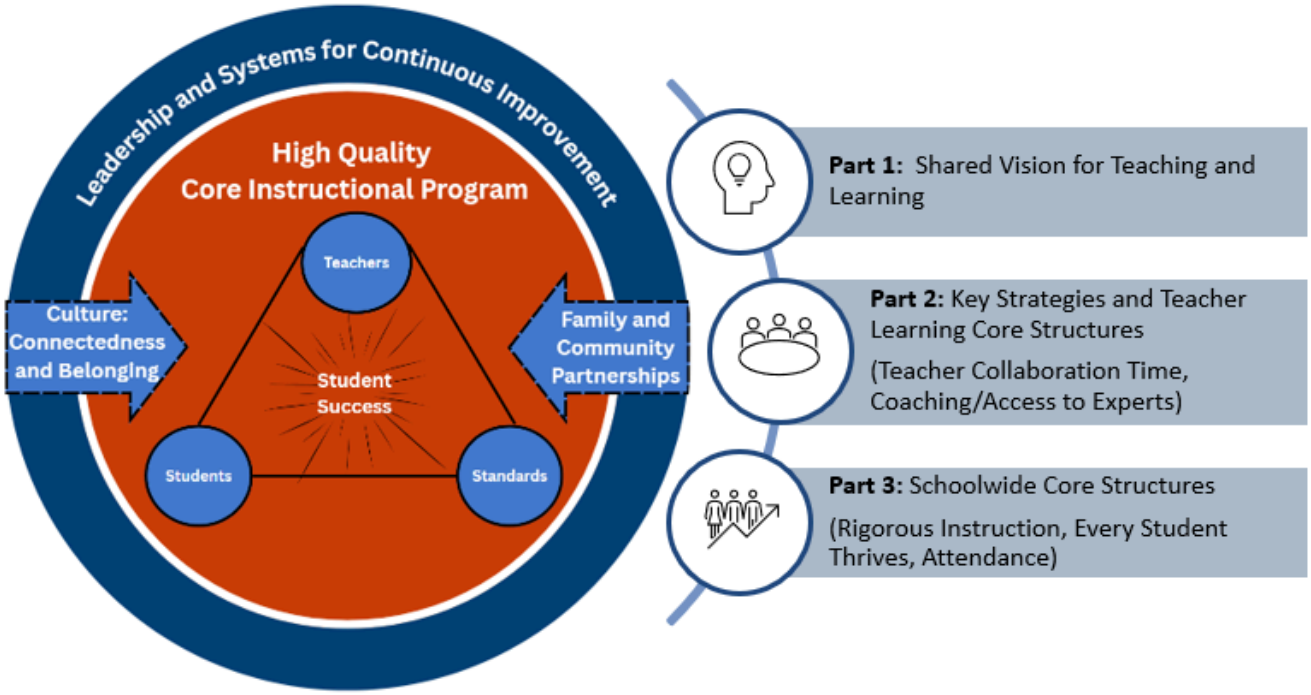
School Comprehensive Education Plan

2026-27

District	School Name	Grades Served
Ithaca City Schools	Boynton Middle	6-8

Collaboratively Developed By:
The Boynton Middle School SCEP Development Team: Lauren Wright, Bart Auble, Mary Anne Camel, Kathy Delucia, Kathleen Cole, Julie Ozolins, Stephanie Perkins, Jeanne Albanese, Chris Sinatra, Charm Varga, Lynn Klankowski ***And in partnership with the staff, students, and families of Boynton Middle School***



Part 1: Connecting Our Shared Understanding for Teaching and Learning

Purpose: Ground the plan to the District's shared understanding of what high-quality Tier 1 instruction looks like.

High-Quality, Tier 1 Instruction: *What is the District's definition for what we expect high-quality, equitable and adaptive Tier 1 instruction to look and feel like in every classroom?*	The HEAT: Heuristic for Equitable and Adaptive Teaching Instruction that maximizes Opportunity to Learn: • Uses low-floor, high-ceiling tasks anchored in grade-level standards • Engages all students in cognitively demanding thinking • Makes student thinking visible • Responds to real-time evidence of student understanding • Occurs in environments where all students experience academic and social belonging

Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

Key Strategies/Instructional Priorities

Schools collaborate with their district to 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 Strategies/Instructional Priorities 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.

Examples are provided in the **SCEP Team Resource Guide** and available in the drop-down menu below.

KEY STRATEGY/INSTRUCTIONAL PRIORITY (What are we prioritizing to improve the Instructional Core?)
Maintain cognitive demand by avoiding over-scaffolding, leading questions, or telling

Schools selecting "Other" should type the Key Strategy after the word "Other."

Teacher Learning Core Structures

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

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

All schools are required to outline their structure for Teacher Collaborative Time. Schools in CSI-B will also be required to outline their structures to ensure teachers have opportunities to learn with experts. For other schools, this is optional. Guidance on effective practices for both can be found below.

Teacher Learning Core Structures

1. **Teacher Collaborative Time (required for all schools in TSI, ATSI, CSI-A, and CSI-B)**
   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 strategy 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.

Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

2. **Opportunities for Teachers to Learn with Experts (required for schools in CSI-B)**
   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.

Essential Question

How will teachers have consistent, structured opportunities to learn together and with experts that strengthen practice around the instructional priorities and improve classroom instruction?

What structures and routines will support this in 2026-27?		**HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?**
Teacher Learning Core Structure	**Teacher Collaborative Time REQUIRED FOR ALL SCHOOLS IN TSI, ATSI, CSI-A, and CSI-B**	☐ NEW X REFINE
When and how often will this structure take place?	One staff meeting every month (first Wednesday) and one big team meeting every month (third Friday) will be dedicated to PD intended to support the key strategy/instructional priority.	
What does this entail?	Four components are expected across settings: ***Staff meeting dedicated to #2, 3, and 4, while team time will be grounded more on #1 (below) 1. Reflection: What did we try between last time and this time related to the strategy? What worked/didn't work and why? What did we learn? 2. Professional Learning: Let's do some learning around the strategy together. The instructional coach will facilitate these meetings. 3. Practice/Application of Professional Learning: What strategy will we try together right now? 4. Application of Professional Learning that we will try this week: What will we try individually and collectively between now and the next time related to the strategy?	

Implementation

Schools will identify how they will implement their Key Strategies/Instructional Priorities through the Teacher Learning Core Structures.

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 Teacher Learning Core Structures and the Key Strategy to be pursued this year? What steps are involved?	When will this be in place?

Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

Identify and hire an instructional coach	July 1
Summer work with the Leadership team to review SCEP plan and overall school goals for the year	By August 15
SCEP and Leadership teams plan the structure for opening days	By August 30
Introduce structure to staff (read and review The HEAT vision for high-quality instruction)	Sept 1 & 2
SCEP team members read anchor text to support the instructional strategy: *Rebuilding Students' Learning Power* by Zaretta Hammond	By August 30

Key Strategy 1

KEY STRATEGY 1	Maintain cognitive demand by avoiding over-scaffolding, leading questions, or telling

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 Strategy? What steps are involved?	**When will this be in place?**
The instructional coach will prepare a cognitively demanding task for staff to engage in during the first staff meeting in October and outline how the key strategy will drive teacher learning in the upcoming year.	By Oct 7
The instructional coaches will explore the following professional learning topics in teacher collaborative time, and support teachers with identifying teacher moves to incorporate into their lessons. ● October: Launching without over-explaining ● November: Productive struggle without shutting down ● December: Making thinking visible ● January: Cognitive demand as an equity issue	By Jan 30
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 Strategy? What steps are involved?	When will this be in place?
The instructional coach will work with the Leadership Team to continue exploring research-based practices to create PD to support the continued development of scaffolding appropriately challenging cognitive-demanding tasks.	By Feb 1
The instructional coach will explore the following professional learning topics in teacher collaborative time, and support teachers with identifying teacher moves to incorporate into their lessons. ● Teaching Without Taking Over/Maintaining ● Student Ownership of Thinking ● Answering Student Questions Without Taking Over Thinking ● Hints That Maintain Thinking ● Recognizing and Adjusting Overscaffolding in Real Time	By June 18

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 Strategy.

Use the remaining cells to identify evidence **as the year progresses**.

Key Strategy 1

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

Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

	Early Progress Indicators (set in advance)	**Mid-Year Indicators** (complete after quarter 1)	**End-of-Year Indicators** (complete midyear)
Evidence of Student Learning Improving	Students persist through challenging problems without immediate teacher intervention		
Evidence of Teacher Practice Changing	Establish classroom routines that position students as thinkers and problem solvers		

What is our end-of-the-year vision for this Key Strategy?

	End-of-the-Year Vision (set in advance)	Mid-Year Reassessment **(update mid-year)**
Students will be…	Given grade-level tasks, students will attempt, struggle, and persist without immediately seeking teacher support or shutting down.	
Teachers will be…	Well-versed in questioning strategies to prompt students to persist and complete grade-level work while maintaining cognitive demand.	

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	Our collaborative time helps us make sense of what high-quality instruction looks like in action.	0	5	12	27	12	0
26-27 Needs Assessment							

Part 3: Schoolwide Core Structures

Instructional Leadership Team – Rigorous, Standards-Aligned Instruction

These structures describe the routines a building-level team uses to ensure that all students receive rigorous, standards-aligned instruction. The structures include routines the Instructional Leadership Team has to monitor curriculum use, instructional practice, student learning, and equitable access, and to refine supports so the school functions as a coherent and effective instructional system. Examples of potential structures are provided below.

Instructional Leadership Team Core Structures

- **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.

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.

Essential Question

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?

What structures and routines will support this in 2026-27? *Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.*		**HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?**
Instructional Leadership Team Core Structure	The Instructional Leadership Team (Instructional Coach, Data Strategists, and Building Leadership) meets monthly to evaluate the successful implementation of identified strategies to support the Key Strategy.	X NEW ☐ REFINE
When and how often will this structure take place?	When and how often will this structure take place? • First Tuesday of every month	

What does this entail?	Five components expected across each ILT meeting: 1. REFLECTION: What have we seen since our last meeting related to what we discussed last meeting? 2. PROFESSIONAL LEARNING: Do some learning around cognitively demanding instruction. 3. CONSISTENCY AND COHERENCE: Visit classrooms to examine cognitively demanding instruction related to previous professional learning. 4. DEBRIEF: What did the classroom visits tell us about what our system needs? 5. APPLICATION TO THE SYSTEM: What can we do with our teacher learning system based on what we saw?

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	Classroom visitation, gathering & analyzing student assignments, and self-reflection 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	☐ Teacher ☐ Student ☐ Family	The vision for high-quality instruction and the teaching practices valued at the school are reinforced consistently through planning meetings, feedback, and leadership communication.	0	9	15	25	5	2
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Every Student Thrives Core Structures

These structures describe the routines a building-level team uses to ensure that student supports are coherent, equitable, and aligned across the school. They include routines for monitoring student experience, coordinating interventions, and addressing patterns in belonging, access, and achievement so that every student thrives. Examples of potential structures are provided below.

Every Student Thrives Core Structures

- **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 and families to strengthen relationships, improve supports, and increase belonging.

Essential Question

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

What structures and routines will support this in 2026-27? *Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.*		**HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?**
Every Student Thrives Core Structure	• **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; Establishing common Canvas practices	☐ NEW X REFINE
When and how often will this structure take place?	Third Thursday of the month	
What does this entail?	We will run audits of Canvas pages to establish a baseline of how the platform is being used across the building. Teams will meet monthly to review established norms and share best practices.	

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	Classroom and school routines are consistent across the building, so students experience clear expectations wherever they go.	3	11	12	21	5	4
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Attendance Core Structures

These structures describe the routines a building-level team uses to ensure that attendance is monitored proactively, addressed early, and supported through coordinated schoolwide practices. They include routines for identifying emerging patterns, partnering with families, and aligning interventions so that students are present, engaged, and ready to learn. Examples of potential structures are provided below.

Attendance Core Structures

- **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 uses this information to improve routines, supports, and school climate.

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?

What structures and routines will support this in 2026-27? *Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.*		**HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?**
Attendance Core Structure	• **A routine for monitoring attendance daily and weekly**, with clear thresholds that trigger early outreach, problem-solving, and follow-up.	☐ NEW X REFINE
When and how often will this structure take place?	Daily: The Attendance secretary will run reports at the end of each day to ensure attendance was entered for each period throughout the day Weekly: The attendance clerk will print attendance reports on Monday mornings to be presented at SST Meetings.	
What does this entail?	Daily: The Attendance secretary will run reports at the end of each day to ensure attendance was entered for each period throughout the day Weekly: The attendance clerk will print attendance reports on Monday mornings to be presented at SST Meetings. Establish clear daily and period attendance thresholds to trigger outreach, problem-solving, and follow-up.	

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	95.2%	95.3%	93.3%	91.4%	92.7%	91.9%	91.5%	93.5%	92.5%
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 know that others are reviewing my students' attendance because they reach out to me when patterns raise concerns.	6	12	6	20	10	2
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Our Team's Process

Background

All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team." The "Our Team's Process" section outlines how we worked together to develop our plan.

Team Collaboration

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

Name	Role	Orientation to School Teams	Meeting 1: Systems and Structures Self-Assessment	Meeting 2: Teacher Survey Review	Meeting 3: Variations in Data	Meeting 4: Student Interviews	Meeting 4A: Family Focus Groups (optional)	Meeting 5: Plan Writing	Meeting 6: Plan Finalization
Lauren Wright	Principal	3/4	4/7	4/16	5/7	5/28		6/4, 6/11	6/18
Bart Auble	Associate Principal		4/7	4/16	5/7	5/28		6/4	6/18
Kathleen Cole	Math Teacher		4/7	4/16	5/7	5/28		6/4, 6/11	
Kathy Delucia	Math Teacher		4/7		5/7			6/4, 6/11	
Mary Anne Camel	Science Teacher		4/7	4/16	5/7	5/28		6/4	
Charm Varga	ELA Teacher		4/7	4/16	5/7	5/28		6/4, 6/11	
Stephanie Perkins	Technology Teacher		4/7	4/16	5/7			6/4 ,6/11	
Julie Ozolins	SPED Teacher		4/7		5/7	5/28			
Chris Sinatra	SS Teacher		4/7	4/16					
Jeanne Albanese	Associate Principal of Inclusion		4/7						
Lynn Klankowski	Evaluation Officer		4/7	4/16	5/7			6/4, 6/11	

Next Steps

Sharing the Plan

By Early June: After the team has completed at least one substantive draft section of the plan (preferably the Teacher Learning Core Structures or the Schoolwide Structures), the principal should share the plan with the school's SCEP liaison, who will review the initial section and conduct SCEP Development Check-In 3.

Before the Last Day of School (2025-26): Following SCEP Development Check-In 3, the team should incorporate any feedback and proceed to complete the remainder of the plan as part of SCEP Team Meeting 6. The full plan should be sent to the liaison, who will review it and set up SCEP Development Check-In 4 to confirm the plan meets **NYSED's Minimum Expectations.**

No Later Than the First Day of School (2026-27): By regulation, the plan must be implemented no later than the first day of school. The district (Superintendent or designee) and local Board of Education will need to have approved the plan and the plan must be posted on the district website.

Implementing the Plan (All Schools)

1. The plan should be monitored closely. Adjustments to the plan are expected based on what the school and district are learning through implementation.
2. The SCEP team will need to reconvene during the year to discuss implementation and review progress in relation to the Early Progress Indicators and Mid-Year Indicators identified.
3. The principal should plan to meet with their assigned liaison following the end of the first quarter to discuss implementation and the Early Progress Indicators and again following the end of the second quarter to discuss implementation and the Mid-Year Indicators.
4. The portions of the plan shaded gray should be filled in based on 2026-27 data throughout the year.