School Comprehensive Education Plan
2024-25

District	School Name	Grades Served
Kenmore-Town of Tonawanda Union Free School District	Benjamin Franklin Elementary School	K-4

Collaboratively Developed By:
The Franklin Elementary School SCEP Development Team
Kia Evans, Principal
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Jennifer Tracey, Teacher
Colleen Daddario, Teacher
Jordana Montani, Teacher
Rebecca Thompson, Library Media Specialist
Crystal Gasz, Parent
Dianne Shadden, Administrator Assistant
Amy Butler, Elementary ELA Instructional Support Specialist
Judy Csonka, grandparent
Kerrie Page, Math Interventionist
And in partnership with the staff, students, and families of Franklin Elementary School .

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X State-Supported Evidence Based Intervention

If "X' is marked above, provide responses to the prompts below to identify the intervention and the Commitment(s) it will support:

Evidence-Based Intervention Identified	**Professional Learning Communities**
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitments 1, 2 and 3.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Our envision, analyze and listen process revealed: ● some our everyday formal and informal ways of assessing student learner do not consistently expose all students to higher levels of rigor. ● underutilization of data collected to drive instructional decisions ● a need for improved communication between families and school staff. ● a need to address challenging behaviors that disrupt the learning process PLCs will be structured in a variety of formats. Learning teams will be organized by subject, grade level and or special interest. PLCs will meet at least two times per month to: ● discuss issues around student learning and increasing the level of rigor in questions we ask. ● collect and analyze academic and behavioral data. ● Evaluate and make instructional decision regarding what our students need in order to increase their preparedness for rigorous expectations set forth, ● Assess the impact of our practices and any new strategies being implemented.

COMMITMENT 1

Our Commitment

What is one Commitment we will promote for 2024-25?	We commit to strengthening our home to school communication by increasing family engagement with the school community.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this Commitment fit into what we envision for the school?* ● *How does this Commitment relate to what we heard when listening to others?* ● *How does this Commitment connect to what we observed through analysis?*	**What do we envision?** We envision a school where students are actively engaged in class activities/learning and feel a positive connection to school, and families are engaged in frequent review of their child's progress through SeeSaw. Administration will communicate a minimum expectation for instructional purposes and for general communication purposes. **How will this relate?** Student interviews revealed a consistent desire to have opportunities to interact with other students while learning. Some parents who completed the family survey indicated that they don't feel like they know what their child is learning or what is going on within the classroom (based on some of the responses to our survey and one on one interviews). Families expressed wanting more opportunities to come inside the school and be part of the school during the day. Families and students express wanting more culturally responsive activities or events. Students indicated that they enjoy the after school/evening events, and some families indicate that activities need to be more "relevant" to the needs of families. Staff members who took the staff survey expressed that they would like to see professional communications improve in their written responses to the staff survey. **How does this data connect?** The data tells us that we need to place an emphasis on consistent communication, increasing student and family engagement and using our PLCs purposefully; to enhance our instructional practices and use data when instructional planning.

SCEP Cover Page

Key Strategies

KEY STRATEGY	HOW DOES THIS COMPARE TO EXISTING EFFORTS?	**WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy? *Consider both data trends observed and student interview responses.* *For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.*
ENHANCE COMMUNICATION: Staff will be more intentional in their communication(s) with families.	☐ NEW x EXPAND ☐ REFINE	Some parents indicated that they don't feel like they know what their child is learning about or what is going on within the classroom (based on some of the responses to our survey and one on one interviews). We will expand this by sending home communications regarding learning targets at least one time per month, providing links to curriculum by month on our website and including this in the whole building communications.
OPEN PARTICIPATION OPPORTUNITIES for family to PARTICIPATE DURING School Day.	☐ NEW x EXPAND ☐ REFINE	Families expressed wanting more opportunities to come inside the school and be part of the school during the day. We will increase family involvement during the school day by having families sign up to volunteer during the school day, attend field trips, assist with concerts and parties and get involved as mystery readers.
DEVELOP / STRATEGIZE FAMILY EVENTS: Staff and volunteers will plan intentional extra-curricular events for families outside of the school day.	☐ NEW x EXPAND ☐ REFINE	Families and students express wanting more culturally responsive activities or events. Students indicated that they enjoy the after school/evening events, and some families indicate that activities need to be more "relevant" to the needs of families. We will expand this by involving more families in the planning.

Implementation

KEY STRATEGY 1	Communication with families will be more strategic and intentional.

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Staff will utilize one digital platform for communication with families (SeeSaw).	X by EPM ☐ by MYB
Classroom teachers will share academic and classroom information via newsletters at least one time per month.	X by EPM ☐ by MYB
PTA will communicate monthly activities and events via the building newsletter.	X by EPM ☐ by MYB
School communication - including student announcements- will be posted to the school website and Facebook page.	X by EPM ☐ by MYB
Increase building based communication, weekly email participation, logistical information. Administration will create a folder that will house all weekly emails for the staff to reference.	X by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Paper, announcement team, school webmaster, social media liaison, PTA board, (R and D may be needed re student privacy / Youtube); SeeSaw access	
Support from district public relations director and Director of K-12 - on utilization of efficient newsletter development application	

KEY STRATEGY 2	Parents / family members will be encouraged to volunteer and/or participate during the school day.

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Family members will be allowed to join their child(ren) on mutually agreed upon dates. We will expand this through our volunteer process and using SeeSaw for more intentional communication.	x by EPM ☐ by MYB
Family members will be invited to volunteer throughout the school. We will use SeeSaw to invite all families and send extra reminders, particularly to our targeted subgroup. We will increase participation through our outreach efforts.	x by EPM ☐ by MYB
Parent volunteer forms will be sent home to all families. Parents will be encouraged to return the form indicating their desire to be involved. We will also be more intentional when communicating with families and use IC, Facebook and SeeSaw to spread the messages.	x by EPM ☐ by MYB
Organize volunteer information into a digital document as a method to share parent availability and interest.	x by EPM ☐ by MYB
Documents will be translated for parents. We will use our translation services for this purpose. Additionally, phone call using our translation service will also be used.	x by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
volunteer form, office staff, teachers, family members, paper, translation services	

KEY STRATEGY 3	Extra-curricular activities / event(s) will be developed / enhanced to meet the varied needs of families. Increase communication to engage more families.

IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?
Continue with and increase attendance at events. We will do this through our outreach efforts.	☐ by EPM X by MYB
Research and development to determine interest and potential involvement in cultural events.	x by EPM ☐ by MYB
Plan at least one cultural event this year to increase awareness and understanding of our various cultures.	☐ by EPM x by MYB
Schedule PTA events at varying times/days (i.e. immediately after school, Saturdays). We will do so by surveying families and analyzing barriers then creating a structure that allows greater access and encouraging our underrepresented groups to join.	x by EPM ☐ by MYB
Involve students in the planning and implementation in extracurricular events. Consider collaboration across grade level(s) and/or content area(s) (music, art, phys ed, etc.).	x by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
teachers, parents/families, volunteers, community room/cafeteria, survey
ENL coordinator consultation
Consultation with Public Relations Director

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (*consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices*)	What we ended up seeing (*complete six to ten weeks into the school year*)
COMMUNICATION	- SeeSaw reports (number of messages sent, number of parents opening reading updates, etc.)	We envision an increase in the number of families who attend events outside of the school day. We envision more families from underrepresented subgroups actively engaging with school staff through SeeSaw.	
VOLUNTEERS (school day)	- Main office - Teachers	We envision utilizing our main office and the teachers to track the number of volunteers.	
EVENTS (extra-curricular / family event)	- Sign in sheets for events	We will track sign in sheets at after school events and compare them to previous years.	

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete when reviewing mid-year data)*
Mid-Year Benchmark(s)	We will use and monitor sign in sheets to assess participation.	We hope to see at least a 5% increase of students and families becoming more involved during and after school, when compared to the beginning of the school year. We hope to see an increase in participation in student/family member events within our Black and ENL subgroups.	
End-of-the Year Targets	We will conduct 2 surveys during the school year in order to assess our work in this area.	We hope to see a favorable response when assessing the increase in meaningful engagement. We want 75% of families to report that they have seen a dramatic increase in efforts to stay connected/enhance the home to school communication. We also want our families from our underrepresented groups to respond to our surveys and indicate that communicating with school has never been easier, therefore they are able to better support learning goals.	

Spring Survey Targets

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	2023-24 data if available *(e.g., % agree or strongly agree)*	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing *(complete once Spring survey results are available)*
Student Survey	My parent or family member came with me or joined me at a school event this year… During the school day? Or outside of the day?	60% of students responded favorably to questions related to parent/family members' ability to attend events with them.	We desire to see at least 85% of students say that they were joined by a parent or guardian for an event during or outside of the school day.	
Staff Survey	Parents and/or family members volunteered in my classroom this year.	37% of families responded favorably to questions related to being able to engage.	We desire to see that all families have started to respond to surveys, and that at least 65% of families felt like home to school communication and participation increased.	
Family Survey	My child and I attended a school event together this year.	82% of students responded favorably to a question related to school belonging.	We desire to see 90% of students feeling like they are engaged and having a strong sense of belonging.	

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2024-25?	We commit to improving student engagement within the classroom and the school community.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this Commitment fit into what we envision for the school?* ● *How does this Commitment relate to what we heard when listening to others?* ● *How does this Commitment connect to what we observed through analysis?*	As of the Spring 2024 (4-16-24) survey, total chronic absenteeism is at 21.6 percent. **What do we envision?** Based on student surveys and interviews, students expressed that behaviors (negative) within the classroom affected their learning. **How will this relate?** According to the TSI survey, only 60 percent of students responded favorably to "how attentive and interested students are in school." In other words, nearly half of students are NOT "invested" in schooling/ learning. **How does this data connect?** In addition, only 53% of students responded favorably to the question "how excited are you about going to school?" and 68% responded favorably to "how interested are you in your classes?"

Key Strategies

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	**WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy? *Consider both data trends observed and student interview responses.* *For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.*
ADDRESS AFFECTIVE/Social-Emotional Learning Needs of Students. Build / enhance belonging and sense of community	☐ NEW x EXPAND ☐ REFINE	According to the TSI survey, only 60 percent of students responded favorably to "how attentive and invested students are in school." In other words, nearly half of students are NOT "invested" in schooling/ learning. In addition, only 53% of students responded favorably to the question "how excited are you about going to school?" and 68% responded favorably to "how interested are you in your classes?" We will address the student sense of belonging by continuing to add more purposeful community circles, and utilizing the engagement playbook to increase student voice and choice.
Provide / enhance instructional strategies / cooperative learning piece for teachers to vary instructional model(s)	☐ NEW X EXPAND ☐ REFINE	Based on student surveys and interviews, students expressed that behaviors (negative) within the classroom affected their learning. We will continue to enhance instructional strategies by using the engagement playbook and identifying specific ways to make lessons more relevant, thereby decreasing unwanted behaviors. We will encourage students to say something if they see something and will continue to address unwanted behaviors appropriately. We will also provide education around and do community circles that help students understand the varying needs of our diverse learners.
Address cultural needs of students of families. Provide training in the Culturally-Responsive & Sustaining Framework.	☐ NEW ☐ EXPAND x REFINE	Parent and teacher surveys indicated a desire for increased awareness and training around being more culturally responsive. We will provide professional development and focus our efforts on ways to intentionally create more culturally responsive classrooms.

Implementation

KEY STRATEGY 1	Address the social / emotional learning needs of students. Build/enhance community and overall sense of belonging.

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Provide professional development to all teacher around verbal de escalation techniques to all student	X by EPM ☐ by MYB
Continue PBIS efforts and include attendance monitoring / incentives.	x by EPM ☐by MYB
Continue to build a welcoming community where all students feel emotionally safe, valued, seen, heard (ie: morning meetings, greeting at door, etc.)	x by EPM Ad ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
PBIS team, attendance clerk, school counselors/social workers, all faculty and staff, professional development (SDC or external)
Consultation with Director of Accountability

KEY STRATEGY 2	Provide / enhance instructional strategies / cooperative learning routines for teachers to vary delivery of instruction

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Utilize Engagement Playbook and name strategies within lesson planning.	x by EPM ☐ by MYB
Invite district instructional coaches to model lessons and provide support and feedback.	x by EPM ☐ by MYB
Provide professional development related to culturally responsive schools.	X by EPM ☐ by MYB
Meet with stakeholders every other month to provide feedback on our progress, survey some of the same students and families and use their feedback when continuing to align our action items.	X by EPM ☐ by MYB
Continue to do community circles that focus on culture and diverse needs	x by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Instructional coaches, Engagement Playbook
Consultation with Director of K-12 Instruction
PD in Differentiated Instructional Practices

KEY STRATEGY 3	Address the cultural needs of students . Provide training in the Culturally-Responsive & Sustaining Framework.

IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?
Provide professional development around the NYS Culturally-Responsive and Sustaining Framework.	☐ by EPM X by MYB
Continue sending a survey to ENL families providing us with more detailed information about languages spoken, holidays/traditions celebrated, food restrictions, etc.	X by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Ken-Ton Staff Development Courses, Family Cultural Survey, Translation services	
Consultation with Director of School Culture	
Consultation with ENL Coordinator and RBREN	

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (*consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices*)	What we ended up seeing (*complete six to ten weeks into the school year*)
SOCIAL-EMOTIONAL NEEDS (SEL) / BELONGING	TSI Survey	80%+ of students indicate that they feel emotionally connected to another adult in school	
INSTRUCTIONAL STRATEGIES	Number of PD offering / coaching opportunities for teachers	We hope to see a minimum of monthly professional development opportunities for all teachers, which will be accomplished through our meeting structure.	
CULTURAL LEARNING	Number of PD offerings around CRSE framework / related book clubs, etc.	We hope to see 50% of teachers participating in building based book clubs and 100% attending professional development sessions related to the engagement playbook and SeeSaw.	

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete when reviewing mid-year data)*
Mid-Year Benchmark(s)	TSI Survey Data	We hope to see 90% of teachers saying that the professional development provided is aligned with the school and district goals and that they understand the plan for the year.	
End-of-the Year Targets	TSI Survey Data	We hope to see 100% of teachers describe how professional development improved their practice immediately.	

Spring Survey Targets

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	2023-24 data if available *(e.g., % agree or strongly agree)*	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing *(complete once Spring survey results are available)*
Student Survey	At your school, how much does the behavior of others help or hurt your learning.	82% of students stated that the behaviors of others hurt their learning.	55% of students said that the behavior of others helps their learning.	38% of students responded favorably to this question according to our spring survey data.

Staff Survey	How relevant have your professional development opportunities been to your work?	62% of staff members stated that professional development has been related to their work. 23% of staff said it was slightly relevant. 2% said it was not relevant at all.	48% of staff members stated that professional development has been related to their work according to the spring 2024 Panorama survey response data.	69% of staff members responded favorably when asked about their professional learning community according to the spring 2024 survey results.
Family Survey	How well do the activities at your child's school match his or her interest?	21% of families stated that activities match their child's interests extremely well and 44% of families responded that the activities match their child's interest quite well.	28% of families stated that activities slightly match and 7% said that they do not match at all.	65 % of families responded favorably and believe that the activities match their child's interests according to the spring 2024 Panorama survey data.

COMMITMENT 3

Improve overall student achievement and overall student growth.

Our Commitment

What is one Commitment we will promote for 2024-25?	We commit to improving academic achievement and overall student growth in literacy and math
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this Commitment fit into what we envision for the school?* ● *How does this Commitment relate to what we heard when listening to others?* ● *How does this Commitment connect to what we observed through analysis?*	Performance on New York State Assessments indicates that a majority of grade 3 and 4 students are not meeting grade level proficiency expectations. Grade 3 students achieved 27% proficiency in mathematics and 25% in ELA. Grade 4 students achieved 36% proficiency in mathematics and 35% proficiency in ELA. ***In Grade 3, students demonstrated large gaps in the domain Numbers and Operations - Fractions:*** ● **NY-3.NF.2a** - Represent a fraction $1/b$ on a number line by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part starting at 0 locates the number $1/b$ on the number line. (-21%) ● **NY-3.NF.2b** - Represent a fraction 1/b on a number line by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number 1/b on the number line. (-25%) ● **NY-3.NF.3b** - Recognize and generate equivalent fractions. Explain why fractions are equivalent. (-31%) ***In grade 4, students demonstrated large gaps in the following standards:*** ● **NY-4.OA.2 -** Multiplicative comparison word problems. (-22%) ● **NY-3.MD.4** - Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units-whole numbers, halves, or quarters. (-14%) ● **NY-4.MD.4** - Make a line plot to display a set of data measurements in fractions of a unit (½, ¼, ⅛). Solve problems involving addition and subtraction of fractions by using information presented in line plots. (-16%)

- **NY-4.NF.2** - Compare two fractions with different numerators and different denominators. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, <, and justify the conclusions (-23%)

According to the TSI survey, only 60 percent of students responded favorably to "how attentive and invested students are in school." In other words, nearly half of students are NOT "invested" in schooling/ learning. In addition, only 53% of students responded favorably to the question "how excited are you about going to school?" and 68% responded favorably to "how interested are you in your classes?"

Only 62% of teachers reported favorably to the question, "at your school, how valuable are the available professional development opportunities? "In addition, only 60% responded favorably to the question "how relevant have your professional development opportunities been to your work?"

Based on the data, we are committed to offering students with enhanced Tier 1 instruction and respecting and supporting educators as they grow as professionals. We will work to support student agency and grow self-determined learners.

Key Strategies

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	**WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy? *Consider both data trends observed and student interview responses.* *For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.*
PROFESSIONAL LEARNING COMMUNITIES	☐ NEW ☐ EXPAND X REFINE	Performance on New York State Assessments indicates that a majority of grade 3 and 4 students are not meeting grade level expectations. Professional learning communities will focus efforts on data-driven instruction in math and ELA in order to be more intentional around addressing areas of need resulting in higher NYS test performance.

		We will refine our practices by starting to implement these strategies at the beginning of September.
ENHANCING ELA TIER 1 INSTRUCTION	X NEW ☐ EXPAND ☐ REFINE	All K-2 teachers will supplement Tier 1 literacy instruction with UFLI Foundations as a systematic, evidence-based, resource to support foundational reading skills.
UTILIZE and STRATEGICALLY IMPLEMENT ("be intentional about") INSTRUCTIONAL COACHING.	☐ NEW ☐ EXPAND X REFINE	Performance on New York State Assessments indicates that a majority of grade 3 and 4 students are not meeting grade level expectations. Instructional coaching can be utilized to support efforts in professional learning communities and work with teachers/grade level teams in coaching cycles around grade level goals as requested.
DEVELOP STUDENT OWNERSHIP OF LEARNING.	X NEW ☐ EXPAND ☐ REFINE	Students did not respond favorably to questions around being excited to come to school and interest in school. K-4 teachers will implement instructional strategies and establish routines that encourage students to take ownership of their learning.
ENHANCE MATH TIER 1 INSTRUCTION.	X NEW ☐ EXPAND ☐ REFINE	Students did not respond favorably to questions around being excited to come to school and interest in school. All K-4 teachers will implement all components of Eureka Math Squared with a focus on engagement strategies and students discourse that leads to a reduction in teacher talk.

For key strategy that does not represent something new, indicate below how the school will expand or refine the key strategy next year.

Professional Learning Communities
Monthly grade level meetings designated as math and ELA will be rebranded as Professional Learning Communities (PLCs) focused on DDI. Rather than more general, topical meetings, PLCs will capitalize on the high-impact strategies collective teacher efficacy, or the collective belief of teachers in their ability to positively affect students and teacher self-efficacy a teacher's belief in his or her own capability to prompt student engagement and learning. Teachers will work together to analyze student data and adjust instruction/determine courses of action as needed. Continued focus on student achievement from ipsative, formative, and summative data will ensure student progress is monitored successfully.

UTILIZE and STRATEGICALLY IMPLEMENT ("be intentional about") INSTRUCTIONAL COACHING
Ken-Ton employs content-specific Instructional Support Specialists whose role includes instructional coaching around strategies/engagement, content, and data. Ken-Ton's Math and ELA coaches will be utilized to support PLCs and the continued expansion of instructional strategies that not only address standards related content, but which also encourage student agency and self-determination. Instructional coaches will be available for 1:1 volitional coaching as well as team coaching and PD based on emerging needs.

Implementation

KEY STRATEGY 1	Build / Refine Professional Learning Communities at each grade level.

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Teachers meet once per month for Math for a PLC focused on Math.	x by EPM ☐ by MYB
Teachers meet once per month for ELA for a PLC focused on ELA.	x by EPM ☐ by MYB
Analyze data (NYS state and benchmarks). Conduct item analysis and determine student needs. Use DDI model to drive instruction.	X by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Teaching staff, instructional coaches, administration, time for meetings, software for data tracking, schedule modifications - use budget money for sub (Time for common planning)
PLC Coaching
Consultation with Director of Accountability
Universal Data analysis Protocol(s) to be utilized across all content areas
Allocation of funding for Professional Development

KEY STRATEGY 2	Enhance ELA Tier 1 Interventions.

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
UFLI Foundations will be utilized in all K-2 classrooms	x by EPM by MYB
Targeted small group instruction exposing students to complex texts in grades 3-4.	x by EPM ☐ by MYB
Provide PD to teachers for UFLI / interventions for K-2.	x by EPM ☐ by MYB
Provide PD around evidence-best practices / academic language, vocabulary, syntax (on state tests), etc.	☐ by EPM x by MYB
	☐ by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Complex texts, UFLI materials, teaching staff, professional development opportunities
Consultation with Director of Culture
Allocation of funding for Professional Development

KEY STRATEGY 3	UTILIZE and STRATEGICALLY IMPLEMENT ("be intentional about") Instructional Coaching.

IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?
Instructional coaches can work with Liaisons and administrators to guide meaningful PLC work and data-driven instruction.	x by EPM ☐ by MYB
Instructional coaches can work with teachers in classrooms around instructional strategies, content, and data on a volitional basis.	x by EPM ☐ by MYB
Instructional coaches can work with teachers and administrators around providing additional professional development as requested.	x by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Instructional coaches, admin, teaching staff,

KEY STRATEGY 4	DEVELOP Student Ownership of Learning.

IMPLEMENTATION What is our plan for implementing Key Strategy 4? What steps are involved?	When will this be in place?
Provide professional development on student-led goal setting. (Eg: Utilize the UFLI "day 5 check in" to help students monitor growth. Eg #2: Utilize Math Factlab to help students set goals and monitor progress as they work towards fact fluency and automaticity.)	☐ by EPM x by MYB
Utilize learning intention and provide success criteria. (High impact/Visible Learning Strategy.)	☐ by EPM x by MYB
Utilize mathematics checklists and rubrics with students as they grow their capacity to explain and show their thinking.	☐ by EPM x by MYB
Utilize error analysis strategies with students after completing math end of module assessments.	☐ by EPM x by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Allocated time in master schedule
EM2 curriculum (checklists/rubrics), UFLI curriculum (Day 5 check-in), Math Fact lab
Allocation of funding for Professional Development

KEY STRATEGY 5	Enhance Math Tier 1 Instruction

IMPLEMENTATION What is our plan for implementing Key Strategy 4? What steps are involved?	When will this be in place?
Implement MathFactLab with Grades 1-4 for 10 minutes 3x per week to target math fact fluency and automaticity.	☐ by EPM ☐ by MYB
Refine teacher practice around utilizing instructional routines and engagement strategies when delivering core math instruction.	☐ by EPM ☐ by MYB
Encourage mathematical discourse among students during mathematics instruction with the intention of reducing teacher talk.	☐ by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Math Fact Lab, SeeSaw, NYS Release Questions, Engagement Playbook

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (*consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices*)	What we ended up seeing *(complete six to ten weeks into the school year)*
PLC / DDI	Track how often teachers are meeting	Teacher groups are meeting at least once per month to monitor data and assess student needs, etc.	
Tier I Instruction - Math & ELA	Monitoring of UFLI implementation	All (100%) of K-2 teachers are all implementing UFLI curriculum / materials by week 5 of school	
Targeted small group ELA instruction with use of complex Texts	Integration of complex texts in grades 3 and 4	Complex texts have been used 3-4 times in the targeted small ELA groups during the first quarter of instruction.	

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete when reviewing mid-year data)*
Mid-Year Benchmark(s)	Informal and formal observation data & as well student survey data	We hope to see more student talk and less teacher talk in the classroom; see students responding using complete sentences; students using because in their responses. We hope to see increased percentages in the responses related to how interested one is in their classes.	
End-of-the Year Targets	Student Performance Data in ELA and Math		

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at: https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf.   This section outlines how we worked together to develop our plan.

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. **Envision:** Exploring the Vision, Values and Aspirations for the school (optional for schools in CSI)
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Listen**: Interviewing Students
5. **Envision:** Reflect, Synthesize, and Plan
6. **Writing the Plan**

Team Collaboration

In the first two columns, identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). In the 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:	Analyze:	Analyze:	Listen:	Envision:	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*
Jennifer Tracey	Special Education Teacher	3/5	3/15	3/22	3/22	4/15	5/14	6/3
Jordana Montani	General Education Teacher	3/5	3/15	3/22	3/22	4/15	5/14	6/3
Mary Russell	Speech Language Pathologist	3/5	3/15	3/22	3/22	4/15	5/14	6/3
Kathleen Flynn	ENL Teacher	3/5	3/15	3/22	3/22	4/15	5/14	6/3
Kate Brown	Classroom Teacher	3/5	3/15	3/22	3/22	4/15	5/14	6/3
Rebecca Thompson	Library Media Specialist	3/5	3/15	3/22	3/22	4/15	5/14	6/3
Kerrie Page	RTI Math	3/5	3/15	3/22	3/22	4/15	5/14	6/3
Colleen Daddario	General Education Teacher	3/5	3/15	3/22	3/22	4/15	5/14	6/3
Jennifer Zebulske	General Education Teacher	3/5	3/15	3/22	3/22	4/15	5/14	6/3
Kia Evans	Principal	3/5	3/15	3/22	3/22	4/15	5/14	6/3
Crystal Gasz	Parent	3/5	3/15	3/22	3/22	4/15	5/14	6/3

Judy Csonka	Grandparent	3/5	3/15	3/22	3/22	4/15	5/14	6/3
Michelle Bailey	School Social Worker	3/5	3/15	3/22	3/22	4/15	5/14	6/3
Claire Bellia	Instructional Support Specialist - Elementary Mathematics	3/5	3/15	3/22	3/22	4/15	5/14	6/3
Amy Butler	Instructional Support Specialist - English Language Arts	3/5	3/15	3/22	3/22	4/15	5/14	6/3

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 interviews that were conducted have impacted our team plan by developing and guiding our commitments within the above plan. The questions were developed to gain a student perspective of our school overall so that we can improve performance academically for the subgroup identified. The results indicated that we needed to build and enhance the social/emotional well being of our students as well as increase our awareness and training around being more culturally responsive.

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 that the strategies in this plan are likely to result in improved student performance for the identified subgroups. We created these strategies from information gathered from student, parent and teacher surveys. We also looked at programs that are working well and that we want to enhance. Follow up interviews with our subgroup helped us to develop and refine our strategies. We incorporated State Approved Evidence Based Strategies when appropriate. Our TSI Team thoroughly discussed our initiatives to determine the best way to address the needs of our subgroup. We analyzed the data, listened to our stakeholders and envisioned a successful school in order to best implement the strategies to best meet the needs of our sub group.

Next Steps

Sharing the Plan

Schools in the CSI Mode

When the SCEP team is satisfied with the plan, **please compare the completed plan to the SCEP Rubric to consider where there may be opportunities to strengthen the plan**. After the team has analyzed the completed plan in relation to the SCEP rubric and made any necessary revisions, please share the plan with your District, who will verify that the plan meets NYSED's minimum expectations. Plans will need to be approved by the District before the first day of the 2024-25 school year.

Once the plan has been finalized, ensure that the District (Superintendent or designee) and the local Board of Education have approved the plan and that the plan is posted on the district website.

Implementing the Plan (All Schools)

1. Ensure that the plan is implemented no later than the first day of school.
2. Monitor implementation closely and adjust as needed.
3. Plan to have the SCEP team reconvene during the year to discuss implementation and review progress in relation to the Early Progress Milestones and Mid-Year benchmarks identified.
4. Ensure that there is professional development provided to support the strategic efforts described within this plan.
5. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.