



Name of Principal:	Micah Hanford
Name of School:	Cheektowaga Central Middle School
School Address:	3600 Union Rd. Cheektowaga NY 14225

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 Friday, August 25, 2017.***

Please note:

1. All schools shall complete the School Overview on Page 2.
2. Schools that have been identified for performance shall complete Part 1 and Part 2.
3. Schools that have been identified for participation rate will need to complete Part 3: “Promoting Participation in State Assessments.”
4. Schools that are identified for both performance and participation rate shall complete Part 1, Part 2 and Part 3.
5. Within Part 1 and Part 3 there are questions that are specifically designed for schools that have the same identification this year as last year.

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 2017-18 school year. The identification is based on the performance of certain groups of students in the school on state assessments and/or the school's participation rate on state assessments. Local Assistance Plan Schools are required to conduct a Self-Reflection, which 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 the 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 the school's academic performance and/or participation rate. 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.

SCHOOL OVERVIEW
Name of School: Cheektowaga Central Middle School
Individuals Who Assisted in the Development of the LAP Plan: Mr. Micah Hanford – MS Principal Mr. Fred Hahn – MS Assistant Principal Ms. Kathy Lambert – MS Math Department Chairperson, 6 th Grade Math Instructor Mrs. Candice Schneegold – MS Special Education Department Chair, 7 th Grade Special Education Instructor Mr. Marty Skierczynski – 5 th Grade MS Math Instructor Mrs. Becky Haines – MS AIS Department Chair, 5 th and 6 th Grade AIS Instructor Mrs. Melissa Goc – MS Counselor Mrs. Nicole Kerner – District Coordinator for PBIS Mr. Michael Accurso – MS Social Studies Department Chairperson, 8 th Grade Social Studies Instructor

The school has been identified for (identify all that apply):

Performance of the following subgroups*:

- Black
- White
- Economically Disadvantaged

Participation Rate for the following subgroups**

- Asian, Black, Economically Disadvantaged
- ELL, Hispanic, Multi-Racial
- Students with Disabilities, White

*Schools identified for Performance shall complete Parts 1 and 2.

**Schools identified for Participation Rate shall complete Part 3.

Part I: Whole School Reflection

Directions:

ALL SCHOOLS IDENTIFIED FOR PERFORMANCE: Review the information gathered using the Local Assistance Plan Self-Reflection Document and any additional information about the school to answer question 3 to 5.

1. Please identify three to five things that the school believes it does well for the identified sub-group(s):
 1. Our Math Department delivers sound instruction to all of our students utilizing best practices that engage all students in the learning.
 2. We promote a system wide positive school culture through celebrating our student's achievements and supporting their needs through creative programming that allows our students to experience "the fun" in middle school while maintaining focus academic performance.
 3. We promote positive behaviors through our continued infusion of PBIS (Project Positive) in all areas within our building.
 4. We provide all of our staff, but in particular our Math Department, with extensive professional development around instructional strategies to strengthen their capacity, and in turn impacting our students in a positive manner.
 5. As a whole we consistently share, promote, and foster our district's vision and mission with all stakeholders within our community.

2. 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(s):
 1. Lack of substitutes which prohibits our ability to offer professional development during the day, as well as consistent instruction when teachers are out of the class.
 2. Lack of a continuous data driven model that will allow us to consistently support our students as issues arise throughout the school year.
 3. Poor student attendance which contributes to gaps in instruction and therefore negatively impacts the learning.
 4. Discipline issues that result in time out of class which contributes to gaps in instruction and therefore negatively impacts the learning.

3. Please identify three to five things that the school believes must happen (needs) for the identified subgroup(s) that are currently not happening
 1. Creatively approach our substitute shortfall to give us a solid substitute base that can support our needs. This will allow us more flexibility with our professional development during the day, as well as offering continuous effective instruction in case a staff member is out.
 2. Create a continuous data driven model that will allow us to assess students on a regular basis and provide them with the resources to fill the gaps as they arise. Infuse professional development to ensure consistent delivery of the model across all areas.
 3. Continue to work with our students who are chronically absent by working closely with the families to offer support to address their needs.
 4. Work creatively with our students and staff utilizing restorative practices to address issues in a timely and productive manner which will result in limited time out of class and therefore maximizing the amount of instructional.

SCHOOLS THAT COMPLETED A LOCAL ASSISTANCE PLAN LAST YEAR: If you completed a Local Assistance Plan last year AND you are identified for the same subgroups this year as you were last year, complete questions 6 and 7 designed for Re-Identified LAP SCHOOLS ONLY.

6. RE-IDENTIFIED LAP SCHOOLS ONLY: Please indicate the three to five things the school identified as barriers in the 2016-17 Local Assistance Plan and, when applicable, briefly indicate the strategies the school used in 2016-17 to address each barrier.

	Barrier identified in 2016-17 LAP	Strategies used in 2016-17 to remove barrier
1.	Time for collaboration due to dismissal conflicts and supervision issues	1) Adjustment of start/end time of school to allow for increased collaboration time 2) Flexible scheduling for staff to provide academic support before and after school
2.	Lack of substitutes	1) Develop a plan to address the substitute shortage 2) Substitute recruitment
3.	Changes within curriculum, CCLS implementation	1) Create a needs assessment to develop a pointed professional development plan
4.	Data driven instruction, consistent application	1) Establish common planning time specific to data conversations to drive instruction
5.	Increase student behavioral deficits	1) Training for staff to better understand student needs as related to culture and diversity 2) PBIS embedded within the school environment

7. RE-IDENTIFIED LAP SCHOOLS ONLY: Please review the three to five things the school identified as needing to occur in the 2016-17 Local Assistance Plan and compare these things to what was identified in Question 5 above. Indicate if any of the things are the same for both 2016-17 and 2017-18.

	Actions needed to occur identified in 2016-17 LAP	Actions needed to occur identified in 2017-18 LAP	Same both years? (Y/N)
1.	Create a needs assessment for staff, students, and parents to create a continuous plan of improvement.	Creatively approach our substitute shortfall to give us a solid substitute base that can support our needs. This will allow us more flexibility with our professional development during the day, as well as offering continuous effective instruction in case a staff member is out.	No
2.	Establish common planning time for departments to meet to discuss data and effective practices.	Continue to work with our students who are chronically absent by working closely with the families to offer support to address their needs.	No
3.	Provide Data Driven Instruction training and embedded training opportunities in data	Create a continuous data driven model that will allow us to assess students on a regular basis and provide them with the resources to fill the gaps as	Yes

	gathering, sharing, and development throughout the school year.	they arise. Infuse professional development to ensure consistent delivery of the model across all areas.	
4.	Explore with the TAC-D team PD sessions and workshops in restorative justice/practices and cultural responsiveness.	Work creatively with our students and staff utilizing restorative practices to address issues in a timely and productive manner which will result in limited time out of class and therefore maximizing the amount of instructional.	Yes

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:
1.Lack of substitutes which prohibits our ability to offer professional	-Survey substitutes to get their voice in the process to help understand how we can	-AESOP substitute system -Teacher recruitment days	-Specific professional development session for substitutes as well as inviting them	-Decrease the total number of substitute days needed -Increase the number of	-Increased student performance based on a decrease in the number of days	-Decrease the number of instances of having no substitute assigned	-CCMS administrative team -CCSD administrative team	-Summer of 2017 for planning purposes -Fall of 2017 for initial phase of implementation

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:
development during the day, as well as consistent instruction when teachers are out of the class	better meet their needs. -Continue to work on creative ways to cover when we are short without taxing our staff and leaving our students without effective instruction -Creatively recruit and retain good substitutes	-Build connections with local colleges	to participate in our building PD sessions	substitute positions filled	teachers are out and we do not have substitute coverage	(NSA) by 10%	CCMS team leaders	
2. Lack of a continuous data driven model that will allow us to consistently support our students as issues arise throughout the school year	-Create a protocol for data gathering and analysis to help us make more informed decisions with and for our students	-Curriculum leaders meetings -Curriculum meetings whole department, as well as by grade level	-Data gathering and analysis	-Weekly meetings documenting data conversations as well as outcomes from them	-Increase in student achievement due to the ongoing analysis of data and delivery of pointed instruction built to fill the gaps	-50% of our students will show positive growth in their raw score on the Math state assessment	-CCMS administrative team -Curriculum leaders -Grade level content teams	-Fall 2017 establish the protocol for the data process -Assess the process monthly to see where we can improve -June 2018 final assessment of process and needs assessment for the upcoming year

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:
3. Poor student attendance which contributes to gaps in instruction and therefore negatively impacts the learning	-Create a more effective process of connecting with the families of our chronically absent students to create a plan of action with them to address the barriers	-Attendance committee -PPS team -Team teachers	-Creative problem solving strategies to address the unique needs of our students and families	-Monthly attendance meetings -Attendance conversations during team meetings and PPS meetings	-Increased student attendance	-Student attendance rate is above 95%	-CCMS administrative team -Attendance committee -PPS staff -Team teachers	-September 2017 create a plan of action and implement plan -Monthly meetings to assess progress and address any areas of concern -June 2018 final assessment of progress and effectiveness of plan
4. Discipline issues that result in time out of class which contributes to gaps in instruction and therefore negatively impacts the learning	-Infusion of restorative practices into the discipline process at all levels	-Discipline committee -Project Positive Team both Tier I and Tier II	-Restorative practices summer professional development training sessions as well as follow up whole staff trainings throughout the year	-Restorative practice implementation into 75% of classrooms	-Decrease in incidents that result in suspensions which will increase the amount of time spent in class	-Decrease in the number of suspensions by 10% for both ISS and OSS	-CCMS administrative team -PPS staff -All CCMS staff	-August 2017 staff training on restorative practices -August/September 2017 roll out to all staff -Monthly assessment of progress -June 2018 final assessment of implementation and needs assessment for following year

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.

In the table below, for each group for which the school failed to meet the 95% participation requirement in the 2015-16 school year, enter the percent of test participation in the 2016-17 school year:

Group	2015-16 ELA	2016-17 ELA	Change (+/-)	2015-16 Math	2016-17 Math	Change (+/-)
Asian						-
Black				79.5	84.3	+4.8
Economically Disadvantaged				79	82.9	+3.9
English Language Learners				93.3	78.9	-14.4
Hispanic				79.5	90.5	+11
Multiracial						
Native American						
Students with Disabilities				75.2	78.5	+3.3
White				77.4	80.2	+2.8

Pursuant to the provisions of the Elementary and Secondary Education Act (ESEA), 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 meet the requirements of New York’s approved ESEA flexibility waiver, the New York State Education Department requires 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. Did your school complete a Local Assistance Plan last year for Participation Rate?**

NO

If no, please proceed to question 2-4 and be sure to complete the prompts for “Newly Identified Participation Rate LAP Schools ONLY”

NEWLY IDENTIFIED LAP SCHOOLS ONLY

2. How do you plan to communicate with parents and other stakeholders regarding the purposes of the NY state assessment program and the revisions that have been recently made to the NY state assessment program? *(Newly Identified Participation Rate LAP Schools ONLY)*

We will communicate to our parents utilizing several platforms including, but limited to, email, newsletters, twitter, school app, website, as well as our Math Family Nights. We will constantly promote the importance of taking the assessments and how it helps their child as well as our teachers and school to continue to improve what we do for all of our students and families.

Proceed to question 3

3. 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? *(Newly Identified Participation Rate LAP Schools ONLY)*

Similar to above we will promote using several platforms and offer opportunities to review all documents with parents so they understand their child’s results, what they mean, how we will use them to assist their child, as well as what they can do at home to assist as well. Academic success and growth is a team effort between school and home, so we want to make sure they have the resources and tools to assist with the process as well.

Proceed to question 4

4. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments? *(Newly Identified Participation Rate LAP Schools ONLY)*

We will also be holding a Math Family Night near the state assessment to address any areas of concern. This will be strategically scheduled around the state assessments to address any misconceptions that arise that time of year to ensure all parents have accurate information about the assessment, its use, and why it’s important for their child to take all of them.

Newly Identified Participation Rate LAP Schools: Your submission is complete. Thank you.