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

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

Collaboratively Developed By:
Delete the red text upon completion. **The Cheetowaga Central Middle School SCEP Development Team** **(SCEP Team Members: consider including a list of team members' names here)** **Katie Daniels, Luke Silliman, Ygeutte Rudahindwa, Jenna Hallmark,** ***And in partnership with the staff, students, and families of*** *Cheektowaga Central Middle 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, teachers deliver instruction that is at grade level and cognitively demanding — instruction that requires academic discourse and creates space for problem-solving, sensemaking, and reasoning. Teachers consistently model and sustain a growth mindset around instruction, and they use evidence of learning to drive their decisions, adjusting in real time.

THEN

Vision for High-Quality Tier 1 Learning In every classroom, students are actively engaged in cognitively demanding tasks and conversations that push them to think deeply, comprehend the learning objective, and demonstrate transferable skills. Students apply their learning to new and authentic contexts, taking ownership of their thinking and their growth.

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?

The administration will establish a shared understanding of the school's key high-quality instructional practices before the first day of school. This will include defining cognitively demanding tasks, academic discourse, and productive struggle so that staff have a common language and clear expectations for what these practices should look like in classrooms. The administration will also develop and share models and exemplars across content areas so teachers can see what these practices look like in action. These exemplars will help close the gap between what staff say they value instructionally and what is consistently implemented in classrooms.	June - September 2026
The administration will deliver opening professional development focused on the school's Key Instructional Practice, the data rationale for the work, and the yearlong focus on increasing student thinking and academic discourse. The opening PD will include a focus on productive struggle and growth mindset so staff understand how to create a classroom culture where students are expected to reason, persevere, and engage in challenging tasks. The PD will also include guidance on scaffolding students to grade-level expectations, emphasizing that scaffolds should provide access to the standard without lowering the level of rigor.	June - September 2026
The administration will ensure that teachers have access to a shared bank of academic discourse protocols, accountable-talk stems, and sentence frames that can be used across classrooms and content areas. The administration will also prepare Total Participation Techniques for teachers to use from the first day of school. These strategies will support the schoolwide expectation that every lesson includes opportunities for all students to participate, think, speak, and engage with the learning.	June - September 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 - September 2026
In collaboration with the district, the administration will establish common walkthrough look-fors for cognitive demand, academic discourse, and student engagement so that leaders, coaches, and teachers are aligned on what they are monitoring during classroom visits. The administration will set a consistent learning-walk cadence, including walkthroughs every two weeks and a monthly review of patterns and trends. These reviews will be used to identify strengths, areas for support, and next steps for professional learning.	June - September 2026
The administration will build an attendance monitoring routine with clear outreach thresholds so that student attendance concerns are identified and addressed early. In addition, the administration will design a quarterly student-experience feedback survey so the first-quarter survey is ready to launch. This feedback will help the school monitor how students are experiencing instruction, belonging, support, and engagement.	June - September 2026
The administration will schedule and norm Teacher Collaborative Time before the start of school so that staff understand the purpose, expectations, roles, protocols, and outcomes for this time. Peer intervisitations will also be planned and introduced as a structure for teachers to learn from one another and build consistency across classrooms.	June - September 2026
The administration will set up mentor groups by team and establish the "every student known by one adult" system to ensure that each student has a meaningful connection with at least one staff member. The administration will also establish lunch-period check-ins as a structure for monitoring student connection, belonging, and support throughout the school year.	June - September 2026

The administration will recruit and prepare high school student mentors to support peer connection, student leadership, and a stronger sense of school community.	

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?**
Increase structured academic discourse so students explain their thinking and build on peers' ideas. ● Define and model what is meant by academic discourse and what it can look like across areas ● Help teachers see the value in making the change and allowing this happen in every classroom ● Build consistency vertically across the building. ● Developing with a faculty sentence stems for the discourse ● PD on Total Participation Techniques (TPT)	September - December 2026
Increase structured academic discourse so students explain their thinking and build on peers' ideas. ● Define and model what academic discourse means and what it looks like across content areas. ● Help teachers see the value of the shift so it takes hold in every classroom. ● Build vertical consistency in expectations across the building. ● Develop a shared bank of faculty sentence stems to support discourse. ● Provide professional development on Total Participation Techniques (TPT).	September - December 2026
Build productive struggle so all students persist through challenging thinking — growth mindset, academic identity, and coaching rather than rescuing. ● Clearly define productive struggle, provide professional development on it, and create a model of what it looks like in practice. Cultivate a culture that values mistakes and positions every student as a capable thinker and problem-solver. ● Ensure students understand what productive struggle means for them and what it looks like in action. ● Provide PD on building scaffolds that give students access to grade-level standards, rather than differentiating down or lowering the standard.	September - December 2026
Use PLC meetings to deepen the conversation around these skills, ensuring teachers understand what they are and where they show up in their lessons.	September - December 2026
Build an instructional culture around these skills, grounded in how teachers internalize and develop their own practice.	September - December 2026
SECOND HALF OF THE YEAR IMPLEMENTATION	**When will this be in place?**

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?	
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
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.	
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
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
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	• Active engagement and not compliance • Students advocating for themselves and asking questions • Real time teacher to student feedback • Students work sample		
Evidence of Teacher Practice Changing	• More independent tasks that engage students and the teacher in deep thinking • More active monitoring • Teacher sharing data points about students • Teacher planning for more visible learning		

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…	Students are comfortable asking for assistance, comfortable in the struggle, looking to be challenged, and self-motivated to complete challenging work. Students are engaged in more conversation with their peers.	
Teachers will be…	Teachers are more comfortable allowing students to have conversations and making them a standard part of instruction. Teachers prompt students with questions that lead to deeper conversations.	

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	Students collaborate meaningfully through structured talk, tasks and feedback (Teacher)		14	26	33	11	13
26-27 Needs Assessment							

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	I understand what my child is expected to learn (parents)			25	52	14	
26-27 Needs Assessment							

	Survey Question 3	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Adults notice when I am having a hard time (student)	9	12	30	24	12	13
26-27 Needs Assessment							

	Survey Question 4	SD	D	N	A	SA	IDK
25-26 Needs Assessment	I get to explain my thinking (students)			33	38	13	
26-27 Needs Assessment							

	Survey Question 5	SD	D	N	A	SA	IDK

25-26 Needs Assessment	Instruction prioritizes student thinking not just procedures (teachers)		13	14	44	25	
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 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.	Throughout the Year	● Be intentional about the little things: pronouncing names correctly, a friendly smile, and consistent personal greetings. ● Possible Suggestions ○ Teacher mentor groups (organized by teams).

		○ Lunch-period check-ins with individual students and small groups.
A routine for monitoring the experiences of students who may feel marginalized or disconnected, including proactive outreach and targeted supports.	Ongoing throughout the year	Recruit high school students willing to mentor and talk with middle school 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 ☐X Family	There is an adult at school who knows my child well		13	16	44	17	
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	Students feel safe, supported & respected across classrooms		12	19	44	19	
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 feedback and responsiveness routine** where the team gathers, analyzes, and acts on insights from students	Once a quarter	A similar survey across the 4 quarters Four Cornerstones 8 questions on student experience (agree / disagree / explain / suggestions), aligned to the end-of-year survey questions.

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	At least one adult knows me well (student)			13	33	34	7
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐X Student ☐ Family	Adults notice when I am having a hard time (student)	9	12	30	24	12	13
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
Opportunities for Teachers to Learn with Experts (colleagues)	10-20 minutes Teacher use a prep period Each teacher conduct 2 visits a year)Required) Focus: Key Instructional Practices	• Observe a peer's class outside your own team or grade level to learn from their practice; teacher-to-teacher feedback. • Teachers video-record themselves implementing the practices and share with others. • Have teacher volunteer to open their class for others to visit

Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key High Quality Instructional Practice identified?	Walkthroughs and analyzation of data

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	There is a shared understanding of what high quality instruction looks like				47	32	
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐X Family	My child is supported to meet grade level expectations		14	14	45	19	
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.	Every Lesson	Embed TPT into the lesson and show evidence of its use.
A feedback loop using student voice (surveys, interviews, classroom observation) to assess engagement levels and refine instructional practices accordingly.	Once a quarter	Same survey from above with questions around engagement included

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 get to explain my thinking			33	38	13	
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐X Student ☐ Family	I get to talk to other students about my learning	17	22	30	19	8	
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.**	• Monthly for data and calls • Currently quarterly — consider moving to monthly. • NBA - quarterly - consider making it monthly	Tiered outreach: thresholds trigger calls home, problem-solving, and follow-up. Review attendance patterns by grade, team, and student group to target supports.

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	The school builds strong relationships with students and families.			45	26		
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK

25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	The school communicates clearly about my child's progress.			27	38	11	
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							