



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

District	School Name	Grades Served
Cheektowaga Central	CCSD High School	9-12

Collaboratively Developed By:

The CCSD High School SCEP Development Team

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And in partnership with the staff, students, and families of the High School.

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

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

Vision for High-Quality Tier 1 Instruction

In every classroom, instruction is engaging, cognitively demanding and prioritizes student voice through academic discourse. Teachers consistently demonstrate compassion, empathy & respect while using evidence of learning to drive instruction in real time.

Vision for High-Quality Tier 1 Learning

In every classroom, students are actively invested in their own learning, demonstrating compassion, empathy & respect. Students apply learning by actively transferring classroom concepts into practicable, real-world situations.

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 PRACTICES (What are we prioritizing to improve the Instructional Core?)
● Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving and build productive struggle so all students persist through challenging thinking — growth mindset*, academic identity, and coaching rather than rescuing
● Increase structured academic discourse so students explain their thinking and build on peers' ideas (accountable talk, sentence stems, peer feedback)
● Protect cognitive demand by scaffolding the process, not lowering the standard (avoid over-scaffolding and telling)

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?
Administration will begin by rolling out the SCEP, including the schoolwide vision, goals, key practices, and the rationale for why these instructional priorities were selected. This rollout will help staff understand how the Key High Quality Instructional Practices connect to district cornerstones, student achievement, classroom instruction, student engagement, and the overall direction of the school.	June-August 2026
The instructional playbook will be updated to include the new Key High Quality Instructional Practices. The playbook will define each practice, provide examples of what it looks like and sounds like in the classroom, and include tools that support implementation. This may include examples of cognitively demanding tasks, academic discourse routines, scaffolding strategies, sentence stems, task review protocols, and lesson planning tools.	June-August 2026
The leadership team, in collaboration with the district, will create a learning walk process aligned to the Key High Quality Instructional Practices. This will include identifying clear look-fors, developing a common walkthrough tool, determining how evidence will be collected, and clarifying how learning walk data will be used to support professional learning, coaching, and instructional improvement.	June-August 2026
A professional development calendar will be created to ensure that staff receive ongoing support throughout the year. The calendar will identify when staff will receive professional learning on cognitive demand, productive struggle, structured academic discourse, scaffolding without lowering rigor, growth mindset, compassion, respect, and classroom culture. The calendar will also include time for department collaboration, student work analysis, task review, and reflection on implementation.	June-August 2026
Administration will define the role of department heads in leading this work. I.e. Department heads will be responsible for helping teams understand the Key High Quality Instructional Practices, facilitating department-level conversations, supporting lesson and task review, analyzing student work, and helping teachers identify how the practices should look within each content area	June-August 2026
The school will also create a “Why Campaign” for students so that students understand the purpose behind the instructional shifts. This campaign will help students understand why they will be asked to think deeply, explain their reasoning, engage in academic discourse, persevere through challenging tasks, and take ownership of their learning. The campaign may include student-friendly language, classroom posters, morning announcements, advisory lessons, and teacher talking points.	June-August 2026
Department share-outs will be refined to focus on instructional practices connected to the Key High Quality Instructional Practices. These share-outs may occur within departments or across mixed-content teams and will allow teachers to share how they are planning for cognitive demand, academic discourse, productive struggle, and scaffolding that supports access without lowering expectations.	June-August 2026
Professional development will also be designed to support the culture needed for the instructional work to succeed. This includes PD focused on compassion, respect, belonging, student voice, and positive classroom relationships. This learning will help staff create classroom environments where students feel safe taking academic risks, participating in discourse, making mistakes, and engaging in productive struggle	June-August 2026

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 and build productive struggle so all students persist through challenging thinking — growth mindset, academic identity, and coaching rather than rescuing

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?
Establish a shared instructional vision and language — Administration communicates a clear, consistent message about the strategy and provides whole-school professional development that builds common language and expectations for cognitive demand, productive struggle, and growth mindset — and for the two practices that serve them: structured academic discourse and scaffolding that protects rigor. PD includes videos, classroom exemplars, discussion protocols, sentence stems, and teacher moves, and examines over-scaffolding and “telling” that remove the thinking from students.	September-December 2026
Examine standards, rigor, and points of struggle in teams — Department heads support grade-level and content-area teams in examining standards, analyzing the rigor (cognitive demand) required, and determining how tasks should reflect that rigor — including where students typically struggle and what support they need while still being required to think, reason, explain, and problem-solve. Teams also identify where structured discourse fits within lessons (partner, small-group, whole-group, and accountable talk).	September-December 2026
Build tasks, discourse routines, and scaffolds during Teacher Collaborative Time — Teacher Collaborative Time is used to design and refine tasks aligned to the rigor of the standards, plan discourse routines with common expectations, and develop content-specific scaffolds that protect rigor. Tools include discussion stems, turn-and-talk protocols, accountable-talk charts, peer-response prompts, guiding questions, vocabulary supports, graphic organizers, worked examples, and models — all supporting the process of learning rather than giving the answer.	September-December 2026
Review tasks and student work for cognitive demand — Teachers review lesson tasks, instructional materials, and student work to determine whether students are being asked to recall, apply, analyze, justify, or engage in productive struggle — and whether scaffolds are supporting that struggle or unintentionally lowering the level of thinking required.	September-December 2026r
Implement a teacher-to-teacher intervisitation cycle — Teachers observe colleagues to see cognitive demand, productive struggle, academic discourse, and effective scaffolding in action, followed by collaborative debriefs focused on instructional growth, shared learning, and next steps.	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?
Review evidence of implementation — Administration and instructional leaders review learning-walk data, teacher feedback, lesson plans, and student work to determine the extent to which instruction reflects cognitive demand, productive struggle, structured discourse, and effective scaffolding — whether students are doing the thinking, explaining their reasoning, responding to peers, and meeting the standard without tasks being simplified or over-supported.	January - June 2027

Share data and identify next steps with teams — Data is shared with department heads and teacher teams during collaborative time to identify trends, strengths, gaps, barriers, and next steps — reflecting on where tasks, discourse, and scaffolds are strengthening student thinking and where supports may be lowering cognitive demand.	January - June 2027
Refine tasks, discourse, and scaffolds in Teacher Collaborative Time — Teacher teams continue to review instructional tasks, student work, and classroom evidence to strengthen tasks toward the rigor of the standards, refine discourse routines to increase student ownership and participation, and adjust scaffolds to support independence over time — removing unnecessary supports when students are ready and shifting teacher moves toward questioning and productive struggle rather than telling.	January - June 2027
Continue professional learning — The school continues professional learning on designing cognitively demanding tasks, supporting productive struggle and a growth-mindset culture, strengthening academic discourse, and scaffolding effectively (teacher questioning, gradual release of support, and maintaining high expectations) — including peer modeling, peer observations, and teacher-to-teacher intervisitations.	January - June 2027
Review the SCEP for alignment — The leadership team reviews the SCEP to ensure implementation remains aligned to the practices and commitments outlined in the plan, making adjustments based on learning-walk data, lesson review, teacher reflection, and student work.	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	• Scrimmage data aligned to priority standards • 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...	actively invested in the work and more connected to the school as a whole. Students will engage in rigorous, grade-level tasks, explain their thinking, use academic language, respond to and build on peers' ideas, and persevere through productive struggle. Students will understand that challenging work is part of learning and will demonstrate greater ownership, confidence, and independence.	
Teachers will be...	better equipped to support students in doing the heavy thinking. Teachers will design and facilitate tasks that maintain cognitive demand, create structured opportunities for academic discourse, and use scaffolds that support access without lowering the standard. Teachers will also use evidence from learning walks, student work, assessments, and reflection to adjust instruction and strengthen student learning.	

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	Student(s) collaborate through meaningful structured talk, group task and peer feedback (teacher)		9%	21%	39%	18%	11%
26-27 Needs Assessment							

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Students voice is intentionally included in learning experiences (teacher)				57%	25%	
26-27 Needs Assessment							

	Survey Question 3	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Students engaged in grade level work with appropriate support (teacher)			21%	43%	23%	9%
26-27 Needs Assessment							

	Survey Question 4	SD	D	N	A	SA	IDK
25-26 Needs Assessment	I can explain what I am learning and why it matters (student)		9%	35%	37%	11%	
26-27 Needs Assessment							

	Survey Question 5	SD	D	N	A	SA	IDK
25-26 Needs Assessment	My schoolwork makes me think (Students)			23%	46%	17%	
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 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.
- **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 structure for analyzing patterns in student behavior, discipline, and engagement** to identify disparities and address inequities across student groups.
- **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 schoolwide system to ensure consistent expectations, routines, and responses to student behavior across classrooms, reducing variability in student experience.	Professional development will occur in early fall, with a follow-up session at the midpoint of the year, beginning at the start of the second semester.	• This structure will help classroom teachers identify early warning signs that students may be struggling academically, socially, emotionally, or behaviorally. Staff will learn how to recognize when students may be falling through the cracks and how to respond appropriately using consistent schoolwide expectations and support systems. • As a result, staff will be better equipped to identify students in need, respond with care and consistency, and connect students to appropriate supports before concerns escalate. This will help create a more predictable,

Structure (New/Refine)	When/How Often	Details / Impact
		supportive, and equitable student experience across classrooms.
A structure for analyzing patterns in student behavior, discipline, and engagement to identify disparities and address inequities across student groups.	Faculty meetings will be used monthly to review student data, identify trends, and determine needed interventions	- Each month, staff will review student data to identify patterns related to behavior, attendance, grades, discipline, and engagement. The purpose of this review will be to determine which students or student groups may need additional support and to identify any disparities in student experience or outcomes. - Based on the data, the school will develop targeted interventions to address identified concerns. These interventions may include relationship-building supports, attendance follow-up, behavior supports, family outreach, restorative responses, mentoring, small-group support, or schoolwide climate strategies. - This monthly data review process will help the school move from reacting to individual incidents to proactively identifying trends and building responsive systems of support. It will also help ensure that concerns related to belonging, safety, behavior, and engagement are addressed in a timely, coordinated, and equitable way.

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	ID K
25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	My teachers care about how I feel.			32%	43%	11%	
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	ID K
25-26 Needs Assessment	☒ Teacher ☐ Student ☐ Family	Students feel safe, supported, and respected across classrooms.			9%	56%	21%	9%

26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							
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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.	This structure will be introduced during Opening Days professional development. Learning walks will occur quarterly, and trends will be reviewed during faculty meetings and leadership team meetings.	• This system will help classroom teachers and school leaders identify areas where expectations, routines, and responses to student behavior may vary across classrooms. Through learning walks and follow-up conversations, the leadership team will look for patterns related to classroom routines, student engagement, behavior responses, academic expectations, and student support. • After learning walks, administrators will engage in follow-up conversations with staff to discuss trends, provide support, and clarify expectations. These conversations will be used to strengthen consistency across classrooms and ensure that students experience predictable, respectful, and supportive learning environments.

		• This structure will also help teachers identify warning signs that students may be falling through the cracks, including changes in attendance, behavior, engagement, academic performance, or connection to adults and peers. • As a result, staff will be better equipped to respond early and appropriately. This process will support accountability by ensuring that all teachers are implementing shared expectations and contributing to a consistent student experience across the school.
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.	This process will occur at the beginning of the year, midyear, and end of the year. Relationship mapping will take place in October, December, and May.	• The school will develop a student connection spreadsheet where teachers and staff can identify students with whom they have a positive relationship or meaningful connection. Staff will place their names next to students they know well, regularly check in with, or serve as a trusted adult for. • This process will allow the school to identify students who may not yet have a strong adult connection. Once those students are identified, staff will intentionally create touch points to ensure each student is seen, known, and supported. • The relationship spreadsheet will be connected to the STAR grade-level list so that teams can monitor student needs across academics, attendance, behavior, and belonging. This will help ensure that every teacher has a touch point and that every student has at least one adult who is intentionally monitoring their well-being and connection to school. • By implementing this structure, the school will be able to identify students who may feel unseen, disconnected, or unsupported and respond with intentional outreach before concerns escalate.

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	My teacher cares about how I feel			43%	43%	12%	
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	There is one adult that knows me well			19%	33%	32%	
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 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 that the leadership team regularly reviews, refines, and reinforces through shared look-fors and coordinated messaging.	This structure will be reinforced monthly during professional development time, faculty meetings, department meetings, teacher-to-teacher collaboration, and building-level share-outs. The Core Team will meet quarterly to assess progress, review evidence, and make adjustments as needed.	• The schoolwide framework will provide teachers, leaders, and support staff with a clear and consistent understanding of what rigorous, standards-aligned instruction should look like across classrooms. The framework will include shared expectations for grade-level tasks, cognitive demand, academic discourse, productive struggle, scaffolding, and evidence of student thinking. • The leadership team will use common look-fors and a shared rubric as a starting point to ensure consistency across classrooms and departments. This will support more focused conversations about instruction and help staff identify what is working, where support is needed, and how classroom practice can be strengthened. • This structure will also support more constructive teacher-to-teacher conversations about instructional practice. Teachers will use the framework to discuss student engagement,

		task quality, alignment to standards, student thinking, and opportunities for improvement.
A structured teacher-to-teacher collaboration , cross curricular and co-teaching process focused on improving rigorous, standards-aligned instruction and student engagement.	Teacher-to-teacher collaboration will occur monthly during professional development time, department meetings, or designated collaborative planning time.	- Teachers will collaborate to review lessons, analyze tasks, examine student work, and discuss how students are responding to instruction. The goal is to create a culture where teachers engage in constructive dialogue about what students are learning, how deeply they are thinking, and what instructional adjustments are needed. - Cross-curricular teams will focus on instructional practices that apply across content areas, such as cognitive demand, academic discourse, student engagement, writing, questioning, scaffolding, and productive struggle. - Co-teaching teams will determine what each person is responsible for before, during, and after instruction. This includes clarifying who will lead specific parts of the lesson, how students will be grouped, how scaffolds will be used, how student understanding will be monitored, and how both teachers will support access to rigorous, grade-level learning. - This process will help teachers learn from one another, share effective strategies, and strengthen consistency across classrooms. Teacher conversations will be grounded in the instructional rubric, learning walk evidence, student work, and the school's shared framework for high-quality instruction.

Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key High Quality Instructional Practice identified?	The Building Level Team will evaluate the Key High Quality Instructional Practices by conducting regular learning walks focused on evidence of cognitive demand, productive struggle, and rigorous grade-level tasks. During these learning walks, the team will use shared look-fors to gather evidence of what students are being asked to do, the level of thinking required, how students are engaging
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	with the task, and whether students are explaining, applying, analyzing, or justifying their thinking. Following the learning walks, the Building Level Team will engage in reflective conversations with teachers and instructional leaders to better understand what is working, what barriers teachers are experiencing, and what support may be needed. These conversations will be non-evaluative and focused on strengthening instructional practice. The Building Level Team will also conduct regular data meetings to review learning walk trends, student work, teacher feedback, and classroom evidence. During these meetings, the team will determine whether the Key High Quality Instructional Practice is being implemented consistently across classrooms and departments. Based on the evidence collected, the team will identify strengths, gaps, and next steps. This information will be used to adjust professional development, refine collaborative planning, support department heads, and determine where additional coaching or resources are needed to improve implementation
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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	S D	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	There is a shared understanding of what high quality instruction looks like.			16%	45%	17%	11%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	S D	D	N	A	S A	IDK
25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	I understand what I am supposed to learn			29%	44%		18%
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 routine for monitoring the level of cognitive demand in tasks across classrooms, ensuring students are consistently engaged in grade-level, thinking-based work.	Teachers will complete monthly task check-ins during department meetings. Administrators will conduct bi-weekly task checks and provide feedback through task collection, learning walks, or classroom evidence.	• This structure will help ensure that instructional tasks are rigorous, standards-aligned, and reflective of the cognitive demand required by the standards. Teachers will have regular opportunities to examine and refine tasks with colleagues, while administrators will provide ongoing feedback and support. • As a result, students will be more meaningfully engaged in learning because they will be asked to think deeply, explain their reasoning, apply concepts, and demonstrate understanding through rigorous grade-level tasks.

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	S D	D	N	A	SA	ID K
25-26 Needs Assessment	x Teacher	Learning tasks require deep thinking and reasoning.		14%	12%	54%	11%	
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	ID K
25-26 Needs Assessment	X Student	My school work makes me think.			23%	46%	17%	
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
Continue our routine for monitoring attendance daily and weekly, with clear thresholds that trigger early outreach, problem-solving, and follow-up.	Attendance will be monitored daily and reviewed weekly. Bi-weekly attendance meetings will be held to identify students with attendance concerns, review progress, assign follow-up, and determine additional supports.	• The school will use attendance data to identify students who are beginning to show patterns of absence or chronic absenteeism. Students will receive support through a tiered intervention process that includes early outreach, relationship-based check-ins, family communication, and targeted problem-solving. • Teachers and staff members with strong student connections will be assigned to check in with students who are struggling with attendance. These touch points will help students feel seen, supported, and encouraged to attend school consistently. • The expected impact is improved student attendance, stronger student-adult relationships, and increased student access to rigorous, grade-level instruction
A tiered support structure that ensures students with emerging attendance challenges receive	Students with attendance concerns will be identified through daily and weekly attendance monitoring	• Once a student is identified, the school will assign a teacher or staff member who has a strong

timely, targeted interventions without stigma.		positive relationship with the student to conduct regular check-ins. These check-ins will focus on encouraging the student to attend school, understanding any barriers impacting attendance, and helping the student feel supported and connected. - The attendance team will monitor student progress and determine whether additional support is needed. Supports may include family outreach, mentoring, attendance goal-setting, problem-solving meetings, connection to school-based resources, or individualized attendance plans. - The expected impact is that students will feel more connected to school and supported by trusted adults. As a result, attendance rates are expected to increase, allowing students to participate more consistently in rigorous, grade-level learning.
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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	S D	D	N	A	SA	I D K
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25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	Adults notice when I am having a hard time		17%	34%	28%	7%	
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	ID K
25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	There is at least one adult at school who knows me well			19%	33%	32%	
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							