



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Cheektowaga Central School District	Cheektowaga Central Middle School	5-8

## Collaboratively Developed By:

### The Cheektowaga Central Middle School SCEP Development Team

- Patrick Cullinan - Principal,
- Katie Daniels-Assistant Principal
- Kim Nichols- School Counselor, Student Services
- Candice Schneegold- Teacher, Special Education
- Heidi Maloney -Teacher
- Mike Buscaglia- Teacher
- Jessica McGill – Teacher
- Jillian Orlowski - Teacher
- Victoria McPhee -Parent
- Theresa Keohane -Parent

*And in partnership with the staff, students, and families of Cheektowaga Middle School*

## Guidance for Teams

### Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

### Commitments and Strategies

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document “[How Learning Happens](#),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**”

The team should take the answers to this question and identify 2 to 4 commitments for the 2021-22 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school’s values and aspirations.

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

### Resources for the Team

NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

- [Using Your SCEP to Pursue Your School’s Aspirations and Values \(video tutorial\)](#)
- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)
- [Staying Connected with the School Community Throughout the Development of the SCEP](#)
- [Sample SCEP: Cohesive, Relevant Curriculum](#)
- [Sample SCEP: Deepening Connections](#)
- [Sample SCEP: Graduation and Success Beyond HS](#)
- [Sample SCEP: Graduation through Relationships](#)

## COMMITMENT I

### Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>At Cheektowaga Central Middle School, we commit to ensuring that every child feels safe, respected, supported, and has intentional opportunities to practice and build social, emotional, and cognitive skills, while developing a true self of belonging.</p>
<p>Why are we making this commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>The district's vision and mission are to inspire a high level of learning for all students. The district's priority is to improve student learning for the whole child and create opportunities for students that incorporate 21st Century skills.</p> <p>This is the right commitment to pursue as survey results indicated the following:</p> <ul style="list-style-type: none"> <li>• Parent survey indicated, students do not threaten or bully each other. (25% agree/strongly agree)</li> <li>• Staff survey indicated, students do not threaten or bully each other. (11% agree/strongly agree)</li> <li>• Student survey indicated, students do not get in fights and hurt each other in my school. (28% agree/strongly agree)</li> </ul> <p>Additionally, information from student focus groups indicate that students would like to build stronger relationships with teachers.</p> <p>This goal fits into other commitments and the school's long-term plans for increasing academic achievement.</p>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>Implement Restorative Practices into daily fabric of the school day</b>	<ul style="list-style-type: none"> <li>• Hosting Professional Development (PD) sessions on the following topics to help staff implement and hone their skills for Restorative Practices (RP): <ul style="list-style-type: none"> <li>*Social Discipline Window</li> <li>*Fair Process</li> <li>*Affective Questions/Statements</li> <li>*Community Circles</li> <li>*Learning Circles</li> </ul> </li> <li>• Leveraging CCMS Restorative Practice Committee to teach concepts of RP to students in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Decrease in student discipline referrals</li> <li>• Teacher survey results from Quarterly skill boosters (PD) provided to staff</li> <li>• Student and teacher survey results</li> <li>• Fidelity checks through walkthroughs</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Development Calendar / Pacing Guide</li> <li>• RP Shared Drive (including list of references, strategies, RP Committee names/ext. and areas of expertise)</li> <li>• Administrative participation in circles</li> <li>• Composed and implemented quarterly staff surveys</li> </ul>

# Commitment 1

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
			<p>(skill boosters)</p> <ul style="list-style-type: none"> <li>• Composed teacher-student relationship perception survey</li> <li>• A universal protocol to support Student Services communication to address sensitive content and student crisis (i.e. responding to students in crisis within the building and students who reach out from home/other classes via email)</li> </ul>

Commitment 1

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
			<ul style="list-style-type: none"> <li>• A Google Doc for Student Services and administration to effectively track student needs and follow-up with staff within a reasonable amount of time pending the specific needs (max 24 hrs.)</li> </ul>
<b>Implement Tier I classroom social and emotional learning (SEL) lessons (Student Services)</b>	<ul style="list-style-type: none"> <li>• Presenting lessons to students at least once a month, utilizing resources (Ex. <i>Random Acts of Kindness Curriculum</i>, Yoga 4 Classrooms, Mindset, and Choices 360) to focus on social, emotional, academic, and career learning</li> <li>• Collaboration among Student Services and teachers to determine which</li> </ul>	<ul style="list-style-type: none"> <li>• Pre and post Assessments from implemented curriculum</li> <li>• Decrease in student discipline referrals</li> <li>• Student and teacher quarterly perception surveys</li> </ul>	<ul style="list-style-type: none"> <li>• SEL Shared Folder</li> <li>• SEL PD Schedule (fall/winter/spring)</li> <li>• SEL Lesson Pacing Guide / Grade Level Calendar</li> </ul>

Commitment 1

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
	<p>program will best meet SEL needs of students</p> <ul style="list-style-type: none"> <li>Composing and implementing a schedule with teachers to plan times for classroom lessons</li> </ul>		
<b>Mentoring Program in Partnership with Mental Health Advocates (MHA) of WNY and Cheektowaga Central High School</b>	<ul style="list-style-type: none"> <li>Identifying male students to grow the mentoring program implemented 2020-21 academic year</li> <li>Provide training for parents and students</li> <li>Partnering mentees and mentors</li> <li>Host meetings with students (at least once a week)</li> <li>MHA providing training for mentors</li> </ul>	<ul style="list-style-type: none"> <li>Decrease in student discipline referrals</li> <li>Pre and post mentee/mentor perception surveys</li> </ul>	<ul style="list-style-type: none"> <li>Criteria for mentee and mentor partnering</li> <li>New mentee training schedule</li> <li>Parent/guardian consent letter</li> <li>Mentoring schedule</li> <li>Classroom-mentoring space</li> </ul>

Commitment 1

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>Skill Building Groups</b> <i>in partnership with Mental Health Advocates of WNY (MHA)</i>	<ul style="list-style-type: none"> <li>• Student Services collaborating with MHA to identify students for groups</li> <li>• Providing information sessions for parents</li> <li>• Providing training for students</li> <li>• Holding group meeting once a week</li> <li>• Surveying students to determine topics of interest</li> </ul>	<ul style="list-style-type: none"> <li>• Decrease in student discipline referrals</li> <li>• Pre and post mentee / mentor perception surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Parents / guardians consent letter</li> <li>• Group schedule</li> <li>• A classroom to host groups</li> </ul>
<b>Development and implementation of a LGBTQ+ informed school environment</b>	<ul style="list-style-type: none"> <li>• Collaborating with outside agencies to provide resources (PD) to our Middle School teachers and students</li> <li>• Hosting PDs for faculty and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher and student perception surveys (fall/winter/spring)</li> <li>• Faculty Share-out Google Doc</li> </ul>	<ul style="list-style-type: none"> <li>• PD Schedule (fall/winter/spring)</li> <li>• Faculty Share-out templates (I.e. Faculty complete and implement a faculty share-out document of how PD knowledge has affected their</li> </ul>



### Commitment 1

STRATEGY		METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?		What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
				instruction / interactions with students during allocated times (E.g. Grade level, curriculum, faculty meetings, etc.)

### End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

### Commitment 1

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	<ul style="list-style-type: none"> <li>There is a teacher, counselor, or other staff member at school who I can talk to about my problem. (76%)</li> <li>I am safe in school. (70%)</li> <li>I have not seen someone being threatened or bullied at school (41%)</li> </ul>	80%  75% 51%
Staff Survey	<ul style="list-style-type: none"> <li>There are strong school community partnerships at my school (40%)</li> <li>Students do not threaten and/or bully each other in this school (32%)</li> </ul>	50% 42%
Family Survey	<ul style="list-style-type: none"> <li>The school focuses on meeting my child's needs (68%)</li> <li>Students do not threaten or bully each other (18%)</li> </ul>	78% 28%

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

- By June 2022, 100% of classrooms in grades five and six will receive SEL lessons from counselors as measured by teacher and student feedback and classroom lesson schedules and sign in sheets.
- By June 2022, 100% of identified students, will participate in a mentoring or skill building groups as measured by student sign in sheets.

## COMMITMENT 2

### Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p><b>At Cheektowaga Central Middle School, we commit to every child having the opportunity and authority to drive and shape their own learning.</b></p>
<p>Why are we making this commitment?  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>Students are underperforming in both Math and ELA, and supporting students to take ownership of their academic performance will improve their student growth. Results of the Equity self-assessment indicate the need to provide students more opportunities to advocate for themselves and social justice issues.</p> <p>Providing an intentional plan for students to see themselves in a lesson and facilitate students becoming leaders of their own learning to improve performance scores (E.g. students set and track their own goals) is a way to increase student agency. CCSD Middle School is committed to provide students the opportunity to drive and shape their own learning which aligns with CCSD three priorities: 1. Improve student learning. 2. The whole child. 3. Create opportunities for our students that incorporate 21st Century skills. As a result, students will become and view themselves as leaders of their own learning/progress and will embody the districts vision to inspire a high level of learning for all students.</p>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>Student-Led Conferences (SLC)</b>	<ul style="list-style-type: none"> <li>Professional Development on “What is a student-led conference?”               <ul style="list-style-type: none"> <li>*Establishing common language/expectation for students/staff during student-led conferences</li> <li>*Providing examples of student work and data tracking</li> <li>*Strategies for communicating with families the importance of student-led conferences</li> <li>*Filming students-led conferences and students testimonies of the benefits of student led conferences to use as advertisement for future student led conferences</li> </ul> </li> <li>Frontloading to faculty the expectations for student-led conferences and internal calendar for hosted conferences</li> </ul>	<ul style="list-style-type: none"> <li>Student and teacher perception survey</li> </ul>	<ul style="list-style-type: none"> <li>PD schedule and calendar of conferences (Note: Occurrences will increase each year, pending teacher, student, and family feedback)</li> <li>Global Connects messages to communicate with and inform families/ Town Hall informative sessions (in-person &amp; virtual)</li> <li>Posted calendar to website, Dojo, social media</li> </ul>

Commitment 2

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
	<ul style="list-style-type: none"> <li>● Hosting faculty meetings to frontload parameters, adopted from the PD for teachers, to implement regarding preparation &amp; day of student-led conferences (E.g. materials/artifacts needed for students to host)</li> <li>● Providing an internal calendar of set dates for student-led conferences</li> <li>● Advertisement to parents and students the purpose of student-led conferences</li> <li>● Establishing parent virtual student-led conferences</li> <li>● Establishing a back-up plan for students to present to faculty if parents cannot attend (I.e. Establish a calendar of students presenting to teachers to account for all students)</li> </ul>		<ul style="list-style-type: none"> <li>● Composed student and teacher perception survey</li> <li>● Principal message on Midway</li> <li>● Equipment to film student testimonies</li> </ul>

## Commitment 2

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>Goal Setting</b>	<ul style="list-style-type: none"> <li>● Providing faculty tailored PD sessions for accessing STAR and extracting a variety of reports</li> <li>● Developing a system, with faculty, for sharing STAR data (Reading/Math) and facilitating students to set/update their goals</li> <li>● Students compose a goal for their learning progress per marking period in each subject area (E.g. improve grade in each marking period, improve test or assessment scores, study skills and/or STAR report scores)</li> <li>● Teachers / grade levels or content areas compose a template for students to track their goals (E.g. Accessible digital journal that includes categories for their goal, checks for meeting goals, brief comment sections for plans to improve, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Student STAR growth report</li> <li>● Student content specific assessments</li> <li>● Student self-reflections</li> </ul>	<ul style="list-style-type: none"> <li>● Digital Journal (<b>Google Form and Drive.</b>)</li> <li>● Goal setting notebook/template</li> <li>● Lesson plans / instructional pacing guide and schedule for students to compose and share goals</li> <li>● Lesson plans / instructional pacing guide for students to review/check their goal progression</li> <li>● Schedule / calendar for student-led conferences</li> </ul>

Commitment 2

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
	<ul style="list-style-type: none"> <li>Planning yearly celebration for students to share their successes</li> </ul>		<ul style="list-style-type: none"> <li>Grade level /Curriculum meeting time for progress monitoring</li> </ul>
<b>Updating Student Portal and Google Classroom</b>	<ul style="list-style-type: none"> <li>Establishing a school-wide expectation for updated biweekly grades in eSchool</li> <li>Providing Professional Development from BOCES on accessing and viewing their grades in the portal and other components of the eSchool portal</li> <li>Training for parents and students on Parent Portal and Google classroom</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of students retrieving grades for tracking goals/ academic growth in individual student goal trackers</li> <li>Parent and student perception surveys</li> </ul>	<ul style="list-style-type: none"> <li>Outlined expectations for inputting grades biweekly in eSchool (I.e. Identify dates on teachers' monthly calendar for inputting dates)</li> <li>Grade level templates for inputting student 5 week reports and end-of-quarter grades</li> </ul>

## Commitment 2

### End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	• My teachers talk to me about how I am doing in school (78%)	90%
Staff Survey	• In the school students meet behavioral expectations (29%)	60%
Family Survey	• Teacher regularly inform me about how my child is doing academically (32%)	60%



## Commitment 2

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

By June 2022, 70% of CCMS student population will participate in at least one student-led conference.

## COMMITMENT 3

*This section can be deleted if the school does not have a third commitment.*

### Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p><b>At Cheektowaga Central Middle School, we commit to every child having strong, trusting relationships with adults and peers.</b></p>
<p>Why are we making this commitment?  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>Building strong relationships between faculty and students, and amongst students addresses the needs of the whole child. Students who trust the adults they learn from, and the peers they learn with will be more likely to take risks in the classroom.</p> <p>Parent and Student surveys indicate that:</p> <ul style="list-style-type: none"> <li>• 66% of students agreed that teachers in this school do a lot besides teach, such as tutor students, sponsor clubs, or coach teams.</li> <li>• 50% of parents agreed that staff members work with the community to build support for my child.</li> <li>• 49% of staff agree that the variety of activities and courses offered in my school keeps students engaged in learning.</li> </ul> <p>According to the research from America's Promise Alliance "How Learning Happens" (2021), relationships play a central role in a child's development. Having a web of sustained and supportive human connections is crucial to every young person's well-being, learning, and sense of belonging. Additionally, adults in school and community settings play a key role in helping young people learn and grow across social, emotional, and cognitive dimensions; essentially, properly empowering them.</p>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>School Relationship Building Opportunities</b>	<ul style="list-style-type: none"> <li>Conducting quarterly celebrations that encourage team building between staff and students</li> </ul>	<ul style="list-style-type: none"> <li>Student and staff perception surveys / Google Forms</li> </ul>	<ul style="list-style-type: none"> <li>Project Positive support / collaboration</li> <li>Junior Challenge support / collaboration</li> <li>Celebration Schedule</li> <li>Composed staff and student perception surveys</li> </ul>
<b>After School Clubs</b>	<ul style="list-style-type: none"> <li>Continuing clubs that empower students and allow them to work towards positive change in their school</li> </ul>	<ul style="list-style-type: none"> <li>Compose and implement student and teacher surveys / Google Forms</li> </ul>	<ul style="list-style-type: none"> <li>Student representatives</li> <li>Advisors for clubs</li> </ul>

### Commitment 3

## End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	<ul style="list-style-type: none"><li>Teachers in this school do a lot besides teach, such as tutor students, sponsor clubs, or coach teams (66%)</li><li>There is a teacher, counselor, or other staff member at school who I can talk to about any problem. (76%)</li><li>Students do not get in fights or hurt each other at my school (28%)</li></ul>	76% 86% 38%
Staff Survey	<ul style="list-style-type: none"><li>The variety of activities and courses offered in my school keeps students engaged in learning (50%)</li></ul>	60%
Family Survey	<ul style="list-style-type: none"><li>Staff members work with the community to build support for my child (49%)</li></ul>	59%

### Commitment 3

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

**By June 2-22, CCMS will have created a minimum 4 opportunities for students to engage in activities that help build trusting relationships with adults and peers as measured by school calendar of events and student survey results.**

## COMMITMENT 4

*This section can be deleted if the school does not have a fourth commitment.*

### Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p><b>At Cheektowaga Central Middle School, we commit to every child being engaged in meaningful learning that is relevant to them.</b></p>
<p>Why are we making this commitment?  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>The school has engaged in Reader's and Writer's workshops in all ELA and Reading classes. As part of the program, students can choose books and writing pieces that they have a personal investment/connection with. Data collected through Equity Self-reflection indicate that that more opportunities and resources are needed for students to see themselves more reflective in the learning material in social studies, science, math, and other special subjects.</p> <p>According to the research from America's Promise Alliance "How Learning Happens" (2021), racial, cultural, and individual identities play an important role in social, emotional, and cognitive development. The framework furthers states that learning is social and the quality of our relationships and social interactions shape our student's ability to learn.</p>

## Commitment 4

FINAL

## Key Strategies and Resources

FINAL



#### Commitment 4

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>Implement Teacher-led Culturally Relevant Topics Book Clubs</b>	<ul style="list-style-type: none"> <li>1 Book study per semester</li> </ul>	<ul style="list-style-type: none"> <li>Book club session will provide a platform for staff to share implications of gained knowledge for instruction – Share Google Doc will serve as a resource for faculty share key takeaways that were implemented</li> </ul>	<ul style="list-style-type: none"> <li>CTLE hours <u>or</u> stipend hours</li> </ul>

#### Commitment 4

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>Data Protocol</b>	<ul style="list-style-type: none"> <li>Using the CCMS data protocol to monitor student growth and acquisition of standards taught and determine what mediation is needed in all content areas</li> <li>*Grade level data meetings that occur within two weeks of STAR testing and/or content benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>STAR reports</li> <li>Content area benchmark results</li> </ul>	<ul style="list-style-type: none"> <li>Data Protocol</li> <li>Data Work Session Calendar</li> </ul>
<b>STAR Testing</b>	<ul style="list-style-type: none"> <li>Administering the STAR Assessment five times a year, data collection and analyzing of the data to measure individual growth and progression towards grade level standards</li> </ul>	<ul style="list-style-type: none"> <li>STAR reports</li> </ul>	<ul style="list-style-type: none"> <li>Testing Window Schedule</li> </ul>
<b>Walkthroughs</b>	<ul style="list-style-type: none"> <li>Administration conducting monthly walkthroughs</li> </ul>	<ul style="list-style-type: none"> <li>Administration feedback</li> <li>Teacher perception surveys</li> </ul>	<ul style="list-style-type: none"> <li>Walkthrough Monthly Schedule/Calendar</li> <li>Walkthrough Forms</li> </ul>

#### Commitment 4

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
			<ul style="list-style-type: none"> <li>• Google Drive for Feedback</li> <li>• Composed teacher perception survey</li> </ul>
<b>District-wide Coach</b>	<ul style="list-style-type: none"> <li>• Supporting grade level and/or department meetings K-8 Math and ELA teachers pertaining to data and curriculum materials</li> <li>• Assisting schools and teachers in utilizing the district data protocol</li> <li>• Assisting teachers in creating remediation plans</li> <li>• Gathering feedback on the implementation of data and planning process to address further areas of support</li> </ul>	<ul style="list-style-type: none"> <li>• Programs implemented with fidelity</li> <li>• Student growth on STAR assessments</li> <li>• Continuity in instruction</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

#### Commitment 4

### End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	<ul style="list-style-type: none"><li>My classes are interesting. (64%)</li></ul>	75%
Staff Survey	<ul style="list-style-type: none"><li>The variety of activities and courses offered in my school keeps students engaged in learning. (49%)</li></ul>	60%
Family Survey	<ul style="list-style-type: none"><li>My child is interested in what he or she is learning in school. (72%)</li></ul>	80%

We believe having the following occur will give us good feedback about our progress with this commitment:

- Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.
- By June 2022, 85% of class discussions at CCMS will involve all students and they will feel that topics are relevant to them and will request more topics for further instruction as measure by learning walk observations and student surveys
  - By Spring of 2022, 61% of students will reach a Student Growth Percentile of 50(SGP) on the STAR Reading Growth Report.
  - By Spring of 2022, 56% of students will reach a Student Growth Percentile (SGP) of 50 on the STAR Math Growth Report.
  - By June 2022, school leaders will have visited each teacher and provided them with actionable feedback at least 8 times. On the June 2022 teacher survey, 90% of teachers will agree with the statements, "My principal/administrator provides meaningful feedback about my instructional practices" and "My principal/administrator observes my instructional practices."

## Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose **one of three options** for identifying their evidence-based intervention:

**Option 1:** Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

**Option 2:** Selecting an evidence-based intervention **identified in one of three clearinghouses**: What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

**Option 3:** Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

**Directions:** Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

### ☒ **XX** State-Supported Evidence Based Strategy

If "X" is marked above, provide responses to the prompts below to identify the strategy and the commitment(s) it will support:

Evidence-Based Intervention Strategy Identified	Instructional Coaching
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	This intervention will support the implementation of content area instruction.

## Evidence-Based Intervention

### ☐ Clearinghouse-Identified

If “X” is marked above, provide responses to the prompts below to identify the strategy, the commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	

#### Clearinghouse used and corresponding rating

- ☐ **What Works Clearinghouse**
  - ☐ Rating: Meets WWC Standards Without Reservations
  - ☐ Rating: Meets WWC Standards With Reservations
- ☐ **Social Programs That Work**
  - ☐ Rating: Top Tier
  - ☐ Rating: Near Top Tier
- ☐ **Blueprints for Healthy Youth Development**
  - ☐ Rating: Model Plus
  - ☐ Rating: Model
  - ☐ Rating: Promising

### ☐ School-Identified

If “X” is marked above, complete the prompts below to identify the strategy, the commitment(s) it will support, and the research that supports this as an evidence-based intervention.

<b>Evidence-Based Intervention Strategy Identified</b>	
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## Evidence-Based Intervention

<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	
<b>Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)</b>	

## Our Team's Process

### Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: <http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf> This section outlines how we worked together to develop our plan.

### Team Members

Use the space below to identify the members of the SCEP team and their role (e.g. teacher, assistant principal, parent).

Name	Role
Patrick Cullinan	Principal
Katie Daniels	Assistant Principal
Kim Nichols	School Counselor
Candice Schneegold	Teacher
Heidi Maloney	Teacher
Mike Buscaglia	Teacher
Jessica McGill	Teacher
Victoria McPhee	Parent
Theresa Keohane	Parent
Jillian Orlowski	Teacher



Our Team’s Process


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## Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document

## Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the "Leveraging Resources" document
<i>Example: 4/6/21</i>			x	x		
May 25, 2021	X					
May 25, 2021		X				
June 9, 2021			X			
June 14, 2021			X	X	X	X

Our Team’s Process


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## Learning As A Team

### Directions

After completing the previous sections, the team should complete the reflective prompts below.

#### Student Interviews

##### **Describe how the Student Interview process informed the team's plan**

The student interviews were held with two groups of students, grade 5/6 and grades 7/8. Students were provided a list of topics to choose from for the focus groups. The students were interviewed by the SCEP team, with a teacher present. The students discussed the following topics: Covid 19 - Return to School, Race and Racism and School Culture.

The data from the student focus groups and student survey was used to determine the commitments for the school plan

#### Equity Self-Reflection

##### **Describe how the Equity Self-Reflection informed the team's plan**

The school staff was presented with an overview of the NYSED Culturally Responsive Sustaining Education Framework and Self Equity Reflection Room during a 90 minute professional learning. Teachers were then asked to complete a jamboard to share how the various practices were implemented in the school. Teachers had an opportunity to rate where they felt the school was performing; Emerging, Integrating or Sustaining based on the information shared in the Jamboard.

The data from the Equity Self Reflection and the staff survey was used to determine the commitments for the school plan.

## Submission Assurances, Instructions and Next Steps

### Submission Assurances

**Directions:** Place an "X" in the box next to each item prior to submission.

1. ☒ The SCEP has been developed in consultation with parents, school staff, and others in accordance with [the NYSED Requirements for Meaningful Stakeholder Participation](#) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. ☒ The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. ☒ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

### Submission Instructions

**CSI Schools:** When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

**TSI Schools:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2021-22 school year.

### Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.
2. The approved CSI and TSI plans will need to be posted on the District's website.
3. Both CSI and TSI schools will need to complete the ***Leveraging Resources to Support the SCEP*** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.

### Submission Assurances, Instructions, and Next Steps

4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustment to their plans when appropriate.

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