New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan

2025-26

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

Collaboratively Developed By:
The Cheektowaga Central Middle School SCEP Development Team Dr. Chris Salinas, Principal CCMS Dr. Katie Daniels, Assistant Principal CCMS Luke Silliman, Special Education Teacher/CCTA Union President Joseph Torrillo, Grade 7 Math Teacher Brenda Panikowski, Grade 6 ELA Teacher Walter Wasner, Grade 5 Math Teacher Brittany Schu, Counselor Angela Scholl, Parent Representative Maureen George, Director of Learning ***And in partnership with the staff, students, and families of Cheektowaga Central Middle School***

Guidance for Teams

Navigating the Plan

You can expand or collapse any section of the plan by clicking the triangle next to the blue headings. Additionally, you can move through sections using the Navigation Pane in Microsoft Word.

Before Writing the Plan

Before working on this document, school teams should have:

1. **Completed the Five-Part Needs Assessment**, which consists of:
    - Activity 1: Analyze: Data Variation Identification
    - Activity 2: Analyze: Data Variation Share and Explore
    - Activity 3: Analyze: Survey Data
    - Activity 4: Listen: Student Interviews
    - Activity 5: Envision: Reflect and Synthesize
2. **Met with their NYSED/District/BOCES liaison**:
    - Following *Activity 1: Analyze Data Variation Identification*
    - Following *Activity 5: Envision: Reflect, Synthesize, and Plan* after identifying the Key Strategies and before writing the implementation plan.
3. **Met with their district** to share ensure alignment and coherence between the school's improvement vision and the district's vision.

Key Strategies

Schools must identify the evidence-based, high-impact levers, known as "Key Strategies," they believe will improve current outcomes. Each Key Strategy should represent a change in the upcoming year compared to previous years. The Key Strategy should fall into one of the following categories:

1. Something **new** to the school; or
2. An existing strategy **being expanded** to reach a wider audience; or
3. An existing strategy **being refined** or adjusted from previous years.

To ensure effective implementation, school teams must be strategic in selecting the number of approaches they plan to use to improve outcomes, avoiding the temptation to implement too many initiatives. To assist this process, NYSED has provided the following guidance:

- **At least 1 Instructional Key Strategy** must be identified.
- Non-Instructional Key Strategies are **optional**.
- **Total number of Key Strategies** (Instructional and Non-Instructional combined) must be between 2 and 5.
- Non-Instructional Key Strategies should not outnumber Instructional Key Strategies.

These Key Strategies should be aligned with the data reviewed and student interviews from the needs assessment. Teams must also explain the rationale for each Key Strategy selected on the provided template.

Schools may find Hattie's High Impact Teaching Strategies and the resources gathered at Visible Learning, especially the Teaching Strategies, to be helpful resources when considering Key Strategies. The Diagnostic Tool

for School and District Effectiveness (DTSDE) Framework and Phases of Implementation may also be useful when considering different options to pursue.

Key Strategy Implementation

For each Key Strategy, the school team needs to outline its implementation plan for the upcoming year.

- For new strategies, the plan should detail how the strategy will be introduced and rolled out.
- For expanded strategies, the plan should explain how the expansion will occur.
- For refined strategies, the plan should highlight how this year's approach differs from previous years.

Each plan should include **a sequence of activities that build upon one another.** In the column to the right of each activity, include **the target date for implementation.** This will help the team track progress during the 2025-26 school year.

Key Strategy Progress Monitoring

After identifying their Key Strategies, school teams should set success criteria and benchmarks to evaluate progress throughout the year.

Each Key Strategy must include at least one Early Progress Milestone to provide early feedback on the strategy's success. The data, which could be implementation data and/or outcome data, should directly align with the Key Strategy.

Each Key Strategy must include at least one outcome-based Mid-Year Benchmark and End-of-The-Year target that is directly related to the strategy.

Performance Targets

In addition to setting Mid-Year Benchmarks and End-of-Year targets for each Key Strategy, the plan must also establish overall Performance Targets that reflect the anticipated improvement from the combined impact of all strategies. While the Key Strategy Progress Monitoring will track data specific to each individual strategy, the Performance Targets serve as broader indicators of overall school improvement.

Ongoing Monitoring

The plan template allows school teams to revisit and update their plan throughout the year. A designated section tracks progress for each Key Strategy and for the Performance Targets, allowing teams to record outcome data or evidence alongside original targets. This section should remain blank when first writing the plan and will be updated throughout the year as the team assesses the success of the plan.

SCEP Rubric

NYSED has created the SCEP Rubric to help teams identify areas for improvement in their plan. The rubric can be a valuable reference tool while writing the plan. After completing the initial draft, schools should self-assess using the rubric before finalizing their plan.

Resources for Team

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

Evidence-Based Intervention

All key strategies pursued by schools should be rooted in evidence. All schools in the CSI, ATSI, and TSI support models must implement at least one evidence-based intervention that meets 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.

School teams should indicate **all** of the evidence-based interventions that meet the federal definition that will be pursued next year by placing an "X" in the corresponding box below. Schools that adopt the State-Supported Evidence-Based Intervention **under the parameters outlined** at: https://www.nysed.gov/accountability/state-supported-evidence-based-strategies will fulfil the evidence-based intervention requirement.

State-Supported Evidence-Based Interventions	Mark "X" if the school will implement this in 25-26
Align High School and College Courses to Increase Post-Secondary Transition Outcomes	
Community Schools	
Elementary School Looping	
Establish an Early Warning Intervention and Monitoring System	
Evidence-Based Instructional Methods	
Expanding access to high-quality Out-of-School-Time programs	
High-Quality Instructional Materials	X
High-Quality Tutoring	
Incoming Student Induction Programs and Summer Bridge Programs	
Instructional Coaching	X
Middle School Flexible Scheduling	
Multi-Tiered System of Supports – Integrated (MTSS-I)	
Ongoing Job-Embedded Professional Development	X
Principal Leadership Development	
Professional Learning Communities	
Restorative Practices	

Other *(required if no State-Supported Evidence-Based Intervention is identified above):* Identify and describe a School-Identified Intervention that meets the criteria of a Tier 1, Tier 2, or Tier 3 Evidence-Based Intervention. Please also indicate the Clearinghouse, Evidence Review, or research that indicates the intervention qualifies as a Tier 1, Tier 2, or Tier 3 Evidence-Based Intervention.

Learning as a Team

Directions

Teams should complete the reflective prompt below.

Student Interviews
Describe how the Student Interview process informed the team's plan
The student interviews were held with students in grades 3-4. Students were asked a series of questions about their school experience . The students were interviewed by the outside Review team as part of the May 2025 school review.

Schools in the ATSI and TSI model only

Subgroup Spotlight
Describe how the team has determined that the strategies within this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified.
The team has determined that the strategies outlined in this plan are likely to enhance subgroup performance by utilizing data from previous school years and incorporating feedback from students and parents. The plan prioritizes key areas identified through data analysis and emphasizes instructional strategies grounded in evidence. Furthermore, there is a deliberate focus on addressing the needs of our subgroups within the plan, ensuring that interventions and support are tailored to their specific requirements

Instructional Key Strategies for Improvement

Key Strategies

(What are we doing? Why are we doing this?)

In column 1, input at least one, but no more than five strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, specify whether the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial for the school. For any Key Strategy that is not new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY (What are we doing?)	**HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?**	**WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. *Consider both data trends observed and student interview responses.* *Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.*
Culturally Responsive Practices	☐ NEW ☐ EXPAND ☐ REFINE	Building upon last year's SCEP priorities and feedback from teacher and student focus groups, the school will expand its focus on culturally responsive strategies to deepen relationships and strengthen student engagement. While culturally responsive practices were previously introduced, feedback revealed that the implementation was inconsistent and required further development. This year, we are expanding the effort with more structured professional development and consistent application schoolwide. The needs assessment highlighted a recurring theme across student and teacher focus groups: students want to feel seen, heard, and understood in their learning environments. Teachers also expressed a need for concrete tools to better connect with students across diverse backgrounds. These insights point to the importance of fostering deeper relationships and creating inclusive classrooms as a foundation for academic success.

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KEY STRATEGY (What are we doing?)	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. *Consider both data trends observed and student interview responses.* *Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.*
Embed Research Based School Strategies in Core Instruction Daily (Teach Like a Champion Strategies/DIgital Literacy Standards)	☐ NEW ☐ EXPAND ☐ REFINE	We are refining the schoolwide implementation of high-impact, research-based instructional strategies in reading and math to increase consistency and improve academic outcomes. Last year, we introduced structured routines and systems that supported stronger instructional practices. Teacher feedback from focus groups indicated that these structures were helpful in establishing clear learning expectations. This year, we will refine these practices to deepen instructional rigor and improve fidelity across classrooms. Review of classroom walkthrough data and academic performance trends suggests that while expectations have improved, there is still a need for targeted support in instructional delivery. By refining our use of specific strategies, we will ensure more consistent alignment to grade-level standards and improved student outcomes
Analyze Data by Subgroups	☐ NEW ☐ EXPAND ☐ REFINE	We are expanding our data analysis practices to include more intentional, routine examination of student performance by subgroups (e.g., ELLs, SWDs, racial/ethnic groups) to inform instruction and close achievement gaps. Last year, data analysis was conducted, but often at the whole-school level. This year, we will expand efforts by embedding subgroup analysis into regular grade-level and department planning. The school's needs assessment and performance data revealed persistent gaps between subgroups, particularly among multilingual learners and students with disabilities. Teachers indicated a need for structured time to collaboratively analyze this data and plan responsive instruction.

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Implementation

How will we do this?

KEY STRATEGY 1	Culturally Responsive Practices (CRP)

BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	When will this be in place?
We will lay a strong foundation by establishing a clear plan, professional learning opportunities, and leadership structures to ensure culturally responsive communication is embedded in classroom practices and family engagement from day one. Key steps include:	
• Create a team and plan professional learning series on *Culturally Responsive Teaching and the Brain* by creating an internal facilitation team trained by an outside facilitator. Teachers will serve as peer presenters during monthly PD to foster distributed leadership and shared ownership.	June-August 2025
• Add all CRP-related professional development dates to the master staff calendar	June-August 2025
• Allocate time for opening PD w/ENL Coordinator highlighting Culturally Effective Communication (Language Line)	June-August 2025
• Facilitate opening week PD session led by ENL Coordinator to introduce culturally effective communication practices and Language Line tools.	June-August 2025

FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan to implement this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
We will build staff capacity and deepen practice through structured, collaborative professional development aligned to *Culturally Responsive Teaching and the Brain*. The focus will be on shared leadership, reflection, and application of strategies in daily instruction. Key steps include:	
• Facilitate monthly professional development sessions focused on 2-4 chapters of the book *Culturally Responsive Teaching and the Brain*.	October - December 2025
• Practice culturally effective communication by making proactive phone calls to families to share positive news about their children.	September - December 2025

SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
We will continue building staff knowledge through the remaining chapters of *Culturally Responsive Teaching and the Brain*, while increasing accountability through monitoring, reflection, and feedback. Emphasis will be placed on evaluating the impact of culturally responsive practices on student engagement and family communication. Key steps include:	January - June 2026
• Facilitate monthly PD sessions focused on 2- 4 chapters of *Culturally Responsive Teaching and the Brain*.	January - June 2026
• Administer mid-year and end-of-year staff and student surveys to assess the effectiveness and reach of CRP efforts.	January - June 2026

Progress Monitoring

How will we measure progress and impact for this Key Strategy?

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. ***What are our next steps?*** *complete when reviewing data*
Early Progress Milestones December 2025 (implementation/outcome data)	Staff and student baseline surveys on cultural responsiveness	Baseline perceptions of cultural connections, communication, and trust	
Mid-Year Benchmark(s) (outcome data)	Staff and student survey data	Demonstrated growth in cultural awareness, improved communication, and classroom inclusion practices	
End-of-the Year Targets February 2025 (outcome data)	Final staff and student survey data	Continued increase in cultural responsiveness across classrooms and school culture; strong positive feedback from both students and staff	

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KEY STRATEGY 2	**Embed Research Based School Strategies in Core Instruction Daily (Ex: Teach Like a Champion Strategies; Differentiated Reading Instruction and Building Thinking Classrooms)**

BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	When will this be in place?
We will prepare staff to implement consistent, high-impact classroom routines by building a core planning team and establishing a shared understanding of key *Teach Like a Champion* techniques to ensure smooth, efficient, and respectful classroom culture from day one. Key steps include:	

• Create a planning team to work with an outside facilitator to plan and prepare resources, sample visuals, and model videos to support training and implementation. Members of the team will lead the rollout of selected *Teach Like a Champion* techniques.
  ○ Focus planning on the following techniques:
  • Technique #47 – *Threshold* and *Strong Start* (setting tone at the door and first five minutes)
  • Technique #49 – *Engineering Efficiency* (smooth classroom operations)
  • Technique #50 – *Routine Building* (establishing and reinforcing classroom routines and procedures)
	June-Aug 2025

• Integrate TLAC routines into August professional development sessions and model during pre-service week.
  ○ August (start pre school) - Strong Start "Tone" pg 396 #1
  ○ Provide copies of book and field guide to teachers
	June-Aug 2025

• Develop pre- and post-implementation surveys for teachers to assess growth in knowledge, confidence, and use of high-impact instructional routines.	June-Aug 2025
• To strengthen literacy outcomes and better meet the diverse needs of all learners, our school will implement a Differentiated Reading Instruction (DRI) program [aligned with SOR] within the 5th grade Middle School ELA block.	Sept 2025 - June 2026
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan for implementing this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
We will explicitly teach and model selected *Teach Like a Champion* techniques focused on classroom entry, pacing, and routines. These foundational strategies will help create a calm, predictable, and instructionally focused environment. The professional development will be embedded into our monthly PD structure and aligned to instructional walkthroughs for both the *Teach Like a Champion* and DRI programs. Key strategies include:	

• Facilitate PD on the following topics
  ○ PD September #1 (Wednesday) - Technique 47 - Threshold and Strong Start – "Pacing" (TLAC p. 396 #2)
  ○ PD September #2 - (Wednesday) Technique 47 - Threshold and Strong Start – "Do Now/Entrance Ticket" (TLAC p. 396 #3)
	September 2025

• Present Technique #50 – *Routine Building*, with an emphasis on *"Tips for Rebooting Procedures and Routines"* (TLAC p. 412)	November 2025
• School leaders will conduct regular, focused walkthroughs using a calibrated look-for tool aligned to the selected *Teach Like a Champion* techniques. Feedback will be	September - December 2025

timely, strengths-based, and include next-step suggestions to support consistent implementation across classrooms.	
• Administer pre-implementation surveys for teachers to assess growth in knowledge, confidence, and use of high-impact instructional routines.	September 2025
• Initial training and launch of step by step training to use the DRI template	Aug & Sept
• In class coaching & modeling for DRI (John Strong consultant)	Sept--December 2025
• Explore the Project Lead the Way implementation (Material and Licenses)	November 2025
SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
We will focus on increasing instructional time and student engagement through efficient classroom operations. By introducing key components of *Technique #49 – Engineering Efficiency*, staff will learn how to streamline routines using simplicity, speed, and minimal narration to maintain instructional momentum. Key steps include:	
• Present Technique #49 – Engineering Efficiency, with a focus on "Simplicity," "Quick is King" and *"Little Narration Required"* strategies. ○ Facilitate PD #1 – *"Simplicity"* (TLAC p. 406) ○ Facilitate PD #2 – *"Quick is King"* (TLAC p. 406–407) ○ Facilitate PD #3 – *"Little Narration Required"* (TLAC p. 407)	February 2026 (after break)
• School leaders will conduct regular, focused walkthroughs using a calibrated look-for tool aligned to the selected *Teach Like a Champion* techniques. Feedback will be timely, strengths-based, and include next-step suggestions to support consistent implementation across classrooms.	February - June 2026
• Administer post-implementation surveys for teachers to assess growth in knowledge, confidence, and use of high-impact instructional routines.	June 2026
• Focused mini session workshops on DRI & on-going collaborative planning PLC's	Feb - June 2026
• In class coaching & modeling for DRI (John Strong consultant)	January - June 2026
• Implement Project Lead the Way(Material and Licenses)	January - June 2026

Progress Monitoring

How will we measure progress and impact for this Key Strategy?

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. ***What are our next steps?*** *complete when reviewing data*
Early Progress Milestones **December 2025** (implementation/outcome data)	Student and staff pre-surveys	Baseline data on perceptions, academic readiness, and classroom routines	
Mid-Year Benchmark(s) (outcome data)	Walkthrough feedback and observation notes	Evidence of stronger implementation of TLAC strategies and improved learning environments	

End-of-the Year Targets (outcome data)	Student and staff post-surveys	Schoolwide consistency in high-impact routines and positive academic/behavioral outcomes	

KEY STRATEGY 3	**Analyze Data by Subgroups**

BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	When will this be in place?
We will lay the foundation for effective Professional Learning Teams (PLTs) by equipping staff with a shared understanding of team structures, expectations, and data protocols. This will ensure a focused, collaborative approach to instructional planning from the start of the school year. Key steps include:	
• Review NYS Assessment Data, including student performance and year-over-year comparisons	June-August 2025
• Provide professional development on PLT expectations, protocols, and meeting structures	June-August 2025
• Share schoolwide academic goals and align PLT focus areas accordingly.	June-August 2025
• Refine and Introduce team data protocols for analyzing assessment results and monitoring student progress	June-August 2025
• Calendar PLT meeting dates on schoolwide calendar	
• Determine process to inform students of star scores and recognition for work on other data platforms	June-August 2025
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan for implementing this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
We will engage teams in monthly Professional Learning Team (PLT) meetings focused on analyzing student data to identify skill gaps across content areas. Teams will use assessment data to inform instruction, group students strategically, and plan targeted interventions and integrate the philosophy of *The Science of Learning*, *Building Thinking Classrooms (BTC)* and *The Thoughtful Classroom* framework, particularly around questioning techniques and instructional styles. These sessions will be led by instructional coaches. Key steps include:	
• Hold monthly PLT meetings to review NYS assessment data and STAR benchmark scores to identify trends and skill gaps	September–December 2025
• Incorporate protocols for analyzing data and tracking the impact of planned intervention	September–December 2025
• Provide support to PLT facilitators to ensure effective meeting structures and outcomes.	September–December 2025
• Provide students copy of star scores and recognize student achievement (Star and IXL)	September–December 2025

SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan for implementing this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
We will continue monthly PLT meetings with a deeper focus on using formative data and student work to adjust instruction, monitor progress, and address persistent skill gaps. Teams will reflect on the effectiveness of strategies implemented in the first half of the year and refine their plans accordingly. Key steps include:	
• Continue monthly PLT meetings focused on reviewing STAR data, NYS interim results (if available), and classroom assessments.	January - June 2026
• Use data to adjust instructional strategies and provide targeted support to students not meeting benchmarks.	January - June 2026
• Analyze student work samples to support data findings and plan differentiated instruction	January - June 2026
• Provide continued support and coaching to PLT leaders to maintain focus and strengthen facilitation.	January - June 2026
• Provide students copy of star scores and recognize student achievement (Star and IXL)	January - June 2026

Progress Monitoring

How will we measure progress and impact for this Key Strategy?

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. ***What are our next steps?*** *complete when reviewing data*
Early Progress Milestones **December 2025** (implementation/outcome data)	• Prior NYS Assessment Results • Beginning-of-Year STAR Scores • Disaggregated data by subgroup • Topic-level analysis	Clear baseline understanding of skill gaps, subgroup trends, and priority standards for instruction	
Mid-Year Benchmark(s) **February 2026** (outcome data)	STAR Scores • Growth analysis for Level 1 & 2 students • Subgroup growth	Evidence of student progress; adjustments made to instructional groupings and strategies	
End-of-the Year Targets **June 2026** (outcome data)	• Final STAR Scores • Benchmark assessments • Practice assessments • Student work samples	Demonstrated growth in targeted student groups; increased ability to apply grade-level strategies and meet benchmarks	

Academic Performance Targets

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these instructional strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: *(complete when reviewing mid-year data)*
Mid-Year Benchmark(s)	STAR Data	By June 2026 45% of students (inclusive of all subgroups) will be at proficiency on both the STAR Reading and Math tests. By June 2026 70% percent of students will demonstrate growth from their September 2024 STAR Reading and Math tests. September 2025 to February 2026		
End-of-the Year Targets	STAR Data	By June 2026 48% of students (inclusive of all subgroups) will be at proficiency on both the STAR Reading and Math tests. By June 2026 75% percent of students will demonstrate growth from their September 2025 STAR Reading and Math tests.		

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Spring Survey Targets

We believe these spring survey responses will give us helpful feedback about our progress with our Instructional Key Strategy/Strategies:

	Survey Question(s) or Statement(s	**Corresponding Key Strategies**	**2024-25 data if available** *(e.g., % agree or strongly agree)*	**Desired response** *(e.g., % agree or strongly agree)*	**What we ended up seeing:** *(complete once Spring survey results are available)*
Student Survey	• My teachers respect and value my culture and background. • My teachers take time to learn about who I am and what matters to me. • My teachers start class on time and with clear expectations. • The beginning of each class helps me get focused and ready to learn. • I know what to expect when I enter my classroom each day. • Transitions in my classroom happen quickly and without confusion • My teachers help me understand what I need to learn and why it's important. • I get recognized for progress from STAR and IXL • I know how well I'm doing on my STAR testing and what I need to do to improve.	• Culturally Responsive Practices • Embed Research Based School Strategies in Core Instruction Daily (Teach Like a Champion Strategies) • Analyze Data by Subgroups		80% Agree Strongly Agree	
Staff Survey	• I have received useful professional development that helps me grow in culturally responsive practices.	• Culturally Responsive Practices • Embed Research Based School Strategies in Core Instruction Daily (Teach Like a Champion Strategies)			

	• I regularly reflect on my own cultural lens and how it influences my interactions with students. • I consistently incorporate students' backgrounds and experiences into my teaching • I consistently implement entry routines like *Threshold* and *Entrance tickets* in my classroom. • Using *Strong Start* strategies helps me set a positive tone for learning each day. • Classroom routines improve student engagement and learning time. • I find the "Engineering Efficiency" techniques helpful in managing classroom operations. • I believe these routines are positively impacting the school's overall learning environment • I regularly use assessment data to group students or modify instruction. • I feel supported in analyzing and interpreting data to improve instruction. • I can identify growth in student performance based on the data we've reviewed in PLT meetings. • I review STAR assessment scores with students to help them understand their progress from one testing window to the next.	• Analyze Data by Subgroups		80% Agree Strongly Agree	

Instructional Key Strategies for Improvement

Family Survey	● The school makes an effort to understand and respect my family's cultural background ● School staff communicate with me in a way that I understand and feel comfortable with. ● My child's teacher communicates consistent expectations and routines. ● I've seen positive changes in how my child organizes or prepares for learning at home. ● The school provides regular updates on how my child is doing academically. ● I am made aware of my child STAR scores and progress ● My child is receiving the support they need to grow academically.	● Culturally Responsive Practices ● Embed Research Based School Strategies in Core Instruction Daily (Teach Like a Champion Strategies) ● Analyze Data by Subgroups		80% Agree Strongly Agree	

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 "Assembling Your Improvement Planning Team" This section outlines how we worked together to develop our plan.

Our Team's Steps

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

1. Activity 1: Analyze: Data Variation Identification
2. Activity 2: Analyze: Data Variation Share and Explore
3. Activity 3: Analyze: Survey Data
4. Activity 4: Listen: Student Interviews
5. Activity 5: Envision: Reflect and Synthesize
6. Writing the Plan

Team Collaboration

In the first two columns, identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). In the rest of columns, indicate that team member's participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

Name	**Role**	**Orientation to School Teams** (required for new TSI)	**Analyze:** Data Variation Identification	**Analyze:** Data Variation Share and Explore	**Analyze:** Survey Data	**Listen:** Student Interviews	**Envision:** Reflect and Synthesize	**Plan Writing and Revision**
Example: Mary James	*ELL Teacher*	*3/4*	*3/12*	*3/19*		*4/10, 4/11*	*4/17*	*5/2 5/9 5/16*
Dr. Chris Salinas	Principal	6/3/25	6/3/25	6/3/25	6/3/25	5/14-15, 2025	6/3/25	6/3/25
Dr. Katie Daiels	Assistant Principal	6/3/25	6/3/25	6/3/25	6/3/25	5/14-15, 2025	6/3/25	6/3/25
Luke Silliman	Grade 8 Special Education Teacher/ CCTA Union President	6/3/25	6/3/25	6/3/25	6/3/25	5/14-15, 2025	6/3/25	6/3/25
Joseph Torrillo	Grade 7 Math Teacher	6/3/25	6/3/25	6/3/25	6/3/25	5/14-15, 2025	6/3/25	6/3/25
Brenda Panikowski	Grade 6 Teacher	6/3/25	6/3/25	6/3/25	6/3/25	5/14-15, 2025	6/3/25	6/3/25

Walther Wasner	Grade 5 Teacher	6/3/25	6/3/25	6/3/25	6/3/25	5/14-15, 2025	6/3/25	6/3/25
Angela Scholl	Parent	6/3/25	6/3/25	6/3/25	6/3/25	5/14-15, 2025	6/3/25	6/3/25
Brittany Schu	Counselor	6/3/25	6/3/25	6/3/25	6/3/25	5/14-15, 2025	6/3/25	6/3/25
Maureen George	Director of Learning	6/3/25	6/3/25	6/3/25	6/3/25	5/14-15. 2025	6/3/25	6/3/25

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Next Steps

Sharing the Plan

Schools in the CSI Model

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, **use the SCEP Rubric to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan using the SCEP Rubric and made any necessary revisions, the principal should email the NYSED liaison and:

1. Confirm that the team has reviewed the plan using the SCEP rubric, ensured the plan met minimum expectations, and made any necessary changes;
2. Identify the areas of the plan where the team feels most confident;
3. If applicable, specify any areas of the plan where the team feels less confident. The principal may also request a follow-up meeting to further explore these areas prior to meeting with the NYSED liaison.
4. Indicate to your liaison that the school is ready to share its full plan for verification that it meets NYSED's minimum expectations. Plans should be shared by **July 1, 2025**.
5. Once the plan is finalized, representatives from the school and district should meet to complete the SIG Expenditure Plan.
6. Ensure that the district (Superintendent or designee) and local Board of Education have approved the plan and the plan is posted on the district website.

Schools in the ATSI model and TSI Model

1. When the SCEP team is satisfied with the plan, **use the SCEP Rubric to consider where there may be opportunities to strengthen the plan**. After the team has analyzed the completed plan using the SCEP rubric and made any necessary revisions, please share the plan with your District, who will verify that the plan meets NYSED's minimum expectations. Once your plan is finalized, representatives from the school and district should meet to complete the SIG Expenditure Plan. Plans will need to be approved by the District before the first day of the 2025-26 school year.
2. The final plan will need to be approved by the local Board of Education and posted on the district website.

Implementing the Plan (All Schools)

1. Ensure the plan is implemented no later than the first day of school.
2. Monitor implementation closely and adjust as needed.
3. Plan to have the SCEP team reconvene during the year to discuss implementation and review progress in relation to the Early Progress Milestones and Mid-Year benchmarks identified.
4. Ensure that there is professional development provided to support the strategic efforts described within this plan.

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New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan

School Improvement Grant Expenditure Plan

2025-26

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

FINAL

School-Level SIG Expenditure Plan

Instructions

After the School Comprehensive Education Plan (SCEP) has been finalized, representatives from the school should work with representatives of the district to determine how best to leverage Title I, 1003 School Improvement Grant (SIG) funding to implement the Key Strategies outlined.

This template will need to be attached to the SCEP and submitted as one document in the Business Portal as part of the SIG application process.

There are four different types of expenses that can be included:

1. Instructional Key Strategies identified through the SCEP
2. Non-Instructional Key Strategies identified through the SCEP
3. Plan Monitoring
4. Plan Development expenses for 2026-27

Evidence-Based Intervention Category

All expenses must adhere to the Every Student Succeeds Act definition of an evidence-based intervention. To assist with this, the Department has identified 16 State-Supported Evidence-Based Interventions, that if implemented in accordance to the parameters provided, fulfill this criteria.

1. Align High School and College Courses to Increase Post-Secondary Transition Outcomes
2. Community Schools
3. Elementary School Looping
4. Establish an Early Warning Intervention and Monitoring System
5. Evidence-Based Instructional Methods
6. Expanding access to high-quality Out-of-School-Time programs
7. High-Quality Instructional Materials
8. High-Quality Tutoring

9. Incoming Student Induction Programs and Summer Bridge Programs
10. Instructional Coaching
11. Middle School Flexible Scheduling
12. Multi-Tiered System of Supports – Integrated (MTSS-I)
13. Ongoing Job-Embedded Professional Development
14. Principal Leadership Development
15. Professional Learning Communities
16. Restorative Practices

In the Column labeled "Evidence-Based Intervention Category" enter the category for that specific expense. If the expense does not fit within the State-Supported Evidence-Based Interventions (e.g. survey and feedback tools, HS internship coordinator) enter "Other."

Plan Monitoring and Development

The team that drafted the plan should anticipate reconvening at least twice during the 2025-26 school year to discuss implementation and review Early Progress Milestone and Mid-Year Benchmark data.

The school should also anticipate having a team come together in Spring 2026 to conduct a five-part needs assessment in conjunction with the development of its 2026-27 school plan.

Budget Code

In the "Budget Code" category, enter the FS-10 budget code. The following are Budget Codes used for this grant. Any Code 80 (Employee Benefits) and Code 90 (Indirect Cost) expenses do not need to be referenced here but will need to be included on the FS-10.

Code 15: Professional Salaries
Code 16: Support Staff Salaries
Code 20: Equipment
Code 40: Purchased Services
Code 45: Supplies and Materials
Code 46: Travel
Code 49: BOCES Services

Expenses That Go Across Key Strategies

A school may have a single expense that covers multiple key strategies. For those situations, the expense can be referenced in multiple categories, but the amount of the expense should only be inserted into the "Full Cost" column the first time the expense appears.

Instructional Key Strategy Implementation

INSTRUCTIONAL KEY STRATEGY 1	Culturally Responsive Practices

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Consultant /Facilitator	Ongoing Job-Embedded Professional Development	Code 40	11,000

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY	11,000

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INSTRUCTIONAL KEY STRATEGY 2	Embed Research Based School Strategies in Core Instruction Daily (Teach Like a Champion Strategies)

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Book - Teach Like a Champion	Ongoing Job-Embedded Professional Development Evidence-Based Instructional Methods	Code 45	3,500
Summer Planning	Ongoing Job-Embedded Professional Development	Code 15	2,560
Consultant /Facilitator	Ongoing Job-Embedded Professional Development	Code 40	14,500
Instructional Coaches	Instructional Coaching	Code 15 & 80	54045
Building Thinking Classroom Books	Ongoing Job-Embedded Professional Development Evidence-Based Instructional Methods	**Code 45**	1200

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY	75,805

INSTRUCTIONAL KEY STRATEGY 3	Analyze Data by Subgroups

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Instructional Coach	Instructional Coaching	Code 15	54,045

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY	54,045

Plan Monitoring Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
MS School Needs Assessment and 25-26 Plan Review	Plan Monitoring	**40**	9,000
Refreshments for SCEP Needs Assessment & Planning- 3 days	Plan Monitoring	**45**	150

	Plan Monitoring		
	Plan Monitoring		
	Plan Monitoring		

TOTAL AMOUNT FOR PLAN MONITORING	9,150

2026-27 Plan Development Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
	Plan Development		
	Plan Development		
	Plan Development		
	Plan Development		
	Plan Development		

TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT	0

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