there action steps you are taking/will take to impact this trend? If yes, what are they?

BUCS continues to improve our school culture through a variety of events, celebrations, and provide the staff with a solid leadership team. In addition to this, the school continues to provide several professional development opportunities to continue to grow and develop our staff.

## 8.0 Parent Perception Data



## Buffalo United Charter School

Parent perception data is collected in order to provide information on trends in parent satisfaction year over year.

		2020-21	2021-22	2022-23	2023-24	YOY Change
Loyalty	Likelihood to Enroll Next Year			41% (100)		
	Likelihood to Recommend School	46% (181)	41% (97) ↓	42% (110) ↑	51% (68) ↑	
	Overall Satisfaction	34% (187)	27% (100) ↓	32% (110) ↑	49% (68) ↑	
Academics	Child Receiving High-Quality Education			32% (106)	50% (64) ↑	
	Satisfaction With Child's Academic Progress	39% (188)	51% (100) ↑			
Schoolwide Behavior System	Discipline is Handled Effectively at This School		42% (100)	31% (101) ↓	51% (63) ↑	
	School Provides Safe Environment	54% (376)	55% (200) ↑	40% (103) ↓	56% (62) ↑	
Communication	Leadership Communication			39% (106)	51% (68) ↑	
	School Communication	54% (372)	45% (100) ↓			
	Teacher Communication		55% (100)	35% (105) ↓	51% (65) ↑	
Moral Guidance	Moral Focus Impact			32% (104)	52% (62) ↑	
	School Delivers Moral Guidance	55% (376)	54% (200) ↓			

Figure: Parent Survey Results

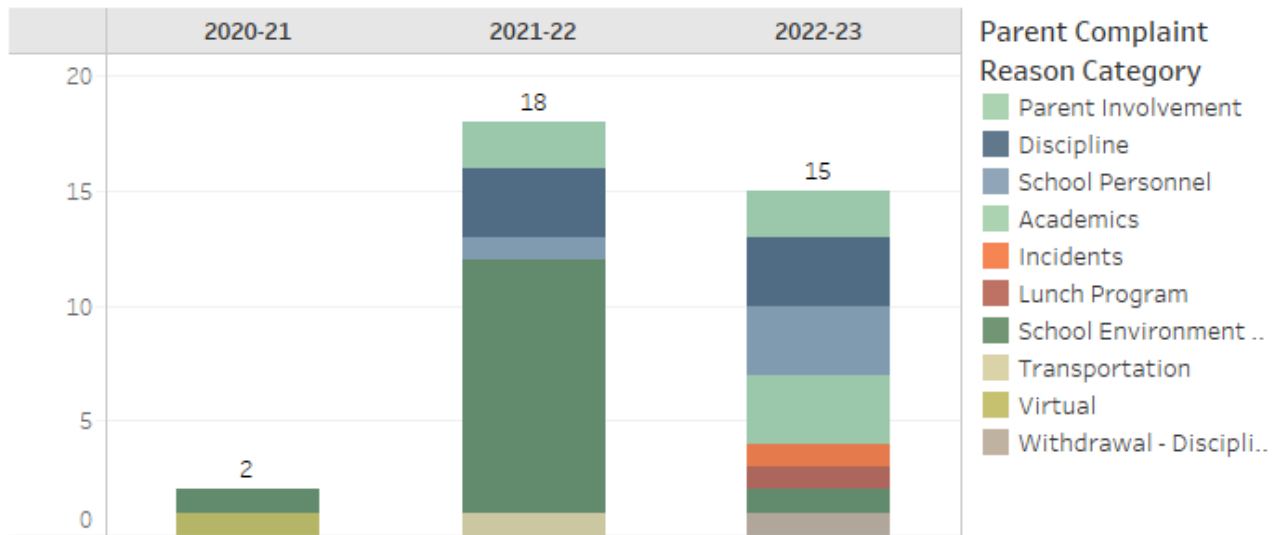


Figure: Parent Complaint Counts

### What trends do you notice in your school parent perception data?

The school's loyalty scores have increased, but the school's overall scores decreased in the area of school-wide behavior management as well as teacher communication.

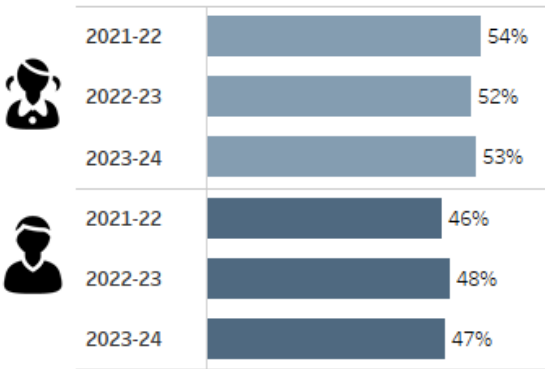
**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

We are working to enhance our behavioral systems and student accountability towards following the code of conduct. We are providing staff members with necessary professional development in the category of SEL as well. We are working on in-school consequences vs. out of school so that students are not missing out on academic learning.

**9.0 Demographic Data**

Student Demographic Data is collected to demonstrate trends in enrollment, attendance, mobility and discipline year over year.

Gender



Ethnicity

Ethnicity	Year	Percentage
American Indian or Alaskan Native	2021-22	0.9%
	2022-23	1.4%
	2023-24	1.7%
Asian	2021-22	2.9%
	2022-23	2.3%
	2023-24	2.3%
Black or African American	2021-22	79.5%
	2022-23	79.6%
	2023-24	78.4%
Hispanic	2021-22	12.8%
	2022-23	12.8%
	2023-24	13.2%
Native Hawaiian or Pacific Islander	2021-22	0.2%
	2022-23	0.3%
	2023-24	0.6%
White	2021-22	3.8%
	2022-23	3.6%
	2023-24	3.8%

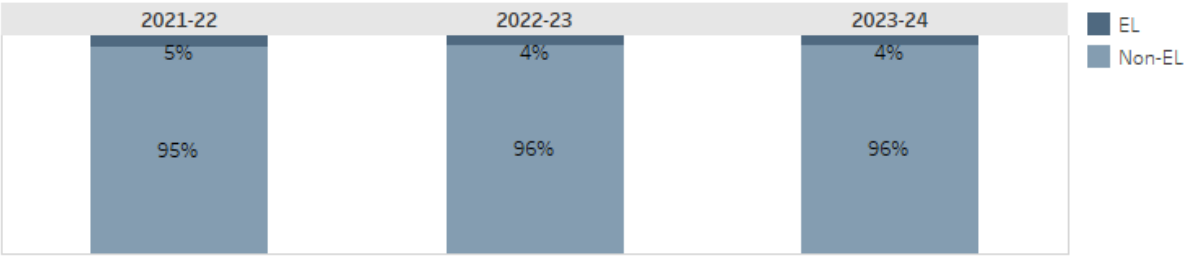
Enrollment

Grade	2021-22	2022-23	2023-24
K	80	60 ↓	36 ↓
1	80	79 ↓	52 ↓
2	78	69 ↓	58 ↓
3	73	80 ↑	51 ↓
4	68	73 ↑	63 ↓
5	77	69 ↓	59 ↓
6	64	72 ↑	65 ↓
7	76	81 ↑	67 ↓
8	69	75 ↑	71 ↓

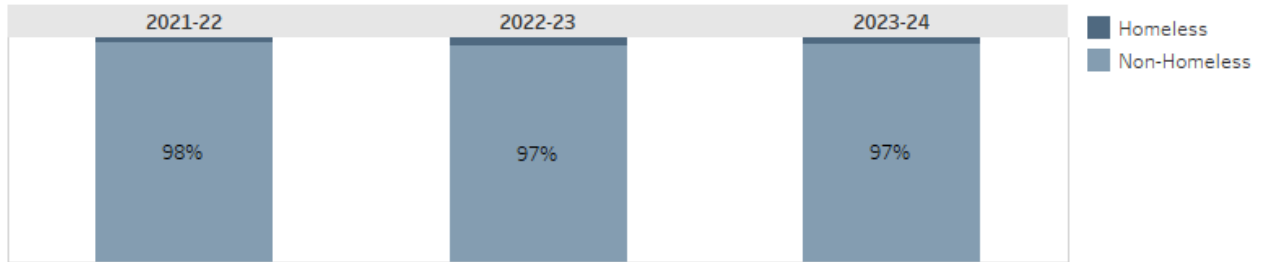
Figure: Gender, Ethnicity, and Enrollment

# Buffalo United Charter School

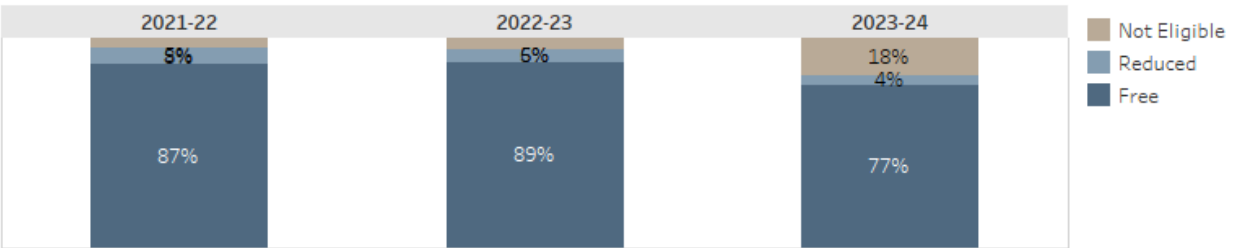
% EL



% Homeless



% FRL



% IEP

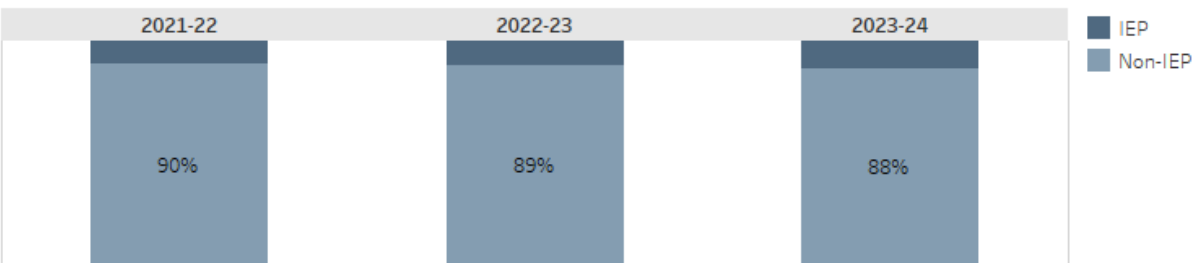


Figure: % EL, % Homeless, %FRL, % IEP

## What trends do you notice in your school student demographic data?

Our school's overall enrollment numbers have decreased from previous years. Our EL, Homeless, and IEP percentages have remained steady, while the FRL percentage has decreased over 10% from the last school year.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

We have hired a new admissions rep that is focusing in on the demographic areas of need. Our marketing team is working to increase advertising and our admissions rep is working with local Head Starts to get her foot in the door to meet potential Kindergarten parents.

## 9.1 Student Attrition Data

### Year End

	2021-22	2022-23	2023-24	YOY Difference
Attrition	31.1%	33.6% ↑	16.4% ↓	

### Year-To-Date

*\*PAC refers to the percentage of attrition that is classified as controllable, based on exit survey results*

Figure: Student Attrition

### What trends do you notice in your school student attrition data?

The school's attrition percentage has increased 2.5% since the previous school year.

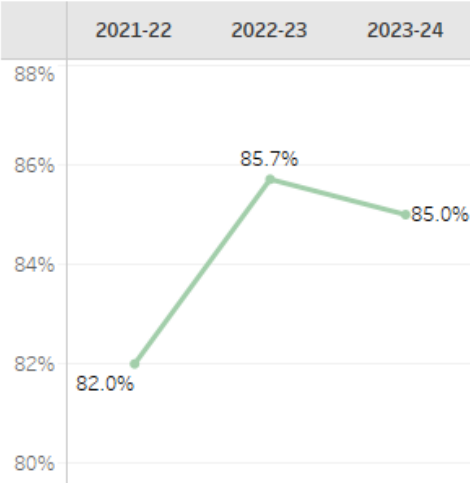
### Are there action steps you are taking/will take to impact this trend? If yes, what are they?

Moments Pilot; monthly attrition phone calls; student and family events; family tours

## 9.2 Student Attendance

## Buffalo United Charter School

**Average Daily Attendance Rate**



**Student Absence Distribution**

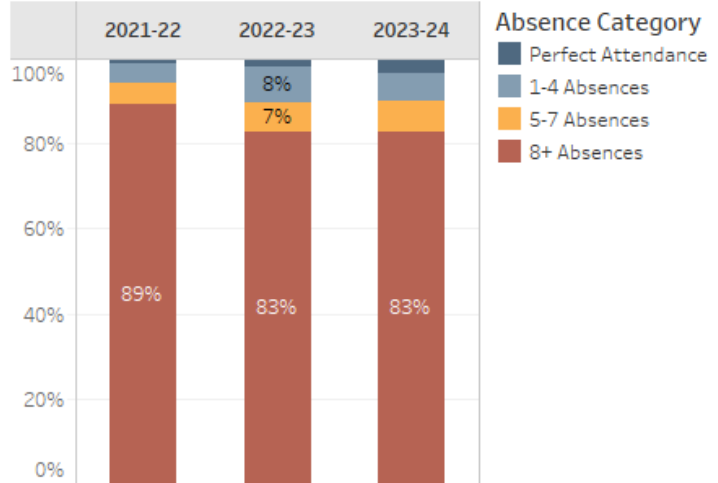


Figure: Student Attendance

**What trends do you notice in your student attendance data?**

The student attendance percentage has increased by appropriately 1% from last year and over 4 % from the 2021-2022 school year. The percentage of students missing 8 or more days has significantly decreased from the previous year. It went down 20%.

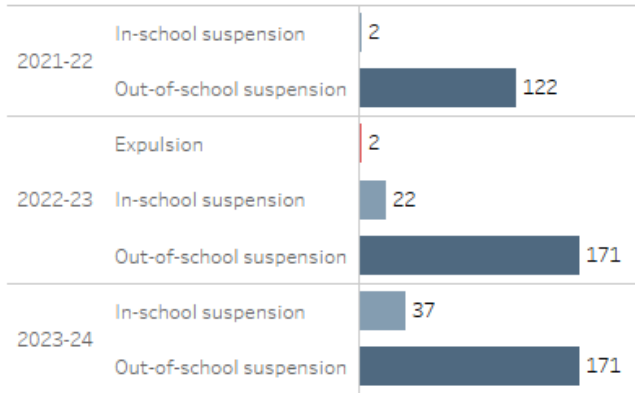
**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

Attendance letters and emails; articles in parent newsletters; home visits; CPS calls

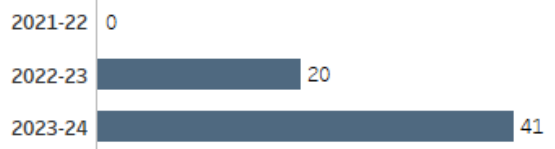
### 9.3 Student Discipline

## Buffalo United Charter School

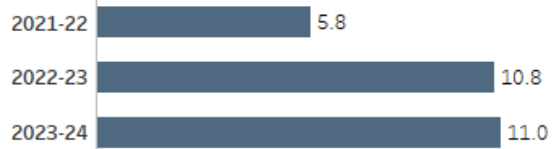
Suspensions



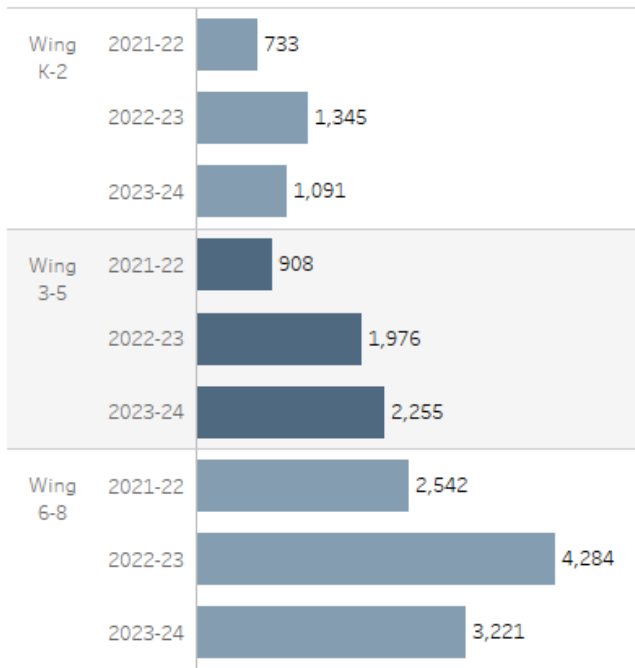
Behavior Plans



Behavior Events Per Student



Events by Wing



Events by Gender

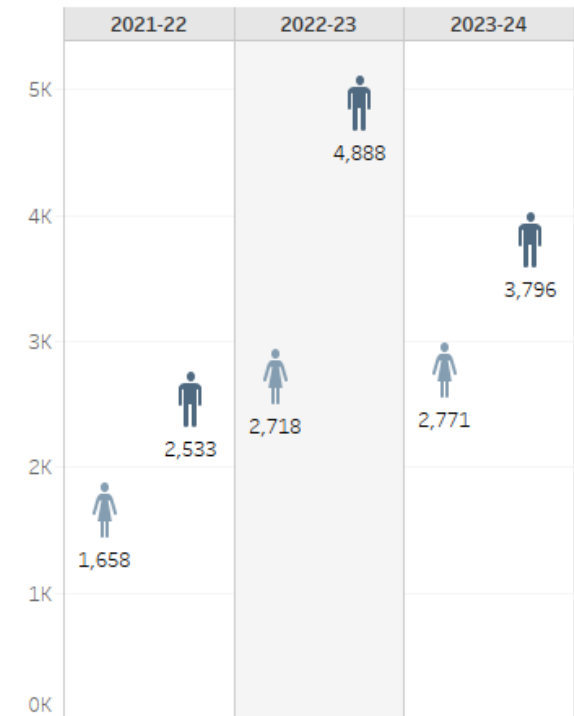


Figure: Suspensions, Events By Wing, Events Per Student, Events By Gender

### What trends do you notice in your student discipline data?

The number of out of school suspensions has decreased by 62 from the previous school year while the number of in-school suspensions has increased by 25. The number of behavior plans have increased by 16 from the previous school year. Overall, there are less behavior events per student and by wings as well.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

In-School suspensions; afterschool detentions; PD for staff

## 10.0 School Community Summary

**Provide a summary of unique features and challenges associated with the community in which your school resides. Include demographic and economic information.**

14214 zip code is located in west New York. 14214 zip code is part of Erie County. 14214 zip code has 2.86 square miles of land area and has no water area. As of 2010-2014, the total 14214 zip code population is 19,743, which has shrunk 9.68% since 2000. The population growth rate is much lower than the state average rate of 3.26% and is much lower than the national average rate of 11.61%. 14214 zip code median household income is \$38,969 in 2010-2014 and has grown by 28.06% since 2000. The income growth rate is lower than the state average rate of 35.25% and is about the same as the national average rate of 27.36%. 14214 zip code median house value is \$137,700 in 2010-2014 and has grown by 64.12% since 2000. The house value growth rate is lower than the state average rate of 90.79% and is higher than the national average rate of 46.91%. As a reference, the national Consumer Price Index (CPI) inflation rate for the same period is 26.63%. On average, the public school district that covers 14214 zip code is worse than the state average in quality. The 14214 zip code area code is 716.

## 11.0 Student Interim Data

2022-23 Scaled Score Distribution (Grades 3-8)

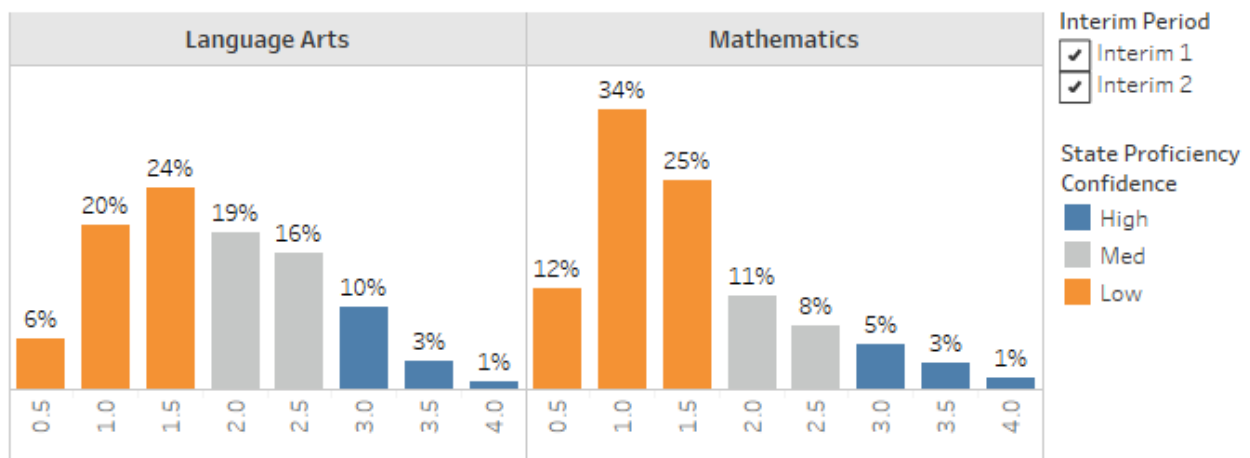


Figure: Interim Scaled Score Distribution

**2022-23 Percent At or Above 3.0**

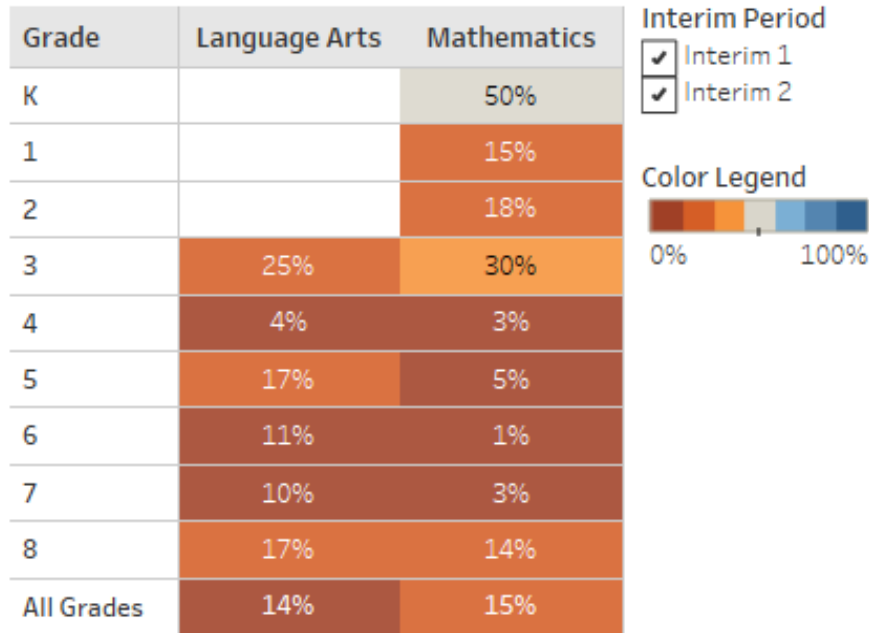


Figure: Interim Percent At or Above 3.0

**What trends do you notice in your student interim data?**

The school's data is not where we want it to be. Our proficiency scores in math are higher than ELA by 2 %.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

We have created a test prep plan that we have been utilizing over the past couple of months up until state testing.

- 3rd grade – Kanaley (Instructional Coach) will continue to support Mann’s class (top group) by pulling small groups. There are a few students in Bieger’s class (middle group) that have potential to be proficient that we also support.
- 4th grade – Kanaley will continue to support Fisher’s class (top group) by pulling small groups. There are a few students in Campbell’s class (middle group) that have potential to be proficient that we also support.
- 5th grade – Depadre (top group) is transitioning to small group daily.
- 6th grade Math – Strong instruction is taking place
- 6th grade ELA - Heather Czaja (Instructional Coach), Julia Nice (at-risk teacher), and Nicole Surdyk (academic specialist) will support by pulling small groups daily.
- 7th grade math – Small groups all day. Nicole Surdyk (academic specialist) and Jeff Thorp (tech specialist) will be pulling small groups.
- 7th grade ELA – Franklin (Dean of School Culture) will be pulling groups every day.
- 8th grade Math – Strong teacher.
- 8th grade ELA – Strong teacher. Nice will be supporting daily.
- SPED and Intervention will be given specific kids and work to do with them from Ms. Czaja.

Additional Efforts –

- iReady Standards Mastery •



Buffalo United Charter School

State Test aligned exit tickets • Weekly Assessment analysis and response • Saturday Boot Camp • After-school tutoring • Student incentives

12.0 State Test Data

		2021-22	2022-23		YOY Proficiency Change
Math	3	9%	24%	↑	
	4	2%	5%	↑	
	5	8%	8%		
	6	22%	5%	↓	
	7	14%	13%	↓	
	8	22%	27%	↑	
	Total	12%	13%	↑	
Reading	3	13%	22%	↑	
	4	26%	16%	↓	
	5	18%	15%	↓	
	6	38%	25%	↓	
	7	20%	21%	↑	
	8	38%	29%	↓	
	Total	25%	21%	↓	
Science	4	40%			
	8	23%	24%	↑	
	Total	30%	24%	↓	

Figure: State % Proficient by Grade

## 12.1 Subgroup State Achievement Data

## Buffalo United Charter School

		2021-22	2022-23	
<b>All Students</b>		20%	18%	↓
<b>EL Status</b>	EL Student	0%	0%	
	Non-EL Student	21%	18%	↓
<b>Ethnicity</b>	American Indian or Alaska...			
	Asian			
	Black or African American	19%	18%	↓
	Hispanic	19%	16%	↓
	Native Hawaiian or Pacifi..			
	White	31%	20%	↓
<b>FRL Status</b>	Free	18%	16%	↓
	Reduced	35%	30%	↓
	Not Eligible	47%	36%	↓
<b>Gender</b>	Female	21%	18%	↓
	Male	19%	18%	↓
<b>Homeless Status</b>	Homeless			
	Non-Homeless	20%	18%	↓
<b>IEP Status</b>	IEP Student	6%	2%	↓
	Non-IEP Student	22%	20%	↓
<b>Student Tenure</b>	< 3 Years	18%	13%	↓
	3+ Years	21%	20%	↓

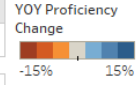


Figure: State % Proficient by Subgroup

**What trends do you notice in your student state test data by grade?**

There is no data to analyze above that is broken down by grade level status.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

We do not currently have any data above.

**What trends do you notice in your student state test data by gender?**

There was a large decline after Covid but then the percentages were pretty close. There was a tie of 18% in 22-23 and then a 2% difference in 21-22 and a 4% difference in 20-21.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

Teachers are pulling small intentional groups of students to address their individual needs.

**What trends do you notice in your student state test data by students who are homeless or in foster care?**

There was a large decline after Covid but then the percentages were pretty consistent. There was a 20% in 21-22 and an 18% in 22-23.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

The school counselor works with students and families that are identified and fall under this category.

**What trends do you notice in your student state test data by migrant status?**

There is no migrant data listed above to analyze.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

We do not currently have any data above.

**What trends do you notice in your student state test data by EL subgroup?**

There were a large decline after Covid but then only a 3% difference from 21-22 to 22-23.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

Teachers are pulling small intentional groups of students to address their individual needs.

**What trends do you notice in your student state test data by race/ethnicity?**

There was a large decline after Covid but then the percentages continued to drop. White percentage dropped 11%, Hispanic 3% and Black 1%

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

Teachers are pulling small intentional groups of students to address their individual needs.

## 13.0 Comprehensive Needs Summary

### Reading

#### **What strengths and challenges in Reading have been identified?**

Strengths: K-2 Students are making consistent progress on Aimsweb and in Reading Mastery. 3-5 Teachers understand the need to fill the gap in foundational skills such as phonics, and decoding. Added corrective reading and more intentional intervention and small groups. 6-8 Middle School Students have been strong in writing short responses. Challenges: K-2 Many Second grade students are receiving intervention at a Kindergarten or First grade level due to their low performance in phonics. 3-5 Finding grade level appropriate supplemental materials to high rigor of NYS assessments. Finding time to accommodate all aspects of the curriculum in ELA. 6-8 - Students are struggling with multiple choice and test taking strategies. Students are not able to find supporting evidence with 80% or more accuracy.

#### **What trends have been identified in Reading?**

K-2 Fluency is a struggle for all students. Chronic absenteeism affects students' ability to make progress. 3-5 As students are entering 3rd grade they are lacking fundamental skills which are hindering reading fluency and comprehension. Using data to determine intervention groups and workshops are assisting in closing the gap. 6-8 - Not all students are reading grade level texts fluently. Identifying these trends through iReady and Interim Testing as well as weekly assessments. With more data we are able to identify areas of concern with students over time.

#### **Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

K-2 Phonics and fluency can be targeted during intervention time. The instructional coach has begun to pull small groups to target low performing students. 3-5 Students who are 2 or more grade levels below on iReady are receiving intervention. Additionally, the iReady system is used regularly during ELA workshop time, which addresses individual student needs. Teachers are also able to assign additional lessons aligned to teacher-identified needs. Lastly, teachers regularly use the workshop model within their ELA intervention period to work with small groups of students on identified needs. 6-8 - Targeted small group instruction during intervention and push-in with interventionist to support with closing learning gaps to students. Teachers in Middle School are also utilizing the workshop model during instructional time when needed. The iReady program is geared to meet the needs of the student and is utilized weekly.

### Writing

#### **What strengths and challenges in Writing have been identified?**

K-2: Writing Strengths: Students have more exposure to writing this year as classroom teachers are adhering to the scope and sequence of the Writing Curriculum. Students are not as reluctant to write as they have been in the past and are able to complete writing assignments in a faster pace than in previous years. Challenge: Handwriting continues to be a challenge for students. Many students do not start in Kindergarten with any letter recognition or the ability to write their own name. While we do provide handwriting books to help support beginning writers,

they quickly shift from basic tracing to writing full sentences on their own within the Kindergarten school year. This then carries into first and second grade where there is a population of students that still struggle with handwriting. 3-5: Strengths: Students are writing more complete answers and improving their 2pt and 4 point responses Weakness: Teachers are unable to complete full lessons with writing, they are under a true time constraint 6-8: In Middle School are strengths are the ability to pull textual evidence. Students are great at using sentence stems to help pull evidence. Our challenge can be having relevant textual evidence that matches the answer.

**What trends have been identified in Writing?**

K-2: Students aren't as frustrated and overwhelmed by writing as they were in the past. Students are beginning to think creatively when responding to writing prompts. Students still require a long period of time to complete writing assignments. Even copying notes off of the board can take a second grader more than five minutes. 3-5: Writing is improving, but more time is needed 6-8: The trends are that most students are below grade level in ELA. This can hinder the student's ability to comprehend grade level questions and articulate the correct answer.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

K-2: Teachers are providing handwriting practice to students that need it during morning work or as independent assignments during workshop. Teachers are following the writing plans and exposing students to prompts on a daily basis. Overtime, the daily exposure to writing will lead to an improvement in pacing. 3-5: Teachers are working on implementing small groups to create time for conference with students 1:1 as other groups are working on ELA topics 6-8: Small group instruction during our structured ELA blocks to focus on writing workshop. Intervention times where data is used to target students who need additional help in certain areas in their writing ability.

**Math**

**What strengths and challenges in Math have been identified?**

Strengths: K-2 Students are able to complete the written portion of numeracy assessments using the strategies that they have practiced all year. 3-5 Growth in iReady diagnostics every year. The additional standards mastery training in iReady. Using the curriculum with fidelity. 6-8 Accountable student discourse has increased within the academy. Students are able to communicate using grade level vocabulary. There has been an increase in iReady scores for math in the Middle School. Challenges: K-2 Students struggle with the oral portion of the text as they lack practice with mental math. 3-5 Students struggle with basic foundational skills in mathematical concepts making it difficult to grasp more complex strategies. Multi-step word problems are a struggle because of low reading comprehension. 6-8 Lacking the prerequisite skills needed to complete grade level content with fidelity. Students are reliant on a model/equation instead of using the information they already do know to be successful.

**What trends have been identified in Math?**

K-2 Steady growth has been made. Students' performance in Math Stories and Number Corner has assisted them in addition and subtraction, word problems, and recognizing patterns. 3-5

The students are improving on their iReady results, but they are not passing the interims at this point. Math continues to be an area of concern. 6-8 Steady iReady growth has been made. Based on the latest interim most students are not proficient in Math in the Middle School.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

K-2 More use of manipulatives and independent math practice would support students in their performance. 3-5 Students 2 grades levels or more below are receiving intervention services. Teachers continue to pull during intervention and small group time to address individual needs of students. In addition, on iReady Math, personalized progression lessons are implemented daily. 6-8 Targeted small group instruction based on all of the data collected. Interventionists that push are also able to work with students in a small group. Teachers are pre-planning the prerequisite skills needed to complete grade level work and scaffolding when needed.

## **Science**

**What strengths and challenges in Science have been identified?**

Strengths: K-2 Students are being exposed to hands on, high engagement activities. 3-5 Science is being taught everyday as opposed to switching every other unit. Students are actively engaged with hands-on activities and labs. 6-8 Students are able to work in pairs/groups to explore different topics of interest. Student engagement is high in science investigations. Challenges: K-2 Students lack the background knowledge necessary to grasp some of the content presented in the lessons. 3-5 The program is challenging. It is a rigorous program that requires teacher to find supplemental materials to complement the program for mastery 6-8 - Students are lacking the foundational skills and background knowledge needed to be proficient.

**What trends have been identified in Science?**

K-2 Students lack background knowledge surrounding the content they are being exposed to. 3-5 Major gaps in knowledge for students in grades 3-5 stemming from the early elementary years–this is most likely caused by the lack of time in scheduling and more focus on reading and math 6-8 Gaps in content knowledge based on lack of exposure to content from previous school years.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

K-2 Students lack background knowledge surrounding the content they are being exposed to. 3-5 Major gaps in knowledge for students in grades 3-5 stemming from the early elementary years–this is most likely caused by the lack of time in scheduling and more focus on reading and math 6-8 Gaps in content knowledge based on lack of exposure to content from previous school years.

## **Social Studies**

**What strengths and challenges in Social Studies have been identified?**

Strengths: K-2 InquirEd has been a helpful resource to support Social Studies planning. 3-5 InquirEd offers interactive lesson to engage the students 6-8 Teachers are using McGraw Hill

with fidelity and utilizing higher order thinking questions to extend the students' knowledge. Challenges: K-2 InquirEd lessons are often challenging and above the level of the student's reading ability. Lessons are community based and often do not touch on geography or history. 3-5 InquirEd units are not fully aligned to NYS content for each grade level—it is another extensive program that requires a larger amount of time than what is given in the schedule. 6-8 Being able to align Social Studies with ELA skills. Finding engaging supplemental resources to expand their learning.

**What trends have been identified in Social Studies?**

K-2 Students are challenged by InquirEd lessons. 3-5 Students in grades 3-5 are continually lacking foundational SS knowledge in both history and geography. 6-8 Students are lacking the background knowledge when entering Middle School social studies. Students have a skewed understanding of geography and U.S history.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

K-2 Incorporating history and geography lessons into the social studies block to expose students to the content and better prepare them for third grade. 3-5 All grade level teachers are going to work together to plan and discuss what content is required at each grade level to set students up for subsequent grades. 6-8 Incorporating ELA skills in the Social Studies lessons. Continuing to plan effective scaffolding strategies as a content team

**Student Interventions**

**How does your school make sure all students learn at a high level?**

The school uses data to drive instruction at all levels. The leadership team works with the teachers to assess student achievement through the completion of data cycles. Follow up data talks and observations take place to ensure action plans are being successfully implemented.

**How does your school identify students who need intervention?**

The results of benchmark assessments aimswebPlus and iReady determine the need for intervention services as well as placement into an intervention group. If a staff member has a concern with a student's academic progress and they were not identified for an intervention group, the teacher will notify the dean of special education and intervention and the special education team leader. The teacher will then complete the Student Success Team (SST) Referral & Information Gathering Form that is shared with them by the dean. The parent must be notified about the concerns and the plan to move forward with interventions. Then a meeting will be set up with the SST leaders to discuss the teacher's concerns. At the meeting, the team will begin to fill out the SST Tracking Sheet that will be updated throughout the referral process. The team will also complete the SST Tier 2 Support Plan which outlines academic goals and the progress monitoring plan. The student will then receive Tier 2 interventions for six to eight weeks which will be tracked by the teacher providing intervention services. After six to eight weeks of data is collected, the team will meet again to discuss the student's progress. If a student has made progress and met their goals, they may then exit the program. If additional support is needed, the team will adjust interventions as needed and complete the SST Tier 3 Support Plan. The student will then receive Tier 3 interventions for six to eight weeks which will be tracked by the teacher providing intervention services. The team will also update the SST



Tracking Sheet with next steps. After collecting a total of 12-16 weeks of intervention data, a final meeting will be scheduled with the teachers, parent, and SST leaders to discuss the child's progress. At the meeting, the team will update the SST Tracking Sheet and complete the SST Final Meeting form. They will review the data collected and determine if an intervention packet is warranted. If so, the special education teacher and the classroom teacher will work together to organize the data for the packet. Once it is completed, it will be turned into the dean of special education and intervention to be reviewed. Once approved, it will be sent to the district to begin the evaluation process. The district will complete testing at the school and an initial eligibility determination meeting will be held to determine next steps.

**How does your school intervene for students who need the most instruction support (both in the classroom and through intervention programs)?**

The students who receive academic interventions at Buffalo United Charter School utilize the following resources and materials including and not limited to: Corrective Reading, iReady, Readybook lessons, Bridges Intervention, Lexia, Dreambox, Goalbook, as well as other supplementary resources. These programs may be implemented for students in all tiers based on individual needs.

**How does your school determine if the needs of those students are being met?**

Any student receiving intervention services through the SST process will have data collected on their specific goals. This data is used to drive their small group and individualized instruction. For students in K-2: Working in a small group with an intervention teacher or classroom teacher will do the following: All students below grade level are progress monitored in either LWSF or ORF based on their level on a weekly to bi-weekly basis. Students also are leveled within their iReady tracks. Teachers track students' growth towards their personalized goal through aimsweb and iReady. Benchmarking and iReady diagnostics are given throughout the year to further dive into students' growth towards their specific goals. Interventionists create action plans based on student assessment results. Exit tickets and Progress Monitoring data is utilized in order to drive instruction. For students in grades 3-8: Benchmarking and iReady diagnostics are given throughout the year to further dive into students' growth towards their specific goals. Interventionists create action plans based on student assessment results. Exit tickets and Progress Monitoring data is utilized in order to drive instruction.

**How are your teachers involved in analyzing student achievement data to improve the results of all students?**

The intervention teachers work alongside the general education teachers in a variety of ways including providing push in classroom support services as well as pull out intervention services. Interventionists collaborate with classroom teachers on individual student needs. SST team meetings are also held where classroom teachers meet with interventionists.

**Describe how you will support efforts to reduce the overuse of discipline practices that remove students from the classroom.**

At Buffalo United Charter School, we are dedicated to fostering a positive learning environment by implementing a comprehensive behavior program that focuses on promoting personal growth and community building. Programs that support SEL include: The Behave with Care Program - This program is used by the entire school body to encourage positive behavior and build our

school culture. This program provides the tools and support to help our students have a successful educational experience. Dojo points and BUCS Bucks -These comprise the reward system used to promote positive behavior and academic success. Students are awarded ClassDojo points and BUCS Bucks for exhibiting positive behavior. Then, they are able to redeem their points at the school store as an incentive. Moral Focus - This program is used schoolwide to teach our students moral virtues. The virtues that are taught are wisdom, respect, gratitude, self-control, perseverance, courage, encouragement, compassion, and integrity. Each month a student is chosen from each class who exemplifies the virtue of the month and they receive a certificate. SEL Circles - These are used to help students understand and express their feelings. These circles are also used to resolve classroom issues and restore students back to the classroom community. Behavior support plans and check-ins - For students who struggle with behaviors, the teacher works with their dean and ABSS to create a plan to redirect behaviors. Behavioral strategies, such as a daily check-in, are identified and implemented based on the needs of the student. Plans are reviewed with the student on a weekly basis and updated as needed. Behavior support plans are also created for students with prolonged behavior issues. The teacher, dean, ABSS, parent and student work together to create a plan to help correct behaviors and provide the necessary support. The team will continue to review the behavior plan and make adjustments as needed.

### **Highly Qualified Staff**

**What does your school do to attract and/or retain high quality teachers (different from the things NHA might do on your behalf)?**

ESSR retention and recruitment bonuses have been utilized the past 3 years; Principal attends recruitment fairs to help consider potential candidates

**Staff Professional Development (When answering these questions consider both supplemental (grant funded) PD as well as NHA or district provided PD)**

**What staff development offerings were the most effective last year?**

Behave with care and Capturing Kids Hearts.

**How do you know the PD was effective?**

We saw an improvement in our school culture as well as in our school behavior. Teacher turnover has improved as well which has provided us with more stability and academic growth with our students.

**How will the learning be sustained moving forward?**

We will continue to utilize our Behave with Care systems and we will also continue with utilizing Capturing Kids Hearts and offering refresher PD's to staff, and train new teachers as well.

**Describe the systems or processes in place that provide opportunities for professional growth and building the capacity of teachers.**

Ongoing PD opportunities; SEL staff PLC's; Assigning e-learning; PLC opportunities from Deans and instructional coaches.

**Describe (1) teacher needs that impact academic achievement, and (2) how your Title II, Part A program is designed to address those needs for the upcoming year.**

Behavior Management; continuing to offer PD opportunities for new teachers in order to help them with their management.

Schoolwide Reform Strategies

The school educational program is grounded in the principles of Effective Schools Research, which was originally developed by Ronald R. Edmonds, who served on the faculties of Harvard University and Michigan State University. Effective Schools Research recommends research-based school attributes that are associated with quantifiably improved student learning. By definition, an “Effective School” is one in which all children obtain at least the essential knowledge, concepts, and skills needed to be successful at the next higher level. Within the Effective School, there are seven unique characteristics that correlate with school effectiveness. The school, a public-school academy, has adopted these characteristics as part of its promise to deliver a high-quality educational option for parents of the community. A summary of the Effective School correlates is as follows: - Clear School Mission - High Expectations for Success - Instructional Leadership - Frequent Monitoring of Student Progress - Opportunities to Learn and Student Time-on-Task - Safe and Orderly Environment - Strong Home-School Relations

In addition to adopting these characteristics of Effective Schools Research, the educational program includes a “Back to Basics” approach, a longer school day, and structured discipline, and the curriculum includes a moral focus component based on the Greek cardinal virtues. The educational program utilizes a curriculum that is scientifically research-based, aligned with State standards, and designed to ensure college opportunity for each child that the school serves.

While Effective Schools Research serves as the foundation of the school’s educational program, it has adopted a number of schoolwide reform strategies to ensure that it: - Provides opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement; - Uses effective methods and instructional strategies that are based on scientifically-based research; and - Addresses the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards.

One research-based schoolwide reform strategy that the school has adopted is the utilization of a master schedule that provides teachers with opportunities to differentiate instruction in order to meet the varied learning needs of students. According to Tomlinson and Eidson, differentiated instruction “refers to a systematic approach to planning curriculum and instruction for academically diverse learners” and is “a way of thinking about the classroom with the dual goals of honoring each student’s learning needs and maximizing each student’s learning capacity” (2003). The school uses differentiated instruction by implementing regularly scheduled workshop sessions and flexible grouping in order to meet each student’s individual learning needs. The school believes that “only when a student works at a level of difficulty that is both challenging and attainable for that student does learning take place” (Tomlinson, 2003). As such, the school employs differentiated instruction in order to address the needs of all children in the school—particularly those at risk of not meeting challenging State standards.

Another research-based schoolwide reform strategy that the school has adopted is the development of what Richard DuFour calls a Professional Learning Community. Specifically, the school has worked to develop a teaching environment in which all teachers work together to ensure that students learn, where collaboration among teachers is prevalent, and where there is a focus on student learning and results (DuFour, 2004). The school has adjusted its class and teacher schedules to ensure that grade-level teachers share a common planning time in which each member of the instructional team participates in dialogue about student learning and develops strategies to improve both teaching and learning. Mike Schmoker, a leading school improvement thinker, has argued that professional learning communities “feature the most powerful set of structures and practices for improving instruction” (2006). With this in view, the school has implemented these research-based professional learning communities to ensure that teachers are using effective methods and instructional strategies, thereby meeting the needs of all students.

In addition to utilizing differentiated instruction and implementing professional learning communities, the school has also adopted a system that ensures that teachers and students can establish and communicate about student learning goals and track student progress through the formative assessment process. Research supports these schoolwide reform strategies. Specifically, research has demonstrated that “goal setting has a general tendency to enhance learning” (Marzano, 2007). As such, the school believes it is imperative to identify student learning goals, or educational objectives, so that teachers and students can gauge learning with respect to those goals and celebrate student success that they make progress toward mastery. Importantly, because the school is utilizing specific student learning goals- which align with all applicable Department of Education guidelines- teachers can effectively provide feedback on student learning through the use of formative assessment. Marzano points out that “major reviews of research on the effects of formative assessment indicate that it might be one of the more powerful weapons in a teacher’s arsenal” (2007). W. James Popham describes formative assessment as “a planned process in which assessment-elicited evidence of students’ status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics” (2008). Since teachers of the school have well-established student learning goals, they are able to utilize the formative assessment process to track student learning, gauge progress toward mastery, adjust instruction accordingly, and celebrate student success as it relates to learning. Indeed, the employment of these research-based strategies ensures that all students are given the opportunity to learn and succeed in the school’s classrooms.

Finally, the school has adopted as a schoolwide reform strategy the delivery of additional opportunities to learn for students who need to grow in their background knowledge. In Marzano’s seminal meta-analysis of research on school-, teacher-, and student-level factors that impact student achievement, the author argues that there is a strong correlation between background knowledge and student achievement. Where students do not have background knowledge sufficient to ensure academic success, the school works to provide increased opportunities for students to enhance their background knowledge so that their learning can be accelerated; such opportunities may include tutoring, mentoring, vocabulary instruction, and other interventions that ensure students have increased time to learn the knowledge and skills they need to be academically successful. The school’s foundation of Effective Schools Research, coupled with these comprehensive schoolwide reform strategies, is the means by

which it ensures that all children are academically successful. Indeed, these strategies enable the school to provide opportunities for all students to progress toward and demonstrate proficiency, and to also ensure college opportunity for each student the school serves.

With these strategies in mind, the school has developed a number of goals to support its effort to ensure that all the school's students succeed and are able to master State standards. These goals are outlined in the following section of this plan.

#### Instruction by Highly Qualified Teachers

The school has adopted a hiring practice that requires all new and existing teachers to meet the "highly qualified" requirements as outlined by Every Student Succeeds Act of 2015 legislation. The academy's management company, National Heritage Academies, tracks teacher qualification status and ensures that teachers achieve and maintain the correct qualifications. All teachers are provided with a fifty percent (50%) tuition reimbursement to either achieve or maintain highly qualified status.

All teachers are currently highly qualified. The school has developed a plan to ensure that it complies with the applicable section of the Every Student Succeeds Act of 2015. The plan outlines the means by which 100% of the school's staff will reach highly qualified status by the close of the school year.

#### Strategies to Attract High Quality Teachers

The school will continue to monitor its teacher-turnover rate in order to maintain its commitment to attracting and retaining high-quality, highly qualified teachers. The school will continue to monitor its teacher-turnover rate in order to maintain its commitment to attracting and retaining high-quality, highly qualified teachers. The school holds as a top priority the recruiting, hiring, and retaining of high quality, highly qualified, and fully licensed teachers to serve its students. Efforts made by the school and its management partner, National Heritage Academies, include the following: - Establishing close relationships with local universities and colleges with teacher education programs. - Yearly attendance at college teacher specific job fairs. - Internal teacher job fair events sponsored by National Heritage Academies. - Advertising positions through online college postings, newspaper advertisements, the National Heritage Academies website, and a weekly internal job newsletter that is sent out to all school and NHA employees. - Offering a competitive salary and benefits package, including fifty percent (50%) reimbursement benefit for continuing education. - Providing a comprehensive orientation that facilitates a successful transition into teaching. - Providing opportunities for teachers to improve their instructional skills through a comprehensive professional development program. - Including teachers in the continuous improvement planning process, and other school initiatives and activities.

The school has developed a plan to ensure that it complies with all applicable sections of the Every Student Succeeds Act of 2015. Research indicates that one of the most significant initiatives schools undertake to retain staff is to create a team-based collaborative culture within the school. The focus at the school on grade level teams and on having teachers as active members of the improvement team, serves to ensure that the school achieves greater consensus, collaboration, and cooperation throughout the school. This should be an asset in ensuring that the teacher turnover rate remains low.

## 14.0 Wellness Policy and Goal Evaluation

The National School Lunch Act mandates that all schools participating in the National School Lunch Program and/or School Breakfast Program establish a Wellness Policy and general requirements for the development, implementation, dissemination and assessment of the policy and evaluate it annually.

### Has progress been made on the Wellness Goals?

Yes, students have been provided with more nutritious meals this school year. In addition, classrooms have discussed "healthy snacks" posters to encourage healthy eating.

### Do you think the Wellness Policy and goals are positively impacting student wellness, nutrition, and regular physical activity?

Yes, we are offering awareness, healthy snacks and physical activity.

### In your opinion, does the Wellness Policy need to be changed? If so, what would you change?

No we do not feel that Wellness Policy needs to be changed.

### What changes, if any, do you think are necessary to be made to the Wellness goals?

Maybe to add additional opportunities to work with our physical education department.

## 15.0 School Improvement Goals

### Action Plan for Continuous Improvement

Goal	Ensure the School can develop a Master Schedule that gives all teachers daily grade level planning time for lesson plan development, assessment evaluation, and job-embedded professional learning.
Baseline Data	
Area of Need	
Root Cause	
Strategies	

Buffalo United Charter School

Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.									
Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes
Master Schedule	9/5/24	6/30/25	Admin. Team						

Goal	Develop and implement a coherent high quality Restorative Practices plan across the BUCS community that ensures sufficient resources are given to implement it successfully.
Baseline Data	
Area of Need	
Root Cause	
Strategies	

Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.									
Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes
SEL PD	9/4/24	6/30/25	SEL Team						

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Goal	Provide robust professional learning on trauma-informed practices and Restorative practices to support the individual needs of students and school-wide plans.								
Baseline Data									
Area of Need									
Root Cause									
Strategies									
Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.									
Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes
CPI Deescalation PD	9/5/24	6/30/25	Natalie Bachman-Sped Supervisor NY						

Goal	Implement a Master Schedule that includes time for clubs that can include partner/community agencies with expertise in art, music, health, etc.								
Baseline Data									
Area of Need									
Root Cause									
Strategies									
Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.									



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Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes
BestSelf partnership	9/5/24	6/30/25	Admin team and BestSelf						

Goal	Launch pilots and or initiatives designed to address each of the three priority areas. (From DEI Group).
Baseline Data	
Area of Need	
Root Cause	
Strategies	

Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.

Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes
PD w/ Mr. Jones DEI expert	9/4/24	6/30/25	Dean of School Culture						

Goal	Increase student voice through the development and use of a coherent PBIS BUCS plan including student led PBIS groups.
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Baseline Data									
Area of Need									
Root Cause									
Strategies									
Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.									
Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes
Student Government group involvement in PBIS plan	9/4/24	6/30/25	SEL Team						

Goal	Develop and communicate clear protocols and professional learning on communication expectations for all BUCS stakeholders on the effective use of school and classroom newsletters, websites, etc.								
Baseline Data									
Area of Need									
Root Cause									
Strategies									
Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.									
Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes

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Communications PD	9/4/24	6/30/25	Admin. Team

Goal	Create and implement a parent to parent group that includes a contact person/mentor connected with each family.
Baseline Data	
Area of Need	
Root Cause	
Strategies	

Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.

Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes
Parent Group	9/4/24	6/30/25	Dean of School Culture/School Counselor						

Goal	Conduct community open houses.
Baseline Data	
Area of Need	

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Root Cause									
Strategies									
Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.									
Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes
Open Houses	9/4/24	6/30/25	Admin Team						

Goal	Reach out to community members to offer high interest programs for families, for example, parenting classes.								
Baseline Data									
Area of Need									
Root Cause									
Strategies									
Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.									
Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes
Parent Meetings	9/4/24	6/30/25	Dean of School Culture/Principal/Deans						

Buffalo United Charter School

Goal	Create of a community advisory board.
Baseline Data	
Area of Need	
Root Cause	
Strategies	

Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.

Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes
Dean of School Culture Parents & community group	9/4/24	6/30/25	Dean of School Culture						

Goal	Create a resource library for parents to obtain information on multiple topics and requests.
Baseline Data	
Area of Need	
Root Cause	
Strategies	

Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.

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Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes
Parent room resources for parents	9/4/24	6/30/25	Deans & School Counselor						

Goal	Provide scholars with a minimum of two out of school experiences to enhance the curriculum, annually.
Baseline Data	
Area of Need	
Root Cause	
Strategies	

Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.

Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes
2 Annual Field Trips per grade	9/5/24	6/30/25	All staff						

Goal	Provide wrap-around services that include an instructional tutoring component with eligible community partners.
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Buffalo United Charter School

Baseline Data									
Area of Need									
Root Cause									
Strategies									
Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.									
Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes
BestSelf wraparound	9/4/24	6/30/25	BestSelf						

Goal	Expand recruitment efforts to identify and hire more teachers who are more racially and culturally reflective of the community.								
Baseline Data									
Area of Need									
Root Cause									
Strategies									
Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.									
Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes
Partner w/ Canisius College for	9/4/24	6/30/25	Admin Team						

Buffalo United Charter School

student teachers & recruitment			

Goal	Improve and implement the teacher mentor program with fidelity.								
Baseline Data									
Area of Need									
Root Cause									
Strategies									
Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.									
Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes
Monthly Mentoring Meetings	9/4/24	6/30/25	Instructional Coaches						

Goal	Create communities of practice and affinity groups.								
Baseline Data									
Area of Need									



Root Cause									
Strategies									
Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.									
Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes
Committees	9/5/24	6/30/25	All Staff						

## 16.0 Evaluation of School Improvement Efforts

**How does your school evaluate the effectiveness of your goals and strategies each year?**

The Schoolwide Success Team meets monthly and will evaluate the goals and strategies each year.

**Please complete the following review of the goals from the previous year, if available.**

## 17.0 Professional Learning Plan

In accordance with ESSA, the academy provides high-quality and ongoing professional learning for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

The school plans to carefully integrate its professional learning for the staff—for both teachers and paraprofessionals—into its collaborative team-focused culture and its ongoing teacher supervision and support model. The cornerstone of that model is the grade level team arrangement which provides daily opportunities for common planning/professional learning time for the grade level teams within the regular school days as well as regularly scheduled vertical house/full faculty meetings outside of the school day.

**Consider the data you have gathered and carefully identify and prioritize your professional learning needs.**

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Date	Content Hours	Title	Objectives	PD Type (Required, Grants, or General Funded)	# of Estimated Attendees	Intended Audience
8/26/24		New Hire Onboarding	Familiarize new staff with NHA and BUCS			15
8/27-9/4/24		Back to School PD	Data, SEL, Curriculum PD; Best Practices			75
11/5/24		Fall Regionals	Curriculum work			75
		Winter Regionals	Curriculum work			75
		Spring Regionals	Curriculum work			75

## 18.0 Community Partnerships

The school utilizes a variety of partnerships to support staff, students, and parents. The school employs an Admissions Representative who works in partnership with the community to organize events, fundraisers, and charity events, as well as to inform the media and local community of school events. Additionally, the school partners with area organizations or community members in order to promote a symbiotic relationship between itself and the community.

**Please complete the sections below for each partnership that your school has developed and include specific details as appropriate.**

Partner Name	Benefits of Partnership
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Buffalo United Charter School

UB Dental	provides our students with access to free dental care
Buffalo Hearing & Speech	provides our students with related services such as speech, OT, PT, and counseling
Best Self	provides our students with an after school program that focuses on enrichment, academic support, and SEL resources

## 19.0 Parent and Family Engagement Plan and Activities Calendar

The school believes that parents are an integral part of the school and student success. As such, the school has designed a governance structure and parental engagement activities in order to ensure that parents participate in the activities of the school. The school desires parents to be engaged in their child’s education, and the partnership of parents, students, and teachers within the school promotes an optimum learning environment to ensure success. The school’s Parent and Family Engagement Policy and the Parent-Student Compact agreement are used in the school’s Title I program to ensure that parents have the opportunity to provide input in Title I programming and participate in the improvement process. The school’s parents are also asked to complete the school’s Annual Title I Parent Survey; information from that survey is reviewed as part of the school’s comprehensive needs assessment and the evaluation of the school’s Schoolwide Plan.

In accordance with ESSA, the school reviews and distributes the Parent-Student Compact to parents during parent-teacher conferences, during which time the compact is discussed as it relates to individual student performance and the participation and commitment of the parent, teacher, and child in the child’s education.

**Complete the calendar below by listing details for your planned parent engagement activities for next year.**

Month	Engagement Activity
September 2024	Title I Parent Meeting (includes review/feedback of School Improvement Plan, Parent Involvement Policy, Commitment to Excellence Contracts, Homeless Dispute Resolution and Title I programming)
October 2024	Title I Parent Learning Event (i.e. Reading Night, Math Night, etc.)
November 2024	Fall Parent/Teacher Conferences (includes review of Commitment to Excellence Contracts)
March 2025	Parent SIP Meeting

April 2025	Spring Parent/Teacher Conferences
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Through these activities and parental/family engagement components, the school assures that it appropriately: 1) provides assistance to parents/families; 2) provides materials and training to help parents/families work with children to improve their achievement; 3) trains teachers and other required staff in the importance of and how to partner with parents/families; 4) coordinates and integrates to the appropriate degree its parent and family engagement activities with other programming; 5) communicates information related to school and parent programs and activities are communicated in an understandable format and language; and 6) provides full opportunities for parents/families with limited English proficiency, disabilities, and parents of migratory children to be involved in the activities of the school and to receive appropriate information and school reports. As such, it complies with ESSA.

Parental and family engagement activities, and the parent/family engagement component of this schoolwide plan, will be involved in the annual evaluation of the schoolwide plan. Feedback from parents provided through communication and their participation in the evaluation process will be incorporated into the review process and the school improvement plan and programs will be adjusted accordingly.

Additionally, results of individual student academic assessments will be discussed with parents regularly and, as appropriate, will be shared in a language that parents/families can understand. As such, the school complies with Section 1113(b)(3).

Preschool Transition Strategies

The school is committed to connecting with preschool age children in order to prepare them for school and has developed preschool transition strategies to ensure that incoming students are well-prepared for kindergarten.

Specifically, the school has a dedicated Admissions Representative who works with area preschools, daycares, Head Start programs, etc., in ensuring kindergarten readiness. The school’s Admissions Representative and Administrators meet with community members and preschools to discuss Preschool Transition. Meetings consist of informing parents about the school, inviting parents and students to visit the school and kindergarten classrooms, inviting preschool/daycare staff to visit the school and the kindergarten classrooms, and a training/delineation of information regarding the skills and knowledge students will need to know when they enter the kindergarten classroom. Training/informational packets, which are delivered to parents and area preschools/daycares, contain information about kindergarten readiness, activities to prepare children for kindergarten, and commonly asked questions regarding the transition from preschool to kindergarten.

Further, open-house meetings and events are held at the school over the course of the year in order to encourage area parents and preschoolers to spend time at the school. Kindergarten teachers meet with parents and students, explaining some of what parents and students should expect as the children make the transition into kindergarten.

Teacher Participation in Making Assessment Decisions

Teachers at the school play an active role in making assessment decisions for their students. Specifically, teachers choose to implement as appropriate tests and assessments that measure student performance with respect to the school's curriculum. Through the formative assessment planning process, teachers work collaboratively with respect to the curriculum in order to identify what specific knowledge or skills students need to know and also to identify how they will determine when such learning has taken place. Teachers participate in the decision-making process regarding whether they use curricular program assessments, common grade-level assessments, or other formative or summative assessments to determine or gauge student learning on an ongoing basis throughout the year. Instruction is adjusted accordingly by each teacher as they work to ensure mastery is attained by each student within their classroom and at the school.

Additionally, schools administer the NWEA assessment. After the NWEA testing period, grade level teams analyze and interpret NWEA data in order to identify areas of strength and areas for improvement with respect to their students. These activities support the school's overall school-wide student achievement goals (as outlined above) and are used to drive classroom instruction. Teachers create formative and summative assessments to gauge students' progress regarding these areas for improvement. During common planning time, teachers discuss and analyze assessment data and determine the degree to which students have mastered the content that has been taught.

#### Assistance to Students Having Difficulty Mastering Standards

The school has implemented activities to ensure that students who experience difficulty mastering standards are provided with effective and timely additional assistance. Additionally, the school has developed measures to ensure that students' difficulties are identified on a timely basis in order to provide teachers and school leadership with sufficient information on which to base effective assistance.

As noted above, teachers utilize formative assessment to meet the varied learning needs of students. The school uses differentiated instruction by implementing regularly scheduled workshop sessions and flexible grouping in order to meet each student's individual learning needs. The school believes that "only when a student works at a level of difficulty that is both challenging and attainable for that student does learning take place" (Tomlinson, 2003).[1] As such, it employs differentiated instruction in order to address the needs of all children in the school and particularly those at risk of not meeting challenging State standards. As part of this differentiation, teachers use the formative assessment process to ask and answer these questions: 1) What do we want each student to learn? 2) How will we know what each student has learned? and 3) How will we respond when students have difficulty learning? By answering these questions collaboratively, teachers ensure that appropriate intervention is delivered to students who are having difficulties mastering challenging state standards.

Beyond this, the school's instructional staff collaborates with its Interventions Assistance Team (IAT), which works to identify students having academic or behavioral difficulties. Students who are in danger of having difficulty mastering the State's academic achievement standards are first identified by the individual teacher's assessment process, and then students are referred to the IAT. Classroom teachers are provided by the IAT with suggested intervention strategies to implement with individual students. Such strategies sometimes include, but are not limited to: - Adapting time allotted for learning task or completion of assessment - Adapting the number of

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items that the learner is expected to complete or learn - Adapting the goals or outcome expectations while using the same materials - Adapting the way instruction is given to the learner. For example: visual aids, hands on activities or cooperative groups.

Teachers log interventions used with the individual students and share the results with the school's IAT team as appropriate.

Additional supplemental interventions are offered for at risk students. Some of these supplemental interventions may include: - Supplemental Staffing (i.e. paraprofessionals, academic specialist, and social worker). - Supplemental subscriptions (BrainPop, Study Island, Accelerated Reader) for intervention programming. - Extended Learning Opportunities, including summer learning programming and before school tutoring. - The use of researched-based, formative assessment to track and analyze individual student progress and drive instruction that is aligned with highly specific reading curriculum, state content standards and grade-level expectations. - Keep track of students' progress, at least every two weeks, in specified classes - Monthly examination of student work by classroom teacher related to classes. - The use of Formative Assessment to plan instruction that will target areas of weakness, proficiency and mastery.

### Coordination and Integration of Federal, State, and Local Services and Programs

The school ensures that the use of all federal, state, and local funds is coordinated to ensure focus on the goals, strategies, and action activities identified in this Schoolwide Plan. Furthermore, coordination and integration of all federal, state, and local services and programs are ensured through collaboration among administration, staff, parents, and other stakeholders as part of the school's improvement planning process. Specifically, the school utilizes funds from State and local sources, as well as federal sources—including Titles I and IIA—to support the goals identified in the Schoolwide Plan. While funding will not be consolidated, the school's entire educational program is supported by the school's Schoolwide Plan; this includes the school's general educational program (State and local funds) as well as supplemental programs (supported through federal Title I funds). The school's professional development program, supplemented with funding available through Titles IIA, is also supported by the academy's Schoolwide Plan. Although the school is not required to delineate the funds that it is consolidating or the specific amounts contributed by each source—because it is not actually consolidating funds—please see the table below for a summary of the resources available to the school and the degree to which they support the components within this Schoolwide Plan.

Since the school is a single school K-8 public school academy, it does not currently apply for or receive violence prevention funds, housing program funds, Head Start funds, adult education funds, vocational and technical education funds, or job training funds. If the school receives these funds at any point in the future, their use will be coordinated along with all other available funds through the school's Schoolwide Plan.

While the school receives funds through the National School Lunch Act / Child Nutrition Act, their use is not coordinated under this plan as they do not contribute directly toward upgrading the school's educational program.

### Curriculum Alignment

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The school implements the National Heritage Academies Curriculum. National Heritage Academies is the school's management company and has gone to extensive lengths to create a guaranteed and viable curriculum. NHA has researched the level of knowledge and skills students must have to be successful in terms of mastering State standards as well as being prepared for a challenging college program. This has included analyzing data from the NAEP (National Assessment of Educational Progress), ACT (American College Testing), and Northwest Evaluation Association's (NWEA) in order to determine what students must know in order to be successful in college. By understanding the required knowledge base to succeed at the college level, NHA was able to work backwards and breakdown this knowledge base at each grade level. This breakdown allows for a seamless building of knowledge which will best prepare our students for high school and college. They utilized these findings and state standards to create the curriculum, ensuring the curriculum is aligned to and meets state requirements.

Additionally, the refinement of the curriculum was completed in collaboration with Dr. Robert Marzano and Associates and teachers are working toward the full implementation of formative and summative assessment as proposed by Dr. Marzano.

While the school utilizes the NHA Curriculum to guide instruction, it also understands how that curriculum aligns with State content standards. When the State's content standards require students to demonstrate knowledge or skills beyond or different from the NHA Curriculum, the school utilizes supplemental curricular tools and resources to ensure that students are fully equipped to demonstrate mastery according to the State's expectations.

### Methods of Effective Use of Technology

The school utilizes technology in a variety of ways to support student learning. Some of these may include Accelerated Reader, Lexia, Brian Pop and Raz Kids, which are each used to improve the academic achievement of all students. Additionally, the school uses myNHA to record attendance, discipline reports, and grades to inform instruction and remediation. All staff and students have internet access in order to research educational topics and ensure technology proficiency among students. Likewise, all staff members communicate via e-mail and voicemail to increase parent awareness and student progress.

### On-the-Job Learning

Since the school is a K-8 school that emphasizes a "back-to-basics" curriculum, on-the-job opportunities in a career sense are limited. However, the school does have a strong character education or moral focus component within its curriculum, and in that context, students are expected to serve others via specific service projects that are undertaken at each grade level. Additional on-the-job learning opportunities include: - Safety Monitor - Crossing Guard - Peer Mentoring - Junior Achievement - Career Day - Student Government - College and Career Fair

### Building Level Decision Making

#### Decision Making Process:

Decision-making authority within the school lies with the school's leadership team, although the school values and considers the input and perspective of staff and stakeholders as decisions

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are made. Each staff member and stakeholder's input is valuable, and decisions become effective only once consensus is achieved among them. Decisions support the vision and purpose of the school, National Heritage Academies, and also the best practices of school improvement research and effective teaching strategies. Staff members and stakeholders participate as appropriate as members of the school operating committees in partnership with the parents.

### Job Description of the School Improvement Team:

The school has a School Improvement Team that is responsible for the school improvement efforts of the school. Its job is to conduct the school's comprehensive needs assessment, analyzing student and other data in order to establish appropriate goals and strategies to reduce achievement gaps as identified in the annual gap analysis and adequate yearly progress reviews. The School Improvement Team also reviews and assists in the development, implementation, and evaluation of the following school improvement components: - Annual review of the Building Mission Statement - Building goals, strategies, and assessments based on academic standards for all students - Curriculum alignment with State Standards and Benchmarks, NHA Curriculum, and Core Knowledge objectives - Monitor and evaluate the process for the building school improvement plan - Building professional development plans consistent with student academic performance needs - The utilization of community resources and volunteers - Participatory decision-making process - Identifying community resources that enhance instructor and student learning

The School Improvement Planning Team meets regularly to assess progress on and accomplishment of goals and implementation of the various components of the Schoolwide Plan.