



PROPOSAL TRANSMITTAL AND SUMMARY FORM

Proposed School Information			
Charter School Name:	Buffalo Creek Academy Charter School		
Education Corp. Name:	Buffalo Creek Academy Charter School		
Education Corp. Status:	New Education Corporation	Proposal Type:	Standard New School Propo:
School District (or NYC CSD):	Buffalo City School District	Opening Date:	8/1/2020

Proposed Grades and Enrollment		
Charter Year	Grades	Enrollment
Year 1	5-6	112
Year 2	5-7	168
Year 3	5-8	224
Year 4	5-9	280
Year 5	5-10	336

Proposed Affiliations (if any)	
Charter Management Company ("CMO"):	
CMO Public Contact Info (Name, Phone):	
Partner Organization:	
Partner Public Contact Info (Name, Phone):	

Lead Applicant Contact Information					
First Lead Applicant Name:		Christopher Ralph Manning			
Applicant is a:	<input type="checkbox"/> Parent	<input type="checkbox"/> Teacher	<input checked="" type="checkbox"/> School Administrator	<input checked="" type="checkbox"/> District Resident	<input type="checkbox"/> Education Corp./Charter School
Organization Name:					
Applicant Mailing Address:		[REDACTED]			
Primary Phone #:	[REDACTED]	Secondary Phone #:		Email:	[REDACTED]
Second Lead Applicant Name:					
Applicant is a:	<input type="checkbox"/> Parent	<input type="checkbox"/> Teacher	<input type="checkbox"/> School Administrator	<input type="checkbox"/> District Resident	<input type="checkbox"/> Education Corp./Charter School
Organization Name:					
Applicant Mailing Address:					
Primary Phone #:		Secondary Phone #:		Email:	
List additional lead applicants in the "Other" section. <input type="checkbox"/> Not Applicable <input type="checkbox"/> Additional Applicants Listed in "Other"					

Media/Public Contact Information (required)			
Name:	Christopher Ralph Manning	Phone #:	716-602-9472
Email:	cmanning@buildingexcell		

Lead Applicant Signature	
Signature:	Digitally signed by Dr. Christopher Ralph Manning Date: 2019.02.26 20:07:29 -05'00'
Date:	2/26/2019

By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this proposal to establish a charter school pursuant to the New York Charter Schools Act with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

Program Design**MISSION STATEMENT (IF DIFFERENT FROM INTENT TO APPLY FORM)**

There is no change from the Intent to Apply form.

KEY DESIGN ELEMENTS (IF DIFFERENT FROM INTENT TO APPLY FORM)

There is no change from the Intent to Apply form.

BRIEF OVERVIEW OF ACADEMIC PROGRAM (IF DIFFERENT FROM INTENT TO APPLY FORM)

There is no change from the Intent to Apply form.

School Management

MANAGEMENT STRUCTURE (IF DIFFERENT FROM INTENT TO APPLY FORM)

There is no change from the Intent to Apply form.

ROLE OF CMO OR PARTNER(S) (IF DIFFERENT FROM INTENT TO APPLY FORM)

There is no change from the Intent to Apply form.

School Facility Plans (If different from Intent to Apply Form)

There is no change from the Intent to Apply form.

Board Member Names and Biographical Summaries (If different from Intent to Apply Form)

There has been one change since submission of the Letter of Intent form. All current information is provided here.

The Founding Team of Buffalo Creek Academy Charter School will populate the inaugural Board of Trustees, with the exception of Dr. Christopher Manning, whom we intend to serve as our Founding Executive Director. All members came together through the fall of 2018, and together are deeply committed to the success of our mission, our community, and the delivery of LIFE-changing results for our students.

Proposed Board Chair Candace Moppins is a Buffalo native and Executive Director of the Metro Community Development Corporation, based out of the Delavan-Grider Community Center. After studying at the City University of New York, Ms. Moppins became a Registered Nurse, completing her studies at Trocaire College's Main Campus in Buffalo.



Other

R-00b – Statistical Overview

Request is not applicable.

R-00c - Replication Checklist

Request is not applicable.



Buffalo Creek Academy

Response 00bc-1

R-01ac – Community Need and Proposed School Impact

a. Community Description and Need

- Provide an analysis of the community and target population for the school including:
- A description of the community from which the proposed school intends to draw students;
- Community demographics;
- A description of the specific population of students the proposed school intends to serve;
- The applicant's rationale for selecting the community;
- Performance of local schools in meeting the community's need; and,
- How the proposed school would provide a needed alternative for the community.

City of Buffalo

“Schools need to be hell-bent on maintaining high standards and high expectations, while also ensuring that all students and staff have the resources and support they need to meet those high standards. Too often, especially in under-resourced communities and schools, we lower the bar for our kids. Either we don’t think they are capable, or we feel bad that they carry so many more burdens and challenges. But lowering the bar is a huge disservice.” – Katie Campos, Former Executive Director, Teach For America Buffalo¹

The City of Buffalo has a population of 258,612² and a population density of 6,346 people per square mile. The poverty rate in Buffalo is twice that of the rest of Western New York State. Over a third of Buffalo residents were considered poor in 2015, an increase from 31% in 2014.³ The region’s poverty rate for the Black/African-American population was 32.3%, while for the White population it was 9.3%. Across the city, 14% of the region’s White population live in areas of concentrated poverty, compared to 64% of the Black population living in such concentration.⁴

Buffalo Public Schools (“BPS”) provides education for the vast majority of families within the city, with over 31,398 students enrolled across 67 public schools; the city also has 20 public charter schools.⁵ Looking at the demographics of students attending public school in Buffalo, 76% of students are eligible for free lunch and 1% are eligible for reduced-price lunch. The student population is diverse, with 1% of students identifying as American Indian or Alaskan Native, 47% identifying as Black or African American, 19% identifying as Hispanic or Latino, 9% identifying as Asian or Native Hawaiian/Other Pacific Islander, 20% identifying as White, and 4% identifying as multi-racial. Further, 20% of BPS students require special education services, and 10% are English Language Learners. In 2017, the high school graduation rate for Buffalo was 63%.⁶

Communities of East Buffalo

“East Buffalo is in need of more schools. Now whether the schools are traditional public schools, charter schools, or private schools, the new schools need to provide a quality

¹ Ms. Campos attended high school with Buffalo Creek Academy Charter School Founding Board member Jessica Smith; Ms. Campos expressed these thoughts in email discussion with Ms. Smith on February 2, 2019.

² Buffalo City US Census Data. <https://www.census.gov/quickfacts/fact/table/buffalocitynewyork/PST045217>.

³ Child Poverty Rates in Buffalo. <https://buffalonews.com/2016/10/01/half-buffalo-children-live-poverty-new-census-figures-show/>.

⁴ Buffalo Truth Commission Report.

https://ppgbuffalo.org/files/documents/poverty_low_wage_work_income_inequality/truth_commission_report_poverty_in_buffalo_causes_impacts_solutions.pdf.

⁵ Buffalo Public Charter School Data. <https://data.nysed.gov/profile.php?instid=800000052968>.

⁶ Buffalo Public School Data. <https://data.nysed.gov/gradrate.php?year=2018&instid=800000052968>.



education for our children.” - Ulysees Wingo, Buffalo Common Council Member and Pastor of Antioch Baptist Church⁷

The East Side of Buffalo is known for its lack of infrastructure, high rates of poverty, and limited options for quality schools.⁸ While considering and researching multiple areas throughout Buffalo in need of a college preparatory charter middle and high school, it became apparent to the Founding Team that the area on the easternmost edge of Buffalo was the area with the greatest amount of need.⁹ Childhood poverty is represented at a higher rate on the East Side, at a rate of 74%¹⁰ which is higher than 98.8% or more neighborhoods across our country.

The target location for Buffalo Creek Academy Charter School (“Buffalo Creek Academy”) is the Schiller Park community and surrounding areas, which in total encompass the zip codes of 14211, 14212, and 14215, and has 270,416 residents. There are 8 traditional public schools and 5 public charter schools, spanning grades 5-12, located in these areas.

Looking historically, the population of Schiller Park has decreased in size over the last 60 years¹¹ even as it maintains a high population density. The community’s economic base has also decreased over time, with lowered property values and adult education attainment rates, and high crime rates. Racially isolated, Schiller Park is less diverse when compared to other neighborhoods in Buffalo, with resident demographics of 82% Black, 11.5% White, 2.5 % Hispanic, 1.8 % Asian, and 2.5 % mixed race.

Research continues to show poverty as a significant risk factor for student achievement: “Across the U.S., large numbers of young children are affected by one or more risk factors that have been linked to academic failure and poor health. Chief among them is family economic hardship, which is consistently associated with negative outcomes in these two domains.”¹² The median household income in Schiller Park is \$27,234, which is nearly 20% lower than that of Buffalo as a whole at \$32,883, and nearly 60% lower than that of the State of New York household income at \$64,894.¹³

Research also continues to show a family’s educational attainment as a strong predictor of student achievement.¹⁴ Educational attainment per household in Schiller Park is low when compared to that of greater Buffalo: 42.5% of adults in Schiller Park hold less than a high school diploma, compared to 16.1% in Buffalo; 11% of adults hold a high school diploma, compared to 28.1% in Buffalo; 5.9 % of adults hold a bachelor’s degree, compared to 16.6 % in Buffalo; 4.3 % of adults hold a master’s degree, compared to 7.2% in Buffalo.¹⁵

The average household size is 6.2 people in Schiller Park, compared to 2.3 people in Buffalo; 12.6% of the families in Schiller Park are married-couple with children, compared to 24.2 % in Buffalo; 27.4 % of the households in Schiller Park are single-mother households, compared to

⁷ Lead Founder and proposed Executive Director Dr. Christopher Manning spoke directly to the Councilman and Pastor regarding his outlook on the proliferation of public school choices on December 1, 2018 while attending a career fair at the Gateway-Longview’s Family Resource Center on Buffalo’s East Side.

⁸ Blatto, Anna. *A City Divided: A Brief History of Segregation in Buffalo*. April 2018. Partnership for the Public Good. This research is complimented by the consistent trend of voices across the community which express this lack of infrastructure and resources, and these views are further supported by the personal and professional experiences of several members of our Founding Team.

⁹ <https://www.theguardian.com/society/2016/jan/07/east-buffalo-drug-addiction-violence>.

¹⁰ <https://www.neighborhoodscout.com/ny/buffalo/bailey-doat>.

¹¹ Ibid.

¹² Robbins, Taylor, Shannon Stagman, and Sheila Smith. “Young Children At Risk: National and State Prevalence of Risk Factors.” Oct 2012 National Center for Children in Poverty. www.nccp.org/publications/pub_1073.html.

¹³ <https://www.deptofnumbers.com/income/new-york/>.

¹⁴ Robbins, Taylor. www.nccp.org/publications/pub_1073.html.

¹⁵ <https://www.deptofnumbers.com/income/new-york/>.



19.4 % in Buffalo. The property value for detached houses in Schiller Park is \$54,742, compared to \$357,272 statewide. The crime index for Schiller Park is 537.4, compared to 236.5 nationwide.¹⁶ Reported each year by the FBI, the crime index illustrates the trends and statistics of criminal activity as it has occurred nation-wide, with data disaggregated by zip code.

Despite these difficulties, and embedded within the broader renaissance within the city, the residents of Schiller Park experience themselves as separate from those improvements, and are currently working to bring business to the area and increase the quality of life in a section of the city that they experience as being left out and behind initiatives as being brought to other sections of the city. There are new restaurants opening and discussions at the Common Council level with regard to further development projects.¹⁷ The quality of life here, however, continues to be challenged by the lack of access to a high-achieving middle and high school specifically designed to address the needs of young people growing up here, in poverty, with the majority of adults undereducated, and with a need for hope and transformation - to fulfill the persistent dreams of parents, grandparents, and guardians for a better life for their children and the next generation of their families.¹⁸

Rationale for Selecting the Community

There are many community issues such as unemployment, crime, and poverty rates that could stand to be reduced as the result of a more educated labor force.¹⁹ We also know that Buffalo as a city is in need of more schools that drive high performance and actively works towards the betterment of its many communities.²⁰ Impacted by a myriad of social issues with which the larger city is grappling, this community was selected based on many conversations and listening sessions conducted by the Founding Team on the East Side of Buffalo. Many community leaders, business owners, home-owners, and religious leaders have made it clear that providing a quality education option on the East Side has been a continuous need for many years.

“When thinking of a quality school I would 1st want people in charge, teachers and administration, to be diversified [sic] and more reflective of Buffalo. The school would also need extra support to aid the student, and possibly family, with building a solid foundation. Many times, children can't concentrate on academics because of their home life. The school should uplift children, teach life skills and provide exposure to various career paths.”
- Parent and Resident of East Buffalo²¹

“Schools in East Buffalo need quality staff, culturally responsive teachers, continues [sic] parent engagement, support services for students, and [support from] counselors.”
- Grandparent and Resident of East Buffalo²²

The Founding Team also reviewed student performance data from state assessments which indicates that all of the traditional public school and charter school choices that currently exist on the East Side of Buffalo are not producing results that are high in ELA proficiency or Math proficiency; for more details, please see **part b** of this response. It is our firm belief that such

¹⁶ Ibid.

¹⁷ Ibid.

¹⁸ For more detail on our community outreach and family voices regarding education, please see **Request 4**.

¹⁹ Ibid.

²⁰ Lead Founder and proposed Executive Director Dr. Christopher Manning conducted community surveys throughout the fall and winter of 2018 and 2019; these remarks are taken directly from survey responses. For more detail, please see **Request 4**.

²¹ Electronic survey submitted through the community survey option on proposed school website on 8 February 2019.

²² Founding Team Member Simone Ragland surveyed this parent in Schiller Park on February 12, 2019 during community canvassing.

proficiency is imperative for the intellectual development of children who are to be placed on the path to college graduation. For these reasons, the Founding Team is convinced that the East Side of Buffalo, and more specifically the Schiller Park community, needs a high-quality middle and high school option for economic growth, an increased standard of living, and the real hope that such educational attainment will bring to families struggling to break the bounds of poverty, undereducation, and generational hopelessness that they are currently experiencing.²³

b. Programmatic Impact

Describe the programmatic impact the proposed charter school would have on existing public and nonpublic schools in the same geographic area as the proposed school location.

Responses should include:

- A table listing the existing educational options and grades served available to the target population including all district, charter, and private schools in the geographic area;
- Information demonstrating a thorough analysis of existing educational options for the community and target population;
- Analysis of how the proposed school's enrollment plan would impact the enrollment and programmatic viability of the public and non-public schools; and,
- Analysis of the provision of novel or different programs or instructional approaches compared to those currently in place in the targeted community.

Educational Options and Student Academic Performance in Buffalo

On average, students attending Buffalo Public Schools underperform students across New York State in English Language Arts and Mathematics. **Figure 1.01** outlines school options in Schiller Park for Traditional Public Schools (TPS)²⁴ and Charter Schools²⁵ and includes performance on statewide exams. Based on the 2017-2018 New York State data, approximately 23% of students in Buffalo Public Schools require special education services²⁶ and 16% are English Language Learners.²⁷

Figure 1.01: 2017-2018 Student Achievement in Schiller Park and Surrounding Areas				
Type – School Name	Grade Range	3- 8 English Proficiency	3-8 Math Proficiency	High School Graduation Rates
TPS - PS 031 Harriet Ross Tubman School	PreK to 8	8%	6%	N/A
TPS - PS 018 Dr. Antonia Pantoja Community School	PreK to 8	15%	15%	N/A
TPS - PS 061 Arthur O. Eve School of Distinction	PreK to 4	35%	15%	N/A
TPS - PS 080 Highgate Heights	PreK to 8	19%	18%	N/A
TPS - PS 082 Early Childhood Center	PreK to 4	23%	20%	N/A
Charter - Westminster Charter School	K to 8	18%	9%	N/A
Charter - King Center Charter School	K to 8	33%	34%	N/A
Charter - Charter School of Inquiry	K to 6	17%	16%	N/A
Charter - Persistence Preparatory Academy	K to 8	N/A	N/A	N/A
Charter - Buffalo Collegiate Charter School	4 to 12	N/A	N/A	N/A
TPS - PS 084 Health Care Center for Children ²⁸	K to 12	See Footnote	See Footnote	N/A

²³ *Expanding Under-represented Minority Populations*. National Academy of Sciences. (2011) Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/22379652>.

²⁴ <https://data.nysed.gov/profile.php?instid=800000052968>.

²⁵ <https://data.nysed.gov/profile.php?county=14>.

²⁶ <https://data.nysed.gov/enrollment.php?year=2017&instid=800000052968>.

²⁷ Ibid.

²⁸ PS 84 does not report 3-8 ELA or 3-8 Math proficiency on the NYSED data website.

TPS - PS 156 Frederick Law Olmsted	5 to 12	55%	50%	91%
TPS - PS 197 Math Science Technology Preparatory	9 to 12	7%	9%	47%

Programmatic Impact of Proposed Charter School on Local Options

Currently, there is a local student population in grades 5-10 of 14,200.²⁹ Buffalo Creek Academy will use a slow growth model which forecasts an enrollment of 56 additional fifth grade students each year. Our enrollment will also feature a continuous enrollment of all grades up to the 10th grade year. In the academic year 2024-2025, Buffalo Creek Academy would have a fully enrolled Lower Academy (grades 5-6) and Middle Academy (grades 7-9) as well as the first level of the Upper Academy (grades 10-12). This projected enrollment status would equate to 336 students at Buffalo Creek Academy at full capacity during the charter term, which would account for 2.3% of students enrollment in the 5th- 12th grade range in the local school district.

School Performance in Buffalo

The 2017 high school graduation rate in Buffalo was 62.7%³⁰; in the 2016-2017 academic year, no schools in Buffalo met AYP requirements as set out by the State of New York.³¹ Buffalo Creek Academy is designed to be a proof point in the community and larger city and is designed to address the specific needs of our community and deliver a high-performance school, bringing nation-wide best practices implemented successfully for the community of Schiller Park.

Addressing the Need

With a focus on rigor and structure, Buffalo Creek Academy will ensure that over 75% of fifth through eighth graders achieve proficiency results in ELA and Mathematics. As a middle to high school model, we further intend and design the proposed school so that 65% of high school students will score a 75 or above on the Regents exam in ELA and Mathematics. For more detail on our academic goals and metrics, please see our Accountability Plan in **Request 6**.

Building levels of literacy that sustain life, build future learning opportunities, and advance economic health is a profound and continuing challenge in Buffalo Public Schools.³² Embedded within the Schiller Park community, which boasts a remarkable degree of socioeconomic diversity, Buffalo Creek Academy will implement mastery-based academic programs with a focus on literacy, as well as on mathematics, along with developing student consciousness and ownership of making positive community impact and embodying a global perspective.

Buffalo Creek Academy Charter School believes that all students, regardless of their race, gender, home language, religion, or socioeconomic status deserve a public education that ensures their academic and life success. Our school will provide high-quality instruction for children who come to us from a broad range of backgrounds. Our rigorous approach to teaching will allow us to celebrate academic growth and achievement as we develop within our students the knowledge, skills, and abilities required for college graduation and positive community impact.

²⁹ This is the most current information available (2016-2017) for Buffalo Public School enrollment data.

³⁰ Channel 5 New Reporting on the 2017 graduate rate. <https://www.youtube.com/watch?v=oJ2FcSSQgl0>.

³¹ We recognize changes to ratings used by NY State, including the use of the term AYP; however, as recent measure of school performance and growth measures, we found this data point helpful when considering school quality as available to families and determining the proposed location for Buffalo Creek Academy.

³² Remarks made by Buffalo Public Schools Superintendent Dr. Kriner Cash at school board meeting. <http://news.wbfo.org/post/clock-ticking-future-struggling-build-academy>.



Buffalo Creek Academy will provide a rigorous and structured college preparatory education to all students, regardless of race, gender, home language, religion, or socioeconomic status. To address the needs of the community, the following elements inform all details of our school design.

1. Rigorous academics prepare students to excel in and graduate from college.

New York State continues to raise the bar regarding the content and skill to be mastered at each grade; we will implement well-respected resources to inform a rigorous curriculum that meets that bar. Like our city's superintendent, we believe that "performance is the ultimate narrative"³³ and thus will implement rigorous middle and high school curriculum aligned to Next Generation English Language Arts and Mathematics (2017), NY Science (2016) and NY Social Studies Learning Standards (2014) and we will incorporate materials reflecting a multicultural perspective and complex texts drawn from Common Core Text Exemplars.³⁴ Our college-bound mission will guide all academic content, as local families are in deep need of a local proof point for what is possible within their community and tangible example of quality education for their children.

2. Frequent assessments and a focus on results allow students to excel in middle and high school.

Rigorous and frequent assessments and robust data analysis cycles will lead to strategic, measurable action plans for instructional and content adjustment and will keep a focus on constant growth and achievement.³⁵ We will align unit exams and quizzes to state standards and end-of-year benchmarks. We will digitize assessment processing and calibrate writing expectations through exemplars. Teachers will have real-time data to inform supports, re-teachings, and re-assessments. Weekly formative assessments will be integrated into lessons; all units will feature summative assessments; six-week assessments will inform data analysis which will connect to immediate action plans. Families are hungry for knowing how their children are growing, and for a school that will provide the vision and plan to move results forward.

3. Structure and safety within a values-driven, caring community promote academic growth.

Structure is the foundation of joy and creativity; predictability and clarity create a sense of personal safety and communal well-being; an ethos of care allows joy of community and creativity of learning to thrive. We promote academic achievement and grow **LIFE**-affirming values, guided by our **LIFE** values of Leadership, Integrity, Focus, and Excellence. Every single day, every single student is greeted at our school door with the simple and powerful words, "We care about you" and each student affirms their value with "I care about my future." Focused on achievement in every classroom and social and emotional growth through daily **Caring Circles**, learning *and* caring are the two central points of focus of our school community. Each interaction is framed through the word "care," which we term our **Care Factor**. As educators of students in high-need communities attest, "students do not care how much you know until they know how much you

³³ Quote from Dr. Kriner Cash, Superintendent of Buffalo Public Schools, retrieved from <https://www.buffaloschools.org/Page/117>.

³⁴ Common Core Standards for ELA and Literacy in History/Social Studies Appendix B: Text Exemplars http://www.corestandards.org/assets/Appendix_B.pdf.

³⁵ All high-achieving schools studied throughout the BES Fellowship use a constant, strategic, and sequential cycle of aligning assessments to year-end goals and student growth; Lead Founder and proposed Executive Director Dr. Christopher Manning has studied this approach at multiple schools in New York State and across the country. He brings particular network and support with and from the Democracy Prep network, and particularly from its Harlem Middle School Principal Andre Geddes who also served as title within the Success Charter Network. For Letter of Support from Principal Geddes, please see Request 4.



care,” and all students will consistently and ritualistically experience words of care from us even as we challenge them to higher requirements of learning and the work ethic needed to get there.³⁶

4. Community engagement and a global perspective allow students to make positive impact.

Key elements of our school design, aligned to our mission, inform the details of our academic program. We seek to close the civic engagement gap that exists among low-income people of color.³⁷ Through partnership with the Delavan-Grider Community Center³⁸, and informed by civic engagement work conducted by Democracy Prep Public Charter Schools in Harlem, NY, our civic engagement program will be fueled by student-driven projects at every grade level. Following the ‘Roots and Shoots’ principles of Jane Goodall, students will “identify and address problems in their communities, while becoming the compassionate citizens that our planet needs.”³⁹ Students will reflect on how events that take place outside of their community, city, state, and country have an impact on personal, national, and global levels. High school students will develop cross-cultural competence, critical analysis, teamwork, presentation creation, and research skills to succeed in college, as well as lead in our community and our ever-changing global environment.⁴⁰

Community Need and Support

Buffalo Creek Academy’s mission will combine academic achievement with community engagement and thus further Superintendent Kriner Cash’s efforts in improving academic achievement and social conditions for students.

As indicated previously, the crime index for Schiller Park is 537.4⁴¹, compared to 236.5 nationwide. Violent streets and low performing schools are a constant in Buffalo and Schiller Park. In March 2018 while launching the New Education Bargain (“NEB”) program, Dr. Cash stated that “Buffalo is just the right size to become a proof point for America.”⁴² The Founding Team fully agrees and seeks to be part of the needed work of providing such proof point in our city.

In addition to the NEB, there are many social and educational reform efforts active in Buffalo to make the community a safe place where children can attend school and succeed. During the Buffalo City Schools Board Meeting of March 21, 2018, for example, Superintendent Cash called on the Buffalo Mayor and Common Council to provide funding for law enforcement to maintain a continuous presence in volatile areas to protect students from gun violence.⁴³

It is clear to the Founding Team that the Schiller Park community is in need of a high-performing school that connects academic achievement to community development and have designed all

³⁶ Comment from Sue Walsh, CAO of Building Excellent Schools and former Principal of Boston Collegiate Charter School (formerly South Boston Harbor Academy), and attributed to Spencer Blasdale, former Principal of Academy of the Pacific Rim Charter School.

³⁷ Lead Founder and proposed Executive Director of Buffalo Creek Academy completed leadership residency at Democracy Prep Public Schools as a part of the Building Excellent Schools Fellowship. <http://democracyprep.org/about/>. For Letter of Support, please see Request 4.

³⁸ For Letter of Support from Delavan-Grider Community Center, please see Request 4.

³⁹ <http://www.janegoodall.org/our-work/our-approach/roots-shoots/>. Lead Founder and proposed Executive Director Dr. Christopher Manning attended professional development/civic engagement coordinator training with Democracy Prep Public Schools, as based on Jane Goodall’s Roots & Shoots.

⁴⁰ Cambridge Assessment International Examinations Global Perspectives Curriculum.

<http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-global-perspectives-0457/>.

⁴¹ Crime Index Rates measure the number of reported crimes; numbers are represented per 1,000 residents.

⁴² Buffalo City Schools Superintendent Remark on the launch of the New Education Bargain initiative.

<https://www.buffaloschools.org/Page/85217>.

⁴³ Buffalo City Schools Board Meeting Minutes from 21 March 2018.

<https://www.buffaloschools.org/cms/lib/NY01913551/Centricity/Domain/7096/bm032118.pdf>.

elements of the school accordingly and have populated our Founding Team, which constitutes our inaugural Governing Board and Executive Director, with individuals that have the vision, determination, skill set, and commitment to execute and oversee the proposed school.

c. Fiscal Impact

Complete the fiscal impact table in the budget template and include a copy of it with this response. Discuss the fiscal impact of the school on other public and non-public schools in the area including:

- Enrollment expectations;
- Per Pupil Allocation assumptions;
- Dollar amount the proposed charter school anticipates receiving from each district in per pupil funding;
- Other projected revenue the proposed charter school anticipates receiving from the district (special education, grant, etc.);
- Projected budget for the school district of location (please note the source and year for this figure); and,
- Yearly projected impact as a percentage of each sending district's budget (for districts projected to send at least 10 students).

In accordance with Education Law § 2851(2)(q), Buffalo Creek Academy provides a detailed analysis of the impact that it will have on public and nonpublic schools in the areas within which it intends to be located. In the Fall of 2020, Buffalo Creek Academy plans to enrolled 112 students in grades five and six (56 students per grade; 28 students per class). As such, Buffalo Creek Academy will receive \$1,495,200.00 from New York State per pupil funding. This amount represents approximately 19% of the proposed Buffalo Public School District Budget.⁴⁴ In the fifth year of Buffalo Creek Academy's operations, in 2024-2025, we will have an enrollment of 336 students from grade five through grade ten. This enrollment pattern will result in us receiving approximately \$5,113,987.20 from New York State per pupil funding, representing .56% of the Buffalo Public School District budget for that year.

Largest Enrollment District: BUFFALO CITY SD							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for BUFFALO CITY SD School District	Projected Impact (% of District's Total Budget)
Year 1 (2020-21)	112	13,350	1,495,200	626,020	2,121,220	916,400,000	0.231%
Year 2 (2021-22)	168	13,350	2,242,800	565,531	2,808,331	916,400,000	0.306%
Year 3 (2022-23)	224	13,350	2,990,400	754,495	3,744,895	916,400,000	0.409%
Year 4 (2023-24)	280	13,350	3,738,000	934,869	4,672,869	916,400,000	0.510%
Year 5 (2024-25)	336	13,350	4,485,600	1,133,243	5,618,843	916,400,000	0.613%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:			https://www.buffaloschools.org/site/handlers/filedownload.ashx?moduleinstanceid=97&dataid=188154&FileName=2018.05.11%20final%20report%205-16-18%20FOR%20APPROVAL.pdf				
OTHER NOTES:							

⁴⁴ Buffalo City School District Budget proposal.
<https://www.buffaloschools.org/site/handlers/filedownload.ashx?moduleinstanceid=97&dataid=188154&FileName=2018.05.11%20final%20report%205-16-18%20FOR%20APPROVAL.pdf>.



Buffalo Creek Academy

R-02ab – Addressing Need

a. Mission

Provide the mission statement for the proposed charter school.

Our Mission

Through rigor and structure, Buffalo Creek Academy Charter School prepares fifth through twelfth grade students to graduate from college and positively impact our community.

b. Key Design Elements

Provide a clear and concise overview of the proposed charter school's key design elements, i.e., those aspects of the school critical to its success. Provide an analysis of any research, evidence of effectiveness, or examples of existing programs, which support the selection of these elements. The response should include a brief discussion of how the school will determine if it is effectively executing its key design elements in a way that is aligned with its mission. The response should also address how the specific key design elements address the specific needs identified in Request 1. If the key design elements for the proposed school differ from those submitted to the Institute as part of the most recent application, or application for renewal, of an education corporation or one of its schools, please describe why any element changed.

NOTE: This response should not exceed five pages in length, and the key design elements discussed should match those included in the Transmittal and Summary Form.

Key Design Elements

Proposed for the families and students residing within the Schiller Park community of Buffalo, New York, which boasts a remarkable degree of socioeconomic diversity and has profound academic need, Buffalo Creek Academy Charter School ("Buffalo Creek Academy") will offer a mastery-based middle and high school with a focus on literacy, mathematics, community impact, and global perspectives. Providing high-quality instruction for students who bring a broad range of backgrounds, our rigorous approach to teaching will allow us to celebrate academic achievement as we develop within our students the knowledge, skills, and abilities required for college graduation and positive community impact.

Our mission is informed by Building Excellent Schools ("BES") principles of school design¹ and our design elements incorporate proven practices from high-performing charter schools demonstrating what is possible, particularly within high needs communities. We are invigorated by the priorities of Buffalo Superintendent Dr. Kriner Cash on the launch of the New Education Bargain and his belief, which we share, that "Buffalo is just the right size to become a proof point for America."² With a bold and clear mission statement to guide us, as a team we are determined to *provide* and as a school we are designed to *be* a proof point in Schiller Park. Through the BES Fellowship and BES Follow On Support, Buffalo Creek Academy will receive continuous professional training and executive coaching regarding academic rigor aligned to all NY State Standards, school culture development aligned to our vision and ambitious goals, and systems-level leadership that will allow for successful start-up and sustainable quality over time. For Letter of Support from BES, please see **Section R-04e Evidence of Support**.

Buffalo Creek Academy believes that all students, regardless of race, gender, home language, religion, or socioeconomic status deserve a quality public education that prepares them for a life

¹ BES Principles of School Design <http://buildingexcellentschools.org/approach/>.

² Superintendent Cash's remarks during the launch of the New Education Bargain <https://www.buffaloschools.org/Page/119>.



of continuous learning, economic success, and positive community impact. Our school will provide high-quality instruction for children who come to us from a broad range of backgrounds. Our rigorous approach to teaching will allow us to celebrate academic achievement as we develop within our students the knowledge, skills, and abilities required for college graduation and positive community impact. The charter school will open with 112 students in grades five and six (56 students per grade), add one grade and 56 students per year, and reach full growth in 2026-2027. The Founding Team was established in the Fall of 2018 with the clear objective of providing the school experience and academic programs that would meet the needs of young people growing up in Buffalo, and specifically for those sub-groups of students with the most substantial levels of academic struggle. Key elements of our school design, aligned to our mission, inform all details of our academic program.

1. Rigorous academics prepare students to excel in and graduate from college.

New York State continues to raise the bar regarding the content and skill to be mastered at each grade; we will implement well-respected resources to inform a rigorous curriculum that meets that bar. Like our superintendent, we believe that “performance is the ultimate narrative”³ and will implement rigorous middle and high school curriculum aligned to Next Generation English Language Arts and Mathematics (2017), NY Science (2016) and NY Social Studies Learning Standards (2014); we will incorporate materials reflecting a multicultural perspective and complex texts drawn from Common Core Text Exemplars.⁴ As noted within *What Works: Inside Model Charter Schools*, “while it may be innovative, the curriculum used at charter schools should be aligned with the state standards so that students are receiving the knowledge, concepts, and skills at each grade level that the state has determined to be essential.”⁵ Our college-bound mission and all state standards as adopted will guide all academic content, and our approach to teaching will incorporate methods that foster content mastery and growth across each academic discipline. Research shows and our local community engagement work reinforces that “[m]any low-income parents value homework as an important connection to the school and the curriculum—even as their children report receiving little homework.”⁶ Our school will reinforce daily academic learning with a homework system that ensures each student submits their homework each day, and all teachers will provide detailed homework feedback to each student each day.⁷ We will implement rigorous academics, prioritizing reading and mathematics in all grades and expanding to a full college preparatory course of study in the high school,⁸ ensuring that our students are able to rise to high expectations⁹ with ambition.¹⁰ With our focus on building achievement and implementing rigorous curriculum in all grades, all students regardless of incoming ability or need will be best positioned to perform at and above their grade levels, closing the achievement gap for some of our city’s most vulnerable students.¹¹

³ Quote from Dr. Kriner Cash, Buffalo Public Schools Superintendent, retrieved from <https://www.buffaloschools.org/Page/117>.

⁴ Common Core Standards for ELA and Literacy in History/Social Studies Appendix B: Text Exemplars http://www.corestandards.org/assets/Appendix_B.pdf.

⁵ <http://www.centerii.org/search/Resources/WhatWorksModelCharter.pdf>

⁶ <https://www.educationnext.org/case-for-quality-homework-improves-learning-how-parents-can-help/>.

⁷ Our daily teacher schedule allows for extended preparation time that will allow teachers the temporal resources to attend to this duty for daily homework review and feedback and ongoing communication with families.

⁸ Cordes, S. A. (2018). “Charters and the common good: the spillover effects of charter schools in New York City.” *Education Next*, 18(2), 60-67.

⁹ We are informed by the work and model of Purpose Preparatory Charter School, a TN Reward School (highest 5% of achievement growth results statewide) and a BES school studied as part of the BES Fellowship. <https://www.purposeprep.org/our-model>.

¹⁰ We are informed by the work and model of Memphis RISE Charter School, a TN Reward School (highest 5% of achievement growth results statewide) and a BES school studied as part of the BES Fellowship Memphis RISE Charter School Approach <https://memphisrise.org/who-we-are/>.

¹¹ Building Excellent Schools Principles of School Design #1. <http://buildingexcellentschools.org/approach/>.

2. Frequent assessments and a focus on results allow students to excel in middle and high school.

Rigorous and frequent assessments and robust data analysis cycles will lead to strategic, measurable action plans for instructional and content adjustment and will keep a focus on constant growth and achievement.¹² We will align unit exams and quizzes to state standards and end-of-year benchmarks. We will digitize assessment processing and calibrate writing expectations through exemplars. Teachers will have real-time data to inform supports, re-teachings, and re-assessments, as well as to inform the implementation of our RTI system of tiered supports. Weekly formative assessments will be integrated into lessons; all units will feature summative assessments; six-week assessments will inform data analysis which will connect to immediate action plans. Our teachers will be deliberate, engaging, knowledgeable, and adamant about academic results¹³ and all operational features of the school will be designed to enhance the academic experience of each student.¹⁴ Academic rigor will be supported by a robust parental communication system¹⁵ that will provide continuous feedback on student performance and school expectations for homework, evening reading, weekly academic growth, and ongoing, measurable achievement. Within classrooms, standards will be high; when it is evident that a student is struggling to meet the standards, teachers will adjust instructional methodology, and more protracted struggle will trigger our RTI system of tiered supports aligned to the standards, and in both cases, the standards will remain the same. Our teachers will work with every student to ensure that each objective and aligned task is mastered to the required level.

3. Structure and safety within a values-driven, caring community promote academic growth.

Structure is the foundation of joy and creativity; predictability and clarity create a sense of personal safety and communal well-being; an ethos of care allows joy of community and creativity of learning to thrive. We promote academic achievement and grow **LIFE**-affirming values, guided by our **LIFE** values of Leadership, Integrity, Focus, and Excellence. Research on “developmental assets’ that serve as general protective factors” for academic success include a “caring school climate, [p]arental involvement in schooling, [c]lear rules and consequences. . . [and [h]igh expectations.”¹⁶ Every morning, every Buffalo Creek Academy student will be greeted with the simple and powerful words, “We care about you”; each student will then affirm their value with “I care about my future.” Focused on achievement in classrooms and social and emotional growth through **Caring Circles**, learning *and* caring are each a central focus of our community.¹⁷ Each interaction will be framed through the word “care,” which we term our **Care Factor**. Our students will enjoy an environment that is free from distractions, prompts good behavior, and recognizes the sanctity of safety and learning. Leadership will be demonstrated by students each day through their behavior, academic achievement, positive contribution to the school community, and a positive influence on fellow community members. Integrity will be modeled each day by students who abide by the community standards, even when teachers are not watching. Each student will model the community value of Focus while inside and outside of the classroom. Excellence will

¹² High-achieving charter schools use a constant, strategic, and sequential cycle of aligning assessments to year-end goals and student growth; Lead Founder and proposed Executive Director Dr. Christopher Manning has studied this approach at multiple schools in New York State and across the country and is informed by additional research conducted by Dr. Roland Fryer of Harvard University and his comparative study of high-poverty, high-achieving schools.

¹³ Building Excellent Schools Principles of School Design #4 <http://buildingexcellentschools.org/approach/>.

¹⁴ Shin, H. J., Fuller, B., & Dauter, L. (2017). “Heterogeneous Effects of Charter Schools: Unpacking Family Selection and Achievement Growth in Los Angeles.” *Journal Of School Choice*, 11(1), 60-94. doi:10.1080/15582159.2016.1238278.

¹⁵ BES Principle of School Design #8 <http://buildingexcellentschools.org/approach/>.

¹⁶ https://www.collaborativeclassroom.org/wp-content/uploads/2017/12/getresults5_ch3Schaps.pdf.

¹⁷ We are informed by the work of many schools and the focus on Social Emotional Learning, including the work at Valor Academy in Nashville, TN. <https://chanzuckerberg.com/story/valor-collegiate-and-the-power-of-circles/>.



be demonstrated in all academic and extracurricular activities. Students will give their very best for each task, assignment, and assessment based on our high standards and our **LIFE** values.

4. Community engagement and a global perspective allow students to make positive impact.

Community-focused activities and multi-cultural global studies ensure that all students develop positive self- and other-awareness and the ability to make impact. We seek to close the civic engagement gap that exists among low-income people of color.¹⁸ Through partnership with the Delavan-Grider Community Center, our civic engagement program will be fueled by student-driven projects at every grade. Following the 'Roots and Shoots' principles of Jane Goodall and the civic engagement models being implemented at Democracy Prep Public Charter Schools, and specifically in Harlem, NY, students will "identify and address problems in their communities, while becoming the compassionate citizens that our planet needs."¹⁹ Students will reflect on how events that take place outside of their community, city, state, and country have an impact on personal, national, and global levels. High school students will develop cross-cultural competence, critical analysis, teamwork, presentation creation, and research skills to succeed in college and lead in our community and ever-changing global environment.²⁰ Creating connection between academic achievement and community development, we will motivate students to excel inside of school and engage positively outside of school. Students will participate in continuous civic engagement²¹ which provides access to community outreach organizations and will participate in community-based problem-solving activities; we will care for our community and encourage family members to involve themselves in community activities through student-managed volunteer programs.

To ensure that we are truly impacting our community as intended and that our community is truly benefiting from Buffalo Creek Academy, we will evaluate our effectiveness of implementing our key design elements in a way which ensures that over 75% of fifth through eighth graders achieve proficiency results in ELA and Mathematics, as well as 65% of high school students score a 75 or above on the Regents exam in ELA and Mathematics. For more detail on our academic goals and metrics, please see our Accountability Plan in **Request 6**.

Building levels of literacy that sustain life, build future learning opportunities, and advance economic health is a profound and continuing challenge in Buffalo Public Schools.²² Embedded within the Schiller Park community, Buffalo Creek Academy will focus on academic rigor, implement frequent assessment, ensure safety and security through structure, and grow **LIFE**-affirming values guided by our **LIFE** values of Leadership, Integrity, Focus, and Excellence and our ethos of **Care** embodied in our use of **Care** language and our **Care Circles**. Our aim is to leverage the diversity of our proposed community by using our curriculum, guided by our key design elements, to develop student consciousness of and ownership for making positive community impact and embodying a global perspective.

¹⁸ Lead Founder and proposed Executive Director Dr. Christopher Manning completed leadership residency in Democracy Prep Public Schools as a part of the Building Excellent Schools Fellowship <http://democracyprep.org/about/>. For Letter of Support from Democracy Prep Harlem Middle School Principal Andre Geddes, please see **Request 4**.

¹⁹ <http://www.janegoodall.org/our-work/our-approach/roots-shoots/>. Lead Founder and proposed Executive Director Dr. Christopher Manning attended professional development/civic engagement coordinator training with Democracy Prep Public Schools, as based on Jane Goodall's Roots & Shoots. For Letter of Support from Democracy Prep Harlem Middle School Principal Andre Geddes, please see **Request 4**.

²⁰ Cambridge Assessment International Examinations Global Perspectives Curriculum <http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-global-perspectives-0457/>.

²¹ <https://edexcellence.net/articles/how-one-charter-network-is-helping-attach-students-to-civil-society>.

²² Remarks made by Buffalo Public Schools Superintendent Dr. Kriner Cash at school board meeting. <http://news.wbfo.org/post/clock-ticking-future-struggling-build-academy>.

R-03ad – Proposal History

a. Applicant Information

Indicate whether the applicant is a parent, teacher, administrator, and/or community resident as required by the Act, or, if a board chair, mark “Education Corp./Charter School.” Provide a brief biographical description for the applicant(s) including relevant background experience and education background.

Figure 3.01: Lead Founder Applicant Information	
Name:	Christopher R. Manning
Address:	[REDACTED]
Phone Number:	[REDACTED]
Additional Phone Number:	[REDACTED]
Email:	[REDACTED]

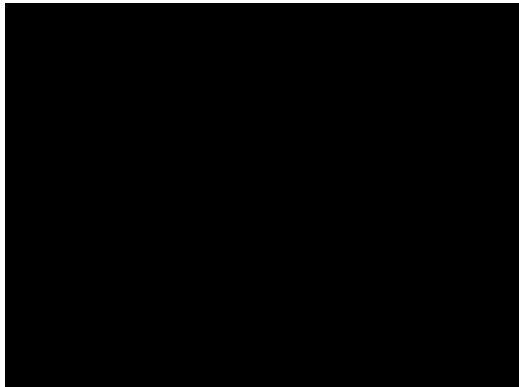
Lead Founder and Proposed Executive Director Dr. Christopher Manning is an administrator and community resident and 2019 Building Excellent Schools (“BES”) Fellow. Building Excellent Schools is a highly respected, national non-profit that recruits and trains high-capacity individuals to design, found, and lead high-achieving, college preparatory urban charter schools.

Dr. Manning brings a deep, mature, and rich set of experiences and skill sets as a leader, visionary, manager, and educator, and a powerful commitment to successfully working in partnership with the local community to build a game-changing school for the families of Buffalo.

Dr. Manning served for twelve years in the US Air Force, in the United States, South Korea, Germany, Kuwait, and Japan. Following his military service, he worked as Training Manager for Northrop Grumman Corporation, a contract company with the United States Department of Defense. His work required that he remain overseas, managing training programs for US military and civilian defense personnel. Dr. Manning also taught for the University of Maryland University College for active duty personnel. During this time, Dr. Manning pursued his doctoral degree in management from Colorado Technical University.

After his transition from military service, Dr. Manning continued working internationally and began his professional career as an educator. Dr. Manning started out teaching elementary and secondary world history, literature, and geography for fifth through twelfth grade students at Silk Road International School Bishkek. He then went on to work as a middle school world history and language arts teacher for Quality Schools International (“QSI”) School of Bishkek. He then moved to Bangladesh where he served as Vice Principal of Pledge Harbor International School, the largest residential/boarding school in the country with an enrollment capacity of 1500 students. To further deepen his level of formal knowledge in educational leadership, Dr. Manning took a leave of absence from his doctoral program to pursue his post-master’s certificate in educational leadership while working as the Vice Principal, supervising all academic staff.

After leading in the boarding school, Dr. Manning was approached by an entrepreneurial group and offered the role of Founding Head of School for the Royal Institute for Smart Education (“RISE”) School, Sylhet, Bangladesh. As Head of School, Dr. Manning led all efforts from start-up to full operations, including; building design, staff recruitment, curriculum selection, accreditation process, student recruitment, academic design, and cultural programs. Dr. Manning reported to a Board of Directors and supervised the Bursar, Deputy Heads for the Primary, Middle, and High



Schools, as well as a Deputy Head for Admissions and another Deputy Head for Operations. Dr. Manning went on to access best practices and proven methods for quality school administration, traveling from Bangladesh to Cambridge, MA and attending the leadership institute at The Principal Center of the Harvard Graduate School of Education's ("HGSE") Program in Professional Education. As a system-level leader, Dr. Manning secured a Certificate in Advanced Education Leadership from the HGSE and his Education Specialist Degree in educational leadership from Northcentral University ("NCU"), applying all knowledge gained at

HGSE and NCU into the program design for RISE School. RISE School is now a successful school that boasts an enrollment of 400 students between Grade 1 and Grade 12.

After his work in Bangladesh, Dr. Manning accepted the job as Director for Oxford International School ("OIS") in Bishkek, Kyrgyzstan. OIS is a private international school that has four school divisions, each led by its own school principal. Dr. Manning supervised the principals and reported to the Board of Directors. OIS's student enrollment exceeded 550 students during his tenure. Dr. Manning also founded a Cambridge Professional Development Center during his time at OIS and successfully certified five teachers as the Founding Head of the Center, as well as Instructor and Program Leader. It was during his time at OIS that he returned to his doctoral degree program.

During his advanced studies on domestic and international education, Dr. Manning increasingly considered how he could bring his expertise and experiences back to the United States, noting the similarities between the challenges faced by children studying in developing countries and those of students studying in high poverty, under-served communities here within the United States. This is when he decided to return home from overseas and place his skill sets in service of public education within the United States. Through his doctoral studies, and after many years of serving our country and children across the globe, Dr. Manning became increasingly aware of and troubled by the fact that so many students here in the States struggle in school, and do not have sufficient access to schools that provide them with the fullest opportunities of our democracy. It is this commitment that brought Dr. Manning home, prepared to join a community committed to positive change and to make powerful impact for children within the charter context.

In his transition to the States and his commitment to urban education for underserved communities in our own country, Dr. Manning is now working with the training, support, and network of Building Excellent Schools in the design, founding, and start-up of Buffalo Creek Academy. Dr. Manning and his wife are the proud parents of a young six-year-old and together they are eager to establish deep and continuing family roots in the City of Buffalo.

With his own experiences as a young man of color growing up in the United States, as a service man across the globe, and as an educator and educational leader in diverse contexts and communities, Dr. Manning is uniquely positioned to create a culturally-sensitive school environment – one that energizes the community, provides an academically ambitious and caring school community that establishes positive self-awareness and opens up a global perspective, and one that absolutely changes the lives of all students who enroll.

Dr. Manning holds a Bachelor of Arts in Military Management from American Military University, Master of Education in Instructional Design and Technology from American Intercontinental University, Education Specialist Degree in Educational Leadership from Northcentral University,

Certificate in Advanced Education Leadership from the Harvard Graduate School of Education, and Doctorate in Management from Colorado Technical University. Dr. Manning is supported by a diverse, high-capacity Founding Team and the strong support of the larger Buffalo and Schiller Park communities.

b. Proposal History

Describe how the applicant team formed and the relationship of its members to each other. Clearly describe the process that the founding group used to develop the proposal. Discuss any assistance the founding group received from outside advisors, for example, support organizations, or consultants (even if these outside advisors are not active members of the founding group).

Buffalo Creek Academy Charter School (“Buffalo Creek Academy”) is founded by a diverse team of community professionals who will combine their collective leadership to provide effective governance as well as academic, organizational, financial, and regulatory oversight of the proposed charter school. The Founding Board brings deep experience in the fields of education, nonprofit management, community organizing, technology, human capital development, finance, and law. The Founding Board will ensure that the charter school has the community support and resources to successfully execute on its mission and accomplishes the goals outlined in the charter. In accordance with SUNY’s expectations, our Founding Board will maintain their focus on monthly, quarterly, and annual accountability targets, recognizing their legal and ethical obligation as the oversight body for the charter school. Our Founding Board accepts and will exhaust all efforts to accomplish the charter goals, students’ academic growth measurements, student academic achievement results, and our school’s financial health.

Founding Board recruitment commenced in August 2018 before the start of the 2018 BES Fellowship. Lead Founder Dr. Manning was strategically guided by the Director of Board Governance as he sourced potential Board members, creating a candidate list of over 382 prospective Board prospects from a variety of professional and personal backgrounds across Buffalo. After populating these lists in our database, we then received training on how to effectively speak about the early versions of the proposed schools’ mission and vision. Following our mission- and vision-setting training, we pursued the most promising candidates and started developing our Founding Team who would become the first governing body of Buffalo Creek Academy. Dr. Manning conducted deep due diligence on each candidate, followed by at least two initial phone calls and then two face-to-face meetings with each viable prospect, determining the degree of mission-alignment, professional capacity and skill set, team-orientation, community commitment, alignment to the role of governance and oversight, and time availability for initial community engagement and school design during the charter development and authorization process, and ultimately for service on the Governing Board and its committees post-authorization.

Dr. Manning worked closely with Building Excellent Schools’ (BES) Founder Linda Brown throughout the early stages of board recruitment. BES is a national nonprofit that recruits and trains leaders to design, found, and lead high-achieving charter schools. BES has a selection rate of less than 3%, and it has been nationally recognized for the manner by which it identifies, recruits, trains, and supports high-caliber charter school leaders and supports the development of their Founding Teams throughout the nation. BES has been working in Buffalo since 2016, with that relationship solidified through a long-standing partnership with the Cullen Foundation.

The Founding Team began communicating weekly at the start of November 2018, reviewing key components of the school proposal, providing thoughtful and increasingly detailed input into the

proposed school design and our ongoing community engagement plan in which all members have participated. Highlights of some of that input are bulleted below:

- **Simone Ragland** encouraged us to focus on ensuring the community is aware we will accept student with IEPs; her background in special education and social work informs her knowledge of the level of support that will be required for the East Side community.
- **Cedric Holloway** used his connections in the law enforcement community to ensure our outreach included first responders. With these connections, we were able to gain feedback regarding community needs from those agencies who maintain a constant presence within Schiller Park and greater East Side due to high violent crime rates. These connections within the law enforcement community informed our design of the **LIFE** values which are, in part, designed to reduce the truancy and petty crime trends prevalent in the community. He used the many connections he has with families on the East Side through his non-profit organization which focuses on mentoring African-American youth to reduce the high school drop-out rates and increase the college acceptance and college graduation rates, ensuring families that we will truly have a positive impact on the high school graduation, college acceptance, and college graduation rates.
- **Candace Moppins** used her connections in the community development field to ensure that we reach out to all community centers and those places that act as pseudo-community centers in housing projects. With many families relying on facilities close to their home for safety reasons, she has helped us connect with families who have no transportation and therefore cannot frequent the main community centers.
- **Victoria Mueller** has extensive background in marketing, contributing to our using social media platforms to reach potential families and ensure that community members are aware of our mission and outreach activities. Her input in the outreach and survey planning area helped us to devise strategies we used to conduct needs assessments and gain insight into the level of community demand for our proposed school.
- **William Oliver** capitalized on social capital within the veteran community of western New York to provide us access to monthly meetings and veteran-owned businesses to support our proposal.
- **Ivory Robinson** with his background in technology informed our decision to ensure that computer literacy is a part of our curriculum; his actions to increase East Side technology access makes him keenly aware of the technological disparities in many households.
- **Jessica Smith** used her intimate knowledge of the legal field to ensure we sought insight from law professions currently serving existing East Side schools. We were then better equipped to plan a school culture including a structured, caring approach to alleviate behavior trends that results in children entering the criminal justice system early in life.

We began meeting formally as a full group since early December 2018 and then held a full-day retreat on February 9, 2019, during which we dug deep into the details of our proposal.

First, we revisited and discussed in detail all Key Design Elements which initially brought the team together, upon which the school is built, and around which we all stand in commitment: **(1) Rigorous academic prepare students to excel in and graduate from college.** Our full team is excited for the work raising the bar and have confidence that under Dr. Manning's leadership and the resolve of the Founding Team that we will meet that bar and unleash the full potential of our students. **(2) Frequent assessments and a focus on results allow student to excel in middle and high school.** Members of our team know the reality of students falling through the cracks, moving from grade to grade unprepared for the next, and feeling increasingly hopeless and unprepared and seeing school as increasingly irrelevant to their future. Our shared



commitment to the use of assessments is to rebuild that hope and rebuild that relevancy, and show where we are, how we are growing, and where we are determined to go. **(3) Structure and safety within a values-driven, caring community promotes academic growth.** Our team respects deeply how structure can save a child, how it can give form and purpose, and know that structure must hold deep care, starting with leadership and ritualized across the school. The work and experiences of our Founding Team show the truth of that combination, and it is a powerful element of the proposed school. **(4) Community engagement and a global perspective allow students to make positive impact.** Our individual professional and personal experiences combine to a common truth that students grow as people and as aspiring students when they see the world as larger than themselves and when they see the impact they can make, right now, and when they see the larger world of which they are valuable part. To lift up our students, our academic focus absolutely involves our larger community and reaches out to a world view that belong to all of us, including those young people growing up in Schiller Park.

Next, we discussed our **LIFE** values of Leadership, Integrity, Focus, and Excellence, and the critical role these will play in our mission's success. Several of our Team members have been members of the military, and all have been part of transformative professional experiences and know the collective and life-changing power of values when they are held central to the organization and every individual within it, and we know that our community, depressed in economy and in spirit, hungers for these values that affirm life, lift up hope, and allow all of us to be part of something larger than ourselves even as we are affirmed individually within that larger group. We do not choose an acronym for the sake of the acronym but do know that the word **LIFE** will be a rallying cry for our families, our staff, and our students, as together we affirm the **LIFE** of our students, their value, and their ability.

We also spent time going into other core components of our design: the annual calendar and its fidelity to our mission and relationship with our Key Design Elements; our staff and student schedules, with a "day in the life" of a student and another of a teacher that combine to bring to life the reality of those Elements.

We devoted extensive time to the roles of governance and management, the charter bargain that provides the autonomy of staffing, design, and budget for the accountability for measurable and continuous results, and the tools and processes that an effective governing board engaged in oversight will use to oversee the school's continuous academic and fiscal health.

For more detail on our Community Engagement, please see **Request 4**; for more detail on our Accountability Plan, please see **Request 6**; for more detail on our Founding Team, please see **Request 14**.

c. List of Founding Team Members

Provide a brief biography (approximately one paragraph including education background) for all founding team members. Founding team members include individuals who contributed to the development of the proposal and/or would play a role in the development of the proposed school.

Do not include proposed board members on this list (applicants will submit board member information as part of Request 14 – Governance).

Erin Walsh-Hagan has served as Dr. Manning's School Design Coach during the BES Fellowship and has worked closely with him as he thought through the various Key Design Elements of the school and the academic program as proposed. In her role as Director, Leadership Development,



Ms. Walsh-Hagan spearheads the Summer Leaders Internship Program and supports leaders in The Fellowship and Follow-On Support programs. Prior to joining BES, Ms. Walsh-Hagan managed and developed principals as the Managing Director of School Leadership for UP Education Network, a Massachusetts-based nonprofit school management organization whose mission is to rapidly transform chronically underperforming district schools. Prior to joining UP, she spent nine years at Community Day Charter School (CDCPS) in Lawrence, MA. She served as Head of Lower School, as well as CDCPS's English Language Learning Coordinator and the Senior Head of Literacy for the network and previously served as their Reading Specialist. She has also worked as a special education teacher in Boston Public Schools. Ms. Walsh-Hagan earned her BA in Sociology from Clark University and her M.S.Ed. in Language and Literacy in Special Education from Simmons College.

Paul Adler will serve as the BES Follow On Support Coach for Dr. Manning post-authorization during the planning year and minimally the first two years of operation. As Director of Follow On Support, Mr. Adler provides continued high-impact, mission-driven Follow On Support to BES leaders and BES schools in their planning year and first two years of operation and begins that work with BES Fellows during the final stages of their Fellowship training year. Mr. Adler served for six years as the founding Principal of Achievement First Brooklyn High School. He led the first three graduating classes to college readiness, with all students being accepted to four-year colleges, and he led the school to be ranked in the top third of 29 schools in the Achievement First network for academic performance. Previous to his work as Principal with Achievement First, he was a Teach For America Corps member, teaching seventh grade math in Compton, California. Paul received a Master of Arts in Educational Leadership from Teachers College Columbia University, Masters of Arts in Teaching in Mathematics Education from Harvard University, and Bachelor of Arts in Quantitative Economics from Tufts University.

d. Withdrawn, Rejected, and Concurrent Proposals (SUNY and/or Other Authorizers)

Indicate whether this proposal was previously withdrawn from or rejected by the SUNY Trustees. If yes, provide:

- The name of the proposed charter school(s) when previously submitted;
- The date(s) of the previous submission(s); and,
- A detailed summary of what has changed in the proposal since its previous submission(s) and the reasons therefore,

Indicate whether the applicant and/or founding team has previously applied or is currently applying for a charter from a charter entity other than the SUNY Trustees (e.g., the Board of Regents). This includes applications to charter entities in other states. If yes, provide:

- The name of the charter entity;
- The state where the application was submitted (if not New York);
- The name(s) of the proposed school(s) and the date(s) when the application(s) were submitted;
- The status of the application(s);
- If any members of the founding group withdrew an application for a substantially similar school from consideration by a charter entity or if such an entity ever denied such an application, provide the reasons for the withdrawal or denial.
- If the application was granted, but the charter school is no longer in existence, please provide an explanation; and,
- Describe any changes made to the application following the withdrawal or denial of the application evident in this proposal.

If a charter entity has provided any formal documentation to explain a decision to not move an application for a substantially similar school forward (resulting in an applicant withdrawal, or denial of the application), attach the document(s) as part of this Response.

This response is not applicable.

R-03e – Letters of Justification

If a charter entity has provided any formal documentation to explain a decision to not move an application for a substantially similar school forward (resulting in an applicant withdrawal, or denial of the application), attach the document(s) as a part of this Response.

Request is not applicable.

R-03f – Founding Team Resumes

Submit an updated resume for all founding team members (not including board members).

Christopher Manning's Resume

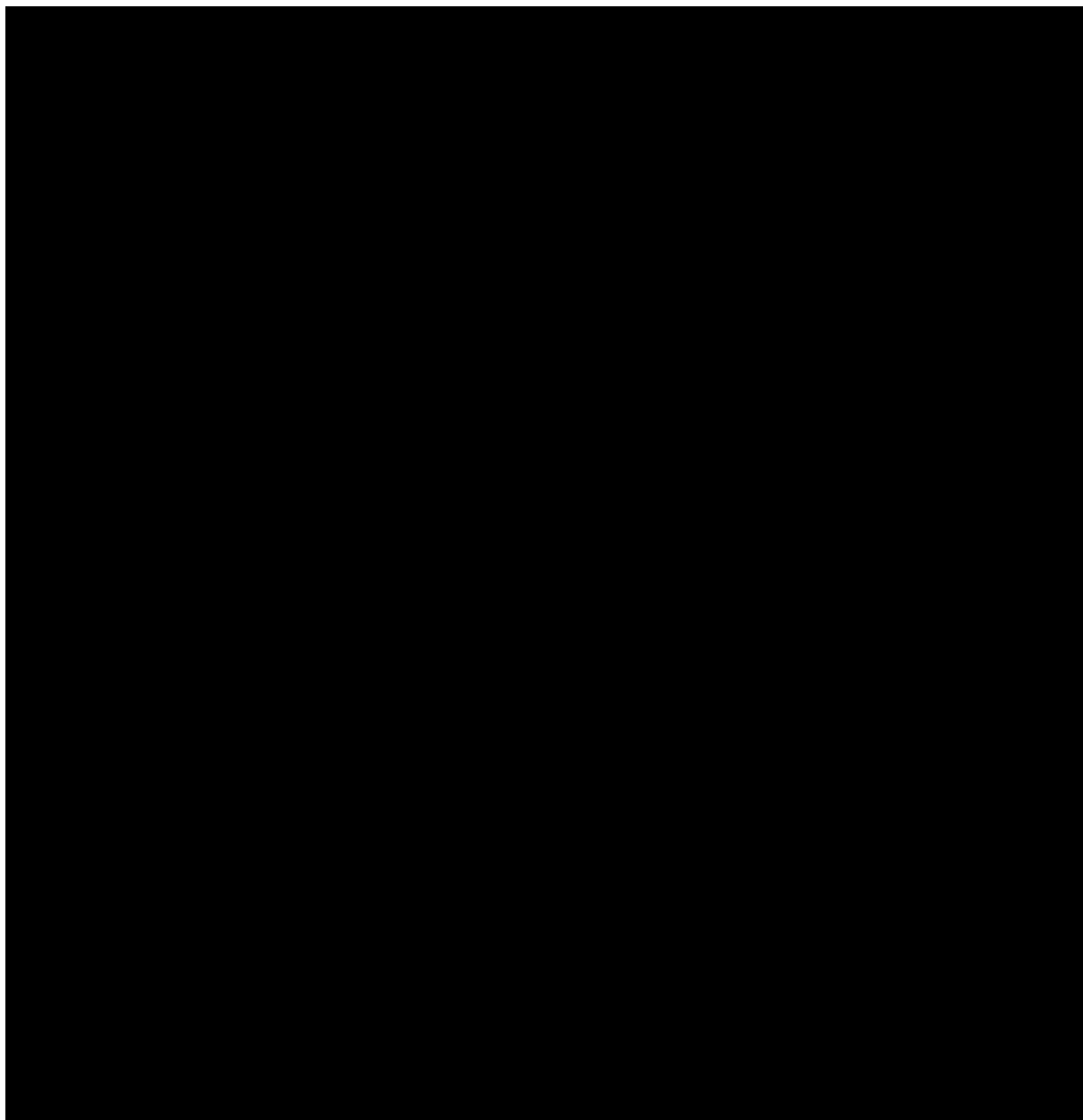
Dr. Christopher Ralph Manning

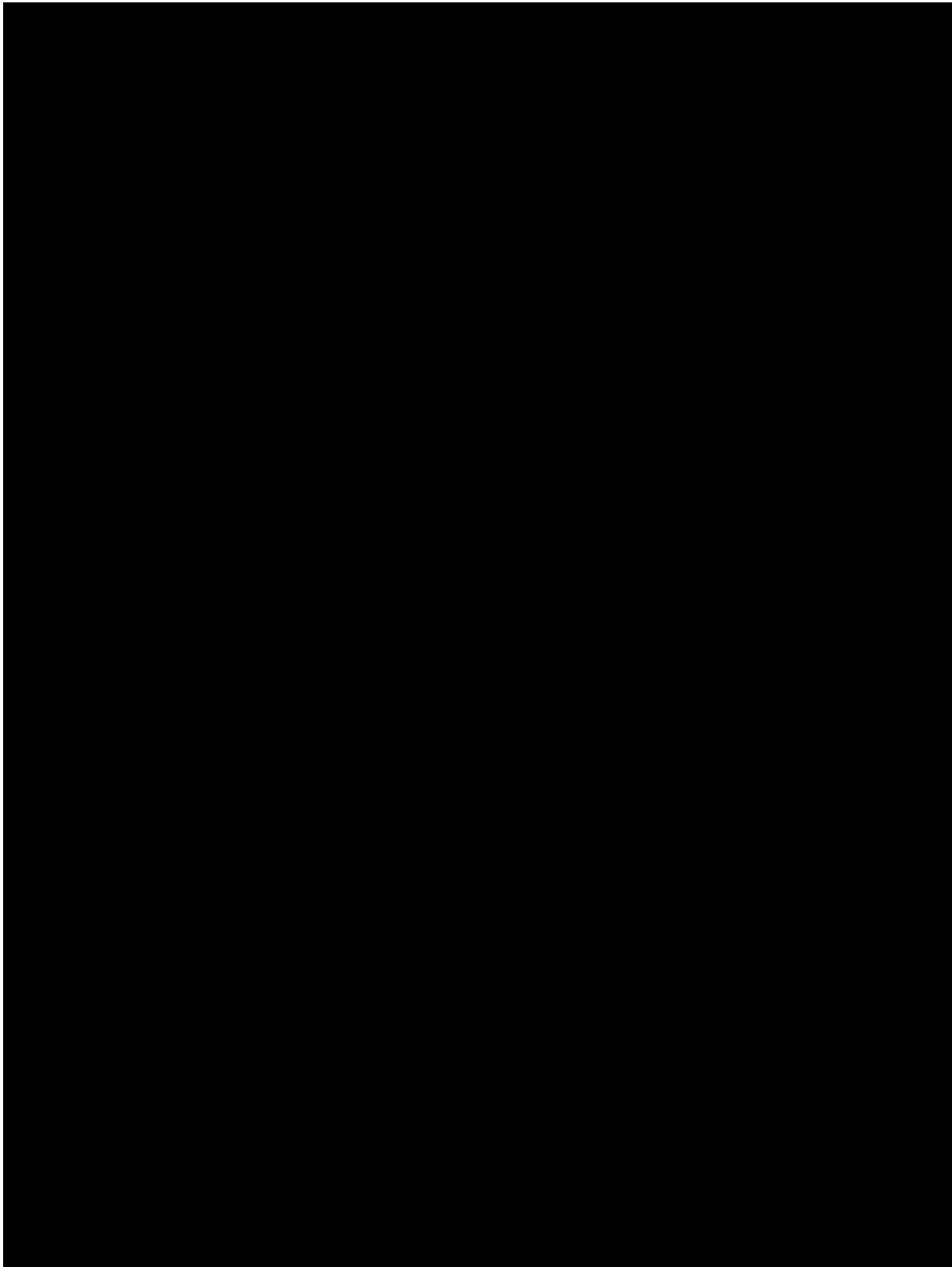
Email: [REDACTED]

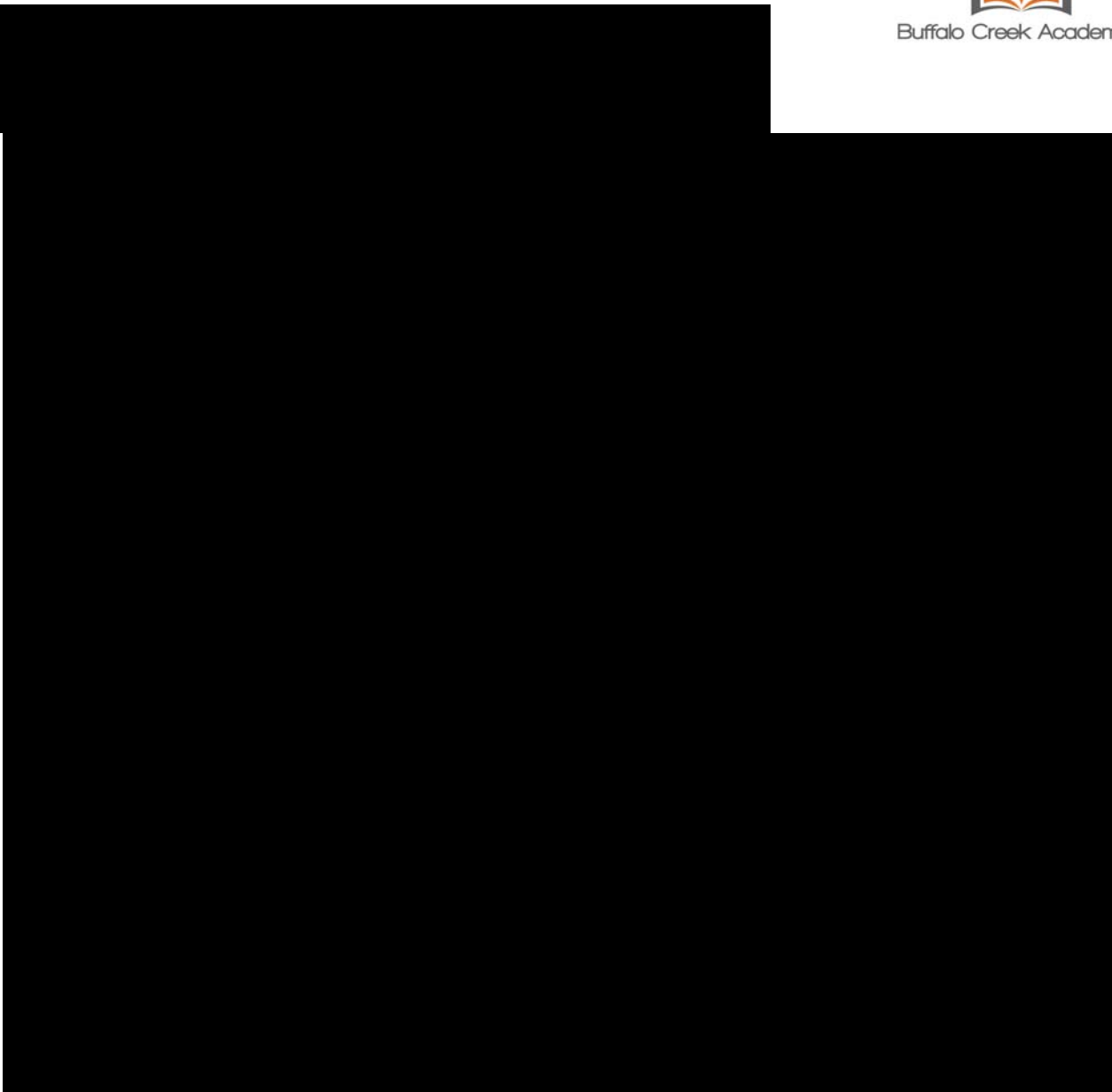
Address: [REDACTED]

Phone Number: [REDACTED]

FULL-TIME WORK EXPERIENCE _____







PROFESSIONAL CONFERENCES

- Delegate, Council of British International Schools 35th Annual Conferences, London, UK - Apr 2016
- Delegate, Council of British International Schools 36th Annual Conferences, London, UK - May 2017
- Delegate, Cambridge Schools Conference, Johannesburg, South Africa - Mar 2016
- Recruiter, International Recruiting Conference, International School Services, Bangkok, Thailand - Jan 2015

FORMAL EDUCATION

Colorado Technical University, Colorado Springs, CO | Mar 2013 - Aug 2018

- **Doctor of Management**

Northcentral University, San Diego, CA | Mar 2014 - Jun 2017

- **Education Specialist Degree**, Educational Leadership

Northcentral University, San Diego, CA | Mar 2014 - Sept 2014

- **Post-Master's Certificate**, Educational Leadership

American Intercontinental University, Schaumburg, IL | Mar 2012 - Feb 2013

- **Master of Education**, Instructional Design and Technology

American Military University, Charles Town, WV | Nov 2008 - Nov 2011

- **Bachelor of Arts**, Military Management and Program Acquisition

Community College of the Air Force, Air University, Montgomery, AL | Mar 2003 - Nov 2008

- **Associate of Applied Science**, Criminal Justice

PROFESSIONAL EDUCATION

Harvard Graduate School of Education, Cambridge, MA | Feb 2016 - Apr 2017

- **Certificate of Advanced Educational Leadership** | 1-Year Program, Online

The Principal's Center, Harvard University, Cambridge, MA | Jun 21-27, 2015

- **Art of Leadership Institute (AOL15)** | 1-Week Program, In-residence

PROFESSIONAL CERTIFICATIONS

Community College of the Air Force, Air University, Montgomery, AL, USA | Jul 2013

- **Professional Manager Certification** | Indefinitely Valid (#11609-P) | [Link](#)

Collaborative Institutional Training Initiative (CITI Program), Fort Lauderdale, FL, USA

- **Management Researcher** | Dec 2017 to Dec 2020 (#25504229) | [Link](#)

Cambridge Assessments International Examinations, Cambridge, UK

- **Cambridge Professional Development Program Leader** | Dec 2016 to Dec 2019

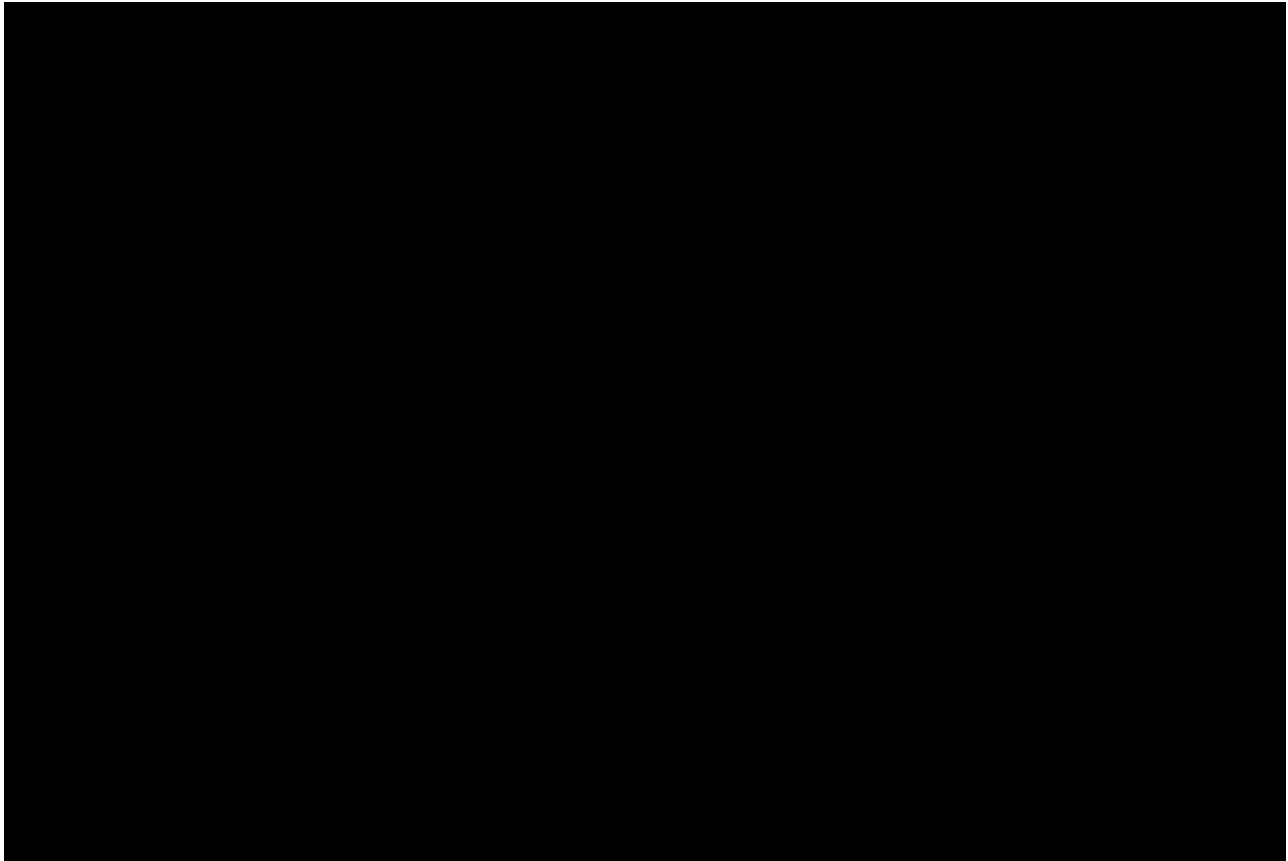
Council of British International Schools (COBIS), London, UK

- **COBIS Peer Accreditor** | Oct 2017 to Oct 2020

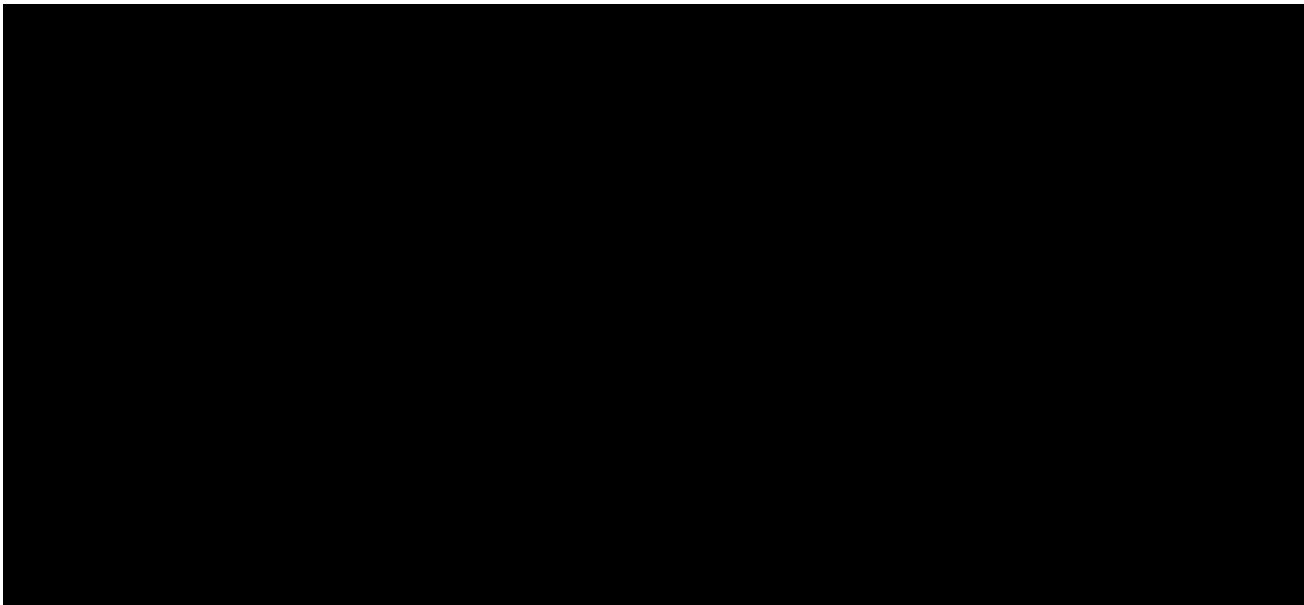
International Baccalaureate Organization (Asia Pacific), Singapore, Republic of Singapore

- **IB Diploma Program Administrator - Category 1** | Feb 2015 to Feb 2020

SCHOOL TEACHING EXPERIENCE _____



PROFESSIONAL & UNIVERSITY TEACHING EXPERIENCE _____



R-04abc – Community Outreach, Support, and Demand

a. Description and Analysis of Community Outreach Efforts

Provide a narrative description of the methods used to inform stakeholders in the intended community about the proposed charter school including:

- The strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs;
- The form and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted proposal; and,
- The extent to which, if at all, the proposal incorporates community input regarding the educational and programmatic needs of students.

In addition to the narrative description, this response may also include a table, bulleted list, etc. with information about outreach efforts.

Note: Community outreach is a minimum statutory requirement. For further information about this requirement, refer to the Guidance Handbook and to the Letter of Intent section of the RFP.

The Founding Team for Buffalo Creek Academy has conducted extensive community engagement to further develop our already well-established relationships with community members and community leaders. We have built relationships with religious leaders and church congregations throughout the East Side community.¹ We have also worked very closely with those organizations that provide after school programs and provide support programs for neighborhood youth within the 1421, 14215, and 14212 zip codes and specifically within the Schiller Park area. As a part of our outreach strategy, our team identified common areas and events where we maintained a presence. Additionally, we collected event flyers, searched for events on organizational social media pages and canvassed social areas (barbershops, beauty salons, and resource centers) to learn of community events where we could connect with more community members and seek their insight into community needs. **Figure 4.01** outlines the events the lead founder and founding team members attended through the Buffalo Community.

Figure 4.01: Events Attended by Lead Applicant and/or Founding Board Members			
Event Name	Organization	Date	Outreach Accomplished
Famous Flea Market Outdoor Sale & VFW	VFW Post 8113	9/8/2018	Meeting new people, sharing news with potential parents, establishing Ties with Organization
9/11 Memorial Ceremony	VFW	9/11/2018	Meeting new people, sharing news with potential parents
Free Community Health and Wellness Event	Buffalo City (Multiple Organizations)	9/12/2018	Meeting new people, sharing news with potential parents
Volunteer Day		9/12/2018	Meeting new people, sharing news with potential parents
Poetry Mic Night	Caffèology	9/14/2018	Meeting new people, sharing news with potential parents
Hunter's Blessing	Orchard Part American Legion Post 567	9/15/2018	Meeting new people, sharing news with potential parents, establishing ties with Organization

¹ Many members of our Founding Board are members of the churches located on the East Side; we have also visited many churches to share information about the proposed school, to include Antioch Baptist Church, and we have spoken with the congregations of each church. We received a Letter of Support from the Pastor of Mount Olive Baptist Church; please see section R-04e, Evidence of Support.



Downtown Food Tour: Chippewa Street	Downtown Food Tour	9/15/2018	Meeting new people, sharing news with potential parents
Sunday service	Antioch Baptist Church	9/22/2018	Met with church leader and provided insight into Buffalo Creek Academy Mission
Tropical Glass Terrarium Workshop		10/11/2018	Meeting new people, sharing news with potential parents, establishing ties with Organization
City Planning Event	City of Buffalo	12/12/2028	Met with Common Council leadership and shared information about Buffalo Creek Academy's Mission and Founding Team
Sunday service	True Bethel Baptist Church	12/16/2018	Met with church leader and provided insight into Buffalo Creek Academy Mission, learned about the cultural and educational landscape of Buffalo from church leader
Sunday service	Mt. Olive Baptist Church	2/3/2019	Distribution of flyers - 70
UB STEP Field Trip - Parents in office for drop off		2/6/2019	Flyers and survey given to parents (12)
Outreach to list serve of UB STEP families past and present		2/6/2019	400 emails sent
Community Engagement		2/9/2019	Obtained surveys from parents of 3rd and 4th graders
Church Service	First Calvary Missionary Baptist Church	2/10/2019	Tabling after service, sharing flyers (25), survey completion
Obtain surveys		2/11/2019	Surveyed parents of 3rd and 4th grade students
UB Minority and Faculty and Staff Association Meeting	MFSA	2/12/2019	10-minute presentation to assembly, shared flyers (40), shared survey link with list serve

Our Founding Team used phone call, emails, social media platforms and Feet on the Street (“FOT”) campaigns to reach community members and stakeholders. We did so to ensure that our school design is informed by what the community needs. The East Side of Buffalo has a rich history and a very proud community. We wish for Buffalo Creek Academy to contribute to the historical wealth and community pride through providing a high-quality education to the up and coming generations that will lead the community in the decades to come.

As a part of our collective efforts to engage our community, we contact hundreds of community members and leaders from various professional and economic backgrounds including non-profit organizations, religious-based organizations, community service organizations, individuals and business with an interest or personal attachment to the increased quality of education on the East Side.

Figure 4.02: Community Members & Stakeholders Contacted

Individual & Organization Contacted	Date of Contact	Method
Teresa Bianchi, Executive Director, Habitat for Humanity Buffalo	9/11/2018	Email
Lori Overdorf, Director of Development & Youth Services, Valley Community Association, Inc.	9/11/2018	Email
Kellena L.W. Kane, Senior Development Manager, Uniland Development Company	9/11/2018	Email
Pam Acker from the Say Yes program	9/14/2018	Email
Jason Whitaker from the Say Yes program	9/14/2018	Email
Jonathan Staples from the Say Yes program	9/14/2018	Email
Danyel Sease from the Say Yes program	9/14/2018	Email
Gwen Humphrey from the Say Yes program	9/14/2018	Email
Marion Slaughter from the Say Yes program	9/14/2019	Email
Harvey Miles from the Say Yes program	9/14/2018	Email
Albert Wilson from the Say Yes program	9/14/2018	Email
Byron Trice from the Say Yes program	9/14/2018	Email
Bridget Brace-MacDonald, Director of Outreach Activities, Genome, Environment & Microbiome Community of Excellence, University at Buffalo	9/14/2019	Email
Emily Bolles from PUSH Buffalo	9/14/2018	
Michael McCarley Sr. from Buffalo Urban League	9/14/2018	Email
Constance Denise Strother, Urban Designer Committee Member / Fillmore Forward Inc.	9/14/2018	Phone
JoAnna Rozier-Johnson, Director of Youth Services & Youth Development Trainer	9/14/2018	Phone
Gabrielle Mosher from Urban League Youth Professional Education Committee	9/14/2018	Email
Mary Owusus, Vice President, Digital Strategy and Analytics	9/16/2018	Email
Kathrine Pizzuto, Community Coordinator at People, Inc.	9/16/2018	Email
Alessandra Duarte, Community Coalition Coordinator for the West Side Youth Development Coalition	9/16/2018	Email
Matthew Austin, Knowledge Management Officer at the Community Foundation	9/16/2018	Email
Garret Wyckoff, Director of Supply Chain Management at The VMC Group	9/16/2018	Email
Bridget Brace-MacDonald, Director of Outreach Activities, Genome, Environment & Microbiome Community of Excellence, University at Buffalo	9/16/2018	Email
Samantha L. Nephew, Executive Director at Erie County Democratic Committee	9/16/2018	Email
Kelly (Wofford) Showard, Director of Community Relations at Erie County Medical Center Corporation	9/16/2019	Email
Matthew Herman, Regional Sales Manager at Spectrum Enterprise (Formally Time Warner Cable Business Class)	9/16/2018	Email
Arthur Hall, Community Planner - Buffalo Urban Renewal Agency		Email
Nicole Y. Stewart, Organizational Strategist and Consultant	9/16/2018	Email



Maisha Drayton, Director, Community and Stakeholder Engagement to Promote Health Equity, CAI (Cicatelli Associates Inc)	9/16/2018	Email
Addison Baker, Manager at The Fusion Group, Inc.	9/16/2018	Email
Fellicia Young, Manager, Talent Acquisition at BlueCross BlueShield of Western New York	9/16/2018	Email
Cheryl Houston, Community Services for Every1	9/16/2018	Email
Vondolyn Salter-Lane, MA-MHC, Mental Health Therapy	9/16/2018	Email
Anne Coach, Chief Executive Officer, Coach at Accessible Academics	9/16/2018	Email
Thomas Colson, CEO/President at Executive IP	9/16/2018	Email
Jocelyn Gordon, MBA, MUP Executive Director at BENLIC- Buffalo Erie Niagara Land Improvement Corporation	9/16/2018	Email
Chaunci Hinton, Director at National Statler Center a program of the Olmsted Center for Sight	9/16/2018	In-person, Phone
Christopher Jerzewski, Chief Development Officer at StraussGroup - Executive Search Consultants / Recruitment Firm	9/16/2019	Email
Patrick O'Connor, President, Buffalo Rehab Group Physical/RunSmartonline	9/16/2018	Email
Carl Knickerbocker, Business Coach and Founder	9/16/2018	In-person, Email, Phone
Julie Barrett O'Neill, Buffalo Office, Executive Director at Local Initiatives Support Corporation (LISC)	9/16/2018	Phone
Dale McKim, Executive Vice President - Chief Risk Officer, Evans Bank	9/16/2018	Email
Sharon L. Hanson, Healthcare Consultant	9/16/2018	Email, Phone
Warren E. Clark, President and CEO at Better Business Bureau of Upstate New York	9/16/2018	Email
Cindy Odom, Executive Director, Western Region Hillside Family of Agencies and Board Member for Buffalo State College	9/16/2018	Email, Phone
Christopher Jerzewski, Chief Development Officer at StraussGroup - Executive Search Consultants / Recruitment Firm	9/16/2018	Email
Kelly (Wofford) Showard, Director of Community Relations at Erie County Medical Center Corporation	9/16/2018	Email
Kristen Luppino-Gholston, Daemen College - Civic Engagement	9/16/2018	Email
Sudha Bommidi, Executive Director, Clinical Operations at Roswell Park Comprehensive Cancer Center	9/29/2018	Email
Paul Hardaway, Plant Manager at Peerless-Winsmith, Inc	9/29/2018	Email
Darryl McPherson, Attorney & Counselor at Law	9/29/2018	Email
Phillip Dabney-Jr., Legal Counsel at Buffalo Municipal Housing Authority	10/7/2018	Email
Joseph Hanna, Partner at Goldberg Segalla LLP	10/7/2018	Email
David Roger, CEO, Life Storage	2/1/2019	In-person
Council Member Rasheed N.C. Wyatt	2/1/2019	Email
Dean Suzanne Rosenblith, UB Graduate School Education	2/1/2019	Email
Raechele L. Pope, Associate Professor; Associate Dean for Faculty and Student Affairs and Chief Diversity Officer, University at Buffalo	2/1/2019	Email
Lavette Richards, Buffalo Resident	2/1/2019	Phone
Natasha Mehta, Buffalo Resident	2/2/2019	Email
Katie Campos, Buffalo Resident	2/2/2019	Email



Dewan Stroud, Buffalo Resident	2/3/2019	Email
Vanita Jameson, Buffalo Resident	2/4/2019	Social Media
Fana Witt, Buffalo Resident	2/4/2019	Social Media
Keith Carter, Buffalo Resident	2/4/2019	Social Media
Andrea Dudley, Buffalo Resident	2/4/2019	Phone
Raziya Hill, Buffalo Resident	2/4/2019	In-person
Alejandro Real, Buffalo Resident	2/4/2019	In-person
Leatrice Hamilton, Buffalo Resident	2/4/2019	In-person
Deborah Brittain, Buffalo Resident	2/4/2019	In-person
Michael Brown, Buffalo Resident	2/4/2019	In-person
Fana Witt, Buffalo Resident	2/4/2019	Social Media
Evelyn Burgess, Assistant Director of Upward Bound Program	2/7/2019	Email
Letitia Thomas, PhD	2/7/2019	Email
Steve Peraza, Buffalo Resident	2/7/2019	Email
Jonathan Smith, Buffalo Resident	2/8/2019	Phone
Allan Leeper, Buffalo Resident	2/8/2019	Phone
Starlet Leeper, Buffalo Resident	2/8/2019	Phone
Marques Richardson, Buffalo Resident	2/8/2019	Phone
Yvonne Smith, Buffalo Resident	2/8/2019	Phone
Daniel Robertson, Buffalo Resident	2/8/2019	Phone
Jeremy Lyman, Buffalo Resident	2/8/2019	Phone
Jessica Peraza, Buffalo Resident	2/8/2019	Phone
Samantha Smith, Buffalo Resident	2/9/2019	Social Media
Jed Michael, Buffalo Resident	2/9/2019	Social Media
Amanda Funk, Buffalo Resident	2/9/2019	Social Media
Joe Cam, Buffalo Resident	2/9/2019	Social Media
Jed Michael, Buffalo Resident	2/9/2019	Social Media
Amanda Funk, Buffalo Resident	2/9/2019	Social Media
Joe Cam, Buffalo Resident	2/9/2019	Social Media
Danise Wilson, Director - Erie Niagara Area Health Education Center	2/10/2019	Email
Kevin Ragland, First Calvary Missionary Baptist Church, Board Trustee	2/10/2019	In-person
Nick Lanthier, Buffalo Resident	2/11/2019	Social Media
Deborah Sealesv, Buffalo Resident	2/11/2019	In-person
Devin Stroud, Buffalo Resident	2/11/2019	In-person
Tamir Walker, Buffalo Resident	2/11/2019	In-person
Tasha Jones, Buffalo Resident	2/11/2019	In-person
Durhilda Ann Brown, Buffalo Resident	2/11/2019	In-person
Erin Clark, Buffalo Resident	2/11/2019	In-person
Brandyn Berry, Buffalo Resident	2/11/2019	In-person
Derrick Byrd Jr., Buffalo Resident	2/11/2019	In-person
Romuald Nadratowski, Buffalo Resident	2/11/2019	In-person
Gerald Seals, Buffalo Resident	2/11/2019	In-person
Venice L. Brown, Buffalo Resident	2/11/2019	In-person
Dolores Wilkenson Jacobs, Buffalo Resident	2/11/2019	In-person
Marion Ester, Buffalo Resident	2/11/2019	In-person
Bessie Pope, Buffalo Resident	2/11/2019	In-person

Dr. Uzo Ihenko, Deputy Director of Building Operations City of Buffalo Department of Public Works, Parks & Streets [REDACTED]	2/11/2019	Email
Cecelie Owens, Buffalo Resident	2/12/2019	Email
Douglas Hoston, Liberty Partnership Program, Assistant Director	2/12/2019	In-person
Amanda Reed Quality and Patient Safety Nurse at Catholic Health	2/12/2019	In-person
Council Member Rasheed N.C. Wyatt	2/1/2019	Email
Dean Suzanne Rosenblith, UB Graduate School Education	2/1/2019	Email
Raechele L. Pope, Associate Professor; Associate Dean for Faculty and Student Affairs and Chief Diversity Officer, University at Buffal	2/1/2019	Email

In addition to being designed based on the best practice of school across the United States², we have designed our school programs to ensure that they are responsive to the needs of the 14211, 14212, and 14215 zip codes, particularly the Schiller Park area. We are determined to ensure that community members know that we were listening during our many conversations over the phone, via email, and in-person, and via social media. **Figure 4.03** outlines the may responses we received during our many conversations. The last column in the figure outlines how our key design elements and other key factors of our overall school design are responsive to community needs and concerns.

Figure 4.03: Online Petition Responses from Parents		
Status	Response (What are the non-negotiables for quality education?)	Buffalo Creek Academy Design Elements
Community Member/Stakeholder	There is a serious need for a quality school option on the East Side, children must feel safe before they can focus on learning.	Structure is the foundation of joy and creativity; predictability and clarity create a sense of personal safety and communal well-being; an ethos of care allows joy of community and creativity of learning to thrive. We promote academic achievement and grow LIFE -affirming values, guided by our LIFE Values of Leadership, Integrity, Focus, and Excellence.
Community Leader	There needs to real attention provided the afterschool programs for children on the East Side.	Excellence is one of our LIFE Values . Excellence will be demonstrated in all academic and extracurricular activities.
Community Leader	Charter School should provide a quality option for children. It is not just a matter of school choice it is the types of choices parents have. Parents on the East Side deserve quality options.	Providing high-quality instruction for students who bring a broad range of backgrounds, our rigorous approach to teaching will allow us to celebrate academic achievement as we develop within our students the knowledge, skills, and abilities required for college graduation and positive community impact.

² Lead Founder Dr. Christopher Manning is a Fellow in the Building Excellent Schools Fellowship. As such he has travelled across the United States studying some of the highest performing urban charter schools in the nation.



Community Member/Stakeholder	Schools should prepare children for life after the classroom. Students should not only be able to go into college, they should be able to function in society and in their chosen profession.	Our students will develop cross-cultural competence, critical analysis, teamwork, presentation creation, and research skills to succeed in college and lead in our community and ever-changing global environment. ³
Community Leader	Schools should ensure that they seek out and partner with community organizations that are here to provide support.	Through partnership with the Delavan-Grider Community Center and the George K. Arthur Community Center, and Edwards Saunders Community Center, our civic engagement program will be fueled by student-driven projects at every grade.
Community Leader	School curricula should include extracurricular activities that interest the students and provide opportunities for students to experience their community from a different angle.	We seek to close the civic engagement gap that exists among low-income people of color. ⁴ Through partnership with the Delavan-Grider Community Center, our civic engagement program will be fueled by student-driven projects at every grade.
Community Member/Stakeholder	Mr. Rogers is keenly interested in hearing about improving educational opportunities for the youth on the East side of Buffalo. He has devoted his personal and professional career to assisting others in need - business, religious, and community-wide. Mr. Rogers understands through rigorous structure and building a solid community foundation, these students will be bright shining beacons of knowledge. He supports Buffalo Creek Academy and looks forward to the next stage of the Charter process - 'Approval'!	Buffalo Creek Academy believes that all students, regardless of race, gender, home language, religion, or socioeconomic status deserve a quality public education that prepares them for a life of continuous learning, economic success, and positive community impact.
Community Member/Stakeholder	Quality teaching is essential. The real-life value of what is being taught is important. The information that is being taught should be information that is valuable to the students in that they can actually take it into the real world. Student to teacher ratio is important so that the students can get more individual attention.	To ensure that our teachers are leveraging our assessment cycle and data-analysis sequence to the fullest benefit of our students, and in addition to our 20 days during our Summer Session, our calendar features 12 days of professional development which includes regularly scheduled data days. These are days dedicated to allowing teachers to provide their full attention to instructional design and intervention planning that will

³ Cambridge Assessment International Examinations Global Perspectives Curriculum. <http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-global-perspectives-0457/>.

⁴ Lead Founder and proposed Executive Director Dr. Christopher Manning completed leadership residency in Democracy Prep Public Schools as a part of the Building Excellent Schools Fellowship <http://democracyprep.org/about/>. For Letter of Support from Democracy Prep Harlem Middle School Principal Andre Geddes, please see Request 4.



		ensure the success of each of our students.
Community Member/Stakeholder	Safety is important. Foreign language classes, music, and arts are needed. Teachers that that are highly motivated and stay engaged with both the parents and the students.	Community-focused activities and multi-cultural global studies ensure that all students develop positive self- and other-awareness and the ability to make impact. Students will reflect on how events that take place outside of their community, city, state, and country have an impact on personal, national, and global levels.
Community Member/Stakeholder	Teachers who think outside the box in regard to making kids who learn differently more likely to participate.	Within classrooms, standards will be high; when it is evident that a student is struggling to meet the standards, teachers will adjust instructional methodology, and more protracted struggle will trigger our RTI system of tiered supports aligned to the standards, and in both cases, the standards will remain the same. Our teachers will work with every student to ensure that each objective and aligned task is mastered to the required level.
Community Member/Stakeholder	Teachers that are enthusiastic and willing to be flexible with their teaching style. A well-rounded curriculum with real world application.	Teachers will have real-time data to inform supports, re-teachings, and re-assessments, as well as to inform the implementation of our RTI system of tiered supports.
Community Member/Stakeholder	Tools and resources such as updated text books are important. Quality teachers and a safe environment is needed. Developing a curriculum that evolves to meet the demands of the time. For example, technology is subject that students really need to know that was not the case 30 years ago. Additional support in academic areas that students struggle is important.	With our focus on building achievement and implementing rigorous curriculum in all grades, all students regardless of incoming ability or need will be best positioned to perform at and above their grade levels, closing the achievement gap for some of our city's most vulnerable students
Community Leader	Teachers with cultural sensitivity that are able to related to the students and handle the problems they face. Support in the school to handle issues that the students face outside of the classroom. Have counselors, not just guidance counselors. Diversity in the staff. A course with life skills is important. Discussions about college should happen with students before they get to high school. There should also so be an alternative to suspension.	We will implement rigorous academics, prioritizing reading and mathematics in all grades and expanding to a full college preparatory course of study in the high school



<p>Community Member/Stakeholder</p>	<p>Equitable education and equal resources, diversity in the teaching staff, and libraries are important. Libraries teach research methods, librarians teach students literacy skills, librarians support the curriculum and provide resources to the students and provide access information. The staff needs to meet the students where they are and be prepared to handle issues that the students are facing out of the school. A consistent message that is easy for the students and parents to digest so that they are aware of the standards set by the school and can work to attain it is important. Teach technology for educational purposes and productivity tools so that they can use and get the most out of their resources. (ex. Microsoft Word and PowerPoint). It is important to have teachers that can get behind the goals of the school.</p>	<p>Academic rigor will be supported by a robust parental communication system⁵ that will provide continuous feedback on student performance and school expectations for homework, evening reading, weekly academic growth, and ongoing, measurable achievement.</p>
<p>Community Member/Stakeholder</p>	<p>Safety and basic needs, art, music, languages; etc. Good teachers who are invested in the children's education</p>	<p>We believe that providing high-quality instruction for students who bring a broad range of backgrounds, our rigorous approach to teaching will allow us to celebrate academic achievement as we develop within our students the knowledge, skills, and abilities required for college graduation and positive community impact.</p>
<p>Community Member/Stakeholder</p>	<p>I think the most important factor is strong leadership that exemplifies a dedication to the students and a work ethic for teachers and students alike to strive towards. School leaders should be accessible to families, impartial in holding teachers and students accountable, and quite simply the first to arrive and the last to leave. Nadia Lopez, a principal in Brooklyn who gained some fame after being featured in Humans of NY wrote about this in detail in The Bridge to Brilliance. Much like her, I think the administration in the school really sets the tone in many ways for the school, which can really make or break the school's culture. On the same note, there needs to be transparency and consistency when it comes to discipline. The school's</p>	<p>With his own experiences as a young man of color growing up in the United States, as a service man across the globe, and as an educator and educational leader in diverse contexts and communities, Dr. Manning is uniquely positioned to create a culturally-sensitive school environment – one that energizes the community, provides an academically ambitious and caring school community that establishes positive self-awareness and opens up a global perspective, and one that absolutely changes the lives of all students who enroll.</p> <p>Every morning, every Buffalo Creek Academy student will be</p>

⁵ BES Principle of School Design #8 <http://buildingexcellentschools.org/approach/>.



	<p>(high) expectations, rules and consequences should be a part of the common language every member of the school community shares. Consistency is especially important as favoritism and exceptions can be detrimental to sense of safety and order in a school, which need to be in place before a quality education can take place.</p> <p>Choice is another important element. Teachers need to have some level of control over the content and skills that they teach. This allows their classrooms to reflect their passions, which I think curricular mandates can sometimes stifle, as that is part of the reason I left. Students should also be able to have some degree in choice to explore their interests through electives or independent studies. Some of the best work products I have seen students produce have been the result of the least restrictive guidelines, with guidance throughout the research and revision process.</p> <p>Finally, I think character or social emotional education are important. I think the role of education is not simply academic but also to teach children how to communicate, advocate and care for their communities and their selves. Restorative practices provides a good framework for this in terms of fostering a sense of community, communication and empathy. However, this is not enough in terms of teaching children healthy coping skills, building self-esteem and many of the other necessary components of social emotional skill building and mental health education that are currently missing from what we consider a quality education.</p>	<p>greeted with the simple and powerful words, “We care about you”; each student will then affirm their value with “I care about my future.” Focused on achievement in classrooms and social and emotional growth through Caring Circles, learning <i>and</i> caring are each a central focus of our community.</p>
Community Leader	<ol style="list-style-type: none">1) current textbooks2) knowledgeable faculty3) interactive teaching methods4) parent/guardian engagement5) current technologies6) diverse extracurricular programming7) proper classroom furnishings8) safe environment	<p>Our mission is informed by Building Excellent Schools (“BES”) principles of school design⁶ and our design elements incorporate proven practices from high-performing charter schools demonstrating what is possible,</p>

⁶ BES Principles of School Design <http://buildingexcellentschools.org/approach/>.



		particularly within high needs communities.
Community Member/Stakeholder	<p>A quality education must effect:</p> <p>The capacity to think critically and make decisions through systematic investigation and reasoning An ability to communicate verbally and in writing An awareness of the local and global worlds in which we live An appreciation for humanity and the experiences shared among us A compassion for others both similar and different than oneself A respect for the earth, its flora and fauna, and the environment we all share</p> <p>To effect these learning outcome, an education must:</p> <p>Convene people of diverse backgrounds Encourage participation and cooperation among students, parents, and community in the educational experience Welcome, explore, and appreciate difference Promote problem solving Facilitate conflict resolution Create opportunities for travel and experiential learning</p>	Our school will provide high-quality instruction for children who come to us from a broad range of backgrounds. Our rigorous approach to teaching will allow us to celebrate academic achievement as we develop within our students the knowledge, skills, and abilities required for college graduation and positive community impact.
Community Member/Stakeholder	Academic success rate. The development of a well-rounded student. Interaction and communications between schools and parents.	Academic rigor will be supported by a robust parental communication system ⁷ that will provide continuous feedback on student performance and school expectations for homework, evening reading, weekly academic growth, and ongoing, measurable achievement.
Community Member/Stakeholder	<ol style="list-style-type: none"> 1. College completion rates and job placement rates - I would like to know whose successful, not just who went to college or enrolled in a trade school. 2. Inclusion - I believe the schools can do a better job of uplifting students by having a curriculum that is inclusive of other cultures. 3. Let kids review teachers. This will provide more info on teachers' strengths and weaknesses, allowing 	Students will reflect on how events that take place outside of their community, city, state, and country have an impact on personal, national, and global levels. High school students will develop cross-cultural competence, critical analysis, teamwork, presentation creation, and research skills to succeed in college and lead in our

⁷ BES Principle of School Design #8 <http://buildingexcellentschools.org/approach/>.



	for better teacher development. 4. Life Skills 5. Personal Development	community and ever-changing global environment.
Community Member/Stakeholder	Confidence, inspiration, beneficial life/working skills and articulation. In this day and age I feel that much of the things that are being taught are useless in the real world and now every bit and piece of information can be found within seconds on the internet. At this point what should be the main focus is critical thinking, information analysis, credible information, and research skills. Much of these things are expected in college but not everyone goes the college route and are left with a high school education that really only prepared them for regents exams and not as much useful skills like how to do taxes, how to build a resume, how credit works, investing your money, etc.	Building levels of literacy that sustain life, build future learning opportunities, and advance economic health is a profound and continuing challenge in Buffalo Public Schools. ⁸ Embedded within the Schiller Park community, Buffalo Creek Academy will focus on academic rigor, implement frequent assessment, ensure safety and security through structure, and grow LIFE -affirming values guided by our LIFE Values of Leadership, Integrity, Focus, and Excellence and our ethos of Care embodied in our use of Care language and our Care Circles
Community Member/Stakeholder	An educator that looks like my child - a person of color. One who is sympathetic and genuinely cares whether my child exceeds or not.	Each interaction will be framed through the word "care," which we term our Care Factor . Our students will enjoy an environment that is free from distractions, prompts good behavior, and recognizes the sanctity of safety and learning.
Community Member/Stakeholder	Not requiring that my son doesn't do his best. Educators praising for low grades. This mind set teaches them that barely is enough.	Providing high-quality instruction for students who bring a broad range of backgrounds, our rigorous approach to teaching will allow us to celebrate academic achievement as we develop within our students the knowledge, skills, and abilities required for college graduation and positive community impact.
Community Member/Stakeholder	Smaller class sizes	Each student will model the community value of Focus while inside and outside of the classroom.
Community Member/Stakeholder	A school where parents are welcomed and input by parents/guardians are valued.	Academic rigor will be supported by a robust parental communication system ⁹ that will provide continuous feedback on student performance and school expectations for homework, evening reading, weekly academic

⁸ Remarks made by Buffalo Public Schools Superintendent Dr. Kriner Cash at school board meeting. <http://news.wbfo.org/post/clock-ticking-future-struggling-build-academy>.

⁹ BES Principle of School Design #8 <http://buildingexcellentschools.org/approach/>.



		growth, and ongoing, measurable achievement.
Community Member/Stakeholder	Sending a child to a school where they will receive a great education.	Providing high-quality instruction for students who bring a broad range of backgrounds, our rigorous approach to teaching will allow us to celebrate academic achievement as we develop within our students the knowledge, skills, and abilities required for college graduation and positive community impact.
Community Member/Stakeholder	Respect from administration towards parents. Seasoned educators in the classroom.	Our annual calendar will also feature designated dates when we will formally engage our parents to ensure that they are participating fully as members of our school community. Parents will attend annual events at the beginning and end of each year as well as Coffee and Cake Night and our annual Half-time Dinner.
Community Member/Stakeholder	<p>First and foremost, congratulations on your new journey with Buffalo Creek Academy. My non-negotiables when it comes to quality education include:</p> <ul style="list-style-type: none"> · Hiring highly qualified, professional, engaging, and accessible teachers and/or staff. · Providing college preparatory and/or vocational prep courses. · Focusing on literacy, mathematics, civic engagement, computer science, and community service. · Having high standards for leadership, integrity, and excellence – teaching life values/skills. · Having an environment that's conducive for learning. · Having a natural tolerance of others, and demonstrating what “real” respect looks like. · Having educational resources available for students to promote higher education 	<p>Our mission is to ensure that all students are prepared to graduate from college and positively impact our community. Students in the fifth through eighth grades will experience double blocks of English Language Arts (ELA) and double blocks of Mathematics. These double blocks will allow us to increase the literacy and numeracy levels of our students in the shortest amount of time.</p>
Community Member/Stakeholder	<p>Academic excellence/preparation for the next level (high school or college)</p> <p>Safety</p> <p>Diversity – My child should feel comfortable at his school and have other kids that look like him</p> <p>Competent caring teachers</p>	<p>Our academic calendar is one that embeds data-analysis cycles to ensure that we are continuously aware of how our students are performing and to determine necessary and timely adjustments to ensure all students are successfully reaching annual growth and absolute goals and are cumulatively and measurably placed on the path to college graduation in all years.</p>



Community Member/Stakeholder	Use of technology to increase their ability to use technology in college.	Computer Science is provided once per week for 50 minutes
Community Member/Stakeholder	Safe and open environment to learn and express ideas. Well prepared instructors and up to date books/technology.	We believe at Structure and safety within a values-driven, caring community promote academic growth
Community Member/Stakeholder	Teacher evaluations, extracurricular activities, security, decent lunch meals, freedom of expression (although this can be tricky because people may have different views on what's appropriate or not), equal scholarship opportunities for juniors and seniors.	Our academic year begins with three full weeks of Teacher Summer Session ("Summer Session") professional development. The Summer Session allows school leadership the opportunity to inculcate within our teachers the very same values and behaviors we will expect from our students. We will also conduct curriculum planning, as well as hone teachers' instructional practices that have proven to support the most at-risk students in reaching their highest academic potential.
Community Member/Stakeholder	I'd say it depends on what type of education you're talking about - the experience of the instructor(s) is important, especially when weighed against the bloat of a modern education. Also, value... for example, my most recent degree totaled out at about 120k at 7% compounding for a field that produces far fewer employment opportunities and income potential than had I done a 20K auto body repair thing. Additionally, it only qualifies me in some places, not others, so reciprocity of education is important. Is it recognized everywhere? So involvement, experience, value... And is it a match. The best career is only as good as your passion for it. You'd better not hate what you do.	It is our firm belief that proficiency in literacy and mathematics is imperative for the intellectual development of children who are to be placed on the path to college graduation. Through this focus our programs are designed to ensure that students embark on their future with an informed understanding of how to positively contribute to our community, country, and world. This is how quality is defined at Buffalo Creek Academy
Community Member/Stakeholder	Free discussion without hypersensitivity and facts being facts, not shades of grey.	Students will develop cross-cultural competence, critical analysis, teamwork, presentation creation, and research skills to succeed in college and lead in our community and ever-changing global environment
Community Member/Stakeholder	As a parent I think that security is always a concern. You just have to make sure there's some sort of protocol. We also looked at how they rank in the county, state, and maybe	We believe that structure is the foundation of joy and creativity; predictability and clarity create a sense of personal safety and communal well-being; an ethos of



	even nationally on testing and average grades with the schools.	care allows joy of community and creativity of learning to thrive
Community Member/Stakeholder	Dedicated teachers who give time to work with the children that they are instructing.	Full days in our Lower Academy will provide 425 instructional minutes; the abbreviated days provide 265 instructional minutes. Full days in our Middle and Upper Academies will provide 400 instructional minutes (with an additional 50 minutes for students who are in Tutoring/intervention rather than Extracurriculars) instructional minutes and 200 instructional minutes on abbreviated days. Our academic calendar of 185 academic days of instruction provides a total of 66,600 minutes or 1,110 hours of instruction to our Lower Academy students and 59,200 minutes or 988 hours (rounded) of instruction to our Middle and Upper Academy students
Community Youth (with guardian's permission)	Keeping graduating rates high	The 2017 high school graduation rate in Buffalo was 62.7% ¹⁰ ; in the 2016-2017 academic year, no schools in Buffalo met AYP requirements as set out by the State of New York. ¹¹ Buffalo Creek Academy is designed to be a proof point in the community and larger city and is designed to address the specific needs of our community and deliver a high-performance school, bringing nation-wide best practices implemented successfully for the community of Schiller Park.
Community Youth (with guardian's permission)	Charter schools are where you get the best education!	Our mission is informed by Building Excellent Schools (“BES”) principles of school design ¹² and our design elements incorporate proven practices from high-performing charter schools demonstrating what is possible, particularly within high needs communities.
Community Youth (with guardian's permission)	Teachers that want to be there for us kids.	Buffalo Creek Academy will focus on academic rigor, implement frequent assessment, ensure safety and security through

¹⁰ Channel 5 New Reporting on the 2017 graduate rate. <https://www.youtube.com/watch?v=oJ2FcSSQgl0>.

¹¹ We recognize changes to ratings used by NY State, including the use of the term AYP; however, as recent measure of school performance and growth measures, we found this data point helpful when considering school quality as available to families and determining the proposed location for Buffalo Creek Academy.

¹² BES Principles of School Design <http://buildingexcellentschools.org/approach/>.



		structure, and grow LIFE -affirming values guided by our LIFE values of Leadership, Integrity, Focus, and Excellence and our ethos of Care embodied in our use of Care language and our Care Circles
Community Youth (with guardian's permission)	Working hard	Our rigorous approach to teaching will allow us to celebrate academic growth and achievement as we develop within our students the knowledge, skills, and abilities required for college graduation and positive community impact.
Community Member/Stakeholder	Improve the health and wellness of children by providing healthy, nutritious meals in schools.	Secured access to a meal for every child during the school day is a core priority in our annual budget planning. At Buffalo Creek Academy, we will provide many opportunities and supports for families to access and complete all required paperwork, to ensure that we have the proper documentation associated with the free and reduced rate. This will not be a part of the formal enrollment process but will be done and offered once a family has accepted a seat at Buffalo Creek Academy for their child. Our staff will also conduct a Home Visit with each new family to keep families informed of the meal programs and we will provide annual information sessions for all new and returning families to provide full information as well.
Community Member/Stakeholder	Graduation rate must be higher	As a minimum, our accountability plan shows that each year, 75 percent of students in the fourth-year high school Total Graduation Cohort and 95 percent of students in the fifth-year high school Total Graduation Cohort will graduate.
Community Member/Stakeholder	Increase graduation rate	
Community Member/Stakeholder	Rate of graduation	
Community Member/Stakeholder	Infusion of Black History, bring back trade school	With his own experiences as a young man of color growing up in the United States, as a service man across the globe, and as an educator and educational leader in diverse contexts and communities, Dr. Manning is uniquely positioned to create a culturally-sensitive school environment – one that energizes the community, provides an academically ambitious and caring school community that establishes positive self-awareness



		and opens up a global perspective, and one that absolutely changes the lives of all students who enroll.
Community Member/Stakeholder	Home participation	Our annual calendar will also feature designated dates when we will formally engage our parents to ensure that they are participating fully as members of our school community. Parents will attend annual events at the beginning and end of each year as well as Coffee and Cake Night and our annual Half-time Dinner. These and other events will allow our school to recognize and celebrate the many cultures represented among our school population.
Community Member/Stakeholder	Teach black history	With his own experiences as a young man of color growing up in the United States, as a service man across the globe, and as an educator and educational leader in diverse contexts and communities, Dr. Manning is uniquely positioned to create a culturally-sensitive school environment – one that energizes the community, provides an academically ambitious and caring school community that establishes positive self-awareness and opens up a global perspective, and one that absolutely changes the lives of all students who enroll.
Community Member/Stakeholder	Improve the caliber of teachers	Teacher development is continued throughout the year to ensure that our talented and passionate professionals are up to date with the highest-leverage instructional practices used by the highest-performing urban charter schools.
Community Leader	<p>Must be a system designed to help every child reach his/her full potential</p> <p>Must have high attendance standards</p> <p>Must have low classroom size standards</p> <p>Must be a system that is not purely measured by testing</p> <p>Must focus on the whole child; social, emotional, mental, physical and cognitive development regardless of gender, race, ethnicity or socioeconomic status</p> <p>Must ensure that each child is healthy and promotes a healthy lifestyle</p> <p>Has personalized learning that is supported by qualified, caring adults</p>	Buffalo Creek Academy believes that all students, regardless of race, gender, home language, religion, or socioeconomic status deserve a quality public education that prepares them for a life of continuous learning, economic success, and positive community impact. Our school will provide high-quality instruction for children who come to us from a broad range of backgrounds.



	Is academically challenging preparing children for college	
Community Member/Stakeholder	As far as what is nonnegotiable, I believe caring, devoted, and patient teachers who are able to cater to a variety of learning styles is important. I also need teachers to regularly communicate with parents and respond to the communication attempts of the parents. I also believe a quality, challenging curriculum that does not focus exclusively on state testing is important. Kids should have an opportunity to do interactive assignments, use their creativity, and engage with their peers regularly. To this end, too, extracurricular opportunities, as well as field trips, are extremely important to me. I also feel some level of diversity/inclusion is important. Finally, I feel children should be regularly celebrated, and that's a nonnegotiable for me. Award ceremonies, certificates, and other forms of encouragement to keep them motivated are imperative, especially in elementary school.	Every morning, every Buffalo Creek Academy student will be greeted with the simple and powerful words, "We care about you"; each student will then affirm their value with "I care about my future." Focused on achievement in classrooms and social and emotional growth through Caring Circles , learning <i>and</i> caring are each a central focus of our community. ¹³ Each interaction will be framed through the word "care," which we term our Care Factor .
Community Leader	I think the non-negotiable in creating a high-quality school for our kids is actually a few things working together. <ul style="list-style-type: none"> · First, I think that the school needs to be values-based and deeply rooted in the community it is serving. The teachers, aides, - the vast majority of the members of the staff and administration should come from the community it is serving, and everyone should be unequivocally committed to that community, and they should show it—live there, spend their money there, attend community events, get to know the community they serve. · Part two of this is that this investment in the community should be reflected in all the school does – its curriculum, how it teaches history, how it celebrates students and its community. The focus should be on critically analyzing and celebrating the community it serves in order to always be a part of it and always striving to 	We promote academic achievement and grow LIFE -affirming values, guided by our LIFE Values of Leadership, Integrity, Focus, and Excellence. <p>Creating connection between academic achievement and community development, we will motivate students to excel inside of school and engage positively outside of school. Students will participate in continuous civic engagement¹⁴ which provides access to community outreach organizations and will participate in community-based problem-solving activities; we will care for our community and encourage family members to involve themselves in community activities through student-managed volunteer programs.</p>

¹³ We are informed by the work of many schools and the focus on Social Emotional Learning, including the work at Valor Academy in Nashville, TN. <https://chanzuckerberg.com/story/valor-collegiate-and-the-power-of-circles/>.

¹⁴ <https://edexcellence.net/articles/how-one-charter-network-is-helping-attach-students-to-civil-society>.



	<p>making it better. Too many schools take students out of their community and offer them an “escape,” and that isn’t sustainable for our students.</p> <p>· Second, the school needs to be hell-bent on maintaining high standards and high expectations, while also ensuring that all students and staff have the resources and support they need to meet those high standards. Too often, especially in under-resourced communities and schools, we lower the bar for our kids. Either we don’t think they are capable, or we feel bad that they carry so many more burdens and challenges. But lowering the bar is a huge disservice.</p>	<p>Buffalo Creek Academy will focus on academic rigor, implement frequent assessment, ensure safety and security through structure, and be guided by our LIFE Values.</p>
Community Member/Stakeholder	<p>The best schools are culturally responsive, structured , work effectively to engage the parents, have quality staff.</p>	<p>With his own experiences as a young man of color growing up in the Unites States, as a service man across the globe, and as an educator and educational leader in diverse contexts and communities, Dr. Manning is uniquely positioned to create a culturally-sensitive school environment – one that energizes the community, provides an academically ambitious and caring school community that establishes positive self-awareness and opens up a global perspective, and one that absolutely changes the lives of all students who enroll.</p>
Community Member/Stakeholder	<p>"Education needs to be challenging. I didn't feel challenged and then when I made it to college I didn't feel prepared for it. School should also help teach analytical skills not just memorizing facts."</p>	<p>New York State continues to raise the bar regarding the content and skill to be mastered at each grade; we will implement well-respected resources to inform a rigorous curriculum that meets that bar.</p>
Community Member/Stakeholder	<p>Flexible curriculum that allows for innovation and creative thinking. Exposure to arts and music. Working in teams and integrated technology. Field trips and recess. If possible NO common core. I would love to see cultural competency lessons. After school programs.</p>	<p>Students will reflect on how events that take place outside of their community, city, state, and country have an impact on personal, national, and global levels. High school students will develop cross-cultural competence, critical analysis, teamwork, presentation creation, and research skills to succeed in college and lead in our community and ever-changing global environment.¹⁵ Creating connection between academic achievement and community</p>

¹⁵ Cambridge Assessment International Examinations Global Perspectives Curriculum. <http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-global-perspectives-0457/>.



		development, we will motivate students to excel inside of school and engage positively outside of school.
Community Member/Stakeholder	After school programs, Academic services, i.e. tutoring and support services, music program, safe environment, culturally diverse staff and administration -reflective of the student body, rigorous academics, college preparatory curriculum, Support services for family such as food bank, health, clothing and resource center.	Research continues to show poverty as a significant risk factor for student achievement: "Across the U.S., large numbers of young children are affected by one or more risk factors that have been linked to academic failure and poor health. Chief among them is family economic hardship, which is consistently associated with negative outcomes in these two domains." ¹⁶ Buffalo Creek Academy will provide a high-quality education for the children in the Schiller Park and surrounding area. We believe that academic achievement is a major contributor in disrupting the cycle of economic hardship.
Community Member/Stakeholder	It is refreshing to hear about a school that will provide college preparation, develop leaders who have integrity and a heart for their community. This is needed for the East Side of Buffalo. A school must be committed to being an asset in the community it serves and committed to producing young people who value their community and want to contribute to its growth and development. The staff must be well educated and trained to provide a well-rounded and challenging curriculum that inspires and provokes thought, creativity and problem-solving. The culture of the school should be inclusive, accepting, nurturing and with a promotion of balance. A school should be a place students look forward to attending, the staff makes all the difference.	Students will reflect on how events that take place outside of their community, city, state, and country have an impact on personal, national, and global levels. High school students will develop cross-cultural competence, critical analysis, teamwork, presentation creation, and research skills to succeed in college, as well as lead in our community and our ever-changing global environment

¹⁶ Robbins, Taylor, Shannon Stagman, and Sheila Smith. "Young Children At Risk: National and State Prevalence of Risk Factors." Oct 2012 National Center for Children in Poverty. www.nccp.org/publications/pub_1073.html.

Figure 4.04: Example Response¹⁷ to Community Survey from Lead Founder

From: Christopher Manning
Sent: Friday, February 8, 2019 12:49 PM
To: [REDACTED]
Subject: Thank you Fantah Whitt!

Dear Fantah Whitt,

Thank you for providing your feedback to us regarding what comes to your mind when you think of a quality school. On behalf of the founding team, I really want to express our appreciation for you taking the time to share your perspective with us. This is not an automated message, I write each email personally when I reply to survey responses, I assure you.

I have read your remarks and will be sure to keep them in mind while I and the founding team design and propose our charter to the New York State. If you have any more other information to share or if you know any other parents who you feel should share their perspective with us, please do pass on to them our link for our community survey (below). We will keep you posted on our progress through our newsletter and social media.

Community Survey: <https://www.buffalocreekacademy.org/survey/>

Sharpening Minds and Carving Paths,
Dr. Christopher R. Manning, Lead Founder
Buffalo Creek Academy Charter School (proposed 5th-12th grade college-prep charter school)



Christopher R. Manning | Fellow | Building Excellent Schools | [REDACTED]
buildingexcellentschools.org | [Twitter](#) | [Facebook](#) | [Instagram](#) | [LinkedIn](#) | [Youtube](#)

b. Description and Analysis of Community Support

Provide a narrative description of support for the proposal from community stakeholders or others including an analysis of both the depth of support and opposition to the school.

Since August of 2018, the Founding Team worked to ensure that our outreach efforts maximized community awareness around our mission, vision, key design elements, and approach to teaching. We are committed to bringing a game-changing school to the East Side community. Throughout our many discussions we were able to ascertain how much support exists in the community in terms of bringing a high-quality school into the community. The community members, business leaders, community grass-roots leadership, and families made it very clear that Buffalo Creek Academy is supported based on their discussion with multiple members of our Founding Team and what they were able to learn from our website and social media. We are deeply committed to living up to every work uttered during our information session and fulfilling our mission.

¹⁷ This example email is representative of the type of communication that we sent to each person who completed the school survey. Additional email correspondence is available upon request.

Figure 4.05 depicts the names and organizations of those community members and leaders who represent wide range of professional and personal ties to Buffalo and who have formally expressed their support for the proposed school. As such, Buffalo Creek Academy is supported by business leaders, religious leaders, community development professional, higher education, and everyday residents who are intimately aware of the need that exist for a high-quality school and are passionate about seeing it become a reality.

Figure 4.05: Letters of Support		
Name	Designation	Organization
William Gillison	Pastor	Mt. Olive Baptist Church
Cornelius Johnson	Executive Director	Community Alliance, Inc.
Brittany Mazurkiewicz	Director of Selection	Northwestern Mutual
Dr. Kathy Evans-Brown	Prevention Services and Wraparound Services Coordinator	Buffalo Urban League
Sabrina Perry	Director, Upward Bound Program	University at Buffalo
Katie Campos	Executive Director	Teach For America Buffalo
Bill Alexander	Manager, Field Operations	American Heart Association
Paul Athoe	Financial Representative	Northwestern Mutual
Michelle Jones	Project Director, Liberty Partnership Program	University at Buffalo
Richard Serra	President and CEO	Allpro Parking, LLC
Theodore Kornyoh	Chief Executive Officer	Kalieda Health
Tonya Myles-Day	Professor, Social Work Department	SUNY Buffalo State College
Andre Geddes	Principal, Harlem Prep Middle School	Democracy Prep Public Schools
Janice Hunt	Professor	Medaille College
Whitney Walker	Executive Director	VOICE-Buffalo
Shana Richardson	Academic Skills Coordinator	Canisius College

c. Description and Analysis of Student Demand

Provide a narrative description of student demand including an analysis of evidence indicating that families with age-appropriate students would consider enrolling them in the school. Explain how this evidence supports the school's ability to meet its proposed enrollment. If using existing waitlists as evidence of demand, provide an estimate based on experience of how many waitlist entries it takes to fill a seat.

In addition to the many events we attended, we also hosted many events in order to engagement our community all while remaining active members of the East Side Community. We also provided many opportunities for families to provide their own insight on whether or not Buffalo Creek Academy was something needed by the East Side Community. We were honored to provide the online surveys via our LinkedIn Page, Facebook, Website, and our social media webpages.

During our review of the many responses that were provided by parents, we learned of the many expectations that parents on the East Side Community have. We also learned what indicates to a parents that the school is high quality. Our Founding Team has and will continue to host and attend events that will allow us to continue to share our mission and the listen to the more important teachers in a child's life, those around them when they go home night.

Buffalo Creek Academy's Founding Team has and will continue to maintain a presence at community events. This will continue to provide us the opportunity to keep ourselves abreast with the needs of the community as well as ensuring that our school positively contributes to the development of the East Side Community and Buffalo as a whole. We have gathered 225



Buffalo Creek Academy

signatures from Buffalonian families; of that 107 have children who are age-eligible to start the 5th or 6th grade in the Fall of 2020.

R-04d – Evidence of Outreach

Submit documents that provide evidence of community outreach (e.g., flyers, websites, social media pages, meeting announcements, sign-in sheets, survey results, etc.).

NOTE: If evidence of community outreach, support, and/or demand overlaps, it is not necessary to duplicate documents. Describe how any specific evidence of one demonstrates evidence of another in the applicable narrative description.

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Figure 04d-1 – Buffalo Creek Academy Website Homepage



Buffalo Creek Academy

Through rigor and structure,
Buffalo Creek Academy Charter School
prepares fifth through twelfth grade students
to graduate college and positively impact our community.

Figure 04d-2 – Buffalo Creek Academy Website Founding Team Page




Buffalo Creek Academy
Founding Board Members

- | | |
|---|--|
| <p>Det. Sgt. Cedric Holloway
BPO SWA1 Commander & Leader, OmegaMonitoring, Inc.</p> <p>Mr. Chris Mathias
President, WNYworks, Inc. & Founder, Lacrosse Federation</p> <p>Ms. Candace Moppins
Executive Director, Metro Community Development Corporation</p> <p>Ms. Victoria Mueller
Community Manager, The Benchmark Group</p> | <p>Mr. William Oliver
Financial Advisor, Northwestern Mutual</p> <p>Mr. Simone Ragland
Program Director, University at Buffalo STEP</p> <p>Mr. Ivory Robinson
Founder, President & CEO, HargData</p> <p>Ms. Jessica Smith
Attorney, Erie County Medical Center</p> |
|---|--|

Lead Founder

Dr. Christopher R. Manning
Fellow, Building Excellent Schools (BES)



Figure 04d-3 – Buffalo Creek Academy Facebook Page

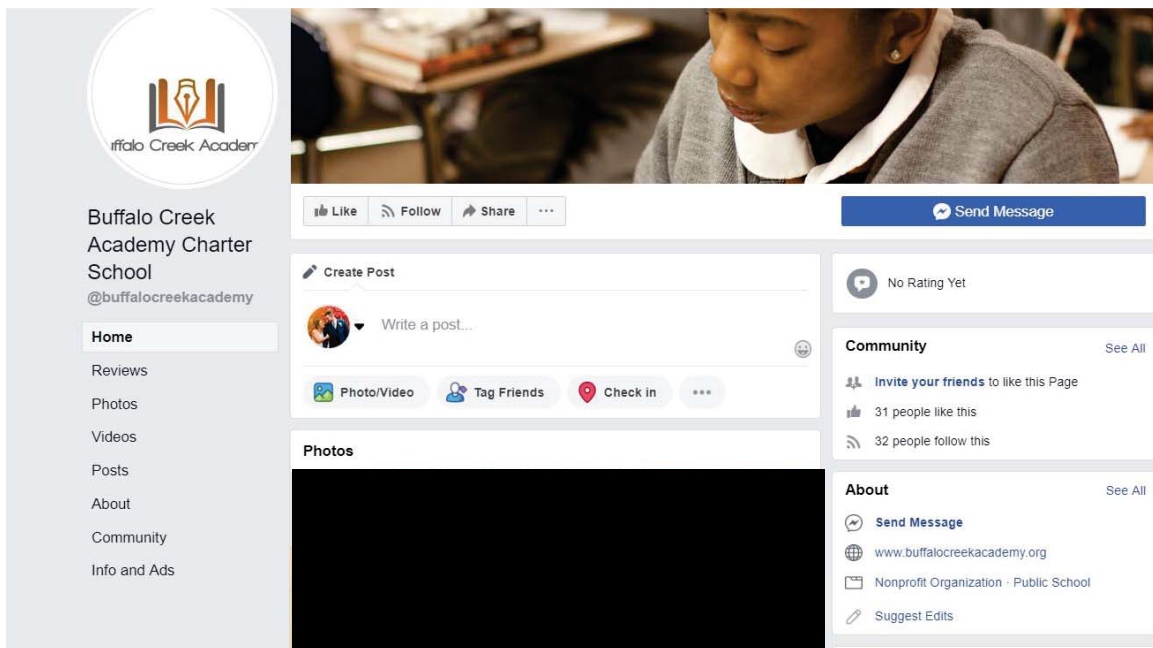
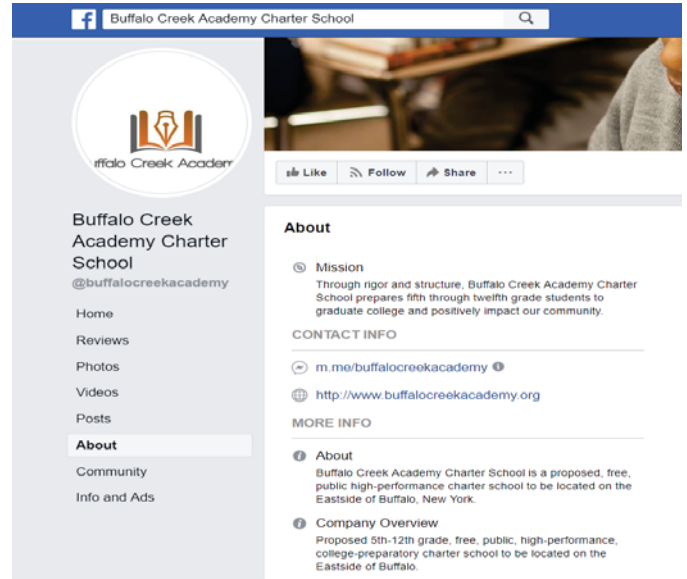


Figure 04d-4 – Buffalo Creek Academy Instagram Page

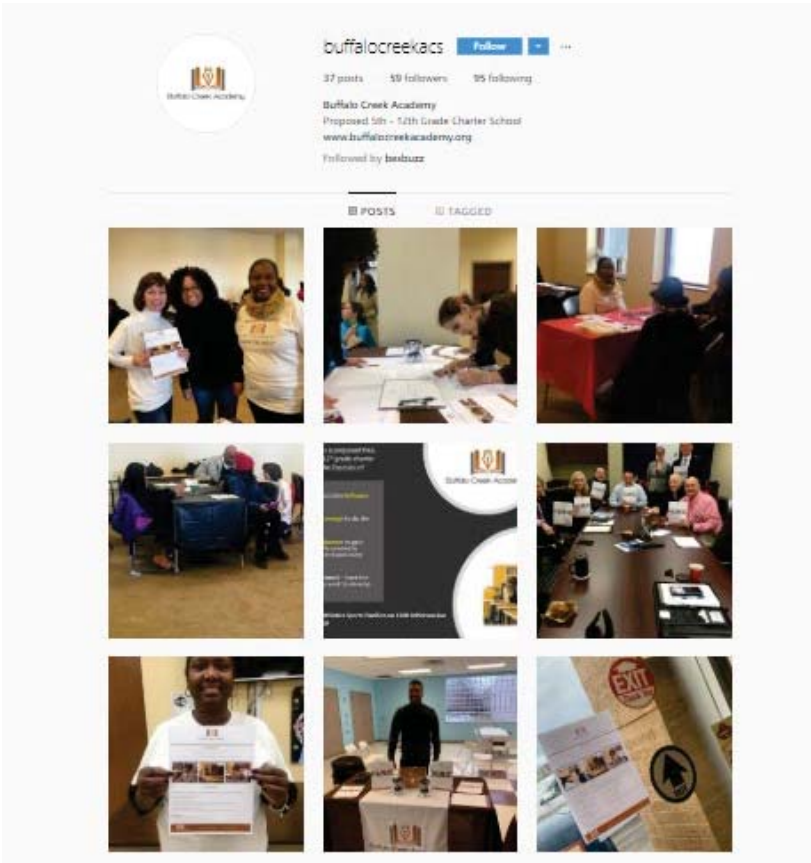
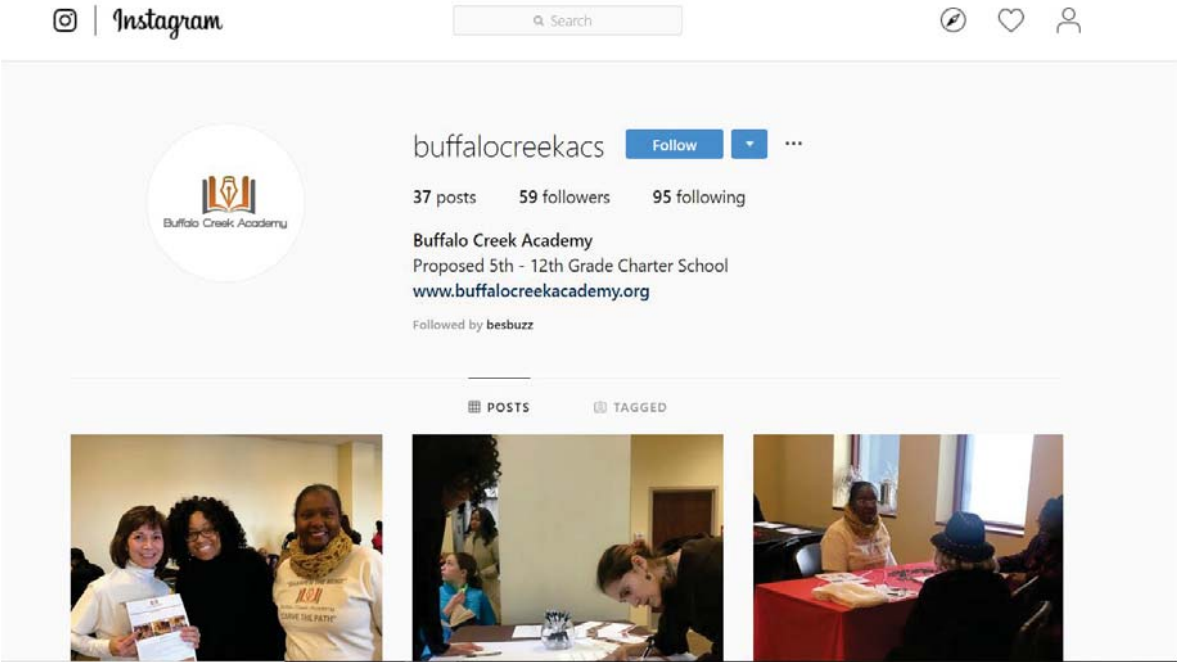
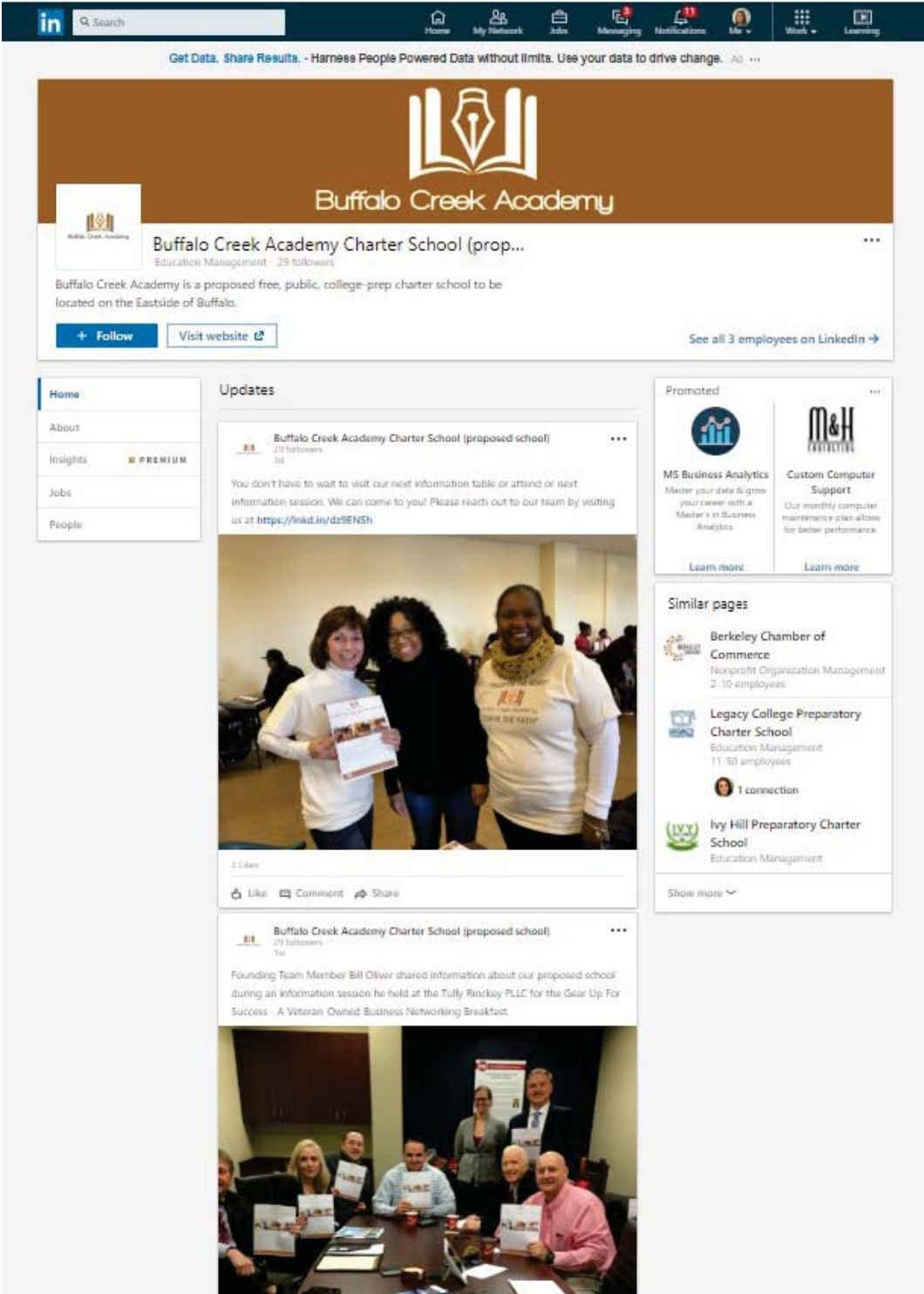


Figure 04d-5 – Buffalo Creek Academy LinkedIn Page



Get Data. Share Results. - Harness People Powered Data without limits. Use your data to drive change.

Buffalo Creek Academy

Buffalo Creek Academy Charter School (prop...)
Education Management · 29 followers

Buffalo Creek Academy is a proposed free, public, college-prep charter school to be located on the Eastside of Buffalo.

[+ Follow](#) [Visit website](#) [See all 3 employees on LinkedIn](#)

Updates

Buffalo Creek Academy Charter School (proposed school)
29 followers · 1d

You don't have to wait to visit our next information table or attend our next information session. We can come to you! Please reach out to our team by visiting us at <https://lnkd.in/d/SENSh>.

Buffalo Creek Academy Charter School (proposed school)
29 followers · 1d

Founding Team Member Bill Oliver shared information about our proposed school during an information session he held at the Tully Rinckey PLLC for the Gear Up For Success - A Veteran Owned Business Networking Breakfast.

Promoted

MS Business Analytics
Master your data & grow your career with a Master's in Business Analytics.
[Learn more](#)

Custom Computer Support
Our monthly computer maintenance plan allows for better performance.
[Learn more](#)

Similar pages

Berkeley Chamber of Commerce
Nonprofit Organization Management · 2-10 employees

Legacy College Preparatory Charter School
Education Management · 11-50 employees
1 connection

Ivy Hill Preparatory Charter School
Education Management

[Show more](#)

Figure 04d-6 – Tabling at Metro CDC Bread Drive November 26, 2018



Figure 04d-7 – Info Session at Westside Bazaar November 27, 2018



buffalocreekacs • Following
West Side Bazaar

buffalocreekacs Lead Founder, Dr. Manning, visits the Western Bazaar in Buffalo, NY today to share information about Buffalo Creek Academy with store owners and patrons.



5 likes

NOVEMBER 27, 2018

Add a comment...



buffalocreekacs • Following
West Side Bazaar

buffalocreekacs Lead Founder, Dr. Manning, visited the West Side Bazaar today to share information about Buffalo Creek Academy with store owners and patrons.



2 likes

NOVEMBER 27, 2018

Add a comment...



Figure 04d-8 – Info Session at Edwards Saunders Community Center Shoe Drive
November 28, 2018



Figure 04d-9 – Career Fair at Gateway Longview Community Resource Center
December 1, 2018



Figure 04d-10 – Tabling at Delavan-Grider Community Center December 1, 2018



buffalocreekacs • Following
Delavan Grider Community Center

buffalocreekacs Founding Team Member, Victoria Mueller at the Delavan-Grider Community Center sharing information about our proposed school.



159 views

DECEMBER 1, 2018

Add a comment...



Figure 04d-11 – Founding Team Members Sharing Info at City Planning Event December 12, 2018



buffalocreekacs • Following
Buffalo, New York

buffalocreekacs 5 members of the Buffalo Creek Academy Founding Team attended a city planning event tonight to share our insights and learn about the new park/recreation projects coming to Buffalo.



9 likes

DECEMBER 12, 2018

Add a comment...



Figure 04d-12 – Sharing Mission Statement with Common Council Leader at City Planning Event December 12, 2018




Figure 04d-13 – Feet on the Street: Carwash December 15, 2018



Figure 04d-14 – Feet on the Street: Taking Signatures and Posting Flyers on East Side February 5, 2019



 buffalocreekacs • Following


buffalocreekacs From corner blocks to barber shops we are out spreading the word about @buffalocreekacs please call/email us to find out more!

9 likes

FEBRUARY 5

Add a comment...



 buffalocreekacs • Following

buffalocreekacs When you see our flyers at your grocery store or on your library's door, call us to find out more! @buffalocreekacs wants to hear from you!

5 likes

FEBRUARY 5

Add a comment...

Figure 04d-15 – Tabling at George K. Arthur Community Center February 7, 2019



 buffalocreekacs • Following

buffalocreekacs We enjoyed hearing from YOU today at the George K. Arthur Community Center. We want to learn more about what parents wish to see in a quality school. Please complete our survey: <https://www.buffalocreekacademy.org/survey/>

31 likes

FEBRUARY 7

Add a comment... 

Figure 04d-16 – Info Session with Metro CDC Board February 7, 2019



 buffalocreekacs • Following

buffalocreekacs Founding Team Member Candace Moppins, held an information session with the Metro Community Development Corporation Board of Directors, spreading the word about [our](#) proposed 5th-12th grade College-Prep charter school!

9 likes

FEBRUARY 7

Add a comment... 

Figure 04d-17 – Info Session at Tully Rinckey LLC. February 13, 2019



buffalocreekacs • Following

buffalocreekacs Founding Team Member Bill Oliver shared information about @buffalocreekacs during an information session he held at the Tully Rinckey PLLC for the Gear Up For Success - A Veteran-Owned Business Networking Breakfast.



6 likes

6 DAYS AGO

Add a comment...



Figure 04d-18 – Community Event at Johnnie B. Wiley Pavilion February 17, 2019



 buffalocreekacs • Following

buffalocreekacs Many families and community members sat down with Founding Team Member Candace Moppins as she shared information about @buffalocreekacs 's academic program, LIFE values, and civic engagement programs. For more info, please visit us at www.buffalocreekacademy.org.

9 likes

2 DAYS AGO

Add a comment...

...



 buffalocreekacs • Following

buffalocreekacs We are working for you and we need to hear from you! Founding Team Member Jessica Smith set-up an information table today to share details about our proposed school and to conduct/collect community surveys ensuring that our school design is informed by our community's needs. For more about @buffalocreekacs please visit buffalocreekacademy.org and contact us!

6 likes

2 DAYS AGO

Add a comment...

...



buffalocreekacs • Following

buffalocreekacs Founding Team Member Victoria Mueller seen here sharing information about @buffalocreekacs's approach to learning with our fellow community members. For more info, please visit us at www.buffalocreekacademy.org.



5 likes

2 DAYS AGO

Add a comment...



Figure 04d-19 – Buffalo Creek Academy Community Survey and Results

Buffalo Creek Academy Charter School Community Survey

Buffalo Creek Academy Charter School is a proposed 5th-12th grade college-prep charter school, with plans to open in August 2020 on the East Side of Buffalo. The purpose of this survey is to assess the level of demand from the East Side Community, especially parents of students in the 3rd and 4th grades.

We need to hear from you! Thank you for supporting our mission of educational equity, opportunity, and excellence.

Our Mission:
Through rigor and structure, we prepare fifth through twelfth grade students to graduate from college and positively impact our community.

Name (First & Last)

Your answer

Email address

Your answer

Do you live in the city of Buffalo?

Yes

No

What is your zip-code?

14211

14212

14215

14213

Other: _____

Do you have school-aged children?

- Yes
- No

If so, what grades are they currently studying in?

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade
- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade

When you think of a quality school what comes to mind?

Your answer _____

Do you feel there is a need for a new high-performing college-preparatory school in our community?

- Yes, I feel we do need a new high-performing, college preparatory school in our community.
- No, I am completely satisfied with the current schools and there is no need for a new high-performing, college-preparatory school in our community.

Do you wish there were more school options in our community?

- Yes
- No

Which of the following are important to you?

- Extended School Day
- Extended School Year
- Enrichment Activities
- High Expectations
- Inclusive/Supportive Environment
- Culturally Responsive environment
- A school that also focuses on civic engagement/community development

Would you be willing to support a college preparatory 5th-12th grade school for the students of Buffalo?

- Yes
- No

SUBMIT

Never submit passwords through Google Forms.

	Name (First & Last)	Email address	Do you live in the city of Buffalo?	What is your zip-code?	Do you have school-aged children?	If so, what grades are they currently studying in?	Do you feel there is a need for a new high-performing college-preparatory school in our community?	Do you wish there were more school options in our community?	Which of the following are important to you?	Would you be willing to support a college preparatory 5th-12th grade school for the students of Buffalo?	When you think of a quality school what comes to mind?
1	Quala Blakely		Yes	14208	Yes	10th Grade	Yes	Yes	Enrichment Activities, Inclusive/Supportive Environment, Culturally Responsive environment, A school that also focuses on civic engagement/community development	Yes	Good educators & small class sizes.
2	Tiana Daniels		Yes	14208	Yes	10th Grade	Yes	No	Enrichment Activities, High Expectations, Inclusive/Supportive Environment, Culturally Responsive environment	Yes	challenging curriculum, high expectations, experiential learning, diverse student body and teaching staff
3	Roderick Moppins Jr.		Yes	14213	No	11th Grade	Yes	Yes	Enrichment Activities, High Expectations, Culturally Responsive environment, A school that also focuses on civic engagement/community development	Yes	High expectation for academic success
4	Jasmine Marks		Yes	14209	No	11th Grade	Yes	Yes	High Expectations, Culturally Responsive environment	Yes	Prepare you for college
5	Chante Murphy		Yes	14211	Yes	11th Grade	Yes	Yes	Enrichment Activities, High Expectations, Inclusive/Supportive Environment, Culturally Responsive environment, A school that also focuses on civic engagement/community development	Yes	quality services for students with disabilities, quality education, quality teachers who are culturally competent
6	Cindy stroud		Yes		Yes	11th Grade	Yes	Yes	Enrichment Activities, High Expectations, Inclusive/Supportive Environment, Culturally Responsive environment, A school that also focuses on civic engagement/community development	Yes	Teachers that care
7	Tracy Thornton		Yes	14215	Yes	12th Grade	Yes	Yes	Extended School Day, Enrichment Activities, High Expectations, Inclusive/Supportive Environment, Culturally Responsive environment, A school that also focuses on civic engagement/community development	Yes	Engaged, qualified teachers, Challenging curriculum, staff trained in culturally competence, supports for all students

8	Keisha Jacobs	Yes	14215, 14208	Yes	12th Grade	No	Yes	Extended School Day, Enrichment Activities, High Expectations, Inclusive/Supportive Environment, Culturally Responsive environment	No	services for students with special needs, diverse staff and student population
9	Icsha eden	Yes		Yes	2nd Grade	Yes	Yes	Enrichment Activities, High Expectations, Inclusive/Supportive Environment, Culturally Responsive environment, A school that also focuses on civic engagement/community development	Yes	Elmwood village
10	Christopher Bishop	Yes	14215	Yes	2nd Grade, 6th Grade, 7th Grade, 11th Grade, 12th Grade	Yes	Yes	High Expectations, Culturally Responsive environment, A school that also focuses on civic engagement/community development	Yes	Best education, quality teacher
11	Monique Barnes	Yes	14215	Yes	2nd Grade, 7th Grade, 11th Grade					Keeping in contact with parents, Enrichment activities, High expectations, appropriate teacher student ratio, Behavior management
12	Isabel Jackson	Yes	14211	Yes	3rd Grade, 4th Grade, 5th Grade, 6th Grade	Yes	Yes	High Expectations, Inclusive/Supportive Environment, Culturally Responsive environment	Yes	Parental involvement, high expectations from educators and administration
13	Aimee Chapman	Yes	14204	Yes	3rd Grade, 6th Grade, 7th Grade					Better tests scores Bullying programs needed Enrichment activities High Expectations Inclusive/supportive environment
14	Kendell Dudley	Yes	14215	No	4th Grade	Yes	Yes	Enrichment Activities	Yes	No bullying, able to learn, no more than 20 students in class
15	Tamika Potts	Yes	14216	Yes	4th Grade	Yes	Yes	Extended School Day, Extended School Year, Enrichment Activities, High Expectations, Inclusive/Supportive Environment, Culturally Responsive environment, A school that also focuses on civic engagement/community development	Yes	
16	Larry Daniel	Yes	14215	Yes	4th Grade, 5th Grade	Yes	Yes	High Expectations	Yes	special attention to individual needs, improve parent/teacher relationships, more intervention, stronger connections
17	Alfonso Thornton	Yes		Yes	4th Grade, 6th Grade	Yes	Yes	Enrichment Activities, High Expectations, Inclusive/Supportive Environment, A school that also focuses on civic engagement/community development	Yes	A school who performance is showing on each and every student from ALL grade levels. Not covering it up with kids that don't perform well. There should be prove of there improvements as well
18	Kris Sokolofsky	Yes	14222	Yes	5th Grade					kind of curriculum that promotes that kind of thinking. After school activities, sports, music. A school where the leadership and teachers are heavily involved with parents and families and have good communication. Smaller class sizes would be amazing. A school that encompasses the whole child. Teachers who are positive and encouraging and use strength based intervention. After school activities that are of no cost to parents that would help to support the Gap in after school Child Care needs for kids in 5th 6th and 7th grade
19	John Collins	No	14228	Yes	6th Grade	Yes	Yes	Extended School Year, Enrichment Activities, High Expectations	Yes	Music and Arts
20	Douglas Hoston	Yes	14214	Yes	6th Grade	Yes	Yes	Extended School Day, Enrichment Activities, Inclusive/Supportive Environment, Culturally Responsive environment, A school that also focuses on civic engagement/community development	Yes	Quality staff, Culturally responsive, parent engagement, support services for students and counselors
21	Tashay Williams-Johnson	Yes	14215	Yes	6th Grade, 9th Grade	Yes		High Expectations	Yes	Hands on educators, administration and parents, academic excellence
22	Alanna Moppins	Yes	14215	No	7th Grade	Yes	Yes	Extended School Day	Yes	Respectful kids and adults, Attention to detail, explaining classwork so students can understand it.
23	Ja'ona Wimes	Yes	14211	No	7th Grade	Yes	Yes	Enrichment Activities, Culturally Responsive environment	Yes	teaching
24	Amir Hill	Yes	14215	No	9th Grade	Yes	Yes	Inclusive/Supportive Environment	Yes	More academic preparation. More field trips, some that are recreational and some that are fun and/or both.
25	Evelyn Colangelo	Yes	14215	No	9th Grade	Yes	Yes	Culturally Responsive environment	Yes	of your skin. Students should not be made a difference in because of their race
26	Stephanie Shepherd	Yes	14215	Yes	9th Grade	Yes	Yes	Enrichment Activities	Yes	Teachers
27	Jennifer Peeler-Adams	Yes	14215	Yes	Kindergarten					Higher learning
28	Shana Taylor	Yes	14215	Yes	Kindergarten	Yes	Yes	Extended School Day, Extended School Year, Enrichment Activities, High Expectations, Inclusive/Supportive Environment, Culturally Responsive environment, A school that also focuses on civic engagement/community development	Yes	good attentive teachers, good and challenging curriculum, accountability, and support for families and students
29	Lisa Brown	Yes	14215	Yes	Kindergarten	Yes	Yes	High Expectations, Inclusive/Supportive Environment	Yes	Discipline, academic success, parental involvement
30	Jonita Fields	Yes	14211	Yes	Kindergarten, 3rd Grade, 6th Grade, 9th Grade	Yes	Yes	Extended School Day, Extended School Year, Enrichment Activities, High Expectations, Inclusive/Supportive Environment, Culturally Responsive environment, A school that also focuses on civic engagement/community development	Yes	Good teachers, supports for students, effective learning strategies, high expectations
31	Fantah Whitt	Yes	14211	Yes	Kindergarten, 9th Grade					When thinking of a quality school I would 1st want it to be people in charge, teachers and administration, to be diversified and more reflective of Buffalo. The school would also need extra support to aid the student, and possibly family, with building a solid foundation. Many times children can't concentrate on academics because of their home life. The school should uplift children, teach life skills and provide exposure to various career paths.

32	Nicole Stewart		No	22304	No		Yes	Yes	Extended School Day, Extended School Year, Enrichment Activities, High Expectations, Inclusive/Supportive Environment, Culturally Responsive environment, A school that also focuses on civic engagement/community development	Yes	Magnet, Charter and Private schools offer the best options for the educational needs of school aged children
33	Nicholas Mogavero		No	14051	No		Yes	Yes	Enrichment Activities, High Expectations, Inclusive/Supportive Environment, Culturally Responsive environment, A school that also focuses on civic engagement/community development	Yes	Where you learn about the responsibilities of life. Dudging money. And helping children prepare for college Filling out application whats expected.
34	Allhea Porter		Yes	14208	No		Yes	No	Extended School Day, Extended School Year, Enrichment Activities, High Expectations, Inclusive/Supportive Environment, Culturally Responsive environment, A school that also focuses on civic engagement/community development	Yes	Educators who are responsive to students and use a holistic approach
35	Lisa Cunningham-Graham		No	14217	No		Yes	Yes	High Expectations, Inclusive/Supportive Environment, Culturally Responsive environment	Yes	Teaching the whole child
36	Trevin Randle		Yes	14215	No		Yes	Yes	High Expectations	Yes	Children being on the honor roll
37	Sabata Ferguson		Yes	14211	No		Yes	Yes	High Expectations, A school that also focuses on civic engagement/community development	Yes	Properly prepared for the future
38	Jamea Cassil		Yes	14211	No		Yes	Yes	High Expectations	Yes	Students on the merit roll/honor roll
39	Kioni Keamey		Yes	14209	No		Yes	Yes	High Expectations, Culturally Responsive environment	Yes	Good black teacher
40	Cameron Baker		Yes	14208	No		Yes	Yes	High Expectations, Inclusive/Supportive Environment	Yes	Maintaining good grades
41	Zyon Kincannon		Yes	14215	No		Yes	Yes	High Expectations	Yes	More networking with local business
42	Tyshawn Jones		Yes	14211	No		Yes		Enrichment Activities, High Expectations, Inclusive/Supportive Environment, Culturally Responsive environment, A school that also focuses on civic engagement/community development	Yes	Kids should be able to attend a school of their choice and not be corralled to a school because their are available seats. More different types of schools.
43	Myree Harris		Yes	14208	No		Yes	Yes	Extended School Day, Extended School Year, High Expectations, Inclusive/Supportive Environment	Yes	The ability of a student to be able to ask for help and receive it in a dignified manner
44	Caleb Harris		Yes	14208	No		Yes	Yes	High Expectations, Inclusive/Supportive Environment	Yes	A teacher that can instruct in different ways to increase participation, understanding and include all learning styles in daily instruction
45	Nia Harris		Yes	14208	No		Yes	Yes	High Expectations	Yes	Discipline of the children in the classroom needs to be conducive for learning
46	Shamiah paige		Yes	14215	Yes	Kindergarten	Yes	Yes	Extended School Day, Extended School Year, Enrichment Activities, High Expectations, Inclusive/Supportive Environment, Culturally Responsive environment, A school that also focuses on civic engagement/community development	Yes	
47	Tianna Suttle		Yes	14215	Yes	2nd Grade, 7th Grade	Yes	Yes	Extended School Day, Extended School Year, Enrichment Activities, High Expectations, Inclusive/Supportive Environment, Culturally Responsive environment, A school that also focuses on civic engagement/community development	Yes	Academic excellence
48	Tianna Suttle		Yes	14215	Yes	2nd Grade, 7th Grade	Yes	Yes	Extended School Day, Extended School Year, Enrichment Activities, High Expectations, Inclusive/Supportive Environment, Culturally Responsive environment, A school that also focuses on civic engagement/community development	Yes	Academic excellence

R-04e – Evidence of Community Support

Submit documents that provide evidence of community support (e.g., letters of support from community stakeholders, emails with evidence of support, petitions, survey results, etc.).

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A CHURCH FOR ALL GENERATIONS

February 19, 2019

William Gillison, Pastor

Dear SUNY Charter Schools Institute:

This letter confirms that my organization, Mt. Olive Baptist Church, supports the establishment/founding of Buffalo Creek Academy for the eastside community of Buffalo.

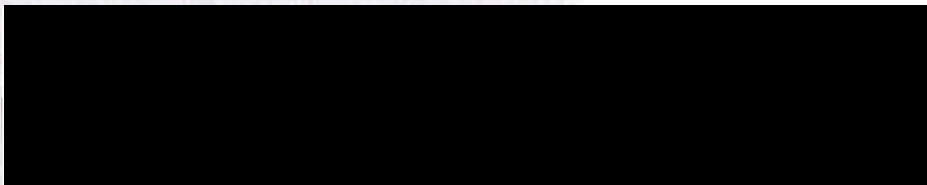
I am familiar with the school's unique approach to education which includes a focus on care and civic engagement. I am deeply impressed by the founding team and their efforts to canvass the community to seek their input, ensuring that the school will definitely meet the needs of the eastside community. I am also impressed by the great detail with which the proposed school leader has designed the academic and cultural programs which feature frequent assessments and a college-bound focus.

We look forward to working with Buffalo Creek Academy as they work to provide the most honorable public service to our children; and that is the providing of a game-changing education.

Sincerely,

A handwritten signature in black ink that reads "Wm. Gillison".

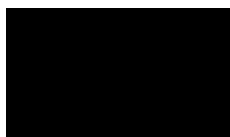
Rev. William Gillison
PASTOR



MOBCBuffalo.org



Citizens' Alliance,
Inc.



Dear SUNY Charter Schools Institute,

I am writing this letter in strong support for Buffalo Creek Academy Charter School's charter application to New York State Board of Regents. It is apparent to me that the quality of schools currently on the eastside is disappointing. Though the district has reported improvements, the results still fall very short of indicating that the vast majority of students who are attending school on the eastside will graduate and move on to pursue a college degree.

Buffalo Creek's Academy's clear focus on rigorous academics, frequent assessment, and a structured environment are highly commendable and a much-needed change in the public education. I've reviewed the school's design features and they represent a thoughtful and calculated approach to education that is truly student-centered. My background in Community Service has provided me a unique insight into education here in Buffalo.

When I was first told of this proposed school I listened deeply and then watched closely as the vision of the school emerged. The proposed Board of Trustees are a very dynamic, diverse, and dedicated team of exceptional professionals, all geared towards changing the educational scene on the eastside, and I could not be prouder to place my support behind them.

Thank you for considering the proposal for Buffalo Creek Academy Charter School. I am very hopeful that this school does become a reality for the sake of the families on the eastside of Buffalo and for the City of Buffalo as a whole.

Sincerely,

A handwritten signature in blue ink, appearing to read "Cornelius Johnson".

Cornelius Johnson

Executive Director



CA, Inc

Figure 04e-3

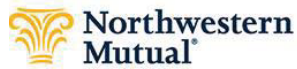
Dear SUNY Charter Schools Institute,

This letter confirms that my organization, Name of Organization, supports the establishment/founding of Buffalo Creek Academy for the eastside community of Buffalo. I am familiar with the school's unique approach to education which includes a focus on care and civic engagement. I am deeply impressed by the founding team and their efforts to canvass the community to seek their input, ensuring that the school will definitely meet the needs of the eastside community. I am also impressed by the great detail with which the proposed school leader has designed the academic and culture programs which feature frequent assessment and a college-bound focus. We look forward to working with Buffalo Creek Academy as they work to provide the most honorable public service to children; and that is the providing of a game-changing education.

Sincerely,



Brittany Mazurkiewicz | Director of Selection



160 YEARS
STRONG AND GROWING



Buffalo
Urban League

Empowering Communities.
Changing Lives.

Preventive Services Program


<http://BuffaloUrbanLeague.org>

February 14, 2019

Dear SUNY Charter Schools Institute,

I am writing this letter in strong support for Buffalo Creek Academy Charter School's charter application to New York State Board of Regents. It is apparent to me that the quality of schools currently on the eastside of Buffalo is disappointing. Though the district has reported improvements, the results still fall very short of indicating that the vast majority of students who are attending school on the eastside will graduate and move on to pursue a college degree.

Buffalo Creek's Academy's clear focus on rigorous academics, frequent assessment, and a structured environment are highly commendable and a much-needed change in the public education. I've reviewed the school's design features and they represent a thoughtful and calculated approach to education that is truly student-centered. My background in Middle and Secondary School Education, Higher Education, Human Services and Management-Leadership & Organizational Change has provided me a unique insight into education here in Buffalo, New York.

When I was first told of this proposed school back in 2018 by Ms. Simone Ragland I listened deeply and then watched closely as the vision of the school emerged. The proposed Board of Trustees are a very dynamic, diverse, and dedicated team of exceptional professionals, all geared towards changing the educational scene on the eastside of Buffalo. Hence, I could not be prouder than to place my support behind them.

Thank you for considering the proposal for Buffalo Creek Academy Charter School. I am very hopeful that this school does become a reality for the sake of the families on the eastside of Buffalo and for the City of Buffalo as a whole.

Sincerely,

A handwritten signature in black ink that reads "Kathy Evans-Brown".

Kathy Evans-Brown, PhD

Coordinator of Preventive Services and Wraparound Programs

Buffalo Urban League



University at Buffalo
The State University of New York

Office for University Preparatory Programs
Upward Bound Program

February 13, 2019

Dear SUNY Charter Schools Institute,

This letter confirms that my organization, the University at Buffalo - Upward Bound Program, unequivocally, supports the establishment/founding of Buffalo Creek Academy for the eastside community of Buffalo.

I am familiar with the school's unique approach to education, which includes a focus on care and civic engagement. What's more, I am deeply impressed by the founding team and their efforts to canvass the community to seek their input, ensuring that the school will definitely meet the needs of the eastside community. I am also impressed by the great detail with which the proposed school leadership has designed the academic and culture programs which feature frequent assessment and a college-bound focus.

Despite the many challenges associated with working with 3rd and 4th grade education, I am certain that the Buffalo Creek Academy will perform in an exemplary fashion. The Academy's concept is unique and I find its approach to education to be extremely compassionate about enlightening its students on the important benchmarks that effect middle, secondary and postsecondary education. Consequently, I am convinced it will be an invaluable resource in guiding its students to much success.

We look forward to working with Buffalo Creek Academy as they work to provide the most honorable public service to children; and that is the providing of a game-changing education. Please count on the Upward Bound Program at the University at Buffalo wholehearted support. The Buffalo Creek Academy is one that I can recommend with complete confidence.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Sabrina C. Perry'.

Sabrina C. Perry, Director
Upward Bound Program





Dear SUNY Charter Schools Institute,

It is with great pleasure and pride that I pen this letter of support for Buffalo Creek Academy Charter School. When I was approached by the Founding Team months ago with this vision, I was immediately impressed and intrigued. It is known throughout Buffalo that the schools on the eastside are struggling and are not contributing to the upward mobility of community families. The graduation rate is improving but it is still at a rate that allows for far too many young people to negotiate life without a college degree. The drop-out rates are alarming, many children are starting the work force without even a high school diploma.

I am proud to say that Buffalo is rising, however, the shame is that not all people in Buffalo are enjoying the fruits of this "renaissance" of sorts. Much of this has to do with the economy on the eastside and the workforce is not benefitting from a school system that is still pulling itself out of a failing state. All children deserve a quality education and Buffalo Creek Academy aims to offer the children on the eastside just that. For this reason, I am wholeheartedly in support of the establishment of this proposed school that is poised to open in 2020. The eastside is in urgent need for such a school and I am willing to do what it takes in my capacity to help this to happen.

Thank you for considering the charter application for Buffalo Creek Academy. I strongly urge the State of New York to approach this school and change the lives of many children here in Buffalo, the city of good neighbors.

Sincerely,

A handwritten signature in blue ink that reads "Bill Alexander".

Bill Alexander

Manager Field Operations

American Heart Association



Paul J Athoe
Financial Representative



Thursday, February 14, 2019

Dear SUNY Charter Schools Institute,

It is with great pleasure and pride that I pen this letter of support for Buffal Creek Academy Charter School. When I was approached by the Founding Team months ago with this vision, I was immediately impressed and intrigued. It is known throughout Buffalo that the schools on the eastside are struggling and are not contributing to the upward mobility of community families. The graduation rate is improving but it is still at a rate that allows for far too many young people to negotiate life without a college degree. The drop-out rates are alarming, many children are starting the work force without even a high school diploma.

I am proud to say that Buffalo is rising, however, the shame is that not all people in Buffalo are enjoying the fruits of this "renaissance" of sorts. Much of this has to do with the economy on the eastside and the workforce is not benefitting from a school system that is still pulling itself out of a failing state. All children deserve a quality education and Buffalo Creek Academy aims to offer the children on the eastside just that. For this reason, I am wholeheartedly in support of the establishment of this proposed school that is poised to open in 2020. The eastside is in urgent need for such a school and I am willing to do what it takes in my capacity to help this to happen.

Thank you for considering the charter application for Buffalo Creek Academy. I strongly urge the State of New York to approach this school and change the lives of many children here in Buffalo, the city of good neighbors.

Sincerely,


Paul Athoe, Financial Representative

Northwestern Mutual



Dear SUNY Charter Schools Institute,

It is with great pleasure and pride that I pen this letter of support for Buffalo Creek Academy Charter School. When I was approached by the Founding Team months ago with this vision, I was immediately impressed and intrigued. It is known throughout Buffalo that the schools on the eastside are struggling and are not contributing to the upward mobility of community families. The graduation rate is improving but it is still at a rate that allows for far too many young people to negotiate life without a college degree. The drop-out rates are alarming, many children are starting the work force without even a high school diploma.

I am proud to say that Buffalo is rising, however, the shame is that not all people in Buffalo are enjoying the fruits of this “renaissance” of sorts. Much of this has to do with the economy on the eastside and the workforce is not benefitting from a school system that is still pulling itself out of a failing state. All children deserve a quality education and Buffalo Creek Academy aims to offer the children on the eastside just that. For this reason, I am wholeheartedly in support of the establishment of this proposed school that is poised to open in 2020. The eastside is in urgent need for such a school and I am willing to do what it takes in my capacity to help this to happen.

Thank you for considering the charter application for Buffalo Creek Academy. I strongly urge the State of New York to approve this school and change the lives of many children here in Buffalo, the city of good neighbors.

Sincerely,

A handwritten signature in blue ink that reads 'Michelle Jones'. The signature is fluid and cursive, with a long horizontal line extending to the right.

Michelle Jones
Project Director
University at Buffalo
Liberty Partnerships Program

Liberty Partnerships Program
Office of University Preparatory Programs



www.buffalo.edu



Allpro Parking, LLC

www.allproparking.com

February 18, 2019

SUNY Charter Schools Institute
41 State Street
Albany, NY

Dear SUNY Charter Schools Institute,

It is with great pleasure and pride that I pen this letter of support for Buffalo Creek Academy Charter School. When I was approached by a business associate that met with the Founding Team and shared their vision, I also wished to share my support. It is known throughout Buffalo that the schools on the eastside are struggling and are not contributing to the upward mobility of community families. The graduation rate is improving, but is still at a rate that allows for far too many young people to negotiate life without a college degree. The drop-out rates are alarming and many people are starting the work force without a high school diploma.

I am pleased to see that Buffalo is rising, however, the shame is that not all people in Buffalo are enjoying the fruits of this "renaissance" of sorts. Much of this has to do with the economy on the eastside and the workforce not benefitting from a school system that is still pulling itself out of a failing state. All children deserve a quality education and Buffalo Creek Academy aims to offer the children on the eastside just that. For this reason, I am in support of the establishment of this proposed school that is poised to open in 2020. The eastside of Buffalo is in urgent need for such a school and the community needs to see that this happens. We employ many inner city residents and want their families and community to have a fair and equal opportunity for education, jobs, and careers.

Thank you for considering the charter application for Buffalo Creek Academy. I strongly urge the State of New York to approach this school and change the lives of many children here in Buffalo, the city of good neighbors.

Sincerely,

A handwritten signature in black ink, appearing to read "Richard A. Serra".

Richard A. Serra
President and Chief Executive Officer

Allpro Parking, LLC



Figure 04e-10

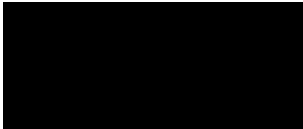
Dear SUNY Charter Schools Institute,

This letter confirms that I support the establishment/founding of Buffalo Creek Academy for the eastside community of Buffalo. I am familiar with the school's unique approach to education which includes a focus on care and civic engagement. As an Alum of the Massachusetts Institute of Technology and someone dedicated to building classrooms in sub-Saharan Africa, I'm deeply impressed by the founding team and their efforts to canvass the community to seek their input, ensuring that the school will definitely meet the needs of the eastside community. I am also impressed by the great detail with which the proposed school leader has designed the academic and related programs featuring frequent assessment and a college-bound focus. We look forward to working with Buffalo Creek Academy as they work to provide the most honorable public service to children; and that is the providing of a game-changing education.

Sincerely,

tkornyoh

Theo Kornyoh
Chief Technology Officer
Kaleida Health





Dear SUNY Charter Schools Institute,

I am writing this letter in strong support for Buffalo Creek Academy Charter School's charter application to New York State Board of Regents. It is apparent that the quality of education at schools currently on the Eastside of Buffalo is discouraging. Though the district has reported improvements, the results are indicative of the vast majority of students, attending schools on the Eastside that will graduate and move on to pursue post-secondary education.

Buffalo Creek Academy's clear focus on rigorous academics, frequent assessment, and a structured environment are highly commendable and a much-needed change in public education. I have reviewed the school's design features and they represent a thoughtful and calculated approach to education that is truly student-centered. My background as an undergraduate and graduate professor has provided me a unique insight into education here in Buffalo. The greatest challenge I have observed is student's lack of preparation for academics at the college level, specifically in reading, writing and comprehension.

In addition, as an educator and working with underrepresented youth as the Executive Director of Buffalo-Area Engineering Awareness for Minorities, I see the many disparities in terms of lack of educational resources for our students. Many alternate programs such as BEAM and UB STEP are in existence to identify and fill the gaps for students and provide educational resources that is not offered in urban schools.

When I was informed of this proposed school back in 2018, I listened deeply and then watched closely as the vision of the school emerged. The proposed Board of Trustees are a very dynamic, diverse, and dedicated team of exceptional professionals, all geared towards changing the educational scene on the Eastside of Buffalo, and I could not be more proud than to place my support behind them.

Thank you for considering the proposal for Buffalo Creek Academy Charter School. I am very hopeful that this school does become a reality for the sake of the families on the Eastside of Buffalo and for the City of Buffalo as a whole.

Sincerely,

A handwritten signature in blue ink that reads "Tonya Myles-Day". The signature is fluid and cursive.

Tonya Myles-Day, LMSW
Professor, Social Work Department
SUNY, Buffalo State College



To Whom It May Concern:

I write you today to introduce myself. I am Andre Marlon Geddes, and I have been in education now for 15 years. I started out in a tradition Department of Education public school "PS 42" in the Bronx, transitioned into the charter world by joining "Success Academy" and now am currently at "Democracy Prep Charter School". I hold a bachelor's degree in Liberal Arts from The College of New Rochelle and a Master of Education in Teacher Education from Kaplan University.

During my time with SA, I have been a Principal, Assistant Principal, Dean of Students and teacher at multiple schools since 2009. I transitioned out of Success Academy as I wanted to take on new challenges hence me currently being the Principal of Harlem Prep middle School. I am also an adjunct professor for Touro college. Over the last 15 years my experiences have allowed me to learn a great deal about education and meet many a great people. One of these people being Dr. Christopher Ralph Manning.

I had the honor of meeting Dr. Manning as he joined my current school "Harlem Prep Middle School" while completing his residency with "Building Excellent Schools". During my first interactions with Dr. Manning it was apparent to me that he had a clear vision of what he wanted to accomplish and why it was so incredibly important. Dr. Manning stuck to the guidelines of his residency with the professionalism that it takes do the work that is needed to successfully build a phenomenal charter school. He came in with a thirst for continued knowledge that I have not seen equal to my own in quite some time.

During his stay at my school Chris and I had many a thought-provoking conversation. This is where Chris and I were able to discuss: Curriculum, School policy, building aesthetics, School leadership, family engagement, Student and staff joy etc. While working in education my thirst for knowledge is what keeps me pushing forward. Chris too has this thirst and with there being so much more to learn in the educational field, it is clear that this is what drives Chris and will Make "Buffalo Creek Academy" a school that will be a house of learning for any scholar to attend.

It is because I truly believe that Chris and his vision for "Buffalo Creek Academy" is to serve the youth of today's society on one of the highest levels that I wish to continue to professionally cooperate with his team. Here is another opportunity to give back, model for our scholars on another level and be warriors in the fight to obliterate the achievement gap. Being in this field for some time now and on many levels has allowed me to understand that mistakes will happen, but these mistakes will only make the bar for excellence continue to rise. I would love an opportunity to become a member of the advisory Council and if allowed to become a member, I will be a thought partner to help make sure "Buffalo Creek Academy" is a successful model of academics and culture.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Andre M. Geddes', is written over a light blue circular stamp.

Andre M. Geddes



February 18, 2019

Dear SUNY Charter Schools Institute,

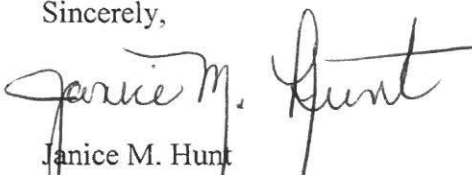
It is with great pride and excitement that I write this Letter of Support for the approval of Buffalo Creek Academy Charter School. As a Professor at a local college and eastside resident, I see first-hand the lack of preparation for college resulting in low performances for many students. Their focus is usually in sports with minimum attention to academics, or the other end of the spectrum is to just get a job and work. Many of our youth exhibit very limited aspirations for a brighter future which is disheartening.

With the resurgence and growth taking place within the city in certain areas, the families and students of the eastside need the same thing to happen. We deserve to have the same quality, equity, opportunity, and excellence as anyone else and I truly believe that is the aim of Buffalo Creek Academy Charter School. With their strategic plan and approach in Literacy, Mathematics, Civic Engagement and Computer Science, they will prepare students to graduate from college and to positively impact our community and that's great news!

Their motto "Sharpen the Mind, Carve the Path" along with their values of Leadership, Integrity, Focus, and Excellence "LIFE" is a good indicator of their direction and focus. It's time for a change!

Thank you for considering the charter application for Buffalo Creek Academy Charter School. I am a staunch supporter for the fruition of this endeavor.

Sincerely,


Janice M. Hunt
Professor



"Faithfully Bringing Forth Justice"

(Isaiah 42:3)

February 19, 2019

Dear SUNY Charter Schools Institute,

It is with great pleasure and pride that I submit this letter of support for Buffalo Creek Academy Charter School. When I was approached by the Founding Team months ago with this vision, I was immediately impressed and intrigued. It is known throughout Buffalo that the schools on the eastside are struggling and are not contributing to the upward mobility of community families. The graduation rate is improving but it is still at a rate that allows for far too many young people to negotiate life without a college degree. The drop-out rates are alarming, many children are starting the work force without even a high school diploma.

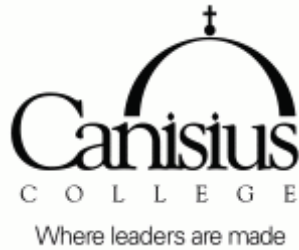
I am proud to say that Buffalo is rising, however, the shame is that not all people in Buffalo are enjoying the fruits of this "renaissance" of sorts. Much of this has to do with the economy on the eastside and the workforce is not benefitting from a school system that is still pulling itself out of a failing state. All children deserve a quality education and Buffalo Creek Academy aims to offer the children on the eastside just that. For this reason, I am wholeheartedly in support of the establishment of this proposed school that is poised to open in 2020. The eastside is in urgent need for such a school and I am willing to do what it takes in my capacity to help this to happen.

Thank you for considering the charter application for Buffalo Creek Academy. I strongly urge the State of New York to approve this school and change the lives of many children here in Buffalo, the city of good neighbors.

Blessings and peace,

A handwritten signature in blue ink, appearing to read "Whitney Walker", written over a light blue circular background.

Whitney Walker
Executive Director, VOICE-Buffalo



**Canisius' Opportunity Programs for
Education**

Dear SUNY Charter Schools Institute,

I am writing this letter in strong support for Buffalo Creek Academy Charter School's charter application to New York State Board of Regents. As a parent of three small children, a homeowner on the East side of Buffalo, and as an individual who came up through Buffalo's public school system, I am acutely aware of the importance of quality education, as well as the lack of superior schools in my community. Though the district has reported improvements, the results still fall very short of indicating that the vast majority of students who are attending school on the eastside will graduate and move on to pursue a college degree.

Buffalo Creek Academy's clear focus on rigorous academics, frequent assessment, and a structured environment are highly commendable and a much-needed change in public education. I've reviewed the school's design features and they represent a thoughtful and calculated approach to education that is truly student-centered. My background as a student affairs professional at Canisius College, with a special focus working with underrepresented students, many of whom come from this very community, has provided me a unique insight into education here in Buffalo.

When I was first told of this proposed school in late 2018, I listened deeply and then watched closely as the vision of the school emerged. The proposed Board of Trustees are a very dynamic, diverse, and dedicated team of exceptional professionals, all geared towards changing the educational scene on the eastside, and I could not be prouder in placing my support behind them.

Thank you for considering the proposal for Buffalo Creek Academy Charter School. I am very hopeful that this school does become a reality for the sake of the families on the eastside of Buffalo and for the City of Buffalo as a whole.

Sincerely,

Shana Richardson

Shana Richardson, M.A, M.S. expected May 2019
Academic Skills Coordinator, Arthur O. Eve Higher Education Opportunity Program, Canisius College
Adjunct Instructor, English Department, Canisius College

Figure 04e-16

One day, all children in this nation will have the opportunity to attain an excellent education.



February 21, 2019

Executive Director
Katie Campos

Board of Directors

Chair
Alex Montante

Officers
Glenn Jackson, *Chair-Elect*
Jane Hettrick, *Vice Chair*
Leigh Hunt Farah, *Treasurer*
Anne Joyce, *Secretary*

Kathy Best
Lenora Foote
Colleen Heidinger
Mary Ruth Kapsiak
Rashied McDuffie
Gail Mitchell
Tanya Perrin-Staples
David Rust

Ex-Officio
Kwame Griffith

Joelle Formato, *Alumni Chair*
Jasmine Fluker, *Collective Chair*

Dear SUNY Charter Schools Institute,

I am writing this letter in strong support for Buffalo Creek Academy Charter School's charter application to New York State Board of Regents. There is an incredible need for high-quality schools for students who live on the East Side of Buffalo. While Buffalo Public Schools is making great progress, there is an urgent need for high quality option for students and their parents; our students deserve schools like Buffalo Creek Academy that prepare them to graduate from high school ready to go to college.

Buffalo Creek Academy's clear focus on rigorous academics, structured environment, and consistent progress check points will create a necessary and high-quality option for our students. I've reviewed the school's design features and they represent a thoughtful and intentional approach to education that is truly student-centered. My background in community organizing, education policy and managing an education non-profit has provided me proximity to issues of educational inequity in Buffalo, and enable me to form a strong opinion about what it will take to provide all of our students access to an excellent education.

When I was first told of Buffalo Creek Academy in September 2018, I listened deeply and then watched closely as the vision of the school emerged. The proposed Board of Trustees are a very dynamic, diverse, and dedicated team of exceptional professionals, all geared towards changing the educational scene on the eastside, and I could not be prouder than to place my support behind this committed group of community leaders.

Thank you for considering the proposal for Buffalo Creek Academy Charter School. I am very hopeful that this school does become a reality for families on the eastside of Buffalo and for the City of Buffalo as a whole.

Sincerely,

Katie Campos
Executive Director
Teach For America - Buffalo



February 21, 2019

To SUNY Charter Schools Institute:

I enthusiastically support the charter application for Buffalo Creek Academy Charter School and Lead Founder, Dr. Christopher Manning.

Chris is currently a Fellow with Building Excellent Schools, a highly selective, nationally recognized non-profit that trains high capacity leaders to design, found, lead, and sustain high-performing urban charter schools. I have had the opportunity to work closely with Chris through the Fellowship for the past seven months and have observed first-hand the many strengths he brings to this work. Chris is an ambitious leader who brings experience in teaching, as well as designing, founding and leading schools. Chris served as Founding Head of School for RISE Schools in Bangladesh where he was responsible for leading the organization from start-up through fully operational with over 300 students and 50 staff members. In his time as School Director at the Oxford International School in Kyrgyzstan, Chris led a population of over 500 students, as well as a Senior Leadership Team and over 70 staff members. Through his work internationally, Chris is uniquely positioned to create a culturally-sensitive school environment – one that engages the community and changes the lives of students in Buffalo.

Chris has brought together a diverse team that is committed to making Buffalo Creek Academy a reality for students and families in Schiller Park and they have designed the school with the needs of the community in mind.

It is a privilege to work closely with Chris and I have confidence that his leadership and the intentionally designed school model will ensure Buffalo Creek is a high-achieving school.

It is without reservation that I support Buffalo Creek Academy and Lead Founder, Dr. Christopher Manning.

A handwritten signature in blue ink, appearing to read "Erin Walsh-Hagan".

Erin Walsh-Hagan, Director, Leadership Development
Building Excellent Schools



R-04f – Evidence of Student Demand

Submit documents that provide evidence of demand for the school (e.g., petitions that clearly indicate signers have students of age to enroll in the school and would consider enrolling them in the school, etc.).

NOTE: if evidence of community outreach, support, and/or demand overlaps, it is not necessary to duplicate documents. Describe how any specific evidence of one demonstrates evidence of another in the applicable narrative description.

Name	Email address/Phone Number	Number of children in 3 rd & 4 th grade	I support a high-quality school the East Side of Buffalo
Jennifer Peeler	[REDACTED]	1	YES
Belinda McCullough	[REDACTED]	1	YES
Charisse Thompson	[REDACTED]	1	✓
Genine Powell	[REDACTED]		✓
Evonda Washington	[REDACTED]		✓



Circle One: Information Session/Tabling Event

Host (s): Frank E. Mori Walker

Organization: _____

Location: _____

Name	Email address/Phone Number	Number of children in 3 rd & 4 th grade	I support a high-quality school option on the East Side of Buffalo
<u>Jalishah Massey</u>	[REDACTED]	<u>1</u>	<u>yes</u>
<u>Francis Womony</u>	[REDACTED]	<u>0</u>	<u>yes</u>
<u>William Swain</u>	[REDACTED]	<u>0</u>	<u>yes</u>
<u>Wesley C.</u>	[REDACTED]	<u>0</u>	<u>yes</u>
<u>Jarvis Gayle</u>	[REDACTED]	<u>0</u>	<u>yes</u>
<u>Candace Barnes</u>	[REDACTED]	<u>0</u>	<u>yes</u>
<u>Lebanon Spencer</u>	[REDACTED]	<u>0</u>	<u>yes</u>
<u>Amerka Hithukya</u>	[REDACTED]	<u>0</u>	<u>yes</u>
<u>Melani Spayed</u>	[REDACTED]	<u>0</u>	<u>yes</u>
<u>Davis Brown</u>	[REDACTED]	<u>1</u>	<u>yes</u>
<u>Sammy Z...</u>	[REDACTED]	<u>1</u>	<u>yes</u>
<u>Mindy Mitchell</u>	[REDACTED]	<u>0</u>	<u>yes</u>
<u>Rodney Polichette</u>	[REDACTED]	<u>0</u>	<u>yes</u>
<u>Manuela Steele</u>	[REDACTED]	<u>0</u>	<u>yes</u>
<u>Chris Carter</u>	[REDACTED]	<u>0</u>	<u>yes</u>
<u>Jonathan Garrison</u>	[REDACTED]	<u>0</u>	<u>yes</u>



Buffalo Creek Academy

Circle One: Information Session/Tabling Event

Host (s): _____

Organization: _____

Location: _____

Name	Email address/Phone Number	Number of children in 3 rd & 4 th grade	I support a high-quality school option on the East Side of Buffalo
ADRIAN CESTER		1 3 rd	yes
OSMIRA FELDA		2	yes
PHYLICIA ADAMS		1	yes
IRENE SUTTE		1	yes
ROSELI CAVATO		1	yes
LISA HALLINGBORTH		1	yes
MONIQUE BARNES		1	yes
SHARON JOHNSON		1	yes
ALEXANDRIA JOHNSON		1	yes
YULIANA JOHNSON		1	yes
ERRY BOONE		1	yes
CANDACE MCFEY		1	yes
OSMEL SILVEY		1	yes
DAVIS BRAYTON		1	yes
NICOLE BRAYTON		1	yes
SHARON TAYLOR		1	yes

Name	Email address/Phone Number	Number of children in 3 rd & 4 th grade	I support a high-quality school option on the East Side of Buffalo
Anthony Harris	[REDACTED]	1	yes
Leticia Hawkins	[REDACTED]	1	yes
Evanessa Pughant	[REDACTED]	2	yes
Dorothy Pughant	[REDACTED]	2	yes
Shantea Pughant	[REDACTED]	1	yes
Christa Pughant	[REDACTED]	1	yes
Shelba Perry	[REDACTED]	1	yes
Victoria Perry	[REDACTED]	1	yes
Joan Daniel	[REDACTED]	1	yes
Janayra Daniel	[REDACTED]	1	yes
	[REDACTED]		
	[REDACTED]		
	[REDACTED]		
	[REDACTED]		
	[REDACTED]		
	[REDACTED]		



Buffalo Creek Academy

Circle One: Information Session/Tabling Event

Host (s): Price Shopper ^{Market} Tops Family Dollar 14212

Organization: [Redacted]

Location: _____

Name	Email address/Phone Number	Number of children in 3 rd & 4 th grade	I support a high-quality school option on the East Side of Buffalo
Joselyn Santiago	[Redacted]	1	yes
Felix D. Jr	[Redacted]	1	yes
Berice FARRANT	[Redacted]	0	yes
LAUNA SMITH	[Redacted]	1	yes
Shaira MARTIN	[Redacted]	1	yes
Carmelle Hill	[Redacted]	1	yes
Sherrice C. Goodnight	[Redacted]	0	Asie yes
Thomas Brandon	[Redacted]	2	YES
Jubete Alvarez	[Redacted]	0	yes
Chinelle Wheeler	[Redacted]	1	yes
SONYA LOURY	[Redacted]	3	yes
Ewen Trubert	[Redacted]	1	yes
Maria Patricia	[Redacted]	1	yes
Yuleka Martins	[Redacted]	0	yes
Dennisia Brown	[Redacted]	0	yes
SHARON PARKER	[Redacted]	1	yes



Circle One: Information Session/Tabling Event

Host (s): WILLIAM OLIVER

Organization:

Location: TULLY LINKS VETERAN NETWORK

Name	Email address/Phone Number	Number of children in 3 rd & 4 th grade	I support a high-quality school option on the East Side of Buffalo
<u>Carlynn Buchanan</u>	[REDACTED]	<u>0</u>	<u>YES</u>
<u>TRISHA Hill</u>	[REDACTED]	<u>0</u>	<u>YES</u>
<u>JIM SPUNNARE</u>	[REDACTED]	<u>0</u>	<u>YES</u>
<u>Anthony Kuhn</u>	[REDACTED]	<u>0</u>	<u>YES</u>
<u>Bill Marlowe</u>	[REDACTED]	<u>0</u>	<u>YES</u>
<u>REN MARCOU</u>	[REDACTED]	<u>0</u>	<u>YES</u>

Sharpen the Mind | Carve the Path

BLUE CARDINALS NETWORK
TERRENCE G. [REDACTED]

F - BITES - BOBBY ANDERSON

NORTH LARD ~~AT~~ CORADOK PROJECT

Circle One: Information Session/Tabling Event

Host (s): Cedric Holloway

Organization: _____

Location: _____

Name	Email address/Phone Number	Number of children in 3 rd & 4 th grade	I support a high-quality school option on the East Side of Buffalo
Larry J. Darnell	[REDACTED]	1	Yes
AISA Brown	[REDACTED]		Yes
Jessie Cross	[REDACTED]	1	Yes
Julie St. Rios	[REDACTED]	0	Yes
Joshua Williams-Johnson	[REDACTED]	0	Yes
Bonita Howell	[REDACTED]	0	Yes
Nashawn Gunning	[REDACTED]	0	Yes
Mina Edgus	[REDACTED]	0	Yes
Anthony W. Pence	[REDACTED]	X	Yes
Nika-Planet Walker	[REDACTED]	0	Yes
[REDACTED]	[REDACTED]	0	Yes
Malen Price	[REDACTED]	0	Yes
* Cynthia White	[REDACTED]	0	Yes

Name	Email address/Phone Number	Number of children in 3 rd & 4 th grade	I support a high-quality school option on the East Side of Buffalo
Andrus Simmen			Yes
Archibald Olusse			Yes
Orville Knobbs Lee			YES
Grace Grace Barnes			YES
Frank Williams III			YES
Sarah Barnes			Yes
Kalvin Foster			Yes
Lynda Jones			yes
Adrianna Jones			yes
RENATO SPATHON			Yes
Devin Sneyd			Yes
Lapisha Gray		0	YES
KATHLEEN ROBERTS			YES
Yvette Roberts			YES
Leilya Sogut			Yes
Lisa Cunningham-Isaiah		0	Yes
Jay Hawkins Sr.		0	Yes
Wendy Johnson		4	Yes
James Lutz			Yes
Tony Sneyd			Yes
Tom Day		0	Yes
DUANE BROWN			Yes
Yvonne Brown			Yes
Debra White			Yes
Denise Thomas			Yes
Sean W. Inghet			Yes
Patrice Hamilton			Yes

Curriculum
Curriculum



Buffalo Creek Academy

Circle One: Information Session/Tabling Event

Host (s): _____

Organization: _____

Location: Tapermade of Praise

Name	Email address/Phone Number	Number of children in 3 rd & 4 th grade	I support a high-quality school option on the East Side of Buffalo
TAMIKA MacLain	[REDACTED]	2	yes
Fleming Lambert-Winkley	[REDACTED]	1	yes
Randy Johnson	[REDACTED]	2	yes
Lorenzo Thomas	[REDACTED]		

R-05ac – Enrollment

a. Enrollment Plan

Provide a narrative description of the following aspects of the school's enrollment plan including:

- The extent to which the proposed charter school's grade configuration aligns with the school district of location and how any misalignment may impact the school;
- Any differences in eligible or minimum age in the same grades between the proposed charter school and district schools;
- The pattern of growth over the charter term including anticipated student attrition, the rationale for the attrition rate, and plans to replace or limit the intake of students;
- A statement about any growth that the applicants may seek in a future charter period if the school is renewed; and
- A statement regarding whether the school might seek to apply for a full-day universal pre-K program.

NOTE: Pre-K applications are handled by the school district of location or NYSED and cannot be submitted until the charter is approved.

Buffalo Creek Academy Charter School ("Buffalo Creek Academy") proposes to open in August 2020 with 112 students, with two classes of 28 students in the fifth grade and two classes of 28 students in the sixth grade. Buffalo Creek will enroll 56 additional fifth graders in each subsequent year, maintaining a slow growth model until we reach a full grade 5-12 school in 2026-2027.

As a public school, we intend to backfill seats in all grades. During the initial charter term, and at maximum capacity, we will enroll 336 students in grades 5-10 and will apply for a second charter that will allow us to grow our full grade span through and including grade 12 with a total capacity will be 448 students. As a 5-12 school, we will not apply for a full-day universal pre-K program.

Buffalo Creek Academy will specifically serve the Schiller Park community within the City of Buffalo; we have identified students living in the zip codes of 14211, 14212, and 14215 as particularly without access to a seamless, high-quality college preparatory middle and high school and manifesting the academic need towards which our proposed school is designed. For more detail on our target community, student population and its subgroups, please see **Request 1**.

Our decision for starting at the fifth grade is rooted in the fact that current students moving from elementary school to the traditional middle school do not have the necessary literacy and math skills to do middle school work. As example, third grade scores indicate average literacy and mathematics proficiency rates of 23% and 21%, respectively; achievement in grades four and five show similarly low rates of proficiency.¹

As a non-traditional grade start, we also decided to provide a sixth grade entry point in year one, better ensuring our financial viability in year one as families are most typically looking for schools as their child(ren) transition(s) from traditional elementary to traditional middle school. We expect that as the school grows and our reputation is established within the community our ability to attract a robust interest in our fifth grade, non-traditional grade point start, will be in place.

Students currently in the third grade will be of age to enroll in the fifth grade in 2020; current academic challenges warrant an early start to middle school and will allow us to focus our fifth and sixth grades - our Lower Academy - to remediate academic challenges brought from the younger grades and instill the mindsets and habits needed for success in the middle and upper grades of 7-12. The seventh through ninth grades will compose our Middle Academy, and the tenth through twelfth grades will constitute our Upper Academy. We are informed by the leaders

¹ <https://data.nysed.gov/assessment38.php?subject=ELA&year=2018&instid=800000052968> and <https://data.nysed.gov/assessment38.php?subject=Mathematics&year=2018&instid=800000052968>.

of high-achieving middle-high charter schools such as Brooke Charter Schools in Massachusetts, who indicate the need to keep ninth grade closer to the middle school model, based upon the developmental needs of students at that age. This will also allow us as a New York public charter school to have students complete all Regents exams by the conclusion of the Middle Academy, and focus squarely on the SAT, Advanced Placement opportunities, and full college readiness in the Upper Academy.

Lower, Middle, and Upper Academies²

Separate research studies “credit small schools with reducing the negative effects of poverty on student achievement, reducing student violence, increasing parent involvement, and making students feel accountable for their behavior and grades.”³ In response to such research, we have designed a school that will provide a small school experience across three distinct academies, with no one academy larger than 168 students, and each with targeted instructional, operational, and leadership teams, allowing close relationships across the school community and close relationships with our families as their students move across grades. We know that “[a]lthough a variety of factors affect student achievement, the greatest factor [in small schools] was the reduction of anonymity - going to a school where someone knows you and your name.”⁴

When families choose our school for the fifth grade, we will use the fifth and sixth grade years for rigorous preparation for the upper middle school and initial high school grades. The Middle Academy, grades seven through nine, will be a three-year program to prepare student for the rigorous, college-preparatory curriculum of the upper high school grades. Additionally, the structure and program developed for middle school students will recognize the need for peer interaction and stages of identity development experienced by students of their age.

There are currently no high-quality high school options for students living in Schiller Park; all of the charter schools end at the sixth or eighth grade, and there are three traditional public high school; the 2017 high school graduation rate in Buffalo was 62.7%.⁵ The high school level, or our Upper Academy of grades ten through twelve, will include a college counseling and placement program with staff and resources targeted for this element of our mission, and staff devoted to long-term tracking of our alumni beyond high school graduation. Both approaches are informed by the work of multiple successful charter schools and charter school networks, and most specifically informed by the organizational and staffing pattern of Democracy Prep Public Charter Schools founded in New York City.⁶

b. Target Population Enrollment

Explain how the school will meet or exceed the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and FRPL students. The response should:

- Cite the proposed school's enrollment and retention targets as determined through the enrollment and retention calculator found here: www.newyorkcharters.org/operate/existing-schools/enrollment-retention/;
- Articulate the recruitment strategies the school will employ to attract each target population to the school (including outreach to parents in the community for whom English is not their primary language);

² We are excited to work with the community to more symbolically and meaningfully name the three academies of the school, using terms that speak to the dreams and aspirations of our families. For now, we are using the more generic terms of Lower, Middle, and Upper as placeholders for each set of grades; with renaming of these based upon community input and impact, all set of designated grades (lower, middle, upper) will remain the same.

³ “Are Small Schools Better Schools?” *Education World*. 2000. https://www.educationworld.com/a_issues/issues108.shtml.

⁴ Ibid.

⁵ Channel 5 New Reporting on the 2017 graduate rate. <https://www.youtube.com/watch?v=oJ2FcSSQgI0>.

⁶ Lead Founder and proposed Executive Director Dr. Christopher Manning completed leadership residency with Democracy Prep Public Schools where he specifically studied the alumni tracking systems and the college preparatory programs of the school and its larger network.

- Describe any at-risk admissions factors, set-asides, or “preferences” the school would offer to increase the likelihood of enrolling targeted students;
- Provide a brief explanation of the efforts, resources, structures, or programs that the school will employ to retain these students and how the school will monitor the efficacy of such efforts including disaggregation of student performance data for each subgroup;
- Note that including preferences beyond one extra weight (ticket) in the lottery may make the proposed school ineligible to receive federal Charter School Program (“CSP”) grant funding. CSP grant funding in New York is currently in transition. The New York State Education Department (“NYSED”) is expected to provide information about CSP grant changes in the future. See Appendix A and the Guidance Handbook for further information; and,
- Any replicator that is not currently meeting targets at any of its schools must provide an explanation as to why the targets are not being met, efforts made to meet the targets, and what new strategies will be employed to meet the targets.

NOTE: Presenting a plan to recruit and retain target populations is a minimum statutory requirement. For further information refer to the Guidance Handbook.

Buffalo Creek Academy holds firm to our commitment of recruiting and educating a student population that is representative of the East Side Community and the larger Buffalo Public School District. Our Executive Director and Board of Trustees will ensure that we accomplish the SUNY Board of Trustees mandated enrollment targets for numbers of students in our population who are economically disadvantaged and receive free or reduced-price lunch, students with disabilities, and students who are English Language Learners (ELLs). **Figure 5.01** outlines how many students will be designated for each category within our inaugural class of 112 students in the academic year 2019-2020, and within our fifth year of 336 students in academic year 2024-2025. Through our monthly reporting requirements as management to our Governing Board and our oversight responsibilities as that Governing Board, we will communicate and oversee in all monthly reports the breakdown of our student demographics for student enrollment and retention, including all SUNY-required demographics. The Board will review our enrollment and recruitment policies and practices on an annual basis to ensure that we are meeting all goals and metrics.

Figure 5.01: Enrollment Targets for Year 1 and Year 5

Academic Year	Total Enrollment	Economically Disadvantaged		English Language Learners		Students with Disabilities	
		Percentage	Count	Percentage	Count	Percentage	Count
2020-2021	112	83.7%	96	10.9%	13 ⁷	21.1%	24 ⁸
2024-2025	336	81.5%	276 ⁹	11.6%	39 ¹⁰	19.9%	67 ¹¹

As a part of our outreach strategy, our team has identified common areas and events where we will work to recruit students within Schiller Park and the surrounding zip-codes. We will use these engagement events to further develop our already well-established relationships with community members and community leaders. For evidence of our community engagement and support, please see **Request 4**. As a community deeply entrenched in church, we have built relationships with parishioners and leadership of multiple churches¹² and with multiple community organizations that provide programming for youth and families, and we will continue to network to open doors for our outreach. Our team has also maintained continuous communication with the

⁷ Rounded.

⁸ Ibid.

⁹ Ibid.

¹⁰ Ibid.

¹¹ Ibid.

¹² Many members of our Board are members of the churches located on the East Side; we have also visited many church to share information about our proposed school, to include one of the largest, Antioch Baptist Church, and we have spoken with the congregations of each church. We are grateful for a Letter of Support provided by the Pastor of Mount Olive Baptist Church; please see section Request 4-e, Evidence of Support.

local church organizations as the congregants and church leaders all live and work within the area from which we are proposing to recruit our students.

Our founding team member Cedric Holloway leads the Omega Mentoring, Inc. based out of the Johnnie B. Wiley Amateur Athletics Sports Pavilion (Cedric's late father's name-sake) where our Board member is the Executive Director. The Omega Mentoring program is a program that has offered mentoring services for youth living on the East Side for over two decades. Many alumni of this program are parents of students who will be eligible for enrollment in 2020. Furthermore, Founding Team Member Candace Moppins is the Executive Director of the Metro Community Development Corporation which is based out of the Delavan-Grider Community Center. The Delavan-Grider is the largest community center on the East Side of Buffalo. Here we have and will continue to hold information session and will hold recruiting events for targeted population.

Our strategy is informed by the best practices of the strongest charter schools both in New York State and around the United States, and further informed by the deep local intelligence and experience of our Founding Team. These strategies include a calculated approach where we work hard to build an application based that is upwards of 300% of our projected enrollment for Year 1, which is 112 students in the grades five (56) and six (56), and which includes a minimum of six touch points with each family between application submission and the first day of school to maximize the translation rate of applications to fully enrolled students. These efforts will be implemented to ensure that our enrollment status is "at capacity" during our first year of operations and onwards. As a part of the Buffalo Creek Academy enrollment and recruitment efforts, we will continue throughout the school's life-cycle with a continuous presence on social media and at community events offering families the opportunity to complete our Intent to Apply forms to ensure that we meet comparable goals and metrics in all years of operation. All materials will be provided in the home language of local families; we have used the International Institute for translation of documents during our current community engagement work, translating documents into Arabic, Bengali, Burmese, French, and Spanish, and will continue to do so going forward. Our proposed Executive Director brings a working knowledge of Bengali.

Building and Maintaining our Presence

We will leverage the connections we have already made in the community and will continue to establish new connections to establish our school physically and in the minds of community members. We have established close connections with the many community centers located on the East Side of Buffalo, to include the Delavan-Grider Community Center, Edward Saunders Community Center, and the Gateway-Longview's Family Resource Center.¹³

Our team has placed hundreds of flyers and newsletters within local grocery stores, beauty salons, corner stores, restaurants, cell-phone shops, dollar stores, and housing offices throughout the East Side, and have talked with hundreds of residents throughout that process as well as within a variety of other venues and events; please see section **Request 04d Evidence of Outreach** for details on the many establishments we have and will continue to visit and work with in the weeks and months ahead.

Maintaining our Presence at Community Events

We will ensure that we maintain a continuous presence at annual events that draw hundreds of families in attendance. Our founding team will continue to engage families at the Annual Martin

¹³ For all details on community outreach, please see Request 4.

Luther King Picnic and Parade, Juneteenth Parade and Celebration, Thanksgiving Turkey Drive, Christmas Food Drive, and Winter Clothing Drive; in the 2018-2019 winter cycle, the Buffalo Creek Academy has participated in all events on behalf of the proposed school and will participate in the Juneteenth events in the coming months. These events occur within the many community centers that we continue to frequent and well as in the Martin Luther King Memorial Park, a park that is the epi-center of community activity on the East Side during the Summer, Fall, and Spring.

Direct and Electronic Outreach Activities

Our Founding Team and the school staff as hired will continue to reach out to families directly using our social media platforms and various forms of outreach material to include;

- Social Media: LinkedIn, Facebook, Twitter, and Instagram
- School Website
- School Newsletter in print and electronically to our mailing list
- Information tables at frequented business establishments
- Canvassing the neighborhoods and housing offices where potential families frequent

c. Student Enrollment Table

Complete the student enrollment table provided in the budget template and include a copy of it here.

Figure 5.02: Charter Enrollment by Grade							
GRADES	LEVEL	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	AGE RANGE
Kindergarten	Elementary School						
1st Grade	Elementary School						
2nd Grade	Elementary School						
3rd Grade	Elementary School						
4th Grade	Elementary School						
5th Grade	Middle School	56	56	56	56	56	10-11
6th Grade	Middle School	56	56	56	56	56	11-12
7th Grade	Middle School		56	56	56	56	12-13
8th Grade	Middle School			56	56	56	13-14

9th Grade	High School				56	56	14-15
10th Grade	High School					56	15-16
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		112	168	224	280	336	

Once Buffalo Creek Academy reaches the point of reauthorization, our school will expand to full grade span, up through and including the twelfth grade to fulfill our mission and vision for the families of Schiller Park and surrounding area. **Figure 5.03** depicts our projected enrollment once there are students enrolled in all grades five through twelve.

Figure 5.03: School Enrollment Projection at Full Growth without Attrition							
Grade Level	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
5 th	56	56	56	56	56	56	56
6 th	56	56	56	56	56	56	56
Lower School Total	112	112	112	112	112	112	112
7 th		56	56	56	56	56	56
8 th			56	56	56	56	56
9 th				56	56	56	56
Middle School Total		56	112	168	168	168	168
10 th					56	56	56
11 th						56	56
12 th							56



High School Total					56	112	168
Whole School Total	112	168	224	280	336	392	448

R-05d – Admissions Policy

Describe the admissions policy for the school including any at-risk designations or set-asides, and how the school intends to apply the statutory preferences for returning students, siblings, students residing in the school district or CSD of location of the charter school, and employees of the education corporation or CMO (up to a 15% set aside) in accordance with the Act.

Further Institute guidance relating to school admissions, including a new employee and CMO employee preference, is available at: www.newyorkcharters.org/applications-admissions-materials/.

Buffalo Creek Academy Charter School (“Buffalo Creek Academy”) shall not discriminate against any student based on race, ethnicity, national origin, gender, sexual orientation, disability, religion, or on any other basis that would be unlawful for a public school.

Our school shall be open to any child who is eligible under the laws of New York State for admission to a public school, and the school shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law, governing admission to a charter school.

New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, or any above-mentioned basis that would be unlawful for a public school.

This admissions policy was influenced by Valence College Preparatory Charter School and Persistence Preparatory Charter School; both schools have been authorized by the SUNY Charter Schools Institute.

Buffalo Creek Academy will be an open enrollment charter school and welcomes all students who come through our doors.¹ If we receive a greater number of applications than seats available, we will administer a random/blind public lottery; in our inaugural year of 2020-2021, there will 112 available seats available for our fifth and sixth grade classes (56 per grade); in all future years there will be 56 available seats for grade five and additional seats in grades six through eight as may become available. We will conduct separate lotteries for each grade level into which we enroll, ensuring families have either an assigned seat or an ordered wait list designation.

Eligibility and Lottery

Buffalo Creek Academy does not discriminate against any applicant or their family on the basis of race, ethnicity, sex, color, national origin, disability, genetic information, religion, sexual orientation, gender identify, socioeconomic status, parent’s or guardian’s marital status, political affiliation, or any other protected status.

A student will be eligible to apply to Buffalo Creek Academy for the fifth grade if s/he is set to finish the fourth grade in the spring of 2020, and sixth grade if s/he is set to finish the fifth grade in the spring of 2020. Each applicant must be a resident of New York State by the application deadline.² For our first class in 2020, all students who have submitted a complete application by April 1, 2020, will be eligible for the public lottery.

¹ Practices are in compliance with the policies laid out in this document and mandated by New York Education Law § 2854(2)..

² Two forms of proof of residency will be required for all students, with the exception of homeless students. If an applicant seeks to apply for preferential status based on residency, they must provide proof prior to the application deadline. Residency will be documented for all students during the registration process after the lottery. Acceptable forms of proof of residency include an original signed lease, deed, or mortgage agreement, utility bill, paystub of other proof of payroll including mailing address, official documentation with a name and mailing address, or credit card statement.

The lottery will be held in a public space, no more than ten (10) business days after the application deadline of April 1; we will post public notice of the lottery date, time, and location on our school's website and through media platforms.

If by April of 2020 it is determined that our facility would not be able to provide the sufficient space required for such an event, we will use the Delavan Grider Community Center, located in the school's proposed community and providing full accessibility to the public; if unavailable, we will use another public venue that provides full accessibility to the public.

An impartial person, who is not a board member, employee of the school, or parent or family member of a current student or applicant, will conduct the randomized lottery. To administer the lottery, Buffalo Creek Academy will use a random number generator to assign random numbers to all applicants. The lottery will be attended by a third-party auditor to ensure that the process is conducted transparently and in accordance with the policies laid out in this document and as mandated by New York Education Law § 2854(2). Attendance on the day of the lottery by families/students is not mandatory nor required to earn a seat at Buffalo Creek Academy. We will draw all names until every applicant has either a seat or an ordered number on the wait list.

Families will be notified of their seat or waitlist number via U.S. mail within one week of holding the lottery and will have one week from the post-marked mailing to accept their seat.

Buffalo Collegiate Academy will document all steps of our lottery process and make them available to SUNY Charter Schools Institute or NYSED upon request.

Priority Enrollment

Preferential treatment will be awarded to students residing in the City of Buffalo.

Buffalo Creek Academy will track two applicant groups - those who are City of Buffalo residents and those who live outside of the City of Buffalo. In the case that we receive more applications than we have seats, we will first hold a random public lottery for students who reside within the City of Buffalo, placing all students and generating a waitlist as required.

Once we have concluded the public lottery for City of Buffalo residents, we will commence a second random public lottery for all remaining applicants. Remaining applicants will either continue the waitlist or in the case where there is no waitlist generated by demand within the City of Buffalo, the applicants from outside of the district will establish the waitlist for our school. In the case that we receive less applications from City of Buffalo than there are available seats, students from the City of Buffalo will receive automatic enrollment; we will then hold a separate lottery for all remaining applicants who are residing outside of our proposed school community.

There also exists specific applicant groups who are not required to participate in the enrollment lottery and will receive the following priority enrollment.

Siblings of Students Currently Enrolled

Siblings are defined as children whose primary guardian(s) are also the primary guardian(s) of other children already enrolled in the program. This is defined as guardian(s) who have custody of children at least 50% of the time and includes half-siblings, step-siblings, adopted siblings, or other family members such as cousins, nieces, or nephews being cared for as primary



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dependents. If a child is drawn for an enrollment seat at Buffalo Creek Academy, siblings will be automatically granted enrollment if there is space available in their grade-level. Siblings of students currently enrolled will receive an exemption from future lotteries and will be automatically granted a seat at their grade level if available.

Children of Founders

Children of the founding school leaders and founding Board members will not participate in the lottery. These are individuals listed on the charter application submitted to the State University of New York Charter Schools Institute on February 24, 2019.

Children of School Employees

Children of school employees will be exempt from the lottery provided that the parent employed at Buffalo Creek Academy has full or joint custody of the child. Employees include anyone who works at least half-time for Buffalo Creek Academy, who started work on or before the first day of school of the year in which they are submitting their application, and includes all staff members, including teachers, administrators, custodial staff, office staff, classroom assistants, etc.

R-06af – Curriculum and Instructional Design

a. Curriculum Selection and Processes

Summarize the school's curriculum, by subject, and the rationale for all curriculum decisions including:

- Research-based evidence of effectiveness, particularly in meeting the needs of the school's target population, including proper citations;
- Discussion of how the school's curriculum is aligned to New York State standards;
- An explanation of how the curriculum aligns with the school's educational philosophy and furthers its specific mission and unique themes, if applicable;
- How teachers will know what to teach and when to teach it including the curriculum resources that will support instructional planning (e.g., curriculum maps, scope and sequences, pacing guides, etc.) and who will be responsible for creating or selecting these resources; and,
- The processes and procedures the school will use to review, evaluate, and revise the curriculum to ensure its effectiveness for all students, alignment to state standards, and alignment from grade to grade including who will be responsible for these processes and how teachers will be involved.

Curricular Program and Instructional Techniques

The mission of Buffalo Creek Academy Charter School ("Buffalo Creek Academy") is to prepare fifth through twelfth grade students to graduate from college and positively impact our community. We will do this through rigorous academics and a highly-structured environment.

The instructional design and curriculum planning will be accomplished by the Executive Director and the Curriculum Coordinator in the planning year who will use the Next Generation English Language Arts and Mathematics (2017), NY Science (2016) and NY Social Studies Learning Standards (2014) to adopt, refine, and design as needed all of the assessment tools and curricular materials.¹ We will draw significant materials for our curricular program from the publicly available materials of Success Academies as well as in our partnership with leadership within Democracy Prep Public Schools; the Executive Director and Curriculum Coordinator will have the direct and specific support of Democracy Prep Harlem Middle School Principal and former Success Academy Principal Andre Geddes as curriculum consultant and trainer during the planning year. Mr. Geddes brings his 10-year experience with Success Academies and his current vantage point as principal in Democracy Prep Public Schools. As a BES Fellow, our Lead Founder has experience as leader-in-residence at Democracy Prep Harlem Prep Middle School, working closely with Mr. Geddes in the winter of 2019. For Letter of Support from Mr. Geddes, please see **Request 4**.

With a prioritized focus on the development of powerful literacy skills for all students, our curricular program will be further informed by approaches outlined in Lemov's *Reading Reconsidered*², instructional and professional development techniques detailed in Bambrick-Santoyo's *Get Better Faster*³, and instructional taxonomies provided within Lemov's *Teach Like a Champion 2.0*.⁴

At Buffalo Creek Academy, we will incorporate materials reflecting a multicultural perspective and complex texts drawn from Common Core Text Exemplars.⁵ The scope and sequences for every

¹ We will be adopting curriculum from several sources, outlined throughout this response, and will be refining these sources based upon any internal needs, and supplementing per any unique offerings or requirements of our school. For details, please see various components of this response accordingly.

² Lemov, Doug, et al. *Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction*. San Francisco, CA: Jossey-Bass, 2016.

³ Bambrick-Santoyo, Paul. *Get Better Faster: A 90-Day Plan for Developing New Teachers*. San Francisco, CA: Jossey-Bass, 2016.

⁴ Lemov, Doug. *Teach Like a Champion 2.0: 62 Techniques That Put Scholars on the Path to College*. San Francisco, CA: Jossey-Bass, 2015.

⁵ Common Core Standards for ELA and Literacy in History/Social Studies Appendix B: Text Exemplars http://www.corestandards.org/assets/Appendix_B.pdf.



content area will be developed by the Curriculum Coordinator during the planning year and revised by Grade Level Leaders under the Curriculum Coordinator every year thereafter.⁶

Buffalo Creek Academy curriculum approach is directly informed by our mission to provide a rigorous and structured college preparatory education to all students, regardless of race, gender, home language, religion, or socioeconomic status. We have chosen Success Academy's curriculum as the basis for our English Language Arts, Mathematics, and Science curriculum as they adhere to Next Generation English Language Arts and Mathematics (2017), NY Science (2016) and align to our elements of school design and rigorous college preparatory mission. We have selected Democracy Prep Public School's social studies program as it adheres to NY Social Studies Learning Standards (2014) and aligns to our elements of school design and focus on building community engagement and a global perspective.

The curricular program will align with all aspects of our vision and key design elements.

Rigorous academics prepare students to excel in and graduate from college.

New York State continues to raise the bar regarding the content and skill to be mastered at each grade; we will implement well-respected resources to inform a rigorous curriculum that meets that bar. Success Academy's reading program focuses on the development of learners' skills in a way that also impassions students towards reading.⁷ Success Academy's math program is designed and constructed to ensure that students are equipped with the conceptual understanding required to grasp the "why" behind mathematics.⁸

Frequent assessments and a focus on results allow students to excel.

With a firm belief that rigorous and frequent assessments and robust data analysis cycles will lead to strategic, measurable action plans for instructional and content adjustment, our curriculum approach will keep a focus on constant academic growth and achievement and will be fully aligned with a frequent assessment cycle that aligns directly to the standards being taught within our scope and sequence in all courses.⁹

Structure and safety within a values-driven, caring community promote academic growth.

Our curriculum will feature an Advisory scope and sequence in all grades that builds in students our **LIFE Values** of Leadership, Integrity, Focus, and Excellence. Rather than an informal setting too often seen in under-developed advisory programs, our advisory will be values-based and highly structured, as we believe that structure is the foundation of joy and creativity, that predictability and clarity create a sense of personal safety and communal well-being, and that an **Ethos of Care** allows joy of community and creativity of learning to thrive. Our scope and

⁶ We will be further supported by our BES Coach Paul Adler in our planning year and minimally first two years of school operation. Mr. Adler began his teaching career as a middle school math teacher and served as the Founding Principal of Achievement First Brooklyn High School, overseeing the school's academic program and student success.

⁷ Success Academy Approach: <https://www.successacademies.org/our-approach-elementary-school/>.

⁸ Ibid.

⁹ All high-achieving schools use a constant, strategic, and sequential cycle of aligning assessments to year-end goals and student growth; Lead Founder and proposed Executive Director Dr. Christopher Manning has studied this approach at multiple schools in New York State and across the country. In Dr. Manning's work internationally, he led schools with assessment cycles aligned to Cambridge Assessments International, and while the standards are not identical to those in the U.S., that work shares common principles of effective practice that are readily transferable to the proposed work in Buffalo.



sequence will provide a common language of **Care**, critical for the success of our target community. Examples of this language, tied to our values, will be taught and used schoolwide, and will include such phrases as: **I care** how you influence your classmates, so I need you to show your **Leadership**. **I care** about your character so I need you to act with **Integrity**. **I care** about your education therefore I need you to **Focus**. **We care** about our community, so we are engaged and always working towards **Excellence**.

Community engagement and a global perspective allow students to make positive impact.

Our social studies curriculum will feature community-focused activities and multi-cultural global studies to ensure that all of our students develop positive self- and other-awareness and the ability to make a positive impact on our community. Based on Democracy Prep Public School's Civic Education program, Buffalo Creek Academy's One Community Program will feature a course in civic education in all grades 5-12. With Cambridge curriculum used by over 300 schools in and across the United States¹⁰, our Social Studies curriculum will also feature a series of grade-appropriate global perspectives courses based on Cambridge Assessment International Examination's Global Perspectives syllabi. Lead Founder and proposed Executive Director Dr. Christopher Manning has taught the global perspectives courses at the secondary level and was a part of the pilot program in 2015 when Cambridge initially built out the Global Perspectives program for the primary (elementary) level. Having led three Cambridge Schools in Bangladesh (2) and Kyrgyzstan (1), Dr. Manning is equipped with the skills, content, and experience required to adapt the global perspectives program around the needs of our school student population.

College Preparatory Course of Study

Our classes will have an average size of 28 students and our school will backfill enrollment in all grades. Our goal is for 80% of our students to enroll in at least one Advanced Placement course starting in grade ten. There are four core areas of content on which we focus our foundational curriculum design: English Language Arts ("ELA"), Mathematics, Science, and Social Studies. The core classes will be present throughout the entire Lower Academy (grades 5-6), Middle Academy (grades 7-9), and Upper Academy (grades 10-12) for all students. In addition to the core courses, Lower and Middle Academy students will take Computer Science once per week; Upper Academy students will have opportunity to take more extended study of Computer Science. Starting in grade nine students also will study a Foreign language.¹¹

In the last year of our Middle Academy (grade 9) and all grades of our Upper Academy (grades 10-12), we will offer a wide variety of elective courses to ensure that our students are prepared for the undergraduate degree program of their choice upon graduation. In the ninth and tenth grades, elective courses will be made available according to each student's academic performance. In ninth grade, students will only take a Foreign Language course in addition to Computer Science and their core courses. In tenth grade, students will have the chance to select multiple electives depending on their academic achievement.

The Executive Director and Curriculum Coordinator will develop the scope and sequences for ELA, Math, Science, Social Studies, and Computer Science during the planning year based on Success Academy's and Democracy Prep's curriculum as stated above. The lesson plans for the

¹⁰ List of Cambridge Schools in the USA <https://www.cambridgeinternational.org/usa/find-a-school/>

¹¹ Final decision on which foreign language will be made one year prior to the roll-out of our ninth grade, which will be in the summer of 2023; as Buffalo has become an increasingly diverse city with an influx of refugees and immigrant communities from such regions and nations as Bangladesh, Somalia, and Eritrea, our final decision on language choice will take into account the communities we are serving, our college preparatory mission, and our ability to staff our instructional team accordingly.

first eight weeks (typically the first two units) of instruction will be provided to the teachers to ensure that they become familiar with the Buffalo Creek approach towards lesson planning. The Curriculum Coordinator will oversee the lesson plan annotations for which all teachers will be responsible. Lesson plan annotations will include the prompts the teachers will use to engage students in the content, such as rhetorical questions, scaffolded questions, and will include notation of expected misconceptions. Annotations will also indicate when the teacher will provide clarity for a particular aspect of the lesson, doing such things as defining key vocabulary or exploring key figurative language, or exploring how a new concept relates to previously learned concepts.¹² For example, during an ELA class, a teacher might be guiding students as they analyze Maya Angelou’s *I Know Why A Caged Bird Sings* and all notes to be made on the overhead projector, dot cam, or smart board will have been predetermined prior to the classroom lesson’s execution and the teacher will provided guiding notes according to a marked/annotated lesson plan. Within this scenario, as the teacher would make annotations, the students would then be able to engage deliberately according to those details. The teacher would help students understand what “context” means by making statements without providing direct answers, but instead highlighting the confusion and guiding students to make the context clear through attention to pertinent textual details.

After the first eight weeks (typically the first two units of study), teachers will develop their unit plans, lesson plans, and mastery quizzes based on the scope and sequences provided to them and under the guidance of the Executive Director and Curriculum Coordinator. Once the Academy Principal is brought on for those grades, the Principal will take on that role otherwise led by the Executive Director.¹³ The Executive Director, and then Principal(s) as hired, will appoint Grade Level Leaders to oversee teachers during scope and sequence development. There will be continuous monitoring of pacing according to the scope and sequences and a monthly review of adjustment to student performance data.

Throughout the academic year to keep all students, families, and teachers abreast of the academic performance of our students, we will conduct internal teacher-developed unit assessments which will be aligned to each interim assessment. These interim assessments will be essential to our ability to conduct error analysis, identify and remediate gaps, and forecast State-level assessment performance results.

Figure 6.01: Curriculum Development Resources¹⁴

Subject Area	External Resources and Materials
English Language Arts	Success Academy Curriculum
Mathematics	Success Academy Curriculum
Science	Success Academy Curriculum
Social Studies and Civic Engagement	Success Academy Social Studies Curriculum & Democracy Prep Civic Engagement Program
Computer Science	Success Academy Curriculum

¹² Lead Founder and proposed Executive Director Dr. Christopher Manning studied teacher lesson plan annotations at Roxbury Prep Academy in New York City as a part of the BES Fellowship and has used such study to inform this element of our approach to curricular and more specifically lesson planning development.

¹³ For staffing plan, please see responses to Request 9 and Request 12.

¹⁴ Lemov, Doug. *Teach Like a Champion 2.0*. San Francisco, CA: Jossey-Bass. 2010.

English Language Arts

Lower and Middle Academy students in grades five through six and seven through nine, respectively, will have 175 minutes of literacy instruction each day, 125 of which will come from ELA and the other 50 will come from text-based social studies. These minutes will be carefully planned and will include at a minimum: 50 minutes of reading, 50 minutes of writing, 50 minutes of literacy-based, text-driven social studies, and 25 minutes of guided reading. As a part of our extended day schedule, students who require additional support in the area of literacy development will receive individualized tutoring in areas of phonics¹⁵ and fluency in order for all students to read and comprehend complex, grade-level literary and informational texts independently and proficiently. For this reason, our tutoring will concentrate on the components of phonics, fluency, text-based analysis, and reading comprehension using complex non-fiction literature, and supplementary material¹⁶. Tutoring will occur for one full hour at the end of four school days each week, just before school dismissal. For information on the daily schedule, please refer to **R-07ac Calendars and Schedules**.

The approach of our English Language Arts program is strategically sequenced across our Lower (5-6 grades), Middle (7-9 grades), and Upper (10-12 grades) Academies. Students in our Lower Academy will develop the necessary skills to read at or above their grade level within the shortest time-frame possible. In year one, students will arrive to our school in grade five and six, and in future years the majority will arrive in grade five; we anticipate that a significant portion of the student population will be either native speakers of English who read below grade level or English Language Learners¹⁷ (“ELLs”). On average, based on local and current metrics from NY State Assessments, 23% of students in Buffalo are proficient in ELA¹⁸ and 4% of students are English Language Learners. Our approach to ELA will consist of daily read-alouds, comprehensive, text-based and text-rich discussions, and written summary of text. Students will practice supporting their observations and analysis through the use of in-text citations during discussion and in all writing under the teacher’s guidance and supervision, and then conduct their own analysis using citations as a part of individual, independent work. During discussions, student will be asked to provide textual evidence for their responses and counter quotes for their disagreements and differentiate between the quality and suitability of various pieces of evidence to best substantiate claims. The utilization of instructional scaffolding will be critical for those reading below grade level and our ELL students. Teachers will require students to identify character traits and use descriptive language to describe characters as they are portrayed in the text. Students will write their essays with all elements: hook, thesis statement, paragraphs including claim, evidence, explanation, evidence, explanation, and concluding statements. These elements will be found on essay writing checklists provided to all students for independent self-direction and monitoring of all elements.¹⁹ Students will be expected to write each element and color coordinate to differentiate the elements. Students will consistently annotate text within an active and structured reading approach. Students will answer standards-aligned questions based on the text and use the new knowledge to prepare thoughtful essay responses. Staff will use all classroom space to further student learning. Teachers will circulate the class continuously as students are competing individual work. Students with IEPs will be provided instruction in accordance with their plan.

¹⁵ For remedial phonics instruction, we will likely use such curriculum as Wilson or another Orton-Gillingham-based program.

¹⁶ 5RF3. <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf>.

¹⁷ NYSED Student Performance Data

<https://data.nysed.gov/assessment38.php?subject=Mathematics&year=2018&instid=800000052968>

¹⁸ Ibid

¹⁹ Lead Founder, Christopher Manning, studied Emblaze Academy as a part of the BES Fellowship. During the school study, Dr. Manning attended ELA lessons and took photographic evidence of the content checklist and observed the lesson during it usage noting teacher and student action, as well as how the checklist guided student thought and actions during essay composition.

In the Upper Academy (grades 10-12), our reading instruction will hold true to our mission of academic rigor and will feature a comprehensive variety of non-fiction texts written for multiple audiences and from various author perspectives. Upper Academy students will be provided with reading instruction consisting of wide-ranging genres of literature and pieces based in multiple historical contexts and global settings. Upper Academy students will be challenged with reading assignments that will require them to analyze texts and paired selections of texts from a personal, regional, national, and global perspective, all while identifying opinions, facts, value statements, and judgements made by various authors.

A common thread of writing instruction will extend across the entire spectrum from fifth grade to twelfth grade and will be considered the **writing basics**, that is, the first and second halves of the Buffalo Creek writing process. The first half of the process involves conventions, spelling, and grammar. The second half is intense proofreading, precise editing, and polished rewriting.

In the Lower Academy there will be an increased focus on the **listening and speaking** element of literacy. We believe that language modeling is very important for a student's literacy development. It is not only ELL student who have disparities in listening to and speaking Standard English. At Buffalo Creek, we believe that all of our students will need to learn to speak as well as write. Developing a student's spoken vocabulary requires that they are offered the opportunity to practice using the words on a continuous basis. In the Middle Academy (grades 7-9) there will be an increased focus on **complex composition**. Students in the sixth grade will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content, as well as: introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.²⁰ Students in grades 7 and 8 will introduce claim(s), acknowledge alternate or opposing claims, and organize reasons and evidence logically. Students will support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, demonstrating an understanding of the topic or text.²¹

From day one we will work to build our students literacy skills as they learn about the world around them²² and engage in analysis of speeches, poetry, autobiographical nonfiction, drama, and fiction.²³ Upper Academy students in grade 10 -12 will hone their writing skills in alignment with the Next Generation English Language Arts and Mathematics (2017). As part of their 12th grade senior requirements, students will compose a senior thesis that will prepare them for the essay composition that will be expected of them during their undergraduate studies. As outlined in **Figure 6.02**, in grades 5-8, English Language I will be a literature course and English Language II will be a composition course; in grades 9-12, the courses will be based on the subjects (American Literature, World Literature, AP English, etc.).

²⁰New York State Next Generation English Language Arts Learning Standards.
<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/introduction-to-the-nys-english-language-arts-standards.pdf>.

²¹ Ibid.

²² <https://www.engageny.org/resource/grade-5-ela-curriculum-map>.

²³ <http://mc-14193-39844713.us-east-1.elb.amazonaws.com/resource/grade-12-ela-curriculum-map>.

Figure 6.02: Reading and Writing Sequence							
Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts I	English Language Arts I	English Language Arts I	English Language Arts I	American Literature	World Literature	AP English	AP English
English Language Arts II	English Language Arts II	English Language Arts II	English Language Arts II			English 11	English 12

Mathematics

Buffalo Creek Academy’s approach to mathematics will be informed by the New York Next Generation Mathematics Learning Standards (2017). Students studying in grade 5-8 will have double periods of math; these grade spans are present in the Lower and Middle Academies of Buffalo Creek Academy. The two initial grades of the Middle Academy will be based on a continual advance from grade five to maintain adherence to the 5th-8th grade program.

Math at Buffalo Creek Academy will focus on mathematic procedures and mathematic application with the following areas of concentration:

- **Procedures:** Focused on the mathematical process and fluency, designed to ensure students receive instruction aligned with the grade-level standards found within the New York Next Generation Mathematics Learning Standards (2017)
- **Application:** Focused on problem solving, designed to allow students to apply the knowledge and conceptual understanding of the New York Next Generation Mathematics Learning Standards (2017)

Students will analyze problems and persist in solving them while using abstract and quantitative reasoning. Teachers will require students to build practical arguments and apply critical analysis of one another’s’ reasoning. Students will show proficiency by applying their mathematical knowledge to solve every day problems found in life using the appropriate mathematical tools, such as ruler, calculator, protractor, software, and spreadsheets. Proficiency will also be shown through precise mathematical communication by specifying the meaning of mathematical symbols and units of measure. Teachers will provide students with a variety of tasks that range from discerning patterns and structures to identifying the regularity of repeated reasoning. Students will be pushed to evaluate the practicality of intermediate results throughout the problem-solving process.²⁴ Based upon academic growth, students will begin to differentiate in their math course sequence in grade 7, with all students completing a college preparatory course of math study that prepares them for the requirements of state assessments, the SAT, and AP opportunities as appropriate. As stated, our goal is that 80% or more of students are enrolled in one or more AP courses and earn college credit prior to high school graduation.

²⁴ Based on the 8 NY Standard for Mathematical Practice found within the New York State Next Generation Mathematical Learning Standards (2017).

Figure 6.03: Mathematics Sequence

Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Math I and Math II ²⁵	Math I and Math II	Math I/II or Pre- Algebra	Math I/II or Algebra I	Algebra I	Geometry I	Pre-Calculus	AP Calculus
				Geometry	Algebra II or Trigonometry	Algebra II or Pre-Calculus ²⁶	Advanced Statistics or Discrete Mathematics

Social Studies

At Buffalo Creek Academy, we believe that social studies content and instruction is complimentary to the literacy instruction and as such we focus on skill-development in the areas of comprehension, inference, and text analysis. Our approach towards social studies will be based on the Democracy Prep’s course titled Global Literacy (“GL”). This GL course will combine study of history and civic challenges of the past into the present. Buffalo Creek Academy students will participate in written and oral arguments to develop their ability to communication as well as the literacy skills required for college success.²⁷

Buffalo Creek Academy students must successfully pass the US History and Government Regents exam, and the Global History and Geography Regents exam in Grade 12. These senior level exams will require that our students showcase an advanced level of knowledge application as well as comprehension skills. Our courses of study in the social studies area are designed to ensure that our students are developed to compose analysis reports that synthesizes various information sources when responding to Document Base Questions (“DBQs”). Furthermore, during high school course, our students will learn to master non-fiction texts in various series organized in a way that will require increased literacy skills as they progress.

Figure 6.04: Social Studies Sequence²⁸

Grade	Content Focus Area
Grade 5	The Western Hemisphere
Grade 6	The Eastern Hemisphere
Grade 7	History of the United States and New York – I
Grade 8	History of the United States and New York – II
Grade 9	Global History and Geography – I
Grade 10	Global History and Geography – II
Grade 11	United States History and Government

²⁵ Math I is Procedures; Math II is Application for this and all other references within this figure.

²⁶ Based on NY Plus (+) Standards (2017). <http://www.nysed.gov/common/nysed/files/math-revised-2017-standards-plus.pdf>.

²⁷ Democracy Prep Global Citizen Program <http://democracyprep.org/global-citizens/>.

²⁸ Our social studies sequence is based on the New York Social Studies framework.

Grade 12	Participation in Government Economics, the Enterprise System, and Finance
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Science

At Buffalo Creek, our approach to science will be aligned to New York Next Generation Science Standards.²⁹ As such, the foundation of science program will focus on the central purpose of scientific inquiry and developing natural phenomena as a continuing and creative process³⁰. Students in the Lower Academy (5-6) will learn and apply scientific concepts, theories, principles as they pertain to the living environment and physical setting.³¹ Our approach will acknowledge the interconnectedness of the content and skills required for mathematical problem solving and that of scientific application. The academic rigor of the science curriculum in the Lower and Middle Academies will be designed to ensure that by eighth grade, students will be prepared to take high school level science in the ninth grade. Our high school science program will ensure that all students can gather and process information, generate and analyze ideas, identify common themes, realize ideas and present results.

Figure 6.05 Science Sequence							
Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
5th Grade Science	Integrated Science I	Integrated Science II	Integrated Science III	Regents Living Environment	Regents Earth Science	Regents Chemistry	Regents Physics
				Regents Earth Science	Regents Chemistry	Regents Physics or AP Physics	AP Biology or AP Chemistry

Information Computer Technology (ICT)

During our Information Computer Technology Courses (“ICT”), students will learn how to use computer for academic purposes. We are aware of the increase reliance on technology in the undergraduate and graduate environment in many present-day university programs. We also understand that this reliance impacts what students need to know upon their arrival to college. That said, we have decided to adapt the Cambridge Assessment International Examination³² (“Cambridge”)’s ICT course model³³ for our students. This model is used across the nation (there are over 300 Cambridge schools in the USA) and around the world. The program will be provided from grade 5 to grade 12. The program will be administered for the Lower, Middle, and Upper Academies according to the threshold descriptors provided by Cambridge. The scope and sequences and assessment planning will all be aligned to the Cambridge amplifications of

²⁹ “Next Generation Science Standards.” Next Generation Science Standards, 11 Oct. 2017, www.nextgenscience.org/.

³⁰ Ibid.

³¹ Ibid.

³² Lead Founder and proposed Executive Director Dr. Christopher Manning has led three Cambridge Schools. He has administered the ICT course for K-12 grade students and has witnessed the benefits of using such a program that links all grades and transfers across multiple subjects.

³³ Cambridge ICT Starters Syllabus for 2018. <https://www.cambridgeinternational.org/Images/25106-cambridge-ict-starters-syllabus-english-.pdf>.

assessment criteria found within the syllabus³⁴. This series of courses will be administered according to the Cambridge ICT Starters Administrative Guide³⁵.

Scope and Sequence Development

In the planning year, the scope and sequence for year one of operation will be developed by the Executive Director and Curriculum Coordinator and will be presented to teachers as a part of the Summer Session. For information regarding our Summer Session Professional Development, please refer to **R-09ad Instructional Leadership**. In all future years, and under the guidance and oversight of the academy-level Principals, scope and sequence development will be accomplished by the teachers each summer and approved by academy-level Principals before the start of the school year. The scope and sequence will be mapped backwards from year-end goals, aligned to all interim and unit assessments, and aligned to all Next Generation English Language Arts and Mathematics (2017), NY Science (2016) and NY Social Studies Learning Standards (2014). In order to maintain rigorous instruction aligned to the scope and sequences, weekly teacher observations and ongoing data analysis will be aligned with the details of the scope and sequence, noting where student learning should be and thus where instruction should be focused. All scope and sequence documents will be reviewed annually for revision, overseen by the Executive Director until Academy Principals are in place, and as hired, overseen by the Principal, and led in all years by the Curriculum Coordinator with the support and inclusion of Grade Level Leaders.

b. Assessment System

Describe the diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills. This response should:

- Describe each assessment's purpose, design, format, and rationale for its selection;
- Describe key considerations in the selection or creation of any assessments not yet identified;
- Describe how the school will collect and analyze assessment results;
- Explain how the school will ensure assessment results are valid and reliable;
- Describe who will be responsible for administering assessments and collecting and analyzing the results;
- Explain how school leaders and teachers will ensure student work products resulting from instruction indicate student preparation for success on state assessments;
- Explain how the following stakeholders will have access to and be able to use assessment results: teachers; school leaders; the education corporation's board of trustees; students and parents; and,
- Describe how the school will inform parents and students about academic achievement and progress including the timing, frequency, and nature of the information.

Buffalo Creek Academy's rigorous and frequent assessments and robust data analysis cycles will lead to strategic, measurable action plans for instructional and content adjustment and will keep a focus on constant growth and achievement.

We believe that we must carry out frequent evaluation of our progress to determine the efficacy of the curricular, instructional, and cultural practices within our school. For our system to truly follow the continuous improvement model, frequent assessment must be seen as complimentary to our well-managed planning and execution.

We will ensure effective school operations by aligning our instructional practices, professional development program, and student academy performance results with the Next Generation English Language Arts and Mathematics (2017), NY Science (2016) and NY Social Studies

³⁴ Ibid.

³⁵ <https://www.cambridgeinternational.org/Images/467451-cambridge-ict-starters-administrative-guide-2018.pdf>.

Learning Standards (2014). This alignment will ensure that said assessment results will inform families of student academic performance as well as contribute to daily, weekly, monthly, and quarterly data analysis to identify and remediate gaps. Instructional decisions will be based on achievement data and families will use this data to learn of gains and deficits of their students and will allow the Board of Trustees establish and track achievement priorities aligned to our accountability goals and metrics.

At Buffalo Creek Academy our success will be defined based on how we meet the standards set out by state-level assessments from which all of our internal exams will be based.

We will use strategic assessments to provide us information on a variety of essential components to ensure our students are growing at the proper pace to be competitive with other students pursuing selective four-year colleges. All the while, we will be cautious about the impact of over-testing our students. Therefore, we have carefully designed an assessment system that will provide a comprehensive picture of student achievement throughout a student's career, and most importantly inform the continuous development and refinement of all curricular choices, student supports, instructional approaches, and teacher development.

We will assess all newly enrolled students using the Scholastic Reading Inventory in order to capture students' literacy levels and thus allow us to be as responsive as possible to students' need from the start. All students will also be assessed using the Northwest Evaluation Association Measures of Academic Progress ("NWEA MAP") in Reading Comprehension and Mathematics, during the first week of school to establish a national benchmark against which we will measure student growth and programmatic impact at the midpoints and end-points of each academic year. As a key part of the transition out of Middle Academy (grades 7-9), students in the fall and spring of grade 10 will be required to complete the ACT Aspire³⁶ in order for students, teachers, and school leadership to evaluate and continuously improve our academic program.

All daily exit tickets, weekly mastery quizzes, frequent unit assessments, cyclical interim assessments, and comprehensive end-of-year exams will be designed internally to set a high bar for instructional rigor so that teachers are constantly driving towards ambitious end-of-year goals. Frequent assessments will be a part of a larger continuum to assess progress towards high student achievement goals. The continuum for student assessment will create a foundation that promotes intrinsic motivation for students and reinforces the efficacy and focus teachers need to have in relation to their instructional impact. The celebration and acknowledgment incorporated into the continuum will promote student mastery and student growth, and it will serve as a public incentive for students who have achieved to continue to do so, and an invitation to other students within our school community to monitor their behaviors that prevent achievement and adjust course. As these levers drive student ownership of their achievement, adults will be ensuring that they are constantly examining data and reflecting on their own practices so that they can make parallel changes to their own practices to model meta-cognition and reflection to students with aligned changes to their teaching.

At Buffalo Creek Academy, daily exit tickets, weekly mastery quizzes, and frequent unit assessments will be appropriately aligned to interim exams to scaffold and reinforce key skills. These results will be processed quickly through efficient testing systems (well-designed quizzes that expedite feedback, online testing tools, or computer programs that increase the efficiency of feedback and organization) so that students, teachers, and parents can make the information actionable in the days and weeks that immediately follow. This system will demonstrate the

³⁶ We will provide financial assistance to all families as needed; no student will be denied access to taking the ACT based on a family's finances.



importance of these feedback mechanisms as students will see that they are individuals with specific needs who have the supportive network of educators who will be responsive so that they do not fall further behind as the course drives towards its ambitious goals. The Board's Academic Achievement Committee, as well as the full Board, will be presented with monthly academic dashboards to ensure that governance is tracking the school's progress towards goals.

At Buffalo Creek Academy, we believe that it is imperative that families have frequent access to important information regarding their child's academic and behavioral progress. During Student and Family Orientation, families will be provided with a comprehensive picture of our approach to on-going communication, as well as what they can expect regarding our assessment cycle. They will learn when assessments are given, for what purposes, and how teachers will communicate progress. At the beginning of the year, advisors will share the results of the beginning of the year diagnostic assessments such as Scholastic Reading Inventory and MAP, as well as the supports that will be in place through Tier 1 instruction as well as tutoring and intervention. Our progress report meetings will allow for a more formal communication of student progress at the mid-point of each quarter.

Through our rigorous assessment system, examined and improved upon year to year based on outcomes, we will consistently refine our inputs to deliver excellent academic outcomes. That mantra will focus our locus of control by pushing ourselves to refine our curriculum, build our capacity for instructional execution, and develop our student and adult culture and supports as one constantly driving towards ambitious and explicit increases in student achievement.

Figure 6.06 Buffalo Creek Academy Assessments and Use				
Type	Description	Format	Frequency	Purpose
Exit Tickets	5-minute assessment based on lesson learning objective	Multiple Choice and Open-ended responses	Daily	Assess mastery of learning objective
Mastery Quizzes	15-minute assessment of learning objectives taught throughout week	Multiple Choice and Open-ended responses	Weekly	Assess recall and mastery of learning objectives covered throughout week
Unit Assessments	Assessment of all content covered within particular unit	Subject specific - multiple choice and open responses	Monthly (approximate)	Results used to measure mastery, identify skills gaps, adjust content delivery, inform instructional design, and use as key reference point for progress monitoring



Interim Assessments	Assessment internally developed and aligned to New York State exam; Assessment of entire quarter course at midpoint and end of quarter	Multiple choice and free response questions	Every 6 weeks	Interim assessment data used to predict performance on state exams, adjust curriculum and instruction
Northwest Evaluation Association Measures of Academic Progress ("NWEA MAP")	Nationally-normed computer adaptive assessment administered at start, midpoint, and end of each year	Computer-based	Three times per year	Assesses reading, math, and language abilities and provides percentile rankings that approximates grade level; allows measurement of growth throughout year and from year to year; allows comparison to students across country and is predictive of performance on state assessment
End-of-Year Assessment	Final exam of course which covers all learning	Multiple choice and open response questions	Once per year	Assessment used to assess mastery and adjust curriculum
New York Regents Exam	Third-party/externally developed, state-level assessment	Multiple Choice	Once per year	Upon completion of certain number of Regent Exams student may earn a diploma
Scholastic Reading Inventory	Commercial computer-adaptive reading assessment	Computer-based	Once at enrollment	Upon enrollment to identify students' reading level
Upper Academy (Grade 9-12) only				
ACT Aspire 10th Grade	Used to measure student academic growth and compares growth to national peers	Multiple choice and open ended	Twice per year in grade 10	Used to measure growth of individual students, cohorts, and school

10 PSAT ³⁷ 11th Grade	Used as college-readiness benchmark mid-year and end of year	Multiple choice and open ended	Two times per year	Used to determine college readiness
SAT 12th Grade	Used as college-readiness benchmark, end of year	Multiple choice and open ended	Two times per year	Used as part of college admissions
Advanced Placement Exam	Externally developed assessment	Multiple choice and open ended	Once per year	Some colleges give credit for score of 3 or higher, with more competitive colleges giving credit for a 4 or 5.

All operational needs for collecting and presenting data to the instructional team and the larger staff will be managed by the Operations Manager; training and leading staff in the analysis of data will be led by the Executive Director and then Academy Principals as hired. The Operations Manager will also work with the Executive Director to populate the monthly academic dashboard for the Academic Achievement Committee and full Board for its review and analysis and will include within that dashboard the annual goals and metrics aligned to various assessments and a breakdown of achievement results by all subgroups of learners within our school community.

All families will be provided with an annual school calendar, that lists all major assessment windows and the type of assessment within each window; families will also receive monthly newsletters which also capture this information; our website and all social media of the school will also transmit current and ongoing calendar details regarding assessments.

All formal report cards, issued at the end of each marking quarter, will include all up-to-date assessment results and analysis of their results in relation to growth and absolute goals.

c. Instructional Methods

Describe the pedagogical approach the school will use to implement its curriculum including:

- The instructional methods or techniques to be employed in the school including any specific requirements for implementing this pedagogical approach, e.g., co-teaching or aides, technology, physical space, approaches to classroom management, approach to checks for understanding, etc.;
- Research or existing models that support the use of these instructional methods, especially considering the school's target population and curricular choices outlined in Response 6(a); and,
- An explanation of how the curriculum aligns with the school's educational philosophy and furthers its specific mission, key design elements, and unique themes.

We believe that a rigorously designed curriculum must be paired with high-quality instruction and transformational teachers. Our mission is to ensure that all students are prepared to graduate from college, and to do this, we must ensure that all students receive a consistent, well-planned, and expertly executed lesson within each class, across the disciplines, and in all grades.

To achieve the ambitious goal of providing quality instruction in every classroom, our school will implement school-wide instructional practices and strategies based on the best practices of the highest performing urban charter schools across the nation, that share the same demographics

³⁷ Cost is covered by Buffalo Creek at \$16 per student registration fee.

as the community in Schiller Park, and we will build a professional development and teacher coaching cycle to build these skills within all teachers.³⁸

To maintain a structured environment in which we consistently uphold our **LIFE** values of Leadership, Integrity, Focus, and Excellence, it will be essential that students know what to do from the moment they cross our threshold into the school environment. This is especially important in the classroom as we believe that every moment of teaching and learning matters, and that even as a 5-12 school, we have limited time to remediate gaps and accelerate learning, thus putting every student firmly on the path to college.

We believe that positive narration is a critical method to use in order to reinforce positive learning behaviors, and in order to uphold our high academic standards, all students must follow the teachers' instructions 100% of the time.³⁹ This means that no students will be allowed to opt out of participating and that students will be asked to repeat an action or activity in order to showcase their ability to do it correctly. Teachers will use the cold call method to ensure that all students are attentive to each question asked, because they are always eligible to be called upon, and the expectation is that they will be always prepared to provide an answer.

Fidelity to our instructional model will be solidified through four weeks of professional development during each summer professional development (Summer Session). New teachers will complete the same professional development as a part of their onboarding experience. Teachers will also receive training on the intellectual preparation protocols required to provide quality instruction; please see **Figure 6.07** for details. All classes will be managed using the same instructional practices from the fifth grade to the ninth grade (Lower and Middle Academies). Starting in tenth grade (Upper Academy), high school students will be allowed more self-direction as a part of the learning model. This will be done to recognize the maturing learning needs of our students and to ensure a smooth transition to the college learning environment after high school. While not an instructional strategy within the classroom, intellectual preparation for teachers prior to entering the classroom will be key; please see more detail on this in our narrative details on professional development found in **R-09ad Instructional Leadership**.

Figure 6.07: Math Intellectual Preparation Protocol: Overview⁴⁰

Phase #	Description
<i>Phase 0 will begin with the coach and quickly become pre-work for the teacher</i>	
0 – Picking the Math	Define the purpose of the unit
	Name the focus for the lesson
	Select the problem
Phase #	Description
<i>Phases 1 and 2 should happen either in the meeting or as pre-work depending on the phase of facilitation/level of teacher proficiency.</i>	
1 – Depth & Proficiency in Content	Craft 2-3 possible solution pathways using multiple representations and strategies
	Final check for alignment and revise as needed
	Select solution pathway that best illustrates the focal math concepts; and, order alternate pathways to develop depth of understanding and connection making in order to make sense of the most efficient pathway

³⁸ As a part of the Building Excellent Schools Fellowship, Lead Founder and proposed Executive Director Dr. Christopher Manning studied over 40 high performing, urban, college preparatory charter schools across the United States and has used this study to inform our approach to instructional strategies shown to be effective with similar communities as those we will be serving in Buffalo.

³⁹ Based on best practices observed at Emblaze Academy Charter School in Bronx, NY.

⁴⁰ Based on the intellectual preparation protocols used within the Achievement First Charter School Network.

	Articulate the relationship between representations and strategies, and how they validate and/or shed light on the underlying focal math concepts
	Synthesize the key why, what and how points linking the focal math concepts to the representations and strategies, and the relationships between them
2 – Questioning and Misconceptions	Draft focal questions to bring out key points
	Identify misconceptions
	Revise focal questions to draw out and address misconceptions
3 – Practice	Practice delivery

The foundation on which our instructional methodologies rest is made up of the instructional taxonomies, grounded in the approaches and techniques outlined in *Teach Like a Champion 2.0*⁴¹, *Get Better Faster*⁴², and *Reading Reconsidered*.⁴³

Figure 6.08: Instructional Taxonomies	
Taxonomy	Description and Criteria for Success
What to Do	<ul style="list-style-type: none"> Teachers provide specific, concrete, sequenced, and observable directions. Teachers integrate non-verbal signals with directions.
Positive Narration	<ul style="list-style-type: none"> Teachers acknowledge at least two to three students meeting expectations within 30 seconds of giving clear directions.
Strong Voice	<ul style="list-style-type: none"> Teachers square-up and stand still while speaking to signal importance. Teachers give directions when students are silent. Teachers address students with their voice in normal register. Teachers do not engage with disruptive students. Teachers do not talk over students not complying with instructions. Teachers self-interrupt when necessary as a non-verbal signal to students. Teachers use economy of language, w/fewest words needed to provide instructions. Teacher speak quietly and slowly to gain control of class, exhibiting quiet power.
100%	<ul style="list-style-type: none"> Teachers expect 100% student engagement. Teachers scan room and wait until 100% of students are engaged with their learning task before moving on the next activity. When consequences become necessary, teachers give consequences with emotions aside and quickly acknowledge when student has corrected themselves.
Cold Call	<ul style="list-style-type: none"> As a routine, teachers call on students who do not have their hands up. Teachers establish classroom cultures where all students continuously think of answers to all questions.
Precise Praise	<ul style="list-style-type: none"> Teachers give praise for student actions for behavioral and academic reasons.
No Opt Out	<ul style="list-style-type: none"> Teachers do not accept “I don’t know” as response; teachers use other students to help struggling student. Teachers will “close the loop” by circling back to a struggling student to ensure that

⁴¹ Lemov, Doug. *Teach Like a Champion 2.0: 62 Techniques That Put Scholars on the Path to College*. San Francisco, CA: Jossey-Bass, 2015.

⁴² Bambrick-Santoyo, Paul. *Get Better Faster: A 90-Day Plan for Developing New Teachers*. San Francisco, CA: Jossey-Bass, 2016.

⁴³ Lemov, Doug, et al. *Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction*. San Francisco, CA: Jossey-Bass, 2016.

	student has discovered and can articulate the correct answer.
Do It Again	<ul style="list-style-type: none"> Teachers provide quick, on the spot feedback to improve student behavior or answer and then have student immediately repeat the action. Teachers reinforce school and classroom culture of high expectation and consistency by requiring students to repeat routines and answers once they have perfected them.
The Care Factor	<ul style="list-style-type: none"> Teachers use the word care as an “anchor” word to be tied to various interactions with student whether behavioral or academic.

Consistent Whiteboard Configuration, Show Call, and Aggressive Monitoring

We believe that children find security and success in routine. At Buffalo Creek Academy, routine is established through our daily schedule and it is also maintained within the classroom and many other aspects of our use of physical space that inform our students’ learning within each day.

The whiteboard is a central tool used by teachers to provide samples of student work, introduce topics, provide visual indicators of behavior, and conduct the lesson. Our school will use a standard configuration for the whiteboard across classrooms within each Academy. No matter which classroom a student walks into, they will know where to find the information required for them to start learning in the shortest time possible. By removing any opportunity for confusion, we ensure that every possible minute in the instructional day is used for instructional purposes.

Rooted in our belief in frequent assessments and a focus on results will allow students to excel, aggressive monitoring of student work will be a key instructional practice at Buffalo Creek Academy. Aggressive monitoring is a process by which teachers examine students’ independent work, while students engage in the task, to determine whether students are on track to master the lesson objective.⁴⁴ Teachers circulate purposefully during independent practice, monitor the quality of student work and, with pen in hand, mark up student work giving them targeted feedback to address immediately. This process allows teachers to assess student work in the moment, address errors and misconceptions in real time, and select student work to “show call”⁴⁵.

At Buffalo Creek Academy, show calls will be used frequently to maximize rigor, create a culture of accountability, and normalized error. In a show call, a teacher will select a piece of written work identified through aggressive monitoring. This work will be selected to illustrate an effective strategy, highlight a misconception or common error, or spark a discussion around conflicting ideas or opinions across student work. The teacher then will present a student’s work via document camera and open up a discussion about process and ideas. Effective show calls result in broadening student thinking and understanding of key concepts.

Data Literacy

We believe that all teachers must be data literate. They must possess the skills required to interpret and use student performance data in order to plan, deliver, and adjust high-quality, data-informed instruction. We believe that data should inform instructional planning and the adjustment of said plans. Teachers will be trained on every aspect of student performance data such as exit

⁴⁴ Bambrick-Santoyo, Paul. *Get Better Faster: A 90-Day Plan for Developing New Teachers*. San Francisco, CA: Jossey-Bass, 2016.

⁴⁵ Lemov, Doug. *Teach Like a Champion 2.0: 62 Techniques That Put Scholars on the Path to College*. San Francisco, CA: Jossey-Bass, 2015.



ticket results, data collected during aggressive monitoring, formative assessment/weekly test results, classwork and homework performance results, and unit assessment data. Following each week of instruction, teachers will discuss student performance data at the micro level reviewing responses and then analyzing the actual questions based on erroneous response data during grade level content meetings. These efforts will be led by the Grade Level Leaders and overseen by the Curriculum Coordinator (Y1) and the Academy Principals (Y2 and beyond as hired).

In addition to on-going daily data analysis, we also dedicated several professional development sessions in the form of Data Days. During each Data Day, teachers will work in grade-level teams to review questions and solve the problems, conducting a deep analysis of the steps required to solve the problems from a student perspective.⁴⁶ During micro-analysis, teachers will solve assessment questions themselves to identify common errors and misconceptions in order to design instructional strategies that will equip students with knowledge and skills required for mastery. Teachers will identify the particular skills required for students to be successful on our internal assessments as well as the third-party assessments after completing the assessments themselves. They will then review the course scope and sequence and identify if those skills are present among the objectives. Teachers will discuss how they could model steps to answer questions using the correct procedure. Following assessments, teachers will discuss pitfalls to inform instructional strategies used to ensure student avoid said pitfalls. Instructional leaders will also grade internal assessments in order to develop a concrete understanding of how students responded to particular questions. Teachers will backwards plan steps to answering a particular type of question to gain insight into student steps.

A typical Data Day would feature the following agenda:

8:00-8:30 AM: Data Day Opening - School Overview of Data, led by Executive Director

8:30-10:00 AM: Content Team Analysis Data, led by the Curriculum Coordinator

- Data analysis in content teams, with action planning around content specific next steps,

10:00-10:15 AM: Break

10:15-11:45 AM: Grade Team Analysis, led by Grade Level Leaders

- Data analysis in grade teams, with action planning around students receiving Academic and Behavior RTI interventions.

11:45-12:30 PM: Working Lunch, led by Grade Level Leaders

- Share out of content and grade team takeaways

12:30-4:00 PM: Individual Data Analysis Meetings with Coaches and Work Time

- All teachers meet with instructional coaches to review next steps and finalize data driven action plans

Extended Day and Teacher Professional Development

⁴⁶ This practice is informed by the data analysis processed used at Community Day Charter School, a high-performing urban charter school in Lawrence, Massachusetts.



Our school day is longer than the typical Buffalo Public school day.⁴⁷ We use this time to prioritize Math and ELA instruction, as well as daily Tutoring and Intervention. Students in the fifth through eighth grades will experience double blocks of English Language Arts (ELA) and double blocks of Mathematics and an additional 50 minutes of Tutoring and Intervention daily.

Lead Founder and proposed Executive Director Dr. Christopher Manning previously led two accredited professional development centers that produced highly-trained teachers. As a former university instructor and corporate training manager with a master's degree in instructional design, Dr. Manning will develop the teacher training program in a way that allows all teachers to perform to their highest potential and achieve the best results from our students. As a former Founding Head of School and systems-level leader, Dr. Manning brings extensive experience supervising and coaching Teachers, Principals, Assistant Principals, Curriculum Coordinators and Examination Officers. This career experience, coupled with the extensive training and development received through the Building Excellent Schools (BES) Fellowship and ongoing support provided by an experienced school leader in New York State post-charter authorization, will together inform the internal training program design at Buffalo Creek Academy.⁴⁸

Each summer, teachers will receive 20 full days of professional training and development around their scopes and sequences as well as development and implementation of daily Exit Tickets, weekly Mastery Quizzes, monthly Unit Tests, Cyclical Interim Assessments, Trimester Assessments, and End-of-Year Exams. The Curriculum Coordinator in all years and Academy Principals (Y2 and onward as hired), and with the support of Grade Level Leads starting in Year 2, will model the teaching taxonomies during teacher training and ensure that all teachers have extensive practice with their teaching methodologies during the summer, before they teach students. When the entire year plan is not provided to the teachers, the teachers will develop the unit plans based on the scopes and sequences under the supervision of the Curriculum Coordinator. The Executive Director must approve all unit plans before they are taught in class. This close monitoring best ensures that all unit plans are aligned to the scope and sequence and that unit plan design is informed by student performance data. The use and analysis of daily Exit Tickets and weekly Mastery Quizzes will inform the on-going lesson planning that sits inside of each unit.

d. Course or Subject Overview

Provide course descriptions for every subject and grade level the school will serve within the initial five years of operation, accounting for both core and non-core subject areas including all courses identified in **Request 7 – Calendar and Schedules**. This should include, at minimum:

- A general description of the specific content and skills that would be addressed in the course; if known;
- The curricular programs (e.g., Singapore Math, FOSS, etc.) that would be used in each course;
- Essential course specific assessments (e.g., the state's 3-8 assessments/Regents exams, end of course portfolios or performances, etc.); and,
- If serving students in 12th grade, provide an outline of course sequences leading to graduation.

English Language Arts

We believe that through a comprehensive level of mastery of literacy our students can access and excel in the Next Generation English Language Arts Learning Standards (2017). The aim of our English Language Arts program is to enable a high-level of engagement with quality instruction and rigorous text, allow us to meet all accountability goals outlined in **R-06g Accountability Plan**, and successful execution of our ambitious college preparatory mission for

⁴⁷ The typical Buffalo Public School day is 6 hours; we provide, on average, an additional 3 hours per day as well as an extended year of 185 days and an extended week that includes Saturday Academy. For more details, please see **Request 7**.

⁴⁸ Please see Letters of Support from Andre Geddes, Democracy Prep, and Erin Walsh-Hagan, BES, in **Request 4**.



all students. English Language Arts will be a mandatory course for every student in all grades during their time at Buffalo Creek Academy. All English Language Arts courses will be fully aligned with the Next Generation English Language Arts Learning Standards (2017). We will draw curricular resources for our ELA program from Success Academy curriculum and will use multiple primary texts as outlined below. There will be a variety of elective courses as well as Advanced Placement courses offered within the high school, starting in Grade 10.

English Scope and Sequence for Lower Academy (Grades 5-6)

Grade 5

English Language Arts I

This course is designed based on the New York State reading standards for Grade 5. During⁴⁹ this course, students will learn to accurately quote from text when explaining and making inferences from text. Students will analyze two or more main ideas of a text and provide explanation as to how they are supported by key details, and they will summarize the text. Students will compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). Students will determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. Fifth grade students will conduct detailed analysis of how visual and multimedia elements contribute to the meaning and tone of a text. Students will analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Students will read fiction and non-fiction text that is on grade level according to NYS standards, such as “Zlateh the Goat” by Isaac Bashevis Singer, “Casey at the Bat” by Ernest Lawrence Thayer, and *Where the Mountain Meets the Moon* by Grace Lin.⁵⁰

English Language Arts II

In compliment to English Language Arts I, this course teaches students to produce clear and coherent writing in which development and organization are appropriate to task, purpose, and audience. Fifth grade students will also conduct short research projects that utilize a variety of sources to develop their knowledge by investigating different components of a topic. Under the teacher’s guidance and support, students will use technology, including the Internet, to produce and publish writing as well as interact and collaborate with others. Students will demonstrate adequate typing skills⁵¹ by typing a minimum of two pages in a single sitting. As a part of the composition course, students will be required to gather relevant information from print and digital sources or recall relevant information from experiences in order to summarize or paraphrase information in notes and finished work. As a part of their college preparation, students will be required to provide a list of resources with each essay or piece of composition.⁵²

Grade 6

English Language Arts I

⁴⁹ Students will enter below grade level as informed by current performance scores the NY State assessments in ELA. As such, the school will draw on key foundational standards from grades 3 and 4 as needed to ensure the remediation needed. Our Tutoring/Intervention period four days per week will provide additional support.

⁵⁰ Text List for P-12 ELA. <https://www.engageny.org/resource/text-list-for-p-12-ela>.

⁵¹ See ITC Course Description.

⁵² Ibid.



In sixth grade, students will learn to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Students will also learn to determine a theme or central idea of a text and how it is conveyed through particular details; students will learn to provide a summary of the text distinct from personal opinions or judgments. Students will learn to analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. During this course, students will learn to determine the meaning of words and phrases as they are used in a text, such as figurative and connotative meanings and they will analyze the impact of a specific word choice on meaning and tone. Students will learn to compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text. By the end of the course, students will showcase their ability to read and comprehend literature, including stories, dramas, and poems found within the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Students will read fiction and non-fiction text that is on grade level according to NYS standards, such as *Little Women* by Louisa May Alcott, *The Dark Is Rising* by Susan Cooper, and “The Road Not Taken” by Robert Frost.⁵³

English Language Arts II

In compliment to English Language Arts I, this course introduces students to how to compose a topic, organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect, and include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Students will learn to use narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters. Sixth grade students will be taught and expected to use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another. Students will demonstrate the ability to use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

English Scope and Sequence for Middle Academy (Grades 7-9)

Grade 7

English Language Arts I

During this course, students will learn to compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. As a part of the language portion of the course, students will interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. Students will also use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). As part of the reading portion of this course, students will read text that is on grade level according to NYS standards, such as *Harriet Tubman: Conductor on the Underground Railroad* by Ann Petry and “Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940” by Winston Churchill.⁵⁴

English Language Arts II

In compliment to English Language Arts I, in this course seventh grade students will demonstrate the ability to develop and strengthen writing as needed by planning, revising, editing, rewriting, or

⁵³ Text List for P-12 ELA. <https://www.engageny.org/resource/text-list-for-p-12-ela>.

⁵⁴ Ibid.



trying a new approach, focusing on how well purpose and audience have been addressed. Students be expected to apply NYS grade 7 reading standards to literature, e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”.⁵⁵ Seventh grade students will create a presentation, art work, or text in response to a literary work with a commentary that identifies connections. As a part of the language portion of this course, students will be required to explain the function of phrases and clauses in general and their function in specific sentences. Students will also distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Grade 8

English Language Arts I

In this course, students will be expected to analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.⁵⁶ Students will also determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. Eighth graders will demonstrate the ability to analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). Students will determine a central idea of a text including its relationship to supporting ideas. As a part of this course, students will be required to come to discussions prepared, having read or researched material under study and explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. They will also verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). Students will read fiction and non-fiction text that is on grade level according to NYS standards, such as *Travels with Charley: In Search of America* by John Steinbeck (1962) and *Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass (1845).⁵⁷

English Language Arts II

In compliment to English Language Arts I, in this course eighth grade students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient, and they will recognize when irrelevant evidence is introduced. Students will also be expected to introduce a topic, organize complex ideas, concepts, and information to make important connections and distinctions, and include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.⁵⁸ As a part of the writing curriculum students will also develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

Grade 9

English Language Arts I

⁵⁵ Engage New York ELA Reading Literature 7.9. <https://www.engageny.org/ccls-ela/rl79>.

⁵⁶ <https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-english-language-arts-and-literacy>.

⁵⁷ Text List for P-12 ELA. <https://www.engageny.org/resource/text-list-for-p-12-ela>.

⁵⁸Ibid.



English I is a literature-based course that focuses on the development of fluency in the English language through the study of the literary genres and historically and culturally significant works and authors from American and world literature. Students will develop professional speaking and listening skills by conducting and participating within in-depth discussions and will be asked to compose well-written analytical responses to fiction and nonfiction classic and contemporary selections. Students will be asked to write in multiple genres, including argumentative, informational, and narrative forms. The curriculum is designed to help students develop their academic English reading, writing, speaking and listening fluency through literary analysis and research writing projects, the study of English grammar and mechanics, vocabulary exercises and class discussion. The course will backwards-map from the New York Next Generation Learning Standards for English Language Arts. At the high school level, the ELA course will shift to emphasizing the accurate use of academic language at the college and career readiness level, therefore students will be held to a higher standard for verbal discourse. Sample Anchor Texts from English/Language Arts I include: *Fahrenheit 451* (Ray Bradbury), *The Color Purple* (Alice Walker), *When I Was Puerto Rican* (Esmeralda Santiago), *The Odyssey* (Homer), *Romeo and Juliet* (William Shakespeare), *The Tragedy of Macbeth* (William Shakespeare), “Farewell Address” (George Washington), “Gettysburg Address” (Abraham Lincoln), “Letter from Birmingham Jail” (Martin Luther King, Jr.).⁵⁹

English Language Arts II

During this course students in Grade 10 will learn to analyze text in order to: identify the key ideas for conclusive points of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.⁶⁰ Students will: determine the central ideas of a primary or secondary source; provide an accurate summary of how key events or ideas developed within the information found in a text. Students will read multiple texts and then make a comparison of two or more authors to determine how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.⁶¹

Mathematics

All Buffalo Creek Academy mathematics courses will be aligned to the New York 2017 Next Generation Mathematics Learning Standards. Students will be required to enroll in a math course in every grade and in the traditional high school grades of 9-12 must successfully complete four 1-year credits to graduate. We will draw from the curricular resources from Success Academy and including all ancillary text as needed. Beginning in the eighth grade, the math department will provide an accelerated path to Common Core Algebra as well as Advanced Placement courses.

Mathematics Scope and Sequence – Lower School (Grade 5 and 6)

Grade 5

Mathematics I

Fifth graders will develop their fluency in many areas, to include addition, subtraction, multiplication, and division of fractions. During this course students will develop fluency in

⁵⁹ Text List for P-12 ELA. <https://www.engageny.org/resource/text-list-for-p-12-ela>.

⁶⁰ Course-walk from Common Core to Next Generation Standards for Learning – Math (9/10).

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-ela-standards-literacy-grades-9-10-crosswalk.pdf>.

⁶¹ Ibid.



calculating the differences and sum of fractions to make estimations of them. Students will learn to think critically and conceptualize. Students will determine why division procedures work based on the meaning of the base-ten numerals and properties of operations. Students will also make sense of problems and persevere in solving them. This is a course designed to meet the needs of 5th grade students under the 5th Grade New York 2017 Next Generation Mathematics Learning Standards. This course will focus on six core components: (1) place value and decimals and fractions; (2) multiplication with multi-digit numbers (including decimals and fractions); (3) adding and subtracting fractions; (4) multiplication and division of fractions and decimals; (5) addition and subtraction of volume and area, and (6) problem solving with a coordinate plane.

Mathematics II

In compliment to Mathematics I, this course is designed to enhance students' knowledge of prerequisite skills that are needed to access the grade level mathematics course. This course is provided to students as a second course to support and supplement the mathematics class in grade 5, and particularly allows for individualization of supports and extended time for independent practice.

Grade 6

Mathematics I

This is a course designed based on the content requirements outlined in the New York 2017 Next Generation Mathematics Learning Standards. This course will feature four core components: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Mathematics II

In compliment to Math I, this course is provided to students as a second course to support and supplement the core mathematics class in grade 6. The course is designed to enhance the student's knowledge of prerequisite skills that are needed to access the grade level mathematics course, and particularly allows for individualization of supports and extended time for independent practice.

Scope and Sequence for Mathematics – Middle Academy (Grades 7-9)

Grade 7

Mathematics I (Grade 7, non-accelerated)

This is a course designed based on the requirement outline in the New York 2017 Next Generation Mathematics Learning Standards. This course will focus on four core components: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Mathematics II (Grade 7, non-accelerated)

In compliment to Math I, this course is provided to students as a second course to support and supplement the core mathematics class in Grade 7. The course is designed to improve the students' knowledge of prerequisite skills that are needed to access the grade level mathematics course, and particularly allows for individualization of supports and extended time for independent practice.

Mathematics I (Grades 7 and 8, accelerated)

This course varies from the non-accelerated 7th Grade course because it contains content from the 8th grade level. The Mathematical Practice Standards are applied through this course. Coupled with the content standards, students experience mathematics as a coherent, useful, and logical subject that calls on them to apply their situation analysis and problem-solving skills. The course retains coherence by building on content from the 6th Grade and the additional content, when compared to the non-accelerated course, requires an accelerated pace for instruction and learning. Content is organized into four core components: (1) Rational Numbers and Exponents; (2) Proportionality and Linear Relationships; (3) Introduction to Sampling Inference; and (4) Creating, Comparing, and Analyzing Geometric Figures.

Grade 8

Mathematics I (Grade 8, non-accelerated)

This is a course designed based on the content requirements outlined in the 8th New York 2017 Next Generation Mathematics Learning Standards. This course will focus on three core components: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three- dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Integrated Algebra (Grades 8 or 9, accelerated)

This course formalizes and extends the mathematics learned in the middle grades. The core components of this course extend students' understanding of linear relationships by contrasting them with exponential phenomena and applying linear models to data that exhibit a linear trend. This course uses properties and theorems involving congruent figures to extend students understanding of geometric knowledge from prerequisite courses of study. The course concludes by tying together the algebraic and geometric ideas studied. During this course students experience mathematics as a coherent, useful, and logical subject that requires students to apply their situation analysis and problem-solving skills.

Grade 9

Integrated Algebra (Grades 8 or 9, accelerated)

This course formalizes and extends the mathematics learned in the middle grades. The core components of this course extend students' understanding of linear relationships by contrasting



them with exponential phenomena and applying linear models to data that exhibit a linear trend. This course uses properties and theorems involving congruent figures to extend students understanding of geometric knowledge from prerequisite courses of study. The course concludes by tying together the algebraic and geometric ideas studied. During this course students experience mathematics as a coherent, useful, and logical subject that requires students to apply their situation analysis and problem-solving skills.

Geometry (grades 9 and 10)

This course is designed to build upon New York 2017 Next Generation Mathematics Learning Standards for Geometry/10th Grade Math. During this course, students learn a balance of trigonometry and the application of algebra to geometry. The course includes the study basic geometry: angles, angle pairs, area and perimeter of complex figures, polygons, triangles, and segments in two- and three-dimensional planes, right triangles and the Pythagorean Theorem, trigonometric right triangles and the Pythagorean Theorem, trigonometric functions including sine, cosine, tangent, cotangent, cosine, and secant.

Grade 10 (Algebra II)

This course is based aligned to the New York Next Generation Mathematic Learning Standards. In this course students will be mathematical explorers. We believe that exploring requires the student to learn the concept through a variety of instructional activities.⁶² In Algebra II, students will be required to factor quadratic expressions to reveal the zeros of the function it defines. Students will learn to understand inverse relationships between exponents and logarithms algebraically and graphically. Represent and evaluate the sum of a finite arithmetic or finite geometric series, using summation (sigma) notation. Students will explore the derivation of the formulas for finite arithmetic and finite geometric series. Grade 10 students will use formulas to solve problems use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions. Focus of standard is on $\cos(x)$, $\sin(x)$ and $\tan(x)$.

History-Social Science

All Buffalo Creek Academy social studies courses will be aligned to the New York State Next Generation Grades 6-12 History/Social Studies Learning Standards (2017). Students will be required to enroll in a social studies course in every grade and in the traditional high school grades of 9-12 must successfully complete four 1-year credits to graduate. We will draw from the curricular resources from Democracy Prep Public Charter School and including all ancillary text as needed, including the use of multiple primary sources.

History-Social Science Scope and Sequence – Lower Academy (Grades 5-6)

Grade 5

The Western Hemisphere

This course examines the impact of cultures, civilizations, and empires before and after European imperialism, and students learn the history and geography of the Western Hemisphere. By examining societies, students will engage in projects and assignments that will require them to

⁶² Based on New York Next Generation Learning Standards. <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-math-standards-algebra-ii-snapshot.pdf>.



compare and contrast different aspects of societal development. Student will also develop a comprehensive understanding of modern nations through the study of archaeology. This course covers a period that span from prehistory to modern times. Tasks during this course will require students to engage in civil activity by analyzing modern political and economic issues. This course begins to expose students to the intense ethical questions that arise from the disrupting cultures through force and cultural assimilation and colonialism.

Grade 6

American History and Government

During this course, students will extend their understanding of the American government and how it has developed over time. Students will develop a baseline understanding of the principles and unique structures that exist within our democratic republic while analyzing the U.S. Constitution and landmark Supreme Court cases. Student will consider the social and cultural implications of important legislation and political events and discuss the principles that inform our political processes. Students will develop study strategies and organizational skills, including careful reading and annotation, primary source analysis, critical thinking, note-taking, and research skills. Students will develop interpersonal communication skills through collaborative projects, class discussion and debate, the writing of expository essays, oral presentations, and electronic communication. Students will use a variety of digital tools to enhance a 21st-century learning experience. By the end of this course, students will have a concrete understanding of the American government, furthering their ability to act as informed, committed participants in our democracy.

History-Social Science Scope and Sequence – Middle Academy (Grades 7-9)

Grade 7

History of the United States and New York I

This course is aligned to New York State K-12 Social Studies Framework in the choice and analysis of text and its writing assignments. During this course, student will examine the social, political, intellectual, cultural, and economic aspects of the United States. Students will study United States History from the first settlers in America through the Civil War. Students will develop the skills necessary to gather, interpret, and use evidence. They will build on concepts learned in the 6th grade to develop skills in chronological reasoning, and comparison and contextualization. Content covered will include: Native American societies across North America; colonial development and European exploration of the Americas; American independence and the American revolution; development of the Constitution and the Bill of Rights; westward expansion; reform movements and the Second Great Awakening, and New York State's role in those movements; events leading to the Civil War, and the Civil War. Students will gain a greater understanding of key events that shaped our modern nation and state and view present day issues through a historical context.

Grade 8

History of the United States and New York II

This course examines the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. This course builds on knowledge



developed in the History of the United States and New York by examining industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. This course covers many themes such as; changes in technology, economic change, immigration and migration patterns in the US, urbanization and suburbanization, the development and expansion of the federal government, as well as an early study of U.S. foreign policy.

Grade 9

Global History and Geography I

Students will study and analyze many occurrences that helped to shape the modern world. This course of study will cover the period from the late 18th century through to the present. Students develop an understanding of the historical roots of current world issues as well as the rise of democratic ideas. Students will relate their understanding of current issues to historical, geographic, political, economic, and cultural contexts. Student projects will require that they focus on historical methods and critical thinking skills while analyzing a variety of primary resource visuals, artifacts, documents, and maps.

History-Social Science Scope and Sequence – Upper Academy⁶³ (Grades 10-12)

Grade 10

Global History and Geography II

Students studying Global History and Geography II will explore the scientific and intellectual revolutions of the 18th Century through the end of Cold War and the closing of the 20th Century. This course focuses on the many events that contributed to the shaping modern Africa, Asia, Europe, South America, and Southwest Asia (the Middle East). Students will learn of the political revolutions, rise of global nationalism, impact of economic and social revolutions and the outcomes of global imperialism.

Science

All Buffalo Creek Academy science courses will be aligned to the New York State P-12 Science Learning Standards (2016). Students will be required to enroll in a science course in every grade and in the traditional high school grades of 9-12 must successfully complete four 1-year credits to graduate. We will draw from the curricular resources from Success Academy and including all ancillary text as needed.

Scope and Sequence for Science – Lower Academy (Grades 5-6)

Grade 5

5th Grade Science

This course is aligned to the NY Science Standards. Students will learn the concepts of data collection and data analysis and used these skills to observe the patterns needed to serve as

⁶³ For the purposes of this requirement, details have been provided on the course offered in Grade 10. In Grades 11 and 12 our students will study Global History and Geography II in preparation for the Regents Exam for Global History and Geography. <http://www.nysed.gov/curriculum-instruction/social-studies>.

evidence to support the idea that the Earth orbits around its axis and revolves around the sun. During this course students will engage in meaningful learning about scale, proportion, and quantity, including that matter particles are very small, and space is vast; objects look different at different scales. Students will explore how physical sciences help to explain the mechanisms of Earth systems. Student projects will demand that they extend their knowledge of the concepts of energy and how matter flows, as well as the idea of stability and change in Earth's larger systems.

Grade 6

Integrated Science I

This course is aligned to the NY Science Standards. During Integrated Science I, students will explore the cross-cutting concepts of structure and function, patterns, systems, and system models. Students will learn about weather, climate, energy, and the organization of living things. The first half of the course begins with the introduction to weather and climate, including the underlying causes of Earth's weather patterns. Then, students will explore global climate change and engage in engineering activities to discover the many ways in which to minimize human impact on the global environment. In the latter half of the course students will embark on a study of the structure of living things from cell to organism. Students will learn how behavior, environment, and genetic factors impact the survival and growth of organisms.

Scope and Sequence for Science – Middle Academy (Grades 7-9)

Grade 7

Integrated Science II

This course is aligned to the NY Science Standards. During Integrated Science II, students will build on the concepts learned in Integrated Science I and extend their knowledge in the concepts of energy and matter, the cause-effect, cycles, and conservation. Students will continue their exploration into the human impact on these systems as well as engineering approaches to these concepts. Students will further their scientific knowledge by exploring ecosystems, natural resources, and the structure and property of matter.

Grade 8

Integrated Science III

In this Integrated Science course aligned with the NY Science Standards, students will explore the cross-cutting concepts of stability and change along with scale, proportion, and quantity. These concepts will inform their study of the history of the earth, space systems, waves and electro-magnetic radiation, energy, forces and interactions, and natural selections. Students will consider human impact on these systems and explore engineering approaches to these concepts.

Scope and Sequence for Science – Upper Academy (Grades 10-12)

In order for our high school students to qualify to take a Regents exam in any of the sciences, students must complete a course of study leading to that exam and complete 1200 minutes of actual hands-on (not simulated) laboratory experience with satisfactory documented laboratory reports. Our students will be required to pass at least one high school Regents exam in any of the four content areas to satisfy the requirements for a high school diploma. Therefore, we



have designed and will continue to develop our science curriculum to ensure our students are prepared for the Regents Exams and SATs and continue on the path to college graduation.

Regents Living Environment (Grades 9)

This course will fulfill both the Buffalo Creek Academy requirement for graduation as well as the laboratory science requirement for colleges. This course calls for students to develop a reasoned approach to problem solving and a higher understanding of how biology is present in their daily lives. Topics covered in this course include DNA, evolution, photosynthesis, cellular respiration, energy and reproduction.

Regents Chemistry (Grades 10)

This course will fulfill the Buffalo Creek Academy requirement for graduation as well as the laboratory science requirement for colleges. This course demands that students have a firm foundation in basic algebraic and problem-solving skills. Topics covered in this course include atomic structure, nomenclature, bond formation, chemical reactions, gases, reaction rates, thermodynamics and stoichiometric calculations.

Information Computer Technology (ICT)

During our Information Computer Technology Courses (“ICT”) students will learn how to use the computer for academic purposes. We are aware of the increased reliance on technology in the undergraduate and graduate environment in many present-day university programs. We also understand that this reliance will impact what students need to know upon their arrival to college. That said, we have decided to adapt the Cambridge Assessment International Examination⁶⁴ (“Cambridge”)’s ICT course model⁶⁵ for our students. This model is used across the nation (there are over 300 Cambridge schools in the USA) and around the world. The program will be provided from Grade 5 to Grade 12. The program will be administered for the Lower, Middle, and Upper Academies according to the threshold descriptors provided by Cambridge. The scope and sequences and assessment planning will all be aligned to the Cambridge amplifications of assessment criteria found within the syllabus.⁶⁶ This series of courses will be administered according to the Cambridge ICT Starters Administrative Guide.⁶⁷

Grade 5 - ICT Starters

Students will complete Starting with Text⁶⁸ module. In this module students will be introduced to word processing using Microsoft Word. They will learn to use the software to create and edit text. Students will focus on how to input text using the keyboard. Students will also learn how to use the mouse to move around within the document, and to access the many features available in the toolbar such as spellcheck, save, and print. In addition to our 5th Grade students learning how to save and retrieve documents, they will apply their ICT skills to use the word-processing software to improve the accuracy of their work.

⁶⁴ Lead Founder and proposed Executive Director Dr. Christopher Manning has led three Cambridge Schools. He has administered the ICT course for K-12 grade students and has witnessed the benefits of using such a program that links all grades and transfers across multiple subjects.

⁶⁵ Cambridge ICT Starters Syllabus for 2018. <https://www.cambridgeinternational.org/Images/25106-cambridge-ict-starters-syllabus-english-pdf> .

⁶⁶ Ibid.

⁶⁷ <https://www.cambridgeinternational.org/Images/467451-cambridge-ict-starters-administrative-guide-2018.pdf>.

⁶⁸ Ibid.

Grade 6 – ICT Starters

Our 6th Grade students will continue their ICT skill development with the Starting Images module to introduce our students to the use of graphics software for creating, editing, and saving pictures. They will also develop the skills required to select and use a number of basic graphical tools. Students will learn how to draw and modify simple pictures or patterns, using a combination of lines, simple shapes, and fill tools: they will learn to select colors, shapes, and line widths from a simple tool palette. They will apply their skills to select, cut, copy, paste, and undo commands to modify their work, and will save the finished picture.

Grade 7 – ICT Starters

Grade 7 students will complete the module Starting Graphs.⁶⁹ During this course, students will learn how to use ICT to classify information and present their findings in the form of simple charts or graphs. This will add value to the presentations they will create for the English Language Arts and Social Studies courses. Our 7th Grade students will discover the mathematical implication of using ICT as they use graphs and charts to answer questions or compare information.

Grade 8

Our Grade 8 students will complete the Starting Programming module. During this course, our students will plan simple programs and then create them in Scratch software⁷⁰ by controlling the actions of a sprite (an on-screen character that can be programmed to move relative to the background) by giving it a sequence of instructions.⁷¹ This course has been designed to guide learners as they move through the design process. In the first steps, students analyze the specified objective and plan an approach to achieve it (e.g. to move a sprite to a particular location). Students then create a working program in Scratch that meets the outlined objective. By the end of this course, students will be able predict the output of another program by following its logic (rather than by observing it running).⁷²

Grade 9

In preparation for the increased demands and standards placed on our students in the Upper Academy, our Grade 9 students will complete the Research for Academic Purposes course, based on Cambridge's Started Searching.⁷³ During this course our students will learn to use the internet and e-books to discover the many ways they can access digital information. Students will learn the various search technique. These skills be used across many subjects including English Language Arts and Social Studies. Students will differentiate between menus and indexes, and they will learn how to identify specific links and buttons on webpages used for scholarly research such as Google Scholar. Students will learn how to identify and differentiate between opinions, value statements, and facts. They will use these skills to improve their accuracy when citing and quoting sources to support their ideas and claims.

Grade 10

⁶⁹ Ibid.

⁷⁰ The details of our budget planning for technology could be found in R-21e Budget Template.

⁷¹ Cambridge ICT Starters syllabus. <https://www.cambridgeinternational.org/Images/25106-cambridge-ict-starters-syllabus-english-.pdf>.

⁷² Ibid.

⁷³ Ibid.



In the Upper Academy, Grade 10 students will continue to use their ICT skills for academy purposes. They will also begin to hone their professional use of ICT; in this stage our students will complete the Starting Email⁷⁴ module. This course will be an introduction to using email professionally. Students will learn to use different types of email software to write and send messages, and to collect, read, and reply to messages. These skills will be applied as a part of their community outreach projects. Students will be introduced to the professional advantages that email brings to organizations, students will also learn the main features of email software used for professional purposes.

Physical Education (Grades 5-12)

In this course, students will study the essentials of healthy living in a safe and structured physical education class. Topics including nutrition, the importance of sleep, and self-care will be paired with exercise and games designed to develop skills in teamwork as well as physical acuity. Students will build flexibility and strength while learning the basics of a number of team and individual sports.

Course sequences for high school graduation can be seen in **section a** in **Figures 6.01** through **6.05** and below in response to **section e**.

e. Promotion and Graduation Policy

Explain the school's policies for promoting students from one grade to the next. Include any provisions related to retention of students for a specified number of absences including any equating of tardies to absences. Address when and how the school will inform students and parents about promotion and graduation policies and decisions. If the school will offer high school grades within the proposed charter term:

- Describe the types of diplomas the school will offer along with the credit and other requirements for each;
- Explain how students will meet the requirements set forth by New York State for the granting of each relevant type of diploma; and,
- Include any additional specific graduation requirements and the rationale for their selection.

Promotion and Retention Policy

Standards for Promotion⁷⁵

Students will earn promotion from grade to grade based on demonstrated mastery of our school's standards, which are informed by and align with the NYS P-12 Common Core Learning Standards as most currently adopted in each content area. We detail our approach to and requirements for grading and promotion to teachers during our Summer Professional Development Session ("Summer Session") each year. Training includes strong focus on how we intend to support every student's success through promotion, and our commitment to avoiding social promotion based on age rather than readiness for the next grade. Teachers will grade students on a 100-point scale, with corresponding letter grades. These grades will be provided to families on mid-Quarter progress reports and end-of-Quarter report cards. We will use IEP goals to inform grades as indicated on the student's IEP; otherwise, all grade level goals apply. Standards for promotion are detailed below. Classes considered for promotion are ELA I and II (or appropriate grade level math course), Math I and II (or appropriate grade level math course), Science, and Social Studies.

⁷⁴ Ibid.

⁷⁵ Based on the Standards of Promotion Policies of Forte Preparatory Academy and Democracy Prep Harlem Prep Middle School.

Grading Policy⁷⁶

At Buffalo Creek Academy, we prepare students in fifth through twelfth grade to graduate from college and positively impact their community. We believe that mastery is indicated upon the minimal achievement of 70% of the learning objective. Each grade level has a progressive series of objectives that must be achieved to inform the school that the student has attained the intended level of mastery to progress on towards the next grade level's objective. Each course of study will include a series of explicit learning objectives, and these objectives will be assessed daily and weekly during the units of study as well as at a pre-established cyclic and end-of-year sequence. At the end of each unit there will be cumulative learning objectives that must be mastered. All objectives will be based on the New York State Learning Standards as adopted for each content area.

Figure 6.09: Grading Scale

Points	Letter grade	Description
97-100	A+	Demonstrating advanced levels of mastery with the content standards.
93-96	A	
90-92	A-	
87-89	B+	Demonstrating proficiency in the content standards with only minor gaps in understanding or execution.
83-86	B	
80-82	B-	
77-79	C+	Demonstrating basic competency with the content standards.
73-76	C	
70-72	C-	
60-69	D	Scholar has not yet mastered the content standards and must demonstrate at least basic competency to earn credit.
0-59	F	

For grade-level promotion, mastery is indicated by a 70% or higher. Internally developed comprehensive assessments are given at the end of each Quarter and account for 25% of each Quarter's grade.

A student who earns a 70% or higher in all core classes (defined as those that meet four or five times per week) and reaches annual reading targets earns promotion; a student who fails to earn 70% in one or two classes is eligible for a two-week Summer Academy, at the conclusion of which the student must pass a comprehensive assessment in each subject(s).

A student who fails three or more courses is retained. Students with IEPs will be individually evaluated for promotion based upon their satisfaction of schoolwide goals and individual goals as outlined within their IEP and which differ from schoolwide goals. All students with IEPs will receive progress reports on their growth and performance towards IEP goals to the same extent and at the same intervals as all regular education students.

A student must also fulfill attendance requirements and may be retained if s/he is absent for more than 10 days of the school year. We will closely monitor all daily attendance and meet with families when a student has earned three absences, six, and then nine, working as needed from attendance improvement plans to best support the success of every student. Further, families will receive weekly performance snapshots through our student information management system and

⁷⁶ Based on the grading policy of Forte Preparatory Academy and Democracy Prep Harlem Prep Middle School.



will have multiple opportunities throughout the year to discuss academic progress and performance, especially if a student is at-risk academically for retention. The Executive Director and Curriculum Coordinator (Y1) and Academy Principals (Y2 and beyond) as hired will track students' academic progress, and ensure all academic supports are in place. The Executive Director will make all final promotion decisions.

Graduation Requirements

Coursework

- 4 years of English
- 4 years of Math
- 4 years of Social Studies
- 4 years of Science
- 3 years of foreign language
- 2 years of PE
- .5 year of Health
- 1.5 years of Electives (i.e. ACT Aspire/PSAT/SAT/ACT⁷⁷ Prep)

Regents Exams

- Integrated Algebra / Algebra I CC
- Living Environment
- Global History
- Geometry / Geometry CC
- Chemistry or Physics
- English / English CC
- US History
- Algebra II Trigonometry
- Canvassing/Community Development⁷⁸
- Volunteering/Service Learning/Internship⁷⁹
- Cause-Related Fundraising⁸⁰

Extracurricular Points

- 16 points by end of senior year (4 points per year)

Additional Requirements

- Pass all classes with 70%+
- Satisfactory score on SAT/ACT⁸¹
- At least 2 acceptances to four-year colleges/universities

⁷⁷ We will encourage and support students as they may choose to take the Universities and Colleges Admission Service ("UCAS") in addition to or in substitution of the SAT/ACT should they want to pursue advanced study abroad rather than in the United States.

⁷⁸ This graduation requirement is aligned with our mission's focus on community impact and our overall focus on developing a global perspective. It is also informed by graduation requirements of Democracy Prep Public Schools.

⁷⁹ Ibid.

⁸⁰ Ibid.

⁸¹ We will encourage and support students as they may choose to take the Universities and Colleges Admission Service ("UCAS") in addition to or in substitution of the SAT/ACT should they want to pursue advanced study abroad rather than in the United States.

- Satisfactory Community Development Project

Attendance and Tardiness Policy⁸²

- **Attendance:** At Buffalo Creek Academy we believe that timely attendance to school every day is critical to long-term academic success.
- **No Absences in a Quarter:** The student and family are congratulated and recognized for exceptional attendance and commitment to their education.
- **Three Absences in a Quarter:** Buffalo Creek Academy considers three absences in a single Quarter a serious issue. When this occurs, the school reserves the right to notify the student's parent/guardian, and further steps such as requiring families to attend formal meetings and create attendance "action plans" may be required.
- **Six Absences in a Year:** Buffalo Creek Academy considers six absences over the course of a school year a serious issue. When this occurs, the school reserves the right to call the student's parent/guardian to the school to meet with the school leader. At such a meeting, the problem will be discussed, and an attendance plan will be developed.
- **More than Nine Absences in a Year:** If a student is absent more than nine times in a year, the student may be considered a truant. When this occurs, the student is at risk of not being promoted to the next grade. The parent/guardian will be called to the school to meet with the school leader. The school leader reserves the right to retain any student who misses more than nine days of school. In addition, a report may be filed with the Buffalo Office of Child and Family Services or the New York State Office of Children and Family Services.
- **Twenty Absences in a Year:** If a student is absent twenty times in a year, the student may be considered a habitual truant. At this point, the school administration may file a written complaint with a relevant court or child services agency alleging the belief that the acts or omissions of the child are such that his/her family has service needs. The Board of Trustees or its designee will submit an annual report to the New York State Office of Children and Family Services that reports the number of habitual truants at its school.
- **Tardiness:** We believe that being on time to school each day is critical for school and life success. A Buffalo Creek Academy student is considered tardy if they arrive to school after 7:40 AM.
- **No Tardies in a Quarter:** The student and family are congratulated and recognized for being "on time" and for their true commitment to education.
- **Three Tardies in a Quarter:** If a student is late three times in a Quarter, it is considered a serious issue. Should this occur, the school reserves the right to call the parent/guardian to discuss the problem and develop an "On Time" plan.
- **Three Tardies Equals One Absence:** Three tardies is equivalent to one absence and will be recorded as such in the student's file.
- **Seven Tardies in a Year:** If a student is late seven times in a year, it is considered a serious issue. Should this occur, the school reserves the right to call the parent/guardian to the school to meet with the school leader. At such a meeting, the problem will be discussed and an "On Time" plan will be developed, or — if such a plan is already in place — will be modified or reinforced.

⁸² Based on the Attendance Policy of Forte Preparatory Academy and Democracy Prep Harlem Prep Middle School.

- Since every three tardy arrivals will be recorded as an absence, excessive tardiness is also a truancy problem. If a student is absent more than nine times (and some or all of these absences may actually be due to excessive tardiness), the student will be at risk of not being promoted to the next grade. Students with excessive tardy arrivals may also be considered habitual truants. In such cases, the school administration may file a written complaint with a relevant court or child services agency alleging the belief that the acts or omissions of the child are such that his/her family has service needs.

f. Programmatic Audits

Describe a plan of annual programmatic audits of the implementation and effectiveness of the school's education program. Programmatic audits should include an evaluation of the effectiveness of the school's academic program, governance, and operations. Note that the programmatic audit is not simply a cost/benefit audit as conducted by some school districts.

The plan should include, but is not limited to, the:

- Purpose and objectives; Areas to be audited; Schedule of events;
- Responsible persons, which may include outside consultants;
- Description of written end product;
- How and to whom such written end product will be disseminated; and,
- Any plans to hire outside consultants to perform such audits.

Financial Audit⁸³

The Buffalo Creek Academy Board of Trustees will form from its membership a Finance Committee, which will be responsible for selecting an auditor to annually certify the accuracy and reliability of the financial statements, accounting systems, and methods of financial control of Buffalo Creek Academy. The Board of Trustees will ensure that both internal and external controls are in place to prevent any fiscal mismanagement. It will also ensure that the auditor will have access to all needed financial and, where required, nonfinancial records and documents maintained by the school. Preparation for the annual audit by the school will begin with the preparation, approval, and adoption of the annual budget and continue throughout the year. The list of documents prepared, collected, and provided to auditors to enhance the performance of the annual audit is subject to the request of the auditor. According to the NYSED Audit Guide, and in accordance with the charter school's charter agreement, the charter school shall retain an independent Certified Public Accountant ('CPA'), licensed in New York State, to perform an audit of the charter school's annual financial statements in accordance with GAAS ('Generally Accepted Auditing Standards') and GAGAS ('Generally Accepted Government Auditing Standards') issued by the Comptroller General of the United States as well as any additional requirements and guidelines provided by the Board of Regents.

At the first Board meeting at the end of the academic year, the selected auditing firm will provide the Board with an overview of the audit process and the timetable for completion and respond to any comments or questions. This approach ensures that everyone involved is aware of the auditor's needs and expectations, and also helps avoid miscommunication or unnecessary disruptions of the daily operations of the school. After the audit is complete, the Board's Finance Committee will review any audit exceptions or deficiencies and with the auditor will report to the Board of Trustees with recommendations on how to resolve the deficiencies. An audit finding will be considered major if it indicates a deliberate act of wrongdoing, reckless conduct causes a loss

⁸³ Based on the Financial Audit Policy of Forte Preparatory Academy and Democracy Prep Harlem Prep Middle School.

of confidence in the abilities or integrity of the school or jeopardizes the continued operation of the school. An audit finding will be considered minor if it indicates that problems can be addressed via existing mechanisms. When relevant, the Board will report a corrective plan to SUNY and The Board of Regents via the Annual Report regarding how the exceptions and deficiencies have been or will be resolved.

Annual Reporting⁸⁴

In adherence to Education Law § 2851(2)(f), Buffalo Creek Academy will conduct annual audits to ensure the fidelity of instructional methods, curricular resources, and assessments in service of our mission to prepare all students for college preparatory high schools. We plan to submit an annual report to our authorizer as well as The New York State Board of Regents, including the following information:

- Financial health of the organization
- Revenues
- Expenditures
- Enrollment
- Academic health of the organization
- Student outcomes
- Student growth
- Student attrition
- Student discipline rates
- Special student populations (IEP, ELL) performance
- Organizational outlook
- Action planning for specific issues
- Highlights from the previous year

Buffalo Creek Academy will hire an outside contractor to perform a whole school review to assess our entire educational program. Audit events will include:

- Interviews with board, staff, students, families
- Operational observations
- Instructional observations
- Interview with Buffalo Creek Academy leadership team

We intend to create a transparent environment for the audit process, sharing any and all information with our staff as requested. Based on the outcomes of the audit, Buffalo Creek Academy leadership will present outcomes to all staff as well as the Board of Trustees of the organization. Annual Reports will be available on the Buffalo Creek Academy website as well as SUNY's website.

Administrative Review

The Board of Trustees will conduct an annual internal administrative audit, consisting of:

- Board of Trustees' self-review
- Board of Trustees' review of the Executive Director

⁸⁴ Based on the Annual Reporting of Forte Preparatory Academy and Democracy Prep Harlem Prep Middle School.

- Executive Director's review of the Curriculum Coordinator (Y1) and Academy Principals (Y2 and beyond)

This internal review will involve a performance review and an opportunity to discuss ways of improving administrative structure and policies.

Follow-on Support from Building Excellent Schools

Buffalo Creek Academy plans to hire Building Excellent Schools to provide administrative and program operation support and auditing services for the school. After chartering and during the initial operational years, Buffalo Creek Academy will receive support from Building Excellent Schools in the form of follow-on services focused on successful start-up and early operation. The follow-on services will include, but not be limited to: school culture, curriculum development, recruitment and hiring, and governance.

R-06g – Accountability Plan

Complete the Accountability Plan template available on the Institute’s website at: <http://www.newyorkcharters.org/reporting-requirements/accountability-plan-draft/>. The web page includes additional detail to assist the applicant in drafting the required SUNY academic Accountability Plan. This Response should serve as a draft based on the applicant’s understanding of the Institute’s accountability requirements and align with the proposed school model. Institute staff will work with successful applicants in the school’s first year of operation to finalize the plan.

Draft Accountability Plan

As a charter school proposed within the State of New York, we are provided with significant autonomies in exchange for high levels of accountability. In accordance with Title 8, New York Regulation 119.3, each charter school must report student performance on state assessments. Additionally, basic educational data must be reported each year, including but not limited to: (1) student enrollment by grade, gender, and race/ethnicity; (2) data on students by district or residence; (3) professional qualifications of each teacher and classes taught by each teacher; (4) the number of students with limited English proficiency; (5) the number of students identified as eligible for free- and reduced-lunches; (6) data on technological and media resources; and (7) any additional information prescribed by the commissioner comparable to the data required of public school or required by Federal law or regulation.

At Buffalo Creek Academy we believe that by establishing clear and ambitious school performance goals with accompanying metrics, our organization will be held accountable by SUNY, the public, and our families for academic results each year and across years, organizational success each year and across years, and fiscal health each year and across years. New York State requires that all charter schools report annually on all revenues, expenditures, salaries, and measures of per pupil expenditures. By doing so, we will remain faithful to our legal duties, stewards of the public’s trust, and further our ability to prepare fifth to twelfth grades students to graduate from college and positively impact our community.

When examining academic performance, these measures include absolute, comparative, and growth measures and extend into college readiness, which is at the core of our school’s mission. When examining organizational success, these measures include parent satisfaction, enrollment and attendance, and the work of our Board of Trustees. When examining fiscal health, these measures include sound fiscal planning, implementation, and oversight as stewards of public dollars.

**Buffalo Creek Academy Charter School
Accountability Plan
For the Accountability Period 2020-2021 to 2024-2025**

Academic Goals

Goal 1: English Language Arts

Goal: Students will be proficient in English language arts.

Absolute Measures

Middle School

- 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 5-8.
- Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's ESEA accountability system

High School

- Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.
- Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.
- Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's ESEA accountability system.

Comparative Measures

Middle School

- 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 local school district.
- 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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

High School

- Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.
- Each year, the Accountability Performance Level (APL) in English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Growth Measures

Middle School

- 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 5-8 will be above the state's unadjusted median growth percentile.
- Each year, all students will average a growth of at least 5 percentile points on the Reading Comprehension section of the nationally norm-referenced Northwest Education Association Measures of Academic Progress ("NWEA MAP") assessment until the average percentile score reaches 85.

High School

- Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

Goal 2: Mathematics

Goal: Students will demonstrate leadership in mathematics.

Absolute Measures

Middle School

- 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 5-8.
- Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's ESEA accountability system.

High School

- Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.
- Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career readiness standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.
- Each year, Accountability Performance Level (APL) on the Regents math exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

Middle School

- 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 local school district.
- 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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

High School

- Each year, students in the high school Total Cohort will exceed the predicted pass rate on a Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.
- Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Growth Measures

Middle School

- Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 5-8 will be above the state's unadjusted median growth percentile.
- Each year, all students will average a growth of at least 5 percentile points on the Mathematics section of the nationally norm-referenced Northwest Education Association

Measures of Academic Progress (“NWEA MAP”) assessment until the average percentile score reaches 85.

High School

- Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.

Goal 3: Science

Goal: High School students will pass at least one of the state’s science Regents exams in Living Environment, Earth Science, Chemistry, or Physics.

Absolute Measures

Middle School

- 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 science exam.

High School

- Each year, 75 percent of students in the high school Total Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

Comparative Measures

Middle School

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

High School

- Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Accountability Cohort from the local school district.

Goal 4: Social Studies

Goal: Students will be proficient in social studies.

Absolute Measures

High School

- Each year, 75 percent of students in the high school Total Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.
- Each year, 75 percent of students in the high school Total Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

Comparative Measures

High School

- Each year, the percent of students in the high school Total Cohort passing a Regents U.S. History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the local school district.
- Each year, the percent of students in the high school Total Cohort passing a Regents Global History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the local school district.

Goal 5: Elementary and Secondary Education Act (ESEA)

Under the state's ESEA accountability system, the school is in good standing: the state has not identified the school as a under receivership nor determined that it has met the criteria to be identified as a local assistance plan school.

Goal 6: High School Graduation

Goal: Students will complete the necessary coursework to graduate from high school.

- Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.
- Each year, 75 percent of students in the second-year high school Total Graduation Cohort will score at proficient on at least three different New York State Regents exams required for graduation.
- Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort and 95 percent of students in the fifth-year high school Total Graduation Cohort will graduate.

Goal 7: College Preparation

Goal: Students will graduate prepared for college.



- Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics.
- Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.
- The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a Math Regents exam and 75 or better on the English Regents exam, will exceed the statewide average.
- The percent of graduating students will graduate with a Regents diploma with advanced designation will exceed the local district.
- Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.
- Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation

ORGANIZATIONAL AND OTHER NON-ACADEMIC GOALS

GOAL 8: FISCAL SOUNDNESS

Goal: The school will demonstrate fiduciary and financial responsibility.

- Each year, external, annual audit reports will demonstrate that Buffalo Creek Academy meets or exceeds professional accounting standards.
- Each year, annual budgets will demonstrate responsible allocation of financial resources to ensure successful execution of the mission as measured by yearly balanced budgets.

GOAL 9: ENROLLMENT

Goal: The school will be fully enrolled and maintain high levels of daily attendance and student retention.

- The school will enroll and maintain a class of students equal to our projected enrollment (with attrition) every year.
- 90% of students completing the year will re-enroll the following year.
- The school will average 95% or higher daily student attendance each year.

GOAL 10: PARENT SATISFACTION

Goal: Parents will demonstrate satisfaction with the schools' academic program and the communication that occurs between the school and the home.

- Satisfaction with the academic program, based on an annual survey conducted at the end of each school year, will on average exceed 85%, with 85% of families responding.
- Satisfaction with the school's communication, based on an annual survey conducted at the end of each school year, will on average exceed 85%, with 85% of families responding.

GOAL 11: BOARD OF TRUSTEES

Goal: The Board of Trustees will provide sound and efficient oversight of the school.

- The Board will conduct formal annual review of the Executive Director.
- The Board will conduct annual self-evaluation to assess its strengths and weaknesses.
- The Board will conduct formal annual review of its bylaws and all policies.
- The Board will conduct annual formal review of the organization's strengths/weaknesses.

R-07ac – Calendar and Schedules

a. School Calendar

Provide a copy of the school's proposed calendar for its first year of operation that clearly articulates:

- Total number of days of instruction for the school year including whole and half days;
- Total number of hours of instruction for the school year including and not including additional instructional time such as tutoring;
- First and last day of classes;
- Organization of the school year (i.e., semesters, trimesters, quarters, etc.);
- All planned holidays and other days off, as well as planned half days; and,
- Dates for summer school, orientation, and other activities outside of the core academic calendar, if planned.

Provide a narrative to explain any aspects of the calendar that are not evident on the 1st year calendar or where further explanation is necessary.

At Buffalo Creek Academy Charter School (“Buffalo Creek Academy”) we have built our academic calendar by: (a) prioritizing student learning time; (b) pre-scheduling all internal/external assessment cycles; (c) ensuring sufficient extended opportunities for remediation and mastery to earn annual promotion; and (d) embedding data-analysis cycles to ensure that we are continuously aware of how our students are performing and to determine necessary and timely adjustments to ensure all students are successfully reaching annual growth and absolute goals and are cumulatively and measurably placed on the path to college graduation in all years.

Our calendar also reflects the time we have dedicated to ensuring that our families are engaged, informed, and brought into the school to reaffirm their own contributions to our shared mission.

Our calendar was finally designed with fidelity to our key design elements;

- Rigorous academics prepare students to excel in and graduate from college
- Frequent assessments and focus on results allow students to excel in middle and high school
- Structure and safety within a values-driven, caring community promote academic growth
- Community engagement and global perspective allow students to make positive impact

Our academic year begins with three full weeks of Teacher Summer Session (“Summer Session”) professional development. The Summer Session allows school leadership the opportunity to inculcate within our teachers the very same values and behaviors we will expect from our students. We will also conduct curriculum planning, as well as hone teachers’ instructional practices that have proven to support the most at-risk students in reaching their highest academic potential. Teachers will train on topics such as: scope and sequences, lesson planning, core beliefs, LIFE Values, and 100% Core Taxonomy, for more details on the Teacher Summer Session, please see section **Request-09ad Instructional Leadership**. Teacher development is continued throughout the year to ensure that our talented and passionate professionals are up to date with the highest-leverage instructional practices used by the highest-performing urban charter schools.

Informed Design

Our academic calendar has been modeled on those middle/high schools that have opened in New York and were also founded by Building Excellent Schools (BES) Fellows.¹ We have

¹ Lead Founder and proposed Executive Director Dr. Christopher Manning modeled the Buffalo Creek Academy Calendar on the training of Building Excellent Schools and even more specifically on the calendars of Buffalo Collegiate Charter School and Valence College Preparatory Charter School as they hold similar missions and are managing towards similar variables with similar goals.



included all holidays on the Buffalo Public Schools District Annual Calendar.² Given our opening grades in 2020-2021, our calendar reflects the dates in the 2020-2021 Elementary and Intermediate Level Testing Schedule distributed by the New York Assistant Commissioner of State Assessment.³

We will start our academic year on August 24, 2020 and end on June 23, 2021 totaling to 185 days of high-quality instruction for Buffalo Creek Academy students. Our calendar is organized into four quarters. This calendar model has been utilized by the Democracy Prep Public Schools, Buffalo Collegiate, and Valence College Prep, all urban charters school in New York State. The four-quarter model allows for the school faculty to assess student performance results every six weeks (approximately) and allows for families to receive progress report and attend families conferences mid-way through each quarter. Families will also receive cumulative quarterly reports cards at the ends of each quarter. Our four-quarter system has been built around our interim assessment cycle, which occurs approximately every six weeks. Occurring just before our grade reporting (progress reports and report cards) to students and families, these assessments occur mid-way through and at the end of each quarter, respectively.

To ensure that our teachers are leveraging our assessment cycle and data-analysis sequence to the fullest benefit of our students, and in addition to our 20 days during our Summer Session, our calendar features 12 days of professional development which includes regularly scheduled data days. These are days dedicated to allowing teachers to provide their full attention to instructional design and intervention planning that will ensure the success of each of our students. There will be times when these days will be used for the entire staff and on other occasions this time will be allotted to specific groups and teams within the school. The whole group meetings will be utilized to discuss those issues and activities that have school wide significance and also to ensure the school meets legal requirements in the areas of child protection, student safety, and required annual training. For more detail regarding the abbreviated days, please see **Response-09ad Instructional Leadership**.

Each week will feature an abbreviated day (Friday) during which the entire Buffalo Creek Academy staff will come together to develop our skills in a wide range of areas to ensure every facet of our academic and operations programs are operating to the fullest benefit of our students. The abbreviated days will mean a 1:10 PM dismissal in all academies. Though the abbreviated days are shorter, they will include all core academic subjects.

Full days in our Lower Academy will provide 425 instructional minutes; the abbreviated days provide 265 instructional minutes. Full days in our Middle and Upper Academies will provide 400 instructional minutes (with an additional 50 minutes for students who are in Tutoring/intervention rather than Extracurriculars) instructional minutes and 200 instructional minutes on abbreviated days. Our academic calendar of 185 academic days of instruction provides a total of 66,600 minutes or 1,110 hours of instruction to our Lower Academy students and 59,200 minutes or 988 hours (rounded) of instruction to our Middle and Upper Academy students. Our Lower Academy schedule includes 60 additional minutes of instruction during our Tutoring/Intervention sessions which are held four (4) times per week. This provides an additional 8,880 minutes or hours 148 of instruction, totaling to a cumulative amount of 75,400 annual minutes or 1,257 hours (rounded) of instruction for our most at risk Lower Academy students. Our Middle and Upper Academies provide an additional 50 minutes of Extracurriculars four times per week. Our calendar also

²Buffalo Public School District Annual Calendar for 2018-2019.

<https://www.buffaloschools.org/cms/lib/NY01913551/Centricity/Domain/8415/Option%20A%20-%202018-2019%20Calendar.pdf>.

³ 2018-2019 Elementary and Intermediate Level Testing Schedule Memo by Steve Katz, Assistant Commissioner of State Assessment. <http://www.p12.nysed.gov/assessment/schedules/2019/elitestschedule1819c.pdf>.



includes 28 Saturday Academy sessions to provide additional instruction and support for our students who require remediation, all to ensure that our students are able to take full advantage of the high-quality instruction provided throughout the normal days of the academic year.

Our Saturday Academy program is designed to ensure that we provide an additional three hours of instructional support for our students who have been identified through observation and analysis of academic performance. This analysis will include a detailed look at interim assessment data, including nationally normed assessment data, as well as what state-level assessment data is available to the school at that time. Those students whose achievement results are less than 75% in ELA or mathematics as average grade on internal assessments and less than the 50th percentile of performance on national assessments will be assigned to mandatory Saturday Academy. In year 1, we estimate that approximately 25% (based on currently 3-4 grade ELA and Math results for Buffalo Public School System) of our students will require Saturday Academy. For more details on Saturday Academy staffing, please see **Response-12d - Personnel Policies**. Attendance and absenteeism tracking for Saturday Academy will follow the same procedures as the tracking that occurs throughout the traditional academic week; any student who is assigned Saturday Academy is required to attend and any absence will be counted as a regular absence similar to absence during a school day within the traditional school week.

Saturday Academy sessions will occur on 28 Saturdays throughout the academic year, for 180 minutes per session. These supplemental minutes of instruction will focus on strengthening student knowledge in the areas of struggle: those student who are struggling in the area of mathematics will receive additional instruction on numeracy. Those students struggling in the area of reading will receive additional instructional in the area of reading comprehension and vocabulary development.

Summer Academy will be offered for two weeks (10 days) each year; students who are failing one or two courses can attend Summer Academy to remediate remaining gaps and have second opportunity to re-take a full-year comprehensive assessment in the course(s) in which they struggled; a score of 70% or higher on the comprehensive assessment(s) is required to earn grade-level promotion.

Our annual calendar will also feature designated dates when we will formally engage our parents to ensure that they are participating fully as members of our school community. Parents will attend annual events at the beginning and end of each year as well as Coffee and Cake Night and our annual Half-time Dinner. These and other events will allow our school to recognize and celebrate the many cultures represented among our school population. We will ensure that all publications and invitations are translated into the various languages that are present in our school community to include; Arabic, Bengali, Burmese, French, and Spanish. **Figure 7.01** depicts our preliminary draft calendar for the 2020-2021 academic year.

Figure 7.01: 2020-2021 Academic Calendar

May 2020							June 2020							Important Dates			
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat				
						1	2										May 22 - Home visits start
3	4	5	6	7	8	9											June 18 - Home visits end
10	11	12	13	14	15	16											July 27 - August 21 - Summer Professional Development
17	18	19	20	21	22	23											August 24 - First Day of School + Student & Family Orientation
24	25	26	27	28	29	30											August 25-28 MAP BOY Assessment
31																	September 7 - NO SCHOOL - Labor Day
Instructional Days: 0							Instructional Days: 0							September 8 - NO SCHOOL - Data Day			
PD Days: 0							PD Days: 0							September 18 - Family Back to School Night			
														September 25 - 1st Quarter Progress Reports & Family Conferences			
														October 3 - Saturday Academy			
														October 9 - International Day & Global Fashion Show			
														October 10 - Saturday Academy			
														October 12 - NO SCHOOL - Data Day			
														October 17 - Saturday Academy			
														October 24 - Saturday Academy			
														November 6 - End of 1st Quarter			
														November 7 - Saturday Academy			
														November 11 - NO SCHOOL - Veteran's Day			
														November 12 - NO SCHOOL - 1st Qtr Report Cards & Data Day			
														November 14 - Saturday Academy			
														November 21 - Saturday Academy			
														November 26-27 - NO SCHOOL - Thanksgiving Break			
														November 30 - NO SCHOOL - Staff PD Day			
														December 4 - 2nd Quarter Progress Report & Family Conferences			
														December 5 - Saturday Academy			
														December 12 - Saturday Academy			
														December 14 - 16 - Interim Assessments			
														December 18 - End of 2nd Quarter (Sci & Soc St.)			
														December 19 - Saturday Academy			
														December 23-January 1 - NO SCHOOL - Winter Break			
														January 4 - NO SCHOOL - Staff PD Day			
														January 5-7 - MAP MOY Assessment			
														January 9 - Saturday Academy			
														January 14 - Family "Half-Time" Dinner			
														January 15 - NO SCHOOL - Data Day			
														January 16 - Saturday Academy			
														January 18 - NO SCHOOL - MLK Day			
														January 19 - 21 - Interim Assessments			
														January 22 - End of 2nd Quarter			
														January 23 - Saturday Academy			
														January 29 - NO SCHOOL - 1st Qtr Report Cards & Data Day			
														January 30 - Saturday School			
														February 6 - Saturday School			
														February 12 - Coffee & Cakes with Families			
														February 15-19 - NO SCHOOL - February Vacation			
														February 22 - NO SCHOOL - Data Day			
														February 27 - Saturday School			
														March 6 - Saturday School			
														March 8 - 10 - Interim Assessments			
														March 12 - 3rd Quarter Progress Report & Family Conferences			
														March 13 - Saturday School			
														March 20 - Saturday School			
														March 22 - NO SCHOOL - Data Day			
														March 27 - Saturday School			
														April 02 - NO SCHOOL - Good Friday			
														April 5-9 - April Vacation			
														April 10 - Saturday Academy			
														April 16 - End of 3rd Quarter			
														April 12-14 - State Assessment			
														April 17 - Saturday Academy			
														April 21-23 - Proposed State Math Assessments			
														April 24 - Saturday Academy			
														May 1 - Family Appreciation Day			
														May 3-5 - New York State Math			
														May 8 - Saturday Academy			
														May 10 - NO SCHOOL - Data Day			
														May 15 - Saturday Academy			
														May 20 - 4th Quarter Progress Reports & Family Conferences			
														May 22 - Saturday Academy			
														May 29 - Annual Award Ceremony (Students, Staff & Families)			
														May 31 - NO SCHOOL - Memorial Day			
														June 05 - Saturday Academy			
														June 7-9 - MAP EOY Assessment			
														June 12 - Saturday Academy			
														June 16-18 - Final Exams			
														June 23 - Last Day of School for Students			
														June 24-25 - Staff Professional Development			
														July 6 - July 17 - Summer Academy			

Key	
	First and Last Day of School for Students
	Beginning & End of Quarter / Progress Reports & Report Cards
	Staff Professional Development Days
	Public Holidays & Vacations
	Home Visits/Family Events
	Assessments
	Saturday Academy
Total Instructional Days: 185	

b. Sample Student Schedule

For each division of the school (e.g., lower elementary, upper elementary, middle, and high), provide the following for a typical week of instruction:

- A narrative describing the typical school day (including the approximate start and dismissal times and any regular variations; for example, one day a week early dismissal for teacher professional development), components of the school day devoted to core academics; components of the school day devoted to before or after school electives; and, remediation or other non-core academic components of the proposed school design;
- A table that clearly identifies the minimum number of weekly minutes the school will devote to core academic subjects in each grade, i.e., ELA, mathematics, science, and social studies, and the total number of all instructional minutes the school would offer per week (exclusive of lunch, recess, study hall, etc.); and,
- A sample student schedule for a typical week.

Schedule Rationale

At Buffalo Creek Academy, we have designed our traditional middle school grades to maximize the amount of time our students are engaging in higher-level learning across all subject areas and all academic disciplines. Our doors open to students at 7:10 AM, with opportunity for breakfast, and an official school start time of 7:40 AM and a student dismissal time of 4:50 PM Monday through Thursday and 1:10 PM on Friday.

Students will have an AM Homeroom each day during which homeroom teachers will focus on our **LIFE Values**, ensure students are ready for the school day with all supplies and other materials, and provide daily announcements; announcements could include updates on classroom level recognition, classroom level duties, and focus topics for the upcoming Town Hall. Students will also have a PM Homeroom during which they will have opportunity to express **Care** for one another and ensure they have all of their supplies for their night's homework. For staff, there is a daily Staff Morning Huddle and Staff Evening Huddle, each for 10 minutes. During huddle, focus areas will change based on the day; Mondays, Wednesdays, and Fridays are reserved for operational and cultural topics; Tuesdays and Thursdays are reserved for academic topics. The Executive Director, Curriculum Coordinator, and Operations Manager will make announcement or speak about the updates. Huddles will be used to focus on our key priorities for the day and to consistently solidify staff culture.

Our mission is to ensure that all students are prepared to graduate from college and positively impact our community. Students in the fifth through eighth grades will experience double blocks of English Language Arts (ELA) and double blocks of Mathematics. These double blocks will allow us to increase the literacy and numeracy levels of our students in the shortest amount of time. Our fifth through eighth grade students will have 125 minutes of ELA (including Guided Reading), 100 minutes of Mathematics, 50 minutes of Science, and 50 minutes of Social Studies daily Monday through Thursday, and 105 minutes of ELA (including Guided Reading), 80 minutes of Mathematics, 40 Minutes of Science, and 40 minutes of Social Studies on Friday, totaling 1800 minutes or 30 hours of core instruction each week. Computer Science is provided once per week for 50 minutes; Civic Engagement is provided once per week for 50 minutes; Physical Education is provided twice per week for 100 minutes.

The Social Studies curriculum will be developed by the Executive Director for the first two years of the school and delegated to others in future years. Social Studies will alternate between content that addresses history and geography and content that addresses civic engagement, based on



the civic engagement curriculum of Democracy Prep. As stated above, we will also have one additional 50-minute section per week focused solely on Civic Engagement as part of our Electives block. Our proposed Executive Director completed leadership residency with Democracy Prep Public Schools and attended the network level civic engagement coordinator training in Harlem in January 2019. We will have direct support from Mr. Andre Geddes, Principal of Democracy Prep’s Harlem Prep Middle School. As described in the Letter of Support (see **Request-04f – Evidence of Support**), Mr. Geddes will actively support the design and implementation of our Civic Engagement program. Aside from the core instructional components of our schedule, students will also receive Tutoring/Intervention sessions to improve their literacy, which comprise 240 minutes of our instructional program per week.

As part of our core instructional minutes, and counted as part of our ELA minutes, fifth through eighth grade students will receive 125 minutes of Guided Reading each week which will consist of academically heterogeneous groups of students working with a teacher on specified literacy skills. This weekly ELA classes will be on-grade-level and designed to ensure success on the New York state assessments. Our high academic and behavioral standards are in place to ensure that our teachers can focus on providing high-quality instruction to help our students achieve the goals they established for themselves, and those established for them by the school. Not counted in our instructional minutes is a daily 50-minute period of Accountable Reading, during which students will be supported in selecting, reading, and responding to high-interest texts that promote a love of and fluency in reading.

Students will experience the same schedule four times throughout the week; on Fridays, students will experience an abbreviated schedule where in the Lower Academy they will still have ELA, Math, Science, Social Studies, and Electives, but for a shorter duration, and in the Middle and Upper Academy will have only the core subjects; in the Middle Academy there will be Tutorial/Intervention even on abbreviated days, given that we may have students who are joining us after the Lower Academy who may need more remediation and intervention minutes. Under the abbreviated schedule, students will be dismissed at 1:10 PM.

Figure 7.02: Weekly Instructional Minutes for Each Core Subject

Grade	ELA	Math	Social Studies	Science	Foreign Language	Electives	Total Instructional Minutes	Total Instructional Hours
5 th	600	480	240	240		240	1800	30
6 th	600	480	240	240		240	1800	30
7 th	450 ⁴	450	250	250		200	1600	26.7
8 th	450	450	250	250		200	1600	26.7
9 th	450	250 ⁵	250	250	250	200	1600	26.7

Figure 7.03: Sample Lower Academy (5-6) Student Schedule (Regular)

Time		Period	5th Grade		6th Grade			
In	Out		Cohort 1	Cohort 2	Cohort 1	Cohort 2		
7:00 AM	7:10 AM	Staff Morning Huddle						0:10

⁴ ELA instruction minutes go from 600 to 450 per week as students are no longer taking Guided Reading for a total of 100 minutes per week and on the abbreviated day Middle Academy Students only take one section of ELA instruction.

⁵ Middle Academy students in grade 9 who are on or above grade level in math as measured by state and national assessments, will take 100 minutes of ELA, 50 minutes of Math, 50 minutes of Social Studies, 50 minutes of Science, 50 minutes of Electives (Computers, Civic Engagement, Physical Education), and 50 minutes of Foreign Language. Students in grade 9 who are not yet on grade level in Mathematics will continue to take two periods of Mathematics and delay the start of Foreign Language study until grade 10. All Middle Academy students will continue to have a daily block for Tutoring/Intervention.

7:10 AM	7:40 AM	Student Arrival					0:30
7:10 AM	7:40 AM	Breakfast (Optional)					
7:40 AM	8:00 AM	AM Homeroom					0:20
8:00 AM	8:50 AM	1st Period	ELA	Math	ELE	Sci	0:50
8:50 AM	9:40 AM	2nd Period	ELA	Math	Sci	ELECTIVE	0:50
9:40 AM	9:50 AM	AM Break					0:10
9:50 AM	10:40 AM	3rd Period	Soc Stud	ELA	ELA	Math	0:50
10:40 AM	11:30 AM	4th Period	ELECTIVE ⁶	ELA	ELA	Math	0:50
11:30 AM	12:20 PM	Accountable Reading	AR	AR	AR	AR	0:50
12:20 PM	12:45 PM	Lunch/Guided Reading	Lunch	Lunch	GR	GR	0:25
12:45 PM	1:10 PM	Lunch/Guided Reading	GR	GR	Lunch	Lunch	0:25
1:10 PM	2:00 PM	5th Period	Math	Sci	Math	Soc Stud	0:50
2:00 PM	2:50 PM	6th Period	Math	Soc Stud	Math	ELA	0:50
2:50 PM	3:00 PM	PM Break					0:10
3:00 PM	3:50 PM	7th Period	Sci	ELECTIVE	Soc Stud	ELA	0:50
3:50 PM	4:40 PM	Tutoring/Intervention					0:50
4:40 PM	4:50 PM	PM Homeroom					0:10
4:50 PM		Dismissal					
Total Required Minutes for Students						550	
5:00 PM	5:10 PM	Staff Evening Huddle					0:10
Total Hours for Teachers						10:10 ⁷	

Figure 7.04: Sample Lower Academy (5-6) Student Schedule (Abbreviated)

Time		Period	5th Grade		6th Grade		
In	Out		Cohort 1	Cohort 2	Cohort 1	Cohort 2	
7:00 AM	7:10 AM	Staff Morning Huddle					0:10
7:10 AM	7:40 AM	Student Arrival					0:30
7:10 AM	7:40 AM	Breakfast (Optional)					
7:40 AM	8:00 AM	Town Hall					0:20
8:00 AM	8:40 AM	1st Period	ELA	Math	ELE	Sci	0:40
8:40 AM	9:20 AM	2nd Period	ELA	Math	ELA	Math	0:40
9:20 AM	9:30 AM	AM Break					0:10
9:30 AM	10:10 AM	3rd Period	Math	ELA	ELA	Math	0:40
10:10 AM	10:50 AM	4th Period	Math	ELA	Sci	ELECTIVE	0:40
10:50 AM	11:15 AM	Lunch/Guided Reading	GR	GR	Lunch	Lunch	0:25
11:15 AM	11:40 AM	Lunch/Guided Reading	Lunch	Lunch	GR	GR	0:25

⁶ Computer is offered once per week; Civic Engagement is offered twice per week; and Physical Education is offered once per week, for a total of 50 minutes, 50 minutes, and 100 minutes, respectively.

⁷ We recognize that this is a longer day for teachers, however teachers have three prep periods totaling 150 minutes on traditional days, allowing them to successfully manage professional responsibilities within the work day rather than in the evening hours.



11:40 AM	12:20 PM	5th Period	ELECTIVE	Sci	Math	ELA	0:40
12:20 PM	1:00 PM	6th Period	Sci	ELECTIVE	Math	ELA	0:40
1:00 PM	1:10 PM	PM Homeroom					0:20
1:10 PM		Dismissal					
1:30 PM	3:30 PM	Professional Development					2:00
Total Required Minutes for Students							340
Total Hours for Teachers							8:30

Figure 7.05: Sample Middle & Upper Academy Student Schedule (Regular) ⁸							
Time		Period	9 th				
In	Out		Cohort 1				
7:00 AM	7:10 AM	Staff Morning Huddle					0:10
7:10 AM	7:40 AM	Student Arrival					0:30
7:10 AM	7:40 AM	Breakfast (Optional)					
7:40 AM	8:00 AM	AM Homeroom					0:20
8:00 AM	8:50 AM ⁹	1st Period					0:50
8:55 AM	9:45 AM	2nd Period					0:50
9:50 AM	10:40 AM	3rd Period					0:50
10:45 AM	11:35 AM	4th Period					0:50
11:35 AM	12:00 PM	Lunch					0:25
12:05 PM	12:55 PM	5th Period					0:50
1:00 PM	1:50 PM	6th Period					0:50
1:55 PM	2:45 PM	7th Period					0:50
2:50 PM	3:40 PM	8th Period					0:50
3:45 PM	4:00 PM	PM Homeroom					0:15
4:00 PM	4:50 PM	Extra-Curricular/Tutoring/Intervention					0:50
4:50 PM	Dismissal						
Total Required Minutes for Students							510
5:00 PM	5:10 PM	Staff Evening Huddle					0:10
Total Hours for Teachers							10:10

⁸ Middle Academy students in grade 9 who are on or above grade level in math as measured by state and national assessments, will take 100 minutes of ELA, 50 minutes of Math, 50 minutes of Social Studies, 50 minutes of Science, 50 minutes of Electives (Computers, Civic Engagement, Physical Education), and 50 minutes of Foreign Language. Students in grade 9 who are not yet on grade level in Mathematics will continue to take two periods of Mathematics and delay the start of Foreign Language study until grade 10. All Middle Academy students will continue to have a daily block for Tutoring/Intervention.

⁹ In grades 5-6 students remain within the classroom and so there are no passing periods; starting in grade 7, students move from class to class, and thus the schedule allows for 5 minutes of passing time; we will ultimately adjust this number of minutes based upon facility dimensions and transition needs; it is most likely that the passing minutes will decrease.

Figure 7.06: Sample Middle & Upper Academy Student Schedule (Abbreviated)¹⁰

Time		Period	9 th	
In	Out		Cohort 1	
7:00 AM	7:10 AM	Staff Morning Huddle		0:10
7:10 AM	7:40 AM	Student Arrival		0:30
7:10 AM	7:40 AM	Breakfast		0:30
7:40 AM	8:00 AM	Town Hall		0:20
8:05 AM	8:55 AM	1st Period		0:50
9:00 AM	9:50 AM	2nd Period		0:50
9:55 AM	10:45 AM	3rd Period		0:50
10:50 AM	11:40 AM	4th Period		0:50
11:45 AM	12:10 PM	Lunch		0:25
12:10 PM	1:00 PM	Tutoring/Intervention		0:50
1:00 PM	1:10 PM	PM Homeroom		0:10
1:10 PM		Dismissal		
1:30 PM	3:30 PM	Professional Development		2:00
Total Required Minutes for Students				305
Total Hours for Teachers				8:30

As stated, Electives will alternate between Physical Education (twice per week), Civic Engagement (once per week), and Computer Science (twice per week). Additionally, students will experience a 20-minute Town Hall meeting each week with their Academy. At this time the individual academies will celebrate achievement, reinforce our school culture, and emphasized our dedication to living by our **LIFE Values**. Once per quarter, the entire school will come together for a full school Town Hall meeting, led by student leaders in the Upper Academy.

Day in the Life of a Lower Academy Student¹¹

Wake-up and School Arrival 6:00 AM to & 7:15 AM

Jo'Anne wakes up and starts her day after her mother wakes her up early to prepare her hair. Jo'Anne is starting to become excited about her reading, which is totally new for her; she fell asleep late last night because she was trying her best to finish a book - she is participating in a reading competition. Jo'Anne was named after her aunt, and though she adores her Aunt Jo'Anne, she tells everyone that she prefers them to call her Jo because at her school she is told it is important to know who you are and having courage is a part of acting with Integrity.

After preparing herself for school, Jo gets in the car so that her mother can drive her to school. Suddenly, she has an uneasy feeling. She is not sure if her mother or father signed her lifework diary last night before they placed it in her backpack. Last night was her father's turn, and he sometimes forgets. She immediately reaches for her backpack in a panic. Jo's mother, knowing

¹⁰ In Middle Academy, students on abbreviated days have one ELA, one Math, one Social Studies, and one Science class. All classes remain at 50 minutes, and the abbreviated day allow for two hours of weekly Professional Development.

¹¹ The day in the life for a Middle/Upper Academy student would be similar. The only difference would be with the daily schedule. The language will remain the same, however transitions in the hallways would not be silent from 9th grade on.



her daughter, knew what was happening and said in a warm tone “Don’t worry Jo, I saw your father sign your diary last night before he placed it in your bag.” Jo felt a sense of relief.

Jo and her mother soon arrive in front of Buffalo Creek Academy at 7:12 AM to see Mr. Pimm, waiting to greet her at the door. She also notices her friend Joseph as he moves his way up the ramp next to the staircase in his wheelchair. As she approaches Mr. Pimm, who always looks at her in the eyes with his hand outstretched and says, “We care about you Jo’Anne,” she replies, returning eye contact and making a smile, “I care about my future.” The doors of the school opened at 7:10 AM. There are plenty of students who are already inside the main cafeteria enjoying their breakfast and doing their brain-work.

7:15 AM – 7:40 AM

As Jo finishes greeting Mr. Pimm, she enters the school and sees Ms. Brown standing in the hallway reminding students to remain silent as they enter the cafeteria. Approximately 11 students are standing in line silently with their backpacks on, and their homework folders in their right hand. Jo notices that most of the folders are blue which means that these are fifth graders from the class named North Carolina University. Jo likes the fact that all the classes are named after universities. Upon seeing the folders, Jo remembers that her folder is green and also that she asked her mother for a green scarf for the upcoming Eid¹² celebrations. While Jo was day-dreaming, Ms. Brown took notice that she had not yet retrieved her folder from her backpack and quietly attracted her attention by tapping on the sign on the wall that read “how to prepare for breakfast.” The sign, like many other signs found throughout the school, told Jo and her fellow students what they must do so that they could become what her teachers call “self-managers.” Jo immediately removed her backpack from her shoulders and retrieved her green folder. Jo’s folder was green because her class was named after Dartmouth University.

Jo enters the cafeteria, and there is low classical music by William Grant Still. Jo likes the fact that she can recognize the music of the famous African American Composer, partially because his music is always played during breakfast. As she enters the cafeteria, she passes by a long table where Ms. French is standing with a smile. Ms. French greets Jo and quietly watches as Jo places her LIFE work folder inside the crate with Dartmouth written on it. As Jo places her LIFE work in the crate, she looks at Ms. French and says with a smile, “It is my life” to which Ms. Frenchy says with a smile as well, “It is your work.” The cafeteria is a large room with four large tables, one for each class within the school. Jo’s school, which she has learned to call an academy, has two classes of fifth grade and two of sixth grade, with 30 students in each class.

Jo easily finds her table because it is the one that has the Dartmouth pennant displayed above it. Also, Ms. Coller and Mr. Price are inside the cafeteria to help her and other students in case they have a difficult time finding their seats. Jo finds her seat, and there is her breakfast snack already placed next to her name, she places her backpack on the floor under her seat and begins to eat. Her brain-breakfast is in a folder under her snack, so she is cautious not to make a mess with her food while she eats. Once Jo finishes her breakfast, she moves it all aside and begins her brain-breakfast which includes five writing prompts, from which she must select one to write a four-sentence paragraph and five math problems on her grade level. She knows that she has to finish the brain breakfast either during breakfast or for homework, and that her teachers will always review and give it back to her by the next day.

¹² Eid is a Muslim holiday.



As Jo completes her work, she notices that other Dartmouth students are starting to arrive. She sees Morrie and Glenda walking towards the Dartmouth table, followed by Ashton and Rayvon. Everyone takes their seats and begin to eat, except for Ashton, who eats breakfast at home, so there is only brain breakfast next to his seat. Jo looks over at the large digital clock in the cafeteria and the time is 7:37 AM, she becomes excited because she knows that at 7:38 AM one teacher will say “two more minutes” and then it is her job to retrieve the rolling trashcan so that her classmates can clear their trash and prepare for the morning chants. At 7:38 Mr. Price says, "Two more minutes" and all the students return his words in a chorus "two more minutes." Jo quickly moves from her seat and retrieves the trashcan. Jo is proud that this is her job, she takes pride in her school and likes that everyone has a job to keep it neat and tidy. As Jo collects the trash from the table, Rayvon is collecting all of the brain-work folders and placing them in the crate at the end of the table. At 7:40 all students are sitting quietly with their hands folded and Ms. Miller arrives standing at the end of the table in the center aisle between the four tables.

Without saying a word, Ms. Miller holds up one finger with one hand. That signals to the Dartmouth table, now filled with 29 other students, to stand up behind their seats in preparation for the school song. Mr. Price counts to three and everyone, staff included begin to sing:

Rise towards the stars, for they are there from night to day,
Our eagle wings are spread out wide to catch the mighty rays,
Rise towards the moon, and sun above for all to see,
As we prepare our minds and hearts to know that truth is victory,
Eagles, Eagles, Eagles Rise!

Jo loves the school song because Mr. Pimm told her that it means that eagles and education are like the rays of the sun. Also, the last part of the song is loud, and it always gets the Jo and her classmates very excited. After the school song, Mr. Pimm is standing in the front of the entire school and says, "Good Morning, Eagles," to which everyone replies, "Good Morning, Mr. Pimm" Jo loves this part because this is when she gets to do her classroom chants and hear all of the other classroom chants. She does her best to see if she can remember everyone’s chant. Mr. Pimm goes from table to table to hear the classroom chants, after which he says, “Track your teacher” and the students are led outside of the cafeteria to their classrooms by their teachers.

7:40 AM – 8:00 AM

After Jo and the rest of Dartmouth finish their classroom chant, they are led to the Dartmouth room by Ms. Miller. As they walk silently all in one single file line, Jo notices Mr. Crane walking with his class in the same hallway, and she admires how straight and quiet their line is. Ms. Miller stopped next to the door for Dartmouth University and greeted every student as they walked in. Jo shakes hands and greets Ms. Miller and then enters the classroom. Jo is excited because at 7:40 AM homeroom starts, and this is when she gets to reflect on her day and prepare herself to be as productive as possible. Ms. Miller made an announcement during AM Homeroom about the on-going book-reading competition. Jo is currently in first place for the fifth grade, she is excited to tell her mom and dad, but she knows that Ms. Miller always sends updates to parents each day, so they will know before she can surprise them. The Buffalo Creek Academy LIFE values stand for Leadership, Integrity, Focus, and Excellence. During the morning homeroom, the students always reflect on one LIFE value. Jo was told that Leadership was the value to reflect on today. She immediately thought of her father who always shares stories about leaders he respects, she thought of her teacher Ms. Miller, and she thought of Michelle Obama because she was always impressed to see her on the television speaking with so much confidence. Jo was instructed to write down three sentences about Leadership and be ready to share it with the rest



of the class. Jo wrote about Ms. Miller. She likes the way Ms. Miller speaks, the way she always looks so professional, and the way that she always remains calm. When it is Jo's turn to share out what she has written, Jo stands up and reads aloud in a confident voice, what Ms. Miller calls the "college speaker style." Ms. Miller tells Jo'Anne that what she is describing is called "Leadership by example." Jo likes the idea of leading people just by being a good example because she knows that her friends Morrie and Glenda always tries to do everything she does, so she wants to provide an excellent example for them. Homeroom ends with the teacher and students reciting the Pledge of Allegiance and the Buffalo Creek Pledge, and the homeroom teacher sharing how much she **cares** about her students, their studies, and their future, and that she is excited for the learning and the challenges that the day will bring.

8:00 AM – 9:40 AM

Jo's first two classes every day are English Language Art (ELA) classes. Jo loves to read and as a result, she has found that this is a class that she enjoys the most. The class begins with a John Collins Writing Assignment, Type 1, which means that Ms. Miller has placed a prompt on the whiteboard and Jo must respond to it using her knowledge and imagination. Jo loves Type 1 prompts because they are timed, and she knows that she has to write at least 10 lines in five minutes. Jo will have 100 minutes of ELA and 100 minutes of Mathematics instruction, 50 minutes of Social Studies, 50 minutes of Science and 50 minutes of Electives which alternates between Physical Education, Computer Science, and Civic Engagement.

9:40 AM – 9:50 AM

At the end of ELA classes, Jo and her class have a 10-minute morning break. During this time those students who have earned enough **Care Credit** are allowed to have a quick recess outside. Those who have not earned enough **Care Credit** remain in the classroom to complete break-work or reflection work brought by the Dean of Students (DOS). Jo has earned the required **Care Credit** to have a quick recess, so at 9:40 she and her classmates are allowed to play either outside or with board games in the hallway just outside of the classroom. Mr. Price is in the hallways to keep an eye on all of the students while they enjoy their recess. When he notices Jo, he comes over and says, "Jo, I hear you are in first place for the book reading competition, keep up the great work." Jo is happy to hear that from Mr. Price, the Dean of Students.

9:50 AM – 11:30 AM

After the morning break, Jo studies Social Studies and Computer Science for 50 minutes each. Jo enjoys Computer Science because she knows how to compose essays using Microsoft Word. Jo enjoys typing because she can almost type all of her letters without looking down at the keyboard; she is always impressed when she sees Mr. Krett typing without looking at his hands.

11:30 AM – 12:20 PM

This is one of Jo's favorite parts of the day. She gets to snuggle on the rug with her favorite stuffed animal from the teacher's basket and she gets to read a book that really interests her. She has 40 minutes to read and then 10 minutes to respond to guiding questions in the Reading Log notebook that her teacher gave her at the start of the year. Jo is already on her third book of the year, with over 1000 total pages, and it is not even November!

12:20 PM – 1:10 PM



Following Computer Science class, Jo goes to lunch with her classmates. Jo enjoys lunch; she gets to go outside and play during recess. Jo's lunchtime lasts for 25 minutes, and within that time Jo knows that she must eat her lunch and play outside. When it is time to go to her classroom for Guided Reading, Jo sees Mr. Prices holding up his right hand in the air; when he does this, all of the students outside have to stop playing and listen for his instructions. Mr. Price says, " Line up with your class and proceed to Guided Reading." Ashton is the class captain, so he is the first in line; Jo is the second. Mr. Prices takes the students to their classroom where Ms. Koller is waiting for them to do Guided Reading with them for 25 minutes while the North Carolina University class goes to lunch, Jo notices them walking to lunch while she is returning to her class.

1:10 PM – 2:50 PM

Jo has two sessions of Math after Lunch and Guided Reading. Math is challenging for Jo, but she is starting to understand the material and she always gets extra help at the end of the day during Tutorial, and her grades are starting to get better, too. Her teacher encourages her every day, and never let's take short cuts!

2:50 PM – 3:00 PM

After Jo completes her lesson in Math she has a "PM Break." There is always a healthy snack and a chance to stretch their legs and do a few encouraging cheers as they get ready for their last classes of the day. Jo enjoys the PM break because she practices for the daily spelling bee that Mr. Crane holds as she and her friends await the school bus.

3:00 PM – 4:40 PM

After the PM Break Jo has her daily science class where she gets to learn new science vocabulary and engage in hands-on science experiments with her classmates. Then she spends the last class period with her math teacher working on her math skills and getting to re-take a quiz from last Friday to show how much she has learned.

4:40 PM – 4:50 PM

Following her tutoring block, Jo prepares with her classmates for dismissal. She gathers her backpack from her classroom, checks her homework binder with her binder buddy, and quickly lines up in the hallway adjacent to the parking lot. Jo's mother works evenings, so she takes the bus home where her older sister waits for her. Jo stands in line quietly waiting for Mr. Crane to arrive. She loves his daily spelling-bees. Once the buses arrive, Mr. Crane looks at Jo and her friends and says with a smile, "I care about you," and they all respond with a sea of their young smiles, "I care about my future."

c. Sample Teacher Schedule

For each division of the school provide a sample teacher schedule for a typical week of instruction including:

- Length of teachers' work day; Time devoted to core teaching assignments, planning, and other activities; and,
- A brief scenario describing a typical teacher day and week.

Figure 7.07: Sample Lower Academy Teacher Schedule (Regular)				
Time		Teacher		
In	Out	Planning	Support	
7:00 AM	7:10 AM	Staff Morning Huddle		0:10
7:10 AM	7:40 AM	Student Arrival		0:30
7:10 AM	7:40 AM	Breakfast		
7:40 AM	8:00 AM	AM Homeroom		0:20
8:00 AM	8:50 AM	ELA		0:50
8:50 AM	9:40 AM	ELA		0:50
9:40 AM	9:50 AM	AM Break		0:10
9:50 AM	10:40 AM	Prep		0:50
10:40 AM	11:30 AM	ELA		0:50
11:30 AM	12:20 PM	ELA		0:50
12:20 PM	12:45 PM	Lunch		0:25
12:45 PM	1:10 PM	Guided Reading		0:25
1:10 PM	2:00 PM	Prep		0:50
2:00 PM	2:50 PM	Prep		0:50
2:50 PM	3:00 PM	PM Break		0:10
3:00 PM	3:50 PM	Grade Level Collaboration		0:50
3:50 PM	4:40 PM	Tutoring/Intervention		0:50
4:40 PM	4:50 PM	PM Homeroom		0:10
4:50 PM		Student Dismissal		
Total				9:50
5:00 PM	5:10 PM	Staff Evening Huddle		0:10
Total Hours for Teachers				10:10

Figure 7.08: Sample Lower Academy Teacher Schedule (Abbreviated)				
Time		Period	Teacher	
In	Out			
7:00 AM	7:10 AM	Staff Morning Huddle	Huddle	0:10
7:10 AM	7:40 AM	Student Arrival	Threshold Greeting	0:30
7:10 AM	7:40 AM	Breakfast	Duty	
7:40 AM	8:00 AM	Town Hall	Duty	0:20
8:00 AM	8:40 AM	1st Period	ELA	0:40
8:40 AM	9:20 AM	2nd Period	ELA	0:40
9:20 AM	9:30 AM	AM Break	Duty	0:10
9:30 AM	10:10 AM	3rd Period	ELA	0:40
10:10 AM	10:50 AM	4th Period	ELA	0:40
10:50 AM	11:15 AM	Lunch/Guided Reading 1	Lunch	0:25
11:15 AM	11:40 AM	Lunch/Guided Reading 2	Guided Reading	0:25
11:40 AM	12:20 PM	5th Period	Prep	0:40
12:20 PM	1:00 PM	6th Period	Prep	0:40
1:00 PM	1:10 PM	PM Homeroom	Duty	0:10

1:10 PM	Dismissal			
1:30 PM	3:30 PM	Professional Development	PD	2:00
	Total			8:30

Figure 7.09: Sample Middle Academy Teacher Schedule (Regular)

Time		Period	Teacher	
In	Out			
7:00 AM	7:10 AM	Staff Morning Huddle	Huddle	0:10
7:10 AM	7:40 AM	Student Arrival	Duty	0:30
7:15 AM	7:40 AM	Breakfast	Duty	
7:40 AM	8:00 AM	AM Homeroom	Homeroom	0:20
8:00 AM	8:50 AM	1st Period	Prep	0:50
8:55 AM	9:45 AM	2nd Period	Teaching	0:50
9:50 AM	10:40 AM	3rd Period	Teaching	0:50
10:45 AM	11:35 AM	4th Period	Lunch/Prep	0:50
11:35 AM	12:00 PM	Lunch	Duty	0:25
12:05 PM	12:55 PM	5th Period	Teaching	0:50
1:00 PM	1:50 PM	6th Period	Teaching	0:50
1:55 PM	2:45 PM	7th Period	Prep	0:50
2:50 PM	3:40 PM	8th Period	Subject Collaboration	0:50
3:45 PM	4:00 PM	PM Homeroom	Duty	0:15
4:00 PM	4:50 PM	Extra-Curricular	Duty	0:50
4:50 PM	Dismissal			
	Total			8:15
5:00 PM	5:10 PM	Staff Evening Huddle		0:10
Total Hours for Teachers				10:10

Figure 7.10: Sample Middle Academy Teacher Schedule (Abbreviated)

Time		Period	Teacher	
In	Out			
7:00 AM	7:10 AM	Staff Morning Huddle	Huddle	0:10
7:10 AM	7:40 AM	Student Arrival	Duty	0:30
7:15 AM	7:40 AM	Breakfast	Duty	
7:40 AM	8:00 AM	Town Hall	Duty	0:20
8:05 AM	8:55 AM	1st Period	Teaching	0:50
9:00 AM	9:50 AM	2nd Period	Prep	0:50
9:55 AM	10:45 AM	3rd Period	Teaching	0:50
10:45 AM	11:35 AM	4th Period	Teaching	0:50
11:35 AM	12:00 PM	Lunch	Duty	0:25
12:00 PM	1:00 PM	Tutoring/Intervention	Duty	0:60
1:00 PM	1:10 PM	PM Homeroom	Duty	0:10
1:30 PM	3:30 PM	Professional Development	PD	2:00

Total		7:40
Total Hours for Teachers		8:30

All teachers will start the day with a Staff Morning Huddle during which teachers and leadership team will focus on the activities of the day and discuss any issues that require face-to-face announcement. The huddles will be especially important as an opportunity to check in on staff morale and reinforce a positive staff culture. After the Staff Morning Huddle, students will start to arrive at the school; based on the daily roster, a teacher will either be on duty throughout the school for this time or will be at their door greeting students. Breakfast will begin at 7:10 and the teacher will either be on duty throughout the school or in her classroom with the students who have already arrived. The AM Homeroom period will be started at 7:40, and each teacher will be assigned a homeroom. This is where the Pledge of Allegiance, **Buffalo Creek Pledge**¹³, attendance, and daily announcements are conducted. The teacher will teach for up to five periods per day and have three periods for preparation. Dismissal will be at 4:50 PM; the teacher will be on duty if they do not have an extra-curricular group, if they do have extra-curricular they will be preparing for that session instead of dismissal duty. The 10-minute Staff Evening Huddle will begin at 5:00 PM, during which the team will come together to close out the day.

¹³ "I **care** about my future, I am here to do my **best**. I will prepare for college and develop myself with every task and every **test**. Leadership, Integrity, Focus, and Excellence are the values at **Buffalo Creek**, I will live by them with every action I take to have the future I am here to **seek**."

R-08ad – Specific Populations

a. Struggling Students

Discuss the school's methods and strategies for identifying and serving students who are struggling academically and at risk of academic failure including:

- How the school will determine and identify which students are struggling including within the context of a Response to Intervention (“RTI”) program. The applicant should clearly define the term “struggling student” as it would be applied in the school;
- The strategies, programs, and resources (including personnel) the school will devote to assisting struggling students both within general education classrooms and in other settings, e.g., planning time, small group instruction, tutoring, targeted assistance, technology, staff and consultants, etc.;
- Any research or evidence that supports the appropriateness of the proposed approach; and,
- The process that the school will use to evaluate the efficacy of the program and ensure that the school is meeting the needs of these students.

Special Student Populations and Response to Intervention

As a grade 5-12 charter school proposed for a chronically underachieving community of students, we expect that the majority of students who enroll in our school will struggle with grade level material.

We outline below the various stages of intervention we will take starting in Year 1 and continuing in all years, including the process we will take to identify those students who may need more intense interventions to build school success. At Buffalo Creek Academy we define a struggling student as one that continuously experiences difficulty accessing the intended curriculum either due to academic ability (diagnosis-based) or insufficient prerequisite skills/knowledge required to learn the content needed to complete a series of assigned tasks measure by grade-level objectives (learner preparedness). We will specifically identify a struggling student as one who has earned NYS Level 1¹ on the previous year's state assessment in English language arts and/or Mathematics and/or performs in the lowest quartile of performance and fails to make adequate progress on the Northwest Education Association Measures of Academic Progress (“NWEA MAP”) as outlined in our Accountability Plan found in **Request 6**.

In order for us to provide the need-responsive services for our diverse student body, we will utilize (a) regular interventions, (b) school-wide procedures, and (c) specialized support teams. All interventions will be made available to all students, including those who are English Language Learners (“ELLs”), those with special needs, and those entitled to accommodations under Section 504. Our mission is to prepare fifth through twelfth grade students to graduate from college and positively impact our community through rigorous academics and a structured learning environment. This mission is a promise to every Buffalo Creek Academy family who enrolls their student in the school and directly informs our plans to successfully educate our struggling students.

At Buffalo Creek Academy, our assessment system, data collection protocols, and RTI procedures will ensure that we are able to identify academically struggling students and design student support programs that further all students towards high academic achievement, measurable at formative and summative points throughout and at the end of each school year.

The Buffalo Public Schools Committee on Special Education (“CSE”) will be consulted if there is a situation where any student is not making adequate academic progress, or the school's designed interventions are insufficient. All families will be contacted when a student's status is upgraded to Tier 2 or Tier 3 and will be consulted when the student's case is referred to the CSE.

¹ <http://www.p12.nysed.gov/irs/pressRelease/20180926/documents/ela-2018-scale-score-performance-level-conversion-charts.pdf>.

In Years 1 and 2, the Executive Director will oversee a Leadership Team to include a Dean of Students, Operations Manager, Curriculum Coordinator, and Student Support Coordinator², who will be a licensed special educator in the State of New York.

In Years 3 and 4, the Team will grow to include two Academy Principals, one for our Lower Academy (5-6) and the other for our Middle Academy (7-9), respectively. In Year 5, we will hire a Chief Academic Officer who will supervise the academy-level principals and add a Director of Operations, Director of Development, and Director of Student Support Services. Opening with 112 students in Year 1 (grades 5-6), maximum capacity during the charter term will be 336 students (grades 5-10); maximum capacity at scale will be 448 students (grades 5-12).

As stated, the Executive Director will recruit and hire a Student Support Coordinator, a licensed special educator in the State of New York, who will maintain responsibility over all Buffalo Creek Academy programs for specific populations (Special Education, Speech Therapy, Response to Intervention, etc.). Each Academy Principal will be responsible for collecting, tracking, and evaluating behavioral and academic data during and at the end of each quarter and overseeing the RTI process for all students to ensure their success. Cumulatively, Buffalo Creek Academy will use reliable and frequent assessment data, school management/leadership, and oversight from the Board of Trustees and its Academic Achievement Committee to ensure that the academic program is assessed for the degree to which it is effectively educating all children and that we take the necessary action steps to address any challenges in students' academic growth throughout and across all years and across all subgroups.

Response to Intervention (RTI)

As mandated under the federal Individual with Disabilities Education Act (IDEA) most recently amended in 2015 as a part of the Every Student Succeeds Act ("ESSA"), our RTI program will provide, on a granulated level, academic data which will be used by teachers to make the necessary changes and adjustments to ensure that students needs are being met and that measurable and adequate academic progress is being made.³ Teachers will access data using a platform such as Kickboard, prepared by the Manager of Operations. Each Academy will prepare a monthly Academic Report which will detail monthly academic growth, unit and interim assessment data, as well as NWEA MAP results in order for the Executive Director, the Board, and its Academic Achievement Committee to effectively monitor student achievement at the whole school, sup-group, and struggling student levels, and will allow management and governance to transparently see the growth and absolute performance of students who are receiving RTI interventions.

RTI for Academics

Tier 1 interventions are those which are offered to all students and are part of our academic program for all students; at their core is regular progress monitoring (daily exit tickets, weekly mastery quizzes, unit assessments) and annual standardized testing, as well as such teacher activities as effective classroom circulation and academic monitoring during the class period, proximity to increase student focus and attention.⁴ The Executive Director will be responsible for final oversight of the Academic RTI program, will delegate that oversight to Academy Principals as hired, and will report program status to the Board of Trustees each month within our regularly scheduled Board

² In Years 1 through 4, the school will employ a Student Support Coordinator. This position will grow into a Director of Student Support Services in Year 5.

³ Zirkel, Perry A. "Response to Intervention: Lore v. Law." *Learning Disability Quarterly*, vol. 41, no. 2, May 2018, pp. 113–118. EBSCOhost

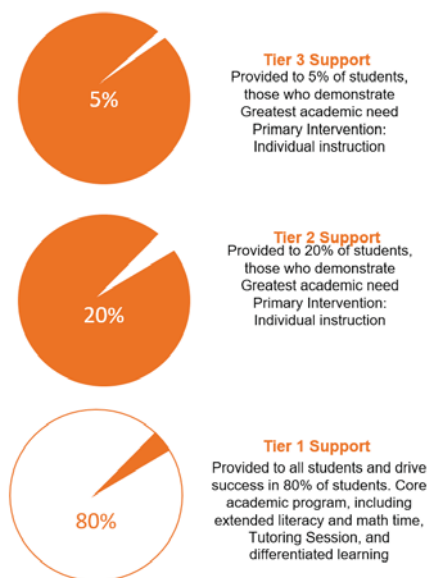
⁴ "Tier I Interventions." https://www.corwin.com/sites/default/files/upm-binaries/34841_Collier_RTI_for_Diverse_Learners_Ch1.pdf.

meetings and each month within our Academic Achievement Committee meetings; all meetings are outlined in **Request 14**, are open to the public. The Student Support Coordinator and Director of Student Support Services as hired will be the responsible officer for the program and will manage it day-to-day. When/if students fall into the bottom 10% of the grade-level cohort based on interim assessment scores and course grades that occur at the end of each grading cycle, and/or a student is identified as a struggling student as defined by the school (see above), the student will be referred to RTI Tier 2 interventions and will involve meeting with the family to inform them of their student's academic status and the school's next steps for intervention and support.

Students who are receiving Academic RTI Tier 2 support will receive weekly group academic counseling provided by the Student Support Coordinator or another appropriate member of the intervention team to practice study strategies, discuss homework completion rates, seek assistance in areas of struggle, create more targeted strategies for maintaining focus during class, and reflect on weekly academic performance. Students who are receiving Academic RTI 2 support will also attend Saturday Academy for the upcoming academic quarter, there will be meetings between the students' parent(s)/guardian(s) and the Student Support Coordinator and Curriculum Coordinator (Y1), and the Academy Principals (Y2 and beyond). Students requiring differentiated intervention for mathematics and literacy would also receive such support in Academic RTI 2.

Students who receive Academic RTI 3 support will receive weekly academic counseling during which they will conduct a root cause analysis for the cause of their lower grades and assessment results and will work with their assigned intervention teacher (a general teacher who has been trained by the Student Support Coordinator) to establish weekly goals. Academic RTI 3 support may also include being assigned to a licensed special education teacher for weekly meetings providing support for homework, differentiated math and literacy supports, reflections on academic progress, and Saturday School interventions.

Figure 8.01: Response to Intervention Tiers of Support⁵



⁵ Buffalo Creek Academy has adapted an RTI model based on the New York State Response to Intervention Technical Assistance Center Framework, retrieved from www.nysrti.org.

RTI for Behavior

At Buffalo Creek Academy, we believe that a highly structured and caring environment is vital to our ability to provide high-quality instruction. Our behavioral tiers of intervention, embedded within our school discipline policy, ensure that students are able to spend the maximum amount of academic time learning and that teachers are able to spend the maximum amount of time teaching. Our discipline system compliments our belief that “every minute counts” and that we have a mission-driven imperative to do all that we can to (a) reduce and eliminate any distractions from learning and (b) develop within students the behavior that will propel their individual success. We accept that there will be circumstances that arise that are not those that will be resolvable during the lesson.

Behavioral Tier 1

Our school discipline policy will include a credit score system where all students earn points for good behavior or lose points for behavior that runs contrary to our **LIFE Values** and any school policies. Students who do not wear their uniform properly, do not arrive to class on time, or do not abide by the rules of the classroom will cause them to lose credit points. When such an incident does occur, the discipline system will allow teachers to maintain their attention on teaching the lesson and students can dedicate their attention towards reflecting on and correcting their own behavior.

In Tier 1, when an incident occurs which can be quickly resolved in the lesson without causing a distraction, the teacher will complete a digital referral for intervention and **Care Session 1** will be conducted with the student by the Dean of Students. The Dean will be equipped with a multitude of tools that will allow the student to appropriately reflect on their behavior. The student will be provided with the opportunity to think through the entire incident and reflect on his/her decision and actions. The student will reflect on how his/her decision(s) and action(s) led to behavior aligned to our **LIFE Values**. The student then will have the ability to establish behavioral goals to ensure that such instances do not occur in the future. The behavior reflection form will then be used as a basis of a **Caring Discussion** between the student and Dean of Students. The Dean will be responsible for scheduling and/or mediating a second **Care Session** as needed.⁶ The Dean will allow the student the chance to explain their illustration of the situation, their actions and decisions, as well as their behavioral goals as part of the first **Care Session**. The Dean and the documents that the Dean will use will be infused with our high expectations and language of **Care** and our **LIFE Values**: “We care about you as a person and as a member of our community and we know that you can behave much better than this.” “We **Care** about you, and this behavior does not reflect the **Leadership** we know you have inside of you.” “We **Care** about you as a valuable member of our school community, and your behavior right now is not showing **Integrity**, and we know you can do much better.” “We **Care** about you, and we need you to **Focus** on the work and behaviors that will build your bright future.” “We **Care** about you as an important member of the Buffalo Creek Academy community, and we need you to demonstrate **Excellence** as a member of our community.”

Tier 2

The Dean of Students will use the completed forms, reflection, and discussion results of the first **Care Session** to determine whether or not the student is ready to return to class. If the Dean determines that the student is prepared to return to class, the Dean will schedule the second **Care Session** with the teacher who referred the student to the Dean’s Office. If either the student or the teacher requests a mediation for the meeting, the Dean will ensure that s/he is the third person at

⁶ Lead Founder and proposed Executive Director Dr. Christopher Manning studied Roxbury Preparatory Academy and observed the forms and staff-student interactions within the Dean’s Office, and will continue to access such models to finalize all processes and documents for Buffalo Creek Academy,

the meeting. If there is no request for mediation, then the meeting will occur between the student and teacher only. In either instance, the meeting must take place before the student can return to the class of the respective teacher. We do this to ensure that every learning environment consists of students and teachers who have mended relationships so that the student and teacher can both make the most of the learning and teaching opportunity in each lesson. These meetings will continue to draw upon our language of **Care** and our **LIFE Values**.

Tier 3

This level of intervention will include weekly **Care Sessions**, and weekly meetings with the advisor, Dean of Students, and parent(s)/guardian(s), and as needed the school's Social Worker which will be in place within our school community in all years. This support professional will be consulted to determine whether or not the student behavior may indicate a need for mental health services and parent(s)/guardian(s) will always be consulted. The entire RTI program is developed to ensure that each student reaches their highest level of academic achievement. When behavior prevents a student from learning, this program is in place to place students back in the classroom for high-quality instruction as quickly as possible.

RTI for Attendance

For a student to achieve the high academic standards we set, a student must be at school every day. We believe that every learning moment is precious, and a full day absence is an enormous loss of such learning moments. As part of Tier 1, students and families will be kept updated on the number of late arrivals and absences they have on weekly progress reports requiring adult signature and return to school, and all families with a late or absent student will receive a call from the office staff of Buffalo Creek Academy on the day of the absence or tardy by 9:00 AM of the same day.

We will monitor student attendance in our weekly Student Success Team (SST) meeting to identify any students struggling with coming to school each day or coming to school on time. Students with four or more absences in a two-month period will be considered to need Tier 2 attendance supports. The Social Worker or the Dean of Students will meet individually with the student to discuss the absences and will also phone home to discuss absences with the parent/guardian. If deemed necessary by the circumstances, a plan will be devised to ensure the student makes it to school on time each day. This might include assisting the family to create a transportation plan or facilitating the purchase of an alarm clock. Students with six or more absences in a two-month period will be considered in need of Tier 3 interventions, including an in-person meeting with the Academy Principal (Executive Director until Principal is hired), Social Worker (or Dean of Students in Year 1), Advisor, student, and parent. This meeting will include action planning for a student to set and meet attendance goals, reiteration of the importance of attendance and expectation of attendance, and information about the potential consequences of continuing excessive absence, including danger of retention if a student has ten (10) or more absences and notification of New York State Office of Children and Family Services if the student has 20 or more absences.

Program Evaluation of Response to Intervention

As part of our annual internal program audit, we will thoroughly review the efficacy of our RTI processes to determine the rate of success of these processes to help students improve their academic achievement, behaviors, and/or attendance. Led by the Student Support Coordinator (later Director of Student Support Services) and supported by the Executive Director and Academy Principal(s) as hired, we will analyze academic, behavioral, and attendance metrics for students before, during, and after the administration of interventions, specifically seeking to understand the degree to which each tier was successful in supporting a majority of students receiving it to improve.

We will consider the feedback of students, families, and staff surveys in understanding the success of our intervention program. Families will provide feedback via hand-written surveys provided by mail with school-provided return mail forms. Returning of these forms will be incentivized to maximize input from as many families as possible. We may undertake case studies of students whose improvement or lack thereof is an outlier to generate, with the supportive expertise of the Student Support Coordinator (later Director of Student Support Services) and special education teachers, which modifications to our processes may aid more students to become successful.

b. Students with Disabilities

Discuss the school's methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations. Please refer to Appendix B – Assurances Regarding the Provision of Special Education Services when creating this response as, if approved, the final charter will incorporate the assurances found in this document. Include:

- A statement agreeing to abide by all of the assurances found in Appendix B of this RFP – Special Education Assurances.
- The process for identifying students with disabilities (child find), especially within the context of the school's RTI process;
- The resources, personnel (including administrative responsibilities), direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching ("CTT"), Special Education Teacher Support Services ("SETSS"), speech therapy, physical therapy, occupational therapy, counseling, planning time, instructional materials, technology, professional development, staff and consultants, etc.);
- The services or settings that will be provided by the school district of the student's residency or through a third-party contract (pursuant to the Act); Any research or evidence that supports the appropriateness of the school's approach to serving students with disabilities;
- The process for coordination between general education teachers and special education teachers or service providers;
- The process that will be used to monitor the achievement and progress of students with disabilities;
- The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met; and,
- Specific professional development for identifying, supporting, and evaluating the progress of special education students including the implementation of RTI and behavioral intervention plans ("BIPs") in the classroom.

Special Education Program

We will abide by all Special Education Assurances as outlined in **Appendix B**.

At Buffalo Creek Academy we are committed to providing a high-quality, college preparatory education for all students, regardless of race, socioeconomic status, and/or eligibility for special education programs. We firmly believe that it is our legal and moral responsibility to improve educational results for children with disabilities and that our commitment to all students regardless of ability is an essential element of our existence as an American public school of ensuring equality of opportunity and full participation for our students with disabilities.⁷

We have established our **LIFE Values** of Leadership, Integrity, Focus, and Excellence for all students and we have designed our curriculum, academic structure, and staffing plan to ensure that all students are afforded a free and appropriate education ("FAPE") within the least restrictive environment ("LRE"). Our student support services will ensure that all students with disabilities, regardless of the designated level of that disability, are afforded to the greatest extent possible maximum accommodations and minimum content modifications to ensure the fullest and most equitable access to the general education curriculum. Our team has analyzed the most current demographics data on Buffalo Public Schools, which reflects that approximately 23% of students are eligible for a special education program. Based upon this data and the more pronounced needs

⁷ Partially quoting Congress's remarks within the IDEA law <https://sites.ed.gov/idea/about-idea/>.

noted within our smaller and more targeted community, we anticipate that 25%⁸ of our incoming students may have Individualized education plans (“IEPs”).

As a key part of our curricular program, we will provide data-informed instruction to all students; in alignment with this approach, our NY credentialed teachers who work with students identified as eligible for an IEP will use student performance data to ensure that the instruction they provide improves student performance and maximizes all students’ access to and measurable success with the general curriculum.

Buffalo Creek Academy will conduct a Summer Professional Development Session each year during which all teachers will be trained on how to access student IEPs and as well as how to interpret them. Teachers will receive training on how to identify accommodations, implement modifications, and establish goals for classroom implementation.

The Executive Director and Student Support Coordinator will supervise and coach all teachers on the correct implementation of the student IEPs. As the school grows, the Academy Principals will coach the teachers within their school divisions - Lower Academy (5-6), Middle Academy (7-9), and Upper Academy (10-12) and with the continued oversight and guidance of the Executive Director and supports and facilitation of the Student Support Coordinator and Director of Student Support Services as hired.

Based on the district average of 23% of students having IEPs, we expect approximately 26 students in each class of 112 to have an IEP. We plan to hire NY licensed special education staff to maintain sufficiently low ratios of students to be able to effectively provide services to our students with IEPs. **Figure 8.02** details our expected ratio of students with IEPs to licensed special education staff.

Figure 8.02: Expected Ratios of Students with IEPs to Special Education Staff

Year	Total Students	# Students w/IEPs	# Special Education Staff	Ratio of Students w/IEPs to SPED Staff
2020-2021	112	26	2	13:1
2021-2022	168	39	3	13:1
2022-2023	224	52	4	13:1
2023-2024	280	64	5	13:1
2024-2025	336	77	6	13:1

The Curriculum Coordinator will be responsible of updating general education teachers on the progress of their students toward program goals during IEP meetings and at the Buffalo Public Schools Committee on Special Education (CSE). The Executive Director will keep the Governing Board informed on the status of our special education program with an academic dashboard that outlines the academic results of all students, and disaggregated results of our students receiving special education services.

Child Find

Our school will use the Child Find search tool once a student has accepted a seat at the school. Upon formal enrollment, we will formally ask whether or not a student has ever been placed on an IEP. The enrollment form will be made available to potential families in multiple languages. For any student not on an IEP who is identified as struggling, we will use the RTI process outlined above;

⁸ The estimated number of students with disabilities differs slightly from the figure in Request 5-b, Enrollment, due to our desire to conservatively plan for staffing and fiscal implications and given the anecdotal evidence from members of our community regarding higher numbers of students with disabilities on the East Side of Buffalo.

if that process is unsuccessful, we will then secure a family's written consent to conduct an evaluation to determine whether there may be a disability.

Records and IEP Storage Requirements

At Buffalo Creek Academy, all IEPs are stored in the Student Support Coordinator's office, in a locked cabinet; this office will always be locked and access to the IEPs will only be made available to authorized personnel by the Student Support Coordinator or the Executive Director. The Executive Director and Student Support Coordinator will be the only two personnel who will possess keys to the office and the cabinet. During the Summer Session, all teachers will be trained on how to access the IEPs. The Executive Director will ensure that all teacher evaluations include implications for IEP compliance.

504 Plans

Our school will ensure that all students learn in an environment that is adapted to their particular learning needs. To accomplish this, there may be situations which require the school to draft a 504 Plan in accordance with the Rehabilitation Act of 1973. We understand that there may be situations when a family may request a plan due to a sudden injury or traumatic event, in which case all responsible school staff will be made aware of the required school accommodation to provide unified support to the student. The Student Support Coordinator and later Director of Student Support Services will oversee the 504-plan program.

Services

Buffalo Creek Academy believes that all students, including those with disabilities, can achieve college readiness. We will provide all students with the curricular resources, instructional techniques, staff, accommodations, and modifications they need to make adequate academic progress and achieve academic success. For all of our teachers and staff to provide such accommodations and modifications, our Student Support Coordinator (Director of Student Support Services) provides annual professional development before the start of each school year and then periodically as needed throughout the school year in understanding and implementing accommodations specified in IEPs for our students with disabilities and for employing strategies that are effective in educating our students with disabilities. As stated, this professional development is delivered both in the summer and throughout the year, and the Student Support Coordinator provides additional support for individual staff members throughout the year in strategies to implement the instructional services outlined in our students' IEPs. This professional development will be scheduled into Friday professional development sessions or full-day professional development agendas, including portions of Data Days to look specifically at the performance of students with special needs. Following up on these sessions, the Student Support Coordinator or teachers may choose to schedule follow-up meetings on an ad-hoc or regular basis to discuss the needs of individual students. The Student Support Coordinator will ensure that additional services are provided as required during the school day, including but not limited to, speech therapy, counseling, occupational therapy, and hearing or vision services.

In the first year, our Student Support Coordinator (later Director of Student Support Services) will act in an administrative and instructional role, devoting half of their time to administration of Buffalo Creek Academy's RTI program and half of their time to special education push-in and pull-out services for students. In subsequent years and until we reach full enrollment in academic year 2026-2027, Buffalo Creek Academy will hire a minimum of one special education teacher licensed in New York State, grow that number each year in response to enrollment growth and student needs and the present. Special education teachers will support students on a specific grade level and will work

with the Student Support Coordinator to monitor students' progress and general education teachers' implementation of accommodations and modifications for each student on their case load.

In tandem with professional development in implementing students' IEPs, staff will receive copy of the accommodations and modifications necessary for specific students in their classes based on their IEPs. All general education teachers will meet individually with a special education teacher in the first 30 days of the school year to review the IEPs for students in the general educator's classes and to discuss the supports needed for each individual student, including those with IEPs. Special educators will meet on a weekly basis with general education teachers in each of the core subjects to ensure that our students' needs are being met. These meetings will be set up on a recurring basis during a common prep period for the special education and general education teacher.

Based on classroom observations conducted by the Executive Director and Academy Principal(s) as hired, Student Support Coordinator/Director of Student Support Services, and special education teachers, ongoing professional development throughout the year for general education teachers will target accommodations that our staff can grow to implement more effectively or more often. As may be required by individual IEPs, Buffalo Creek Academy will contract the services of licensed experts as contractors to provide tutoring, counseling, occupational therapy, or speech and language therapy services overseen by the Student Support Coordinator.

Alignment with Mission, Vision, Curriculum, and Instructional Choices

All decisions that impact students are taken in alignment with our mission, vision, and key design elements. We base our choices regarding how we support our students with special needs on federally mandated and New York State standards and our instructional methods, curricular planning, and implementation will consistently be based on the most current and growing research and empirical best practices throughout the charter term. Our instructional model allows for multiple sessions of small group instruction, guided reading, and pull-out sessions. Under the guidance and supervision of the Executive Director, Academy Principal(s) as hired, and Student Support Coordinator and Director of Student Support Services as hired in Year 5, our school will employ specialized and appropriately credentialed personnel for all programs and adjust our staffing model as well as curricular resources and instructional approach as needed once specific student needs are presented in our inaugural year enrollment and in all future years as well.

Program Management and Evaluation

Under the leadership and oversight of the Executive Director, Academy Principal(s) as hired, and the Student Support Coordinator and Director of Student Support Services as hired in Year 5 who will manage Buffalo Creek Academy's special education program and performance. The Student Support Coordinator, and then Director as hired, will be responsible for:

- Managing and developing all special education teachers
- Leading all special education teachers (fully credentialed in Special Education in New York State) in progress monitoring of IEP goals for students receiving special education services as well as ensuring that all services detailed in the student's IEP are being provided
- Leading annual and ongoing professional development for all Buffalo Creek Academy staff members (including general education teachers) in providing content-specific classroom-based supports, including accommodations and modifications, for all students with special needs
- Safeguarding the privacy of IEPs and related documents in strict compliance with state and federal law

- Serving as the primary Buffalo Creek Academy contact and liaison to the Buffalo City School District Committee on Special Education (CSE)⁹
- Completing all legal reporting requirements for the special education program
- Monitoring progress on nationally normed assessments (NWEA MAP) and internal assessment performance results to the same degree and with the same frequency as for general education students in order to continuously improve the efficacy of our program for all of our students receiving special needs services
- Working with the Curriculum Coordinator to compare student mastery and growth data on standardized measures (including NWEA MAP) and reporting analysis results to the Executive Director and appropriate Academy Principal(s) as hired

At Buffalo Creek Academy, our special education program is one of the most critical pillars of our structural integrity as an institution legally and morally responsible for ensuring that we reach our mission of every one of our students graduating from college and leading a life of opportunity. On a monthly basis (at minimum), the Student Support Coordinator and Director of Student Support Services as hired in Year 5 will analyze and report assessment data comparing our special needs population's progress to that of our general education population during the weekly Senior Leadership Meeting with the Executive Director, Academy Principal(s), and Curriculum Coordinator. If after receiving the detailed weekly report, data shows that specific groups of students or specific individual students are making inadequate progress, we will make the necessary program adjustments to ensure that all students are being prepared to make adequate annual academic progress and ultimately are prepared to graduate from college and positively impact the community. Towards the end of each academic year and before the school's summer break, we will utilize end-of-year assessments, end-of-year academic performance, and family survey data results to inform our formal annual evaluation of our special education program and make the necessary adjustments in staffing, professional development, curricular resources, and instructional and/or behavioral supports as needed for the coming academic year.

c. English Language Learners

Discuss the school's methods and strategies for identifying and serving ELLs in compliance with all federal laws and regulations including:

- *The process for identifying students whose first language is not English and the methods for determining the scope of assistance that these students may need including how the school will ensure that they are not inappropriately identified as students with special needs;*
- *The approach, resources, and personnel (including qualifications and reflecting associated administrative responsibilities) the school will use to meet the needs of ELLs (both within general education classrooms and in other settings);*
- *The research and evidence that supports the appropriateness of this approach;*
- *The process for coordination between general education teachers and staff serving ELLs and professional development for general education serving ELLs;*
- *The process that will be used to monitor the achievement and progress of ELLs including exit criteria*
- *The process that will be used to evaluate the efficacy of the program, instructors and ensure that the needs of ELL students are being met;*
- *How the school will make all necessary materials available to parents of ELLs in a language that they can understand; and,*
- *How the school will make after school and other extra-curricular programming accessible to ELLs.*

English Language Learners

Buffalo Creek Academy will provide an equitable education for every one of our students. We will operate in accordance with all local regulations and federal education laws, including Title IV of the

⁹ Buffalo City School District Committee on Special Education <https://www.buffaloschools.org/Page/4449>.

Civil Rights Act of 1964 and the Education Opportunities Act of 1974, New York State Education Law 3204, Section 3. These provisions provide protection for students who speak home languages other than English.

We estimate that our English Language Learner (“ELL”) population will be approximately 16%¹⁰ based on the ELL population in the Buffalo Public Schools District and that of four more targeted community of Schiller Park and surrounding area(s). We believe that the best way of providing a quality education to our ELL student population is primarily through the utilization of push-in Structured English Immersion services as well as small group instruction for learners who are still developing their language skills. We will do this by employing certified English Language Specialist, all certified in teach English to Speakers of Other Languages (ESOL). As our school grows we will continue to grow our English Language Specialist Team in order to maintain high quality instruction to all students up to and including when we are enrolled at full capacity of 336 students in the academy year 2024-2025. For more details on staff growth please review section **Request 12**.

Identifying English Language Learners

Buffalo Creek Academy will operate in compliance with guidance as found in the SUNY application:

- The process begins with the **Home Language Questionnaires** to screen all new entrants to New York State schools for potential limited English proficiency.
- If the home language is other than English or the student’s native language is other than English, then appropriate school staff should conduct an informal interview in the student’s native language and English.
- If a student speaks a language other than English and speaks little or no English, then the school should administer the New York State Identification Test for English Language Learners (“NYSITELL”). A score below the designated cut score for the child determines eligibility for English as a second language (“ELL”) or bilingual services. The NYSITELL is administered only once to each incoming student.
- The exit criteria for students who are ELLs are as follows: Student achievement or progress in the English language is measured annually with the New York State English as a Second Language Achievement Test¹¹ (“NYSELLAT”). The scores on the NYSELLAT indicate the proficiency level (Beginning, Intermediate, or Advanced) the student has achieved each year, and whether or not the student’s level of English is high enough to exit the ELL or bilingual program. Additional information regarding the NYSELLAT is available at: www.p12.nysed.gov/assessment/nysELLat/.

Providing Services for English Language Learners

Our students who receive services for English Language Learners will maintain equitable access to all high-quality instruction occurring within our school as well as additional supports to develop their English language skills and ensure that they are successful in our school.

At Buffalo Creek Academy, it is our moral and legal obligation and responsibility to ensure that supports are provided within the school day and we will utilize push-in services from the EL

¹⁰ The estimated number of ELLs differs slightly from the figure in **Request 5-b, Enrollment**, based on the growing refugee and immigrant population in Buffalo, as well as our desire to conservatively plan for staffing and fiscal implications.

¹¹New York State English as a Second Language Achievement Test <http://www.p12.nysed.gov/assessment/nyseslat/>.

Specialist, as well as collaboration between the EL Specialist and general education teachers to provide support to our ELL students. Further, we will conduct small-group instruction during our 50-minute Tutoring Session period which will occur four times per week, Monday through Thursday. For more details on our daily schedule, please see **Request 7**.

To ensure that students are not separated from their peers or provided with different academic expectations, we will use a structured English language immersion model. We expect that the majority of ELLs in our school will attend all of the same academic classes as their peers but will experience some supports in class and some small group pull-outs during independent practice times and during our 50-minute Tutoring Session blocks. When the situation occurs where a student's language proficiency level is preventing normal classroom participation we will regulate the amount of time that student spends inside of the mainstream class and with one of our EL Specialist for the purposes of English instruction. The overall objective of our ELL approach is that all of our ELLs will develop their English skills to reintegrate into mainstream classes in the shortest amount of time possible. During these developmental stages, ELLs will be immersed within mainstream classes for part of the day to listen and speak English, providing all ELLs a chance to learn from their native-speaking peers who are also important language models. We believe that every student enrolled at Buffalo Creek Academy can succeed, and our ELL supports are designed with the same ultimate academic goals for ELL students as for all other students.

One primary method for meeting the specific educational needs of ELLs will be our extended time for literacy and small group supports for literacy instruction. We will use dedicated time and small groups in Reading Circle and Tutoring Session blocks and small group stations during our ELA Reading and Writing blocks to deliver multiple daily opportunities for small group instruction for our ELL students. For more details of Reading Circle, Tutoring Session, and our ELA Reading and Writing blocks, please see **Request 6**.

The Student Support Coordinator and Director of Student Support Services as hired in Year 5, in partnership with the EL Specialist, will oversee the implementation of an individualized support plan for all ELL students. This support plan is completely separate from the RTI process for struggling students and is specifically targeted toward the English language acquisition needs of ELL students. The plan will be carried out by general education teachers in partnership and with support from the EL Specialist. Using ongoing assessment data and the feedback of general education teachers, the Student Support Coordinator/Director of Student Support Services and EL Specialist will check-in weekly to ensure that ELL students are receiving the necessary supports and adjusting the plans for these supports as necessary when students need greater or lesser intervention to succeed.

At Buffalo Creek Academy, we believe that literacy is critical to successful learning, and we believe that all students must work hard toward the same high academic standards. Therefore, it is with this firm conviction that we will work in all years of the charter term to ensure that we implement the best practices, informed by ongoing research and empirical best practices, in literacy instruction in every subject, and not just in ELA. We also hold the belief that every teacher must be a literacy teacher and that literacy is a focus point that stretches across disciplines and grade levels.

Vocabulary-focused Instruction

At Buffalo Creek Academy, we will identify a set of key vocabulary words to teach across multiple contents and Advisory each week. Research tells us that students need to see and hear vocabulary terms multiple times within multiple different contexts and using multiple methods of expression. The emphasis of these words will happen in English Language Arts classes and Social Studies, as well as in Advisory. Literacy teachers at each grade level, with oversight from the Curriculum Coordinator or Executive Director and Academy Principal(s) as hired, will lead the selection of

these key vocabulary terms and will share them with the Social Studies teacher and all Advisors for instruction in these other venues. The Curriculum Coordinator, or Executive Director in Year 1, will observe this instruction and iterate this program as necessary to ensure that all students, including ELLs, are acquiring this academic vocabulary.

Integration of Oral and Written Literacy into Content Instruction

For ELLs and for every student, we believe that one key to being ready for college success is the development of a confident voice. Our students need the skills to speak with one another fluently and eloquently, and they will practice speaking to peers and to their class in all content areas. We will use common rubrics for spoken literacy and writing to ensure that students develop a unified skillset in English literacy across contents. Content presented in any course, whether text, images, video, or speech, will often be followed by an opportunity for students to respond in writing and in conversation with a partner. Teachers will be taught and coached to hold students accountable to their efforts in both writing and conversation to provide frequent practice and feedback for students in both communication forms. ELLs will particularly be well served by this frequent practice, but this routine will benefit the learning of all students.

Regular Opportunities for Writing

Our teachers will model annotation for our students and our students will be taught, supported, and consistently required to take notes and reflect on the new knowledge gained during daily lessons. Students will experience this practice across disciplines to best ensure that all teachers are working to build our students into strong learners with increased command of the English language. Teachers will provide feedback on students' writing in multiple ways, from informal assessment and commentary to formal grading based on writing rubrics that will be shared across contents.

Small Group Instruction

Small group coordination will be managed by the Student Support Coordinator and Director of Student Support Services as hired in Year 5 and implemented by the English Language Specialist and general teachers. During the 50-minute tutoring block provided four days per week Monday through Thursday, there will be various student groupings, with some working on comprehension while the others practicing their speaking skills or studying vocabulary required for the next day's classes. Intervention groups will be revisited informally on a weekly basis to ensure that students receive the help that they need in their literacy and math courses and during our 50-minute tutoring block, as well as more formally at the end of each marking quarter. ELLs who need specific language acquisition help will be placed in aligned small groups for instruction in their specific area of need, using the most immediate identification and implementation process, with this differentiation allowing us to provide students with what they need most to improve their English skills.

Program Implementation and Evaluation

At Buffalo Creek Academy, our English Language Learner program is another one of the most critical pillars of our structural integrity as an institution legally and morally responsible for ensuring that we reach our mission of every one of our students graduating from college and leading a life of opportunity. On a monthly basis (at minimum), the Student Support Coordinator will analyze and report assessment data and academic progress. Said progress will be measured by our ongoing assessment mechanisms: daily exit tickets, weekly quizzes, and unit assessments. On an annual basis, every identified ELL student will take the New York State English as a Second Language Achievement Test ("NSYESLAT") to reassess their need for ELL services and ELL status. Students who achieve proficient results as determined by designated cut-off scores on this exam will be exited

from ELL services. If after receiving the detailed weekly report, the data shows that specific groups of students or specific individual students are making inadequate progress, we will make the necessary programmatic adjustments to ensure that all students are being adequately prepared to make sufficient annual academic progress across all content areas and ultimately are able to graduate from college and positively impact the community. Towards the end of each academic year, and formally before the school's summer break, our school will utilize end-of-year assessments, end-of-year academic performance, and family survey data results to inform our evaluation of our English Language Learner program and make the necessary adjustments of staffing, professional development, curriculum resources, instructional techniques, and supports as needed. For more detail on this review and its place within our annual internal program audit, please see **Request 5**.

Ensuring Equal Access for All Students and Families

At Buffalo Creek Academy we believe that parent partnership is essential to every child's success. All parent-facing communication documents will be translated into the home language that families provide to us when students enroll into Buffalo Creek Academy, and that all school meetings have the necessary interpreters to the greatest extent possible. Our continuous communication practices will ensure that all families and all students have equal access to all the programs and student expectations offered by our school. Programs include, but are not limited to, after-school or extra-curricular programs; translation of all communications will ensure that parents have full access to our school and to programs and events such as International Day, Open House, Student-Led Parent-Teacher Conferences, and other opportunities that allow families to engage with and actively participate in our school community. We will ensure that our operations staff, and specifically our Office Manager who will be the first point of daily contact for our families, consists of personnel who are fluent in the major languages represented by our student and families population. We will contract with local translation services as necessary and appropriate for translation into other home languages of our families.

d. Gifted and Advanced Students

Discuss the school's methods and strategies for identifying and serving students who are academically advanced and/or gifted and at risk of not being adequately served including:

- *How the school will identify advanced and/or gifted and talented students; and,*
- *Strategies and programs the school will use within general education classrooms and in other settings to accelerate learning for advanced and gifted and/or talented students.*

At Buffalo Creek Academy, we believe that rigorous academics in middle and high school will prepare our students to excel in and graduate from college; in light of this belief, we believe that we must act with immediacy when a student is reading far below their grade level as well as when they are above it. We will be steadfast in our responsibility to adjust our program for students who perform above their grade level by providing them with the challenges they need.

Buffalo Creek Academy will identify advanced and gifted students early by utilizing Northwest Evaluation Association Measures of Academic Progress ("NWEA MAP") assessments three times per year, and specifically the reading comprehension and mathematic assessments within the NWEA MAP assessment tools. Students with performance result that are above the 90th percentile, and thus in the upper decile of national achievement, will be identified as needing greater academic challenges in at least part of their program. Students who complete grade level work with ease, as identified by their teacher(s), will also have several supports for greater challenge in their academic experience, including challenge work during our daily Tutoring Session block, leveled independent reading, and in-class challenges.



During our daily 50-minute Tutoring Session block, we will provide students with extension and challenge work to push their thinking. This work might be math problems that pose a greater challenge than standard math work, science articles or other written and media-based texts on more advanced topics or more sophisticated treatment of similar topics, with challenge questions to accompany them, or special projects in technological problem-solving. Planning of this work will be led by Tutoring Session facilitators, typically general education teachers overseeing a whole-group Tutoring Session and will be supported by discipline-specific teachers during our Friday professional development sessions as needed.

Students who need the least intervention will be in large-group Tutoring Session sections, and the Curriculum Coordinator and Student Support Coordinator will support teachers facilitating a whole-group Tutoring Session to identify appropriate challenges for students in their Tutoring Session group and to share these challenge opportunities to create a bank of such learning activities to provide to students who are gifted or advanced. Students will also always have an independent reading book, and they will choose that book based on their reading level.

Grade Level Leaders will collaborate with teachers on their grade level to ensure that all students are benefitting from a rigorous academic experience appropriate to their level of challenge, with coordination occurring on a weekly basis. Our curriculum has also been designed to adapt for students performing at the advanced level. In mathematics our 8th graders have the option of taking Algebra I, depending on their performance in the math area in the 7th grade, placing them on course to take advanced statistics or discrete mathematics by the time they are in grade 12. Students in our high school also have wide access to Advanced Placement (“AP”) studies across content areas.

R-09ad – Instructional Leadership

a. Instructional Leadership Roles

Describe instructional leadership in the school over the first five years of operation including:

- Specific roles and responsibilities of the personnel who would provide instructional leadership in the proposed school;
- The process and criteria for identifying and selecting instructional leaders, including how such criteria aligns with the school’s educational philosophy and mission; and,
- How instructional leaders will monitor the effectiveness of the academic program and at-risk students’ academic performance.

Instructional Leadership Team Years 1-5

At Buffalo Creek Academy Charter School (“Buffalo Creek Academy”) we hold firm to our belief that high-quality instruction is pivotal to our mission of preparing fifth through twelfth grade students to graduate from college and positively impact our community. Therefore, we know that the instructional leadership staff that is hired to lead instructional activities within Buffalo Creek Academy will have a major impact on our school’s success.

We believe that the Executive Director of Buffalo Creek Academy must be the key visionary for our instructional program and someone who will be able to lead the academic leadership team and develop current and future leaders for additional roles as the organization grows over time.

In Year 1, we will have an Executive Director and Curriculum Coordinator; in Year 2, we will add the Lower Academy Principal and Grade Level Leads who then together will make up the Instructional Leadership Team. The number of Grade Level Leads will grow each year in tandem with the number of grades in the school. In Year 4, we will add a Middle Academy Principal.¹ Opening with 112 students in Year 1 (grades 5-6), maximum capacity during the charter term will be 336 students (grades 5-10); maximum capacity at scale will be 448 students (grades 5-12).

Figure 9.01: Growth of Instructional Leadership Year 1 to Year 5

Positions	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Executive Director	1	1	1	1	1	1
Academy Principal(s)	0	0	1	1	2	2
Curriculum Coordinator	1	1	1	1	1	1
Grade Level Leader(s)	0	2	3	4	5	6

Roles and Responsibilities

The roles of our Instructional Leadership Team are outlined below.²

The **Executive Director** has an operational leadership role and an instructional leadership role. The full role is described in **Response-12** and the instructional role is as follows.

The Executive Director’s role is driven by the mission of Buffalo Creek Academy, and s/he is responsible for all resources and management required for the school to fulfill its mission. S/he sets the instructional vision for the school and manages, directly or indirectly, all instructional staff to execute their roles towards this vision. S/he manages Academy Principal(s), Student Support

¹ We intend to add the Upper Academy Principal in Year 6, after this charter term.

² Our detailed roles descriptions are based largely on training provided by Building Excellent Schools (BES) and specifically those of BES school Valence College Preparatory Academy, a recently approved SUNY charter application for a high-performance urban middle school and a school also incubated through BES.



Coordinator, and Dean of Students. S/he leads the planning of all curriculum, instruction, student culture, adult culture, and professional development in accordance with the mission of Buffalo Creek Academy. S/he coaches teachers in Year 1 and will maintain a small coaching load in all years following, serving as mentor to other instructional leaders within the building. S/he will take an active role in the management of curriculum and instruction, along with the Curriculum Coordinator in Year 1 before the first Academy Principal is hired in Year 2, and increasingly will delegate that responsibility to additional Academy Principals as hired.

The **Curriculum Coordinator** is the primary owner of curriculum and instruction in the school, primary planner of content-based professional development, and coach for all teachers in their subject areas of purview. Buffalo Creek Academy will employ a Curriculum Coordinator in all years, starting in Year 1, and with the Executive Director will work to develop the curriculum for each grade as added through enrollment and grade growth, transitioning that responsibility to each Academy Principal as hired. Academy Principals will plan and oversee all assessment program elements for the content areas of their responsibility. At maturity of the school, with three Academy Principals, the Executive Director will distribute responsibilities for these programs between those in each role.

The **Student Support Coordinator** oversees the special education program, all services for English Language Learners (ELLs), and all social work and counseling services. S/he directly manages all special education teachers, social workers, and EL specialists, and manages the procurement and logistics of all contracted services to support students with IEPs. These services may include speech therapy, occupational therapy, counseling services, or other services detailed in students' IEPs. S/he is responsible for compliance with all applicable special education law, and s/he oversees all support and academic intervention systems, including Homework Center, state testing, and Saturday Academy. S/he is responsible for implementing the Academic Response to Intervention system (see **Response-08** for details) and overseeing the tracking of students' progress within the system.

Our **Grade Level Leads** ("GLLs") are full-time teachers with the leadership responsibility to monitor, support, and report on the adult and student cultures of their grade level team. GLLs work with the Dean of Students to plan meetings and professional development for their grade level teams to ensure that students receive a consistent experience of the cultural and disciplinary system, as well as the consistent academic systems in each grade level like writing rubrics or common vocabulary focuses. Grade Level Leads will be designated starting in Year 2, with grade level culture led fully by the Dean of Students in Year 1.

Instructional Leadership Selection and Recruitment

Instructional leaders will be selected based on their demonstrated ability to carry out the tasks in their job description, their belief in the mission of Buffalo Creek Academy, and their demonstrated work ethic, professionalism, and ability to collaborate. We aim to source some instructional leaders from inside of our organization as we grow and others from outside of the organization to ensure that ideas and experience continue to flow into our leadership team. Leaders that are sourced from inside of Buffalo Creek Academy will be selected based on the results they have achieved in their previous role(s), most importantly student achievement but also the results of manager reviews and survey results concerning their work. All leaders, including those sourced from within, will complete a formal interview process with the Executive Director.



When we conduct an external search for an instructional leadership position, we will use online job postings and a national search to cast the widest net possible. We will recruit from Building Excellent Schools' extensive national talent database, professional networks through various graduate schools of education, existing charter schools, CMOs, and urban education organizations such as Teach For America. All applicants to Buffalo Creek Academy will submit a resume and cover letter, participate in one to three phone interviews, and participate in a full-day interview including a demonstration lesson, coaching practice, and leadership planning exercise.

We believe that to understand whether a candidate will be a strong instructional leader, we must provide them with multiple opportunities to show how they will instruct students and lead our staff, and thus all vetting processes will have multiple layers of role-specific tasks associated with the responsibilities of that position. Our Instructional Leadership Team's capacity and drive are a tremendous determinant of our students' success, and their thoughtful hiring and management are thus critical to our mission.

Managing, Monitoring, and Evaluating the Academic Program

Our Instructional Leadership Team will meet regularly to review a variety of data on a regular basis to reflect on the effectiveness of our program and specific areas of concern and to plan the ongoing work of special initiatives and professional development. Each focus team has been fashioned based on the team's management responsibilities and are described in **Figure 9.02**.

Each of these teams will engage in cycles of inquiry and action planning using the data we collect to iterate on our program. We will also complete a formal annual audit of our program first through each of these lenses. For example, the Student Success Leadership Team will evaluate the efficacy of our behavioral RTI program in its aim of providing effective interventions to help students turn around their struggling behaviors. Centrally, with the most important source of data for our academic program audit being the academic growth of our students, we will complete a formal annual audit of our curriculum and instruction. The Instructional Leadership Team will use assessment data and staff survey data to evaluate the efficacy of our curricula and determine appropriate action plans for making changes or improvements for the coming year. We will also use observation data tracked by instructional leadership, along with staff survey data and student achievement data, to reconsider our instructional strategies and plan changes to the strategies themselves and our professional development and coaching plans to implement them.

The Instructional Leadership Team will especially consider the performance of key subgroups in evaluating the efficacy of our program, including ELLs, students with IEPs and 504 Plans, and gender, race, and ethnicity subgroups. If our data reveals that any of these subgroups have substantial gaps as compared to the performance of our overall student population, we will review all supports and resources being provided to these groups and seek to analyze detailed student performance data to determine the key drivers of these gaps and formulate action plans to close them.

b. Teacher Support and Supervision

Describe the school's approach to ongoing individual teacher supervision and support including (but not limited to) coaching and feedback systems and supports to ensure high quality instructional planning and implementation.

Teacher Support and Supervision

One of our key beliefs is that great teaching is the chief determinant of student academic performance. Absent high-quality instruction, the likelihood of students fitting the same demographics as those living within our proposed community, entering and graduating from college are greatly reduced. At Buffalo Creek Academy, instructional leadership has very direct implication on our mission accomplishment.

- In Year 1, the Executive Director and Curriculum Coordinator will provide support and supervision to all teachers; the Executive Director will coach all ELA subject teachers and social studies teachers, and the Curriculum Coordinator will coach all STEM teachers.
- In Year 2, the Lower Academy Principal will take on the support and supervision of all Lower Academy teachers, with the support of Grade Level Leader; the Executive Director and Curriculum Coordinator will focus on the early growth of the Middle Academy and the support and supervision of teachers in grade 7, with the support of Grade Level Leaders.
- In Year 3, the Executive Director and Curriculum Coordinator will continue to focus on the support and supervision of teachers in the Middle Academy, including grades 7 and 8, with the support of Grade Level Leaders.
- In Year 4, we will add a Middle Academy Principal who will take on the support and supervision of all Middle Academy teachers, with the support of Grade Level Leaders.
- In Year 5, the Executive Director and Curriculum Coordinator will focus on the early growth of the Upper Academy and the support and supervision of teachers in grade 10, with the support of Grade Level Leaders.
- In all years, the Student Support Coordinator will coach all special education and English Language Learner Specialist Teachers.

We hold firm to the belief that the leadership team we build in the initial stages will have to maintain laser-like focus on our performance goals, school culture, student progress, and instructional trends in order for us to succeed at preparing fifth through twelfth grade students to graduate from college and positively impact our community. We also believe that in the startup years of Buffalo Creek Academy, the executive leader of the organization, our Executive Director, must him or herself be a driving force behind the instructional practices within the school that have a daily impact on how our students will experience learning.

Figure 9.02: Instructional Leadership Structure

Focus Team	Personnel Assigned	Meeting Pattern	Data Sources	
Senior Leadership Team	Executive Director Operations Manager Curriculum Coordinator Dean of Students	Weekly	All data from across academic and operational sectors	
Instructional Leadership Staff	Executive Director Curriculum Coordinator Academy Principals (as hired) Student Support Coordinator Grade Level Leaders	Weekly	All data related to academics	Instructional Rounds Classroom Culture Curriculum and Instruction Teacher Professional Development
Cultural Leadership Staff	Executive Director Curriculum Coordinator Dean of Students	Weekly	Parent Survey Data Student Survey Data Administrator Walk-through Data ³ Incident Report Data Attendance	Individual classroom culture Whole school culture Staff culture
Academic Achievement Team	Executive Director Curriculum Coordinator Academy Principals (as hired) Student Support Coordinator Grade Level Leaders	Weekly	Student Academic Performance Results	Assessment Practices Interim Assessment State Level Assessment Readiness
Operational Leadership Team	Executive Director Operations Manager Dean of Students	Weekly	All non-academic data relating to school operations	All non-academic data

Our Instructional Leadership Team is the team charged with supporting our teaching staff to deliver strong daily instruction that will move our students toward mastery in every class. We will establish a culture of constant feedback and open collaboration because we know that our academic program's success rests on the execution of teachers in classrooms. Specifically, our development of teachers will in our early years focus most specifically on developing habits of discussion, optimizing ratio, and executing core taxonomies, all critical to the academic development of our students, as well as on how to intellectually prepare to deliver the content of each lesson. The Curriculum Coordinator and the Executive Director in Year 1 will lead our execution of our vision for instruction.

Quality coaching for teachers is a driver of both student achievement and teacher retention. In any given week, every teacher will receive coaching in multiple venues to facilitate quick growth in instructional capacity. Teachers will receive a minimum of one drop-in observation per day, directed at observation of classroom culture and academic instruction. The Curriculum Coordinator, or the Executive Director in Year 1, will observe every teacher a minimum of once per week for an extended time, at least 30 minutes, with a 30-minute feedback and practice meeting. Additionally, the Curriculum Coordinator will provide 60 minutes of weekly live coaching to provide feedback and development in the moment, which will develop teachers' ability to apply

³ Lead Founder and proposed Executive Director Dr. Christopher Manning has designed in his previous school leadership roles a system that allows administrator to record their walk-throughs by time and location. Incidents are also reported with time and location data. Trend analysis results informs the leadership team where to increase presence to provide a deterrence.

skills that were learned in professional development or coaching meetings. These roles will shift to each Academy Principal as hired and as outlined above.

Just as we believe that each student has unique learning needs and requires a specified approach, it is also our belief that each individual teacher's development must be targeted towards his/her particular needs. Thus, our coaching practices will be based on the needs assessed by observation at the conclusion of summer professional development, Summer Session, and in the first days of the academic year. Using a modified version of the *Get Better Faster* rubric, we will apply live coaching techniques and observation/debrief cycles to ensure that our teachers master a core set of instructional techniques to manage their classrooms effectively and begin to increase the rigor of instruction. Weekly check-ins will include short-term goals and checking in on longer-term goals. Because we will provide teachers with daily lesson plans for the full scope of each course, our coaching in planning will initially be towards teachers' intellectual preparation to ensure content mastery and implementation readiness of the plans they have been provided by the school. We expect teachers to internalize plans by completing the student work in the plans and then to insert scripting of directions, checks for understanding, and priorities for circulation in the plans that they will submit to their coach. Coaches, consisting of the Executive Director or a Curriculum Coordinator and Academy Principal(s) as hired, will provide feedback on the quality of this planning and fidelity of execution during observation. As teachers demonstrate their mastery of this basic planning skill, we will focus on the skills for teachers to modify plans for differentiation or to vary instructional strategies as their practice grows.

At the highest level of oversight, the Academic Achievement Committee of the Board will oversee the results of our teacher coaching and development cycle, first through the growth of our students' achievement results as well as from cultural indicators including attendance and behavior, overall staff retention, and finally annual survey results from staff.

c. Professional Development

Describe how the school's professional development program will assist teachers in meeting students' academic needs and school goals including:

- An overview of the frequency and format of professional development;
- Who will be responsible for leading and providing professional development;
- How the school will identify professional development topics;
- How the school's professional development plans support the school's mission, key design elements, and the target and special populations' needs;
- The process for evaluating the efficacy of the professional development program.

Professional Development

At Buffalo Creek Academy we firmly believe that our mission, vision, academic goals/metrics, and **LIFE Values** are the foundation from which all professionals within our organization will be trained, developed, and evaluated. Our school is designed as a professional learning community, focused on instructional mastery and student success. Our teachers will work from a growth mindset that will make possible an environment that thrives on continuous professional improvement for adults and continuous academic growth for students. Such an environment is only possible when the staff has the highest level of group dynamics. Our professional development program has been designed with establishing achievement-oriented, growth-oriented group dynamics as a key guiding characteristics within our adult community.

Our academic program will operate and ultimately be evaluated based on the results from state and national assessments (NWEA MAP as well as ACT Aspire/PSAT, PSAT/ACT) that will