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| Name of principal: | Micah Hanford |
| Name/number of school: | Cheektowaga Central Middle School |
| School address: | 3600 Union Road Cheektowaga, New York 14225 |
| Identified Subgroup(s): | CCMS/Math |

Directions: Please complete this template using the information collected with the Local Assistance Plan Self-Reflection document. The Plan Template must be shared with the local board of education, be **approved by the local board of education, and be posted to the district's website by no later than July 29, 2016.** Please note: If your school has subgroup(s) that have been solely identified for failing to meet the participation rate requirement, please ensure that you complete "Part III: Promoting Participation in State Assessments" found on page 6 of this plan template. If your school has more than one subgroup identified as a result of performance on state assessments or gaps in performance between the groups and the all students group, please use the results of the Self-Reflection to guide creation of a Local Assistance Plan to address all identified subgroups.

A Message to Parents, the Local Board of Education, and Community Members:

This school has been identified as a Local Assistance Plan School for the 2016-17 school year. The identification was based upon the academic performance of either all students or particular groups of students on state assessments during the 2014-15 school year. Local Assistance Plan Schools are required to conduct a Self-Reflection on the educational program, leadership and instructional practices. The Self-Reflection provides school-based teams with the opportunity to reflect on the practices that exist within the school in preparation for identifying the appropriate next steps for their school. The results of this self-reflection have been reviewed by the school and the district, and have been used to create this plan to improve student academic performance. If you have any questions regarding the identification of the school as LAP, or the plan described within this Template, please contact the school or district directly.

Part I: Whole School Reflection

Identify the date the Local Assistance Plan Self-Reflection Document was completed: **June 21, 2016**

Identify the individuals who helped complete the Local Assistance Plan Self-Reflection Document:

1. **Mrs. Gretchen Sukdolak, MS Principal**
2. **Mr. Micah Hanford, MS Assistant Principal**
3. **Mrs. Kathy Lambert, MS Math Department Chairperson and Instructor**
4. **Mr. Michael Accurso, Social Studies Department Chairperson, Instructional Coach and Instructor**
5. **Mr. Martin Scierczyski, Elementary Instructor, Grade 5 Math**
6. **Ms. Krystal Smith, PBIS SWIS and Secondary Math Instructor**
7. **Mrs. Jackie Jurek, Elementary School Counselor**
8. **Ms. Jeanne Kornowicz, School Psychologist**
9. **Mrs. Nicole Kerner, District Coordinator for PBIS**
10. **Mrs. Kristin Bartnik, MS AIS Department Chairperson and Reading Specialist**

Directions: In thinking about the information gathered using the Local Assistance Plan Self-Reflection Document, and the school as the whole, please answer the following prompts.

Please identify three to five things that the school believes it does well for the identified sub-group:

1. CCMS communicates consistently, the school and district mission/vision with staff, all students and families.
2. Through the cultivation of a positive climate, the CCMS promotes a “culture of success” through the effective support of school level leaders and staff with a focus on student engagement, sharing effective practices (teacher to teacher & via departmental conversation/meetings) and collaboration amongst instructors.
3. CCMS provides time for all staff to engage in professional development on a weekly basis (each Thursday) ; intra-team (weekly) and through district or regional offerings (throughout the school year). These sessions allow for teachers to immediately employ strategies into the classroom setting to help improve student engagement, support for students with disabilities, student growth and learning.
4. CCMS supports the social emotional development of each child with trained school counselors, a school social worker and school psychologist located within the building. This team provides tutoring for struggling students, provides training in the classroom for students (use of the PATHS program), hosts small group and individual counseling sessions, as well as support meetings for families.
5. CCMS has embedded the PBIS model into the school environment. CCMS refers to the model as “Project Positive” and has adopted the “5 B-‘s” (Be on Time and Ready, Be Respectful, Be Responsible, Be Kind, Be Safe) in all areas of student academics, participation in activities, school events and family engagement.

Please identify three to five things that the school believes are barriers that are making it difficult for the school to reach its potential for the identified subgroup:

1. Time for collaboration, due to dismissal conflicts and supervision issues.
2. Lack of substitutes district wide and in the region. Substitute shortage has severely impacted the issues of “time” as it relates to PD offerings, daily coverage and consistency in terms of day-to-day instruction.
3. Changes within the curriculum, CCLS implementation.
4. Data driven instruction –consistent application and review of the data .
5. Increase in student behavioral deficits which impact teaching or re-teaching.

Please identify three to five things that the school believes must happen (needs) for the identified subgroup that are currently not happening:

1. Create a needs assessment (staff, students) and parent survey regarding leadership, support and school needs during summer of '16. Offer these survey tools to the identified groups in the fall of '16 and collect data. Data collected will be used to develop a plan of continuous improvement for the 2016-17 school year.
2. Establish common planning time for departments and teams to meet. Identify and develop process for K-8 departments and staff to meet (specifically: math) in an effort to share data and share effective practices.
3. Provide DDI training and embed training opportunities in data gathering, data- sharing, data- development throughout the school year.
4. Explore with the TAC-D team, PD sessions and workshops in Restorative Justice/Practice; Cultural Responsiveness.
5. Increase access and opportunity for families by offering informational parent nights highlighting the math curriculum; offer digital options for families to stay “up to date” regarding our math program (ie. “Remind” app.; e-mail blasts; student section in online newsletter for students in math) and increase elements of the “flipped classroom” model (utilized by staff) within the building.

Part II: Plan for Overcoming Barriers and Addressing Needs

Directions: Please complete the following chart to create a plan for overcoming barriers for the identified subgroup and/or addressing any needs that must be met for the identified subgroup.

Barrier/Need to be addressed – Choose from the barriers or needs identified in Part 1.

Strategy to be implemented - Describe the strategy that will be used to address the barrier/need.

Resources to be used – Describe what resources (human capital, funding, etc.) will be used to support the strategy.

Specialized PD involved – Describe any necessary professional development that must happen to ensure effective implementation of the strategy.

Mid-year Benchmark Goal (staff efforts) – Describe what will have been accomplished by the middle of the school year in terms of staff efforts.

Mid-year Benchmark Goal (student outcomes) – Describe what will have been accomplished by the middle of the school year in terms of student outcomes.

End of the Year Quantifiable Goal - Describe what will have been accomplished by the end of the school year in terms of student outcomes.

Person(s) responsible for strategy implementation –Determine who will be responsible for implementation of the strategy.

Time period for implementation – List key dates for the planning, implementation, and evaluation of the strategy.

| Barrier or need to be addressed: | Strategy to be implemented: | Resources to be used: | Specialized PD involved: | Mid-year Benchmark Goal: (STAFF EFFORTS) | Mid-year Benchmark Goal (STUDENT OUTCOMES): | End of the Year Quantifiable Goal: (STUDENT OUTCOMES) | Person(s) Responsible for Strategy Implementation: | Time Period for implementation: |
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| 1. Time for collaboration, due to dismissal conflicts and supervision issues | *Change of school start/end times to allow for collaboration after school and Thursday PD time slot. | *All School calendars *All School surveys *Contracts (CCTA & CSEA) *PTA | *Meetings, forums, discussions to review survey information & family input regarding | Following the implementation of changes to school start/end time, staff participation in consistent PD sessions will | CCMS students will see an immediate gain in after school support to include | By increasing remedial offerings before and after school, CCMS students will demonstrate | CCSD and building level administrative teams BOE CCSD families, community and | May-June 2016 : Discussion, presentation to public, letter from superintendent and building level leadership dissemination of |

| Barrier or need to be addressed: | Strategy to be implemented: | Resources to be used: | Specialized PD involved: | Mid-year Benchmark Goal: (STAFF EFFORTS) | Mid-year Benchmark Goal (STUDENT OUTCOMES): | End of the Year Quantifiable Goal: (STUDENT OUTCOMES) | Person(s) Responsible for Strategy Implementation: | Time Period for implementation: |
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| | *Flexible schedules for support staff to provide supervision before and after school. | *School webpage(s) *BOE *District and school newsletters *administrative letters | school time changes. *Staff meetings offered for input and researching past changes in "time". *PD involving collaborative meetings and cooperative groups (KAGAN & Adaptive Schools) | increase at least 10% (from 15-16 to 16-17). | remedial offerings in core subjects and a "study table". | growth on the end of year assessments (local and state). | PTA organizations CCTA & CSEA employees | information. Decision made effective Sept. 2016 August 2016 –posting to web sites; "Welcome Back" information to families to include new time changes for ALL buidings. 2016-2017 school year CCMS time adjusted to now include earlier start time and PD time for Thursdays. |
| 2. Lack of substitutes district wide and in the region which results in inconsistency of instruction within the classroom. | *Develop a plan of action for sub shortages. *Maintain aide staff in locations assigned & limit pulling of supervisory staff. *Recruitment of substitutes. | *AESOP reporting system for analysis of data from 2015-16. *CCMS schedule *Communicate with local teaching colleges for recent graduate information. | *Building meetings with student teachers *Faculty discussions *Meeting with district HR to explore options *PBIS workshops to maintain "positive message" for building | By examining the AESOP data for high needs days during the 2015-16 year, CCMS will pre-determine the greatest needs of '16-'17 and plan to secure substitutes for those days. CCMS leadership will work to recruit student teachers and others desiring to work with a MS population with the appropriate certification requirement. | CCMS students will have qualified substitute teachers consistently in their classrooms when teachers are absent from school. CCMS students will be provided with a higher level of quality, consistent instruction during times of teacher-absence. | By increasing the consistency in instruction to included filling teacher-vacancies with qualified teacher substitutes, CCMS students will demonstrate growth on the end of year assessments (local and state). | CCSD & CCMS administrative leaders | Summer 2016-discussions and gathering of data. Discussions with local teaching colleges, meetings with leaders. 2016-17 School Year-implementation of practices including maintaining aide staff where placed (to support SWD's) and limiting pull-outs. Recruitment of student-teachers who are qualified to join the substitute cadre for CCSD. |

| Barrier or need to be addressed: | Strategy to be implemented: | Resources to be used: | Specialized PD involved: | Mid-year Benchmark Goal: (STAFF EFFORTS) | Mid-year Benchmark Goal (STUDENT OUTCOMES): | End of the Year Quantifiable Goal: (STUDENT OUTCOMES) | Person(s) Responsible for Strategy Implementation: | Time Period for implementation: |
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| 3. Changes within the curriculum, CCLS implementation | Create a needs assessment, and offer professional development for staff based upon identified needs | *Needs assessment 16-17 *CCLS math grade 5,6,7,8 *Math In Focus (MIF) *CCMS Math, Special Education and AIS Departments. *Buffalo State College | *Specialized Math Instruction for Math Teachers, Support Staff, special education teachers *SMART technology sessions, specific to math implementation of the CCLS and the Math In Focus (MIF) *Math AIS instructional support, aligned to CCLS | CCMS teachers and AIS providers will participate in professional development workshops during the summer of 2016 and continuous math development sessions involving MIF, development of multiple types of assessments (formative & summative) and lesson studies, during the 2016-17 school year. | CCMS students will learn new strategies for “thinking” creatively, processing math and will be able to demonstrate these strategies in a verbal as well as written format. | *CCMS students will demonstrate growth on the NYS Math assessment in 2016. *Students will demonstrate a graduated level of progress on the STAR Math assessment. | School district and CCMS building level administration CCMS Math instructors, special education providers and AIS staff BSC Adjunct Professors E1B BOCES Math PD staff | Summer of 2016- Professional Development (PD) schedule provided by Director of Learning to include all Math PD. Teachers assigned and attending. 2016-17 School Year-significant math PD offerings for teachers access to include lesson studies with adjuncts and state; instructional coaching support and the implementation of SMART technology for students and staff. |
| 4. Data driven instruction – consistent application and review of the data | Establish common planning time for departments and teams to meet with a focus on DDI | <i>School calendar; establish time within the school schedule (weekly & monthly). DDI PD for teachers on Thursdays.</i> | Principal works with counselors during schedule development to ensure “time”. Principal ties district goals with building DDI alignment on Thursdays during PD sessions. | CCMS will Identify and develop process for K-8 departments and staff to meet to discuss DDI. (principal will work with director of learning to establish & reach this goal) | CCMS students will receive instruction in the use of their own data in order to set (their own) goals for continuous improvement. | CCMS will see an increase in student use as well as application of data within the classroom. | School Administration School teachers and teacher leaders | 2016-17 school year- Ongoing development of the DDI approach. District and building level leadership align goals to the district vision and mission as well as the districts strategic plan. DDI will become an embedded part of the overall school and district culture. |

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| 5. Increase in student behavioral deficits which impact teaching or re-teaching. | *Training, support for teachers in understanding student cultures and diversity *PBIS embedded within the school environment | *TAC-D Team *faculty meeting presentations; *NYU Steinhardt Center Supports *Warrior Way matrices *school wide celebrations *use of Warrior Way ticket system building wide. | *Restorative Justice/Practice; *Cultural Responsiveness. *Kagan structures *Adaptive Schools *RTI Model *EDI & SDI | Through the use of data, CCMS will identify student behavioral deficits and through the implementation of the PBIS model, teach students the positive behaviors expected in order to replace the negative. Teachers will attend at least 1 workshop involving these systems during the 2016-17 school year. | CCMS students will be able to identify, state and practice “living” the 5 B’s. | CCMS will see a decrease in their suspension rate as well as the number of disciplinary referrals in the 2016-17 school year, as compared to 2015-16. | School administration School faculty and staff | 2016-17 school year-PBIS implementation is district wide. CCMS has embedded, embraced and continues to practice the “Warrior Way.” Attendance at the national PBIS conference in Chicago for Tier II and counselors (elementary) occurring in October. Alignment of ideas, goals and practices with TAC-D team and district strategic plan will bring specialized instruction and PD relative to Restorative Justice, Cultural Responsiveness and the RTI model. |

Part III: Promoting Participation in State Assessments

To be completed only by LAP Schools with subgroup(s) identified solely for the failure to meet the 95% participation rate on state assessments.

As you are aware, the United States Department of Education (USDE) requires that at least 95% of students in each accountability group for which a school is responsible must participate in the state's annual reading/language arts and mathematics assessments. To inform the USDE regarding the efforts of districts to promote participation in state assessments, the New York State Education Department is asking that districts with schools identified as Local Assistance Plan schools for failing to meet the 95% participation rate requirement for one or more accountability groups on an English language arts and/or mathematics accountability measure provide narrative responses to the questions below.

1. How do you plan to communicate with parents and other stakeholders regarding the purposes of the NY state assessment program and regarding the revisions that have been recently made to the NY state assessment program?

N/A

2. Some parents are unaware of how to interpret state assessments results and use them to support their children's learning, which may cause these parents to believe that state assessments do not provide valuable instructional information about their children. How do you plan to provide training to all parents in how to interpret state assessment results and how the assessments are used to support the learning of children?

N/A

3. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments?

N/A