



2025-26 School Comprehensive Education Plan (SCEP)

District	School Name	Principal Name	Grades Served	Accountability Model
Syracuse City	Montessori at LeMoyne	Jonathan Hawa	PreK - 5	TSI

- ✓ **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: Schoolwide Voting**

SCEP DEVELOPMENT TEAM		
	Name	Title / Role
1	Jonathan Hawa	Principal
2	Kate Johnson	Vice Principal
3	Lauren Bachiller	Library Media Specialist
4	Michelle Alexander	Elementary Teacher
5	Kristin Moulton	Special Education Teacher
6	Bath Church	Instructional Coach
7	Megan Donnelly-Heg	Elementary Teacher
8	Jordan Myers	Primary Teacher
9	Nicole Romeo	Elementary Teacher
10	Dorothy Manzi	Family Engagement
11	Chris Armbrust	School Counselor
12	Catherine Kline	Teaching Assistant
13	Tricia Cappelli	Parent
14	Gina Pucello	Parent

[2025-26 SCEP Guidance](#)

Link To Your School’s 2025-26 Professional Development Plan	SY2526 PD Plan [Montessori at LeMoyne].xlsx
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Learning As A Team

SIG Expenditure Plan (CSI, ATSI, TSI Only)

OVERVIEW PAGE

Year-End Goals		
	Accountability Area	Specific Year-End Goals <i>Identify at least one goal for each accountability area.</i>
1	ELA	<div style="border: 1px solid black; padding: 20px; width: fit-content; margin: auto;"> <p>Goals will be developed after all 2024-25 data are available</p> </div>
2	Math	
3	Attendance	
4	ELP / Other	
5	Graduation Rate / Other / Optional	

Commitments		
1	Academic	This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.
2	Academic	This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.
3	Attendance	This school is committed to ensuring all students feel a sense of belonging and attend school daily.
4	Student Supports	This school is committed to aligning and maximizing resources to serve and impact each student's needs.

School Identified Key Strategies (Maximum of 6)

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. Note, this means **a maximum of six strategies** across the four commitments. Confirm whether the strategy is "new" (N) – "expanded" (E) – "refined" (R)."

	Commitments		Key Strategies <i>(Refer to Strategy Companion Guide)</i>	N-E-R
1	This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.	1	1) Establishing Systems for Accountable Talk	E
		2	Montessori	R
2	This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.	3	2) PLC: Promoting a Collaborative Culture	E
		4	Academic Vocabulary	N
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	5	Parent Communication Strategy; including Regular Updating of Contact Information	R
4	This school is committed to aligning and maximizing resources to serve and impact each student's needs.	6	Multi-Tiered System of Supports (MTSS)	E

Academic Commitment #1: This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.

Key Strategy 1: Establishing Systems for Accountable Talk	SY2526 PD Plan Montessori at	School Lead: Beth Church
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

Based on a district-wide assessment, *Accountable Talk* was identified as a district priority. Staff is becoming more comfortable with accountable talk, but they continue to need additional support implementing.

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

During the 23-24 school year, Montessori at LeMoyne began to implement accountable talk per district initiative. LeMoyne is expanding their development in this area by increasing accountable talk PD and implementation supports to ensure both teachers and students are able to set and monitor personalized goals.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Revise and share walkthrough tool indicators related to accountable talk moves	9/1/25	Kate Johnson Beth Church	PD time allotted	
Incorporate accountable talk moves in the PD plan/calendar and create classroom posters defining accountable talk moves, including having content liaisons provide support for Montessori implementation of accountable talk	9/15/25	Kate Johnson Beth Church	PD time allotted	
Develop a goal for implementing procedures of accountable talk moves with students	10/1/25	Beth Church	Time allotted to write goal with coach support	
Collect, analyze and share baseline data from all classrooms	10/31/25	Kate Johnson Beth Church	Time allotted to analyze data	

PROGRESS MONITORING (AUGUST – OCTOBER)

Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/01/25	First goal submitted incorporating an AT move.	100% of classroom/special-area teachers will submit their first accountable talk goal	
10/31/25	Use walkthrough tool to gather baseline of accountable move in the	100% of classrooms have received at least one walkthrough with feedback	
10/01/25	First goal submitted incorporating an AT move.	100% of classroom/special-area teachers will submit their first accountable talk goal	

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

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Key Strategy 1: Establishing Systems for Accountable Talk	SY2526 PD Plan [Montessori at	School Lead: Beth Church
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IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Assess school wide strengths and areas for growth using baseline data	11/7/25	Beth Church	People, Time	
Monitor and/or revise individual teacher goals using baseline data	11/14/25	Beth Church	PD Time Allotted	
Collect, analyze and share second data point from all classrooms	11/30/25	Beth Church	People, Time	
Conduct teacher conferences to establish revised individual goals based on walkthrough feedback and self-reflection.	12/12/25	Beth Church	People, Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
<i>Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/14/25	Set building wide goal using baseline data	25% increase of Accountable Talk moves in classroom	
11/25/25	Teacher goals	100% of teachers will have goals around accountable talk embedded into plans	
12/19/25	Data analyzed from second data point (progress monitoring)	Teacher selected accountable talk strategies align/are being used with fidelity to support individual classroom and student goals	

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

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IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Monitor school wide strengths and areas for growth using updated data from walkthrough tool.	1/7/26	Beth Church Kate Johnson	People, Time	
Monitor and/or revise individual teacher goals using updated data from walkthrough tool.	1/14/26	Beth Church Kate Johnson	PD Time Allotted	
Collect, analyze and share third data point from all classrooms	1/30/26	Beth Church Kate Johnson	People, Time	
Conduct teacher conferences to establish individual goals	2/12/26	Beth Church Kate Johnson	People, Time	

PROGRESS MONITORING (JANUARY – MARCH)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
1/7/26	Monitor building wide data against baseline data	25% increase of Accountable Talk moves observed in classroom	
1/14/26	Teacher goals	100% of teachers will have goals around accountable talk embedded into plans	

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

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Academic Commitment #1: This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.

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IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Share out best accountable talk moves and current trends building wide.	5/23/26	Beth Church	People, Time	
Complete final walkthrough tool of the school year	6/5/26	Jonathan Hawa Kate Johnson Beth Church	People, Time	
Review initial baseline data to current EOY data to measure progress of individualized teacher and student goals.	6/5/26	Beth Church	People, Time	
Reflect on accountable talk implementation and commend teachers for individual growth with both staff and students	6/25/26	Beth Church	People, Time	

PROGRESS MONITORING (APRIL – JUNE)			
<i>Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/25/26	Review 25-26 data	Building wide improvement from baseline to current	
6/25/26	Increase of observed accountable talk moves in the classroom	100% of classrooms have been observed using accountable talk	

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

Academic Commitment #1: This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.

Key Strategy 2: Montessori Curriculum	SY2526 PD Plan [Montessori at	School Lead: Kate Johnson
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

NWEA and New York State ELA and Math data show that our students are showing low growth and low achievement and are not proficient in both subject areas. There are lessons taught in the Montessori curriculum for skills that are not assessed on NWEA or New York State tests. Survey data shows that teachers are overwhelmed by juggling both state standards and Montessori lessons. Based on interviews, staff need alignment between Montessori curriculum and state standards.

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

We will expand this strategy by aligning our Montessori albums with New York state standards and utilizing NWEA data to identify skill gaps and areas where supplemental lessons are needed, as well as lessons that are not priority lessons. These priority skills are the focus of our plan, and we are intentionally cyclin back to these skill areas on a monthly basis.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Analyze end of year benchmark (NWEA, DIBELS, Math survey) data to use as a baseline to measure growth.	8/1/25	Beth Church	People, budget, time	
Identify skill gap trends for Math and ELA at each grade level and add to walkthrough tool.	8/1/25	Kate Johnson Beth Church	People, budget, time	
Create scope and sequence for priority skills for Lower Elementary (Grades 1-3) that will be taught throughout the school year. Identify what Montessori materials meet the skill, and what target skills need supplemental materials and professional development and present to staff.	9/1/25	Kate Johonson	PD, people, budget, time	
Post and hire Montessori content liaison position.	9/1/2025	Jonathan Hawa	People, time, budget	

PROGRESS MONITORING (AUGUST – OCTOBER)

Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31/25	Monitor priority skills checklist through PLC.	100% of teachers teaching priority skills in classroom walkthroughs.	
10/31/25	Completed scope and sequence.	100% of Lower Elementary teachers use the scope and sequence in their planning.	
10/31/25	Montessori content liaison hired.	Montessori content liaison completing walkthroughs and supporting Lower Elementary teachers.	

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

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IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Analyze Fall benchmark assessments, exit tickets, and end of unit assessments.	11/1/25	Kate Johnson Beth Church	People. time	
Create end-of-unit assessments and exit tickets for prioritized skills based on NWEA data.	11/15/25	Kate Johnson	People. time	
Schedule lesson review and reteaching opportunities with content liaisons.	12/1/26	Beth Church	People, time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/15/25	Priority skills and fall benchmark data analyzed and being taught in	5% increase in academic growth for ELA and Math.	
12/30/25	Increased student skill proficiency after reteaching opportunities.	50% of students demonstrate proficiency in skills at each grade level.	

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

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Key Strategy 2: Montessori Curriculum	SY2526 PD Plan [Montessori at	School Lead: Kate Johnson
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 NWEA and New York State ELA and Math data show that our students are showing low growth and low achievement and are not proficient in both subject areas. There are lessons taught in the Montessori curriculum for skills that are not assessed on NWEA or New York State tests. Survey data shows that teachers are overwhelmed by juggling both state standards and Montessori lessons. Based on interviews, staff need alignment between Montessori curriculum and state standards.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 We will expand this strategy by aligning our Montessori albums with New York state standards and utilizing NWEA data to identify skill gaps and areas where supplemental lessons are needed, as well as lessons that are not priority lessons. These priority skills are the focus of our plan, and we are intentionally cyclin back to these skill areas on a monthly basis.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Analyze Winter benchmark assessments, exit tickets, and end of unit assessments.	1/5/26	Kate Johnson	People. time	
Continue to create end-of-unit assessments and exit tickets for prioritized skills based on NWEA data.	1/15/26	Beth Church	People. time	
Schedule lesson review and reteaching opportunities with content liaisons.	2/1/26	Beth Church	People, time	

PROGRESS MONITORING (JANUARY – MARCH)			
<i>Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
2/1/26	Priority skills and fall benchmark data analyzed and being taught in classrooms	10% increase in academic growth for ELA and Math.	
2/15/26	Increased student skill proficiency after reteaching opportunities.	60% of students demonstrate proficiency in skills at each grade level.	

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

Academic Commitment #1: This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.

Key Strategy 2: Montessori Curriculum	SY2526 PD Plan [Montessori at	School Lead: Kate Johnson
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 We will expand this strategy by aligning our Montessori albums with New York state standards and utilizing NWEA data to identify skill gaps and areas where supplemental lessons are needed, as well as lessons that are not priority lessons. These priority skills are the focus of our plan, and we are intentionally cyclin back to these skill areas on a monthly basis.

IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Analyze spring benchmark assessments, exit tickets, and end-of-unit assessments.	4/15/26	Kate Johnson Beth Church	People. time	
Continue to create end-of-unit assessments and exit tickets for prioritized skills based on NWEA data.	4/30/26	Kate Johnson	People. time	
Schedule lesson review and reteaching opportunities with content liaisons.	5/1/26	Beth Church	People, time	

PROGRESS MONITORING (APRIL – JUNE)
Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
4/15/26	Priority skills and fall benchmark data analyzed and being taught in classrooms	15% increase in academic growth for ELA and Math.	
5/30/26	Increased student skill proficiency after reteaching opportunities.	100% of students demonstrate proficiency in skills at each grade level.	

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

Academic Commitment #2: This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.

Key Strategy 3: Promoting a Collaborative Culture	SY2526 PD Plan [Montessori at	School Lead: Beth Church
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

Based on a district-wide assessment, Professional Learning Communities (PLT) were identified as a district priority. Therefore, all schools are expected to implement the PLT model.

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

Based on staff feedback and the needs assessment, Montessori at LeMoyné will expand this key strategy in the 2025-26 school year to include common PLT time for all instructional staff to create a school wide collaborative culture. PLTs will engage in ongoing cycles of inquiry around the four critical questions of a PLT and continue our analysis of student work. This expansion of the strategy will foster professional growth and ensure all students have access to high-quality learning.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Create a master schedule that allows dedicated time for all instructional staff to engage in a PLT once a week and a monthly PLT schedule.	8/29/25	Jonathan Hawa	Time People	
Interview, hire and train content liaisons that will be tasked with supporting the PLT model and establish PLT norms and essential structures that will be consistent throughout teams.	8/29/25	Jonathan Hawa	Time People, PD	
Train staff on the PLT process that includes a cycle of inquiry using the four guiding questions of a PLT (DuFour model)	9/1/25	Beth Church	Time, PD	
Collaborate with Impact Coaching team to assist with facilitation of PLTs, including a centralized hub for agendas, minutes, data analysis, and student work trackers.	9/1/25	Beth Church	Time, people	
Execute Kindergarten DIBEL progress monitoring and PLC data analysis	Monthly	Beth Church	PLC Time, DIBELS probes	

PROGRESS MONITORING (AUGUST – OCTOBER)

Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
8/29/25	Master schedule that includes dedicated time for PLTs	100% of unit 1 staff engage once a week in a PLT based on student data and sample student work.	
9/15/25	Teachers utilize the hub from the Impact coaches on a bimonthly basis.	100% of teachers upload data to hub bimonthly	
10/30/25	Track weekly agendas with participants, agenda items, and pre-planned outcomes that are organized each week with student work	100% of PLTs are meeting consistently and engaging with the four guiding questions of a PLT	
10/15/25	Phonemes Segmentation Fluency (PSF)	80% of Kindergartners will achieve benchmark goals	

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

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Academic Commitment #2: This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.

Key Strategy 3: Promoting a Collaborative Culture	SY2526 PD Plan [Montessori at	School Lead: Beth Church
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IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue to use structures for effective PLT implementation that includes a cycle of inquiry using the four guiding questions of a PLT	11/1/25	Beth Church Content liaisons	Time, people	
Utilize the district data analysis protocol following NWEA and DIBELS benchmark assessments that align with the four guiding questions.	11/15/25	Beth Church Content Liaisons	Time, people	
Create SMART Goals aligned with student learning outcomes and monitor progress towards meeting those goals with formative assessment and progress monitoring data	11/30/25	Beth Church Content liaisons	Time, people	
Execute Kindergarten DIBELS progress monitoring and PLC data analysis	Monthly	Beth Church	PLC Time, DIBELS probes	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
<i>Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/15/25	Data Analysis protocol aligns with the four guiding questions of a PLT.	100% of PLTs are using the data analysis protocol following benchmark and progress monitoring assessments that are aligned with the four guiding questions of a PLT	
11/15/25	Common formative assessments and progress monitoring schedule	100% of PLTs choose common formative assessments and follow progress monitoring schedule	
11/30/25	SMART Goals are created and progress monitored twice monthly during PLTs.	100% of PLTs determine student progress toward meeting SMART goals twice a month by reviewing formative assessments and or progress monitoring data	
12/15/25	Phonemes Segmentation Fluency (PSF)	80% of kindergartners will achieve benchmark goals	

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

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IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue to use structures for effective PLT implementation that includes a cycle of inquiry using the four guiding questions of a PLT	1/15/26	Beth Church Content liaisons	Time, people	
Continue to utilize the district data analysis protocol following NWEA and DIBELS benchmark assessments that align with the four guiding questions.	1/15/26	Beth Church Content Liaisons	Time, people	
Create SMART Goals aligned with student learning outcomes and monitor progress towards meeting those goals with formative assessment and progress monitoring data	1/30/26	Beth Church Content liaisons	Time, people	
Execute Kindergarten DIBELS progress monitoring and PLC data analysis	3/15/26	Beth Church	PLC Time, DIBELS probes	

PROGRESS MONITORING (JANUARY – MARCH)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/15/26	Data Analysis protocol aligns with the four guiding questions of a PLT.	100% of PLTs are using the data analysis protocol following benchmark and progress monitoring assessments that are aligned with the four guiding questions of a PLT	
11/15/26	Common formative assessments and progress monitoring schedule	100% of PLTs choose common formative assessments and follow progress monitoring schedule	
3/20/26	Nonsense Word Fluency: NWF (CLS & WRC)	80% achievement benchmark goal	

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

Academic Commitment #2: This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.

Key Strategy 3: Promoting a Collaborative Culture	SY2526 PD Plan [Montessori at	School Lead: Beth Church
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.
Based on a district-wide assessment, Professional Learning Communities (PLT) were identified as a district priority. Therefore, all schools are expected to implement the PLT model.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Based on staff feedback and the needs assessment, Montessori at LeMoyné will expand this key strategy in the 2025-26 school year to include common PLT time for all instructional staff to create a school wide collaborative culture. PLTs will engage in ongoing cycles of inquiry around the four critical questions of a PLT and continue our analysis of student work. This expansion of the strategy will foster professional growth and ensure all students have access to high-quality learning.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue to use structures for effective PLT implementation that includes a cycle of inquiry using the four guiding questions of a PLT	4/1/25	Beth Church Content liaisons	Time, people	
Continue to utilize the district data analysis protocol following NWEA and DIBELS benchmark assessments that align with the four guiding questions.	4/15/25	Beth Church Content Liaisons	Time, people	
Create SMART Goals aligned with student learning outcomes and monitor progress towards meeting those goals with formative assessment and progress monitoring data	4/30/25	Beth Church Content liaisons	Time, people	
Execute Kindergarten DIBELS progress monitoring and PLC data analysis.	Monthly	Beth Church	PLC Time, DIBELS probes	

PROGRESS MONITORING (APRIL – JUNE)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
4/15/26	Data Analysis protocol aligns with the four guiding questions of a PLT.	100% of PLTs are using the data analysis protocol following benchmark and progress monitoring assessments that are aligned with the four guiding questions of a PLT	
4/15/26	Common formative assessments and progress monitoring schedule	100% of PLTs choose common formative assessments and follow progress monitoring schedule	
6/15/26	Nonsense Word Fluency: (NWF (CLS & WRC)	80% achievement benchmark goal	

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

Academic Commitment #2: This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.

Key Strategy 4: Academic Vocabulary	SY2526 PD Plan [Montessori at	School Lead: Jordan Myers
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

From our needs assessment we learned that NWEA and New York State Test ELA and Math data show that our students are showing low growth and low achievement and are not proficient in both subject areas. Our current curriculum model and teacher moves lack explicit academic vocabulary instruction in many areas.

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

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Survey staff about current knowledge and understanding of academic vocabulary	9/1/25	Beth Church	Time	
Provide PD related to explicit vocabulary routines	9/15/25	Beth Church Content Liaisons	PD, Time	
Adopt or develop grade level academic vocabulary lists for the first quarter	10/1/25	Beth Church Content Liaisons	Time	
Create pre- and post- tests using academic vocabulary	10/15/25	Beth Church Content Liaisons	Time	

PROGRESS MONITORING (AUGUST – OCTOBER) <i>Implementation/Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
9/15/25	Scheduled professional development on how to teach vocabulary and how to implement selected vocabulary strategies	100% of teachers participate in scheduled professional development	
10/1/25	Analyze data from the pre-tests to plan for instruction.	Academic vocabulary visible in classrooms with small group instruction.	
10/31/25	Post test data showing improvements in academic vocabulary.	10% increase between pre and post assessment.	

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

Academic Commitment #2: This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.

Key Strategy 4: Academic Vocabulary	SY2526 PD Plan [Montessori at	School Lead: Jordan Myers
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.
 From our needs assessment we learned that NWEA and New York State Test ELA and Math data show that our students are showing low growth and low achievement and are not proficient in both subject areas. Our current curriculum model and teacher moves lack explicit academic vocabulary instruction in many areas.

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

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue to provide PD related to explicit vocabulary routines	12/19/25	Beth Church Content Liaisons	PD/ Time	
Adopt or develop grade level vocabulary lists for the second quarter or by instructional unit	12/19/25	Beth Church Content Liaisons	Time	
Continue to use walk through tool to monitor academic vocabulary instruction routines	12/19/25	Jonathan Hawa	Time	
Utilize pre- tests and post- test for the second quarter or instructional unit.	11/30/25	Beth Church	Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
<i>Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/15/25	Walkthrough tool observations	25% increase in evidence of vocabulary instruction from the baseline walkthrough data	
11/20/25	Analyze data for the pre-tests and posttests.	50% of teachers are using vocabulary lists pre-test and post-tests data.	
12/20/25	Continued professional development on vocabulary routines for instruction and how to implement selected vocabulary strategies	Teachers actively participating in scheduled professional development	

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

Academic Commitment #2: This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.

Key Strategy 4: Academic Vocabulary	SY2526 PD Plan [Montessori at	School Lead: Jordan Myers
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

From our needs assessment we learned that NWEA and New York State Test ELA and Math data show that our students are showing low growth and low achievement and are not proficient in both subject areas. Our current curriculum model and teacher moves lack explicit academic vocabulary instruction in many areas.

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

IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue to provide PD related to explicit vocabulary routine	3/31/26	Coach/ Content Liaisons	Time, People	
Adopt or develop grade level vocabulary lists for the third quarter or by instructional unit	3/31/26	Coach Instructional Staff	Time, People	
Continue to use walk through tool to monitor academic vocabulary instruction.	3/31/26	Admin. Coach	Time, People	
Utilize pre- tests and post- test for the third quarter or instructional unit.	3/1/26	Instructional Staff	Time, People	

PROGRESS MONITORING (JANUARY – MARCH)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
1/15/26	Walkthrough tool Observations	50% increase in evidence of vocabulary instruction from the baseline walkthrough data	
1/20/26	Analyze data for the pre-tests and posttests.	50% of teachers are using vocabulary lists pre-test and posttests data.	
3/20/26	Continued professional development on vocabulary routines and how to implement selected vocabulary strategies	Teachers actively participating in scheduled professional development	

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

Academic Commitment #2: This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.

Key Strategy 4: Academic Vocabulary	SY2526 PD Plan [Montessori at	School Lead: Jordan Myers
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.
 From our needs assessment we learned that NWEA and New York State Test ELA and Math data show that our students are showing low growth and low achievement and are not proficient in both subject areas. Our current curriculum model and teacher moves lack explicit academic vocabulary instruction in many areas.

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

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Provide PD related to explicit vocabulary routines	6/1/26	Coach/ Content Liaisons	Time, People	
Adopt or develop grade level vocabulary lists for the fourth quarter or by instructional unit	6/1/26	Coach Instructional Staff	Time, People	
Use walk through tool to monitor academic vocabulary instruction	6/1/26	Admin. Coach	Time, People	
Utilize pre- tests and post- test for the fourth quarter or instructional unit.	5/10/26	Instructional Staff	Time, People	
Survey staff about current knowledge and understanding of academic vocabulary	6/15/26	Coach/ Content Liaisons	Time, People	

PROGRESS MONITORING (APRIL – JUNE)			
<i>Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
4/15/26	Walkthrough tool Observations	75% increase in evidence of vocabulary instruction from the baseline walkthrough data	
4/15/26	Analyze data for the pre-tests and posttests.	100% of teachers are using vocabulary lists pre-test and posttests data.	
5/15/26	Continued professional development on how to teach vocabulary and how to implement selected vocabulary strategies	Teachers actively participating in scheduled professional development	
6/15/26	Completed survey	100% Completion of the Survey	

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

Attendance Commitment: This school is committed to ensuring all students feel a sense of belonging and attend school daily.

Key Strategy 5: Parent Communication Strategy	SY2526 PD Plan [Montessori at	School Lead: Dorothy Manzi
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

Effective communication is key to early intervention and can directly address attendance issues by fostering school-family partnerships.

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

Based on the needs assessment and family surveys, Montessori at LeMoyné will refine this strategy by increasing family events and creating additional opportunities to connect with families via social media, evening events, and district approved communication programs.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Create a calendar and provide families with yearlong family engagement events on an event calendar magnet.	9/1/2025	Dorothy Manzi	Time, People, Budget	
Hold a welcome back barbeque for all Montessori at LeMoyné families providing families with information regarding the building.	9/1/2025	Dorothy Manzi	Time, People, Budget	
Create daily student attendance protocol and share with staff: <ul style="list-style-type: none"> • Check attendance daily and record on SchoolTool. • Conduct daily attendance audit • Communicate with families (document on School Tool) Send daily talking points/parent square for absences	9/1/2025	Indigo Arthur Kiara Johnson	Time	
Track students with more than one absence	10/1/25	Kiara Johnson	Time	

PROGRESS MONITORING (AUGUST – OCTOBER)

Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
9/15/25	Attendance taken on a daily basis.	100% of classroom teachers taking attendance each day on time.	
10/1/25	Attendance data improves.	No more than 3% of students require a 3-day absence letter.	
10/1/25	Track parent sign-in for events to gain a baseline.	More than 15 families attended events.	

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

Attendance Commitment: This school is committed to ensuring all students feel a sense of belonging and attend school daily.

Key Strategy 5: Parent Communication Strategy	SY2526 PD Plan [Montessori at	School Lead: Dorothy Manzi
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.
Effective communication is key to early intervention and can directly address attendance issues by fostering school-family partnerships.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Based on the needs assessment and family surveys, Montessori at LeMoyne will refine this strategy by increasing family events and creating additional opportunities to connect with families via social media, evening events, and district approved communication programs.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Implement attendance incentives for students with perfect/improved attendance. Inform parents of the initiatives.	11/1/2025	Kiara Johnson	Time, People	
Create SMART goal attendance plans for students at-risk of chronic absenteeism.	11/1/2025	Dorothy Manzi	Time, People	
Share building news on social media weekly.	12/22/25	Jonathan Hawa	Time, People	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
<i>Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/15/25	Increased perfect and improved attendance at incentives	2% increase in students having perfect/improved attendance.	
12/1/25	Students meeting their Smart goals	5% increase in students improving their attendance based on smart goals.	

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

Attendance Commitment: This school is committed to ensuring all students feel a sense of belonging and attend school daily.

Key Strategy 5: Parent Communication Strategy	SY2526 PD Plan [Montessori at	School Lead: Dorothy Manzi
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.
Effective communication is key to early intervention and can directly address attendance issues by fostering school-family partnerships.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Based on the needs assessment and family surveys, Montessori at LeMoyné will refine this strategy by increasing family events and creating additional opportunities to connect with families via social media, evening events, and district approved communication programs.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Recognize students with perfect/improved attendance at school gatherings and spotlights.	2/1/2026	Kiara Johnson		
Send home 2 nd and 3 rd marking period attendance data.	2/1/2026	Dorothy Manzi		
Conduct parent attendance meetings in-person/virtual for at-risk and chronic students.	2/1/26	Kiara Johnson		
Revise SMART goal plans to reflect student progress based on parent feedback.	3/1/26	Dorothy Manzi		

PROGRESS MONITORING (JANUARY – MARCH)			
<i>Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
1/15/26	Increased perfect and improved attendance at incentives	2% increase in students having perfect/improved attendance.	
2/15/26	Parents attending attendance meetings	10% increase in student attendance for parents participating in the meeting.	
1/30/26	Students meeting their Smart goals	5% increase in students improving their attendance based on smart goals.	

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

Attendance Commitment: This school is committed to ensuring all students feel a sense of belonging and attend school daily.

Key Strategy 5: Parent Communication Strategy	SY2526 PD Plan [Montessori at	School Lead: Dorothy Manzi
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.
Effective communication is key to early intervention and can directly address attendance issues by fostering school-family partnerships.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Based on the needs assessment and family surveys, Montessori at LeMoyné will refine this strategy by increasing family events and creating additional opportunities to connect with families via social media, evening events, and district approved communication programs.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Review all Smart goals to determine students who met their goal and to restructure those that have not.	4/15/26	Dorothy Manzi		
Identify at-risk students based on 25-26 school year to put systems in place for 26-27.	5/1/26	Kiara Johnson Dorothy Manzi		
Provide families with additional communication methods for summer months to keep families updated.	6/1/26	Kiara Johnson Dorothy Manzi		
Survey all families to determine obstacles preventing students from going to school every day.	6/1/26	Dorothy Manzi		

PROGRESS MONITORING (APRIL – JUNE)			
<i>Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
4/15/26	Students meeting their Smart goals	10% increase in students improving their attendance based on smart goals.	
6/1/26	Improved attendance and lower chronic absenteeism than June 2025.	Overall attendance for the 25-26 school year remained in the 90% range.	
6/22/26	Positive parent feedback surveys on communication.	Parents report 50% more positively on methods of communication.	

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

Student Supports Commitment: This school is committed to aligning and maximizing resources to serve and impact each student’s needs.

Key Strategy 6: Multi-Tiered Systems of Support	SY2526 PD Plan [Montessori at	School Lead: Chris Armbrust
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.
Based on panorama, discipline, restorative data and staff feedback, staff felt the specific structures in place were not clear and needed further development to ensure a cohesive process that is clear to staff and students that have a positive impact on student support and creating a sense of belonging.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Montessori at LeMoyné will refine this strategy by being more intentional with the different systems and protocols to support all students by using data to identify tier 1, 2, and 3 students to ensure students receive the appropriate interventions.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Refine with staff input: <ul style="list-style-type: none"> • Tier 1 Behavior Matrix • Morning SEL Protocol (Second Steo) • SEL Lessons for students • Yearlong gathering/assembly schedule • Yearlong spirit week schedule 	August 31	Jonathan Hawa	People, Time, and Budget	
Work with the Office of Student Discipline to identify students requiring tiered levels of support based on 2024-2025 school year to create a baseline.	September 1	Jonathan Hawa	People, Time, and data	
Create a Student Support Hub on Microsoft Teams for staff to access restorative requests, SIT referrals, student support center protocols, student support needs assessment, and an organization chart.	September 1	Jonathan Hawa	People, Time, and Budget	
Create SIT schedule and protocol to share with all staff and agencies.	September 1	Jonathan Hawa	People and Time	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Implementation/Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/30/25	A 5% reduction in office referrals for all tier II and tier III students.	Staff utilize the SIT process and tier I interventions to keep students in class and engaged in work.	
10/30/25	A 5 % reduction of students requiring tier III interventions.	Students responding to tier I and II interventions resulting in a reduction of tiered level of support.	

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

Student Supports Commitment: This school is committed to aligning and maximizing resources to serve and impact each student’s needs.

Key Strategy 6: Multi-Tiered Systems of Support	SY2526 PD Plan [Montessori at	School Lead: Chris Armbrust
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.
Based on panorama, discipline, restorative data and staff feedback, staff felt the specific structures in place were not clear and needed further development to ensure a cohesive process that is clear to staff and students that have a positive impact on student support and creating a sense of belonging.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Montessori at LeMoyné will refine this strategy by being more intentional with the different systems and protocols to support all students by using data to identify tier 1, 2, and 3 students to ensure students receive the appropriate interventions.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Create an SEL walkthrough tool with the student support team to ensure all staff are utilizing Second Step.	11/7/2025	Chris Armbrust	People, Time	
Create SEL monthly skill focus based on building-wide data and teacher feedback. <ul style="list-style-type: none"> • Monarch Shoutouts • Magnificent Monarchs • Golden Spoon during lunch • Posters around the building Communicate with families	11/14/2025	Chris Armbrust	People, Time, Budget	
Create student success plan for all tier II and tier III students with staff, students, and families and assign a “case manager” who will be tasked with tracking and monitoring progress.	12/1/2025	Chris Armbrust	People, Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/23/25	75% of classrooms utilize Second Step during morning meeting time.	Students demonstrate what they’ve learned from the daily Second Step activities.	
12/23/25	10% of tier III students dropped down to tier II based on office referrals.	Students and staff utilize student success plans.	

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

Student Supports Commitment: This school is committed to aligning and maximizing resources to serve and impact each student’s needs.

Key Strategy 6: Multi-Tiered Systems of Support	SY2526 PD Plan [Montessori at	School Lead: Chris Armbrust
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.
Based on panorama, discipline, restorative data and staff feedback, staff felt the specific structures in place were not clear and needed further development to ensure a cohesive process that is clear to staff and students that have a positive impact on student support and creating a sense of belonging.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Montessori at LeMoyné will refine this strategy by being more intentional with the different systems and protocols to support all students by using data to identify tier 1, 2, and 3 students to ensure students receive the appropriate interventions.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Review panorama survey from all staff, students, and families.	2/28/2026	Kiara Johnson		
Review all student success plans to evaluate their effectiveness. Make necessary changes based on need.	1/30/2026	Chris Armbrust		
Resurvey all staff on SEL needs to determine what is working, what is not working, and what needs to be changed. Based on the outcome, additional strategies will be added to the hub.	3/30/2026	Chris Armbrust		
Provide professional development opportunities based on SEL needs assessment.	3/30/2026	Jonathan Hawa		

PROGRESS MONITORING (JANUARY – MARCH)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/30/26	A 25% reduction in Level 2 and Level 3 infractions as a result of the student success plans.	Students following classroom expectations.	
3/30/26	A 15% increase in percent favorable for the Student Climate Survey	More students feeling a sense of belonging and safe within the building.	

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

Student Supports Commitment: This school is committed to aligning and maximizing resources to serve and impact each student’s needs.

Key Strategy 6: Multi-Tiered Systems of Support	SY2526 PD Plan [Montessori at	School Lead: Chris Armbrust
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.
Based on panorama, discipline, restorative data and staff feedback, staff felt the specific structures in place were not clear and needed further development to ensure a cohesive process that is clear to staff and students that have a positive impact on student support and creating a sense of belonging.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Montessori at LeMoyné will refine this strategy by being more intentional with the different systems and protocols to support all students by using data to identify tier 1, 2, and 3 students to ensure students receive the appropriate interventions.

IMPLEMENTATION PLAN (APRIL– JUNE)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Review all student success plans to evaluate their effectiveness. Make necessary changes based on need.	4/30/26	Chris Armbrust Kiara Johnson		
Issue and review all Spring panorama survey data with student support team.	5/30/26	Jonathan Hawa		
Survey all families on student support feedback to determine next steps for the SCEP.	6/1/26	Jonathan Hawa Dorothy Manzi		

PROGRESS MONITORING (APRIL – JUNE)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/30/26	50% decrease in all office referrals.	Students follow classroom expectations and Code of Conduct.	
6/30/26	50% decrease of tier II and tier III students moving down a tier as a result of the student success plans.	A reduction in office referrals resulting in a consequence.	

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

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.	74%	85%	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	82%	95%	
3	It was evident that our school focused on ensuring that all students, especially our diverse learners, develop critical thinking and reasoning skills.	94%	100%	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	85%	95%	
5	It was evident that our school focused on numeracy and literacy.	89%	95%	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	85%	95%	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	100%	100%	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	93%	100%	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	89%	95%	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	85%	95%	

	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)	51%	75%	
2	How often are people disrespectful to others at your school? (SC1)	60%	75%	
3	How often do students get into physical fights at your school? (SC2)	21%	0%	
4	How likely is it that someone from your school will bully you online? (SC3)	39%	0%	
5	How often do you worry about violence at your school? (SC4)	51%	0%	
6	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SC5)	34%	80%	
7	How much support do the adults at your school give you? (SB2)	60%	85%	
8	Overall, how much do you feel like you belong at your school? (SB4)	57%	95%	
9	How excited would you be to have your teacher again? (TSR1)	75%	95%	
10	How respectful is your teacher towards you? (TSR4)	65%	95%	

	Family Survey Questions (From Spring Climate Survey)	2024-25 Results	2025-26 Desired Results	Actual Results
1	How big of a problem is the following issue for becoming involved with your child's current school: The school provides little information about involvement opportunities? (BE7)			
2	How big of a problem is the following issue for becoming involved with your child's current school: The School is not welcoming to students? (BE8)			
3	How big of a problem is the following issue for becoming involved with your child's current school: The school does not communicate well with people from your culture? (BE9)			
4	How big of a problem is the following issue for becoming involve with your child's current school: You do not feel a sense of belonging with your child's school community? (BE10)			
5	How big of a problem is the following issue for becoming involved with your child's current school: You worry that adults at the school will treat your child differently if you raise a concern? (BE13)			
6	To what extent do you think that children enjoy going to your child's school? (SC1)	71%	95%	
7	How motivating are the classroom lessons at your child's school? (SC2)	65%	85%	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	74%	100%	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	84%	95%	
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	74%	95%	

EVIDENCE-BASED INTERVENTION

All key 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: <http://www.nysed.gov/accountability/evidence-based-interventions>.

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	x
Expanding access to high-quality Out-of-School-Time programs	
High-Quality Instructional Materials	x
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)	x
Ongoing Job-Embedded Professional Development	
Principal Leadership Development	
Professional Learning Communities	
Restorative Practices	

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	Envision: Exploring the Vision, Values and	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
<i>Example: Mary James</i>					<i>ELL Teacher</i>	<i>3/5</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>	<i>4/17</i>	<i>5/2, 5/9, 5/16</i>
Jonathan Hawa	Principal	3/13/ 25	3/19/ 25	3/26, 4/2, 4/9, 4/23		4/30, 5/7			5/7	5/7, 5/14	5/14, 5/22	
Kate Johnson	Vice-Principal	3/13/ 25	3/19/ 25	3/26, 4/2, 4/9, 4/23		4/30, 5/7			5/7	5/7, 5/14	5/14, 5/22	
Nicole Romeo	Teacher	3/13/ 25	3/19/ 25	3/26, 4/2, 4/9, 4/23		4/30, 5/7			5/7	5/7, 5/14	5/14, 5/22	
Michelle Alexander	Teacher	3/13/ 25	3/19/ 25	3/26, 4/2, 4/9, 4/23		4/30, 5/7			5/7	5/7, 5/14	5/14, 5/22	
Jordan Myers	Teacher	3/13/ 25	3/19/ 25	3/26, 4/2, 4/9, 4/23		4/30, 5/7			5/7	5/7, 5/14	5/14, 5/22	
Kristen Moulton	Special Ed Teacher	3/13/ 25	3/19/ 25	3/26, 4/2, 4/9, 4/23		4/30, 5/7			5/7	5/7, 5/14	5/14, 5/22	
Laura Vogelsang	Teacher	3/13/ 25	3/19/ 25	3/26, 4/2, 4/9, 4/23		4/30, 5/7			5/7	5/7, 5/14	5/14, 5/22	
Lauren Bachiller	Librarian	3/13/ 25	3/19/ 25	3/26, 4/2, 4/9, 4/23		4/30, 5/7			5/7	5/7, 5/14	5/14, 5/22	
Megan Donnelly-Heg	Teacher	3/13/ 25	3/19/ 25	3/26, 4/2, 4/9, 4/23		4/30, 5/7			5/7	5/7, 5/14	5/14, 5/22	

Beth Church	Instructional Coach	3/13/25	3/19/25	3/26, 4/2, 4/9, 4/23	4/30, 5/7	5/7	5/7, 5/14	5/14, 5/22
Catherine Kline	Teaching Assistant	3/13/25	3/19/25	3/26, 4/2, 4/9, 4/23	4/30, 5/7	5/7	5/7, 5/14	5/14, 5/22
Tricia Cappelli	Parent	3/13/25						6/5/25
Gina Pucello	Parent	3/13/25						6/5/25

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.

- **The student interviews provided an additional perspective for how students perceive Montessori instruction and the challenges they face when applying those skills to rigorous problem/questions.**
- **The student interviews provided insight into how students feel within the building and the challenges they face.**

Schools in the ATSI and TSI model only

Subgroup Spotlight

Describe how the team has determined that the strategies in this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified.

- **The team determined the strategies in the plan based on data analysis conducted throughout the process, teacher feedback, and student interviews.**
- **Based on the montessori curriculum, it was determined students face challenges with application. They excel when interaction with the Montessori materials but do now excel at the same level when applying those skills to questions and/or problems.**