2025-26 School Comprehensive Education & Receivership Continuation Plan

District	School Name	Principal Name	Grades Served	Accountability Model
Syracuse City	Clary Middle School	Hayley Downs	6-8	CSI/Receivership
Superintendent's Name	**School BEDS Code**	**Principal Appointment Date**	**Link to Where Plan Will Be Publicly Posted**	
Anthony Davis, Sr.	421800010003	7/1/2025	https://www.syracusecityschools.com/clary	

✓ **Principal Commitment:** This plan provides focus and urgency to significantly improve student outcomes, especially for our diverse learners. Per agreement with the Syracuse Teachers Association, the School Leadership Team is responsible for developing, implementing, and monitoring this plan. As approved by the SLT, this plan was collaboratively developed by the SCEP Development Team members identified below. As the school's leader, I commit to 1) pursuing the identified goals, commitments, and strategies, 2) monitoring progress, and 3) adjusting the plan based on ongoing monitoring.

✓ **Assistant Superintendent has reviewed this plan and will partner with the school to ensure its execution.**

✓ **District has approved this plan and will partner with the school to ensure its execution.**

✓ **Civic Empowerment Project identified: Monthly School Focus Groups**

SCEP/Continuation Plan Development Team		
	Name	*Title / Role*
1	Hayley Downs	Principal
2	Katelyn Hines	Assistant Principal
3	Stephen Brice	Administrative Intern
4	Jessica Cannizzaro	MYP Coordinator
5	Madison Brown	Instructional Coach
6	Terry Flournory	DEB Liaison
7	Deanne Christopher	Social Worker
8	Kylee Fiorante	Teacher
9	Alyssa McCray	Teacher
10	Ryan Elsenbeck	Teacher
11	Marissa Moore	Teacher
12	Sophia King	Teacher
13	Madison Zizzi	Teacher
14	Michele Gagnon	Teacher
15	Nicole Bembry	Parent
16	Angela Wilson	Parent
17	Steve Garraffo	Independent Consultant
18	Jason Rutkey	Former Principal
19	Courtney Jennings	Former Administrative Intern
20	Matthew Grecco	Former Instructional Coach
21	Leanne LeGro	Former Instructional Coach
22	Gregory Gaines	Former Teacher

2025-26 SCEP Guidance

Link To Your School's 2025-26 Professional Development Plan	SY2526 PD Plan [Clary].xlsx

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OVERVIEW PAGE

2025-26 Year-End Goals					
Level 1 **Demonstrable Improvement Indicators**		**Progress Targets**	**Level 2** **Demonstrable Improvement Indicators**		**Progress Targets**
#3	Student Attendance- All Students	87%	#34	ELA MGP- Students with Disabilities	41.3
#5	School Safety	0.4	#45	ELA Level 2 and above gap- Students with Disabilities/Non-Students with Disabilities	36%
#100	ELA Core Subject PI-All Students	80.2	#101	ELA Core Subject PI- Students with Disabilities	29.8
#110	Math Core Subject PI- All Students	30.8	#105	ELA Core Subject PI- Economically Disadvantaged Students	71.7
#160	Chronic Absenteeism- All Students	47%	#112	Math Core Subject PI- Black Students	25.6
			#115	Math Core Subject PI- Economically Disadvantaged Students	27.9

Data Sources for the 2025-26 School Year

Directions: *Click the box next to all that apply.*

Diagnostic/Benchmark Assessments	**Local Assessments**	**State Assessments**
☐ *IXL* ☒ *NWEA* ☐ *iReady* ☐ *Star* ☒ *DIBELS* *SOAR* *Lexia*	☒ *Math CFA* ☒ *ELA CFA* ☐ *Literacy CFA* ☒ *Social Studies CFA* ☒ *Science CFA* ☒ *Classroom Formative Assessments*	☒ *Regents Exams* ☒ *3-8 ELA* ☒ *3-8 Math*
List all others that apply:	**List all others that apply:** ☐ Attendance ☐ Behavioral ☐ Panorama- Sense of Belonging Student Survey ☐ Panorama- Sense of Belonging Staff Survey ☐ Panorama- Sense of Belonging Family Survey ☐ School Created Surveys	**List all others that apply:**

School Identified Lead Strategies

Directions: *Use the school's needs assessment results to identify strategies from each drop-down menu that the school will prioritize. Refer to the Strategy Companion Guide for additional guidance on each strategy. Confirm whether the strategy is "new"(N) – "expanded" (E) – "refined (R)."*

	Lead Strategies *(Refer to Strategy Companion Guide)*	N-E-R
1	Formative Assessment Practices	N
2	Building Math Fluencies	N
3	Intentional Welcoming School/Class Environment	R
4	Multi-Tiered System of Supports (MTSS)	R

Academic Lead Strategy 1: Formative Assessments with a Focus on Claim, Evidence, Reasoning **Aligned DI Indicators:** # 100	**PD Plan Link:** SY2526 PD Plan [Clary].xlsx	**School Lead:** Jessica Cannizzaro

What did we learn from our needs assessment that suggests this is the right strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
When conducting the needs assessment, it was identified that Clary Middle School would benefit from implementing the strategy of Claim, Evidence, Reasoning. Based on interviews with staff and discussions surrounding the NWEA and state assessment data (a deep dive discovered that the results remained flat). From Fall to Spring, student achievement remained at 21% on ELA NWEA. It was determined that students needed more support in critical thinking skills about various tasks presented on assessments. Making a schoolwide emphasis on CER will give staff opportunities to provide meaningful feedback to students. A root cause is that our students did not find enough success in writing when transitioning from structured writing to independent inferenced based practices. We will increase the rigor by maintaining scaffolds across content areas.
If this is not a new strategy, provide 1-2 sentences on how the school will expand or refine the strategy. Not Applicable.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps **(Begin with a verb)**	**Timeline**	**Person(s) Responsible**	**Resource Alignment** *(PD, Budget, People, Time, etc.)*	**P**
Create common formative assessments, in collaboration with teachers, coaches, content liaisons, based on units and pacing guides for the current marking period.	September 30, 2025	Sophia King (ELA) Michele Gagnon (SS) Madison Zizzi (Science) Kylee Fiorante (Math) Thomas Warner (SPED)	SCSD Curriculum/Pacing Guides Accountable talk strategies	
Complete one common formative assessment, across all content areas, with CER cycle based on SCSD content pacing guides and content.	October 15th, 2025	Sophia King (ELA) Michele Gagnon (SS) Madison Zizzi (Science) Kylee Fiorante (Math) Thomas Warner (SPED)	Common Formative assessment CER format SCSD curriculum	
Using the walkthrough tool aligned with Accountable Talk, conduct biweekly walkthroughs, ensuring that all ELA and Math teachers receive a minimum of six walkthroughs and constructive feedback per marking period.	By October 31st, 2025	Administrative Team Instructional Coaches	Walkthrough tool	
Leverage PLTs to analyze student work and reflect with PLT group members, biweekly, to identify students' strengths and areas of needs to create a classroom action plan.	Beginning October 15, 2025 (biweekly)	Jessica Cannizzaro Madison Brown Core content teachers	Student work PLT agenda/minutes Responsive Action Plan	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Early Implementation Progress Goals			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Sept. 30, 2025	Content Specific CER Assessments	100% of teachers have created current marking period CERs	
Sept. 30, 2025	NWEA assessments	26% projected school wide proficiency (10% of students with disabilities) on Fall ELA and Math NWEA Assessments	
October 31st, 2025	CER Rubric	20% of students will show proficiency (10% of students with disabilities) in grade level CERs	
October 31st, 2025	Accountable Talk classroom walkthrough visits	100% of ELA and Math teachers have received at least 6 walkthroughs and meaningful feedback regarding Accountable Talk Strategies	
October 31, 2025	Action Plans	100% of teachers will create and submit at least one action plan.	

Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan

Academic Lead Strategy 1: Formative Assessments with a Focus on Claim, Evidence, Reasoning	**PD Plan Link:** SY2526 PD Plan [Clary].xlsx	**School Lead:** Jessica Cannizzaro
Aligned DI Indicators: # 100		

What did we learn from our needs assessment that suggests this is the right strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
When conducting the needs assessment, it was identified that Clary Middle School would benefit from implementing the strategy of Claim, Evidence, Reasoning. Based on interviews with staff and discussions surrounding the NWEA and state assessment data (a deep dive discovered that the results remained flat). From Fall to Spring, student achievement remained at 21% on ELA NWEA. It was determined that students needed more support in critical thinking skills about various tasks presented on assessments. Making a schoolwide emphasis on CER will give staff opportunities to provide meaningful feedback to students. A root cause is that our students did not find enough success in writing when transitioning from structured writing to independent inferenced based practices. We will increase the rigor by maintaining scaffolds across content areas.
If this is not a new strategy, provide 1-2 sentences on how the school will expand or refine the strategy.
Not Applicable.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Review curriculum tools and facilitate conversations between content area teachers and instructional coaches to develop the next common formative assessment.	November 21st, 2025	Sophia King (ELA) Michele Gagnon (SS) Madison Zizzi (Science) Kylee Fiorante (Math) Thomas Warner (SPED)	SCSD Curriculum SCSD pacing guides Accountable talk strategies Common Formative Assessment	
Using the walkthrough tool aligned with Accountable Talk, conduct biweekly walkthroughs, ensuring that all ELA and Math teachers receive a minimum of six walkthroughs and constructive feedback per marking period.	By December 19, 2025	Administrative Team Instructional Coaches	Walkthrough tool	
Leverage PLTs to analyze student work and reflect with PLT group members, biweekly, to identify students' strengths and areas of needs to create a classroom action plan.	Beginning December 12, 2025 (biweekly)	Jessica Cannizzaro Madison Brown Core content teachers	Student work PLT agenda/minutes Responsive Action Plans	
Identify instructional trends from building walkthroughs and provide targeted professional development to address staff needs and improve teaching practices.	By December 19, 2025	Administrative Team Instructional Coaches	Walkthrough data PD Plan Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Mid-Year Progress Goals			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Nov. 30, 2025	Content Specific CER Assessments	100% of teachers have created current marking period CERs	
Dec 19, 2025	CER Rubric	30% of students will show proficiency (15% of students with disabilities) in grade level CERs	

Dec 19, 2025	Accountable Talk classrooms walkthrough visits	100% of ELA and Math teachers have received at least 6 walkthroughs and meaningful feedback regarding Accountable Talk Strategies	
Dec 19, 2025	Content specific professional development was presented and	100% staff participation in professional development	
Dec 19, 2025	Action Plans	100% of teachers will create and submit at least one action plan.	

Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan

Academic Lead Strategy 1: Formative Assessments with a Focus on Claim, Evidence, Reasoning	PD Plan Link: SY2526 PD Plan [Clary].xlsx	School Lead: Jessica Cannizzaro
Aligned DI Indicators: # 100		

What did we learn from our needs assessment that suggests this is the right strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*

When conducting the needs assessment, it was identified that Clary Middle School would benefit from implementing the strategy of Claim, Evidence, Reasoning. Based on interviews with staff and discussions surrounding the NWEA and state assessment data (a deep dive discovered that the results remained flat). From Fall to Spring, student achievement remained at 21% on ELA NWEA. It was determined that students needed more support in critical thinking skills about various tasks presented on assessments. Making a schoolwide emphasis on CER will give staff opportunities to provide meaningful feedback to students. A root cause is that our students did not find enough success in writing when transitioning from structured writing to independent inferenced based practices. We will increase the rigor by maintaining scaffolds across content areas.

If this is not a new strategy, provide 1-2 sentences on how the school will expand or refine the strategy.
Not Applicable.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Conduct 2 walkthroughs in ELA and Math to ensure that building PD and teacher action plans are being executed.	By January 12, 2026	Administrative Team Instructional Coaches	Walkthrough Tool	
Analyze ELA and Math NWEA results and reflect with PLT group members to identify students' strengths and areas of need to create a classroom action plan.	January 30, 2026	Jessica Cannizzaro Madison Brown Core content teachers	Student work PLT agenda/minutes Responsive Action Plan	
Identify and administer 2-3 CER questions per content	March 15, 2026	Sophia King (ELA) Michele Gagnon (SS) Madison Zizzi (Science) Kylee Fiorante (Math) Thomas Warner (SPED)	SCSD Curriculum SCSD pacing guides Accountable talk strategies Common Formative Assessment	
Leverage PLTs to analyze student work and reflect with PLT group members, biweekly, to identify students' strengths and areas of needs to create a classroom action plan.	By March 27, 2026	Jessica Cannizzaro Madison Brown Core content teachers	Student work PLT agenda/minutes Responsive Action Plans	

PROGRESS MONITORING (JANUARY – MARCH)			
Mid-Year Progress Goals			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Jan. 30, 2026	Content Specific CER Assessments	100% of teachers have created current marking period CERs	
Jan. 30, 2026	Winter NWEA ELA assessments	50% of students (50% of students with disabilities) will meet their growth	

March 27, 2026	At least one completed cycle of CER Common formative assessment	40% of students will show proficiency in grade level CERs	
March 27, 2026	Content specific professional development was presented and attended by staff	100% staff participation in professional development	
March 27, 2026	Accountable Talk classroom walkthrough visits	100% of teachers have received at least 4 walkthroughs and meaningful feedback regarding Accountable Talk strategies	
March 27, 2026	Action Plans	100% of teachers will create and submit at least three action plans.	

Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan

Academic Lead Strategy 1: Formative Assessments with a Focus on Claim, Evidence, Reasoning	PD Plan Link: SY2526 PD Plan [Clary].xlsx	School Lead: Jessica Cannizaro
Aligned DI Indicators: # 100		

What did we learn from our needs assessment that suggests this is the right strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*

When conducting the needs assessment, it was identified that Clary Middle School would benefit from implementing the strategy of Claim, Evidence, Reasoning. Based on interviews with staff and discussions surrounding the NWEA and state assessment data (a deep dive discovered that the results remained flat). From Fall to Spring, student achievement remained at 21% on ELA NWEA. It was determined that students needed more support in critical thinking skills about various tasks presented on assessments. Making a schoolwide emphasis on CER will give staff opportunities to provide meaningful feedback to students. A root cause is that our students did not find enough success in writing when transitioning from structured writing to independent inferenced based practices. We will increase the rigor by maintaining scaffolds across content areas.

If this is not a new strategy, provide 1-2 sentences on how the school will expand or refine the strategy.
Not Applicable.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Conduct 2 walkthroughs in ELA and Math to ensure that building PD and teacher action plans are being executed.	April 1, 2026	Administrative Team Instructional Coaches	Walkthrough tool	
Identify essential literacy skills that will be prioritized in all content areas.	April 1, 2026	Jessica Cannizzaro Madison Brown Core content teachers Content Directors	SCSD Curriculum/Pacing Guides Accountable talk strategies Common Formative Assessment	
Provide PD to incorporate essential literacy skills for all content areas.	April 8, 2026	Content Liaisons Content Directors Impact Coaches	PLT Time	
Conduct walkthroughs across all content areas to ensure that literacy skills are embedded and prioritized.	April through June	Administrative Team Instructional Coaches	Walkthrough tool	
Identify building trends to inform next steps for the new academic school year.	By June 1, 2026	Jessica Cannizzaro Madison Brown Core content teachers Administrative Team	PLT Time	

PROGRESS MONITORING (APRIL – JUNE)			
Spring Progress Goals			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**

April 8, 2026	Professional Development	100% of content area teachers attended PD	
Biweekly	Walkthroughs	100% of content area teachers received 6 walkthrough and constructive feedback	
June 20, 2026	Improvement on NWEA ELA assessments and/or New York State assessments	65% of students (65% of students with disabilities) will meet their growth target 50% projected school wide proficiency (25% of students with disabilities)	
June 30, 2026	Content specific professional development was presented and attended by staff	100% staff participation in professional development	
June 30, 2026	Action Plans	100% of teachers will create and submit at least three action plans.	

Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning

Academic Lead Strategy 2: Math Fluencies	PD Plan Link:	School Lead:
Aligned DI Indicators: # 110, #112, #115	SY2526 PD Plan [Clary].xlsx	Kylee Fiorante

What did we learn from our needs assessment that suggests this is the right strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
When conducting the needs assessment, it was noted that data trends showed a large percentage of our students are lacking basic math fluency skills. Between the administration of the NWEA winter assessment and the NWEA spring assessment, it was revealed that student achievement has remained stagnant. Across the building, 94% of our students fell below grade level. This created a barrier for students when attempting to apply foundational learning to more rigorous Mathematical concepts. A root cause we identified was that our students did not receive enough reliable problem-solving strategies within Tier 1 math instruction. Therefore, we will implement math fluency instruction and assessment within Tier II and Tier III classrooms.
If this is not a new strategy, provide 1-2 sentences on how the school will expand or refine the strategy.
Not applicable.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Identify and administer targeted diagnostic fluency assessments.	September 26, 2025	Kylee Fiorante Madison Brown Math Tier I/Tier II teachers	Content/Tier II Teachers Data PLT Meetings	
Compile and analyze the results of diagnostic assessments to identify intervention, targeted support, or enrichment.	By September 30, 2025	Kylee Fiorante Madison Brown Tier I/Tier II teachers	Content/Tier II Teachers Data PLT Meetings	
Provide professional development to Tier II and Tier III Math Teachers.	By October 15, 2025	Madison Brown Kylee Fiorante	District PD Department, District Math Department, Coaches, PLT Meeting Time	
Using the walkthrough tool aligned with Accountable Talk, conduct biweekly walkthroughs, ensuring that all Tier II and Tier III Math teachers receive a minimum of six walkthroughs and constructive feedback per marking period.	By October 31, 2025	Administrative Team Instructional Coaches	Walkthrough Tool	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Early Implementation Progress Goals			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
October 1, 2025	Universal screener baseline data and NWEA results	100% of students screened	
October 1, 2025	Tiered Interventions	100% of students appropriately placed in tiered instructional groups	
October 15, 2025	Professional Development	100% of Tier II and Tier III Math teachers attended PD	
October 31, 2025	Walkthrough	100% of Tier II and Tier III Math teachers have received at least 6 walkthroughs and meaningful feedback regarding math intervention strategies.	

Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan

Academic Lead Strategy 2: Math Fluencies	PD Plan Link:	School Lead:
Aligned DI Indicators: # 110, #112, #115	SY2526 PD Plan [Clary].xlsx	Kylee Fiorante

What did we learn from our needs assessment that suggests this is the right strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*

When conducting the needs assessment, it was noted that data trends showed a large percentage of our students are lacking basic math fluency skills. Between the administration of the NWEA winter assessment and the NWEA spring assessment, it was revealed that student achievement has remained stagnant. Across the building, 94% of our students fell below grade level. This created a barrier for students when attempting to apply foundational learning to more rigorous Mathematical concepts. A root cause we identified was that our students did not receive enough reliable problem-solving strategies within Tier 1 math instruction. Therefore, we will implement math fluency instruction and assessment within Tier II and Tier III classrooms.

If this is not a new strategy, provide 1-2 sentences on how the school will expand or refine the strategy.
Not applicable.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Administer short fluency checks and incorporate targeted fluency practice activities in Tier II math lessons.	Biweekly	Kylee Fiorante Brown Math Tier II/III Teachers	PLT Time, Math Team, Common Platform (ie Castle Learning, Magic AI, etc.)	
Engage PLTs in collaborative data analysis to refine Tier I instruction, identify targeted Tier II/III interventions or enrichment, and monitor progress.	Biweekly	Brown Kylee Fiorante Tier II/III Teachers		
Facilitate targeted professional development on math fluency strategies, including scaffolded supports. PD will focus on results from the fluency checks.	Monthly (during PLT time)	Kylee Fiorante Brown Math Teachers	PLT Time, Math Team, Common Platform (ie Castle Learning, Magic AI, etc.)	
Conduct biweekly walkthroughs (separate from our CFA walkthroughs) ensuring that Tier II and Tier III Math teachers are targeting interventions and monitoring student progress.	By December 19, 2025	Administrative Team Instructional Coaches	Walkthrough Tool	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Mid-Year Progress Goals			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Nov 7, 2025	Data Cycles	100% of teachers are attending Data PLTs, accompanied by graded student CFAs, Unit Assessments or other student assessed work	
Dec 19, 2025	Walkthroughs	100% of Math Teachers received 6 walkthroughs and constructive feedback	
Biweekly	Math Fluency Assessments	75% of students show growth in their targeted category	
Dec 19, 2025	Common Formative Assessments	30% of students will reach proficiency on final CFA before end-of-unit summative assessment	

Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan

Academic Lead Strategy 2: Math Fluencies	PD Plan Link:	School Lead:
Aligned DI Indicators: # 110, #112, #115	SY2526 PD Plan [Clary].xlsx	Kylee Fiorante

What did we learn from our needs assessment that suggests this is the right strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*

When conducting the needs assessment, it was noted that data trends showed a large percentage of our students are lacking basic math fluency skills. Between the administration of the NWEA winter assessment and the NWEA spring assessment, it was revealed that student achievement has remained stagnant. Across the building, 94% of our students fell below grade level. This created a barrier for students when attempting to apply foundational learning to more rigorous Mathematical concepts. A root cause we identified was that our students did not receive enough reliable problem-solving strategies within Tier 1 math instruction. Therefore, we will implement math fluency instruction and assessment within Tier II and Tier III classrooms.

If this is not a new strategy, provide 1-2 sentences on how the school will expand or refine the strategy.
Not applicable.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Administer short fluency checks and incorporate targeted fluency practice activities in Tier II math lessons.	Biweekly	Kylee Fiorante Madison Brown Math Tier II/III Teachers	PLT Time, Math Team, Common Platform (ie Castle Learning, Magic AI, etc.)	
Engage PLTs in collaborative data analysis to refine Tier I instruction, identify targeted Tier II/III interventions or enrichment, and monitor progress.	Biweekly	Madison Brown Kylee Fiorante Tier II/III Teachers		
Facilitate targeted professional development on math fluency strategies, including scaffolded supports. PD will focus on results from the fluency checks.	Monthly (during PLT time)	Kylee Fiorante Madison Brown Math Teachers	PLT Time, Math Team, Common Platform (ie Castle Learning, Magic AI, etc.)	
Conduct walkthroughs (separate from our CFA walkthroughs) ensuring that Tier II and Tier III Math teachers are targeting interventions and monitoring student progress.	Biweekly	Administrative Team Instructional Coaches	Walkthrough Tool	
Analyze Math NWEA results, CFAs, and Math Fluencies with PLT group members to identify students' strengths and areas of need to create a classroom action plan.	January 30, 2026	Jessica Cannizzaro Madison Brown Core content teachers	NWEA Math Data Math Fluency Assessments CFAs Student work PLT agenda/minutes Responsive Action Plan	

PROGRESS MONITORING (JANUARY – MARCH)			
Mid-Year Progress Goals			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
January 12, 2026	Walkthroughs	100% of math teachers receive 4 walkthroughs and constructive feedback	
January 30, 2026	NWEA Data	35% of students will meet their growth target on the NWEA Math Assessment 15% of students show proficiency on the NWEA Math Assessment	

Biweekly	Math Fluency Assessments	85% of students show growth in their targeted category	
March 27, 2026	Common Formative Assessments	40% of students will reach proficiency on final CFA before end-of-unit summative assessment.	

Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan

Academic Lead Strategy 2: Math Fluencies	**PD Plan Link:**	**School Lead:**
Aligned DI Indicators: # 110, #112, #115	[SY2526 PD Plan [Clary].xlsx](#)	Kylee Fiorante

What did we learn from our needs assessment that suggests this is the right strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
When conducting the needs assessment, it was noted that data trends showed a large percentage of our students are lacking basic math fluency skills. Between the administration of the NWEA winter assessment and the NWEA spring assessment, it was revealed that student achievement has remained stagnant. Across the building, 94% of our students fell below grade level. This created a barrier for students when attempting to apply foundational learning to more rigorous Mathematical concepts. A root cause we identified was that our students did not receive enough reliable problem-solving strategies within Tier 1 math instruction. Therefore, we will implement math fluency instruction and assessment within Tier II and Tier III classrooms.
If this is not a new strategy, provide 1-2 sentences on how the school will expand or refine the strategy.
Not applicable.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Identify essential math fluency skills that will be prioritized in Tier I instruction.	April 1, 2026	Kylee Fiorante Madison Brown Math Teachers		
Provide PD to incorporate math fluency skills in Tier I instruction.	By April 8, 2026	Kylee Fiorante Madison Brown Math Teachers	PLT Time, Math Team, Common Platform (ie Castle Learning, Magic AI, etc.)	
Conduct walkthroughs in Tier I classes ensuring that essential math fluency skills are embedded and prioritized into math instruction.	April through June	Administrative Team Instructional Coaches	Walkthrough Tool	
Identify building trends to inform next steps for the new academic school year.	June 1, 2026	Kylee Fiorante Madison Brown Math Teachers	PLT Time	

PROGRESS MONITORING (APRIL – JUNE)			
Spring Progress Goals			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
June 20, 2026	NWEA Data	50% of students will meet their growth target on the Math NWEA Assessment 25% of students will show proficiency on the Math NWEA Assessment	
June 25, 2026	Common Formative Assessments	60% of students will reach proficiency on final CFA before end of unit summative	
June 25, 2026	Fluency Assessments	60% of students showing growth compared to initial fluency screening	

Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning

Attendance Lead Strategy: Intentional Welcoming School/Class Environment	PD Plan Link: SY2526 PD Plan [Clary].xlsx	School Lead: Terry Flournory
Aligned DI Indicators: # 3, #5, #160		

What did we learn from our needs assessment that suggests this is the right strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
During the needs assessment, it was identified that Clary Middle School would benefit from focusing on an intentional welcoming school/class environment. On the Spring Panorama Survey, 38% of students and 44% of parents/guardians responded favorably that they felt like students belonged. Student interviews also revealed sentiments about possible favoritism and not being welcomed into the classroom. A root cause is that staff and students recognized that Clary has a welcoming environment; it has not reached its fullest potential. A welcoming school or classroom environment positively impacts students by fostering a sense of belonging that encourages daily attendance, supports their emotional well-being, and creates a foundation for improved academic engagement and success. Through focusing on CREW, each student will be connected to an adult and explore identity and belonging.
If this is not a new strategy, provide 1-2 sentences on how the school will expand or refine the strategy.
Although we worked to help our students feel a sense of belonging to encourage daily attendance, the data shows that our current approach needs improvement. Therefore, in 2025-26, we will implement the following actions to refine and enhance our practices.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Collaborate during Staff CREW to share EL strategies and resources that foster a welcoming and safe environment for students during CREW.	Bi-weekly August through October	Jessica Cannizzaro Stephen Brice Katelyn Hines Terry Flournory	Time Norms and non-negotiables. Staff	
Develop a comprehensive action plan comprised of MYP Learner Profiles to create meaningful activities to be conducted during crew.	September 26, 2025	CREW Committee	MYP Action Plan MYP PLT	
Create a student friendly attendance tracking and goal setting tool.	September 30, 2025	CREW Committee	Time Resources Tracking Tool	
Incorporate attendance tracking and goal setting into daily CREW routines, encouraging peer accountability and celebrating improvements.	Bi-weekly throughout October	Terry Flournory CREW Committee	CREW meeting Tracking Tool	

PROGRESS MONITORING (AUGUST – OCTOBER) *Early Implementation Progress Goals*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Oct. 30	Staff Crew Attendance	100% of staff participating At least one EL strategy shared and discussed	
Oct. 30	Comprehensive School Plan	Completed and implemented in CREW	
Sept. 30	Attendance Tracker	100% of staff implementing tracker with students during CREW	
Oct. 30,	Attendance audit	An 87% daily attendance rate Maintaining 47% chronic absenteeism rate	

Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan

Attendance Lead Strategy: Intentional Welcoming School/Class Environment	**PD Plan Link:** SY2526 PD Plan [Clary].xlsx	**School Lead:** Terry Flournory
Aligned DI Indicators: # 3, #5, #160		

What did we learn from our needs assessment that suggests this is the right strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
When conducting the needs assessment, it was noted that data trends showed a large percentage of our students are lacking basic math fluency skills. Between the administration of the NWEA winter assessment and the NWEA spring assessment, it was revealed that student achievement has remained stagnant. Across the building, 94% of our students fell below grade level. This created a barrier for students when attempting to apply foundational learning to more rigorous Mathematical concepts. A root cause we identified was that our students did not receive enough reliable problem-solving strategies within Tier 1 math instruction. Therefore, we will implement math fluency instruction and assessment within Tier II and Tier III classrooms.
If this is not a new strategy, provide 1-2 sentences on how the school will expand or refine the strategy. Not applicable.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Review with teachers the walkthrough tool focused on providing meaningful feedback for CREW around the MYP Learner Profile activities.	Nov. 1, 2025	JCannizzaro Flournory Katelyn Hines	• Walkthrough Tool • CREW Curriculum • MYP Learner Profiles	
Using CREW walkthrough tool, conduct biweekly walkthroughs ensuring that all CREW leaders receive a minimum of 4 walkthroughs and constructive feedback per marking period.	Nov. 8, 2025	Admin Instructional Coaches Flournory	• Walkthrough Tool • Constructive Feedback • Master Schedule	
Provide targeted coaching cycles based on the analysis of the walkthrough data.	Nov. 15, 2025	Admin Instructional Coaches Flournory	• Action Planning • CREW Curriculum • Goal Setting Tool • Data	
Incorporate attendance tracking and goal-setting into daily CREW routines, encouraging peer accountability and celebrating improvements.	Bi-weekly November through December	Flournory CREW Committee	CREW meeting Tracking Tool	

PROGRESS MONITORING (NOVEMBER – DECEMBER) *Mid-Year Progress Goals*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Nov 1, 2025	Professional development centered around CREW look-fors and walkthrough tool	100% trained on walkthrough tool	
Dec 31, 2025	Walkthroughs	100% of staff received at least 4 walkthroughs and meaningful feedback regarding CREW implementation	
Dec 31 2025	Coaching Cycles	100% of staff identified through walkthrough data are engaged in a coaching cycle.	
Dec 31, 2025	Attendance audit	An 88% daily attendance rate Maintain a 47% chronic absenteeism rate	

Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan

Attendance Lead Strategy: Intentional Welcoming School/Class Environment	PD Plan Link: SY2526 PD Plan [Clary].xlsx	School Lead: Terry Flournory
Aligned DI Indicators: # 3, #5, #160		

What did we learn from our needs assessment that suggests this is the right strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
When conducting the needs assessment, it was noted that data trends showed a large percentage of our students are lacking basic math fluency skills. Between the administration of the NWEA winter assessment and the NWEA spring assessment, it was revealed that student achievement has remained stagnant. Across the building, 94% of our students fell below grade level. This created a barrier for students when attempting to apply foundational learning to more rigorous Mathematical concepts. A root cause we identified was that our students did not receive enough reliable problem-solving strategies within Tier 1 math instruction. Therefore, we will implement math fluency instruction and assessment within Tier II and Tier III classrooms.
If this is not a new strategy, provide 1-2 sentences on how the school will expand or refine the strategy. Not applicable.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Provide bi-weekly feedback to staff regarding the walkthrough trends and targeted areas of CREW curriculum and MYP Learner Profiles.	Jan 15, 2026	Cannizzaro Flournory Katelyn Hines CREW Committee	• Walkthrough Data • Constructive Feedback • CREW Curriculum • MYP Learner Profiles	
Provide targeted coaching cycles based on the analysis of the walkthrough data.	Jan 15, 2026	Admin Instructional Coaches Flournory	• Action Planning • CREW Curriculum • Goal Setting Tool	
Provide on-going professional development opportunities for teachers to enhance CREW practices.	By Feb 28, 2026	Cannizzaro Flournory	• Third Wednesday (2:40-3:40 pm) • PD Opportunities • DEB Department	
Incorporate attendance tracking and goal-setting into daily CREW routines, encouraging peer accountability and celebrating improvements.	Bi-weekly January through March	Flournory CREW Committee	CREW meeting Tracking Tool	

PROGRESS MONITORING (JANUARY – MARCH)			
Mid-Year Progress Goals			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
March 31, 2026	Professional development centered around CREW Curriculum and MYP Learner Profiles	100% of staff in attendance	
March 31, 2026	Walkthroughs	100% of staff received walkthrough feedback	
March 31, 2026	Coaching Cycles	100% of staff identified through walkthrough data are engaged in a coaching cycle.	
March 31, 2026	Attendance audit	90% daily student attendance Maintain a 47% chronic absenteeism rate	

Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan

Attendance Lead Strategy: Intentional Welcoming School/Class Environment	**PD Plan Link:** SY2526 PD Plan [Clary].xlsx	**School Lead:** Terry Flournory
Aligned DI Indicators: # 3, #5, #160		

What did we learn from our needs assessment that suggests this is the right strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
During the needs assessment, it was identified that Clary Middle School would benefit from focusing on an intentional welcoming school/class environment. On the Spring Panorama Survey, 38% of students and 44% of parents/guardians responded favorably that they felt like students belonged. Student interviews also revealed sentiments about possible favoritism and not being welcomed into the classroom. A root cause is that staff and students recognized that Clary has a welcoming environment; it has not reached its fullest potential. A welcoming school or classroom environment positively impacts students by fostering a sense of belonging that encourages daily attendance, supports their emotional well-being, and creates a foundation for improved academic engagement and success. Through focusing on CREW, each student will be connected to an adult and explore identity and belonging.
If this is not a new strategy, provide 1-2 sentences on how the school will expand or refine the strategy.
Although we worked to help our students feel a sense of belonging to encourage daily attendance, the data shows that our current approach needs improvement. Therefore, in 2025-26, we will implement the following actions to refine and enhance our practices.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Provide bi-weekly feedback to staff regarding the walkthrough trends and targeted areas of CREW curriculum and MYP Learner Profiles.	April 15, 2026	Hines Cannizzaro Flournory CREW Committee	• Walkthrough Data • Constructive Feedback • CREW Curriculum • MYP Learner Profiles	
Provide targeted coaching cycles based on the analysis of the walkthrough data.	April 30, 2026	Cannizzaro Flournory DEB Team	• Action Planning • CREW Curriculum • Goal Setting Tool	
Incorporate attendance tracking and goal-setting into daily CREW routines, encouraging peer accountability and celebrating improvements.	Bi-weekly April through June	Flournory CREW Committee	CREW meeting Tracking Tool	
Administer and analyze student Panorama survey to assess perceptions of school climate, belonging, and inclusivity.	June 20, 2026	Flournory Cannizzaro CREW Committee	Student Survey Time	

PROGRESS MONITORING (APRIL – JUNE) *Spring Progress Goals*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
June 15, 2026	Walkthroughs	100% of teacher receive feedback	
June 15, 2026	Coaching Cycles	100% of staff identified through walkthrough data are engaged in a coaching cycle.	
June 15, 2026	Attendance audit	90% daily student attendance	
June 20, 2026	Student Panorama Survey	80% of students responding favorably to questions around sense of belonging	

Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning

Student Supports Lead Strategy: Multi-Tiered Systems of Support	**PD Plan Link:**	**School Lead:**
Aligned DI Indicators: # 3, #5, #160	SY2526 PD Plan [Clary].xlsx	Katelyn Hines

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What did we learn from our needs assessment that suggests this is the right strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*

According to our needs assessments, specifically the student interviews, it was determined that Clary needs to strengthen the MYP Card System (the card system was designed to promote positive behavior). 64% of students stated that the card system was inequitable and that the criteria for level advancement was inconsistent. A root cause was a lack of common calibration among staff which resulted in inequitable advancement in the MYP Card System due to personal bias when reviewing applications. Through frequent data analysis and consistent data review, the MYP Card System will become more objective and effective.

If this is not a new strategy, provide 1-2 sentences on how the school will expand or refine the strategy.

Clary Middle School will refine the strategy by ensuring clear guidelines for implementing MTSS, fostering ongoing professional development for staff, and regularly evaluating the effectiveness of Tier I feedback and acknowledgement system.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Provide faculty professional development related to disaggregated school-wide data (2024-2025) including demographics, discipline, attendance, grades, restorative, and card system.	By September 24, 2025	Katelyn Hines	2024-2025 Data PowerPoint Time	
Analyze disaggregated data and identify building-wide trends.	By September 2, 2025	Katelyn Hines ESCT Team	2024-2025 Data People Poster Paper Markers Graphic Organizer Time	
Revise and update current MYP Card system based on staff and student feedback.	September 15, 2025	Katelyn Hines ESCT Team Student Equity Team	MYP Card Application · MYP Card Tracking System Feedback Survey- Staff Feedback Survey- Students	

PROGRESS MONITORING (AUGUST – OCTOBER) *Early Implementation Progress Goals*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
September 2, 2025	Building Professional Development opportunities.	100% of staff attendance	
September 3, 2025	MYP Card System Survey (Staff and Students)	Building trends categorized by data	
September 22, 2025	MTSS Handbook	Revised and updated MTSS Handbook	
October 31, 2025	Students earning Gold Card status	30% of students obtain a gold card.	

Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan

Student Supports Lead Strategy: Multi-Tiered Systems of Support	**PD Plan Link:** [SY2526 PD Plan [Clary].xlsx](SY2526 PD Plan [Clary].xlsx)	**School Lead:** Katelyn Hines
Aligned DI Indicators: # 3, #5, #160		

What did we learn from our needs assessment that suggests this is the right strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
According to our needs assessments, specifically the student interviews, it was determined that Clary needs to strengthen the MYP Card System (the card system was designed to promote positive behavior). 64% of students stated that the card system was inequitable and that the criteria for level advancement was inconsistent. A root cause was a lack of common calibration among staff which resulted in inequitable advancement in the MYP Card System due to personal bias when reviewing applications. Through frequent data analysis and consistent data review, the MYP Card System will become more objective and effective.
If this is not a new strategy, provide 1-2 sentences on how the school will expand or refine the strategy.
Clary Middle School will refine the strategy by ensuring clear guidelines for implementing MTSS, fostering ongoing professional development for staff, and regularly evaluating the effectiveness of Tier I feedback and acknowledgement system.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Create a tracking tool to document all supports being provided along with the impact those supports are having on student attendance, academics, and behavior.	November 1, 2025	Katelyn Hines Terry Flournory ESCT Team	MTSS Folder	
Collaboratively discuss with the Equity, Culture, and Climate team about building-wide weekly academic, attendance, and behavior concerns to identify trends and provide targeted support.	November 17, 2025	Katelyn Hines Terry Flournory ESCT Team	Targeted support Data Trends	
Collaboratively review current MYP applications to determine card status and implement the tracking system.	November 28, 2025	Katelyn Hines Terry Flournory ESCT Team	MYP Card Applications MYP Card Tracking Systems	
Schedule 1:1 meetings with students to review card status expectations	December 1, 2025	Crew Leader(s)	Schedule Time Crew Leader	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Mid-Year Progress Goals			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Nov. 28, 2025	Student Tracker	Tracker is created and implemented	
Weekly	Academic Data	100% of card holders are passing 75% or more of their classes	
Weekly	Attendance Data	10% decrease in chronically absent students	
Weekly	Behavior Data	10% decrease in the number of referrals	
Dec 31, 2025	MYP Cards (Gold and Platinum)	40% of students obtain gold cards; 10% of students obtain platinum cards.	

Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan

Student Supports Lead Strategy: Multi-Tiered Systems of Support	**PD Plan Link:**	**School Lead:**
	[SY2526 PD Plan [Clary].xlsx](#)	Katelyn Hines
Aligned DI Indicators: # 3, #5, #160		

What did we learn from our needs assessment that suggests this is the right strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
According to our needs assessments, specifically the student interviews, it was determined that Clary needs to strengthen the MYP Card System (the card system was designed to promote positive behavior). 64% of students stated that the card system was inequitable and that the criteria for level advancement was inconsistent. A root cause was a lack of common calibration among staff which resulted in inequitable advancement in the MYP Card System due to personal bias when reviewing applications. Through frequent data analysis and consistent data review, the MYP Card System will become more objective and effective.
If this is not a new strategy, provide 1-2 sentences on how the school will expand or refine the strategy.
Clary Middle School will refine the strategy by ensuring clear guidelines for implementing MTSS, fostering ongoing professional development for staff, and regularly evaluating the effectiveness of Tier I feedback and acknowledgement system.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Collaboratively discuss building-wide weekly academic, attendance, and behavior concerns with the Equity, Culture, and Climate team to identify trends and provide targeted support.	Weekly January through March	Katelyn Hines Terry Flournory ECST Team	Targeted support Data Trends	■
Engage in building level professional development after school based on the walkthrough data and building level trends.	Once a month January through March	Kate Hines ESCT Team	District DEB (Diversity Equity and Belonging) Team	■
Collaboratively review current MYP applications to determine card status and implement the tracking system.	Bi-weekly January through March	Katelyn Hines Terry Flournory ESCT Team	MYP Card Applications MYP Card Tracking Systems	■
Schedule 1:1 meetings with students to review card status expectations	Bi-weekly January through March	Crew Leader(s)	Schedule Time Crew Leader	■

PROGRESS MONITORING (JANUARY – MARCH)				
Mid-Year Progress Goals				
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**	
Weekly	Academic Data	100% of card holders are passing 75% or more of their classes		
Weekly	Attendance Data	10% decrease in chronically absent students		
Weekly	Behavior Data	10% decrease in the number of referrals		
March 31, 2026	Building-Wide Professional Development	100% of staff are in attendance		
March 31, 2026	MYP Cards (Gold and Platinum)	60% of students obtain gold cards; 20% of students obtain platinum cards. 10% of students obtain black cards.		

Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan

Student Supports Lead Strategy: Multi-Tiered Systems of Support	**PD Plan Link:**	**School Lead:**
	[SY2526 PD Plan [Clary].xlsx](SY2526 PD Plan [Clary].xlsx)	Katelyn Hines
Aligned DI Indicators: # 3, #5, #160		

What did we learn from our needs assessment that suggests this is the right strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
According to our needs assessments, specifically the student interviews, it was determined that Clary needs to strengthen the MYP Card System (the card system was designed to promote positive behavior). 64% of students stated that the card system was inequitable and that the criteria for level advancement was inconsistent. A root cause was a lack of common calibration among staff which resulted in inequitable advancement in the MYP Card System due to personal bias when reviewing applications. Through frequent data analysis and consistent data review, the MYP Card System will become more objective and effective.
If this is not a new strategy, provide 1-2 sentences on how the school will expand or refine the strategy.
Clary Middle School will refine the strategy by ensuring clear guidelines for implementing MTSS, fostering ongoing professional development for staff, and regularly evaluating the effectiveness of Tier I feedback and acknowledgement system.

IMPLEMENTATION PLAN (APRIL– JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Discuss building-wide weekly academic, attendance, and behavior concerns with the Equity, Culture, and Climate team to identify trends and provide targeted support.	Weekly April through June	Hines Flournory ESCT Team	Targeted support Data Trends	
Engage in monthly building level professional development based on the walkthrough data and building level trends.	Once a month April through June	Hines ESCT Team	District DEB (Diversity Equity and Belonging) Team	
Review current MYP applications to determine card status and implement the tracking system.	Bi-weekly April through June	Hines Flournory ECCT Team	MYP Card Applications MYP Card Tracking Systems	
Schedule 1:1 meetings with students to review card status expectations	Bi-weekly April through June	Crew Leader(s)	Schedule Time Crew Leader	
Administer and analyze a student survey to assess the MYP Card System.	June 20, 2026	Flournory Cannizzaro CREW Committee	Student Survey Time	

PROGRESS MONITORING (APRIL – JUNE)			
Spring Progress Goals			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Weekly	Academic Data	100% of card holders are passing 75% or more of their classes	
Weekly	Attendance Data	10% decrease in chronically absent students	
Weekly	Behavior Data	10% decrease in the number of referrals	
June 20, 2026	Building-Wide Professional Development	100% of staff are in attendance	
June 20, 2026	MYP Cards (Gold and Platinum)	60% of students obtain gold cards; 20% of students obtain platinum cards. 10% of students obtain black cards.	

Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning

After reflecting on progress made during the 2024-2025 school year, provide an overview of the school's vision for improvement, as aligned to the district's strategic goals, for the 2025-2026 school year. Include:
- *A brief description of the school's theory of action for improvement during the 2025-2026 school year.*
- *How this theory of action will build upon the progress made during 2024-2025.*

Clary Middle School has made measurable strides in increasing student attendance and elevating academic achievement, thanks to a school-wide commitment to collaboration, accountability, and data-informed instruction. At the heart of this progress lies the strategic use of Professional Learning Communities (PLCs), which have fostered a culture of shared responsibility and instructional excellence.

Through intentional outreach efforts, positive behavior incentives, and a focus on relationship-building, Clary has seen a steady increase in student attendance. Daily student attendance averaged around 88%. Staff worked collaboratively to identify barriers, engage families, and create systems of support that promote daily attendance. This improvement has led to more consistent student participation in learning, forming a strong foundation for academic growth.

For the 2025–2026 school year, Clary is prioritizing student belonging through a strengthened focus on CREW. By fostering meaningful relationships, promoting inclusive classroom communities, and ensuring every student feels seen and valued, CREW will serve as a key driver in improving student attendance. Building on previous efforts such as intentional outreach, positive behavior incentives, and collaborative problem-solving, staff will use CREW to deepen connections between students and adults.

As we continue to strengthen our whole-child Multi-Tiered System of Supports (MTSS), the MYP card system remains a key component in promoting positive behavior, accountability, and student growth. This system allows for consistent recognition of students' social, emotional, attendance, and academic development, while also providing timely interventions and supports when needed. In the 2025–2026 school year, we will deepen our implementation of the MYP card system to ensure it is used proactively and equitably, helping all students build the skills they need to succeed both in and out of the classroom.

A pivotal element in Clary's academic progress has been the development and use of common formative assessments (CFAs) within PLCs. Teachers across grade levels and content areas collaborated to design aligned assessments that provide real-time insight into student understanding. These CFAs became the cornerstone for robust, data-driven dialogue during PLC meetings.

Using CFA data, teachers created targeted instructional action plans tailored to the specific needs of students. These plans included reteaching strategies, enrichment opportunities, and small group interventions, ensuring instruction was both responsive and differentiated. From Fall to Spring (2024-2025), Clary saw an 11% increase in student growth on the English Language Arts NWEA. Additionally, growth on the math NWEA increased by 20%.

This intentional, data-driven approach sparked a culture shift among staff, where ownership of student data and outcomes became collective rather than individual. Teachers began to see themselves as part of a unified system, with shared goals and mutual accountability. As a result, stakeholders at all levels—teachers, instructional coaches, and administrators—actively engaged in continuous cycles of inquiry and improvement.

This shift toward collective responsibility has transformed the academic environment at Clary. Data is no longer seen as a compliance measure, but as a tool to drive decisions, celebrate growth, and refine practice. Teachers are empowered, students are more engaged, and the entire school community is aligned in the pursuit of excellence. For the 2025–2026 school year, Clary will continue to build on this academic momentum by refining and expanding the use of common formative assessments, while also placing a greater emphasis on strengthening students' math fluency. These efforts will support more precise instructional planning, ensuring all students receive the support they need to grow and achieve at high levels.

As we look ahead to the 2025–2026 school year, we recognize that while progress has been made, there is still much work to be done. With a continued commitment to equity, collaboration, and high expectations, we are focused on deepening our impact and ensuring every student thrives.

COMMUNITY ENGAGEMENT TEAM PLAN

Directions: Provide below an outline of the school's yearlong plan for its Community Engagement Team (CET).

- *Include any changes that will be made to CET membership for the 2025-2026 school year. Include the roles/titles of new members.*
- *Outline the process by which new members of the CET will be identified and selected, including action steps to increase participation of parents/family members and students.*
- *Outline the school's plan for ensuring the CET's engagement and contributions are represented in decisions made about the school's improvement plan and implementation, including how the CET's impact will be measured.*
- *Identify the methods that will ensure the CET will have the necessary information and key data to analyze the impact of lead strategies and/or department-approved intervention and turnaround model in a timely manner.*

CET PLAN (AUGUST – OCTOBER)	
How we will engage our CET during this cycle	**When will this take place?**
CET Planning Meetings • Meet with the Community Engagement Team to review expectations, establish meeting schedule and preliminarily discuss CET 2025-2026 events • Plan out our 'Welcome Back BBQ,' that will support students starting the middle school experience • Analyze membership and recruit members to CET • Ensure that CET members are represented with other school committees (School Leadership Team, Instructional Leadership Team, Equity School Team) • Establish communication and develop relationships with local partners	July 15, 22, and 29 August 5, 12, 19 and 20
CET Planning Meeting Work with CBOs, Clary Staff, and community partners for Open House to provide families with resources	September 9
Open House	September 25
September CET Meeting • Review Data Tends, curriculum and pacing • Discuss at least two service-learning projects • Discuss plans for upcoming events (Trunk or Treat)	September 23
October CET Meeting o Review Data Tends, curriculum and pacing o Discuss at least two service-learning projects o Discuss plans for upcoming events	October 28
Trunk or Treat Event (4:30-6:30 PM)	October 30
CET PLAN (NOVEMBER – DECEMBER)	
How we will engage our CET during this cycle	**When will this take place?**
November CET Meeting o Review Data Tends, curriculum and pacing o Discuss at least two service-learning projects o Discuss plans for upcoming events (Pancake Breakfast and Turkey Giveaway)	November 18
Turkey Giveaway (Throughout the school day)	November 24-25

December CET Meeting
    o Review Data Tends, curriculum and pacing
    o Discuss at least two service-learning projects
    o Discuss plans for upcoming events (Pancake Breakfast and Holiday Shoppe)
	December 8

Pancake Breakfast (9 – 11 AM)	December 13
Holiday Shoppe (Throughout the school day)	December 17
CET PLAN (JANUARY – MARCH)	
How we will engage our CET during this cycle	**When will this take place?**

January CET Meeting
    o Review Data Tends, curriculum and pacing
    o Discuss plans for upcoming events (Black History Month Celebration)
	January 12

February CET Meeting
    o Review Data Tends, curriculum and pacing
    o Discuss plans for upcoming events (Black History Month Celebration and School Musical)
	February 9

Black History Month Celebration (100 Years Strong: A Century of Black Brillance)	February 12

March CET Meeting
    o Review Data Tends, curriculum and pacing
    o Discuss at least two service-learning projects
    o Discuss plans for upcoming events (School Musical, Job Fair, Testing for Tacos and HBCU Trip)
	March 9

School Musical	March 26-27
CET PLAN (APRIL – JUNE)	
How we will engage our CET during this cycle	**When will this take place?**
Job Fair	April 16

April CET Meeting
    o Review Data Tends, curriculum and pacing
    o Discuss plans for upcoming events (Talent Show)
	April 28

Talent Show (4:30 – 6:00 PM)	May 21

May CET Meeting
    o Review Data Tends, curriculum and pacing
    o Discuss plans for upcoming events (Semi-Formal and Transition to HS)
	May 26

8th Grade Semi-Formal	June 18

June CET Meeting
    o Review Data Tends, curriculum and pacing
    o Service- learning project reflection
	June 23

Transition to High School	June 24

POWERS OF THE RECEIVER

For the 2025-26 school year, Superintendent Receivership Powers will be (were) used related to:

1. **Staffing**
   Acknowledging the pervasive research related to the impact of the classroom teacher on student achievement, prioritization on reviewing and selecting teacher candidates continued as a Superintendent Receivership strategy for Clary. The school received applications/resumes of candidates prior to other schools for consideration. When necessary, any final teacher selection/placement decisions were given to Clary prior to other schools (except Lincoln Middle School, our other Superintendent Receivership School).

2. **District Support & Accountability**
   Understanding that district conditions and practices impact the success of individual schools, the district will continue targeted and comprehensive support to Clary above the support provided to other schools. Utilizing a Cross Functional Support Team (CFST) model, each district department will provide targeted support to the school. Moreover, a Superintendent Driven "911" approach will be used in which resources, supports, removal of barriers, etc. will be implemented. This will significantly decrease and often eliminate multiple approvals being needed. This support is complemented and balanced by enhanced expectations, monitoring, and overall accountability. Please see additional details in the District Support Plan section.

3. **Parent & Community Engagement**
   Aligned to the required Community Engagement Team (CET), the school will be expected to strengthen its engagement with parents and community stakeholders. Targeted activities are being planned, and a more comprehensive approach to the CET will be executed (See CET Section). Aligned to research on parent engagement and student achievement, this effort is designed to strengthen the partnership with families and identify opportunities to better leverage community stakeholders in the school improvement process.

Measuring Impact & Progress Monitoring. By partnering with NYSED's Office of Innovation and School Reform, the district will use a hybrid Continuation Plan – SCEP. This approach provides clear real-time monitoring of each aspect of the school's improvement plan. Along with monitoring the completion of each identified action step for each key strategy, the plan's four cycle approach allows clear monitoring of progress indicators (DI Indicators) throughout each two-month cycle.

DISTRICT SUPPORT PLAN

Resource Allocation:

- The student to staff ratio at Clary will continue to be one of the lowest ratios in the district. The school's use of CREW (student to staff engagement structure) promotes a personalized opportunity to engage each student, with a strategic focus on economically disadvantaged students (DI #105, #115) and black students (DI #112).

- The district is funding partnerships with several Community-Based Organizations to ensure targeted students are supported and monitored.

- Aligned to the district's engagement in the Regional Partnership supporting Students with Disabilities, Clary will be one of the district's schools participating in this effort. This participation will provide a data-driven decision-making approach to addressing the needs of students with disabilities (DI #34, #45, and #101).

- A district Cross Functional Support Team, with representatives from each district department, will be the anchor of district-driven support. In collaboration with the school, each department will identify and address specific needs related to their department. Along with district-level academic support related to ELA and Math for all students (DI #100, #110), targeted interventions and resources from the Student Supports Department will be provided. The Human Resource Department will be engaged to quickly address any staffing concerns. Even the district's Transportation Department will be leveraged to provide additional transportation support. The district's Deputy Chief of School Reform will be responsible for coordinating this team.

Strong Teachers:

- Throughout the Spring and Summer, Clary has received prioritization on reviewing, interviewing, and selecting teacher candidates.

- The district will continue its Long-Term Substitute Teacher Academy to support the needs of any non-certified teachers at the school.

Measurement of Impact throughout the School Year:

- The aforementioned Cross Functional Support Team will allow daily/weekly observation and feedback on the progress and impact of support initiatives through an electronic support tracker system.

- Aligned to the school's hybrid Continuation Plan/SCEP, identified progress indicators will be comprehensively analyzed after each of four cycles during the school year (August-October, November-December, January-March, April-June). This approach ensures mid-course adjustments, explicitly related to progress on DI Indicators, can be made throughout the year.

END OF YEAR SURVEY

The following questions and responses will be used as feedback on the school's progress toward each commitment.

	Staff Survey Questions (Likert Scale: Strongly Agree, Agree, Disagree, Strongly Disagree)	**2024-25 Results**	**2025-26 Desired Results**	**Actual Results**
1	The school's SCEP was communicated to all staff members and staff members understood it.	100% SA/Agree	100% SA/Agree	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	95%	100%	
3	It was evident that our school focused on ensuring that all students, especially our diverse learners, develop critical thinking and reasoning skills.	100%	100%	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	95%	100%	

				Actual Results
5	It was evident that our school focused on numeracy and literacy.	50%	100%	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	50%	100%	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	38%	100%	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	100%	100%	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	100%	100%	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	100%	100%	

	Student Survey Questions (From Spring District Climate Survey)	2024-25 Results	2025-26 Desired Results	Actual Results
1	How often do your teachers seem excited to be teaching your class? (SC4)	31% Favorable	80% Favorable	
2	How often are people disrespectful to others at your school? (SC1)	11%	60%	
3	How often do students get into physical fights at your school? (SC2)	21%	30%	
4	How likely is it that someone from your school will bully you online? (SC3)	58%	70%	
5	How often do you worry about violence at your school? (SC4)	48%	70%	
6	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SC5)	55%	90%	
7	How much support do the adults at your school give you? (SB2)	51%	90%	
8	Overall, how much do you feel like you belong at your school? (SB4)	38%	80%	
9	How excited would you be to have your teacher again? (TSR1)	37%	60%	
10	How respectful is your teacher towards you? (TSR4)	62%	80%	

	Family Survey Questions (From Spring Climate Survey)	2024-25 Results	2025-26 Desired Results	Actual Results
1	How much of a sense of belonging does your child have at his/her school? (SF 2)	44% Favorable	85% Favorable	
2	How well do you feel your child's school is preparing him/her for his/her next academic year? (SF 1)	56%	75%	
3	How well do the activities offered at your child's school match his/her interests? (SF 3)	67%	85%	
4	At your child's school, how well does the overall approach to discipline work for your child? (SF 4)	44%	60%	
5	How comfortable is your child in asking for help from school adults? (SF 5)	22%	50%	

6	To what extent do you think that children enjoy going to your child's school? (SC1)	56%	80%	
7	How motivating are the classroom lessons at your child's school? (SC2)	44%	60%	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	56%	80%	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	33%	80%	
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	56%	80%	

EVIDENCE-BASED INTERVENTION

All lead strategies pursued by schools should be rooted in evidence. All schools must implement at least one evidence-based intervention that meets the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at:.

School teams should indicate **all** of the evidence-based interventions that meet the federal definition that will be pursued next year by placing an "X" in the corresponding box below. Schools that adopt the State-Supported Evidence-Based Intervention **under the parameters outlined** at: https://www.nysed.gov/accountability/state-supported-evidence-based-strategies will fulfil the evidence-based intervention requirement.

State-Supported Evidence-Based Interventions	Mark "X" if the school will implement this in 25-26
Align High School and College Courses to Increase Post-Secondary Transition Outcomes	
Community Schools	
Elementary School Looping	
Establish an Early Warning Intervention and Monitoring System	
Evidence-Based Instructional Methods	
Expanding access to high-quality Out-of-School-Time programs	
High-Quality Instructional Materials	
High-Quality Tutoring	
Incoming Student Induction Programs and Summer Bridge Programs	
Instructional Coaching	X
Middle School Flexible Scheduling	
Multi-Tiered System of Supports – Integrated (MTSS-I)	
Ongoing Job-Embedded Professional Development	
Principal Leadership Development	
Professional Learning Communities	X
Restorative Practices	X

SCEP DEVELOPMENT TEAM PARTICIPATION

In the first two columns, identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). In the rest of 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 (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
Example: Mary James	*ELL Teacher*	*3/5*	*3/12*	*3/19*		*4/10, 4/11*	*4/17*	*5/2, 5/9, 5/16*
Hayley Downs	Principal							7/29, 7/31, 8/06
Jason Rutkey	Former Principal	4/15, 4/29	5/6, 5/13	5/20, 5/27	5/27	5/27	6/3, 6/10	
Katelyn Hines	Vice Principal	4/15, 4/29	5/6, 5/13	5/20, 5/27	5/27	5/27	6/3, 6/10	7/29, 7/31, 8/06
Stephen Brice	Administrative Intern							7/29, 7/31, 8/06
Courtney Jennings	Former Administrative Intern	4/15, 4/29	5/6, 5/13	5/20, 5/27	5/27	5/27	6/3, 6/10	
Jessica Cannizzaro	MYP Coordinator	4/15, 4/29	5/6, 5/13	5/20, 5/27	5/27	5/27	6/3, 6/10	
Madison Brown	Instructional Coach							8/06
Matthew Grecco	Former Instructional Coach	4/15, 4/29	5/6, 5/13	5/20, 5/27	5/27	5/27	6/3, 6/10	
Leanne LeGro	Former Instructional Coach	4/15, 4/29	5/6, 5/13	5/20, 5/27	5/27	5/27	6/3, 6/10	
Terry Flournory	CTE Teacher	4/15, 4/29	5/6, 5/13	5/20, 5/27	5/27	5/27	6/3, 6/10	7/29, 7/31, 8/06
Deanne Christopher	Social Worker	4/15, 4/29	5/6, 5/13	5/20, 5/27	5/27	5/27	6/3, 6/10	
Kylee Fiorante	AR Teacher	4/15, 4/29	5/6, 5/13	5/20, 5/27	5/27	5/27	6/3, 6/10	7/31
Alyssa McCray	ELA Teacher	4/15, 4/29	5/6, 5/13	5/20, 5/27	5/27	5/27	6/3, 6/10	7/29, 8/06
Ryan Elsenbeck	ELA Teacher	4/15, 4/29	5/6, 5/13	5/20, 5/27	5/27	5/27	6/3, 6/10	7/29, 7/31, 8/06
Marissa Moore	AIS Teacher	4/15, 4/29	5/6, 5/13	5/20, 5/27	5/27	5/27	6/3, 6/10	7/31, 8/06
Sophia King	ELA Teacher	4/15, 4/29	5/6, 5/13	5/20, 5/27	5/27	5/27	6/3, 6/10	7/31, 8/06
Gregory Gaines	Former Science Teacher	4/15, 4/29	5/6, 5/13	5/20, 5/27	5/27	5/27	6/3, 6/10	
Madison Zizzi	Science Teacher	4/15, 4/29	5/6, 5/13	5/20, 5/27	5/27	5/27	6/3, 6/10	

Michele Gagnon	Social Studies Teacher	4/15, 4/29	5/6, 5/13	5/20, 5/27	5/27	5/27	6/3, 6/10	7/29, 7/31, 8/06
Nicole Bembry	Parent	4/15, 4/29	5/6, 5/13	5/20, 5/27	5/27	5/27	6/3, 6/10	
Angela Wilson	Parent		5/6	5/20, 5/27	5/27	5/27	6/3,	
Steve Garaffo	Independent Consultant	4/15, 4/29	5/6, 5/13	5/20, 5/27	5/27	5/27	6/3, 6/10	7/29, 7/31, 8/06

LEARNING AS A TEAM

Directions: After completing the previous sections, the team should complete the reflective prompt below.

Student Interviews

Describe how the Student Interview process informed the team's plan.

Clary Middle School conducted a series of student interviews across all grade levels to gather insights on key areas such as attendance, academics, and behavior. Students were grouped by grade and engaged in structured discussions to share their perspectives. The findings from these interviews were then shared with the School Comprehensive Education Plan (SCEP) team. This data provided a valuable opportunity for the team to reflect on current school practices through the lens of the students' experiences. Each team member individually reviewed the feedback before coming together to collaboratively analyze the results. This reflective process highlighted specific areas—such as restorative practices and the CREW program—that students identified as needing revitalization, guiding the team toward targeted improvements.

ASSURANCE AND ATTESTATION

By signing below, I attest that the information in this Quarter 4 Report and Continuation Plan is true and accurate to the best of my knowledge; and that all requirements with regard to public hearings and Community Engagement Team (CET) criteria have been met as necessary and required per Commissioners Regulation §100.19.

Name of Receiver (Print): _Anthony Davis_

Signature of Receiver: _____

Date: _8/15/25_

By signing below, I attest that the Community Engagement Team (CET) has had the opportunity to provide direct and explicit input into this Quarter 4 Report and Continuation Plan. The CET has also reviewed and updated, as necessary, its CET Plan and membership for the 2025-2026 school year.

Name of CET Representative (Print): _Jessica Cannizzaro_

Signature of CET Representative*: _____

Title of CET Representative: _MYP Coordinator_

Date: _8.14.25_

The CET Attestation must be signed by a CET member other than a school administrator.

Receivership School Continuation Plan
School Improvement Grant Expenditure Plan
2025-26

District	School Name	Grades Served
Syracuse City School District	Clary Middle School	6-8

School-Level SIG Expenditure Plan

Instructions

After the Continuation Plan has been finalized, representatives from the school should work with district leadership and staff to determine how best to leverage Title I, 1003 School Improvement Grant (SIG) funding and SIG Targeted Funding for schools under Receivership to implement the Lead Strategies outlined.

In addition to submitting both a completed version of this template and the 2024-2025 Quarter 4 Report and 2025-2026 Continuation Plan to OISR@nysed.gov by **COB, July 21, 2025**, this template will need to be attached to the Continuation Plan and submitted as one document in the Business Portal as part of the SIG application process.

There are *four* different types of expenses that can be included in this application:

1. Instructional Lead Strategies identified through the Continuation Plan.
2. Non-Instructional Lead Strategies identified through the Continuation Plan.
3. Plan Monitoring:
   Expenses related to conducting a process of ongoing progress monitoring of Early Implementation, Mid-Year, and Spring Progress Goals.
4. Plan Development Expenses for 2026-27:
   Additional modifications will be made to the 2026-2027 Continuation Plan template to require a more extensive needs assessment process. Expenses related to conducting such an assessment, as well as other planning to develop the 2026-2027 Continuation Plan should be included here. Additional information to support implementation of the new needs assessment requirement will be provided in Winter 2025.

PLEASE NOTE: For the 2025-2026 school year, Targeted SIG funding for schools under Receivership ***will be rolled into a combined allocation*** with SIG Basic funding through a single application for a combined allocation of $450,000 ($250,000 from SIG Basic funding + $200,000 from Targeted SIG funding for Schools under Receivership).

Evidence-Based Intervention Category

All expenses must adhere to the Every Student Succeeds Act definition of an evidence-based intervention.

To assist with this, the Department has identified the following 16 State-Supported Evidence-Based Interventions, that if implemented in accordance to the parameters provided, fulfill these criteria:

1. Align High School and College Courses to Increase Post-Secondary Transition Outcomes
2. Community Schools
3. Elementary School Looping
4. Establish an Early Warning Intervention and Monitoring System
5. Evidence-Based Instructional Methods
6. Expanding access to high-quality Out-of-School-Time programs
7. High-Quality Instructional Materials
8. High-Quality Tutoring
9. Incoming Student Induction Programs and Summer Bridge Programs
10. Instructional Coaching
11. Middle School Flexible Scheduling
12. Multi-Tiered System of Supports – Integrated (MTSS-I)
13. Ongoing Job-Embedded Professional Development
14. Principal Leadership Development
15. Professional Learning Communities
16. Restorative Practices

In the Column labeled "Evidence-Based Intervention Category" enter the category for that specific expense. If the expense does not fit within the State-Supported Evidence-Based Interventions (e.g. survey and feedback tools, HS internship coordinator) enter "Other."

Plan Monitoring and Development

The team that drafted the plan should anticipate reconvening at least twice during the 2025-26 school year for a data-focused discussion about Continuation Plan and Grant Expenditure Plan implementation and to review progress toward meeting the school's Early Implementation, Mid-Year and Spring Progress Goals.

Please note, the school should also anticipate having a team come together in Spring 2026 to conduct a five-part needs assessment in conjunction with the development of its 2026-27 Continuation Plan.

Budget Code

In the "Budget Code" category, enter the FS-10 budget code. The following are Budget Codes used for this grant. Any Code 80 (Employee Benefits) and Code 90 (Indirect Cost) expenses do not need to be referenced here but will need to be included on the FS-10.

Code 15: Professional Salaries
Code 16: Support Staff Salaries
Code 20: Equipment
Code 40: Purchased Services
Code 45: Supplies and Materials
Code 46: Travel
Code 49: BOCES Services

A school may have a single expense that covers multiple Lead Strategies. For those situations, the expense can be referenced in multiple categories, but the amount of the expense should only be inserted into the "Full Cost" column the first time the expense appears.

Instructional Lead Strategy Implementation

INSTRUCTIONAL LEAD STRATEGY 1	Formative Assessment Practices		
Expense	**Evidence-Based Intervention Category**	**Budget Code**	**Full Cost**
Accountable Talk, Curriculum and Collaborative PD	Professional Development through Active, Practice-Based Learning (Pedagogies of Enactment) OR Ongoing Job-Embedded Professional Development	15	$33,000
Instructional Coach	Professional Development through Active, Practice-Based Learning (Pedagogies of Enactment) OR Ongoing Job-Embedded Professional Development	15	$77,323
TOTAL AMOUNT FOR THIS INSTRUCTIONAL LEAD STRATEGY			$110,323

INSTRUCTIONAL LEAD STRATEGY 2	Math Fluencies		
Expense	**Evidence-Based Intervention Category**	**Budget Code**	**Full Cost**
Math Professional Learning	Professional Development through Active, Practice-Based Learning (Pedagogies of Enactment) OR Ongoing Job-Embedded Professional Development	15	$9,900
Fluency	High-Quality Instructional Materials	45	$2,500
TOTAL AMOUNT FOR THIS INSTRUCTIONAL LEAD STRATEGY			$12,400

Non-Instructional Lead Strategy Implementation

NON-INSTRUCTIONAL LEAD STRATEGY 1	Intentional Welcoming School/Class Environment		
Expense	**Evidence-Based Intervention Category**	**Budget Code**	**Full Cost**

Where Everybody Belongs- light refreshments	Multi-Tiered System of Supports – Integrated (MTSS-I)	45	$3,000
Middle Years Programme (MYP)	Professional Development through Active, Practice-Based Learning (Pedagogies of Enactment) OR Ongoing Job-Embedded Professional Development	15	$9,900
Field Trip (HBCU)	Expanding access to high-quality Out-of-School-Time programs	46	$20,000
TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL LEAD STRATEGY			$32,900

NON-INSTRUCTIONAL LEAD STRATEGY 2	Multi-tiered Systems of Support		
Expense	**Evidence-Based Intervention Category**	**Budget Code**	**Full Cost**
Extension of Service – teacher participation in TCIS training/PD	Multi-Tiered System of Supports – Integrated (MTSS-I)	15	$9,900
Educational Field Trip (NYC)	Expanding access to high-quality Out-of-School-Time programs	46	$20,000
Extension of Service for After-school Program teachers	Expanding access to high-quality Out-of-School-Time programs	15	$49,500
Contract with CBO Westcott Community Center for after-school program	Expanding access to high-quality Out-of-School-Time programs	40	$39,949
TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL LEAD STRATEGY			$119,349

Plan Monitoring Expenses

Expense	**Evidence-Based Intervention Category**	**Budget Code**	**Full Cost**
Teachers' extension of service for plan monitoring	Plan Monitoring	15	$3,960
Teachers' extension of service for plan monitoring	Plan Monitoring	15	$1,650
TOTAL AMOUNT FOR PLAN MONITORING			$5,610

2026-27 Plan Development Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Extension of service for SCEP development	Plan Development	15	$6,600
	Plan Development		
	Plan Development		
TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT			$6,600