Cheektowaga Central School District School Comprehensive Education Plan (SCEP) 2026-2027

District	School Name	Grades Served
Cheektowaga Central	Union East	K-4

Collaboratively Developed By:
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SECTION 1: Shared Understanding of High-Quality Teaching and Learning

Describe what high-quality Tier 1 instruction looks like and feels like across classrooms.

Tier 1 Instruction — *In every classroom, students are engaged in instruction that is cognitively demanding, aligned to grade-level standards, and structured so students share their thinking through academic discourse. Teachers consistently conduct two to three checks for understanding, provide purposeful scaffolds throughout the lesson, and use evidence of learning to inform instruction and make adjustments in real time.*

Tier 1 Learning — *In every classroom, students are actively thinking, problem-solving, and making meaning of grade-level content. They demonstrate their knowledge through collaboration and discussion with peers, and apply their learning to real-world contexts and their identity*

SECTION 2: Key High Quality Instructional Practices (HQIP)

identify 1-2 Key Strategies/Instructional Priorities that will strengthen the instructional core and be the focus of teacher learning for the upcoming year.

Key HQIP should be:

- **Instructional**, not programmatic.
- **Broad enough** to apply across grades/content but **focused enough** to drive teacher learning.
- Concepts that can be explored with the Structures for **Teacher Learning**
- Connect to **Tier 1**/Universal instruction
- Stable enough to allow for **deep learning and improvement over time,** yet flexible enough to respond to emerging evidence about student needs.
- Grounded in the **instructional core**, not buzzwords, fads, or short-lived initiatives.

KEY HIGH QUALITY INSTRUCTIONAL PRACTICE (What are we prioritizing to improve the Instructional Core?)
Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving.

Preparing for a Successful Launch

BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What needs to happen before school starts to prepare our staff for understanding the Key High Quality Instructional Practice to be pursued this year? What steps are involved?	When will this be in place?
Establish a shared definition of cognitively demanding tasks and productive struggle, anchored in the school's Tier 1 Instruction and Learning Vision.	June - September

Norm the four Wednesday professional learning focus areas for the year: productive struggle, academic discourse, quick formative checks, and protecting cognitive demand. The administration will also share the PD calendar so staff understand the learning arc and how each session connects to the instructional vision.	June - September
Co-construct simple classroom look-fors for cognitively demanding tasks and academic discourse so teachers, coaches, and leaders have a common language for monthly learning walks and feedback conversations.	June - September
Audit grade-level curriculum materials to identify existing high-demand tasks, opportunities for student reasoning, and embedded checks for understanding. This will ensure the work strengthens current curriculum implementation rather than becoming an additional initiative.	June - September
Post and introduce accountable-talk stems for Mathematics and ELA in every classroom as a common scaffold for academic discourse. Staff will also be trained on a shared launch routine so students experience consistent expectations across classrooms.	June - September
Set clear Wednesday PD and collaborative planning norms by defining roles, protocols, facilitation expectations, and outcomes. This will protect teacher learning time and ensure collaboration is focused, productive, and directly connected to classroom implementation.	June - September

Key High Quality Instructional Practice 1

KEY HIGH QUALITY INSTRUCTIONAL PRACTICE 1	**Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving.**

FIRST HALF OF THE YEAR IMPLEMENTATION **What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key High Quality Instructional Practice ? What steps are involved?**	**When will this be in place?**
Instructional coaches and administration will help teachers build productive struggle into daily instruction so that all students learn to persist through challenging thinking. Professional development will focus on growth mindset, academic identity, and coaching students through difficulty rather than rescuing them. During Wednesday professional development sessions, teachers will explore: ● What productive struggle is ● Why productive struggle is important ● How to incorporate productive struggle into instruction ● How to practice and implement strategies that support student perseverance ● How to reflect, share evidence of implementation, and improve practice during follow-up sessions	September-December 2026
Instructional coaches and administration will support teachers in increasing structured academic discourse so students are consistently expected to explain their thinking, listen to peers, and build on one another's ideas. During collaborative planning and professional development, teachers will: ● Review curriculum materials to identify opportunities for student discourse ● Strengthen the use of accountable talk routines ● Use sentence stems to support student responses ● Practice strategies for helping students repeat, clarify, and build on peer thinking	September-December 2026

• Model and rehearse what strong academic discourse should sound like in the classroom	
Instructional coaches and administration will support teachers in using quick formative checks to better understand student thinking and adjust instruction in real time. Throughout the year, teachers will use instructional planning meetings to review the curriculum and identify where checks for understanding are embedded. Coaches and administrators will help teachers determine how and when to ask these questions, ensure questions are asked as intended, and strengthen the use of higher-level questioning. Support will include: • Professional development on effective questioning techniques • Use of a reflective tool to identify checks for understanding within the curriculum • Practice with asking questions that reveal student thinking • Opportunities to analyze responses and adjust instruction based on student evidence	September-December 2026
Instructional coaches and administration will help teachers protect the cognitive demand of grade-level tasks by scaffolding the process without lowering the standard. The focus will be on avoiding over-scaffolding, reducing teacher telling, and maintaining rigor while supporting students through productive struggle. Teachers will engage in: • Video analysis to observe effective scaffolding practices • Reflection on when scaffolding is needed • Practice with questioning students through struggle • Planning for supports that help students access the task without removing the thinking • Ongoing reflection on how to keep the rigor of the standard intact	September-December 2026
Instructional coaches and administration will be explicit in helping teachers understand that learning targets identify what students are expected to learn, while success criteria and student self-monitoring help students explain what they are learning, why it matters, and how they will know they have been successful	September-December 2026
SECOND HALF OF THE YEAR IMPLEMENTATION **What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key High Quality Instructional Practice ? What steps are involved?**	**When will this be in place?**
Instructional coaches and administration will conduct regular walkthroughs focused on the key high-quality instructional practices, including productive struggle, academic discourse, formative checks for understanding, and scaffolding without lowering cognitive demand. After walkthroughs, coaches and administrators will provide specific, actionable feedback to teachers and identify trends across classrooms. During collaborative planning and professional development time, teachers will: • Analyze walkthrough trends and student learning data • Reflect on the effectiveness of the strategies implemented during the first half of the year • Identify areas where students continue to need support • Share successful practices and classroom examples • Receive targeted coaching and professional learning based on observed needs • Determine additional professional development topics that will continue to strengthen implementation of the key instructional practices	January - June 2027
Based on walkthrough evidence and data analysis, instructional coaches and administration will determine the next areas of focus and provide additional support to ensure teachers continue growing in their use of rigorous, student-centered instructional practices.	January - June 2027

Key Strategies Progress Monitoring
Progress Monitoring

Directions: Describe the evidence you will need to collect **in the first quarter of the year** to understand the impact of the Core Structures and Key High Quality Instructional Practice .
Use the remaining cells to identify evidence **as the year progresses**.

Key High Quality Instructional Practice 1

What evidence will we need to collect and monitor to understand **if change is taking hold**?

	Early Progress Indicators (set in advance)	Mid-Year Indicators (complete after quarter 1)	End-of-Year Indicators (complete midyear)
Evidence of Student Learning Improving	• Student work samples that show thinking, reasoning, explanation, and justification • Student survey responses related to engagement, belonging, confidence, and classroom participation • Evidence of students using academic vocabulary and responding to peers' ideas • Student participation patterns during discussion and collaborative tasks • Learning walk data focused on student engagement, academic discourse, productive struggle, and cognitive demand		
Evidence of Teacher Practice Changing	• Learning walk data aligned to the Key High Quality Instructional Practices • Lesson plans showing grade-level aligned tasks and intentional discourse opportunities • Evidence of scaffolds that support the process without reducing the rigor of the task		

	• Teacher surveys on confidence, implementation, support needs, and professional learning • Department meeting notes showing task review, discourse planning, and scaffold design • Teacher reflections following professional development or collaborative planning • Evidence from teacher-to-teacher intervisitations and debriefs		

What is our end-of-the-year vision for this Key High Quality Instructional Practice ?

		End-of-the-Year Vision (set in advance)	Mid-Year Reassessment **(update mid-year)**
Students will be…	Thinking and talking at a higher level, engaging in rigorous grade-level tasks, and persisting through productive struggle to find success.		
Teachers will be…	Asking high-level questions, promoting productive struggle, and confidently facilitating student thinking rather than rescuing.		

Survey Monitoring

Directions: Identify 1 or 2 teacher survey questions from this year's Needs Assessment that will give you a good understanding of how the activities outlined above have impacted teacher perceptions. Input this year's survey data (*SD=Strongly Disagree, D= Disagree, N=Neutral, A=Agree, SA=Strongly Agree, IDK=I Don't Know*). The team will revisit this during the 2026-27 Needs Assessment.

	Survey Question 1	**SD**	**D**	**N**	**A**	**SA**	**IDK**
25-26 Needs Assessment	My work makes me think hard. (Student)						
26-27 Needs Assessment							

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Learning tasks require deep thinking and reasoning. (Teacher)						
26-27 Needs Assessment							

SECTION 3: School-wide Cornerstone Learning Structures

Schools will identify how they will implement their Key High Quality Instructional Practice through the School wide Cornerstones.

Schools will support teaching the Key High Quality Instructional Practice through coherent, sustained structures for adult learning that are collaborative, reflective, and directly tied to classroom practice.

The School wide cornerstone Learning Core Structures will be a primary driver of strengthening skills related to the 1-2 Key Strategies/Instructional Priorities identified above.

Well-Being Structures

Essential Question: How will the school ensure students feel safe, supported, and known?

- **A schoolwide system for ensuring every student is known well by at least one adult,** with routines to monitor relationships, track connection points, and ensure no student is overlooked.
- **A structure for analyzing patterns in student behavior, discipline, and engagement** to identify disparities and address inequities across student groups
- **A routine for monitoring student sense of safety, belonging, and emotional well-being** using multiple data sources (student surveys, interviews, behavior data, attendance patterns).
- **A schoolwide system to ensure consistent expectations, routines, and** responses to student behavior across classrooms, reducing variability in student experience.
- **A routine for monitoring the experiences of students who may feel marginalized or disconnected**, including proactive outreach and targeted supports.
- **A coordinated communication and feedback system that gathers input** from students and families and uses that feedback to refine supports, improve climate, and strengthen belonging.

Planning Implications (Well-Being)

Schools define how they will ensure consistent student support and belonging across classrooms by establishing clear expectations, monitoring student experience, and coordinating systems that respond to student needs in a timely and equitable way

Structure (New/Refine)	When/How Often	Details / Impact
A structure for analyzing patterns in student behavior, discipline, and engagement to identify disparities and address inequities across student groups.	Begin with discipline, behavior, and engagement data from the previous school year. Continue collecting and reviewing data throughout the year using new and ongoing referrals.	The school will analyze discipline referrals, behavior data, and engagement trends to identify patterns, disparities, and possible inequities across student groups. Data will include the specific reasons for referrals so the team

		can better understand what is happening, where it is happening, and who is being impacted. The team will explore root causes, including barriers, bias, inconsistent expectations, or unequal access to support. Findings will be used to adjust practices, strengthen supports, and ensure students are responded to in a timely and have access to talk about their emotions and feeling with counselors
A system for gathering student voice and monitoring students' sense of belonging, support, and emotional safety.	Administer student surveys at key points throughout the year and review trends during leadership or student support team meetings.	The school will use student surveys, focus groups, and other student voice opportunities to understand how students are experiencing school. Administer teacher surveys to collect Data to help identify trends related to belonging, relationships, fairness, safety, engagement, and access to support. This information will be used alongside discipline and attendance data to better understand student needs and determine responsive next steps.
A coordinated process for identifying and responding to student social-emotional and behavioral needs, including clear entry points, assigned ownership, and consistent follow-up across staff.	Training will occur at the start of the year and will be revisited or recommunicated at least 2–3 times throughout the school year.	The school will establish a clear, accessible process for how staff identify, refer, and respond to students with social-emotional or behavioral needs. This process will include clear entry points, assigned staff roles, timelines for follow-up, and consistent communication among staff. Easily readable flowcharts will be created and shared so all staff understand the systems, procedures, and next steps for supporting students.

Survey Monitoring

Directions: Identify 1 or 2 survey questions from this year's Needs Assessment that will give you a good understanding of how the activities outlined above have impacted teacher, student, or family perceptions. Input this year's survey data (*SD=Strongly Disagree, D= Disagree, N=Neutral, A=Agree, SA=Strongly Agree, IDK=I Don't Know*). The team will revisit this during the 2026-27 Needs Assessment.

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	Students treat each other with respect.						
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	Restorative practices are used consistently across the school.						
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Relationship Structures

Essential Question: How will the school ensure strong relationships across the school? How will the school ensure that every student experiences consistent expectations, meaningful relationships, timely supports, and access to rigorous grade-level learning?

- **A systematic approach to ensuring every student is known well by at least one adult,** with routines that track relationships, monitor connection points, and ensure no student is overlooked.
- **A coordinated student support identification process** with clear entry points for noticing concerns, assigning responsibility, and organizing interventions so no student "slips through the cracks."
- **A routine for monitoring whether students receiving additional support continue to engage with grade-level content,** ensuring intervention does not replace rigor.
- **A schoolwide system for checking consistency of expectations, routines, and supports across classrooms and grade levels,** identifying where students encounter conflicting messages or uneven experiences.
- **A pattern-analysis routine** where the team examines data on participation, belonging, discipline, attendance, and achievement to identify inequities and address disparities across groups of students.

- **A structure for monitoring experiences of students who may feel marginalized or different from their peers,** ensuring the school proactively identifies and responds to signs of alienation or exclusion.
- **A feedback and responsiveness routine** where the team gathers, analyzes, and acts on insights from students

Structure (New/Refine)	When/How Often	Details / Impact
A schoolwide system for checking consistency of expectations, routines, and supports across classrooms and grade levels, identifying where students encounter conflicting messages or uneven experiences.	Quarterly walkthrough review; grade-level teams compare routines each marking period.	Map expectations and routines across classrooms and grades to find where students experience conflicting messages; align greetings, transitions, and support routines so the student experience is consistent schoolwide.
A systematic approach to ensuring every student is known well by at least one adult, with routines that track connection points so no student is overlooked.	Relationship-mapping at the start of each marking period; monitored monthly.	Identify students not yet connected to a trusted adult and assign intentional check-ins. This protects our strongest asset in the needs assessment — students naming a trusted adult — and addresses the gap between staff confidence and students feeling noticed.

Survey Monitoring

Directions: Identify 1 or 2 survey questions from this year's Needs Assessment that will give you a good understanding of how the activities outlined above have impacted teacher, student, or family perceptions. Input this year's survey data (*SD=Strongly Disagree, D= Disagree, N=Neutral, A=Agree, SA=Strongly Agree, IDK=I Don't Know*). The team will revisit this during the 2026-27 Needs Assessment.

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	Every student is known well by at least one adult at school.						
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	Students experience strong, trusting relationships with adults across classrooms.						
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Structure (Instructional Core)

Essential Questions: How will the school ensure rigorous, standards-aligned instruction? How will teachers have consistent, structured opportunities to learn together and with experts that strengthen practice around the instructional priorities and improve classroom instruction? How will the school ensure that all students

consistently experience rigorous, standards-aligned instruction that challenges them to think deeply and supports their academic growth?

- **A schoolwide framework for high-quality instruction** that the leadership team regularly reviews, refines, and reinforces through shared look-fors and coordinated messaging.
- **A curriculum monitoring routine** where the leadership team examines pacing, task quality, and curriculum use across classrooms to identify variation and inconsistency.
- **A system for reviewing patterns in teacher-team work**, including analysis of student work, task selection, and upcoming lessons, to assess whether teacher teams are maintaining rigor and coherence.
- **A routine for monitoring equitable access to rigorous learning** through analysis of course placement, teacher assignment, student grouping, and the quality of tasks used across settings.
- **A schoolwide inquiry cycle** where the leadership team studies evidence of implementation, identifies trends across classrooms, and makes decisions about supports, PD, and resource allocation.
- **A coherence-monitoring routine** that identifies and removes low-value initiatives, reduces conflicting demands, and keeps staff focused on essential instructional priorities.
- **A coordinated feedback and responsiveness system** (student voice, teacher feedback, and observational evidence) used to refine instructional supports and improve alignment across the school.
- **Teacher Collaborative time Teacher Collaborative Time**
  Effective Teacher Collaborative Time should:
    - Be structured, and ideally facilitated by instructional coaches or teachers with expertise in both ambitious teaching and supporting teachers' learning
    - Ideally occur during the school day
    - Provide time for teams to make sense of the school-level Key High Quality Instructional Practice and adapt the big ideas from professional development to the complex daily realities of their classrooms.
    - Be connected to teachers' daily practice with opportunities to understand both **how** a practice may look AND **why** that practice is effective, so that teachers can make adaptations while preserving the integrity of the practice.

- **Opportunities for Teachers to Learn with Experts (instructional coaches and/or colleagues)** Most schools will address this through Instructional Coaching. Content-Focused Instructional Coaching can be a critical structure for Continuous Professional Learning when it allows opportunities for the following:
    - Modeling lessons
    - Co-teaching
    - The Coaching Cycle
    - Working with groups of teachers to engage deeper in content, analyze student work, analyze classroom videos, and conduct lesson studies

Schools without instructional coaches will need to look for alternate ways to ensure that teachers have access to see experts in action and unpack their instructional delivery through activities such as those bulleted above.

Planning Implications: Schools define how they will ensure consistent, rigorous instruction across classrooms by clarifying expectations, monitoring curriculum use, and supporting teacher teams to refine lessons and tasks based on evidence of student thinking.

Structure (New/Refine)	When/How Often	Details / Impact
A schoolwide framework for high-quality instruction and intervisitation that the school team	Once a month during Wednesday PD	Teachers select one key strategy (aligned to a cornerstone) to focus on with peers in their PLC on a regular

regularly reviews, refines, and reinforces through shared look-fors and coordinated messaging.		basis — two possible topics per strategy. Each meeting ends with something concrete to try. Conduct an overview of all four cornerstones, embed the strategy in the curriculum, apply it, and bring the next step back to share.
A curriculum-monitoring routine where the team examines pacing, task quality, and checks for understanding across classrooms to identify variation and maintain rigor.	Monthly during instructional planning meetings; learning walks once a month.	Review student work and upcoming tasks against the shared look-fors; identify where cognitive demand is being lowered and plan supports that preserve rigor (protect demand, don't over-scaffold).

Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key High Quality Instructional Practice identified?	Learning Walks - once month Review of the data and share the data with the teachers at the meeting

Survey Monitoring

Directions: Identify 1 or 2 survey questions from this year's Needs Assessment that will give you a good understanding of how the activities outlined above have impacted teacher, student, or family perceptions. Input this year's survey data (*SD=Strongly Disagree, D= Disagree, N=Neutral, A=Agree, SA=Strongly Agree, IDK=I Don't Know*). The team will revisit this during the 2026-27 Needs Assessment.

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐X Teacher ☐ Student ☐ Family	Students collaborate meaningfully through structured talk, group tasks and peer feedback			12	55	21	8
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐x Teacher ☐ Student ☐ Family	There is a shared understanding of what high-quality instruction looks like.				48	37	
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ xStudent ☐ Family	My schoolwork makes me think			21	35	34	

26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Engagement Structures

Essential Question: How will the school ensure students are meaningfully engaged?

- A schoolwide framework for student engagement that defines what meaningful, rigorous engagement **looks like, including student thinking, discourse, and participation.**
- A routine for monitoring the level of cognitive demand in tasks across classrooms, ensuring students are consistently engaged in grade-level, thinking-based work.
- A system for analyzing student participation and discourse, including who is participating, how often, and at what level of thinking, to identify patterns of inclusion and exclusion.
- A structure for reviewing classroom tasks and assignments to ensure they promote reasoning, problem-solving, and meaningful application of knowledge.
- A routine for monitoring student voice and choice in learning experiences, ensuring students have opportunities to contribute ideas and engage actively in their learning.
- A schoolwide approach to increasing academic discourse, including consistent expectations and structures for student-to-student interaction across classrooms.
- A feedback loop using student voice (surveys, interviews, classroom observation) to assess engagement levels and refine instructional practices accordingly.

Planning Implications (Engagement)

Schools define how they will ensure consistent student engagement by establishing clear expectations for rigorous tasks, monitoring student participation and thinking, and supporting teachers to design learning experiences that require active, meaningful engagement.

Structure (New/Refine)	When/How Often	Details / Impact
A schoolwide framework for student engagement that defines what meaningful, rigorous engagement looks like, including student thinking, discourse, and participation.	Reviewed each marking period; calibrated during Wednesday PD.	Use the district engagement rubric to define what meaningful, rigorous engagement looks like (student thinking, discourse, participation) and norm it through learning walks.
A routine for monitoring cognitive demand and academic discourse across classrooms, ensuring students are consistently engaged in grade-level, thinking-based work.	Monthly learning walks; debriefed at instructional planning meetings.	Track who is participating and at what level of thinking using a talk tally; surface patterns of inclusion/exclusion and adjust task design so discourse — planned in the curriculum but not yet consistently

		experienced by students — reaches all learners.

Survey Monitoring

Directions: Identify 1 or 2 survey questions from this year's Needs Assessment that will give you a good understanding of how the activities outlined above have impacted teacher, student, or family perceptions. Input this year's survey data (*SD=Strongly Disagree, D= Disagree, N=Neutral, A=Agree, SA=Strongly Agree, IDK=I Don't Know*). The team will revisit this during the 2026-27 Needs Assessment.

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐x Student ☐ Family	I talk with other students about my learning			24	25	33	
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	Learning tasks require deep thinking & reasoning			13	55	28	
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Attendance Structures

Essential Question: How will the school ensure that every student is present, supported, and connected so they can fully participate in rigorous, grade-level learning?

- **A routine for monitoring attendance daily and weekly**, with clear thresholds that trigger early outreach, problem-solving, and follow-up.
- **A coordinated process for understanding the reasons behind absences**, including routines for listening to students and families, identifying barriers, and tailoring responses based on need.
- **A tiered support structure** that ensures students with emerging attendance challenges receive timely, targeted interventions without stigma.
- **A system for analyzing attendance patterns across student groups**, grade levels, classrooms, and times of year to identify inequities and adjust schoolwide practices.
- **A routine for monitoring whether attendance interventions are improving student participation** and ensuring supports remain connected to academic expectations and belonging.
- **Structures for keeping families informed about attendance**, including consistent communication, easy-to-understand information, and clear pathways for families to seek help or ask questions.
- **A feedback loop** in which students and families share insights about barriers to attendance, and the school

Structure (New/Refine)	When/How Often	Details / Impact

A routine for monitoring attendance daily and weekly, with clear thresholds that trigger early outreach, problem-solving, and follow-up.	Daily monitoring; weekly attendance-team review.	Flag students approaching chronic-absenteeism thresholds early; assign ownership for outreach and connect attendance supports to belonging and grade-level learning.

Attendance Monitoring

Directions: In the table below input the data you have from this current school year. Leave the table for next school year blank so that it can be updated **as the year progresses**.

Average Monthly Daily Attendance

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
2025-26									
2026-27									

Were there any atypical circumstances (e.g. significant winter storm, bus driver strike, etc.) during the 2025-26 school year that impacted attendance for multiple days that the SCEP team will want to remember when comparing 2026-27 data to 2025-26 data? If yes, identify the circumstance and the month it occurred below:

Survey Monitoring

Directions: Identify 1 or 2 survey questions from this year's Needs Assessment that will give you a good understanding of how the activities outlined above have impacted teacher, student, or family perceptions. Input this year's survey data (*SD=Strongly Disagree, D= Disagree, N=Neutral, A=Agree, SA=Strongly Agree, IDK=I Don't Know*). The team will revisit this during the 2026-27 Needs Assessment.

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	I can be myself at school		13	25	26	28	
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	I feel comfortable communicating with the school.				27	53	
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							