



School Comprehensive Education Plan
2024-25

District	School Name	Grades Served
Kenmore-Tonawanda UFSD	Benjamin Franklin Middle School	5-7

Collaboratively Developed By:

The Benjamin Franklin Middle School SCEP Development Team

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Carrie Whitney
Tiffany Van Dewater
Michelle Hocking
Melissa Carrato**

And in partnership with the staff, students, and families of Benjamin Franklin Middle School.

X - School Identified

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

Evidence-Based Intervention Identified	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following Commitment(s)	We envision that these Evidence-Based Interventions will support Commitment 1 and 2.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	<p>PLCs will be structured in a variety of formats. Learning teams will be organized by subject, grade level, and/or special interest.</p> <p>PLC’s will meet weekly to:</p> <ul style="list-style-type: none"> ● Discuss issues around student learning ● Collect and analyze data ● Evaluate and amend or augment, where needed instructional solutions/practices ● Assess the impact of these solutions/practices

COMMITMENT I

Our Commitment

What is one Commitment we will promote for 2024 - 25?	We commit to creating a safe and orderly environment where people interact with courtesy and respect at all times.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>In our TSI survey, students noted that the cafeteria is a place of unrest and chaos. Also students feel unsafe in certain hallways and stairwells. There is frequent student-to-student disrespect such as name-calling. As of May 2024, there are currently 726 referrals in common areas such as hallways, classrooms, and cafeteria.</p> <p>The commitment relates to what we have heard by student/staff surveys and interviews, in which they feel that disrespect occurs during unstructured times such as name-calling.</p> <p>This commitment connects to what we observed through analysis through the Foundations Safe & Civil Schools committee and SELIT (Social Emotional Learning Intervention Team) committee as we have worked to improve respect throughout the building.</p>

Key Strategies

KEY STRATEGY	HOW DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
Improve the supervision of common areas	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	<ul style="list-style-type: none"> • Students feel that the cafeteria is a place of unrest and chaos at times. • We will refine this by identifying hallway hot zones for staff to be stationed and increasing supervision in the cafeteria
Motivate students to improve their positive interactions with teachers and peers by demonstrating courtesy and respect at all times	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	<ul style="list-style-type: none"> • In student interviews, many expressed that there is frequent student-to-student disrespect such as name-calling. • We will refine this by explicitly teaching students what respect looks like through weekly or monthly lessons and offering an incentive when demonstrating respect.

Implementation

KEY STRATEGY 1 Improve the supervision of common areas

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Staff will be in the hallway during transition times		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Identify and “mark” the hallway hot zones and target key stairwells using signage		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Provide strategies for managing cafeteria behaviors		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Inls) are necessary to support these strategies?		
FMS One Stop Shop, Scheduling of staff, Professional Development, and money to cover “hot zone” areas		

KEY STRATEGY 2 Motivate students to improve their positive interactions with teachers and peers by showing courtesy and respect.

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
“Franklin Freeze”- SELIT committee scheduled times to focus on predeveloped lessons revolving around courtesy and respect		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Restorative circles/justice/practices conversations		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Develop survey to measure courtesy and respect		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
The SELIT/Foundations committees will create/share out Franklin Core Values (ex. Caring, Honesty, Respect, and Responsibility)		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Flexible schedule development		
Money for specialized staff development for SELIT and Foundations teams		
Allocate funding for guest motivational speakers or professional developers		

Progress Targets

Early Progress Milestones

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

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)	What we ended up seeing (complete six to ten weeks into the school year)
Common Area Supervision	Infinite Campus Behavior/referral data	Decrease in IC common Area Referrals/ Increase in Teacher Supervisors in these areas	
Students will interact with teachers and peers with courtesy and respect.	Student and Staff surveys in Panorama	Increase in positive comments re: student-to-student interactions and student-to-staff interactions	

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

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Student referral data-IC	Decrease in student referrals in Infinite Campus	
End-of-the Year Targets	Student survey	Increase in positive comments re: student-to-student interactions and student-to-staff interactions	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	How much respect do students in the school show you?	63% favorable response	Increase of 10% favorable responses	
	How many of your teachers are respectful toward you?	87% favorable response	Meet or exceed rate in 2023-2024 survey	
Staff Survey	How supportive are students in their interactions with one another? To what extent do students show respect to students and staff? * new question for 24-25	55% favorable response	Increase of 10% favorable responses	
Family Survey	Overall, how much respect do you think the children at your child's school have for the staff?	65% favorable response	Meet or exceed rate in 2023-2024 survey	

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2024 -25?	We commit to building literacy and numeracy skills across all content areas.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • How does this Commitment fit into what we envision for the school? • How does this Commitment relate to what we heard when listening to others? • How does this Commitment connect to what we observed through analysis? 	<p>We envision all students to be high achieving students who are proficient in ELA and math.</p> <p>The commitment relates to what we have heard from staff discussions when reviewing data. We discovered that a majority of students are not proficient in ELA or Math as measured by the NYS ELA and NYS Math Assessments in 2022-2023.</p> <p>This commitment connects to what we observed through analysis of the data from the NYS ELA and NYS Math assessments in 2022-2023. When analyzing overall ELA proficiency rate in 2022-23 in grade 5 was 24%, grade 6 was 14% and grade 7 was 31%. Overall Math proficiency rate in 2022-23 in grade 5 was 39%, grade 6 was 34%, and grade 7 was 56%.</p>

Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
Build collaboration and Professional Learning Community	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	
Expand purposeful Tier 1 instruction	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	Review of State Assessment Data led teams to identify weaknesses in current instructional outcomes. Expanding purposeful instructional practices would help remediate these gaps.
Differentiate instruction to reach all students' abilities.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Differentiation occurs in individual classrooms; Purposefully grouping by team will allow for improved student outcomes

Increase participation in NYS testing	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Continue to educate parents on test structure and purpose. We will expand on the duration and length of time that messaging will occur to families. We will increase our communication to parents at the start of the year and continually mention the importance and impact testing has on the education of our students.
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Implementation

KEY STRATEGY 1 Build collaboration and Professional Learning and Communities

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Data Protocols: FMS will utilize universal data analysis protocols and will establish school-wide expectations for analyzing data <ul style="list-style-type: none"> communicate protocols and expectations for use during common planning times, lesson planning and instructional delivery and review of student progress data (common assessments, diagnostics, state assessments, etc.). monitor meetings, both by admin being present and minutes of meetings provide professional development where necessary 		<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Grade-level content area planning 1X monthly		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
½ day department grade-level planning per quarter (follow up data cycle/long and short term goals)		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Content/Special area co-planning 1X quarterly (ERD)		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
½ day department grade-level planning per quarter (follow up data cycle/long and short term goals)		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Instructional support specialist assisting in providing inservice		
Substitute teachers		
Director of Data and Accountability		
District Data Analysis protocols		
Allocated time/scheduling		

KEY STRATEGY 2	Elevate purposeful Tier 1 Instruction
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Identify Five Key Literacy Strategies (Share with Content Area Teachers)		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Common Numeracy and Literacy skills across grade-level & special areas - exit tickets, bell ringers, assessments, etc... recorded in IC		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Align/audit middle level literacy curriculum with Science of Reading practices; PD as needed		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
PLC development see strategy 1		
Common department planning time to develop protocols		
Instructional Support Specialist consultation		

KEY STRATEGY 3	Differentiate instruction to reach all students' abilities.
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
Targeted scheduling of students - readiness levels		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Research then implement best differentiated instructional strategies		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
PLC - data chats to evaluate effectiveness of differentiated instruction		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
rosters provided/student data sheets, scheduling- time to analyze the readiness levels		
Instructional support specialist assistance to provide PD on differentiating instruction		
PD on differentiated instruction		
Director of K-12 consultation		

KEY STRATEGY 4 Increase participation in NYS testing

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 4? What steps are involved?		
Continued communication with families around testing purposes and structures		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Data chats with students using individual ELA and Math results		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Student data sheets		
Instructional Support Coaches to support PD meetings - substitute teacher to cover classes		

Progress Targets

Early Progress Milestones

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

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)	What we ended up seeing (complete six to ten weeks into the school year)
Develop collaboration and Professional Learning Community	Establish schedule and protocols for meetings (agendas, attendance, minutes)	Professional Learning Community schedule is in place and teachers meet regularly to discuss / monitor data and student progress	
Elevate Tier 1 Instruction	Share classroom instructional strategies (eg: bell-ringers, exits, etc.) and plan for implementation	Shared evidence-based practices (eg: exit tickets, bell-ringers, questions stems) are being implemented consistently in classrooms. Results are shared at PLC meetings.	
Differentiate instruction	Groups built within master schedule relative to content-readiness	We hope to see an increase to student performance through a more personalized approach to instruction. Differentiation of instruction will have smaller bands (example 7th grade lesson can be taught at a 5th grade level versus a 1st grade level)	

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

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Teachers will be reviewing baseline data - ELA and Math (NYS Math & ELA assessment data, iReady, common assessments)	Increased progress on benchmark data and/or common assessments (as determined through the DDI cycle)	
End-of-the Year Targets	Teachers will be reviewing baseline data - ELA and Math (NYS Math & ELA assessment data, iReady, common assessments)	Increased progress on benchmark data and/or common assessments (as determined through the DDI cycle)	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	I am attentive and invested in school.	41% of students responded favorably that they were attentive and invested in school.	75% (Increase by 34%)	
Staff Survey	N/A	N/A	N/A	
Family Survey	(Consider adding a question re: report cards... I review and discuss my child's report card with my child.)			

COMMITMENT 3

Our Commitment

What is one Commitment we will promote for 2024 -25?	We commit to creating a collaborative and inclusive school community.
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>To ensure that all members of our school community, which includes staff, students and family members, are aware, understand and have access to the school's goals, commitments, and expectations by increasing communication and events</p> <p>In the Family Feedback on School Environment and experiences survey, only 36% of families responded favorably for family engagement. Only 11% of families indicated involvement in parent groups and 10% responded that they helped out at the school. Upon further review, qualitative responses indicate family concerns with poor communication between school and home.</p> <p>Only 60% of staff members responded favorably to having relevant professional development opportunities available at the school.</p> <p>Only 66% of students said they felt like they belong at the school.</p>

Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
Establish consistent building wide parent/family communication.	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	Qualitative responses indicate family concerns with poor communication between school and home. We will continue to send newsletter to families through Infinite Campus along with posting on our website and social media

Expand opportunities for parent engagement.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Only 36% of families responded favorably for family engagement. Only 11% of families indicated involvement in parent groups and 10% responded that they helped out at the school. We will provide families more opportunities to be involved at school events through our PTA.
Increase students' self-reported feelings of belonging to the school/community.	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	

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

We found that staff communicates with parents frequently but staff members use communication tools that they are comfortable with. We are moving towards canvas as a building and can use that tool to communicate with families. We will continue to send monthly newsletters consistently and open up events/field trips to families.

Implementation

KEY STRATEGY 1 Establish consistent building-wide parent/family communication.

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Administration continues to send home monthly newsletter along with shoutpoints for updates that arise.		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Administration identifies common communication methods for all teachers to establish with their students' families.		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Administration will share monthly newsletter additionally with teachers.		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Promote to parents the importance of accessing the parent portal on Infinite Campus and/or other platforms used for parent communication identified by administration.		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Individuals: Administration, Teachers, Family members		
Schedule: Monthly newsletters		
Money: N/A		
Director of Accountability		
Infinite campus Team consultation		

KEY STRATEGY 2	Expand opportunities for parent engagement.
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Increase opportunities for family involvement in school events including Canvas instructional nights, etc.		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Implement grade level PTA representatives		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Incorporate a literacy/ELA element in family events.		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Create exit ticket / survey / QR code to track parent attendance.		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Schedule: Throughout the school year		
Money: for presenters and to run after school events		
Process: through shoutpoint/social media and teacher communication		
Space: various locations throughout the school		

KEY STRATEGY 3	Increase students' self-reported feelings of belonging to the school/community.
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
Schedule & implement "Franklin Freeze " once a month for all teachers (core and special area) to host a group of students for social-emotional activities. Time to do SEL check-ins, kindness activities and build relationships.		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Schedule: Once a month		
Money: Training & for supplies for SEL activities ex Silent Disco and materials to beautify the school and reinforce the message about respect		
Process: Utilize current SEL teams and identify programming options		
Space: Teachers classrooms		
Director of School Culture consultation		

Progress Targets

Early Progress Milestones

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

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)	What we ended up seeing (complete six to ten weeks into the school year)
Communication with Family & Consistent	Data from Infinite Campus, Canvas	We hope to see more families utilizing infinite campus	
Parent Engagement (PTA)	PTA membership and/or data generated from QR codes/ exit surveys at events	We hope to see more families joining the PTA and an increase in parent volunteers	
SEL / Belonging	See Panorama survey - SEL - see Supportive Relationships - benchmark (teacher, friend, adult / staff member)	We hope to see more students feel connected to the school community	

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

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Infinite Campus and/or Canvas (participation) See Panorama Survey - as it relates to student belonging	85% of parent / guardians are accessing Infinite Campus and/or Canvas content (increasing percentages over time) Increase to 70% of staff Increased number of parents participating at school events (dances, fall fest, etc.)	

End-of-the Year Targets	Infinite Campus and/or Canvas (participation) See Panorama Survey - as it relates to student belonging	85% of parent / guardians are accessing Infinite Campus and/or Canvas content (increasing percentages over time) Increase to 70% of staff Increased number of parents participating at school events (dances, fall fest, etc.)	
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Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	Do you feel there is a teacher / staff member that you feel a connection with? (interview question) / Overall how much do you feel like you belong at your school?	66%	85% (or more)	
Staff Survey	When you face challenges with particular students, how supportive are the families?	46% responded favorably	85% (or more)	
Family Survey	How well does the school match their child's developmental needs? The degree to which families become involved with and interact with their child's school. How involved have you been with a parent group(s) at your child's school? In the past year, how often have you helped out at your child's school?	60% 36%	85% 60%	

Our Team's Process

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at:

<https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf>. This section outlines how we worked together to develop our plan.

Our Team's Steps

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

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

Team Collaboration

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

Name	Role	Orientation to School Teams (required for new TSI)	Envision:	Analyze:	Analyze:	Listen:	Envision:	Plan Writing and Revision
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/5</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>	<i>4/17</i>	<i>5/2 5/9 5/16</i>
Marco Galante	Principal	3/5/24	3/19/24	4/25/24	5/7/27	5/13/24	5/29/24	6/6/2024
Katelyn Greiner	Grade 6 teacher	3/5/24	3/19/24	4/25/24	5/7/27	5/13/24	5/29/24	6/6/2024
Scott Hourigan	Grade 5 Teacher	3/5/24	3/19/24	4/25/24	5/7/27	5/13/24	5/29/24	6/6/2024
Carrie Whitney	Grade 5/6 SC Teacher	3/5/24	3/19/24	4/25/24	5/7/27	5/13/24	5/29/24	6/6/2024
Toni Torchia	Parent Representative	3/5/24	3/19/24	4/25/24	5/7/27	5/13/24	5/29/24	6/6/2024
David Dlugosz	Grade 7 Teacher	3/5/24	3/19/24	4/25/24	5/7/27	5/13/24	5/29/24	6/6/2024
Julie Moore	Grade 7 Teacher	3/5/24	3/19/24	4/25/24	5/7/27	5/13/24	5/29/24	6/6/2024
Tiffany Van Dewater	ISS for Secondary ELA	3/5/24	3/19/24	4/25/24	5/7/27	5/13/24	5/29/24	6/6/2024
Lisa Cross	Exec. Director of Secondary	3/5/24	3/19/24	4/25/24	5/7/27	5/13/24	5/29/24	6/6/2024

Student Interviews

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

The students were highly invested and their responses were informative and insightful. The students shared perspectives similar to what we found as a group when reviewing the data and what staff was able to determine such as a greater need for supervision in the hallway cafeteria and other unstructured areas of the school day. We also learned that many students were seeing the same issues staff was seeing such as district towards others.

Schools in the ATSI and TSI model only

Subgroup Spotlight

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

The team has determined that our priorities need to be focused on strong tier 1 instruction, supported by teacher collaboration through professional learning communities. We will use data protocols to help us target instructional needs for each subgroup. We will focus on research based high impact teaching strategies for all students differentiating for subgroups.

School climate, belonging and engagement have been identified as essential components of student wellness and academic performance. Relationships among students, between students and staff and between the school and home are target areas for FMS for this reason.