

2025-2026

# Benjamin Franklin Elementary School

## School Comprehensive Education Plan



Collaboratively Developed by: The Franklin Elementary SCEP Team and in partnership with the staff, students and families of Ben Franklin Elementary School

Team Members:

Role:

Kia Evans	Principal
Kelly Radley	Assistant Principal
Kate Brown	3rd Grade Teacher
Jennifer Zebulske	2nd Grade Teacher
Colleen Daddario	3rd Grade Teacher
Jennifer Tracey	Special Education Teacher
Michelle Bailey	School Social Worker
Kerrie Page	RTI Math Teacher
Rebecca Thompson	Library Media Specialist
Kathleen Flynn	ENL Teacher
Claire Bellia	Elementary Math Instructional Support Specialist
Jordana Montani	4th Grade Teacher
Mary Russell	Speech-Language Pathologist
Crystal Gasz	Parent Rep
Judy Csonka	Parent Rep

## Instructional Key Strategies for Improvement: What are we doing? Why are we doing this?

In column 1, input at least one, but no more than five strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, specify whether the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial for the school. For any Key Strategy that is not new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

Key Strategy <i>What activities, or Action Steps will we pursue to address our FOCUS AREA(s)?</i>	HOW DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: WHAT DID WE LEARN FROM OUR <b>NEEDS ASSESSMENT/DATA ANALYSIS</b> OR RESULTS OF PREVIOUS YEARS RESULTS, that <b>suggests this is the right Key Strategy and will have a positive impact on students?</b> Use evidence. <i>Consider both data trends observed and survey responses</i> <i>Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.</i>
<b>Key Strategy 1:</b> Use the high effect size instructional strategy of teacher clarity to practice NYS standards in ELA, Reading, and Mathematics to maximize student achievement.	<input checked="" type="checkbox"/> New <input type="checkbox"/> Expand <input type="checkbox"/> Refine	Performance on New York State Assessments indicates that a majority of grade 3 and 4 students are not meeting grade level expectations. <ul style="list-style-type: none"> <li>• 2023-2024 NYS Gr. 3 ELA 20% proficiency</li> <li>• 2023-2024 NYS Gr. 4 ELA 39 % proficiency</li> <li>• 2023-2024 NYS Gr. 3 Math 36% proficiency</li> <li>• 2023-2024 NYS Gr. 4 Math 48 % proficiency</li> </ul> Professional learning communities will focus efforts on data-driven instruction in Math and ELA for tier 1 differentiated, small group instruction and tier 1 whole group instruction.  Additionally, when surveyed Franklin staff answered 67% favorably when surveyed on professional learning, indicating evidence for a need for more time for professional collaboration.
<b>Key Strategy 2:</b> Analyze real-time student assessment data to inform and modify both necessary tier 1 differentiation and intervention and upcoming tier 1 whole group instruction.	<input type="checkbox"/> New <input type="checkbox"/> Expand <input checked="" type="checkbox"/> Refine	Performance on New York State Assessments indicates that a majority of grade 3 and 4 students are not meeting grade level expectations <ul style="list-style-type: none"> <li>• 2023-2024 NYS Gr. 3 ELA 20% proficiency</li> <li>• 2023-2024 NYS Gr. 4 ELA 39 % proficiency</li> <li>• 2023-2024 NYS Gr. 3 Math 36% proficiency</li> <li>• 2023-2024 NYS Gr. 4 Math 48 % proficiency</li> </ul> Professional Learning Communities will provide teachers with dedicated time to learn, implement, discuss and refine the research based instructional strategies that will impact student success. Professional Learning Communities will also provide teachers with the dedicated time to collect, review and analyze student data to then adjust their instruction in response to the data, using the aforementioned research based instructional strategies.


## IMPLEMENTATION: How will we do this?

### KEY STRATEGY 1:

Use the high effect size instructional strategy of teacher clarity to practice NYS standards in ELA, Reading, and Mathematics to maximize student achievement.

#### BEFORE THE 1ST DAY OF SCHOOL IMPLEMENTATION KEY STRATEGY 1

What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	When will this be in place?
<ul style="list-style-type: none"> <li>Develop a comprehensive professional learning schedule that makes the most effective use of all professional learning opportunities to lift faculty capacity.</li> </ul>	By August 15, 2025
<ul style="list-style-type: none"> <li>Develop (or update) the instructional expectations (Instructional Road Map) that clarify for teachers and leaders.</li> <li>Develop a simple Slides presentation that clarifies the expectations.</li> </ul>	By August 15, 2025
<ul style="list-style-type: none"> <li>Determining the use of the CKLA program elements to practice the power standards identified as essential through the examination of the ELA assessment results.</li> </ul>	By August 15, 2025
<ul style="list-style-type: none"> <li>Publish a sample or suggested class time schedule that shows the time allocation for each program. Include links to essential documents (UFLI pocket reference)</li> </ul>	By August 15, 2025
<ul style="list-style-type: none"> <li>Develop and publish expectations and guidelines for the use of Lexia.</li> </ul>	By August 15, 2025
<ul style="list-style-type: none"> <li>Develop the plan and schedule for preparing grade level PLC leaders.</li> </ul>	By August 15, 2025
<ul style="list-style-type: none"> <li>Develop the plan and schedule for the Math Professional Book learning. (May be started by February 1, 2026)</li> </ul>	By August 15, 2025
<ul style="list-style-type: none"> <li>Develop schedule and attendance lists for Summer professional learning. (PLC, CKLA, UFLI)</li> </ul>	By June 30, 2025
<ul style="list-style-type: none"> <li>Develop a short professional learning evaluation</li> </ul>	By August 15, 2025
<ul style="list-style-type: none"> <li>Ensure grades K-4 utilize high quality instructional materials such as UFLI K-2, CKLA - K-4, EM2 K-4</li> </ul>	By August 15, 2025

<b>FIRST HALF OF THE SCHOOL YEAR IMPLEMENTATION</b> <b>KEY STRATEGY 1</b>	
<b>What is our plan to implement this Key Strategy in the first half of the year?</b> <b>What steps are involved?</b>	<b>When will this be in place?</b>
<ul style="list-style-type: none"> <li>Provide supplemental Lexia training.</li> </ul>	By September 30, 2025
<ul style="list-style-type: none"> <li>Review instructional and program expectations and guidelines with faculty.</li> </ul>	By September 30, 2025
<ul style="list-style-type: none"> <li>Implement schedule of professional learning   SCEP FINAL 25-26 - Elementary Progress Reporting &amp; Assessment Timeline </li> </ul>	Ongoing starting with September PLC , grade level meetings, and faculty meetings.
<ul style="list-style-type: none"> <li>Grade Level Chair Meeting professional learning and preparations</li> </ul>	Starting with September Grade Level Chair meetings.
<ul style="list-style-type: none"> <li>Facilitate and support CKLA professional learning following the designed schedule.</li> </ul>	Ongoing starting with September PLC , grade level meetings, and faculty meetings.
<ul style="list-style-type: none"> <li>Provide professional learning for building leaders in teacher clarity and connections to Reading, ELA, and Math programs</li> </ul>	Ongoing starting with September
<ul style="list-style-type: none"> <li>Ensure grade level leaders have the district provided prioritized scope and sequence for use of materials that includes plans and strategies for supporting success with standards based instruction. Leverage the instructional calendar.</li> </ul>	Mid September 2025

## SECOND HALF OF THE SCHOOL YEAR IMPLEMENTATION

### KEY STRATEGY 1

What is our plan to implement this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
<ul style="list-style-type: none"> <li>Provide supplemental Lexia training.</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Review instructional and program expectations and guidelines with faculty.</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Implement schedule of professional learning  <a href="#">SCEP FINAL 25-26 - Elementary Progress Reporting &amp; Assessment Timeline</a> </li> </ul>	Ongoing in PLC , grade level meetings, and faculty meetings.
<ul style="list-style-type: none"> <li>Grade Level Chair Meeting professional learning and preparations</li> </ul>	Ongoing Grade Level Chair meetings.
<ul style="list-style-type: none"> <li>Facilitate and support CKLA professional learning following the designed schedule.</li> </ul>	Ongoing in PLC , grade level meetings, and faculty meetings.
<ul style="list-style-type: none"> <li>Provide professional learning for building leaders in teacher clarity and connections to Reading, ELA, and Math programs</li> </ul>	Ongoing.
<ul style="list-style-type: none"> <li>Build the capacity of teachers with <i>Five Practices for Orchestrating Productive Discussion</i>.</li> </ul>	Ongoing starting with September Math PLC meetings.
<ul style="list-style-type: none"> <li>Continue learning walk schedule to gather data on effectiveness of professional learning. Follow the feedback cycle.</li> </ul>	February 2026 and ongoing

## PROGRESS MONITORING: How will we measure progress and impact for this strategy?

### KEY STRATEGY 1:

Use the high effect size instructional strategy of teacher clarity to practice NYS standards in ELA, Reading, and Mathematics to maximize student achievement.

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps?</i> <i>complete when reviewing data</i>
<b>Early Progress Milestones</b> (implementation/ outcome data)	<p>Comprehensive Schedule of Support</p> <p>Expectations for teachers around teacher clarity</p> <p>CKLA program elements to practice the power standards</p> <p>Suggested class time schedule</p> <p>Expectations and guidelines for the use of Lexia</p> <p>plan and schedule for the Math Professional Book learning</p> <p>schedule and attendance lists for Summer professional learning</p>	<p>Developed the comprehensive schedule</p> <p>Document of expectations</p> <p>Completed schedules and plans</p>	
<b>Mid-Year Benchmark(s)</b> (outcome data)	<p>Review that meetings and professional learnings were held effectively</p> <p>Evidence from learning walks</p>	<p>That meetings and professional learning have been provided as planned and scheduled</p> <p>Track professional learning evaluation results.</p> <p>Classroom visits show evidence that professional learning has been effective and teachers practice the learning</p>	
<b>End-of-the Year Targets</b> (outcome data)	<p>Review that meetings were held effectively</p> <p>Evidence from learning walks of teacher practice</p>	<p>That meetings and professional learning have been provided as planned and scheduled</p> <p>Classroom visits show evidence that professional learning has been effective and teachers practice the learning</p>	

## IMPLEMENTATION: How will we do this?

**KEY STRATEGY 2:** Analyze real-time student assessment data to inform and modify both necessary tier 1 differentiation and intervention and upcoming tier 1 whole group instruction.

### BEFORE THE 1ST DAY OF SCHOOL IMPLEMENTATION KEY STRATEGY 2

What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	When will this be in place?
<ul style="list-style-type: none"> <li>Establish the Data Protocol Training schedule.</li> </ul>	August 15, 2025
<ul style="list-style-type: none"> <li>Confirm the coaches availability to meet the schedule.</li> </ul>	August 15, 2025
<ul style="list-style-type: none"> <li>Develop the plan for building capacity in Grade Level Chairs and Building Level Admin in Data Protocol procedures and methods.</li> </ul>	August 15, 2025
<ul style="list-style-type: none"> <li>Develop the plan for building capacity in all faculty in Data Protocol procedures and methods using Grade Level Chairs and Building Level Admin (connecting to priority standards)</li> </ul>	August 15, 2025
<ul style="list-style-type: none"> <li>Establish the PLC Progress Monitoring schedule.</li> </ul>	August 15, 2025
<ul style="list-style-type: none"> <li>Develop the plan for building capacity in Grade Level Chairs and Building Level Admin in PLC Progress Monitoring procedures and methods.</li> </ul>	August 15, 2025
<ul style="list-style-type: none"> <li>Develop the plan for building capacity in all faculty in PLC Progress Monitoring procedures and methods using Grade Level Chairs and Building Level Admin</li> </ul>	August 15, 2025

### FIRST HALF OF THE SCHOOL YEAR IMPLEMENTATION KEY STRATEGY 2

What is our plan to implement this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
<ul style="list-style-type: none"> <li>Implement the Data Protocol Training for Grade level leaders and building admin to build capacity.</li> </ul>	September, 2025
<ul style="list-style-type: none"> <li>Implement the Data Protocol Training for faculty in PLC meetings</li> </ul>	Sep 18, 2025
<ul style="list-style-type: none"> <li>Implement the PLC Progress Monitoring procedures and methods for Grade level leaders and building admin to build capacity.</li> </ul>	October, 2025
<ul style="list-style-type: none"> <li>Implement the PLC Progress Monitoring procedures and methods for faculty in PLC meetings</li> </ul>	September, 2025
<ul style="list-style-type: none"> <li>Implement learning walk schedule to gather data on effectiveness of PLCs and progress monitoring.</li> </ul>	Mid September 2025

## SECOND HALF OF THE SCHOOL YEAR IMPLEMENTATION KEY STRATEGY 2

What is our plan to implement this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
<ul style="list-style-type: none"> <li>Continue the Data Protocol for faculty in PLC meetings</li> </ul>	
<ul style="list-style-type: none"> <li>Continue the PLC Progress Monitoring procedures and methods for faculty in PLC meetings</li> </ul>	
<ul style="list-style-type: none"> <li>Continue learning walk schedule to gather data on effectiveness of PLCs and progress monitoring. Follow feedback cycle.</li> </ul>	February 2026 and ongoing
<ul style="list-style-type: none"> <li></li> </ul>	

### PROGRESS MONITORING: How will we measure progress and impact for this strategy?

#### KEY STRATEGY 2:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps?</i> <i>complete when reviewing data</i>
<b>Early Progress Milestones</b> (implementation/out come data)	Comprehensive Schedule of Support  Expectations for teachers around Data Protocols and PLC Progress monitoring	Developed the comprehensive schedule  Document of expectations  Completed schedules and plans	
<b>Mid-Year Benchmark(s)</b> (outcome data)	Review that meetings and PLC meetings were held effectively  Evidence from learning walks	That meetings and PLCs have been provided as planned and scheduled  Track PLC evaluation results.  Classroom visits show evidence that PLCs has been effective and teachers practice the learning	
<b>End-of-the Year Targets</b> (out come data)	Review that meetings were held effectively  Evidence from learning walks of teacher practice	That meetings and PLCs have been provided as planned and scheduled  Classroom visits show evidence that PLCs has been effective and teachers practice the learning	



# ACADEMIC PERFORMANCE TARGETS

## MID-YEAR AND END-OF-THE-YEAR TARGETS

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

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	<b>Aims Web</b> <ul style="list-style-type: none"> <li>Fall administration <ul style="list-style-type: none"> <li>Baseline info</li> </ul> </li> <li>Winter administration <ul style="list-style-type: none"> <li>Increase in the % age of students identified as low risk</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>Teacher Clarity</li> <li>Analyze real-time student assessment data</li> </ol>	<b>Aims Web</b> <ul style="list-style-type: none"> <li>100% of students assessed with accurate and reliable results.</li> <li>A ___% increase in the percentage of students identified as <i>low risk</i> by Aimsweb in ELA.</li> <li>A ___% increase in the percentage of students identified as <i>low risk</i> by Aimsweb in Math.</li> </ul> <p><b>ELA- ADD WHEN WE HAVE IT!</b>  K - from ___% Low Risk (LR) to ___% LR  1- from ___% LR to ___% LR  2 - from ___% LR to ___% LR  3 - from ___% LR to ___% LR  4- from ___% LR to ___% LR</p> <p><b>Math- ADD WHEN WE HAVE IT!</b>  K - from ___% Low Risk (LR) to ___% LR  1- from ___% LR to ___% LR  2 - from ___% LR to ___% LR  3 - from ___% LR to ___% LR  4- from ___% LR to ___% LR</p>	<p>Model of Improvement Calculation</p> <p>Guess - 1st grade</p> <p>45% low risk</p> <p>80% - 45% = 35%pts</p> <p>35% / 5 = expected increase is 7% pts (20% increase per year)</p> <p>Goal is 52% at level of low risk</p> <p>1st half of year Aims Web target could one half of the whole increase. So, in the case of our model, our lift would be only 4% (½ of 7%). We would expect an increase to 49% low risk at mid year mark.</p>

	<b>UFLI</b> 80% of students mastering weekly lessons as assessed in 5 day cycle.  <b>EM2</b> Module Assessments		<b>UFLI</b> 80% of students mastering weekly lessons as assessed in a 5 day cycle and monitored via a spreadsheet / dashboard.  <b>EM2</b> 80% of students mastering modules according to scope and sequence as monitored through spreadsheet / dashboard.	
<b>End-of-the Year Targets</b>	<b>AimsWeb</b> <ul style="list-style-type: none"> <li>Spring administration <ul style="list-style-type: none"> <li>Increase in the %age of students identified as low risk</li> </ul> </li> </ul>	1. Analyze real-time student assessment data  2. Teacher Clarity	<ul style="list-style-type: none"> <li>100% of students assessed with accurate and reliable results.</li> <li>A 6% increase in the percentage of students identified as <i>low risk</i> by Aimsweb in ELA.</li> <li>A 6% increase in the percentage of students identified as <i>low risk</i> by Aimsweb in Math.</li> </ul> <p>ELA-</p> <p>K - from ___% Low Risk (LR) to ___% LR</p> <p>1- from ___% LR to ___% LR</p> <p>2 - from ___% LR to ___% LR</p> <p>3 - from ___% LR to ___% LR</p> <p>4- from ___% LR to ___% LR</p> <p>Math-</p> <p>K - from ___% Low Risk (LR) to ___% LR</p> <p>1- from ___% LR to ___% LR</p> <p>2 - from ___% LR to ___% LR</p> <p>3 - from ___% LR to ___% LR</p> <p>4- from ___% LR to ___% LR</p>	

	<b>UFLI</b> 80% of students mastering weekly lessons as assessed in a 5 day cycle.  <b>EM2</b>  Module Assessments   CKLA (Add this in year 2)		<b>UFLI</b> 80% of students mastering weekly lessons as assessed in a 5 day cycle and monitored via a spreadsheet / dashboard.  <b>EM2</b> 80% of students mastering modules according to scope and sequence as monitored through spreadsheet / dashboard.	
--	--	--	--	--

## SURVEY RESULTS

We believe these survey responses will give us helpful feedback about our progress with our Instructional Key Strategy/Strategies:

	Survey Question(s) or Statement(s)	Corresponding Key Strategies	2024-25 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 2026 results are available)
<b>Student Survey</b>	When schoolwork feels too hard, I feel comfortable asking my teacher for help.	1. Teacher Clarity 2. Progress Monitoring.	68%	80%	
<b>Staff Survey</b>	How relevant have your professional development opportunities been to your work?	1. Teacher Clarity 2. Progress Monitoring.	56%	63%	
<b>Family Survey</b>	The degree to which families become involved with and interact with their child's school.	1.	60%	75%	

## Non-Instructional Key Strategies for Improvement: What are we doing? Why are we doing this?

In column 1, list the Non-Instructional Key Strategies that the school has identified as likely to improve student outcomes. The total number of Instructional and Non-Instructional Key Strategies should not exceed five, and the number of Non-Instructional Key Strategies should not exceed the number of Instructional Key Strategies. Unlike the Instructional Key Strategies, schools **are not required to identify Non-Instructional Key Strategies**.

**DELETE ANY PORTIONS OF THIS SECTION THAT DO NOT PERTAIN TO THE SCHOOL. DELETE THIS RED TEXT UPON COMPLETION.**

Any strategy selected should reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, specify whether the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial for our school. For any Key Strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

Key Strategy	HOW DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: WHAT DID WE LEARN FROM OUR NEEDS ASSESSMENT/DATA ANALYSIS OR RESULTS OF PREVIOUS YEARS RESULTS, that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. <i>Consider both data trends observed and survey responses</i> <i>Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.</i>
<b>Key Strategy 1:</b> Establish stronger connections with students and families to decrease chronic absenteeism and increase student positive social and emotional engagement with school using a MTSS framework.	<input type="checkbox"/> New <input checked="" type="checkbox"/> Expand <input type="checkbox"/> Refine	<p>After reviewing the school survey, 66% of students responded favorably when asked “Are you excited about going to school everyday?” and 72% of students responded favorably when presented with the statement “My school is a happy place to be.”</p> <p>24 % of families responded favorably when asked “In the last 6 months, how often have you been with a parent group(s) at your child’s school?”</p> <p>Attendance Data -</p> <ul style="list-style-type: none"> <li>Chronic Absenteeism as of Spring 2025 total chronic absenteeism is at 21%. Our targeted population in 1st grade is at 33% chronic absenteeism, 2nd none chronic absenteeism, 3rd grade 36% chronic absenteeism, 4th 27% chronic absenteeism, Kindergarten is 36% chronic absenteeism with overall total for our targeted population 18 out of 62 are considered chronically absent which equals 29% total.</li> </ul>

## IMPLEMENTATION: How will we do this?

**KEY STRATEGY 1:** Establish stronger connections with students and families to decrease chronic absenteeism and increase student positive social and emotional engagement with school using a MTSS framework.

### BEFORE THE 1ST DAY OF SCHOOL IMPLEMENTATION KEY STRATEGY 1

What is our plan to implement this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
<p>Create Attendance Committee</p> <ul style="list-style-type: none"> <li>○ Welcome and new student orientation in library</li> <li>○ School attendance expectations</li> <li>○ Transportation resources</li> <li>○ Key contact people (nurse, counselor, attendance mentor)</li> <li>○ Incentives and attendance supports</li> <li>○ Bolt Parades on ½ days or Monday/Friday</li> <li>○ Special activities on days before breaks, ½ days</li> <li>○ We want to encourage family participation at open house</li> <li>○ Open House Committee</li> <li>○ Plan field trips on Mondays and Fridays</li> <li>○ Whole building activities/events on half days as well as Mondays/Fridays</li> <li>○ Recognize &amp; Incentivise Breakfast with Bolt around attendance</li> <li>○ Work with PTA to establish more full day activities that occur during the school day in order to help increase attendance</li> <li>○ Be proactive with newly enrolled students with prior chronic absenteeism</li> </ul>	August 2025
<p>Implement Infinite Campus Workflow to support attendance to:</p> <ul style="list-style-type: none"> <li>○ improvement management of student daily attendance and parent daily notifications</li> <li>○ improve classroom attendance and student arrival on time</li> <li>○ Provide families with an online option to report student absences and to request early pickup.</li> <li>○ Provide automated early morning notifications to targeted families to ensure timely arrival to bus stop</li> </ul>	September 2025
<ul style="list-style-type: none"> <li>● Panorama Behavior Referral Data</li> </ul>	November 2025, February 2026 and May 2026

FIRST HALF OF THE SCHOOL YEAR IMPLEMENTATION KEY STRATEGY 1	
What is our plan to implement this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
<ul style="list-style-type: none"> <li>Analyze tier 2 and 3 attendance interventions</li> </ul>	Every other month
<ul style="list-style-type: none"> <li>Add more members to the attendance committee</li> <li>Progress monitor our list of students who require attendance interventions</li> </ul>	August 2025 Monthly

SECOND HALF OF THE SCHOOL YEAR IMPLEMENTATION KEY STRATEGY 1	
What is our plan to implement this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
<ul style="list-style-type: none"> <li>Progress monitor meetings</li> </ul>	Monthly
<ul style="list-style-type: none"> <li>Grade level meetings with students</li> </ul>	March 2026

**PROGRESS MONITORING:** How will we measure progress and impact for this strategy?

**KEY STRATEGY 1:** Improve attendance and behavior

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps?</i> <i>complete when reviewing data</i>
<b>Early Progress Milestones</b> (implementation/out come data)	Attendance Reports in IC Panorama data	We hope to reduce the chronic absenteeism rate among our targeted subgroup. Our goal is to decrease by 5-10% within one academic year. Progress monitor at least quarterly.	
<b>Mid-Year Benchmark(s)</b> (outcome data)	Attendance team meetings to disaggregate the data by grade, race, SPED and ELL status	Decrease the number of suspensions by 20%	
<b>End-of-the Year Targets</b> (outcome data)		Decrease by 5-10%	

## NON-INSTRUCTIONAL PERFORMANCE TARGETS

### MID-YEAR AND END-OF-THE-YEAR TARGETS

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

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: (complete when reviewing mid-year data)
<b>Mid-Year Benchmark(s)</b>	Major discipline referrals Attendance reports	Proactive interventions & Increase Family Engagement	A decrease in chronic absenteeism by 5% A decrease in suspensions by 20%	
<b>End-of-the Year Targets</b>	Major discipline referrals Attendance reports			

## NON-INSTRUCTIONAL SURVEY RESULTS

We believe these survey responses will give us helpful feedback about our progress with our Non-Instructional Key Strategy/Strategies:

	Survey Question(s) or Statement(s)	Corresponding Key Strategies	2024-25 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 2026 results are available)
<b>Student Survey</b>					
<b>Staff Survey</b>					
<b>Family Survey</b>					

# ***SCEP APPENDIX - 1 - FOR ALL SCHOOLS***

## **Listening, Leading, Learning: Feedback on School Environment Experiences from students, staff and families**

**Describe how the feedback from each stakeholder group has informed the team's plan.**

After reviewing the school survey, 66% of students responded favorably when asked “Are you excited about going to school everyday?” and 72% of students responded favorably when presented with the statement “My school is a happy place to be.”

- We decided to look at ways to increase family engagement because 24 % of families responded favorably when asked “In the last 6 months, how often have you been with a parent group(s) at your child’s school?”

We decided to look at attendance data and then drill down and identify students who are at risk academically. We then decided to focus on improving student attendance, which should also result in improved academic performance.

- Chronic Absenteeism as of Spring 2025 total chronic absenteeism is at 21%. Our targeted population in 1st grade is at 33% chronic absenteeism, 2nd none chronic absenteeism, 3rd grade 36% chronic absenteeism, 4th 27% chronic absenteeism, Kindergarten is 36% chronic absenteeism with overall total for our targeted population 18 out of 62 are considered chronically absent which equals 29% total.

Student Survey Results

Family Survey Results

Staff Survey Results



## ***SCEP APPENDIX - 2 - FOR TSI SCHOOLS ONLY***

### **Listening, Leading, Learning: Feedback on School Environment Experiences from students, staff and families**

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

After reviewing the school survey, 66% of students responded favorably when asked “Are you excited about going to school everyday?” and 72% of students responded favorably when presented with the statement “My school is a happy place to be.”

- We decided to look at ways to increase family engagement because 24 % of families responded favorably when asked “In the last 6 months, how often have you been with a parent group(s) at your child’s school?”

We decided to look at attendance data and then drill down and identify students who are at risk academically. We then decided to focus on improving student attendance, which should also result in improved academic performance.

- Chronic Absenteeism as of Spring 2025 total chronic absenteeism is at 21%. Our targeted population in 1st grade is at 33% chronic absenteeism, 2nd none chronic absenteeism, 3rd grade 36% chronic absenteeism, 4th 27% chronic absenteeism, Kindergarten is 36% chronic absenteeism with overall total for our targeted population 18 out of 62 are considered chronically absent which equals 29% total.

# SCEP APPENDIX - 3 -

## Navigating the Plan

You can expand or collapse any section of the plan by clicking the triangle next to the blue headings. Additionally, you can move through sections using the Navigation Pane in Microsoft Word.

## Before Writing the Plan

Before working on this document, school teams should have:

1. **Completed the Five-Part Needs Assessment**, which consists of:
  - [Activity 1: Analyze: Data Variation Identification](#)
  - [Activity 2: Analyze: Data Variation Share and Explore](#)
  - [Activity 3: Analyze: Survey Data](#)
  - [Activity 4: Listen: Student Interviews](#)
  - [Activity 5: Envision: Reflect and Synthesize](#)
2. **Met with their NYSED/District/BOCES liaison:**
  - Following *Activity 1: Analyze Data Variation Identification*
  - Following *Activity 5: Envision: Reflect, Synthesize, and Plan* after identifying the Key Strategies and before writing the implementation plan.
3. **Met with their district** to share ensure alignment and coherence between the school's improvement vision and the district's vision.

## Key Strategies

Schools must identify the evidence-based, high-impact levers, known as “Key Strategies,” they believe will improve current outcomes. Each Key Strategy should represent a change in the upcoming year compared to previous years. The Key Strategy should fall into one of the following categories:

1. Something **new** to the school; or
2. An existing strategy **being expanded** to reach a wider audience; or
3. An existing strategy **being refined** or adjusted from previous years.

To ensure effective implementation, school teams must be strategic in selecting the number of approaches they plan to use to improve outcomes, avoiding the temptation to implement too many initiatives. To assist this process, NYSED has provided the following guidance:

- **At least 1 Instructional Key Strategy** must be identified.
- Non-Instructional Key Strategies are **optional**.
- **Total number of Key Strategies** (Instructional and Non-Instructional combined) must be between 2 and 5.
- Non-Instructional Key Strategies should not outnumber Instructional Key Strategies.

These Key Strategies should be aligned with the data reviewed and student interviews from the needs assessment. Teams must also explain the rationale for each Key Strategy selected on the provided template.

Schools may find Hattie's [High Impact Teaching Strategies](#) and the resources gathered at [Visible Learning](#), especially the Teaching Strategies, to be helpful resources when considering Key Strategies. The [Diagnostic Tool for School and District Effectiveness \(DTSDE\) Framework](#) and [Phases of Implementation](#) may also be useful when considering different options to pursue.

## Key Strategy Implementation

For each Key Strategy, the school team needs to outline its implementation plan for the upcoming year.

- For new strategies, the plan should detail how the strategy will be introduced and rolled out.
- For expanded strategies, the plan should explain how the expansion will occur.
- For refined strategies, the plan should highlight how this year's approach differs from previous years.

Each plan should include **a sequence of activities that build upon one another**. In the column to the right of each activity, include **the target date for implementation**. This will help the team track progress during the 2025-26 school year.

## Key Strategy Progress Monitoring

After identifying their Key Strategies, school teams should set success criteria and benchmarks to evaluate progress throughout the year.

Each Key Strategy must include at least one Early Progress Milestone to provide early feedback on the strategy's success. The data, which could be implementation data and/or outcome data, should directly align with the Key Strategy.

Each Key Strategy must include at least one outcome-based Mid-Year Benchmark and End-of-The-Year target that is directly related to the strategy.

## Performance Targets

In addition to setting Mid-Year Benchmarks and End-of-Year targets for each Key Strategy, the plan must also establish overall Performance Targets that reflect the anticipated improvement from the combined impact of all strategies. While the Key Strategy Progress Monitoring will track data specific to each individual strategy, the Performance Targets serve as broader indicators of overall school improvement.

## Ongoing Monitoring

The plan template allows school teams to revisit and update their plan throughout the year. A designated section tracks progress for each Key Strategy and for the Performance Targets, allowing teams to record outcome data or evidence alongside original targets. This section should remain blank when first writing the plan and will be updated throughout the year as the team assesses the success of the plan.

## SCEP Rubric

NYSED has created [the SCEP Rubric](#) to help teams identify areas for improvement in their plan. The rubric can be a valuable reference tool while writing the plan. After completing the initial draft, schools should self-assess using the rubric before finalizing their plan.

## Resources for Team

- [Assembling Your Improvement Planning Team](#)
- NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

## 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 (required for new TSI)	Analyze: Data Variation Identification	Analyze: Data Variation Share and Explore	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect and Synthesize	Plan Writing and Revision
Kia Evans	Principal		3/19	5/16	5/16	5/19	5/19, 5/28, 6/2	5/30, 6/9
Kelly Radley	Assistant Principal		-	-	-	-	5/19	-
Kate Brown	3rd Grade Teacher		-	5/16	5/16	5/19	-	5/30
Jennifer Zebulske	2nd Grade Teacher		3/19	-	-	5/19	5/19	5/30
Colleen Daddario	3rd Grade Teacher		-	5/16	5/16	5/19	5/19	5/30
Jennifer Tracey	Special Education Teacher		3/19	5/16	5/16	5/19	5/19	5/30
Michelle Bailey	School Social Worker		-	5/16	5/16	5/19	5/19	5/30
Kerrie Page	RTI Math Teacher		3/19	5/16	5/16	5/19	5/19	5/30
Rebecca Thompson	Library Media Specialist		3/19	5/16	5/16	5/19	5/19	5/30
Kathleen Flynn	ENL Teacher		-	5/16	5/16	5/19	5/19	5/30
Claire Bellia,	Elementary Math Instructional Support Specialist		-	5/16	5/16	5/19	5/19	5/30
Amy Butler	Elementary ELA Instructional Support Specialist		-	-	-	-	-	5/30
Michael Muscarella	Executive Director of Elementary Education		-	-	-	-	-	5/30
Jordana Montani	4th Grade Teacher		3/19	5/16	5/16	5/19	5/19	5/30
Mary Russell	Speech-Language Pathologist		-	5/16	5/16	5/19	5/19	5/30
Crystal Gasz	Parent Rep		-	-	-	5/19	5/19	-
Judy Csonka	Parent Rep		-	5/16	5/16	5/19	5/19	-



# School Comprehensive Education Plan

## School Improvement Grant Expenditure Plan

### 2025-26

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

# ***SCEP APPENDIX - 4 - FOR TSI SCHOOLS***

## **School-Level SIG Expenditure Plan**

### **Instructions**

**After the School Comprehensive Education Plan (SCEP) has been finalized, representatives from the school should work with representatives of the district to determine how best to leverage Title I, 1003 School Improvement Grant (SIG) funding to implement the Key Strategies outlined.**

There are four different types of expenses that can be included:

1. Instructional Key Strategies identified through the SCEP
2. Non-Instructional Key Strategies identified through the SCEP
3. Plan Monitoring
4. Plan Development expenses for 2026-27

## Evidence-Based Intervention Category

All expenses must adhere to the Every Student Succeeds Act definition of an [evidence-based intervention](#). To assist with this, the Department has identified 16 [State-Supported Evidence-Based Interventions](#), that if implemented in accordance to the parameters provided, fulfill this criteria.

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

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

## Plan Monitoring and Development

The team that drafted the plan should anticipate reconvening at least twice during the 2025-26 school year to discuss implementation and review Early Progress Milestone and Mid-Year Benchmark data.

The school should also anticipate having a team come together in Spring 2026 to conduct a five-part needs assessment in conjunction with the development of its 2026-27 school plan.

### Budget Code

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

Code 15: Professional Salaries

Code 16: Support Staff Salaries

Code 20: Equipment

Code 40: Purchased Services

Code 45: Supplies and Materials

Code 46: Travel

Code 49: BOCES Services



## Expenses That Go Across Key Strategies

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

### Instructional Key Strategy Implementation

#### INSTRUCTIONAL KEY STRATEGY 1

Analyze real-time student assessment data to inform and modify both necessary tier 1 differentiation and intervention and upcoming tier 1 whole group instruction.

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Lexia Core 5 Site License	Multi-Tiered Systems of Support	Purchased Services: CODE 40	\$7,665
Instructional Leadership Development & Support Consultant (SCEP Monitoring/Dev)	Principal Leadership Development	Purchased Services: CODE 40	\$8,330
Professional Literature: PLC, Teacher Clarity, Visible Learning to support training by Angela Hanlin	Ongoing Job Embedded Professional Development	Supplies and Materials: CODE 45	\$380.50
Strengthen Tier 1 Instruction: Project Read Decodable Software	High Quality Instructional Materials	Purchased Services: CODE 40	\$2,500
Strengthen Tier 1 Instruction: Project Reading AI Software For Small Group	High Quality Instructional Materials	Purchased Services: CODE 40	\$2,625
After School Tutoring to Support Students in Identified subgroups	High Quality Tutoring	Professional Salary: CODE 15	\$7,740

**TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY** \$29,240.50

#### INSTRUCTIONAL KEY STRATEGY 2

Use the high effect size instructional strategy of teacher clarity to practice NYS standards in ELA, Reading, and Mathematics to maximize student achievement.

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Angela Hanlin Consultant: Strengthen Tier 1 Instruction: Visible Learning, Teacher Clarity	Evidence Based Instructional Methods	Purchased Services: CODE 40	\$10,500
Amplify: CKLA Training Science of Reading	Evidence Based Instructional Methods	Purchased Services: CODE 40	\$24,000

**TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY** \$34,500.00

## Non-Instructional Key Strategy Implementation

### NON-INSTRUCTIONAL KEY STRATEGY 1

Establish stronger connections with students and families to decrease chronic absenteeism and increase student positive social and emotional engagement with school.

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
PBIS Team Support Meetings (Summer)	Multi-Tiered Systems of Support Integrated	Professional Salary: CODE 15	\$1,610
Attendance IC Workflow Suite	Multi-Tiered Systems of Support Integrated	Purchased Services: CODE 40	\$5,656.33
IC Campus Analytics: MTSS Module Two Years	Multi-Tiered Systems of Support	Purchased Services: CODE 40	\$4,172.00
Wilbert Green Implicit Bias Training	Ongoing Job-Embedded Professional Development	Purchased Services: CODE 40	\$1,312.50

**TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY** \$12,750.83

## Plan Monitoring Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Teacher Pay: Improvement Plan Mtgs	Plan Monitoring	CODE 15: Professional Salary	\$3,000
Support Staff Pay: Improvement Plan Mtgs	Plan Monitoring	CODE 16: Support Staff Salaries	\$243
Employee Benefits	Plan Monitoring	Code 80: Employee Benefits	\$1001.50

**TOTAL AMOUNT FOR PLAN MONITORING** \$4,244.50

## 2026-27 Plan Development Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Teacher Pay: SCEP Development	Plan Development	CODE 15: Professional Salary	\$3,000
Support Staff Pay: SCEP Development	Plan Development	CODE 16: Support Staff Salaries	\$243
Employee Benefits		Code 80: Employee Benefits	\$1001.50

**TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT** \$4,244.50