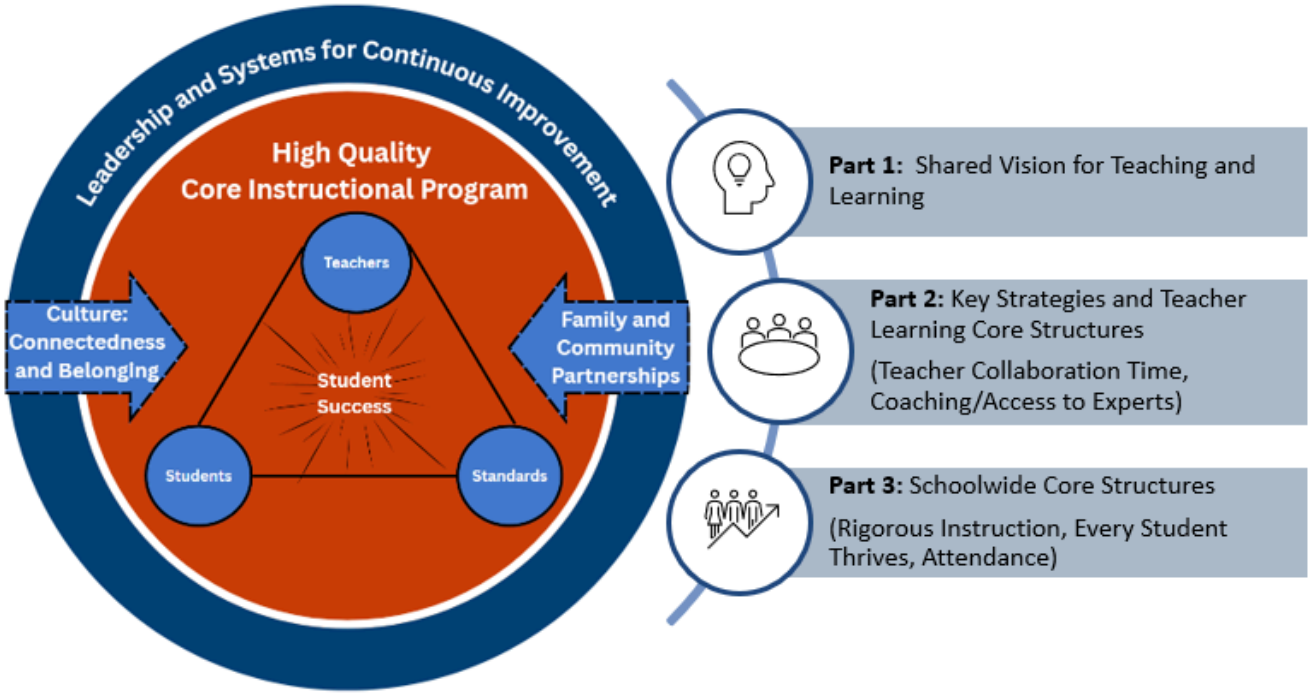
New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan

2026-27

District	School Name	Grades Served
Ithaca	Beverly J. Martin	Pre-K-5

Collaboratively Developed By:
The Beverly J. Martin SCEP Development Team Christine Barley JosephineGreenspun Jamie Driscoll Jenna Hallas Brooke Burnett Rachel Nascimento Beth Snyder Johara Malcolm Samantha Little ***And in partnership with the staff, scholars, and families of Beverly J. Martin***



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 scholars in cognitively demanding thinking • Makes scholar thinking visible • Responds to real-time evidence of scholar understanding • Occurs in environments where all scholars 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 scholar 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?)
Engage scholars in cognitively demanding tasks that require reasoning, sense-making, and problem-solving.

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.

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 scholar 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?	Weekly co-planning meeting facilitated by instructional coach, data strategist, and grade-level team members K (Thurs) 1 (Tues) 2 (Thurs) 3 (Tues) 4 (Mon) 5 (Wed)	
What does this entail?	Four components are expected across settings: 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. 3. PRACTICE/APPLICATION OF PROFESSIONAL LEARNING: Can we try something together right now? 4. APPLICATION IN THE UPCOMING WEEK: What will we try individually and collectively between now and the next time related to the strategy? NOTE TEMPLATE	

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?
NYSED Coaching for Excellence - Onsite Orientation Session	June 18
District Instructional Coaches PD on Heat	July / Aug
Creating calendar task design cycles for teacher co-planning time	August 15
Creating a note catcher and a standing agenda	August 15
Identify and train a "first" facilitator of meeting structure and agendas	August 28
Grade Level Team Planning	August
Create templates for instructional rounds/walkthroughs	August

Key Strategy 1

KEY STRATEGY 1	Engage scholars 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 Strategy? What steps are involved?	**When will this be in place?**
Teach staff how to select and implement high cognitive demand tasks aligned to grade-level standards	Sept.-Dec.
PD on HEAT for all Staff	Sept 1, 2
Training on task and parts of the recipe	Sept 1, 2
Instructional coaches will prepare a cognitively demanding task for staff to engage in during PD, and outline how the key strategy will drive teacher learning in the upcoming year.	Sept.-Dec.
Instructional Coach will meet weekly with grade level teams to analyze, reflect, and implement and plan high quality instructional practices	Sept.-Dec.
Instructional coaches will unpack the district design principles for cognitively demanding tasks at grade level team meetings and introduce the district task bank.	Sept-Dec.
Instructional coaches will model low-floor, high-ceiling cognitively demanding tasks in each classroom	Sept-Dec.
Instructional coaches will explore the importance of launching a task in the first five minutes of the lesson in teacher collaborative times, and support teachers with successful task launch through coaching.	Sept-Dec.
Instructional coaches will support teachers with applying just-in-time scaffolds through coaching and modeling.	Sept-Dec.
Instructional coaches will co-teach strategies to maintain the cognitive demand of the tasks and incorporate these into their coaching sessions	Sept-Dec.

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

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?
Instructional coaches will coordinate with the district to identify additional research on cognitively demanding tasks to explore in future teacher collaborative team meetings based on progress to date, including, but not limited to: • Valuing Thinking Over Completion • Designing Extension Without Just Giving More • Teacher Press • The Art of Not Telling • Wait Time 1 and Wait Time 2 • Handling Errors • Building a Culture Where Thinking Is Public • Collaboration Continuum (Taking Turns-Cooperate-Collaborate) • Randomized Grouping • Vertical Non-Permanent Surfaces • Thinking Classrooms vs. Answer Classrooms • Intellectual Safety and Academic Risk • Teacher Helpfulness as a Barrier to Thinking • Designing Access Without Reducing Task Complexity • When to Stop the Work and Move to Consolidation • Comparing Strategies to Deepen Understanding • Scholar Explanation and Justification	Spring
Instructional coaches will incorporate practices that require additional support related to cognitively demanding tasks into coaching cycles, modeling when it is useful.	Spring

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**?

	Early Progress Indicators (set in advance)	**Mid-Year Indicators** (complete after quarter 1)	**End-of-Year Indicators** (complete midyear)
Evidence of Scholar Learning Improving	• Pre and post-cycle assessment of scholar learning (exit tickets and scholar work) • scholar voice survey (like tasks) • Checklist of TASK engagement		

Evidence of Teacher Practice Changing	• Agenda and minutes from co-planning meetings • Shared menu options and lesson plan design to support HQI learning cycle • Walkthrough data-lesson launch		

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)**
Scholars will be…	• Scholar participation in academic discourse, accountable talk, and collaborative problem-solving • scholar-created models, presentations, or visual representations of thinking • Goal-setting and self-reflection activities where scholars explain their learning process and growth • Collaborative tasks where scholars ask questions, build on others' ideas, and problem-solve together	
Teachers will be…	Teachers may provide the following end-of-year evidence to demonstrate how they engaged scholars in cognitively demanding tasks requiring reasoning, sense-making, and problem-solving: • Lesson plans that include open-ended, rigorous, and standards-aligned tasks • scholar work samples demonstrating reasoning, explanation of thinking, and	

	multiple problem-solving strategies • Teacher reflection notes describing instructional shifts, successes, and next steps related to cognitively demanding tasks • Exit tickets, performance tasks, or assessments that required scholars to justify their thinking and apply concepts • PLC or co-planning notes demonstrating collaborative planning around high-level tasks and analysis of scholar thinking	

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	Members of SCEP team have a shared understanding of what HQI looks like in practice	0	6	4	17	7	3
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 scholars receive rigorous, standards-aligned instruction. The structures include routines the Instructional Leadership Team has to monitor curriculum use, instructional practice, scholar 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 scholar 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, scholar 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** (scholar 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 scholar thinking.

Essential Question

How will the school ensure that all scholars 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 1	ILT Monthly Instructional Rounds/Walkthrough	X NEW ☐ REFINE
When and how often	First Wednesday of every month	

will this structure take place?	
What does this entail?	Five components are expected across each ILT meeting: Reflection: What have we seen since our last meeting related to what we discussed at our last meeting Professional Learning: Do some learning around cognitively demanding tasks. Consistency and Coherence: Visit classrooms to examine cognitively demanding instruction related to previous professional learning. Debrief: What did the classroom visits tell us about what our system needs? 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?	Observation tools Walkthrough data on cognitive demand Reviewing lesson plans and notes from the grade-level planning Meeting with Grade Level leaders to review data Engaging with inquiry cycle-create schedule, planning, co-teaching, modeling, assessment of lessons, and reflection of lessons, scholar work, and inquiry cycle system

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, scholar, 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 ☐ scholar ☐ Family	SCEP team regularly participates in structured protocols to improve lesson rigor, thinking, and learning outcomes	2	7	6	15	3	3
26-27 Needs Assessment	☐ Teacher ☐ scholar ☐ Family							

Every scholar Thrives Core Structures

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

Every scholar Thrives Core Structures

- **A systematic approach to ensuring every scholar is known well by at least one adult,** with routines that track relationships, monitor connection points, and ensure no scholar is overlooked.
- **A coordinated scholar support identification process** with clear entry points for noticing concerns, assigning responsibility, and organizing interventions so no scholar "slips through the cracks."
- **A routine for monitoring whether scholars 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 scholars 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 scholars.
- **A structure for monitoring experiences of scholars 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 scholars and families to strengthen relationships, improve supports, and increase belonging.

Essential Question

How will the school ensure that every scholar 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 Scholar Thrives Core Structure	Structured review of academic engagement, behavior, and attendance to identify inequities and address disparities across groups of scholars.	☐ NEW X REFINE
When and how often will this structure take place?	Weekly SST meeting and biweekly attendance meeting	
What does this entail?	Reflection: What patterns do we notice? Identification of classrooms, staff and scholars in need of support Consistency and Coherence: Identifying where it is successful, what can we replicate and/or send staff members to talk with and observe Application of the system: what can we do based on information/data we have collected?	

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, scholar, 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 ☐ scholar ☐ Family	Scholars seldom, if ever, slip through the cracks at this school	2	12	11	4	4	3
26-27 Needs Assessment	☐ Teacher ☐ scholar ☐ 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 scholars 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 scholars and families, identifying barriers, and tailoring responses based on need.
- **A tiered support structure** that ensures scholars with emerging attendance challenges receive timely, targeted interventions without stigma.
- **A system for analyzing attendance patterns across scholar groups**, grade levels, classrooms, and times of year to identify inequities and adjust schoolwide practices.
- **A routine for monitoring whether attendance interventions are improving scholar 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 scholars 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 scholar 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 DOES THIS COMPARE TO EXISTING EFFORTS?**
Attendance Core Structure	Listening Conferences	X NEW ☐ REFINE
When and how often will this structure take place?	Monthly listening conference for scholars and families who have been absent and/or tardy 10% or more of the school days	
What does this entail?	The teacher and Social Worker schedule and facilitate a conference using a shared script of questions Report out, analyze, and create next steps at the weekly SST team meeting	

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	92.5%	91.4%	91.8%	88.1%	89.3%	89.6%	90.3%	92.4%	89.5%
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, scholar, 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 ☐ scholar ☐ Family	I know that others are reviewing my scholars' attendance because they reach out to me when patterns raise concerns	0	1	0	16	14	5
26-27 Needs Assessment	☐ Teacher ☐ scholar ☐ 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: scholar Interviews**	**Meeting 4A: Family Focus Groups (optional)**	**Meeting 5: Plan Writing**	**Meeting 6: Plan Finalization**
Example: Mary James	*ELL Teacher*	*3/4*	*3/16*	*4/06*	*4/27*	*4/13*	*5/4*	*5/11*	*5/18, 5/28,, 6/2, 6/8 & 6/15*
Chris Barley	Instructional Coach	x	x	x	x	x	x	X	x
Jenna Hallas	Reading teacher/Data Strategist	x	x		x		x		6/15
Rachel Nascimento	MLL teacher	x	x	x	x	x			
Brooke Burnett	Gen Ed- 3rd grade	x	x	x	x				
Jamie Driscoll	Social Worker	x	x	x	x				
Beth Snyder	Associate Principal for Inclusion	x	x	x	x	x	x	x	x
Josephine Greenspun	Special Education Teacher	x	x	x	x		x		
Samantha Little	Principal	x	x	x	x	x	x	X	x
Lynn Klankowski	ICSD Evaluation Officer			x			x		6/8
Johara Malcom	Social Worker								6/8

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.