



2024-25 School Comprehensive Education Plan (SCEP)

District	School Name	Principal Name	Grades Served	Accountability Status
Syracuse City	Franklin	Kimberly Coyne	PK-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.**
- ✓ **District has approved this plan and will partner with the school to ensure its execution.**
- ✓ **Evidence-Based Intervention identified:** Professional Learning Communities
- ✓ **Civic Empowerment Project identified:** Schoolwide Voting

SCEP DEVELOPMENT TEAM		
	<i>Name</i>	<i>Title / Role</i>
1	Kimberly Coyne	Principal
2	Laura Mitchell	Vice-Principal
3	Kimberly Dominick	Vice-Principal
4	Kecia Buczek	Instructional Coach/SLT
5	Kimberlee Vargas	Social Worker
6	Kerry Read	ENL/Chief Rep Unit 1/SLT
7	Melissa Sugamele	QR (Math) AIS
8	Kathleen Scheftic	ER (ELA) AIS/SLT
9	Rebecca Winterson	ENL/AVID/SLT
10	Valery Wentworth	Resource
11	Patricia DeRycke	Kindergarten/SLT
12	Jillian Bergemann O’Connor	2 nd Grade/SLT
13	Victoria Bishop	4 th Grade/SLT
14	Sarah Baszto	5 th Grade
15	Alenka Didic-Hatori	TA QR (Math)/SLT
16	Megan Brown	Parent
17	Quantia Crouch	Parent

[2024-25 SCEP Guidance & Next Steps](#)

Table of Contents – Bookmark Links

Overview Page

- [Year End Goals](#)
- [District Commitments](#)
- [Key Strategies](#)

Academic Commitment #1

- [Strategy 1](#)
- [Strategy 2](#)

Academic Commitment #2

- [Strategy 1](#)
- [Strategy 2](#)

Attendance Commitment

- [Strategy 1](#)
- [Strategy 2](#)

Student Supports Commitment

- [Strategy 1](#)
- [Strategy 2](#)

End of Year Survey

SCEP Development Team Participation

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; margin: 0 auto; width: 80%;"> <p style="font-size: 1.2em; margin: 0;">Goals will be developed after all 2023-24 data are available</p> </div>
2	Math	
3	Chronic Absenteeism	
4	ELP	
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 8)

Directions: Use the school's needs assessment results to identify **two** strategies from each drop-down menu that the school will prioritize. Note, this means **a maximum of eight strategies** across the four commitments. Confirm whether the strategy is "new" – "expanded" – "refined."

	Commitment	Key Strategies	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	Accountable Talk E
		2	Tier I or Tier II Intervention Practices 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.	1	Effective PLC Implementation E
		2	Formative Assessment Practices N
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	1	Implementing an Effective Attendance Team E
		2	Parent Communication Strategy; including Regular Updating of Contact Information N
4	This school is committed to aligning and maximizing resources to serve and impact each student's needs.	1	Social Emotional Learning R
		2	Components of a Restorative Justice Landscape R

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: Accountable Talk	School Lead: Kecia Buczek
---	----------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on a district-wide assessment, *Accountable Talk* was identified as a district priority. Therefore, all schools are expected to implement this strategy.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Franklin needs to move from Stage 1 Implementation to Stage 2 Implementation. Therefore, the expansion of Accountable Talk will focus on clear expectations, walkthrough look fors, and the evaluation of student work through the PLC process.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/29/24-10/31/24	Provide professional development to all teachers.	K. Buczek	Professional Learning Time (PLT) to conduct PD	
9/9/24-9/30/24	Create walk-through tool around Accountable Talk.	K. Coyne	School Leadership Team Meetings in September (Dates TBD)	
9/16/24-10/11/24	Provide professional development on lesson annotation requirements (Thinking Through One Lesson).	K. Buczek	IFL PD during Professional Learning time	
10/1/24-10/31/24	Conduct first walk-throughs around Accountable Talk utilizing the walk-through tool that was created.	K. Dominick	Walkthrough tool that is created	
10/1/24-10/31/24	Analyze walk-through data for next steps and share out findings with staff.	L. Mitchell	Instructional Leadership Team	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31/24	Walk-through data	Collect and share baseline data with staff	
10/31/24	Walk-through data	Evidence of stage 1 implementation across all observed classrooms	

Notes/Reflections/Potential Adjustments to Inform November – December 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 1: Accountable Talk	School Lead: Kecia Buczek
---	----------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on a district-wide assessment, *Accountable Talk* was identified as a district priority. Therefore, all schools are expected to implement this strategy.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Franklin needs to move from Stage 1 Implementation to Stage 2 Implementation. Therefore, the expansion of Accountable Talk will focus on clear expectations, walkthrough look fors, and the evaluation of student work through the PLC process.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/1/24-12/20/24	Adjust accountable talk practices based on walk-through data.	V. Bishop	Content Directors	
11/1/24-11/15/24	Plan additional professional development for accountable talk based on walk-through data.	K. Buczek	Instructional Coach, AVID Lead Teachers	
11/18/24-12/6/24	Conduct second accountable talk walk-through.	K. Dominick	Walkthrough Tool	
12/9/24-12/20/24	Analyze walk-through data for next steps and share out findings with staff.	L. Mitchell	Instructional Leadership Team	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/20/24	Walk-through data	Shift to stage 2 implementation in 75% of all observed classrooms	
12/20/24	Walk-through data	Increase in the amount of accountable talk implemented throughout the school day	

Notes/Reflections/Potential Adjustments to Inform January – March 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 1: Accountable Talk	School Lead: Kecia Buczek
---	----------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on a district-wide assessment, *Accountable Talk* was identified as a district priority. Therefore, all schools are expected to implement this strategy.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Franklin needs to move from Stage 1 Implementation to Stage 2 Implementation. Therefore, the expansion of Accountable Talk will focus on clear expectations, walkthrough look fors, and the evaluation of student work through the PLC process.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
1/6/25- 1/10/25	Conduct third accountable talk walk-through.	K. Dominick	Walkthrough Tool	
1/13/25- 1/24/25	Analyze walk-through data of third round and identify next steps/needs (what was beneficial and not beneficial of PD).	L. Mitchell	Instructional Leadership Team	
1/27/25- 2/28/25	Identify model classrooms and schedule classroom visits for other staff.	K. Buczek	School wide calendar to schedule	
3/3/25- 3/31/25	Staff who visit model classrooms will reflect and select one idea to implement in their classroom.	J. O’Connor	Professional Learning Time to analyze reflections and plan	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
2/28/25	Walk-through data	90% Stage 2 implementation of all observed classrooms	
2/28/25	Model classroom strategies implemented	Evidence from model classroom being implemented into classrooms	

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 1: Accountable Talk	School Lead: Kecia Buczek
---	----------------------------------

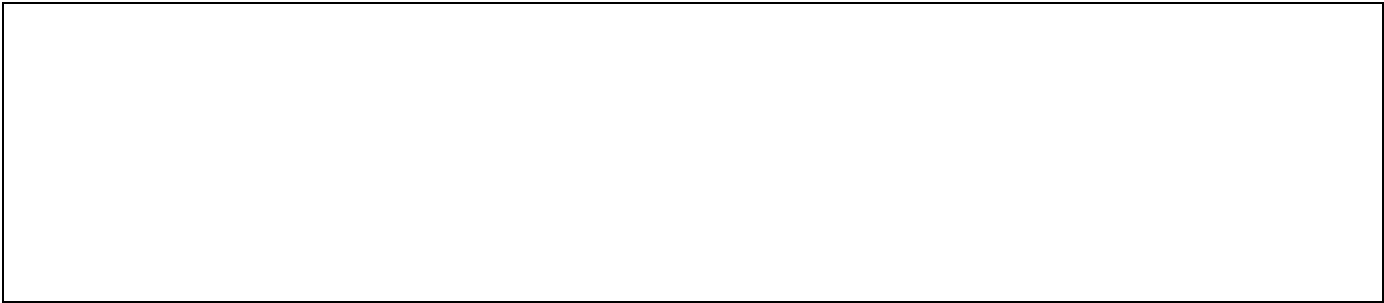
Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
Based on a district-wide assessment, *Accountable Talk* was identified as a district priority. Therefore, all schools are expected to implement this strategy.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Franklin needs to move from Stage 1 Implementation to Stage 2 Implementation. Therefore, the expansion of Accountable Talk will focus on clear expectations, walkthrough look fors, and the evaluation of student work through the PLC process.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
4/1/25 - 4/11/25	Conduct fourth walk-through utilizing findings from model classrooms.	K. Dominick	Walkthrough Tool	
4/14/25 - 4/30/25	Analyze walk-through data and reflect on what practices were successful.	L. Mitchell	Instructional Leadership Team	
5/1/25 - 5/30/25	Brainstorm ideas on how to expand accountable talk to support to grade level appropriate student led.	K. Buczek	School Leadership Team	
6/2/25 - 6/13/25	Survey staff to determine what PD was successful and what will be needed moving forward.	P. DeRycke	School Leadership Team to create survey	
6/10/25 - 6/20/25	Final assessment on stage of implementation.	K. Scheftic	Stages of Implementation	

PROGRESS MONITORING (APRIL – JUNE)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
4/30/25	Walk-through data	90% of teachers consistently implementing Stage 2	
6/25/25	Staff assessment of accountable talk stage 2 implementation	90% of teachers indicate they are in Stage 2 of implementation based on the self-assessment	

Notes/Reflections/Potential Adjustments to Inform 2025-26 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: Tier I and Tier II Intervention Practices

School Lead: Kim Coyne

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

During our needs assessment student data analysis, it is evident that Tier I instruction is not as strong as it needs to be because our students are consistently not mastering basic state standards at each grade level. Putting a deep focus on Tier I and Tier II will help build teacher capacity and move students academically. Through the PLC process, we will have a strong focus on effective unit and lesson planning to support our Tier I and Tier II practices.

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 utilize the PLC framework to refine Tier I and Tier II instruction to meet the learning needs of all students. Additionally, we will maximize instructional time through revising our master schedule to allow for additional WIN ELA and math time.

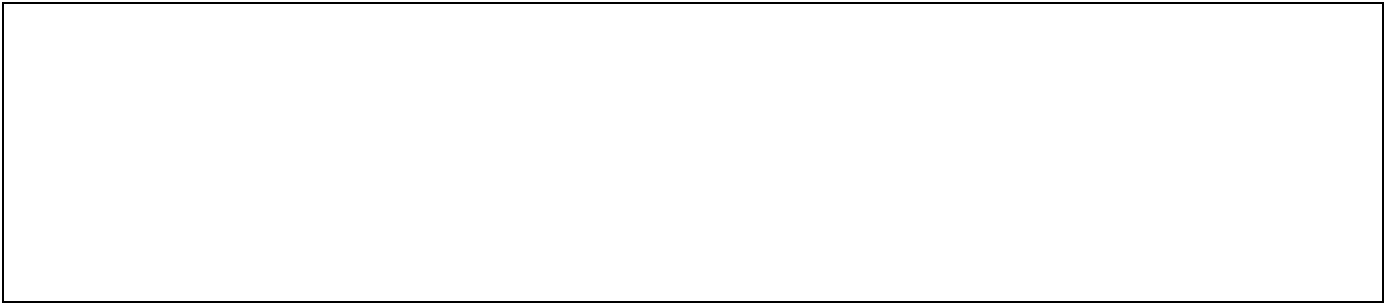
IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/25/24-8/29/24	Master Schedules aligned to promote Tier I and Tier II instruction for ELA and Math.	K. Coyne	Grade level teams	
8/28/24-9/5/24	Disseminate and define the expectations around Tier I and Tier II instruction to teachers.	K. Coyne	Curriculum Padlet	
9/16/24-10/11/24	Professional development on lesson annotation requirements (Thinking Through One Lesson).	K. Buczek	IFL	
9/16/24-10/31/24	Implement professional development on Tier I and Tier II curriculum and resources available.	R. Winterson	Content Directors	
9/23/24-10/11/24	Create a calendar system to include all evidence-aligned screenings, benchmark assessments, progress monitoring and diagnostic assessments.	K. Buczek	Calendar, shared digital access	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
8/30/24	Refined master schedule	Refined master schedule uploaded into SchoolTool	
9/15/24	Completed assessment calendar	One calendar with all the assessments listed building wide and disseminated to all teachers	
9/30/24	Completed shared drive for calendars	Shared drive	

Notes/Reflections/Potential Adjustments to Inform November – December 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: Tier I and Tier II Intervention Practices	School Lead: Kim Coyne
--	-------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 During our needs assessment analysis, it is evident that Tier I instruction is not as strong as it needs to be because our students are consistently not mastering basic state standards at each grade level. Putting a deep focus on Tier I and Tier II will help build teacher capacity and move students academically. Through the PLC process, we will have a strong focus on effective unit and lesson planning to support our Tier I and Tier II practices.

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 utilize the PLC framework to refine Tier I and Tier II instruction to meet the learning needs of all students. Additionally, we will maximize instructional time through revising our master schedule to allow for additional What I Need (WIN) ELA and math time.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/1/24-11/26/24	Complete data analysis and student work analysis protocols set through PLC process.	K. Read	<u>Learning by Doing and Professional Learning Communities Coaching</u>	
11/1/24-11/26/24	Adjust Tier I and Tier II groupings based on progress monitoring.	K. Buczek	October progress monitoring data	
11/18/24-12/6/24	Conduct walk-throughs focusing on Tier I and Tier II instructional practices.	K. Dominick	Walkthrough tool	
12/9/24-12/20/24	Analyze walk-through data for purposes of defining January professional development.	L. Mitchell	Instructional Leadership Team	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/30/24	Walk-through data	75% of classrooms effectively implementing Tier I and Tier II strategies	
11/1/24	WIN groupings	Data informed groupings created through the PLC process and revised every six weeks as needed	
12/20/24	Dibels Data	10% increase in strategic or core students from baseline in September	

Notes/Reflections/Potential Adjustments to Inform January – March 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: Tier I and Tier II Intervention Practices	School Lead: Kim Coyne
--	-------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 During our needs assessment analysis, it is evident that Tier I instruction is not as strong as it needs to be because our students are consistently not mastering basic state standards at each grade level. Putting a deep focus on Tier I and Tier II will help build teacher capacity and move students academically. Through the PLC process, we will have a strong focus on effective unit and lesson planning to support our Tier I and Tier II practices.

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 utilize the PLC framework to refine Tier I and Tier II instruction to meet the learning needs of all students. Additionally, we will maximize instructional time through revising our master schedule to allow for additional WIN ELA and math time.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
1/6/25 - 1/31/25	Unpacking of lessons (per PLC protocol) and check in for the lesson annotation requirements (Thinking Through One Lesson).	K. Buczek	IFL	
2/3/25 - 2/28/25	Differentiate professional development for teacher support based on walk-through data.	R. Winterson	Content Directors	
1/13/25 - 3/31/25	Adjust groupings based on MOY assessments.	S. Baszto	Professional Learning Time	
1/13/25 - 3/31/25	Incorporate testing strategies into Tier I and Tier II instruction.	V. Bishop	Content Directors, Curriculum	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
2/28/25	Walk-through data	85% effective Tier I and Tier II practices building-wide	
1/31/25	WIN	WIN time being implemented daily for Math and ELA across all grade levels	
1/31/25	WIN groupings	Data informed groupings created through the PLC process and revised every six weeks as needed	
2/14/25	Dibels Data	35% of students will be at strategic or core from November progress monitoring	
2/14/25	NWEA Data	45% of all students will have met their growth projections from baseline in September	

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: Tier I and Tier Intervention Practices	School Lead: Kim Coyne
---	-------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 During our needs assessment analysis, it is evident that Tier I instruction is not as strong as it needs to be because our students are consistently not mastering basic state standards at each grade level. Putting a deep focus on Tier I and Tier II will help build teacher capacity and move students academically. Through the PLC process, we will have a strong focus on effective unit and lesson planning to support our Tier I and Tier II practices.

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 utilize the PLC framework to refine Tier I and Tier II instruction to meet the learning needs of all students. Additionally, we will maximize instructional time through revising our master schedule to allow for additional WIN ELA and math time.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
4/1/25 - 5/30/25	Incorporate testing strategies into Tier I and Tier II instruction.	V. Bishop	Content Directors, Curriculum	
5/19/25 - 6/25/25	Reflection on practices and professional development throughout the school year as determined through PLC process.	K. Coyne	Professional Learning Time	
5/19/25 - 6/13/25	Analyze EOY benchmark assessments to determine effective Tier I and Tier II strategies.	L. Mitchell	Professional Learning Time	

PROGRESS MONITORING (APRIL – JUNE)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/27/25	End of Year data analysis (NWEA, Dibels)	Student data increasing from baseline	
6/27/25	Walk-through data	95% effective Tier I and Tier II practices building-wide	
6/27/25	Dibels Data	55% of students will be at strategic or core	
6/27/25	NWEA Data	52% of all students will have met their growth projections from baseline in September	

Notes/Reflections/Potential Adjustments to Inform 2025-26 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 1: Effective PLC Implementation

School Lead: Kim Coyne

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

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

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

Franklin began this process in the 23-24 school year but will expand on the process this school year. The process and protocols as established through Solution Tree and the PLC at Work program will be implemented fully and progress will be tracked. This process began in June of 2024. We will be focusing on essential standards, Common Formative Assessments, and Plan, Do, Study, and Act of the PLC process specifically.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
7/1/24 - 8/25/24	Purchase <u>Learning by Doing</u> Handbook for all teaching staff.	K. Coyne	24-25 Instructional Budget	
8/29/24 - 10/31/24	Plan and deliver professional development on PLC process, expectations.	K. Coyne	<u>Learning by Doing and Professional Learning Communities Coaching Academy</u>	
9/9/24- 9/30/24	Plan and deliver professional development on lesson annotation requirements (Thinking Through One Lesson).	K. Buczek	IFL; Content Directors	
8/29/24- 10/31/24	Build teacher content knowledge and skills specific to essential standards, creating learning targets, and common formative assessments.	K. Coyne	<u>Learning by Doing and Professional Learning Communities Coaching Academy</u>	
8/29/24- 9/30/24	Create and disseminate agendas for the PLC process and system for sharing amongst teams for accountability to the PLC process.	L. Mitchell	Solution Tree Coach	
9/23/24- 10/18/24	Build teacher knowledge on assessment analysis through PLC guidelines and ensure continuity among assessment scorings.	K. Buczek	<u>Learning by Doing and Professional Learning Communities Coaching Academy;</u>	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
8/28/24	Every teacher receives a copy of <u>Learning by Doing</u>	Each teacher bringing the copy of the book into PLC meetings	
9/15/24	Essential standards spreadsheet	Every grade level team turning into administration a breakdown of essential standards for each unit that will be taught	

10/31/24	Assessment analysis by teachers	Teachers analyzing assessments together as a team and looking for trends and what will be the next steps	
----------	---------------------------------	--	--

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 1: Effective PLC Implementation	School Lead: Kim Coyne
---	-------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on a district-wide assessment, *Professional Learning Communities (PLC)* were identified as a district priority. Therefore, all schools are expected to implement the PLC model.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Franklin began this process in the 23-24 school year but will expand on the process this school year. The process and protocols as established through Solution Tree and the PLC at Work program will be implemented fully and progress will be tracked. This process began in June of 2024. We will be focusing on essential standards, Common Formative Assessments, and Plan, Do, Study, and Act of the PLC process specifically.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/1/24-12/20/24	Ongoing building of teacher content knowledge and skills specific to essential standards, learning targets, and common formative assessments.	K. Buczek	PLC Handbook - <u>Learning By Doing</u>	
12/2/24-12/20/24	PLC teams will assess their accountability, and implementation of all components of the process for unit and lesson planning, Common Formative Assessments etc.	L. Mitchell	Assessment found in <u>The Big Book of Tools for Collaborative Teams</u>	
12/2/24-12/20/24	Create and conduct a staff survey to assess the impact of PLC on their teaching and learning.	K. Scheftic	SLT, Professional Learning Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/20/24	Team assessment	Grade level teams reflect and adjust on their progress as a PLC	
12/20/24	Team PLC agendas	90% of grade level teams complete agendas in the drive with next steps and reflections	
12/20/24	Dibels Data	10% increase in strategic or core students from baseline in September	

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 1: Effective PLC Implementation	School Lead: Kim Coyne
---	-------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on a district-wide assessment, *Professional Learning Communities (PLC)* were identified as a district priority. Therefore, all schools are expected to implement the PLC model.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Franklin began this process in the 23-24 school year but will expand on the process this school year. The process and protocols as established through Solution Tree and the PLC at Work program will be implemented fully and progress will be tracked. This process began in June of 2024. We will be focusing on essential standards, Common Formative Assessments, and Plan, Do, Study, and Act of the PLC process specifically.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
1/6/25- 1/31/25	Conduct a Keep, Drop, Create protocol (PLC) for all units thus far.	L. Mitchell	PLC handbook - <u>Learning by Doing</u>	
1/6/25- 1/31/25 and 3/3/25- 3/28/25	Adjust the PLC time and structure based on the team assessment completed in Nov/Dec.	L. Mitchell	Team Survey Results from Dec	
1/13/25- 3/28/25	Differentiate, plan, deliver professional development based on PLC observations, survey from December, and team check ins.	K. Coyne	PLC handbook - <u>Learning by Doing</u>	
3/3/25- 3/14/25	Conduct a second staff survey to assess the impact of PLC on their teaching and learning.	K. Scheftic	SLT, Professional Learning Time	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/31/25	Professional development offerings	100% of teachers receive differentiated professional development	
3/31/25	Team assessment of PLC process from Dec will be 80% favorable (agree)	Re-designing of PLC to meet the needs of all teachers	
2/14/25	Dibels Data	35% of students will be at strategic or core from November progress monitoring	
2/14/25	NWEA Data	45% of all students will have met their growth projections from baseline in September	

[Empty box for notes/reflections]

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 1: Effective PLC Implementation

School Lead: Kim Coyne

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

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

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

Franklin began this process in the 23-24 school year but will expand on the process this school year. The process and protocols as established through Solution Tree and the PLC at Work program will be implemented fully and progress will be tracked. This process began in June of 2024. We will be focusing on essential standards, Common Formative Assessments, and Plan, Do, Study, and Act of the PLC process specifically.

IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsibl	Resource Alignment (PD, People, Time, Budget, etc.)	P
5/1/25-6/25/25	Map out school year based on curriculum, standards and instructional days.	L. Mitchell	25-26 School Year Calendar	
5/1/25-6/25/25	Calendarize the first two units in Math and ELA for instructional days.	K. Buczek	Curriculum	
5/1/25-6/25/25	Conduct a Keep, Drop, Create protocol (PLC) for all units since previously done in January.	L. Mitchell	PLC Handbook - <u>Learning by Doing</u>	
6/9/25-6/20/25	Conduct third survey to reflect on PLC process for grade level teams and personal growth.	K. Scheftic	Reflection and team assessment in Handbook - <u>Learning by Doing</u>	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/30/25	Calendar of curriculum, standards, and instructional days	100% of teachers following the pacing calendar that was developed through the PLC process	
6/30/25	Team reflection	100% of grade level teams reflect on the process as a team, and individually, of working together to refine their PLC process	
6/27/25	Dibels Data	55% of students will be at strategic or core	
6/27/25	NWEA Data	52% of all students will have met their growth projections from baseline in September	

Notes/Reflections/Potential Adjustments to Inform 2025-26 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 2: Formative Assessment Practices

School Lead: Laura Mitchell

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

After completing our needs assessment, we need to streamline our formative assessments to drive our instructional practices. As a school community, looking at formative assessments and using them to drive instruction will help to close the achievement gaps. We looked at NWEA data and Dibels data to determine if our past formative assessment practices have made a difference. This was noted in our Envision activities, Part 3.

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

New Strategy.

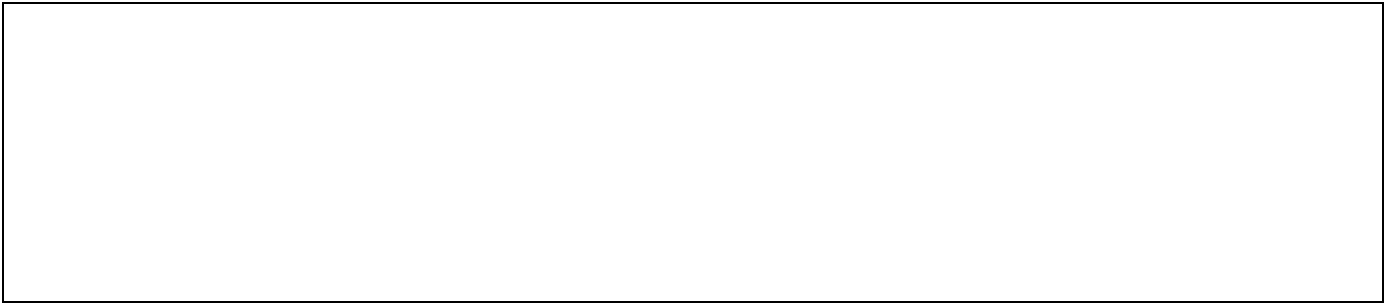
IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
9/9/24-9/30/24	Provide professional development to all staff on what common formative assessments are, used for, and how they are analyzed.	K. Buczek	PLC Handbook - <u>Learning by Doing</u>	
9/9/24-10/31/24	Utilize the PLC process to plan, pace, implement, and analyze a common formative assessment(s) for all units.	L. Mitchell	PLC Handbook - <u>Learning by Doing</u>	
9/9/24-9/30/24	Disseminate and provide a list of various formative assessments that can be utilized in the classroom for teachers.	K. Buczek	Content Directors	
10/7/24-10/31/24	Analyze Common Formative Assessment data to develop next steps.	L. Mitchell	Common Formative Assessment Data. Professional Learning	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
9/30/24	Creation of common formative assessments in ELA and Math for first units across all grade levels	Common formative assessments and a plan for implementation	
10/31/24	Formative assessment walk-throughs	50% of classroom walkthrough data will identify the implementation of various forms of formative assessments	

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 2: Formative Assessment Practices	School Lead: Laura Mitchell
---	------------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 After completing our needs assessment, we need to streamline our formative assessments to drive our instructional practices. As a school community, looking at formative assessments and using them to drive instruction will help to close the achievement gaps. We looked at NWEA data and Dibels data to determine if our

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

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/1/24-12/20/24	Analyze Common Formative Assessment data to develop next steps.	L. Mitchell	Common Formative Assessment Data, Professional Learning Time	
11/1/24-12/20/24	Conduct walkthroughs during PLC while teams are analyzing Common Formative Assessment data and determining next steps.	K. Coyne	Professional Learning Time	
11/1/24-12/20/24	Provide immediate feedback through walkthrough form on the PLC process to inform decision-making regarding formative assessments being given, analyzed, and next steps determined.	K. Coyne	Professional Learning Time, Walkthrough Tool	
11/1/24-12/20/24	Utilize PLC process for staff to share out with all grade level teams; what worked, what hasn’t worked, what needs to be tweaked (based on walkthrough data).	K. Coyne	Professional Learning Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/20/24	Common Formative Assessment Analysis document and data tracker (found in The Big Book of Tools for Collaborative Teams)	100% of PLC Teams utilize the individual classroom data tracker and initial use of the team tracker to plan next steps for lessons	
12/20/24	Walk-through data	65% implementation of common formative assessments in all grade levels	
12/20/24	Dibels Data	10% increase in strategic or core students from baseline in September	

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 2: Formative Assessment Practices

School Lead: Laura Mitchell

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?

After completing our needs assessment, we need to streamline our formative assessments to drive our instructional practices. As a school community, looking at formative assessments and using them to drive instruction will help to close the achievement gaps. We looked at NWEA data and Dibels data to determine if our past formative assessment practices have made a difference. This was noted from our Envision activities, Part 3.

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

New Strategy.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
1/6/25- 3/31/25	Utilize the ongoing PLC process to plan and implement Common Formative Assessments with grade level team.	K. Coyne	PLC Handbooks - <u>Learning by Doing</u> and <u>Professional Learning Communities Coaching Academy</u>	
1/6/25- 3/31/25	Analyze Common Formative Assessment data through the PLC process to develop next steps.	K. Coyne	Analysis in <u>The Big Book of Tools for Collaborative Teams</u>	
2/3/25- 3/31/25	Provide differentiated professional development based on PLC observations, walk-through data, Common Formative Assessment data.	L. Mitchell	Content Directors; Coaches, Professional Learning Time	
1/6/25- 3/31/25	Update formative assessment bank based on data from walk-throughs.	K. Buczek	Content Directors	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/31/25	Common Formative Assessment Analysis document and data tracker (found in <u>The Big Book of Tools for Collaborative Teams</u>)	100% of PLC Teams utilize the individual classroom data tracker and continual use of the team tracker to plan next steps for lessons	
3/31/25	Professional development offerings	100% of teachers receive differentiated professional development	
2/14/25	Dibels Data	35% of students will be at strategic or core from November progress monitoring	
2/14/25	NWEA Data	45% of all students will have met their growth projections from baseline in September	

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 2: Formative Assessment Practices

School Lead: Laura Mitchell

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

After completing our needs assessment, we need to streamline our formative assessments to drive our instructional practices. As a school community, looking at formative assessments and using them to drive instruction will help to close the achievement gaps. We looked at NWEA data and Dibels data to determine if our past formative assessment practices have made a difference. This was noted from our Envision activities, Part 3.

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

IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
4/1/25-5/30/25	Cross-analysis of MAP and Dibels with the formative assessments to see if there is a performance correlation.	L. Mitchell	Professional Learning Time, Instructional Coach	
6/9/25-6/20/25	Create and conduct survey to reflect on use of formative assessments and the protocols for creating, and analyzing them through the PLC process.	K. Scheftic	Survey, reflection and team assessment in The Big Book of Tools for Collaborative Teams	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
5/31/25	Data analysis of MAP and Dibels	Increase in achievement from baseline	
6/30/25	Formative assessment reflection sheet for each team	Analyze formative assessments from the year and determine their effectiveness as related to increase in benchmark scores	
6/27/25	Dibels Data	55% of students will be at strategic or core	
6/27/25	NWEA Data	52% of all students will have met their growth projections from baseline in September	

Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning

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

Key Strategy 1: Implementing an effective attendance team	School Lead: Laura Mitchell
--	------------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Franklin’s chronic absenteeism percentage is hovering right around 28%. We need to create a more effective attendance team to get this number under 20%, which is closer to pre-COVID numbers.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Since Franklin already has an attendance team in place, it is necessary to expand it to include more students so our students who are chronically absent will come to school more frequently. We also need to refine how we implement incentives for students and parents so that the number of students who earn it increases significantly.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
9/9/24-9/27/24	Plan and deliver Curriculum Night to inform and welcome families to Franklin and explain the attendance protocols.	K. Buczek	Professional Learning Time	
9/9/24-9/30/24	Identify students who are already chronically absent and begin incentivized attendance clubs for the identified students with set goals for each month.	K. Vargas	Data dashboard	
9/9/24-9/20/24	Create teacher attendance protocols for absent students.	K. Vargas	Professional Learning Time	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31/24	Data dashboard	A 15% decrease in the number of students who are chronically absent compared to October 2023	
9/30/24	Creation of attendance clubs	100% of students who are chronically absent will be enrolled in attendance clubs	

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 1: Implementing an effective attendance team	School Lead: Laura Mitchell
--	------------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Franklin’s chronic absenteeism percentage is hovering right around 28%. We need to create a more effective attendance team to get this number under 20%, which is closer to pre-COVID numbers.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Since Franklin already has an attendance team in place, it is necessary to expand it to include more students so our students who are chronically absent will come to school more frequently. We also need to refine how we implement incentives for students and parents so that our number of students who earn it increases significantly.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/1/24-11/15/24	Celebrate quarterly attendance incentive for students and their families who have 5 or less absences for the school year.	K. Vargas	Title I funding, Student Beverage Account funding, School Intervention Team time	
11/1/24-11/26/24	Welcome all families to a conference to discuss student progress.	L. Mitchell	Professional Learning Time	
12/2/24-12/20/24	Analyze data for chronically absent students; share out with School Intervention Team and teachers.	K. Vargas	School Intervention Team time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/30/24	Attendance breakfast	500 students attending attendance breakfast for having 4 or less absences in the first marking period	
12/20/24	Data dashboard	20% decrease in students who are identified as chronically absent as compared to December 2023	

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 1: Implementing an effective attendance team	School Lead: Laura Mitchell
--	------------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Franklin’s chronic absenteeism percentage is hovering right around 28%. We need to create a more effective attendance team to get this number under 20%, which is closer to pre-COVID numbers.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Since Franklin already has an attendance team in place, it is necessary to expand it to include more students so our students who are chronically absent will come to school more frequently. We also need to refine how we implement incentives for students and parents so that the number of students who earn it increases significantly.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
2/3/25- 2/7/25	Celebrate students and families with 8 absences or fewer for the school year with an attendance breakfast.	K. Vargas	Title I funding, Student Beverage Account funding, School Intervention Team time	
2/3/25- 2/28/25	Conduct individual parent meetings to show their child’s attendance data and the correlation to their academic achievement.	K. Buczek	Professional Learning Time	
3/31/25	Analysis of chronic absenteeism through third marking period.	K. Vargas	Data dashboard; School Intervention Team	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
2/28/25	Attendance breakfast	250 students attending the attendance breakfast with their families who have seven or less absences	
3/31/25	Data dashboard	25% decrease in students who are chronically absent compared to March of 2024	

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 1: Implementing an effective attendance team	School Lead: Sarah Baszto
--	----------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Franklin’s chronic absenteeism percentage is hovering right around 28%. We need to create a more effective attendance team to get this number under 20%, which is closer to pre-COVID numbers.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Since Franklin already has an attendance team in place, it is necessary to expand it to include more students so our students who are chronically absent will come to school more frequently. We also need to refine how we implement incentives for students and parents so that the number of students who earn it increases significantly.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
4/21/25- 4/30/25	Celebrate students and families with 10 or less absences for the school year with an attendance breakfast.	L. Mitchell	Title I funding, Student Beverage Account funding, School Intervention Team time	
4/1/25- 5/30/25	Plan and implement Wellness and Literacy Night that include extra raffle tickets for students with 10 or less absences.	K. Vargas	Title I funding, Student Beverage Account funding, School Intervention Team time	
4/1/25- 6/6/25	Plan and implement Multicultural and Literacy Night to include extra raffle tickets for students with 10 or less absences.	V. Bishop	Title I funding, Student Beverage Account funding, School Intervention Team time	
6/9/25- 6/20/25	Conduct data analysis of school year around attendance and chronic absenteeism.	L. Mitchell	School Intervention Team time	
6/16/25- 6/20/25	Celebrate students and families with 0 absences for the school year with an attendance breakfast.	L. Mitchell	Title I funding, Student Beverage Account funding, School Intervention Team time	

PROGRESS MONITORING (APRIL – JUNE)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/10/25	Attendance list	125 students and their families attending the attendance breakfast with 90% or higher attendance percentage for the 2024-2025 school year	
6/26/25	Data dashboard	Chronic absenteeism percentage of 25% or lower	

6/15/25	Sign in sheets from family nights	Increase of 15% of people who attend family nights from each family event	
---------	-----------------------------------	---	--

Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning

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

Key Strategy 2: Parent Communication Strategy, including regular updating of contact information	School Lead: K. Dominick
---	---------------------------------

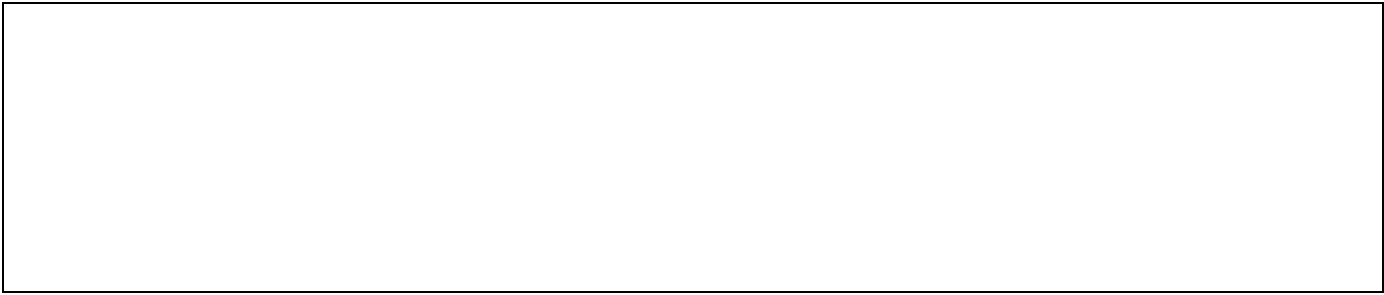
Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on components of the needs assessment, we found that communicating with parents can be a struggle for our teachers. The percentage of families who utilize Talking Points is around 74%. We need to increase that to 100% with the implementation of Parent Square. It has often been inconsistent for our teachers; therefore, Franklin needs to develop a procedure and specific expectations for teachers to follow regarding regular communication to include classroom instruction, expectations, and school wide information to all families.

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

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/29/24-9/13/24	Reach out to each family and welcome their child into their classroom and track contact in a log.	K. Dominick	Professional Learning Time	
9/9/24-9/30/24	Send home all emergency cards and make sure the information that is on file is correct and update incorrect information in SchoolTool.	C. Gorsuch	Emergency cards	
8/29/24-9/20/24	Create and submit a monthly communication template by grade level team to be approved by admin team (this could include newsletters, digital blogs, etc.).	L. Mitchell	Parent Square	
9/9/24-9/30/24	Reach out to social workers if no contact has been made with parents.	K. Vargas	Professional Learning Time	
By first of each month	Deliver monthly communication to families.	K. Dominick	Digital platform of choice, or monthly newsletter template	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
9/30/24	SchoolTool information is updated based on emergency cards	50% of SchoolTool information is accurate based on updated emergency cards	
10/31/24	Completion of communication tool to all families	65% of our families engaging in the new communication set up by teachers	
10/31/24	Monthly communications from each grade level team	100% of grade level teams submitting effective communications to families	

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 2: Parent Communication Strategy, including regular updating of contact information	School Lead: K. Dominick
---	---------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on components of the needs assessment, we found that communicating with parents can be a struggle for our teachers. The percentage of families who utilize Talking Points is around 74%. We need to increase that to 100% with the implementation of Parent Square. It has often been inconsistent for our teachers; therefore, Franklin needs to develop a procedure and specific expectations for teachers to follow regarding regular communication to include classroom instruction, expectations, and school wide information to all families.

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

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/1/24-11/26/24	Conduct parent/teacher conferences with every family in some form (face to face, phone, home visit).	K. Dominick	Professional Learning Time	
By the first of each month	Send out agreed upon parent communication by grade level team.	K. Dominick	Professional Learning Time	
11/1/24-12/20/24	Continue to give all updated information from families to main office to keep SchoolTool updated.	C. Gorsuch	Emergency Cards	
11/1/24-12/20/24	Update social workers through School Intervention Team process (triage) if contact is inconsistent.	K. Vargas	Professional Learning Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/15/24	Sign in sheets from Parent conferences	100% of families reached in person or by phone	
12/20/24	Triage meetings once every three weeks with each grade level team	Notes in School Intervention Team spreadsheet from triage meetings and continue into School Intervention Team meetings	

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 2: Parent Communication Strategy, including regular updating of contact information	School Lead: K. Dominick
---	---------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on components of the needs assessment, we found that communicating with parents can be a struggle for our teachers. The percentage of families who utilize Talking Points is around 74%. We need to increase that to 100% with the implementation of Parent Square. It has often been inconsistent for our teachers; therefore, Franklin needs to develop a procedure and specific expectations for teachers to follow regarding regular communication to include classroom instruction, expectations, and school wide information to all families.

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

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
1/6/24-1/31/25	Analyze contact log to ensure all families have been contacted regularly.	K. Vargas	Contact Logs	
1/6/24-1/31/25	Contact all parents to check in and make sure all information is up to date; contact social worker if contact is unable to be made.	K. Dominick	Professional Learning Time	
By the first of each month	Send out agreed upon parent communication by grade level team.	K. Dominick	Digital platform of choice	
1/6/25-3/31/25	Continue to give all updated information from families to main office to keep SchoolTool updated.	C. Gorsuch	Emergency Cards	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
1/31/25	Contact logs	100% of families reached from every homeroom	
3/31/25	Monthly communications	100% of grade level teams submit communications	

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 2: Parent Communication Strategy, including regular updating of contact information	School Lead:
---	---------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on components of the needs assessment, we found that communicating with parents can be a struggle for our teachers. The percent of families who utilize Talking Points is around 74%. We need to increase that to 100% with the implementation of Parent Square. It has often been inconsistent for our teachers; therefore, Franklin needs to develop a procedure and specific expectations for teachers to follow regarding regular communication to include classroom instruction, expectations, and school wide information to all families.

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

IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
4/1/25-5/30/25	Plan and implement Wellness and Literacy Wellness Night; get updated information from families.	A. Ferriter	23-24 Wellness Night information and community contacts	
4/1/25-6/6/25	Plan and implement Multicultural and Literacy Night; get updated information from families.	V. Bishop	23-24 Multicultural Night information and program, 4 th grade	
4/1/25-6/27/25	Continue to give all updated information from families to main office to keep SchoolTool updated.	C. Gorsuch	Emergency Cards	
By the first of each month	Send out agreed upon parent communication by grade level team.	K. Dominick	Digital platform of choice	

PROGRESS MONITORING (APRIL – JUNE)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/10/25	Sign in sheets for family nights	20% increase in the number of families who attend family nights based on 23-24 school year	
6/30/25	Monthly communications	100% of grade level teams submit communications	

Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning

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

Key Strategy 1: Social Emotional Learning	School Lead: Sarah Baszto
--	----------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 According to our Panorama survey, when teachers ask, “How are you?”, only 31% of our 3-5 students feel the teacher really wants to know the answer. Additionally, and on the other hand, 67% of our 3-5 students said their teachers would be concerned if they walked into class upset. This is telling us the mental health of our students is on their minds and is something that needs to be addressed as the data is divergent of one another along the same concept.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 To make this strategy more effective, we need to expand on and refine the ways in which we implement Second Step. This needs to be done with fidelity to see the desired progress.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/15/24-8/31/24	Develop a Second Step topic/concept calendar for Franklin to follow.	S. Baszto	Second Step Online	
8/28/24-9/30/24	Provide professional development on Second Step and expectations for delivery of the curriculum.	K. Vargas	Office of Student Support	
9/10/24-10/31/24	Social workers and counselor plan and begin social skills groups.	K Vargas	Professional Learning Time	
9/10/24-10/31/24	Implement explicit and direct instruction utilizing Second Step lessons weekly.	S. Baszto	Second Step curriculum and materials	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
8/31/24	Completed calendar of Second Step	Entire school year laid out for Second Step lessons	
9/30/24	Social Skill group lists/Panorama survey results	100% of students who were identified at School Intervention Team receiving skill groups	

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 1: Social Emotional Learning	School Lead: Sarah Baszto
--	----------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 According to our Panorama survey, when teachers ask, “How are you?”, only 31% of our 3-5 students feel the teacher really wants to know the answer. Additionally, and on the other hand, 67% of our 3-5 students said their teachers would be concerned if they walked into class upset. This is telling us the mental health of our students is on their minds and is something that needs to be addressed as the data is divergent of one another along the same concept.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 To make this strategy more effective, we need to expand on and refine the ways in which we implement Second Step. This must be done with fidelity to see the desired progress.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/1/24-11/15/24	Calendar check-in and revisions to the timeline made if necessary to Second Step calendar.	S. Baszto	Second Step calendar	
11/1/24-11/26/24	Complete Panorama Survey for baseline data.	K. Read	Panorama survey	
11/1/24-12/20/24	Utilize Panaroma data to plan specific skill groups in SIT.	K. Vargas	Panorama survey results	
11/1/24-12/20/24	Plan and implement skill groups based on need.	K. Vargas	Panorama survey results	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/30/24	Panorama data	100% of students who are identified as needing social skill groups will attend	
11/30/24	Second Step calendar	75% of teachers following Second Step calendar	

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 1: Social Emotional Learning	School Lead: Sarah Bastzo
--	----------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 According to our Panorama survey, when teachers ask, “How are you?”, only 31% of our 3-5 students feel the teacher really wants to know the answer. Additionally, and on the other hand, 67% of our 3-5 students said their teachers would be concerned if they walked into class upset. This is telling us the mental health of our students is on their minds and is something that needs to be addressed as the data is divergent of one another along the same concept.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 To make this strategy more effective, we need to expand on and refine the ways in which we implement Second Step. This must be done with fidelity to see the desired progress.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
1/15/25-1/31/25	Calendar check-in for Second Step and revisions to the timeline made if necessary.	S. Bastzo	Second Step calendar	
1/15/25-1/31/25	Conduct mid-year Panorama, or school developed survey regarding belonging and student teacher relationships.	S. Bastzo	Panorama Survey	
1/21/25-2/28/25	Conduct walk-throughs for Second Step implementation.	L. Mitchell	Walk-through tool	
1/21/25-2/28/25	Conduct a School Intervention Team meeting around skills being taught during small skills groups and determine next steps.	L. Mitchell	School Intervention Team spreadsheet	
2/1/25-3/31/25	Analyze and share out walk through data with staff; how can we improve implementation of Second Step?.	K. Vargas	Walk-through data	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/31/25	Belonging survey (building based)	10% increase (K-2) and a 15% increase (3-5) in the number of students who feel like they belong compared to the 2023-2024 data	
3/31/25	Walk-through data	80% of classrooms implementing Second Step	
3/31/25	Walk-through data	80% of classrooms following the Second Step calendar	

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 1: Social Emotional Learning	School Lead: Sarah Baszto
--	----------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 According to our Panorama survey, when teachers ask, “How are you?”, only 31% of our 3-5 students feel the teacher really wants to know the answer. Additionally, and on the other hand, 67% of our 3-5 students said their teachers would be concerned if they walked into class upset. This is telling us the mental health of our students is on their minds and is something that needs to be addressed as the data is divergent of one another along the same concept.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 To make this strategy more effective, we need to expand on and refine the ways in which we implement Second Step. This must be done with fidelity to see the desired progress.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
4/1/25-4/30/25	Conduct a School Intervention Team meeting around skills being taught during small skills groups and determine next steps.	K. Vargas	Professional Learning Time	
4/1/25-5/31/25	Continue to implement Second Step as designed; revisit calendar and adjust as needed for end of year.	S. Baszto	Second Step calendar	
4/1/25-5/31/25	Conduct walk-throughs focused on implementation of Second Step.	K. Dominick	Walk-through tool/data	
4/1/25-5/31/25	Disseminate walk-through data with staff and discuss next steps.	L. Mitchell	Walk-through data	
6/1/25-6/27/25	Calendarize Second Step through the PLC process for September 2025	S. Baszto	Second Step calendar	

PROGRESS MONITORING (APRIL – JUNE)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
5/31/25	Walk-through data	100% of Second Step being implemented across the grade levels	
6/27/25	September 2025 calendar	Second Step calendar completion	

Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning

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

Key Strategy 2: Components of a Restorative Justice Landscape	School Lead: Sarah Baszto
--	----------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 After analyzing the discipline data from the 2023-2024 school year and comparing it to the last three school years, we saw an increase in the number of referrals. From 2021-2022 school year to the 2023-2024 school year, our referrals have more than doubled. For this school year, our referral disproportionality with students with disabilities more than doubled from last school year to 37.1%. Our out of school suspension disproportionality for out of school suspension for students with disabilities is 50.3%; but our students of color are no longer disproportionate. Our in-school suspension disproportionality for ISS for students with disabilities has gone down over 10% since 2021-2022.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 We need to utilize our behavioral data to expand our restorative circles so that our out of school suspension rate decreases, particularly for those students with disabilities. Franklin also needs to refine their re-entry plan when students have gone to the student support center or in school suspension.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/28/24-9/4/24	Conduct professional development for all staff on restorative justice strategies, including circles.	K. Vogelsang	<u>Circle Forward</u>	
9/5/24-9/30/24	Modeling of circles by trained staff members.	K. Vargas	<u>Circle Forward</u>	
9/5/24-9/30/24	Implementation and teaching of how to effectively use cool down strategies (Therapeutic Crisis Interventions for Schools Strategies).	K. Vargas S. Baszto	Therapeutic Crisis Interventions for Schools manual	
9/5/24-10/31/24	Creation, teaching, and modeling of utilization of the Peace Corner, to include required expectations for level 1 behaviors, or when needed by students.	S. Baszto	Therapeutic Crisis Interventions for Schools manual	
9/5/24-10/31/24	Implement restorative circles as needed, including anytime a student returns from a suspension.	K. Vogelsang	<u>Circle Forward</u>	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
9/30/24	Student support center (SSC) passes	A 30% increase in the amount of positive behavior interventions checked on SSC passes	
10/31/24	Restorative Circles data sheet	A 40% increase in the number of restorative meetings	

10/31/24	Walk-through data	100% of classrooms have a peace corner	
----------	-------------------	--	--

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 2: Components of a Restorative Justice Landscape

School Lead: Sarah Baszto

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?

After analyzing the discipline data from the 2023-2024 school year and comparing it to the last three school years, we saw an increase in the number of referrals. From 2021-2022 school year to the 2023-2024 school year, our referrals have more than doubled. For this school year, our referral disproportionality with students with disabilities more than doubled from last school year to 37.1%. Our out of school suspension disproportionality for out of school suspension for students with disabilities is 50.3%; but our students of color are no longer disproportionate. Our in-school suspension disproportionality for ISS for students with disabilities has gone down over 10% since 2021-2022.

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

We need to utilize our behavioral data to expand our restorative circles so that our out of school suspension rate decreases, particularly for those students with disabilities. Franklin also needs to refine their re-entry plan when students have gone to the student support center or in school suspension.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/1/24-11/30/24	Create skill groups based on de-escalation strategies for students based on need.	K. Vargas	Therapeutic Crisis Interventions for Schools manual	
11/1/24-12/20/24	Conduct a check in on staff wellness; Professional Learning Time dedicated to self-care strategies.	K. Dominick	Professional Learning Time	
11/1/24-12/20/24	Conduct classroom or small group restorative circles as needed.	K. Vogelsang	<u>Circle Forward</u>	
11/1/24-12/20/24	Analyze discipline data of September/October to adjust professional development needed to move forward.	S. Baszto	Discipline data spreadsheet	
11/1/24-12/20/24	Continue to teach de-escalation strategies and restorative circles when students return to the classroom from any suspension.	K. Vogelsang	Therapeutic Crisis Interventions for Schools manual	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/30/24	Panorama Data	90% of students who need skill groups based on Panorama data will be in groups	
12/20/24	Discipline data from dashboard	A 10% decrease in the number of referrals through the month of December compared to December of 2023	
12/20/24	Spreadsheet of restorative practices	Utilizing the spreadsheet to gather accurate data on the number of restorative practices	

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 2: Components of a Restorative Justice Landscape	School Lead: Sarah Baszto
--	----------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 After analyzing the discipline data from the 2023-2024 school year and comparing it to the last three school years, we saw an increase in the number of referrals. From 2021-2022 school year to the 2023-2024 school year, our referrals have more than doubled. For this school year, our referral disproportionality with students with disabilities more than doubled from last school year to 37.1%. Our out of school suspension disproportionality for out of school suspension for students with disabilities is 50.3%; but our students of color are no longer disproportionate. Our in-school suspension disproportionality for ISS for students with disabilities has gone down over 10% since 2021-2022.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 We need to utilize our behavioral data to expand our restorative circles so that our out of school suspension rate decreases, particularly for those students with disabilities. Franklin also needs to refine their re-entry plan when students have gone to the student support center or in school suspension.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
1/6/25-2/28/25	Build capacity by selecting 4 th graders to train to be circle keepers for the 25-26 school year.	K. Vogelsang	Professional Learning Time	
2/1/25-2/28/25	Conduct a check in on staff wellness; Professional Learning Community time dedicated to self-care strategies.	K. Dominick	Professional Learning Time	
2/1/25-2/28/25	Reflect on cool-down and de-escalation strategies; what is working for students and staff; staff will share with colleagues through Professional Learning Community process.	K. Dominick	Professional Learning Time	
3/1/25-3/31/25	Begin training for 4 th graders selected to be circle keepers.	K. Vogelsang	<u>Circle Forward</u>	
1/6/25-3/31/25	Continue to teach de-escalation strategies and restorative circles when students return to the classroom from any suspension.	K. Vargas	Therapeutic Crisis Interventions for Schools manual	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
1/31/25	Discipline data from dashboard	A 20% decrease in the number of referrals through the month of January compared to January of 2024	
3/31/25	Spreadsheet of restorative practices	Utilizing the spreadsheet to gather accurate data on the number of restorative practices	

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 2: Components of a Restorative Justice Landscape	School Lead: Sarah Baszto
--	----------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 After analyzing the discipline data from the 2023-2024 school year and comparing it to the last three school years, we saw an increase in the number of referrals. From 2021-2022 school year to the 2023-2024 school year, our referrals have more than doubled. For this school year, our referral disproportionality with students with disabilities more than doubled from last school year to 37.1%. Our out of school suspension disproportionality for out of school suspension for students with disabilities is 50.3%; but our students of color are no longer disproportionate. Our in-school suspension disproportionality for ISS for students with disabilities has gone down over 10% since 2021-2022.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 We need to utilize our behavioral data to expand our restorative circles so that our out of school suspension rate decreases, particularly for those students with disabilities. Franklin also needs to refine their re-entry plan when students have gone to the student support center or in school suspension.

IMPLEMENTATION PLAN (APRIL– JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
5/1/25-5/31/25	Conduct a check in on staff wellness; PLC time dedicated to self-care strategies.	K. Dominick	Professional Learning Time	
4/1/25-5/31/25	Ongoing training for 4 th graders selected to be circle keepers.	K. Vogelsang	<u>Circle Forward</u>	
4/1/25-6/28/25	Continue to teach de-escalation strategies and restorative circles when students return to the classroom for any suspension.	K. Vargas	Therapeutic Crisis Interventions for Schools manual	
6/1/25-6/27/25	Conduct student led restorative circles with students needing a circle.	K. Vogelsang	<u>Circle Forward</u>	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/27/25	Discipline data from dashboard	An overall decrease of 30% in the number of referrals through June compared to June of 2024	
6/27/25	Spreadsheet of restorative practices	Utilizing the spreadsheet to gather accurate data on the number of restorative practices	

Notes/Reflections/Potential Adjustments to Inform 2025-26 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 Desired Results	Actual Results
1	The school's SCEP was communicated to all staff members and staff members understood it.	90% Strongly Agree/Agree	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	90% Strongly Agree/Agree	
3	It was evident that our school focused on ensuring that all students, especially our diverse learners, develop critical thinking and reasoning skills.	90% Strongly Agree/Agree	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	90% Strongly Agree/Agree	
5	It was evident that our school focused on numeracy and literacy.	90% Strongly Agree/Agree	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	90% Strongly Agree/Agree	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	90% Strongly Agree/Agree	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	90% Strongly Agree/Agree	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	80% Strongly Agree/Agree	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	80% Strongly Agree/Agree	

	Student Survey Questions (From Spring District Climate Survey)	2023-24 Results	2024-25 Desired Results	Actual Results
1	How positive or negative is the energy of the school? (SC1)	62% favorable	85% favorable	
2	At your school, how much does the behavior of other students hurt or help your learning? (SC3)	34% favorable	75% favorable	
3	How often do your teachers seem excited to be teaching your classes? (SC4)	59% favorable	80% favorable	
4	How often are people disrespectful to others at your school? (SS1)	25% favorable	80% favorable	

5	How often do students get into physical fights at your school? (SS2)	63% favorable	85% favorable	
6	How often do you worry about violence at your school? (SS4)	49% favorable	75% favorable	
7	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SS5)	54% favorable	90% favorable	
8	If you walked into class upset, how concerned would your teacher be? (TSR1)	67% favorable	85% favorable	
9	When your teacher asks, "How are you?", how often do you feel that your teacher really wants to know your	59% favorable	85% favorable	
10	How respectful is your teacher towards you? (TSR4)	82% favorable	90% favorable	

	Family Survey Questions (From Spring Climate Survey)	2023-24 Results	2024-25 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)	83% favorable	90% favorable	
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 parents? (BE8)	84% favorable	90% favorable	
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)	88% favorable	95% favorable	
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)	92% favorable	95% favorable	
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)	85% favorable	90% favorable	
6	To what extent do you think that children enjoy going to your child's school? (SC1)	79% favorable	85% favorable	
7	How motivating are the classroom lessons at your child's school? (SC2)	76% favorable	85% favorable	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	89% favorable	95% favorable	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	85% favorable	90% favorable	
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	88% favorable	95% favorable	

SCEP DEVELOPMENT TEAM PARTICIPATION

In the first two columns, identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). In the rest of columns, indicate that team member's participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
When Conducted		SCEP	During PLT	SLT/ School Day	School Day/SLT/ SCEP	School Day	SLT and SCEP	SLT and SCEP
Kimberly Coyne	Principal	3/4	3/4, 3/19, 3/27, 4/4, 4/16	4/4, 5/2, 5/30, 6/3	5/14, 5/30		3/21, 3/26, 4/4, 5/2	6/4, 6/5, 6/7, 6/10, 6/18, 6/20
Laura Mitchell	Vice-Principal	3/4	3/4, 3/12, 3/19, 3/27, 4/4, 4/11, 4/16	4/4, 5/2, 5/30, 6/3	5/14, 5/16, 5/30		3/21, 3/26, 4/4, 5/2	5/16, 6/4, 6/5, 6/7, 6/10, 6/18, 6/20
Kimberly Dominick	Vice-Principal	3/4	3/4, 3/12, 3/19, 4/4, 4/11, 4/16	4/4, 5/2, 5/30, 6/3	5/14, 5/30		3/21, 3/26, 4/4, 5/2	5/16, 6/4, 6/5, 6/7, 6/10, 6/18, 6/20
Kecia Buczek	Instructional Coach/SLT	3/4	3/4, 3/12, 3/19, 3/27, 4/4, 4/11, 4/16	4/4, 5/2, 5/30, 6/3	5/16, 5/30	6/3, 6/4, 6/5	3/21, 4/4, 5/2	5/16, 6/4, 6/5, 6/7, 6/10
Kimberlee Vargas	Social Worker		3/4, 3/12, 3/27, 4/4, 4/11, 4/16			6/3, 6/4, 6/5		
Kerry Read	ENL/Chief Rep Unit 1/SLT	3/4	3/4, 3/12, 3/19, 3/27, 4/4, 4/11, 4/16	4/4, 5/2, 5/30	5/16, 5/30		3/21, 3/26, 4/4, 5/2	5/16, 6/5, 6/7, 6/10, 6/18
Melissa Sugamele	QR (Math) AIS	3/4	3/4, 3/12, 3/19, 3/27, 4/4, 4/11, 4/16		5/16		3/26	5/16, 6/4, 6/5, 6/7, 6/10, 6/18
Kathleen Scheftic	ER (ELA) AIS/SLT	3/4	3/4, 3/19, 3/27, 4/4, 4/11, 4/16	4/4, 5/2, 5/30	5/16, 5/30	6/3, 6/4, 6/5	3/21, 3/26, 4/4, 5/2	5/16, 6/4, 6/5, 6/7, 6/10
Rebecca Winterson	ENL/AVID/SLT	3/4	3/4, 3/19, 3/27, 4/4, 4/11, 4/16	4/4, 5/2, 5/30	5/16, 5/30		3/21, 3/26, 4/4, 5/2	5/16, 6/4, 6/7, 6/10, 6/18
Valery Wentworth	Resource	3/4	3/4, 3/12, 3/19, 3/27, 4/4, 4/11			6/3, 6/4, 6/5	3/26	5/16, 6/4, 6/5, 6/7, 6/10, 6/18
Patricia DeRycke	Kindergarten/SLT	3/4	3/4, 3/12, 3/19, 3/27, 4/4, 4/11, 4/16	4/4, 5/2, 5/30	5/16, 5/30		3/21, 3/26, 4/4, 5/2	5/16, 6/4, 6/5, 6/7, 6/10
Jillian Bergemann O'Connor	2 nd Grade/SLT	3/4	4/16	5/2, 5/30	5/16, 5/30		5/2	5/16, 6/4, 6/5, 6/7, 6/10, 6/18

Victoria Bishop	4 th Grade/SLT	3/4	3/4, 3/12, 3/19, 3/27, 4/4, 4/11, 4/16	4/4, 5/2, 5/16	5/16		3/21, 3/26, 4/4, 5/2	5/16, 6/4, 6/5, 6/7, 6/10
Sarah Baszto	5 th Grade	3/4	3/4, 3/12, 3/19, 3/27, 4/4, 4/11, 4/16		5/6-5/13, 5/16		3/26	5/16, 6/4, 6/5, 6/7, 6/10
Alenka Didic-Hatori	TA QR (Math)/SLT			5/2, 5/30	5/16, 5/30		3/21, 3/26, 5/2	5/16, 6/4, 6/5, 6/7, 6/10
Megan Brown	Parent		3/4, 3/12, 3/19, 3/27, 4/4, 4/11, 4/16					
Quantia Crouch	Parent							

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

While conducting the student interviews, we made sure to include a diverse set of students. This helped ensure that we got a wide range of opinions and thoughts representative of Franklin Elementary School. Students were honest and transparent about how they feel about Franklin and what is hindering their ability to learn. With the information obtained in the interviews, we took the information on ways that Franklin needs to improve and put them into practice throughout the SCEP. We want to make sure that student voice is always at the forefront for us, and we are working to make sure that Franklin Elementary is designed with the students in mind.

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.

Franklin is identified in five subgroup areas. Therefore, the entire process was geared towards the entire student body. While going through the Needs Assessment and analysis of our data, we took our time and made sure to get as much input as possible from all stakeholders. We went piece by piece and made sure that all the voices were heard. We also looked at various forms of data to base our action steps on. Looking through behavioral data, attendance data, and academic data of the different subgroups pushed all the stakeholders to think about how we can support our students in these three areas on a consistent basis. This is how the action steps were formed during our Professional Learning Time. We will continue to monitor this data throughout the school year and determine if the action steps created were effective or needed to be changed.