New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan

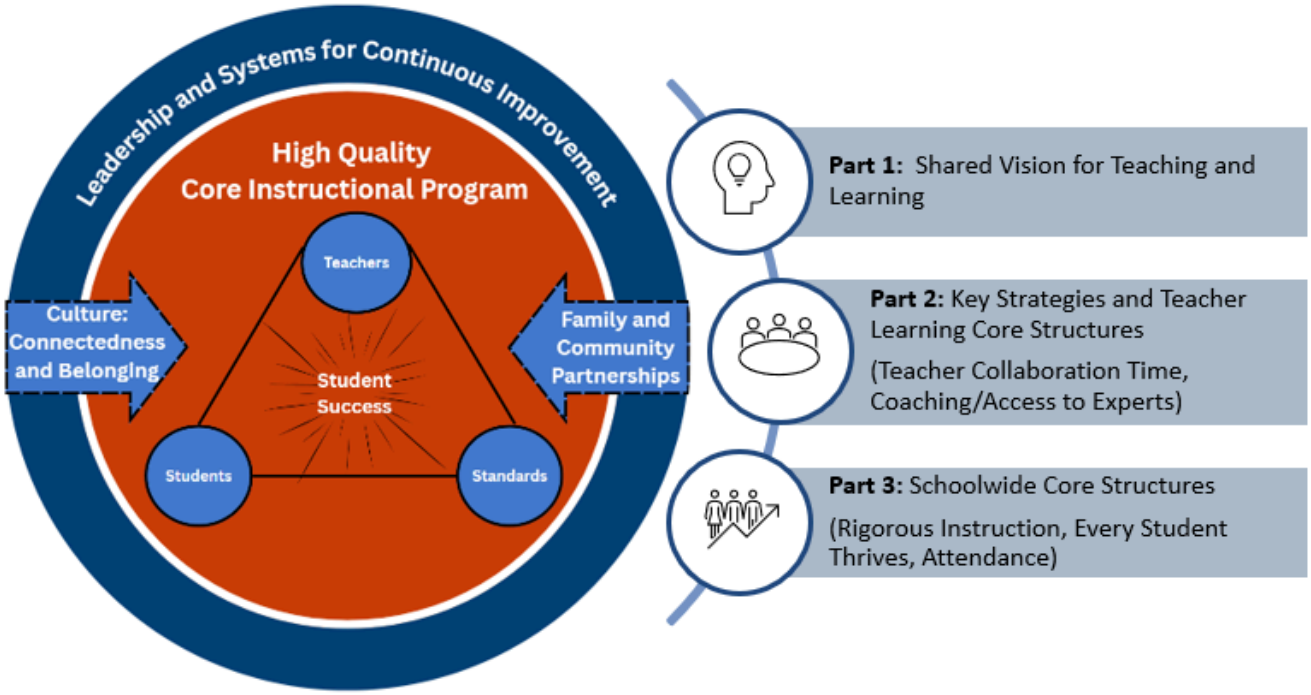
2026-27

District	School Name	Grades Served
Ithaca City School District	Cayuga Heights Elementary School	PreK-5

Collaboratively Developed By:

The Cayuga Heights Elementary School SCEP Development Team
(Olyvia Brazier, Christina Chaudhry, Krys Clary, Eileen Coller, Eric Crouthamel, Aileen Grainger, Emma Kelly, Lynn Klankowski, Katharina Nichols, Katie Studelska, Julie Uy, Judy Wagner, Laurie Willick)

And in partnership with the staff, students, and families of Cayuga Heights Elementary 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?)
Incorporate quick formative checks during instruction to understand student thinking in real-time and adjust instruction responsively.

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**	X NEW ☐ REFINE
When and how often will this structure take place?	● Grade level teams meet once a week on Mondays during their 30 minute prep time with the instructional coach ● At least one Wednesday staff meeting a month focused on the key instructional strategy	
What does this entail?	**Reflection:** We will reflect on the implementation of formative assessment strategies as a regular agenda item at all planning meetings with the coach, in addition to at least one other meeting per month. Example: share an example of a check for understanding that you used in the last week **Professional Learning:** Coach may provide readings, videos, or other examples of effective integration of and response to CFUs. Coach and teams may roleplay CFUs. **Forward Planning:** Depending on the week, this portion of the meeting could comprise reviewing student work and analyzing for errors and misconceptions, co-planning for instructional coaching sessions, team planning for consistent responses to CFUs <u>Formats</u>: ● Grade level team meetings (3-8 people) ● Staff meetings (full staff) ● Collaborative professional development sessions (6-20 people, in conjunction with other district schools)	

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?
Create and share out bank of universal response strategies	9/3
Buy and distribute small white boards for written quick checks	9/3
Create and share out bank of CLR, PINE, EL and Magnetic discussion strategies	9/3
Audit current curriculum (Magnetic, EL, EurekaMath2, PINE) for CFUs and compile ones to use during opening staff days	8/21
Share out building wide schedule that includes weekly meetings with instructional coach	9/3
At opening days staff meeting; present list and description of a selection of CFU strategies (Separated into verbal strategies, written strategies, non-verbal strategies and individual quick checks and whole group quick checks), staff chooses 3 for Fall implementation	9/3
Gather attendance data for CHES teachers attending summer professional development	8/31

Key Strategy 1

KEY STRATEGY 1	Incorporate quick formative checks during instruction to understand student thinking in real-time and adjust instruction responsively.

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?**
Over three staff meetings, incorporate 3 new CFU strategies for a total of 6 common strategies used across the building	12/31
Two or more staff meetings that train teachers on analyzing student work in-the-moment, led by teacher leader and/or instructional coach	12/31
Two or more staff meetings that establish protocols for instructional pivoting based on formative data lead by teacher leader and/or instructional coach	12/31
Assess how the first three CFU strategies are working during a staff meeting, start to add more (up to one per month) selected to support teacher needs	12/31
Weekly grade level team meetings with instructional coach	12/31
The instructional coach will collect exit ticket snap shots monthly at each grade level	12/31
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?
Over three staff meetings, incorporate 3 new CFU strategies for a total of 9 common strategies used across the building	6/3
At at least one staff meeting, engage in a data talk related to team meeting data of how CFUs have been used throughout the year	6/3
The instructional coach will continue to collect exit ticket snap shots monthly at each grade level	6/3

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**?

	Early Progress Indicators (set in advance)	**Mid-Year Indicators** (complete after quarter 1)	**End-of-Year Indicators** (complete midyear)
Evidence of Student Learning Improving	All students participate in CFUs. Classrooms use CFU poster that documents and celebrates when the class successfully uses the strategies.		
Evidence of Teacher Practice Changing	Documenting weekly team meetings using a meeting template that collects evidence of instructional adjustments related to CFUs; google form is completed weekly to collect data on the use of CFUs and instructional moves based on CFUs		

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…	Well-versed and participating in check for understanding strategies and reflecting on their own learning and advocating for what they need.	
Teachers will be…	Well-versed and confident in using check for understanding strategies throughout the instructional day. Teachers will be adjusting instruction in response to student confusion and will move on when 85% of students demonstrate understanding.	

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.

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

	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Professional development, coaching, and collaborative planning all focus on the same instructional priorities, building on what I have learned in other settings.	0	5	6	11	2	0
26-27 Needs Assessment							

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	The vision for high-quality instruction and the teaching practices valued at the school are reinforced consistently through planning meetings, feedback, and leadership communication.	1	2	6	10	5	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.

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 1	• **A schoolwide framework for high-quality instruction** that the leadership team regularly reviews, refines, and reinforces through shared look-fors and coordinated messaging.	x NEW ☐ REFINE
When and how often will this structure take place?	• A schoolwide leadership team will include the building principal, data strategist, math strategist, and instructional coach • The team will meet monthly on the first Tuesday of the month from 2:10-2:50 • Specific look fors related to quick Checks for Understanding (CFUs) will be discussed	
What does this entail?	• REFLECTION: What have we seen since our last meeting related to what we discussed related to CFCUs at last meeting? Look at data from the past month's team meeting google form to assess how frequently CFUs are influencing instructional decisions in the moment. • PROFESSIONAL LEARNING: Engage in readings, videos, discussion, and/or reflection around pivoting instruction based on CFUs. • DEBRIEF: What did the classroom visits and teacher-reported data tell us about what our system needs? • APPLICATION TO THE SYSTEM: How are the CFUs influencing the way teachers respond to students in real time? Where and how do teachers see evidence of student thinking and learning during and after class?	

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	Compare Google Form and exit ticket data from the past month with the month before that. ● How has the frequency and type of CFU shifted over the course of the month and year? ● How has the frequency and type of response to CFUs in real time shifted over the past month. ● How has the proficiency rate on the exit tickets shifted over the past month? ● What is the correlation between the use of CFUs and the exit ticket proficiency rate?

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	Professional development, coaching, and collaborative planning all focus on the same instructional priorities, building on what I have learned in other settings.	0	5	6	11	2	0
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	What I learn in professional development is reinforced through coaching and collaborative team time.	0	4	5	10	3	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.

Essential Question

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

Part 3: Schoolwide Core Structures

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 1	• **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."	☐ NEW X REFINE
When and how often will this structure take place?	• The student support team will consist of school psychologist, social worker, nurse, principal and instructional coach • The team will meet on the second Tuesday of the month and fourth Tuesday of the month	
What does this entail?	• Google form data documenting student support request and/or teacher team input will be used to determine which students need further intervention • The student support team will use this meeting template that identifies the student, the lagging skill, barriers, and assigns action items to a person on the team	

Survey Monitoring

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

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	X Teacher ☐ Student ☐ Family	Students seldom, if ever, slip through the cracks at this school.	5	9	5	4	0	1
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	Teachers and staff notice when I'm having a hard time and try to help.	2	3	9	25	12	5
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.

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 1	● **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.	☐ NEW X REFINE
When and how often will this structure take place?	● Front office staff will call absent students daily ○ An automated email will be sent daily to the families of absent students if there has been no reason for absence ● Teaching staff will call/email/text weekly with the families of students who have been chronically absent (positive information) ● A monthly attendance letter will be mailed home to all students	
What does this entail?	Following our Attendance Protocols	

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 - in percentages

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
2025-26	96.1%	94.7%	92.5%	91.0%	92.3%	91.1%	89.8%	95.0%	93.6%
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? **No.** 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.

Part 3: Schoolwide Core Structures

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student X Family	Overall, the school's approach to attendance supports students' belonging and success.	3	3	7	25	16	6
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	Overall, this school helps students feel supported, expected,and able to come to school regularly.	3	4	7	19	18	5
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 Survey Review	Meeting 5: Plan Writing	Meeting 6: Plan Finalization
Olyvia Brazier	Special Education Teacher					5/5			6/16
Christina Chaudhry	Parent, PTA President		4/7	4/14		5/5	5/19	6/2	
Krys Clary	Special Education Teacher		4/7	4/14	4/14	5/26			
Eileen Coller	Classroom Teacher				4/14	5/26	5/19	6/2, 6/9	6/16
Eric Crouthamel	Education Support Professional		4/7	4/14	4/14	5/26		6/2, 6/9	
Aileen Grainger	Building Principal		4/7	4/14	4/21	5/5, 5/26	5/19	6/2, 6/9	6/16, 6/30
Emma Kelly	Classroom Teacher					5/5, 5/26			
Lynn Klankowski	Evaluation Officer		4/7		4/14		5/19	6/2	6/16
Katharina Nichols	Instructional Coach			4/14				6/2, 6/9	6/16, 6/30
Katie Studelska	Associate Principal of Inclusion		4/7	4/14	4/14	5/26	5/19	6/2, 6/9	6/16, 6/30
Julie Uy	Classroom Teacher		4/7	4/14	4/14	5/5, 5/26	5/19	6/2, 6/9	6/16
Judy Wagner	Reading Teacher		4/7	4/14		5/5, 5/26	5/19	6/2, 6/9	6/16
Laurie Willick	School Psychologist		4/7	4/14	4/14	5/5, 5/26	5/19	6/2, 6/9	6/16

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.