2025-2026
Franklin Middle School
School Comprehensive Education Plan

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

Team Members:	Role:
Marco Galante	Principal
Laura Wagner	Assistant Principal
Lisa Cross	Executive Director of Secondary Education
Julie Moore	Teacher
David Dlugosz	Teacher
Scott Hourigan	Teacher
Tiffany VanDeWater	Instructional Support Specialist
Melissa Carrato	Instructional Support Specialist
Tony Torchia	Parent
Deanna Robey	Parent
Katelyn Greiner	Teacher
Carrie Whitney	Teacher

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

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

Key Strategy _What activities, or Action Steps will we pursue to address our FOCUS AREA(s)?_	**HOW DOES THIS COMPARE TO EXISTING EFFORTS?**	**WHY: WHAT DID WE LEARN FROM OUR NEEDS ASSESSMENT/DATA ANALYSIS OR RESULTS OF PREVIOUS YEARS RESULTS, that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence.** _Consider both data trends observed and survey responses_ _Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year._
Key Strategy 1: Emphasize teacher clarity by analyzing standards, expressing what students need to learn, identifying how they will know they learned it, and planning meaningful instruction and assessments.	☐ New ☐ Expand ☑ Refine	We selected teacher clarity as a key strategy because both our data and surveys indicate that students are unclear on what they're expected to learn and how to show mastery—especially on tasks requiring deeper thinking. ● Teacher clarity has a high effect size (0.84) on Hattie's scale, yet walkthrough data shows it's inconsistently applied across classrooms. ● Constructed responses were among the lowest-scoring areas in grades 5–7, showing a need for clearer learning targets and success criteria. ● Teachers need to unpack standards more deeply, understand learning progressions, and backward plan from power standards to ensure instruction is focused and sequenced. ● Embedding key concepts across standards—like integrating number sense into geometry—will help students make connections. ● We will also utilize special area teachers (e.g., Tech, Art) to support students in tiered vocabulary acquisition. ● According to Panorama's results from teachers they expressed a need for PD in teacher clarity. ● As we examined 24-25 progress, we determined that a tighter focus on lesson design and development (teacher clarity) is a next step that will provide necessary instructional support.
Key Strategy 2: Analyze real-time student assessment data to inform and modify tier 1 instruction, assessment and intervention.	☐ **New** ☐ **Expand** ☑ **Refine**	We selected this strategy because our data shows Tier 1 instruction is not consistently adjusted based on student performance, leading to missed learning opportunities. ● **CFA, CommonLit, and state data** show ongoing gaps in key areas. ● We will use tools like **Lexia, I-Ready, Delta Math, and 99 Math** to drive instruction or group students for intervention in real time. ● PLCs need to refine data review procedures and processes to better support the instructional roadmaps. ● Next year, we'll deepen impact by aligning **PLC topics to real-time data review**, strengthening use of intervention tools, and building shared ownership of instructional decisions. ● According to anecdotal data - teachers have expressed the impact of reviewing student assessment data through the PLC process.

		● How this is a refinement from last year… While PLCs in 24-25 looked closely at programs and materials, the next step is to turn attention to the planning and use of common formative assessments to inform instruction and instructional effectiveness.

IMPLEMENTATION: How will we do this?

KEY STRATEGY 1: Emphasize teacher clarity by analyzing standards, expressing what students need to learn, identifying how they will know they learned it, and planning meaningful instruction and assessments.

BEFORE THE 1ST DAY OF SCHOOL IMPLEMENTATION KEY STRATEGY 1	
What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	**When will this be in place?**
● Revise the building Instructional Road Map (colored sheet). Align the learning walk data capture model with the look fors. Align 2025-2026 professional learning with the Instructional Road Map	August 15, 2025
● Ensure that the professional learning schedule is complete. All dates are planned out for teachers and PLC leaders.	August 30, 2025
● Ensure that all are invited to the Summer trainings and have had the opportunity to participate. Design a back up plan to support those who are unable to attend Summer training.	June 2025
● Develop the learning walk schedule and cycles.	Sept 22 - Oct 10 Oct 22 - Nov 7 Dec 1-19
● Ensure the CFA models and schedules are complete and shared before the start of the school year.	August 2025
● Identify power standards per module in math and ELA.	June 2025
● Identify academic, tier 2 vocabulary words for special area teachers.	June 2025
● Professional learning on teacher clarity - Angie Hanlin	August 27, 2025
● Plan for consultant support	September December February

FIRST HALF OF THE SCHOOL YEAR IMPLEMENTATION KEY STRATEGY 1	
What is our plan to implement this Key Strategy in the first half of the year? What steps are involved?	**When will this be in place?**
● Clarify the instructional road map during grade-level meetings (targeted towards the audience)	9/15/2025 and ongoing monthly
● Follow the schedule for PLCs to clarify Teacher Clarity and provide practice with the strategy	9/15/2025 on ongoing weekly
● Follow the schedule for PLC Leader development to build capacity with PLC leaders	Monthly meetings
● Continue/Review Consultant support (learning walks)	Weekly
● Provide staff with monthly feedback on learning walks - highlights/standards	Monthly Update
● Special Area Teachers: Embed a few key academic vocabulary from standards into their daily instruction	October 2025

SECOND HALF OF THE SCHOOL YEAR IMPLEMENTATION KEY STRATEGY 1	
What is our plan to implement this Key Strategy in the second half of the year? What steps are involved?	**When will this be in place?**
● Provide PD on Success Criteria, what it looks like, and how they are developed from standards.	November superintendent conference day/faculty meetings
● Adjust (if needed) the instructional road map during grade-level meetings (targeted towards the audience)	1/15/2026 and ongoing monthly
● Continue/Adjust the schedule for PLCs to clarify Teacher Clarity and provide practice with the strategy	1/15/2026 on ongoing weekly
● Continue/Adjust the schedule for PLC Leader development to build capacity with PLC leaders	Monthly meetings
● Continue/Review Consultant support (learning walks)	Weekly
● Continue providing staff with monthly feedback on learning walks - highlights/standards	Monthly Update

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

KEY STRATEGY 1: Emphasize teacher clarity by analyzing standards, expressing what students need to learn, identifying how they will know they learned it, and planning meaningful instruction and assessments.

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. *What are our next steps?* *Complete when reviewing data*
Early Progress Milestones (implementation/outcome data)	• Revise Instructional Road Map • Faculty Meeting Presentation on Teacher Clarity - Clarification • Schedule for Learning Walks • Schedule for PLC leader training • Schedule for PLCs • Student Data Chats	PLC running agenda notes CFA data Adhering to curriculum pacing	
Mid-Year Benchmark(s) (outcome data)	• Results from Learning Walks • Minutes at PLC Leader training • Review state assessment results • CFA data • I-ready data • Student Data Chats	Adhering to the schedule An Increase of 10% in the i-ready results for proficiency from the September benchmark to January CFAs: students meet standards benchmarks	
End-of-the Year Targets (outcome data)	• CFA data • I-ready data • Student Data Chats	Adhering to the schedule An Increase of 20% in the i-ready results for proficiency from the September benchmark to June CFA: students meet standards benchmarks	

IMPLEMENTATION: How will we do this?

KEY STRATEGY 2: Analyze real-time student assessment data to inform and modify tier 1 instruction, assessment, and intervention.

BEFORE THE 1ST DAY OF SCHOOL IMPLEMENTATION
KEY STRATEGY 2

What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	When will this be in place?
● PLC Leader development to build capacity with PLC leaders	Summer 2025
● Communication to staff about expectations, purpose of CFA's	August 2025
● Purpose and Planned PLC topics	Summer 2025
● Review the Instructional road map	August 2025
● Expand PLC's to leverage the rest of the staff	August 2025

FIRST HALF OF THE SCHOOL YEAR IMPLEMENTATION
KEY STRATEGY 2

What is our plan to implement this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
● Support PLC Leader development to build capacity with PLC leaders	Monthly PLC meetings
● Continue to communicate to staff about expectations, purpose of CFA's	Monthly - faculty meetings/department meetings and at grade level meetings
● Adjust/Revise purpose and Planned PLC topics	PLC meetings
● Adjust/Revise Instructional road map	Quarterly when meeting with PLC leaders
● Review student assessment data (CFA's, CommonLit, state assessment, Intervention PD Lexia PD (Grades 5 & 6), iReady personalized instruction PD (Grade 7), Delta math (6/7), Math Fact Lab (Grade 5) 99 Math	October 2025

SECOND HALF OF THE SCHOOL YEAR IMPLEMENTATION
KEY STRATEGY 2

What is our plan to implement this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
● Support PLC Leader development to build capacity with PLC leaders	Monthly PLC meetings
● Continue to communicate to staff about expectations, purpose of CFA's	Monthly - faculty meetings/department meetings and at grade level meetings
● Adjust/Revise purpose and Planned PLC topics	PLC meetings
● Adjust/Revise Instructional road map	Quarterly when meeting with PLC leaders
● Continue to review student assessment data (CFA's, CommonLit, state assessment, Intervention PD, Lexia PD (Grades 5 & 6), iReady personalized instruction PD (Grade 7), Delta math (6/7), Math Fact Lab (Grade 5) 99 Math	Following administration of CFA according to department schedule

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

KEY STRATEGY 2: Analyze real-time student assessment data to inform and modify tier 1 instruction, assessment and intervention.

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. *What are our next steps?* *complete when reviewing data*
Early Progress Milestones (implementation/outcome data)	● Revise Instructional Road Map ● Faculty Meeting Presentation on PLC's - Clarification ● Schedule for Learning Walks ● Schedule for PLC leader training ● Schedule for PLCs ● Student Data Chats	● PLC running agenda notes ● CFA data ● Adhering to the schedule	
Mid-Year Benchmark(s) (outcome data)	● Results from Learning Walks ● Minutes at PLC Leader training ● CFA data	● Adhering to the schedule ● An Increase of 10% in the i-ready results for proficiency	

	● Review state assessment results ● I-ready data ● Student Data Chats	from the September benchmark to January ● CFAs: students meet standards benchmarks	
End-of-the Year Targets (outcome data)	● CFA data ● I-ready data ● Student Data Chats	Adhering to the schedule An Increase of 20% in the i-ready results for proficiency from the September benchmark to June CFA: students meet standards benchmarks	

ACADEMIC PERFORMANCE TARGETS

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

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

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: *(complete when reviewing mid-year data)*
Mid-Year Benchmark(s)	● CFA data ● ELA and Math I-ready benchmark data	Emphasize teacher clarity by analyzing standards, expressing what students need to learn, identifying how they will know they learned it, and planning meaningful instruction and assessments. Analyze real-time student assessment data to inform and modify tier 1 instruction, assessment and intervention.	Mid year proficiency on CFAs is X% (TBD) - established baseline in ELA, Math, Science, and SS Report by grade level by content area by teacher Increased in ELA and math proficiency, by 10% in the i-ready results for proficiency from the September benchmark to January To be completed following Sept '25 baseline assessment	

			By Grade level ELA 5th __ % to __% 6th __ % to __% 7th __ % to __% Math 5th __ % to __% 6th __ % to __% 7th __ % to __%	
End-of-the Year Targets	CFA data ELA and Math I-ready benchmark data State Assessment Data	Emphasize teacher clarity by analyzing standards, expressing what students need to learn, identifying how they will know they learned it, and planning meaningful instruction and assessments. Analyze real-time student assessment data to inform and modify tier 1 instruction, assessment and intervention.	End of year proficiency on CFAs is X% (TBD) - increased our rate by 10% in ELA, Math, Science, and SS Report by grade level by content area by teacher Increased in ELA and math proficiency, by 20% in the i-ready results for proficiency from the September benchmark to June To be completed following Sept '25 baseline assessment By Grade level ELA 5th __ % to __% 6th __ % to __% 7th __ % to __% Math 5th __ % to __% 6th __ % to __% 7th __ % to __%	

			An increase in our proficiency rates on the ELA, Math, and Science assessments. By Grade level ELA 5th __ % to __% 6th __ % to __% 7th __ % to __% Math 5th __ % to __% 6th __ % to __% 7th __ % to __%	

SURVEY RESULTS

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

	Survey Question(s) or Statement(s	Corresponding Key Strategies	2024-25 data if available *(e.g., % agree or strongly agree)*	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing: *(complete once Spring survey 2026 results are available)*
Student Survey	**School Rigorous Expectations** *How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.*	Emphasize teacher clarity by analyzing standards, expressing what students need to learn, identifying how they will know they learned it, and planning meaningful instruction and assessments.	85%	90%	
Staff Survey	**Professional Learning** *Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.*	Emphasize teacher clarity by analyzing standards, expressing what students need to learn, identifying how they will know they learned it, and planning meaningful instruction and assessments.	70%	80%	
Family Survey	**Family Support** *Families' perceptions of the amount of academic and social support that they provide their child with outside of school.*	Emphasize teacher clarity by analyzing standards, expressing what students need to learn, identifying how they will know they learned it, and planning meaningful instruction and assessments.	90%	95%	

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

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

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

Key Strategy	HOW DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: WHAT DID WE LEARN FROM OUR NEEDS ASSESSMENT/DATA ANALYSIS OR RESULTS OF PREVIOUS YEARS RESULTS, that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. *Consider both data trends observed and survey responses* *Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.*
Key Strategy 1: ● Support the development and maintenance of a positive school climate, creating a place where students want to be, want to learn, and can thrive. ○ Continue Foundations prosocial behavior initiatives in common spaces as well as arrival, transitions, and dismissal. ○ Continue SELIT initiative with updates to Franklin Freeze days. ○ Leverage the Safe and Civil Schools Foundations guidelines ○ Implement Infinite Campus Workflow to: ○ *improvement management of non-instructional areas* ○ *improve classroom attendance and student arrival on time* ○ *Provide families with an online option to report student absences and to request early pickup.*	☐ New ☐ Expand ☑ Refine	Staff & student survey data revealed that our school needs to provide stronger support and professional development to teachers as it relates to Tier 1 instruction.

11

IMPLEMENTATION: How will we do this?

KEY STRATEGY 1: Support the development and maintenance of a positive school climate, creating a place where students want to be, want to learn, and can thrive.

BEFORE THE 1ST DAY OF SCHOOL IMPLEMENTATION KEY STRATEGY 1	
What is our plan to implement this Key Strategy in the first half of the year? **What steps are involved?**	**When will this be in place?**
● Develop Foundations committee. ● Create Foundations initiative training plan and calendar.	September 2025
● Develop SELIT committee. ● Create Franklin Freeze structure and framework. ● Develop Franklin Freeze day topics and events calendar.	September 2025
● Establish universal policy and procedures for Electronics/Cell Phones during the school day. ● Develop a staff training and intervention program for tier 1, 2, and 3 level response.	September 2025
● Establish Whole Child Data Tracking, including implementation and use of Campus Analytics MTTS Early Warning System - MTSS Module. ● Identify Restorative Interventions at Tier 1, 2, and 3 levels	September 2025
Implement Infinite Campus Workflow to support attendance to: 　○ Improve management of student daily attendance and parent daily notifications 　○ Improve classroom attendance and student arrival on time 　○ Provide families with an online option to report student absences and to request early pickup. 　○ Provide automated early morning notifications to targeted families to ensure timely arrival to bus stop	September 2025

FIRST HALF OF THE SCHOOL YEAR IMPLEMENTATION KEY STRATEGY 1	
What is our plan to implement this Key Strategy in the first half of the year? **What steps are involved?**	**When will this be in place?**

• Train staff on 2025-2026 Foundations initiatives:
  ○ Active Supervision Training for Common Areas
  ○ Cafeteria Protocols
  ○ Arrival and dismissal procedures
  ○ Opengate implementation plan
	September 2025

• The Foundations Common Areas Observation form will be used to evaluate strengths and areas for improvement. Make adjustments as determined.	October 2025
• Share Franklin Freeze structure and framework with staff. • Share Franklin Freeze day topics and events calendar with staff.	September 2025
• Evaluate the strengths and areas for improvement of the Franklin Freeze structure and topics using the Panorama Survey.	November 2025
• Train staff on the universal policy and procedures for Electronics/Cell Phones during the school day. • Train staff on the cellphone intervention program for tier 1, 2, and 3 level response.	September 2025
• Train staff on the use of WorkFlow Suite.	September 2025

SECOND HALF OF THE SCHOOL YEAR IMPLEMENTATION KEY STRATEGY 1	
What is our plan to implement this Key Strategy in the second half of the year? **What steps are involved?**	**When will this be in place?**

• Monitor school discipline data and adjust to improve the following procedures:
  ○ Active Supervision Training for Common Areas
  ○ Cafeteria Protocols
  ○ Arrival and dismissal procedures
  ○ Opengate implementation plan
	February 2026

• Monitor school and class attendance data using Infinite Campus WorkFlow Suite to adjust attendance interventions.	February - May 2026
• Monitor suspension recidivism to assess reintegration procedures after class/school removal.	February - May 2026

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

KEY STRATEGY 1: Support the development and maintenance of a positive school climate, creating a place where students want to be, want to learn, and can thrive.

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. *What are our next steps?* *complete when reviewing data*
Early Progress Milestones (implementation/outcome data)	- Attendance Data - Discipline Data - Panorama Data - Workflow Suite Data	Completed plans, schedules, trainings, and preparation.	
Mid-Year Benchmark(s) (outcome data)	- Attendance Data - Discipline Data - Panorama Data - Workflow Suite Data	- Improved student attendance. - Reduction in disrespectful interactions. - Reduction of discipline in common areas (hallways and cafeteria).	
End-of-the Year Targets (outcome data)	- Attendance Data - Discipline Data - Panorama Data - Workflow Suite Data	- Improved student attendance. - Reduction in physical altercations. - Reduction of discipline in common areas (hallways and cafeteria).	

NON-INSTRUCTIONAL PERFORMANCE TARGETS

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

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

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: *(complete when reviewing mid-year data*)
Mid-Year Benchmark(s)	- Attendance Data - Discipline Data - Panorama Data - Workflow Suite Data	Support the development and maintenance of a positive school climate, creating a place where students want to be, want to learn, and can thrive.	- Improved student attendance. - Reduction in physical altercations. - Reduction of discipline in common areas (hallways and cafeteria).	
End-of-the Year Targets	- Attendance Data - Discipline Data - Panorama Data - Workflow Suite Data	Support the development and maintenance of a positive school climate, creating a place where students want to be, want to learn, and can thrive.	- Improved student attendance. - Reduction in physical altercations. - Reduction of discipline in common areas (hallways and cafeteria).	

NON-INSTRUCTIONAL SURVEY RESULTS

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

	Survey Question(s) or Statement(s	Corresponding Key Strategies	2024-25 data if available *(e.g., % agree or strongly agree)*	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing: *(complete once Spring survey 2026 results are available)*
Student Survey	How often does negative or disruptive student behavior occur in your school	Support the development and maintenance of a positive school climate, creating a place where students want to be, want to learn, and can thrive.	60%	72%	
Staff Survey	How respectful are students in their interactions with each other	Support the development and maintenance of a positive school climate, creating a place where students want to be, want to learn, and can thrive.	44%	53%	
Family Survey	How comfortable is your child in asking for help from school adults	Support the development and maintenance of a positive school climate, creating a place where students want to be, want to learn, and can thrive.	55%	66%	

SCEP APPENDIX - 1 - FOR ALL SCHOOLS

Listening, Leading, Learning: Feedback on School Environment Experiences from students, staff and families
Describe how the feedback from each stakeholder group has informed the team's plan.
Feedback from students, staff, and families played a critical role in shaping the team's plan. A key theme that emerged from all stakeholder groups was the need for improved communication and clarity regarding student progress. Specifically, teachers often don't have enough time to talk to students about their grades or progress. In response, the team prioritized Teacher Clarity as a core instructional focus, ensuring that learning objectives, success criteria, and progress monitoring are clearly communicated and embedded in classroom practice. Additionally, staff feedback emphasized the need for more structured time for collaboration and planning. The team addressed this by strengthening the use of Professional Learning Communities (PLCs), giving teachers more consistent opportunities to discuss student data, align expectations, and plan interventions—particularly for students who need additional support. Survey comparisons from year to year further supported the direction of the plan. A 4% increase in school expectations and a significant rise in student engagement validated that students are responding positively to clearer expectations and more engaging instruction. However, the noted decrease in school safety signaled the need for ongoing efforts to create a safe and supportive environment for all students, which is being addressed through both instructional and social-emotional supports. By directly responding to stakeholder concerns and feedback, the team's plan reflects a shared commitment to improving communication, collaboration, and student outcomes.

SCEP APPENDIX - 2 - FOR TSI SCHOOLS ONLY

<table>
<tr><td>Listening, Leading, Learning: Feedback on School Environment Experiences from students, staff and families</td></tr>
<tr><td>SUBGROUP SPOTLIGHT: **Describe how the team has determined that the strategies within this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified.**</td></tr>
<tr><td>The team has determined that the strategies within this plan are likely to result in improved subgroup performance by focusing on the core belief that highly effective instruction benefits all students, particularly those with higher needs. This plan places a strong emphasis on Teacher Clarity and the intentional use of Professional Learning Communities (PLCs) to monitor student progress, allowing educators to identify and respond to subgroup needs in a timely and targeted manner.

The structured collaboration provided through PLCs addresses this need by creating dedicated time for teachers to analyze data, reflect on instructional practices, and plan interventions that specifically support underperforming subgroups.

Survey data indicated that school expectations rose by 4% and student engagement had the biggest increase, suggesting that efforts to enhance clarity and consistency in instruction are already producing positive trends. However, a noted decrease in perceived school safety reinforces the need for ongoing attention to the broader learning environment to ensure all students feel supported and secure.

By aligning professional collaboration with clearly defined instructional goals and student data, the strategies in this plan are designed to systematically improve outcomes for identified subgroups while addressing specific challenges raised by stakeholders.</td></tr>
</table>

Team Collaboration

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

Name	Role	Orientation to School Teams (required for new TSI)	**Analyze:** Data Variation Identification	**Analyze:** Data Variation Share and Explore	**Analyze:** Survey Data	**Listen:** Student Interviews	**Envision:** Reflect and Synthesize	**Plan** Writing and Revision
Marco Galante	Principal		*3/19*	**5/13**	**5/13**	*5/6*	*5/20*	*6/3*
Laura Wagner	Assistant Principal		*3/19*	*5/13*	*5/13*	*5/6*	*5/20*	*6/3*
Lisa Cross	Executive Director of Secondary Education		*3/19*	*-*	*-*	*5/6*	*5/20*	*-*
Julie Moore	Teacher		*3/19*	*5/13*	*5/13*	*5/6*	*5/20*	*6/3*
David Dlugosz	Teacher		*3/19*	*5/13*	*5/13*	*5/6*	*5/20*	*6/3*
Scott Hourigan	Teacher		*3/19*	*5/13*	*5/13*	*5/6*	*5/20*	*6/3*
Tiffany VanDeWater	Instructional Support Specialist		*-*	*5/13*	*5/13*		*5/20*	*6/3*
Melissa Carrato	Instructional Support Specialist		*3/19*	*-*	*-*	*5/6*	*5/20*	*6/3*
Michelle Hocking	Instructional Support Specialist		*3/19*			*5/6*	*5/20*	*6/3*
Tony Torchia	Parent		*-*	*5/13*	*5/13*	*-*	*-*	*-*
Deanna Robey	Parent		*3/19*	*-*	*-*	*5/6*	*5/20*	*-*
Katelyn Greiner	Teacher		*3/19*	*5/13*	*5/13*	*5/6*	*5/20*	*6/3*
Carrie Whitney	Teacher		*3/19*	*5/13*	*5/13*	*5/6*	*5/20*	*6/3*

School Comprehensive Education Plan
School Improvement Grant Expenditure Plan
2025-26

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

SCEP APPENDIX - 4 - FOR TSI SCHOOLS

School-Level SIG Expenditure Plan

Instructions

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

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

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

Evidence-Based Intervention Category

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

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

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

Plan Monitoring and Development

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

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

Budget Code

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

Code 15: Professional Salaries
Code 16: Support Staff Salaries
Code 20: Equipment
Code 40: Purchased Services
Code 45: Supplies and Materials
Code 46: Travel
Code 49: BOCES Services

Expenses That Go Across Key Strategies

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

Instructional Key Strategy Implementation

INSTRUCTIONAL KEY STRATEGY 1 — Analyze real-time student assessment data to inform and modify tier 1 instruction, assessment, and intervention.

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Lexia Core 5 Site ELA Intervention Licenses	Multi-Tiered Systems of Support Integrated	Purchased Services - 40	$7,665.00
iReady Personalized Math Intervention Licenses	Multi-Tiered Systems of Support Integrated	Purchased Services - 40	$5,265.00
PLC Professional Book Study with teams of KenTon Teachers: Data Analysis protocols & Implementation	Ongoing Job Embedded Professional Development	Professional Salaries - 15	$1,181.25
High Quality Instructional Materials	Problematic: Tier 1 Assessments & Data Driven Instruction	Purchased Services - 40	$1,218.75
Professional Literature: PLC, Teacher Clarity, Visible Learning to support training by Angela Hanlin	Ongoing Job Embedded Professional Development	Supplies & Materials - 45	$380.50

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY $15,710.50

INSTRUCTIONAL KEY STRATEGY 2 — Emphasize teacher clarity by analyzing standards, expressing what students need to learn, identifying how they will know they learned it, and planning meaningful instruction and assessments.

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Instructional Leadership Development & Support Consultant (SCEP Monitoring/Dev)	Principal Leadership Development	Purchased Services - 40	$8,330.00
Angela Hanlin Consultant: Strengthen Tier 1 Instruction: Visible Learning, Teacher Clarity	Evidence Based Instructional Methods	Purchased Services - 40	$10,500.00
Amplify: Training Science of Reading	Evidence Based Instructional Methods	Purchased Services - 40	$8,000.00

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY $26,830.00

Non-Instructional Key Strategy Implementation

NON-INSTRUCTIONAL KEY STRATEGY 1	Support the development and maintenance of a positive school climate, creating a place where students want to be, want to learn, and can thrive.

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
PBIS Behavioral Foundations Training	Multi-Tiered Systems of Support Integrated	Purchased Services - 40	$16,000.00
PBIS Behavioral Foundations Team Planning Meetings	Multi-Tiered Systems of Support Integrated	Professional Salaries - 15	$1,610.00
Attendance IC Workflow Suite	Multi-Tiered Systems of Support Integrated	Purchased Services - 40	$5,656.33
IC Campus Analytics: MTSS Module Two Years	Multi-Tiered Systems of Support	Purchased Services - 40	$4,172
Infinite Campus Hardware for IC Workflow Suite	Code 20 Equipment	Equipment - 20	$4,854.50
Wilbert Green Implicit Bias Training	Ongoing Job-Embedded Professional Development	Purchased Services - 40	$1,312.50

TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY	$33,605.33

Plan Monitoring Expenses

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

TOTAL AMOUNT FOR PLAN MONITORING	$4,244.50

2026-27 Plan Development Expenses

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

TOTAL AMOUNT FOR PLAN MONITORING	$4,244.50