New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan
2022-23

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 Culinan-Principal   Jill Orlowski-Teacher   Candice Schneegold- Teacher   Debbie Zimmerman-Teacher   Victoria McPhee-Parent   Shawnta Woodard-Parent   *And in partnership with the staff, students, and families of Cheektowaga Central 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

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 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 2022-23 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.

Strategies

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 Team

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

- 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

COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2022-23?	*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 that will enable every child having strong, trusting relationships with adults and peers.*
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	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. 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. Research from "How Learning Happens" indicates that 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. Additionally, information from student focus groups indicate that students would like to build stronger relationships with teachers. This is the right commitment to pursue as survey results indicated the following: <u>Students:</u> ● There is a teacher, counselor, or other staff member at school who I can talk to about my problem. (73%) ● I am safe in school. (70%) <u>Staff:</u> ● Students do not threaten and/or bully each other in this school (3%)

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Restorative Practice PD	● Conduct opening day PD with staff at the beginning of their year (September) ● Conduct PD to provide teacher tools for self reflection (outside consultant work with RP Team) Book Study Carrots and Sticks ● Restorative Practice Parent Workshops (September - October) ● Monthly Newsletter - RP Tips	● Restorative Practice will provide students with high support and high control, to build relationships with their teachers and peers, thus having a decline in discipline referrals. ● Survey results from skill boosters (PD) provided to staff. ● Fidelity checks to ensure restorative practices are being implemented across all classrooms during leadership learning walks. ● Increased student/teacher relationships	● Professional Development Calendar ● Outside consultant to work with RP team to build capacity and turn key professional development
First week of school Routines and Procedures Powerpoint	● Create a powerpoint with systems, processes and expectations that all teachers will use in classrooms the first 2 weeks	● Implementation of powerpoint the first two weeks of school ● Creation of the powerpoint	● Team to work on the powerpoint

Project Positive	**5 B's Implementation (September)** ● Embed the 5B videos into the first two weeks of school ● Each week, teachers select 5 students to get awards for the 5 B's ● Track to determine if all students are being represented. ● Work with a team to determine a point system used by each grade level for the schoolwide 5 B's ● Set up store with items priced accordingly to match point system ● Work with PTA to create a store to use ● Committee formed to develop the process to be pushed out to staff (September)	● Decreased bullying between students ● Decrease in disruptive behaviors in the classroom	● Training for new and refresh currently faculty members about Project Positive ● Explicit and uniform expectations teachers to enforce and teach to students

Brochure of School Sports, Activities, and Clubs	● Create a brochure that includes the following to share with parent s
	   ● Name of club
	   ● Name of advisor
	   ● Advisor email
	   ● Description of what the activity of Club
	   ● Meeting Days
	   ● Meeting Time
		● Completed brochure	● Funds for Printing
			● Team to create Brochure

End-of-the-Year Desired Outcomes

Schools 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	• There is a teacher, counselor, or other staff member at school who I can talk to about my problem. (73%) • I am safe in school. (70%) • I have not seen someone being threatened or bullied at school (21%)	90% 90% 90%
Staff Survey	• Students do not threaten and/or bully each other in this school (2.5%)	50%
Family Survey	• Students do not threaten or bully each other (20%) • The school focuses on meeting my child's needs (80%)	80% 90%

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 2022-23 school year.
• By June 2023, 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 2023, 100% of identified students will participate in Warrior Meetings measured by calendar of school dates.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	*At Cheektowaga Central Middle School, we commit to every child and staff having the opportunity to connect their learning and have a voice.*
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	Supporting students and staff by providing them opportunities to have a voice will increase ownership of school initiatives and help build community. Results of the Equity self-assessment indicate the need to provide students more opportunities to advocate for themselves and social justice issues. Staff results indicate that they would like to have a voice in instructional topics and in helping to determine best practices to increase academic engagement. CCSD Middle School is committed to providing students and staff opportunities to connect their 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. This commitment aligns to the How Learning Happens document as it focuses on student belonging and ownership. As a result, students and staff will become and view themselves as leaders and we will embody the district's vision to inspire a high level of learning for all students.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Student Council	● Solicit a Student Council Advisor
	● Have student council elections by grade
	   ○ 8th - President/Treasurer
	   ○ 7th - Secretary
	   ○ 6th - vice president
	   ○ 5th - Secretary
	● Determine representative for each grade level
	● Expand student council to grades 5-8
	● Create a calendar of meeting dates for student council
	● Student council work with PTA to create list of events and add to calendar
	● Develop grade level advisors/team leaders
		● Increased community in classes, sense of voice and empowerment amongst students.
		● Results from student surveys and google forms
			● Stipends for advisor (possible additional for a 5-6 council and 7-8)
			● Student representatives

Establish an Instructional Leadership Team	● Meet bi-weekly with ILT team ● Establish expectations for the Dept Leaders ● Establish Department Establish Meeting Expectation and Meeting Frequency ● Develop a meeting template for ILT Meeting and department meeting	● Increased community and communication with school leaders ● Clear expectations	● Schedule of meetings ● Job description for Department Leaders ● Meeting Template

End-of-the-Year Desired Outcomes

Schools 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	● My teachers talk to me about how I am doing in school (67%)	90%
Staff Survey	● In the school students meet behavioral expectations (2.5%)	50%
Family Survey	● Teacher regularly inform me about how my child is doing academically (60%)	90%

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 2022-23 school year.
● By June 2023, 100% of students will have the opportunity to participate in Student Council elections and have meetings at grade levels to share their concerns and ideas as measured by meeting dates and agendas.   ● By June 2023, CCMS will establish an Instructional Leadership Team (ILT) and meet a minimum of 20 times throughout the year as measured by rolling agenda, minutes and calendar dates.

COMMITMENT 3

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

Our Commitment

What is one commitment we will promote for 2022-23?	At Cheektowaga Central Middle School, we commit to every child being engaged in meaningful learning that is relevant to them by seeing themselves reflected in teachers, leaders, curriculum, and learning materials.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	Research from "How Learning Happens" indicates that racial, cultural, and individual identities play an important role in social, emotional, and cognitive development. The framework further states that learning is social and the quality of our relationships and social interactions shape our student's ability to learn. 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 the 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.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Multicultural Books	• Research books that are more inclusive of LBGT cultures and families to include in libraries • Books different cultures	• There will be more culturally relevant materials being used and discussed in the content areas	• Staff to select appropriate books • Funds for books
Book Fair	• Work with PTA to plan a book fair	• Surveys • Book Fair Visits/Purchases	• teacher leader
Principal Monitoring	• Developing a 10-minute walkthrough monthly calendar, with assistant principal, ensuring that each teacher is visited 2-4 times a month • Conducting walkthroughs with assistant principal and district leaders to norm expectations and feedback • Analyzing walkthrough data and determining trends and school needs • Delegating responsibilities to other school staff as needed to ensure walkthroughs remain a priority • Providing actionable feedback to teachers within two days of being visited	• The principal can provide helpful feedback related to curriculum cohesion and the incorporation of culturally responsive materials	• Time – making sure the principal has his/her time protected and is not diverted toward other responsibilities • Learning Walk Forms • Autocrat for Feedback

	Surveying teachers regarding their perceptions of the usefulness of feedback they received (monthly) ● Analyzing the results of the teacher survey to determine areas where feedback could be improved ● Sharing data with staff when applicable ● Meeting monthly with the Superintendent and district staff to report on school data priorities and goals		
District wide Coach	● Supporting grade level and/or department meeting K-8 mathematics and ELA teachers in utilizing the district protocol for using Curriculum materials provided ● Assisting schools and teachers utilize the district data protocol. ● Assisting teachers create reteach and/or remediation plans to support students-based STAR benchmark assessment data. ● Observing teachers implement reteach and or remediation plans. ● Gathering feedback on the implementation of the data and planning process to gain insight into what worked well and areas that my need further refinement and areas that teachers feel they need additional support moving forward	● Programs implemented with fidelity. ● Student growth on Star Assessments ● Continuity in instruction	**District wide Coach**

End-of-the-Year Desired Outcomes

Schools 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	● My classes are interesting. (51%)	80%
Staff Survey	● The variety of activities and courses offered in my school keeps students engaged in learning. (48%)	80%
Family Survey	● My child is interested in what he or she is learning in school.(65%)	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 2022-23 school year.
● By Spring of 2023 61% of students will reach a Student Growth Percentile of 50(SGP) on the STAR Reading Growth Report.
● By Spring of 2023, 56% of students will reach a Student Growth Percentile (SGP) of 50 on the STAR Math Growth Report.
● By June 2023, school leaders will have visited each teacher and provided them with actionable feedback at least 8 times. In the June 2023 teacher survey, 90% of teachers will agree with the statements, "My principal/administrator provides meaningful feedback about 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.

☐ XXState-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	At Cheektowaga Central Middle School, we commit to every child being engaged in meaningful learning that is relevant to them by seeing themselves reflected in teachers, leaders, curriculum, and learning materials.

☐ 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:

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

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.

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	
Link to research study that supports this as an evidence-based intervention (the study must	

include a description of the research methodology	

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 Culinan	Principal
Jill Orlowski	Teacher
Candice Schneegold	Teacher
Debbie Zmmerman	Teacher
Victoria McPhee	Parent
Shawnta Woodard	Parent

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 (OPTIONAL)

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	OPTIONAL: Completing the "Leveraging Resources" document
Example: 4/6/21			*x*	*x*		
May 12, 2022	X					
May 12, 2022		X				
June 6, 2022			X	X		
June 8, 2022				X	X	

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 groups of students in grade 5-8 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.

Equity Self-Reflection

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

Teachers were provided a copy of the Equity Self Reflection and asked to share strengths and areas of growth that they saw based on the implementation of practices throughout the school year. The information was compiled in a document and was reviewed by the SCEP team to identify themes. The data from the Equity Self Reflection and the staff survey was used to determine the commitments for the school plan.

Next Steps

Next Steps

1. **Sharing the Plan:**
   a. **CSI Schools:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by August 1, 2022.
   b. **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 2022-23 school year.
   c. **All Schools:** Ensure that the local Board of Education has approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
   a. Ensure that the plan is implemented no later than the first day of school
   b. Monitor implementation closely and make adjustments as needed
   c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
   d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.