

South Buffalo Charter School



2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

David Ehrle, Superintendent, prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Chris Schafer	President	Finance, Facilities
Anne Marie Tryjankowski	Vice President	Personnel, Academic
Kathy Linhardt	Secretary	Personnel, Facilities
Elissa Wolf	Treasurer	Finance
Jennifer Mack	Trustee – Parent Member	Academic
James Weimer	Trustee	Facilities
Matthew Szalkowski	Trustee	Finance

David Ehrle has served as the school leader since 2017.

SCHOOL OVERVIEW

Narrative description of the school, e.g., mission, when it opened, what grades served, number of students, demographic characteristics of students, etc. The description may also include key design elements or other unique aspects of the school program. In addition, this description should include a summary of any notable changes to the charter’s academic program – especially those designed to accelerate learning to mitigate the effects of interrupted instruction caused by the COVID-19 pandemic.

The South Buffalo Charter School (SBCS) received approval in 1999 from the New York State Board of Regents. In the fall of 2000, the school was housed in Buffalo Public School 29, which was also occupied by the South Buffalo Community Center, the South Buffalo Grief Center and the South Buffalo Senior Center. The South Buffalo Charter School is currently located at 154 South Ogden Street, in the city of Buffalo, New York and primarily receives students who live in the surrounding communities. Approximately 70% of students come from the three surrounding zip codes. SBCS traditionally enrolls students from over ten school districts each year. SBCS serves students grades K-8 and the student body is composed of varying ethnic and socio-economic backgrounds, reflecting the multicultural diversity from the community. Well over 90% of our students receive free or reduced lunch, illustrating the socio-economic needs of our families. The students reflect a broad spectrum of learning styles and learning needs. SBCS strives to build a composite class that represents the multifaceted dimensions of our society.

SBCS’s mission states that South Buffalo Charter School is a collaborative learning community. Our focus on learning is driven by research, data, and collaborative reflection to increase student achievement. We are dedicated to creating students that are prepared for the 21st century through an environment that encompasses character education, technology integration, and rigorous academics.

As set forth in the school’s mission statement, we will focus on learning and increase student achievement through the following key elements:

- Collaborative Learning Community will focus on:
 - Collaborative Learning and Reflection
 - Research-based Best Practices
 - Data-Driven Decision Making
- Co-teachers
 - Through a grant, SBCS has been able to place co-teachers in almost every classroom since the 2021-2022 school year. The grant lasts for two years and we are hoping to be able to adjust our budget to maintain it after that. All K-6 classrooms and grades 7 and 8 core subjects have a co-teacher. This gives us the ability to provide more individualized instruction, pull small groups, reteach, and carry-on continuous instruction if one of the co teachers is absent.
- Datawise teams

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- The Datawise team was expanded to three more teachers to include different grade level teachers. The Datawise team now consists of five teachers and three administrators.
 - Three administrators and five teachers participated in the Datawise in Action during the 2022-2023 school year. During this time the teachers worked with a coach from Harvard to help with our data discussion with grade level teachers. This is an ongoing program that we will use throughout the 2023-2024 school year. It is a process to look at and evaluate data to make changes and promote growth in learning. The implementation will be guided by a representative from Harvard University.
- Summer school
 - SBCS has offered summer school to students in grades 1-6 since the summer of 2021. It was a 4-week program of in person learning. The funds for this were made available to us through a grant. We plan to continue this in the future. Buffalo Public already offers summer school to middle school students in grades 7 and 8, so our focus was on grades 1-6.
 - Through a grant, we were trained in the Springboard Collaborative Program in Enhanced Reading at School and Home. We used this program for K-3 summer school. It will continue each summer. Springboard Collaborative is a program that closes the literacy gap by closing the gap between home and school.
- Standards-Based Curriculum
 - SBCS continues to evaluate and align the curriculum. Grade level teams implement curriculum mapping and vertical planning to develop quality curricula designed to meet or exceed the New York State's Next Generation Learning Standards and ensure the sustainability of fundamental instructional goals. Research-based programs, texts, and supplemental materials are utilized to enhance the school's core curriculum.
- Technology Integration
 - The instructional program is enhanced through multimedia classrooms. These rooms may include some or all of the following equipment: computers, resident PCs, rovers, LCD projectors, document cameras, and one-to-one student Chromebooks. In addition, video cameras and digital cameras are available for classroom use. DVD players are integrated into the classroom rovers. Technology is an essential element of the ability of staff to meet student needs. The student information system is Power School and Performance Matters as a way to track academic, data, attendance, and behavior. iReady Reading and Math is used for data management and analysis. Teachers have the ability to use Google Classroom as an online learning management system.
- Character Education
 - SBCS is committed to a strong focus on integrating character education into the instructional program. Students are exposed to the basic principles

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

of core virtues such as; responsibility, respect, citizenship, kindness, courage, tolerance, self-control, honesty, determination, and teamwork.

- Extended Day and School Year
 - Research shows that an extended school day can result in an improvement of student achievement through increased instructional time. The school day at SBCS is seven hours, which is longer than the New York State requirement. Teachers and staff are required to be in attendance for no less than eight hours. The student day consists of almost 6.5 hours of instructional time and a social lunch period. The additional staff time is used for planning and professional development. The teachers attend additional days for professional development purposes prior to student attendance.
- Professional Development
 - Job-embedded professional development is a vital component of SBCS's dedication to the improvement of teaching and learning. Professional Development is integrated into the school day through common planning/data meetings where teachers receive support from the Leadership and Instructional Teams and outside consultants. In addition, no less than ten dedicated Professional Development and/or Superintendent Conference Days are included in the school calendar. Teachers and staff are also encouraged to attend Professional Development conferences outside school offerings.
- Parent/Guardian Involvement and Engagement
 - We have created the position of Family Engagement and Community Outreach Coordinator to help us keep families involved. SBCS offers the following opportunities to foster the home/school connection.
 - Open Enrollment Open House
 - Welcome Back Picnic
 - Open House
 - Three Parent Teacher Conferences
 - School Website and Teacher Webpages
 - Social Media (School Facebook Page, Instagram page and Twitter page)
 - PowerSchool parent portal
 - Teacher use of the Remind app and Google Guardian
 - Teacher/Administrator correspondence via email, phone and in person
 - One Call/One email/One text system for all families
 - Moving-Up Ceremonies
 - Kindergarten Screening
 - Student Support Team
 - Student Recognition Events
 - Evening Family Events (movie nights, STEAM night, Literacy night, Talent Show, School Musical, Pokemon night, Black History night, Spelling Bee, and Book Fair Bingo)
 - Open Board Meetings
 - Parent Satisfaction Survey

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- Parent Teacher Organization
- Relationships with Boys and Girls Club of Buffalo and Every Person Influences Children (EPIC).

SBCS has developed annual goals and objectives in accordance with the Charter School Institute and New York State Education Department, to fulfill its mission to increase student achievement and learning.

ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	100	95	101	101	95	102	99	97	98	X	X	X	X	888
2021-22	100	101	97	99	101	95	98	98	98	X	X	X	X	887
2022-23	93	102	92	103	102	97	94	97	93	X	X	X	X	873

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will become proficient in the ELA skills of Reading and Writing and Listening and Speaking and will make continuous yearly progress toward mastery of their ELA skills.

BACKGROUND

Provide a brief narrative discussing English language arts curriculum, instruction, assessment, and professional development at the school. Provide a summary of any important changes to the ELA program or staff during the 2022-23 school year.

Throughout the 2022-2023 school year, the focus of curriculum work was to continue implementing the NYS Next Generation Standards for Reading, Math and Science. Grades K-8 utilize Lucy Calkins Reading Workshop, which consists of three components that work together to teach children skills, strategies, and behaviors that will help them grow as readers. Its structure supports children's development because it incorporates both demonstration, guided practice, and individual practice. The Units of Study program supports explicit instruction in reading skills and strategies and offers extended time for reading. It provides strategic performance assessments to help teachers monitor progress, provide feedback, and help students set clear goals for their reading work. Grades K-8th also utilizes the Lucy Calkins Units

of Study in Writing Program, which supports explicit instruction in opinion/argument, information, and narrative writing and provides rich opportunities for practice. Teachers use learning progressions to observe and assess students' writing, to develop students' use of self-monitoring strategies and set them on trajectories of growth. These programs provide teachers with crystal-clear advice and on-the-job support for teaching efficient and effective reading and writing workshops. It also provides a comprehensive, cross-grade curriculum in which skills are introduced, developed, and deepened. We utilize K-2 Teacher's College Units of Study for phonics.

SBCS administered several different assessments throughout the year for various grade levels including school designed interim assessments; NY assessments for ELA grades 3-8, iReady Reading and Math, Teachers College running records, and teacher created assessments. Professional development was provided in the Units of Study in Reading, Writing, Phonics, and Student Engagement. Teachers and support staff also attended internal and external additional professional development opportunities, including many technologies based and Google Classroom workshops.

Teachers used the iReady program to monitor students and assign specific lessons based on need. Students were required to complete 30-60 minutes per week on iReady reading. Professional development was provided to teachers once in the Fall and then again in the Winter.

The school decided to have two certified teachers in every room K-8 for ELA to help close learning gaps. A lack of substitute teachers in the field of education allows us to be able to deliver a greater amount of interventions in the classroom. Co-teachers are able to structure intervention groups on a regular basis throughout the teaching day. It also proved to be advantageous in covering a classroom when one teacher was out instead of a substitute.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS Day of the previous school year).

2022-23 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	98	1	4	3	0	0	0	103
4	91	2	9	1	0	0	0	102
5	89	0	10	0	0	0	0	99
6	85	1	9	0	0	0	0	95
7	80	2	16	3	0	0	0	98
8	86	3	4	4	0	0	0	93
All	529	9	52	11	0	0	0	590

RESULTS AND EVALUATION

The students' performance on the New York State ELA exam demonstrates that overall SBCS has increased its level of proficiency from the previous year for the cohort data. The table below indicates that 529 out of 590 (89%) of students tested were enrolled in at least their second year at SBCS. In 2023 students enrolled in their second year had a proficiency of 37%, while all students enrolled had a proficiency of 38%.

The average of all grade level cohorts did not meet the proficient required outcome. The school missed the 75% proficiency goal. The school recognizes that 7th grade student performance was lower than all other grade levels.

South Buffalo Charter School was able to sustain a level of passing in the thirties for the past two school years.

In 2022-23, the cohort sustained 38% in grades 3-8 with the greatest gain in 6th grade with a 21% point increase, while our cohorts have the benefit of extended exposure to our comprehensive educational program. SBCS recognizes that our new student population often enters our school system with instructional gaps. In response, the school immediately acts to assess and intervene on each student's behalf through i-Ready and progress monitoring to maximize student

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

potential and eliminate depth of knowledge gaps. It is important to note that through continued creative scheduling SBCS maximizes time to allow for uninterrupted ELA instruction and intervention services.

Performance on 2022-23 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	98	35	36%	88	34	39%
4	91	35	38%	82	33	40%
5	89	33	37%	82	31	38%
6	85	33	38%	76	30	39%
7	80	27	34%	75	26	35%
8	86	32	37%	80	29	36%
All	529	195	37%	483	183	38%

¹ Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

ADDITIONAL EVIDENCE

In the face of NY State's curricular and assessment changes over the course of the last several years, SBCS has made some gains in reaching proficiency. The school has embraced these changes through the integration of Next Generation Standards, partnerships with BOCES and Teacher's College curriculum specialists, adoption and creation of an APPR plan, use of Data Driven Inquiry analysis across grade levels, creation of school-wide RTI plan and regularly scheduled professional development, systematic intervention services, robust special education programs and services, use of Danielson's Frameworks for teaching and supervision and evaluation of instructional staff, and the acquisition of appropriate materials and resources to support teachers and students. SBCS uses the Lucy Calkins Units of Study in Reading for grades 3-8, Lucy Calkins Units of Study in Writing for grades K-8 and Units of Study in Phonics for grades K-2. These are research-based programs that have data to support their success. SBCS is aware that in order to achieve and sustain proficiency, targeted support for teachers and students is our most valuable resource.

ELA Measure 2 - Absolute Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

ELA Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district

18 out of 18 students were proficient on the Math 1 Algebra Regents exam.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2022-23 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	39%	34		
4	40%	33		
5	38%	31		
6	39%	30		
7	35%	26		
8	36%	29		
All	38%	183		

ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.²

On the recommendation of CSI due to error, on the school's part of inaccurately reporting the economically disadvantaged students. According to in house calculations we should be up 5% from 75%-80%. The school will continue to work on correcting this error.

2021-22 English Language Arts Comparative Performance by Grade Level

² These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ³		Effect Size
		Actual	Predicted	
3	72.5	32.3	39.8	-0.39
4	70.2	39.4	35.8	0.21
5	78.3	18.2	29.0	-0.66
6	73.7	37.9	51.0	-0.78
7	78.4	33.7	40.4	-0.36
8	78.7	50.6	43.3	0.39
All	75.1	35.3	39.9	-0.27

ELA Measure 5 - Growth

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: **i-Ready**

At minimum, schools must provide specific growth results from the internal assessment used to supplement the state exams. Schools may modify and use the sample tables suitable for reporting these data available in [Appendix A](#). Paste the completed tables here.

	% Students on or Above Grade Level		
	Fall	Spring	Overall Change
3 rd	24%	51%	27%
4 th	16%	22%	6%
5 th	20%	32%	12%
6 th	20%	28%	8%
7 th	22%	30%	8%

³ Typically, the Institute uses schools’ mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

8 th	15%	22%	7%
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RESULTS AND EVALUATION

The iReady Reading Diagnostic Benchmark shows growth from Fall to Spring. All grade levels made growth with 3rd and 5th grade growing from 12%-27% points. As for 4th, 6th, 7th, and 8th grade they all grew but by a small margin from 6%-8% points. The iReady Diagnostic is an adaptive assessment that adjusts its questions to suit the student's needs. It provides valuable information to teachers, including sophisticated data and actionable insights to help them address students' individual needs and support meaningful progress.

SUMMARY OF THE ELA GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

South Buffalo Charter School did not make its absolute goal. Our proficiency rate of 38% which is 2% points higher than the 2021-22 NYS ELA Assessment, and this shows that the school is still on a steady increase towards our proficiency goal on the NYS ELA Assessment. SBCS

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	[No]
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	NO
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

EVALUATION OF ELA GOAL

Brief narrative highlighting results in the data tables above that directly addresses each measure.

Narrative explicitly stating whether the school met the measures and discussing by how much the school fell short of or exceeded the measures, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

SBCS is still outperforming the area Charter Schools and Buffalo Public Schools. We continue to review our school programs and make adjustments as needed for continued improvements.

ADDITIONAL CONTEXT AND EVIDENCE

Narrative discussing any concerns the school may have regarding the data reported above and the school's attempts to mitigate those concerns. For example, schools should describe any barriers to achieving high participation rates, unexpected challenges arising from the administration, etc. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the Elementary/Middle ELA goal should report those results here.**

We understand that we did not report the economically disadvantaged numbers of students correctly. We have been working with families to receive the documentation that is needed to report this number more accurately. We have been running weekly checks to see how many families we are still missing, as well as sending this paperwork to these families until we receive them. We also have offered assistance with filling out this paperwork through our Family Engagement and Community Outreach Coordinator.

ELA ACTION PLAN

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting. The narrative also explains what specific steps the school will take to maintain or improve academic performance based on the specific results associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or subpopulations.

SBCS has designed a comprehensive plan of action in order to continue the progress made in ELA. Our plan includes the following: use of Performance Matters, continuation of the Units of Study in Writing for grades K-8 and reading for grades K-8 and the Study in Phonics for grades K-2 and continue word study grade 3rd -8th to help students decode larger words by explicitly teaching prefixes and suffixes. Interim assessments for all grades K-8, along with midterm and final exams in 7th and 8th grade. SBCS has continued professional development with representatives from Teachers College and Erie 1 BOCES, along with Buffalo State College.

Performance Matters:

Performance Matters is a web-based education software program that helps educators prioritize New York State standards, build online or paper assessments aligned to standards, print and scan answer sheets, quickly pin-point student strengths and weaknesses, and identify when standards/skills are mastered. Teachers will build and align all assessments to New York State standards in Performance Matters. One feature that will assist our teachers is that once the assessment is completed the data from the assessment will automatically generate in Power Teacher and teachers will not have to transfer grades into their grade book. Performance Matters allows teachers to track results based on standards in real time so as to adjust his or her instruction in order to meet the needs of students. During our grade level or data meetings, we use the Datawise process as a means to analyze the many data reports that teachers and administrators can pull to create instructional action plans that respond to the needs of students. The use of this software and its applications will support us in increasing student achievement.

Curriculum:

SBCS will continue to use the Lucy Calkins Units of Study in Reading and Writing for grades K – 8 and the Units of Study in Phonics for Grades K-2. We will continue a word study program grades 3rd-8th that will explicitly teach prefixes and suffixes. This will help students to be able to read and understand more challenging vocabulary and words. Teachers created pacing guides and will be working on curriculum maps throughout the school year.

Our proficiency rate continues to grow with the implementation of these programs. Our staff is getting ongoing training in all ELA curriculum. Our goal is to create a love for reading and writing with large classroom libraries and writing celebrations. Through teacher training and improved reading and writing ability, we expect to increase achievement.

Assessments:

Our instructional staff will work on creating ELA interim assessments, specifically addressing the New York State learning standards. As teachers have gained a deeper understanding of their grade level standards, they adjusted their “I can” statements. These assessments will allow SBCS the critical information to inform and adjust curriculum, programs, and practices to better meet the needs of our students. Along with teacher created assessments, the school also uses all Units of Study assessments and schoolwide benchmark assessments such as i-Ready Reading for grades K-8, and Teachers College Running Records for grades K-8. The data collected from these assessments are used as data points, along with New York State assessments, to determine if a student needs access to RTI/AIS services. All common assessments are aligned to standards and input into Performance Matters for easy access to a variety of data reports. The past Grading Policy did not give teachers an opportunity to have report card grades reflect student ability. A new policy has ensured a greater ability to involve parents and give students some responsibility for the knowledge of their achievement levels.

Intervention:

For the 2022-2023 school year, SBCS all students in a grade level will receive the intervention or enrichment from a grade level teacher. As a co-teaching school, we have 2 teachers in every homeroom which allows for the grade level to divide students up based on their i-Ready

assessments. Students in grade 1st -6th grades will participate in this model. Students who score red or are two or more grades level below will work with a classroom teacher in a group size of 6 or less. These students will work the teachers assigned to them daily for 30 minutes. Students who are one grade level below will complete lessons on i-Ready daily and also work with a teacher multiple times in the week. The students who are on or above grade level will work with a teacher on enriching activities. Lastly, the students that need more intense services will have Tier 3 with an Orton and Gillingham trained teacher. Tier 3 will meet daily for 30 mins.

Intervention is a dedicated period per subject and grade level, to look at and evaluate data for all students at the grade level and form groups based on needs. Meetings will be held monthly to evaluate groups and needs and redistribute based on progress monitoring. All students will receive intervention services, some for remediation and some for enrichment.

Resources for intervention may include Leveled Literacy Intervention (LLI), New York Ready materials, i-Ready custom assignments/assessments, Jennifer Serravallo literacy instruction books. Progress monitoring materials will be developed on Performance Matters and will be standards based, mirroring the language and design of New York State assessments.

School Schedule:

Students in grades K-6 have 60 minutes for Math daily, while 7th and 8th grade have Math for 42 minutes periods. The change in the school schedule allowed for all K-6 students to receive Math intervention for 30 minutes a day. K-6th grades Math intervention times are staggered to allow Tier 3 intervention services to be provided to students in 1st-6th grade. Grades 7th and 8th have intervention every other day for 40 minutes. The 7th and 8th grade schedule allows for more teachers to help with intervention and enrichment activities. SBCS designed a schedule to offer chorus to students in 4th -8th grade, and band to students in 4th-7th grade. Teachers in all grade levels have a common planning period which will allow for all grade levels to have monthly data meetings.

Professional Development:

The school continues to work with Teacher's College and BOCES curriculum specialists to provide professional development to our teachers.

We have two dedicated staff developers associated with Teacher's College that provide training to our teachers monthly. Our TC staff developers are with us two-three days during most months. They provide training, model lessons, and then debrief and reflect with our teachers. There is also time for teachers to plan together, look at student work and collaborate with the staff developer present to guide them.

We also have a BOCES behavior and student engagement specialist with us monthly. He observes teachers for a class period and then meets with them to confer about what he saw and offer positive feedback and constructive criticism. This gives our teachers more opportunity to teach and less time to focus on behavior management.

Finally, SBCS is aware that in order to achieve and sustain proficiency, targeted support for teachers and students is our most valuable resource. Administration will continue to provide daily instructional support, data driven dialogue and professional development to teachers throughout the school year.

As a way to help new teachers, SBCS has implemented a Mentor teacher training program. We are working with Buffalo State University to create a program to teach our students how to be a mentor teacher. Through this training the mentors are being trained to provide feedback, and offer assistance for the new teachers. The new teachers benefit from working with a veteran teacher.

GOAL 2: MATHEMATICS

Students will become proficient in the mathematics skills of problem solving and computation and will make continuous yearly progress toward mastery of the mathematics skills.

BACKGROUND

Provide a brief narrative discussing the mathematics curriculum, instruction, assessment, and professional development at the school. Provide a summary of any important changes to the mathematics program or staff during the 2022-23 school year.

The Envisions Math Program is a comprehensive mathematics curriculum that provides focus, coherence, and rigor of the Next Generation State Standards. The program also provided consistency for teaching Math to all students K-8th grade. Grade 6 was assigned a pilot program for Math called iReady Math classroom to review an option we may find better suited for our staff and students.

SBCS continued to provide professional development and curriculum development to our staff with alignment to the program, pacing, and assessment design. Teachers spent time over the summer adjusting the curriculum maps and pacing guides to acknowledge gaps in learning. A combination of whole and small group instruction, guided math and flexible grouping, was used to ensure that students became fluent in mathematics.

SBCS administered several different math assessments throughout the year including: iReady Math Diagnostic Benchmark for grades K-8th and Interim Assessments for grades 3rd-8th. SBCS utilized the EnVisions quizzes, lesson quick checks, topic assessments and cumulative topic tests for ongoing assessment purposes throughout the year to improve both teaching and learning. We only administered the NYS math assessment 3rd -8th grade along with interim assessments K-8.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Teachers used the iReady program to monitor students and assign specific lessons based on need. Students were required to complete 30-60 minutes per week on iReady math.

The school chose to have two certified teachers in every room 1-8 for Math to help close learning gaps.

Elementary and Middle Mathematics

Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 3rd through 8th grades in spring 2022. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Administrative error	Medically excused	Other reason	Took Regents	
3	93	3	7	3	0	0	0	0	103
4	92	2	8	1	0	0	0	0	102
5	81	2	16	0	0	0	0	0	99
6	80	4	11	0	0	0	0	0	95
7	65	1	32	3	0	0	0	0	98
8	55	3	17	4	0	0	0	18	93
All	466	15	91	11	0	0	0	18	590

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

The average of all grade level cohorts did not meet the proficiency required outcome. The school missed the 75% proficiency goal. We received a 43% proficiency rate for all students as well as those in at least their second year. The school recognizes that 4th and 8th grade students' performance was lower than all other grade levels and that this is below the overall goal. SBCS has increased its math proficiency from the prior year.

In 2022-2023, the cohort achieved increases in grades 4th, 5th and 8th. Grades 3rd, 5th and 6th remained the same. SBCS recognizes that our new student population often enters our school system with instructional gaps. In response, the school immediately acts to assess and intervene on each student's behalf through i-Ready Math assessments and progress monitoring to maximize student potential and eliminate depth of knowledge gaps.

Performance on 2022-23 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	93	32	34%	84	30	36%
4	92	29	31%	83	26	31%
5	81	49	60%	75	26	59%
6	80	47	59%	73	46	63%
7	65	26	40%	61	26	43%
8	55	17	30%	61	16	26%
All	466	200	42%	437	170	43%

Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

Math Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

2022-23 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	36%	84		
4	31%	83		
5	59%	75		
6	63%	73		
7	43%	61		
8	26%	61		
All	43%	437		

Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

On the recommendation of CSI due to error, on the school's part of inaccurately reporting the economically disadvantaged students. According to in house calculations we should be up 5% from 75%-80%. The school will continue to work on correcting this error.

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	72.5	27.7	40.5	-0.61
4	70.2	34.4	35.5	-0.06
5	78.3	38.8	26.3	0.68
6	73.7	18.0	30.4	-0.67
7	78.4	16.3	24.2	-0.42
8	78.7	25.9	18.1	0.41
All	75.1	26.9	29.6	-0.13

Math Measure 5 - Growth

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

MATHEMATICS INTERNAL EXAM RESULTS

It remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide narrative discussing how the school evaluated student growth and achievement in mathematics during the 2022-23 school year using internal assessments.

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: **i-Ready**

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

At minimum, schools must provide specific growth results from the internal assessment used to supplement the state exams. Schools may modify and use the sample tables suitable for reporting these data available in [Appendix A](#). Paste the completed tables here.

% Students on or Above Grade Level			
	Fall	Spring	Overall Change
3rd	4%	36%	32%
4th	7%	27%	20%
5th	7%	32%	25%
6th	14%	52%	38%
7th	10%	26%	16%
8th	8%	37%	29%

The iReady Reading Diagnostic Benchmark shows growth from Fall to Spring. All grade levels made growth growing from 16%-38% points. Even though 7th grew they had the smallest margin from 10%-26% points. The iReady Diagnostic is an adaptive assessment that adjusts its questions to suit the student's needs. It provides valuable information to teachers, including sophisticated data and actionable insights to help them address students' individual needs and support meaningful progress. The pilot of Ready Math in sixth grade is showing dividends based of the iReady data and we will pursue the idea of moving forward with more grade levels.

SUMMARY OF THE MATHEMATICS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	NO
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression	NO

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	analysis controlling for economically disadvantaged students among all public schools in New York State.	
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

EVALUATION OF THE MATHEMATICS GOAL

Brief narrative highlighting results in the data tables above that directly addresses each measure. Narrative explicitly stating whether the school met the measures and discussing by how much the school fell short of or exceeded the measures, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

SBCS is still outperforming many of the area Charter Schools and Buffalo Public Schools. We continue to review our school programs and make adjustments as needed.

ADDITIONAL CONTEXT AND EVIDENCE

Narrative discussing any concerns the school may have regarding the data reported above and the school's attempts to mitigate those concerns. For example, schools should describe any barriers to achieving high participation rates, unexpected challenges arising from the administration, etc. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the Elementary/Middle Math goal should report those results here.**

We understand that we did not report the economically disadvantaged numbers of students correctly. We have been working with families to receive the documentation that is needed to report this number more accurately. We have been running weekly checks to see how many families we are still missing, as well as sending this paperwork to these families until we receive them. We also have offered assistance with filling out this paperwork through our Family Engagement and Community Outreach Coordinator.

MATHEMATICS ACTION PLAN

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting. The narrative also explains what specific steps the school will take to maintain or improve academic performance based on the specific results associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or subpopulations.

SBCS has designed a comprehensive plan of action in order to continue the progress made in Math. Our plan includes the following: use of Performance Matters, continuation of Envisions Math 2.0 program, use of online resources such as Reflex Math and First in Math, interim

assessments K-8 and two certified teachers in all homerooms and in the 7th and 8th Math class. SBCS continued professional development with representatives from Erie 1 BOCES, who will also come into the building monthly to work with Math teachers.

Performance Matters:

Performance Matters is a web-based education software program that helps educators prioritize New York State standards, build online or paper assessments aligned to standards, print and scan answer sheets, quickly pin-point student strengths and weaknesses, and identify when standards/skills are mastered. Teachers will build and align all assessments to New York State standards in Performance Matters. One feature that will assist our teachers is that once the assessment is completed the data from the assessment will automatically generate in Power Teacher and teachers will not have to transfer grades into their grade book. Performance Matters allows teachers to track results based on standards in real time so as to adjust his or her instruction in order to meet the needs of students. During our grade level or data meetings, we use the Datawise process to analyze the many data reports that teachers and administrators can pull to create instructional action plans that respond to the needs of students. The use of this software and its applications will support us in increasing student achievement.

Curriculum:

SBCS will continue to use the Envisions Math 2.0 Program as a comprehensive mathematics curriculum for grades K-5, 7th and 8th, while 6th grade piloted iReady Math classroom. Reflex Math and First in Math is used as supplemental online resources to improve fact fluency. Prodigy Math is also used to reinforce math skills for upper grades.

Teachers created pacing guides and will be working on curriculum maps throughout the school year.

For the 2023-2024 school year, SBCS will also be continuing an Advanced Math class for 7th grade and Algebra 1 for 8th grade.

The changes have been made to continue the increase in student development and achievement. Our staff is getting ongoing training in the math curriculum from Erie 1 BOCES.

Assessments:

Our instructional staff will be working on creating interim Math assessments for K-8, and midterm and final exams for 7th and 8th. These assessments will specifically be addressing the New York State learning standards. As teachers have gained a deeper understanding of their grade level standards, they have adjusted their "I can" statements. These assessments will allow SBCS the critical information to inform and adjust curriculum, programs, and practices to better meet the needs of our students. Along with teacher created assessments, the school also

utilizes the EnVisions 2.0 Math assessments which includes lesson quick checks, end of topic tests and cumulative assessments.

The data collected from these assessments are used as data points, along with New York State assessments, to determine if a student needs access to RTI/AIS services. All interim assessments and final exams will be aligned to standards and input into Performance Matters for easy access to a variety of data reports.

Intervention:

For the 2023-2024 school year, all students in a K-8 will receive intervention or enrichment from a grade level teacher. As a co-teaching school, we have 2 teachers in every homeroom which will allow each grade to divide students up based on their i-Ready assessments. Students in grade 1st -6th grade will participate in this model. Students who score red or are two or more grade level below in I-Ready will work with a classroom teacher in a group size of 6 or less. These students will work the teachers assigned to them daily for 30 minutes. Students who are one grade level below will complete lessons on i-Ready daily and work with a teacher multiple times in the week. The students who are on or above grade level will work with a teacher on enriching activities. Lastly, the students that need more intense services will have Tier 3 daily.

This is a dedicated period per subject and grade level, to look at and evaluate data for all students at the grade level and form groups based on needs. Meetings will be held monthly to evaluate groups and needs and redistribute based on progress monitoring. All students will receive intervention services, some for remediation and some for enrichment.

Resources for intervention may include New York Ready materials, i-Ready custom and assignments/assessments.

School Schedule:

Students in grades K-6 have 60 minutes for Math daily, while 7th and 8th grade have Math for 42 minutes periods. The change in the school schedule allowed for all K-6 students to receive Math intervention for 30 minutes a day. K-6th grades Math intervention times are staggered to allow Tier 3 intervention services to be provided to students in 1st-6th grade. Grade 7th and 8th have intervention every other day for 40 minutes. The 7th and 8th grade schedule allows for more teachers to help with intervention and enrichment activities. SBCS designed a schedule to offer chorus to students in 4th -8th grade, and band to students in 4th-7th grade. Teachers in all grade levels have a common planning period which will allow for all grade levels to have monthly data meetings.

Professional Development:

The school continues to work with Erie 1 BOCES curriculum specialist to provide professional development to our teachers. For the 2023-24 school year, we will have a math specialist from Erie 1 BOCES working with teachers monthly.

Teachers have access to continuous professional development for Envisions 2.0 live webinars. Differentiated professional development is offered through Envisions 2.0 to meet the individual needs of the teachers to enhance instruction. 6th Math received iReady Math classroom training throughout the school year.

We also have a BOCES behavior and student engagement specialist with us monthly. He observes teachers for a class period and then meets with them to confer about what he saw and offer positive feedback and constructive criticism. This gives our teachers more opportunity to teach and less time to focus on behavior management.

Finally, SBCS is aware that in order to achieve and sustain proficiency, targeted support for teachers and students is our most valuable resource. Administration will continue to provide daily instructional support, data driven dialogue and professional development to teachers throughout the school year.

GOAL 3: SCIENCE

Students will become proficient in their knowledge, skills and concepts of science and will make continuous yearly progress toward mastery in these areas.

BACKGROUND

The focus of curriculum work this year was to continue to align the curriculum vertically and horizontally within the school and strengthen the core by mapping content, skills and standards. SBCS uses the Elevate Science program as a research-based resource to serve as the foundational framework of the science curriculum grades K-8. SBCS administers several different assessments throughout the year for various grade levels including benchmark assessments, teacher created formative and summative assessments and NYS 4th and 8th Science assessments.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

The school administered the New York State Testing Program science assessment to students in 8th grade in spring 2023. The table below summarizes the performance of students enrolled for at least two years.

METHOD

The school administered the New York State Testing Program science assessment to students in 8th grade in spring 2023. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

The table below indicates that all the 8th graders who took the test were enrolled in at least their second year at SBCS.

Charter School Performance on 2022-23 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
4	0	0	0
8	79	31	39%
All	79	31	39%

Science Measure 2 - Comparative

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

2022-23 State Science Exam
Charter School and District Performance by Grade Level

Grade	Charter School Students in at Least 2 nd Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4	0	0	0			

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

8	79	31	39%			
All	79	31	39%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Present a narrative providing an overall discussion of the school’s attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	No
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A

EVALUATION OF THE SCIENCE GOAL

Brief narrative highlighting results in the data tables above that directly addresses each measure. Narrative explicitly stating whether the school met the measures and discussing by how much the school fell short of or exceeded the measures, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

SBCS did not achieve 75% proficiency with all tests enrolled in at least their second year. 8th Grade scored 39% proficiency.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

ACTION PLAN

SBCS has designed a comprehensive plan of action to address progress in the science program. Grades 3rd-8th are currently using the TCI Science curriculum. Grades K-2 are using Mystery Science and Generation Genius. All grade levels have access to Generation Genius and Mystery Science. As of the 2023-2024 school year, SBCS has aligned the science curriculum K-8. Throughout the school year grade levels worked together to create a more hands-on experience for our students. Teachers looked closely at the New York State Science Learning Standard. Our plan includes the following: use of Performance Matters, cohesive and aligned Curriculum, common formative and summative assessments, research-based intervention programming, and professional development.

Performance Matters:

Performance Matters is a web-based education software program that helps educators prioritize New York State standards, build online or paper assessments aligned to standards, print and scan answer sheets, quickly pin-point student strengths and weaknesses, and identify when standards/skills are mastered. Teachers will build and align all assessments to New York State standards in Performance Matters. One feature that will assist our teachers is that once the assessment is completed the data from the assessment will automatically generate in Power Teacher and teachers will not have to transfer grades into their grade book. Performance Matters allows teachers to track results based on standards in real time so as to adjust his or her instruction in order to meet the needs of students. During our grade level or data meetings, we use the Datawise process to analyze the many data reports that teachers and administrators can pull to create instructional action plans that respond to the needs of students. The use of this software and its applications will support us in increasing student achievement.

Curriculum:

Throughout the course of the 2023-2024 school year, SBCS continued to review, revise and edit the scope and sequence of our science curriculum. Grade level teachers worked together with Erie 1 BOCES to gain knowledge on these Next Gen Science standards and how to read and implement the standards. Along with the BOCES curriculum specialist, had vertical grade level discussion around the Next Gen Science standards teachers have been able to determine how best to teach and assess these standards. These teachers then began to look at their grade level curriculum to determine if they need to supplement their curriculum to ensure that they are not just teaching but also spiraling these standards throughout the school year.

TCI Science is a comprehensive 3-8 science program that focuses on active, student-centered learning. The blended print and digital curriculum engage students in phenomena-based inquiry, three-dimensional learning, and hands-on investigations. TCI Science builds students' critical thinking, questioning, and collaboration skills. It fuels interest in STEM and creative problem solving while supporting literacy development for elementary-age learners. The program raises student interest and helps teachers approach science teaching with a new level of confidence.

Assessments:

The TCI Science 3-8 incorporates assessments throughout the lessons. All science assessments will be housed in Performance Matters and Power School. These assessments are aligned to standards and the use of Performance Matters gives us the ability to access a variety of data reports. 7th and 8th Grade will also be implementing mid-term and final exams for the 2023-2024 school year.

Professional Development:

The school continues to work with Erie 1 BOCES curriculum specialists to provide professional development to our teachers for the grades K-8. Erie 1 BOCES training was provided to all teachers K-8 on aligning instruction across grade levels, creating a scope and sequence, and determining what materials they will need throughout the school year. Teachers' 6th-8th grade looked at standards and created a scope and sequence to make sure that all standards are covered prior to completing their final year of 8th grade. Teachers will be able to attend professional development courses which may be offered through BOCES or other outside agencies. Attending these types of professional development gives our teachers an opportunity to collaborate with teachers from other schools and districts and learn from professionals in the science fields.

Through the Fellowship, the teachers will have a sound understanding of the Next Gen Science standards along with the information on what students have and have not learned. This information not only helps us decide what to teach, who to teach and how to teach; it also gives clues as to how to improve curriculum and assessment and identify professional development needs.

The professional development that ACASE will be providing for the SBCS Fellowship in Practical Educational Science will prepare teachers and administrators to obtain practical, useful, reliable, and timely information on student attainment that can serve all of the purposes mentioned above.

GOAL 4: ESSA

ESSA Measure 1

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Meets Expectations

ADDITIONAL CONTEXT AND EVIDENCE

Provide a narrative reviewing the school's ESSA status during each year of the current Accountability Period.

SBCS traditionally is a school in good standing. The test scores for both Math and ELA have increased and SBCS is traditionally well above the local school district. All charter schools in the WNY area are listed as Meets Expectations and so is SBCS

