



2025-26 School Comprehensive Education Plan (SCEP)

District	School Name	Principal Name	Grades Served	Accountability Model
Syracuse City	Franklin Elementary	Laura Mitchell	Pre K-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 and will partner with the school to ensure its execution.**
- ✓ **District has approved this plan and will partner with the school to ensure its execution.**
- ✓ **[Civic Empowerment Project](#) identified: Collaborative School Improvement Grant Development**

SCEP DEVELOPMENT TEAM		
	<i>Name</i>	<i>Title / Role</i>
1	Laura Mitchell	Principal
2	Kim Dominick	Vice Principal
3	Kelly Bowles	Vice Principal
4	Kathy Scheftic	Teacher
5	Rebecca Winterson	Teacher
6	Kerry Read	Teacher/ENL Content Liaison/Chief Union Rep
7	Jillian O'Connor	Teacher
8	Vicky Bishop	Teacher/ELA Content Liaison
9	Patty DeRycke	Teacher
10	Kecia Buczek	Instructional Coach
11	Melissa Sugamele	Math AIS/Math Content Liaison
12	Erin Givens	Teacher/SPED Content Liaison
13	Wendy Mathews-Sisley	Teacher/Social Studies Content Liaison
14	Tim Upton	Teacher/Science Content Liaison
15	Sarah Baszto	Teacher/DEB Content Liaison
16	Khadija Muhammad	Teacher/DEB Content Liaison
17	SarRa Htoo Gonzalez	Parent
18	Gabrial Rivera Sr.	Parent

[2025-26 SCEP Guidance](#)

Link To Your School's 2025-26 Professional Development Plan	SY2526 PD Plan
--	--------------------------------

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 3](#)
- [Strategy 4](#)

Attendance Commitment

- [Strategy 5](#)

Student Supports Commitment

- [Strategy 6](#)

End of Year Survey

Evidence-Based Intervention

SCEP Development Team Participation

Learning As A Team

SIG Expenditure Plan (CSI, ATSI,TSI Only)

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: 10px; text-align: center;"> Goals will be developed after all 2024-25 data are available </div>
2	Math	
3	Attendance	
4	ELP / Other	
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 6)

Directions: Use the school's needs assessment results to identify strategies from each drop-down menu that the school will prioritize. Refer to the Strategy Companion Guide for additional guidance on each strategy. Note, this means **a maximum of six strategies** across the four commitments. Confirm whether the strategy is "new" (N) – "expanded" (E) – "refined" (R)."

	Commitments		Key Strategies <i>(Refer to Strategy Companion Guide)</i>	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	4) Accountable Talk: Balancing Community, Knowledge, and Rigorous Thinking	E
		2	Advancement Via Individual Determination AVID	N
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.	3	5) PLC: Data Practices to Support All Students	N
		4	Tier I or Tier II Intervention Practices	E
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	5	School Customized	E
4	This school is committed to aligning and maximizing resources to serve and impact each student's needs.	6	School Customized	E

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: Balancing Community, Knowledge	SY2526 PD Plan [Franklin].xlsx	School Lead: Kelly Bowles
--	--	-------------------------------------

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

During our needs assessment, we found that grades 3, 4 and 5 are comfortable with implementing Accountable Talk strategies. However, as a building, we need to continue to build upon accountable talk and implement strategies that encourage more student talk time.

In Dibels:	NWEA Math: Building wide for growth from Winter to Spring, we were in the 65 th percentile for growth. K: 90 th percentile 1: 51 st percentile 2: 71 st percentile 3: 75 th percentile 4: 51 st percentile 5: 46 th percentile	NWEA ELA: Building wide for growth from Winter to Spring, we were in the 53 rd percentile for growth. 1: 53 rd percentile 2: 61 st percentile 3: 32 nd percentile 4: 62 nd percentile 5: 47 th percentile
K: BOY: 15% proficient, EOY: 35% proficient 1: BOY: 30% proficient, EOY 36% proficient 2: BOY: 30% proficient, EOY 37% proficient 3: BOY: 34% proficient, EOY 35% proficient 4: BOY: 36% proficient, EOY 32% proficient 5: BOY: 40% proficient, EOY 34% proficient		

This showed that we are on the right track with our younger students. AT strategies being implemented consistently will help to support the growth of all learners.

In grades K, 1 and 2, this is a new strategy that needs to be implemented. We will be differentiating professional development and have one specific strategy rolled out for each grade level to support the continuation of AT from year to year.

We had positive growth throughout the building, but our students, on average are in the 19th percentile for achievement for math and 13th percentile for ELA. Possible root causes for this are the high influx of beginning ENL students, lack of consistency in the implementation of Interventions for both math and ELA, and as a school, we don't hold students accountable to individualized academic goals in both ELA and math.

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

As a school, we will be expanding our AT PD into the next series through the district Professional Development team. We will be focusing on one strategy for every grade level that is centered around community, knowledge, and rigorous thinking. For K, 1 and 2, the focus will simply be on community. Making sure to build a culture where students feel they can share out with their classmates is pivotal to the success of Accountable Talk. In grades 3, 4 and 5, we will focus on the building of rigorous thinking through the implementation of Accountable Talk strategies.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Provide differentiated Professional Development to teachers in K, 1 and 2 and then 3, 4, and 5.	8/27-9/30/25	Kecia Buczek	District coaches Instructional Coach	
Conduct first walk-throughs around Accountable Talk utilizing the walk-through tool	9/30/25- 10/31/25	Kecia Buczek	Walkthrough tool	
Analyze walk-through data for next steps and share out findings with staff	10/1-10/31/25	Kecia Buczek	Admin	

PROGRESS MONITORING (AUGUST – OCTOBER)

Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31/25	Walkthrough data	K-2-At least 50% of teachers utilizing the named AT strategies with fidelity	
10/31/25	Walkthrough data	3-5 At least 70% of teachers utilizing the named AT strategies with fidelity	

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: Balancing Community, Knowledge	SY2526 PD Plan [Franklin].xlsx	School Lead: Kelly Bowles
--	--	-------------------------------------

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

During our needs assessment, we found that grades 3, 4 and 5 are comfortable with implementing Accountable Talk strategies. However, as a building, we need to continue to build upon accountable talk and implement strategies that encourage more student talk time.

In Dibels:	NWEA Math: Building wide for growth from Winter to Spring, we were in the 65 th percentile for growth. K: 90 th percentile 1: 51 st percentile 2: 71 st percentile 3: 75 th percentile 4: 51 st percentile 5: 46 th percentile	NWEA ELA: Building wide for growth from Winter to Spring, we were in the 53 rd percentile for growth. 1: 53 rd percentile 2: 61 st percentile 3: 32 nd percentile 4: 62 nd percentile 5: 47 th percentile
K: BOY: 15% proficient, EOY: 35% proficient 1: BOY: 30% proficient, EOY 36% proficient 2: BOY: 30% proficient, EOY 37% proficient 3: BOY: 34% proficient, EOY 35% proficient 4: BOY: 36% proficient, EOY 32% proficient 5: BOY: 40% proficient, EOY 34% proficient		

This showed that we are on the right track with our younger students. AT strategies being implemented consistently will help to support the growth of all learners.

In grades K, 1 and 2, this is a new strategy that needs to be implemented. We will be differentiating professional development and have one specific strategy rolled out for each grade level to support the continuation of AT from year to year.

We had positive growth throughout the building, but our students, on average are in the 19th percentile for achievement for math and 13th percentile for ELA. Possible root causes for this are the high influx of beginning ENL students, lack of consistency in the implementation of Interventions for both math and ELA, and as a school, we don't hold students accountable to individualized academic goals in both ELA and math.

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

As a school, we will be expanding our AT PD into the next series through the district Professional Development team. We will be focusing on one strategy for every grade level that is centered around community, knowledge, and rigorous thinking. For K, 1 and 2, the focus will simply be on community. Making sure to build a culture where students feel they can share out with their classmates is pivotal to the success of Accountable Talk. In grades 3, 4 and 5, we will focus on the building of rigorous thinking through the implementation of Accountable Talk strategies.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Adjust accountable talk practices based on walk-through data	11/1-12/19/25	K. Bowles	Walkthrough tool	
Plan additional professional development for accountable talk based on walk-through data	11/1-11/14/25	K. Buczek	Walkthrough tool	
Conduct second accountable talk walk-through	11/17-12/5/25	K. Dominick	Walkthrough tool	
Analyze walk-through data for next steps and share out findings with staff	12/8-12/19/25	L. Mitchell	Walkthrough tool	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/19/25	Walkthrough data	K-2-At least 60% of teachers utilizing the named AT strategies with fidelity	
12/19/25	Walkthrough data	3-5- At least 80% of teachers utilizing the named AT strategies with fidelity	

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: Balancing Community, Knowledge	SY2526 PD Plan [Franklin].xlsx	School Lead: Kelly Bowles
--	--	-------------------------------------

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

During our needs assessment, we found that grades 3, 4 and 5 are comfortable with implementing Accountable Talk strategies. However, as a building, we need to continue to build upon accountable talk and implement strategies that encourage more student talk time.

In Dibels: K: BOY: 15% proficient, EOY: 35% proficient 1: BOY: 30% proficient, EOY 36% proficient 2: BOY: 30% proficient, EOY 37% proficient 3: BOY: 34% proficient, EOY 35% proficient 4: BOY: 36% proficient, EOY 32% proficient 5: BOY: 40% proficient, EOY 34% proficient	NWEA Math: Building wide for growth from Winter to Spring, we were in the 65 th percentile for growth. K: 90 th percentile 1: 51 st percentile 2: 71 st percentile 3: 75 th percentile 4: 51 st percentile 5: 46 th percentile	NWEA ELA: Building wide for growth from Winter to Spring, we were in the 53 rd percentile for growth. 1: 53 rd percentile 2: 61 st percentile 3: 32 nd percentile 4: 62 nd percentile 5: 47 th percentile
---	--	---

This showed that we are on the right track with our younger students. AT strategies being implemented consistently will help to support the growth of all learners.

In grades K, 1 and 2, this is a new strategy that needs to be implemented. We will be differentiating professional development and have one specific strategy rolled out for each grade level to support the continuation of AT from year to year.

We had positive growth throughout the building, but our students, on average are in the 19th percentile for achievement for math and 13th percentile for ELA. Possible root causes for this are the high influx of beginning ENL students, lack of consistency in the implementation of Interventions for both math and ELA, and as a school, we don't hold students accountable to individualized academic goals in both ELA and math.

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

As a school, we will be expanding our AT PD into the next series through the district Professional Development team. We will be focusing on one strategy for every grade level that is centered around community, knowledge, and rigorous thinking. For K, 1 and 2, the focus will simply be on community. Making sure to build a culture where students feel they can share out with their classmates is pivotal to the success of Accountable Talk. In grades 3, 4 and 5, we will focus on the building of rigorous thinking through the implementation of Accountable Talk strategies.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Conduct third accountable talk walk-through	1/5-1/30/26	Admin	Walk through tool	
Analyze walk-through data of third round and identify next steps/needs in each individual grade	2/2-2/27/26	Admin	Walk through data from platform	
Identify model classrooms and schedule classroom visits for other staff	2/2-2/13/26	Buczek	Instructional Coach/Classroom teachers	
Staff who visit model classrooms will reflect and select one idea to implement in their classroom	2/23-3/31/26	Admin	Classroom teachers	

PROGRESS MONITORING (JANUARY – MARCH)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/27/26	Walkthrough data	K-2-At least 70% of teachers utilizing the named AT strategies with fidelity	
3/27/26	Walkthrough data	3-5- At least 90% of teachers utilizing the named AT strategies with fidelity	

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: Balancing Community, Knowledge	SY2526 PD Plan [Franklin].xlsx	School Lead: Kelly Bowles
--	--	-------------------------------------

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

During our needs assessment, we found that grades 3, 4 and 5 are comfortable with implementing Accountable Talk strategies. However, as a building, we need to continue to build upon accountable talk and implement strategies that encourage more student talk time.

<p>In Dibels:</p> <p>K: BOY: 15% proficient, EOY: 35% proficient 1: BOY: 30% proficient, EOY 36% proficient 2: BOY: 30% proficient, EOY 37% proficient 3: BOY: 34% proficient, EOY 35% proficient 4: BOY: 36% proficient, EOY 32% proficient 5: BOY: 40% proficient, EOY 34% proficient</p>	<p>NWEA Math: Building wide for growth from Winter to Spring, we were in the 65th percentile for growth.</p> <p>K: 90th percentile 1: 51st percentile 2: 71st percentile 3: 75th percentile 4: 51st percentile 5: 46th percentile</p>	<p>NWEA ELA: Building wide for growth from Winter to Spring, we were in the 53rd percentile for growth.</p> <p>1: 53rd percentile 2: 61st percentile 3: 32nd percentile 4: 62nd percentile 5: 47th percentile</p>
--	--	--

This showed that we are on the right track with our younger students. AT strategies being implemented consistently will help to support the growth of all learners.

In grades K, 1 and 2, this is a new strategy that needs to be implemented. We will be differentiating professional development and have one specific strategy rolled out for each grade level to support the continuation of AT from year to year.

We had positive growth throughout the building, but our students, on average are in the 19th percentile for achievement for math and 13th percentile for ELA. Possible root causes for this are the high influx of beginning ENL students, lack of consistency in the implementation of Interventions for both math and ELA, and as a school, we don't hold students accountable to individualized academic goals in both ELA and math.

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

As a school, we will be expanding our AT PD into the next series through the district Professional Development team. We will be focusing on one strategy for every grade level that is centered around community, knowledge, and rigorous thinking. For K, 1 and 2, the focus will simply be on community. Making sure to build a culture where students feel they can share out with their classmates is pivotal to the success of Accountable Talk. In grades 3, 4 and 5, we will focus on the building of rigorous thinking through the implementation of Accountable Talk strategies.

IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Conduct fourth walk-through utilizing findings from model classrooms	4/6-4/30/26	Admin	Walk through tool	
Analyze walk-through data and reflect on what practices were successful	5/4-5/29/26	Admin	Walk through data	
Create next steps for the 26-27 school year based on findings from 25-26 school year	6/1-6/26/26	K. Buczek	Accountable talk PD strands from district level	

--	--	--	--	--

PROGRESS MONITORING (APRIL – JUNE)			
<i>Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/26/26	Walkthrough data	K-2-At least 90% of teachers utilizing the named AT strategies with fidelity	
6/26/26	Walkthrough data	3-5- At least 90% of teachers utilizing the named AT strategies with fidelity	

Notes/Reflections/Potential Adjustments to Inform 2026-27 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: AVID	SY2526 PD Plan [Franklin].xlsx	School Lead: Kecia Buczek
-----------------------------	--	-------------------------------------

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

AVID has been a part of Franklin school for a few years but has not been done strategically or with fidelity. We are recommitting to it this coming school year. We will implement three strategies throughout the year. We will do this strategically to make sure that all AVID strategies are implemented with fidelity. We will be focusing on Collaboration, Organization and Writing to move our middle of the road students in a positive direction. Focusing on collaboration, organization and writing will allow to bridge the gap that our middle of the road students are struggling to close.

In Dibels:	NWEA Math: Building wide for growth from Winter to Spring, we were in the 65 th percentile for growth. K: 90 th percentile 1: 51 st percentile 2: 71 st percentile 3: 75 th percentile 4: 51 st percentile 5: 46 th percentile	NWEA ELA: Building wide for growth from Winter to Spring, we were in the 53 rd percentile for growth. 1: 53 rd percentile 2: 61 st percentile 3: 32 nd percentile 4: 62 nd percentile 5: 47 th percentile
K: BOY: 15% proficient, EOY: 35% proficient 1: BOY: 30% proficient, EOY 36% proficient 2: BOY: 30% proficient, EOY 37% proficient 3: BOY: 34% proficient, EOY 35% proficient 4: BOY: 36% proficient, EOY 32% proficient 5: BOY: 40% proficient, EOY 34% proficient		

We had positive growth throughout the building, but our students, on average are in the 19th percentile for achievement for math and 13th percentile for ELA. Possible root causes for this are the high influx of beginning ENL students, lack of consistency in the implementation of Interventions for both math and ELA, and as a school, we don't hold students accountable to individualized academic goals in both ELA and math.

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

This is a new strategy.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Plan and implement Professional Development around WICOR strategies-focused on Organization and Collaboration	8/27-9/30/25	K. Buczek	All staff members	
Walkthroughs focused on the implementation of Organization and Collaboration	9/8-10/31/25	L. Mitchell	Walk through tool	
Establish routines for goal setting across the building for ELA and Math for students	9/8-9/30/25	K. Buczek M. Sugamele	Classroom teachers, instructional coach	
Introduction of AVID binders in 3, 4 and 5, and AVID folders for K, 1 and 2	9/8-9/12/25	L. Mitchell	Binders, folders	

PROGRESS MONITORING (AUGUST – OCTOBER)

Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31/25	Walkthroughs	50% of classrooms will utilize Collaboration and Organization strategies during walkthroughs	
10/31/25	Binder check	50% of students in 3rd, 4th, and 5 th will have an active AVID binder that is organized	
10/31/25	Folder check	50% of students in K, 1 st and 2 nd , will have an active AVID folder that is organized	

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:
AVID

[SY2526 PD Plan \[Franklin\].xlsx](#)

School Lead:
Kecia Buczek

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

AVID has been a part of Franklin school for a few years but has not been done strategically or with fidelity. We are recommitting to it this coming school year. We will implement three strategies throughout the year. We will do this strategically to make sure that all AVID strategies are implemented with fidelity. We will be focusing on Collaboration, Organization and Writing to move our middle of the road students in a positive direction. Focusing on collaboration, organization and writing will allow to bridge the gap that our middle of the road students are struggling to close.

In Dibels:	NWEA Math:	NWEA ELA:
	Building wide for growth from Winter to Spring, we were in the 65 th percentile for growth.	Building wide for growth from Winter to Spring, we were in the 53 rd percentile for growth.
K: BOY: 15% proficient, EOY: 35% proficient	K: 90 th percentile	1: 53 rd percentile
1: BOY: 30% proficient, EOY 36% proficient	1: 51 st percentile	2: 61 st percentile
2: BOY: 30% proficient, EOY 37% proficient	2: 71 st percentile	3: 32 nd percentile
3: BOY: 34% proficient, EOY 35% proficient	3: 75 th percentile	4: 62 nd percentile
4: BOY: 36% proficient, EOY 32% proficient	4: 51 st percentile	5: 47 th percentile
5: BOY: 40% proficient, EOY 34% proficient	5: 46 th percentile	

We had positive growth throughout the building, but our students, on average are in the 19th percentile for achievement for math and 13th percentile for ELA. Possible root causes for this are the high influx of beginning ENL students, lack of consistency in the implementation of Interventions for both math and ELA, and as a school, we don't hold students accountable to individualized academic goals in both ELA and math.

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

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Walkthroughs focused on implementation of Collaboration and Organization strategies	11/3-12/19/25	Admin	Walk through tool	
Binder and folder checks in every classroom to determine utilization with fidelity	11/3-11/25/25	K. Buczek	Classroom teachers	
Based on first quarter NWEA and Dibels benchmarks, each student will set an ELA and Math goal to meet by the next benchmark assessment	11/3-11/7/25	L. Mitchell	NWEA and Dibels data	
Create grade level writing prompt and rubric to be given in January	12/15-12/19/25	K. Buczek	Classroom teachers	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/19/25	Data meetings with individual teachers to look at set goals for all students	100% of students have goals that are attainable, and teachers have a plan	

		on how to support the students getting to that goal	
12/19/25	Walkthroughs	70% of all morning meetings will conduct AVID binders or AVID folders checks	
12/19/25	Evidence of writing prompt and rubric	100% of grade levels will have their writing prompt ready for implementation	

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: AVID	SY2526 PD Plan [Franklin].xlsx	School Lead: Kecia Buczek
--------------------------------	--	-------------------------------------

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

AVID has been a part of Franklin school for a few years but has not been done strategically or with fidelity. We are recommitting to it this coming school year. We will implement three strategies throughout the year. We will do this strategically to make sure that all AVID strategies are implemented with fidelity. We will be focusing on Collaboration, Organization and Writing to move our middle of the road students in a positive direction. Focusing on collaboration, organization and writing will allow to bridge the gap that our middle of the road students are struggling to close.

In Dibels:	NWEA Math:	NWEA ELA:
K: BOY: 15% proficient, EOY: 35% proficient 1: BOY: 30% proficient, EOY 36% proficient 2: BOY: 30% proficient, EOY 37% proficient 3: BOY: 34% proficient, EOY 35% proficient 4: BOY: 36% proficient, EOY 32% proficient 5: BOY: 40% proficient, EOY 34% proficient	Building wide for growth from Winter to Spring, we were in the 65 th percentile for growth. K: 90 th percentile 1: 51 st percentile 2: 71 st percentile 3: 75 th percentile 4: 51 st percentile 5: 46 th percentile	Building wide for growth from Winter to Spring, we were in the 53 rd percentile for growth. 1: 53 rd percentile 2: 61 st percentile 3: 32 nd percentile 4: 62 nd percentile 5: 47 th percentile

We had positive growth throughout the building, but our students, on average are in the 19th percentile for achievement for math and 13th percentile for ELA. Possible root causes for this are the high influx of beginning ENL students, lack of consistency in the implementation of Interventions for both math and ELA, and as a school, we don't hold students accountable to individualized academic goals in both ELA and math.

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

This is a new strategy.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Implement created writing prompt in order to collect writing samples	1/5-1/9/26	K. Buczek	Classroom teachers	
Analysis of writing samples with Instructional Coach or Admin	1/12-1/21/26	K. Buczek	Writing samples	
Professional development to provide writing strategies across all grade levels; one for K-2 and one for 3-5	1/22/26	K. Buczek	PD by Instructional Coach during PLC times	

PROGRESS MONITORING (JANUARY – MARCH)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/27/26	Work samples from all grades	At least half of students score proficient on writing sample	

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: AVID	SY2526 PD Plan [Franklin].xlsx	School Lead: Kecia Buczek
-----------------------------	--	-------------------------------------

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

AVID has been a part of Franklin school for a few years but has not been done strategically or with fidelity. We are recommitting to it this coming school year. We will implement three strategies throughout the year. We will do this strategically to make sure that all AVID strategies are implemented with fidelity. We will be focusing on Collaboration, Organization and Writing to move our middle of the road students in a positive direction. Focusing on collaboration, organization and writing will allow to bridge the gap that our middle of the road students are struggling to close.

In Dibels: K: BOY: 15% proficient, EOY: 35% proficient 1: BOY: 30% proficient, EOY 36% proficient 2: BOY: 30% proficient, EOY 37% proficient 3: BOY: 34% proficient, EOY 35% proficient 4: BOY: 36% proficient, EOY 32% proficient 5: BOY: 40% proficient, EOY 34% proficient	NWEA Math: Building wide for growth from Winter to Spring, we were in the 65 th percentile for growth. K: 90 th percentile 1: 51 st percentile 2: 71 st percentile 3: 75 th percentile 4: 51 st percentile 5: 46 th percentile	NWEA ELA: Building wide for growth from Winter to Spring, we were in the 53 rd percentile for growth. 1: 53 rd percentile 2: 61 st percentile 3: 32 nd percentile 4: 62 nd percentile 5: 47 th percentile
--	---	--

We had positive growth throughout the building, but our students, on average are in the 19th percentile for achievement for math and 13th percentile for ELA. Possible root causes for this are the high influx of beginning ENL students, lack of consistency in the implementation of Interventions for both math and ELA, and as a school, we don't hold students accountable to individualized academic goals in both ELA and math.

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

This is a new strategy.

IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Administer Benchmark assessment for Dibels and NWEA	4/6-4/10/26	K. Buczek	Dibels, classroom teachers	
Analysis of NWEA and Dibels data	4/13-4/17/26	L. Mitchell	Classroom teachers	
Complete goal setting based on results of NWEA and Dibels	4/20-4/24/26	L. Mitchell	Students, classroom teachers	
Administer Benchmark assessment for Dibels and NWEA	By 6/22/26	K. Buczek	Dibels assessment	
Administer final writing prompt and analyze data	By 6/18/26	K. Buczek	Writing prompt, classroom teachers	

PROGRESS MONITORING (APRIL – JUNE)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/26/26	Goal setting binder	100% of students will have updated goals for Math and ELA; with at least 50% of students meeting their individualized NWEA/Dibels goal from the spring	
6/26/26	Final analysis of BOY data with EOY data to determine growth	100% of our classes will score at least 50 th percentile in growth as measured on NWEA	
6/26/26	Final writing prompt	70% of our students will score proficient on the writing rubric	

Notes/Reflections/Potential Adjustments to Inform 2026-27 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 3:
Data Practices to Support All Students

[SY2526 PD Plan](#)
[\[Franklin\].xlsx](#)

School Lead:
Laura Mitchell

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

As a building, we are on track with implementing the PLC process. One area that we need to improve upon is the implementation of Common Formative Assessments and data analysis as a grade-level team. We need to include students in the goal setting process and ensure individual goals are created and met to demonstrate their growth in ELA and Math. This is pivotal to the success of the building. During the student interviews, one area that a high number of students expressed enjoyment in was the WIN block. This allows students more individualized attention, and it is tailored to the individual needs of each student and provides opportunities for different modes of instruction. We will continue with the WIN blocks and then with the addition of goal setting for each student, we will continue to see gains in our academic progress.

In Dibels:	NWEA Math:	NWEA ELA:
	Building wide for growth from Winter to Spring, we were in the 65 th percentile for growth.	Building wide for growth from Winter to Spring, we were in the 53 rd percentile for growth.
K: BOY: 15% proficient, EOY: 35% proficient	K: 90 th percentile	
1: BOY: 30% proficient, EOY 36% proficient	1: 51 st percentile	1: 53 rd percentile
2: BOY: 30% proficient, EOY 37% proficient	2: 71 st percentile	2: 61 st percentile
3: BOY: 34% proficient, EOY 35% proficient	3: 75 th percentile	3: 32 nd percentile
4: BOY: 36% proficient, EOY 32% proficient	4: 51 st percentile	4: 62 nd percentile
5: BOY: 40% proficient, EOY 34% proficient	5: 46 th percentile	5: 47 th percentile

We had positive growth throughout the building, but our students, on average are in the 19th percentile for achievement for math and 13th percentile for ELA. Possible root causes for this are the high influx of beginning ENL students, lack of consistency in the implementation of Interventions for both math and ELA, and as a school, we don't hold students accountable to individualized academic goals in both ELA and math.

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

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Provide Professional Development from Solution Tree consultant/Pre-assessment of Solution Tree practices	8/27/25	John Ewald	John Ewald from Solution Tree	
Administer the NWEA and Dibels BOY assessment following goal setting	By 9/15/25	L. Mitchell	Dibels, classroom teachers	
Analyze and create WIN groupings using BOY data during PLT	9/15-9/30/25	L. Mitchell	Classroom teachers	
Implement WIN groupings across all grade levels	By 10/1/25	L. Mitchell	Classroom teachers	

PROGRESS MONITORING (AUGUST – OCTOBER)

Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31/25	PLC goal setting	100% of PLCs have created goals based upon BOY data	
10/31/25	Student goal setting	100% of students will have set an NWEA/Dibels goal for Winter	
10/31/25	WIN groups	100% of grade levels will have WIN groups established and implemented	

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 3: Data Practices to Support All Students	SY2526 PD Plan [Franklin].xlsx	School Lead: Laura Mitchell
--	--	---------------------------------------

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

As a building, we are on track with implementing the PLC process. One area that we need to improve upon is the implementation of Common Formative Assessments and data analysis as a grade-level team. We need to include students in the goal setting process and ensure individual goals are created and met to demonstrate their growth in ELA and Math. This is pivotal to the success of the building. During the student interviews, one area that a high number of students expressed enjoyment in was the WIN block. This allows students more individualized attention, and it is tailored to the individual needs of each student and provides opportunities for different modes of instruction. We will continue with the WIN blocks and then with the addition of goal setting for each student, we will continue to see gains in our academic progress.

In Dibels: K: BOY: 15% proficient, EOY: 35% proficient 1: BOY: 30% proficient, EOY 36% proficient 2: BOY: 30% proficient, EOY 37% proficient 3: BOY: 34% proficient, EOY 35% proficient 4: BOY: 36% proficient, EOY 32% proficient 5: BOY: 40% proficient, EOY 34% proficient	NWEA Math: Building wide for growth from Winter to Spring, we were in the 65 th percentile for growth. K: 90 th percentile 1: 51 st percentile 2: 71 st percentile 3: 75 th percentile 4: 51 st percentile 5: 46 th percentile	NWEA ELA: Building wide for growth from Winter to Spring, we were in the 53 rd percentile for growth. 1: 53 rd percentile 2: 61 st percentile 3: 32 nd percentile 4: 62 nd percentile 5: 47 th percentile
---	--	---

We had positive growth throughout the building, but our students, on average are in the 19th percentile for achievement for math and 13th percentile for ELA. Possible root causes for this are the high influx of beginning ENL students, lack of consistency in the implementation of Interventions for both math and ELA, and as a school, we don't hold students accountable to individualized academic goals in both ELA and math.

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

This is a new strategy.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Progress monitoring every four weeks on Dibels with students updating their goals	11/3-11/7/25	L. Mitchell	Dibels, classroom teachers	
Building of teacher content knowledge and skills specific to essential standards, learning targets, and common formative assessments-this will all be based around the 15-day challenge	11/3-12/19/25	L. Mitchell	Classroom teachers	
Administer Assessment on PLC effectiveness	12/15-12/19/25	L. Mitchell	Solution Tree Survey	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/19/25	Dibels	30% of students have met their Dibels goal on ORF for 2-5	
12/19/25	Team meeting notes and agendas	100% of grade level teams will be implementing the 15-day challenge with fidelity	

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 3:
Data Practices to Support All Students

[SY2526 PD Plan \[Franklin\].xlsx](#)

School Lead:
Laura Mitchell

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

As a building, we are on track with implementing the PLC process. One area that we need to improve upon is the implementation of Common Formative Assessments and data analysis as a grade-level team. We need to include students in the goal setting process and ensure individual goals are created and met to demonstrate their growth in ELA and Math. This is pivotal to the success of the building. During the student interviews, one area that a high number of students expressed enjoyment in was the WIN block. This allows students more individualized attention, and it is tailored to the individual needs of each student and provides opportunities for different modes of instruction. We will continue with the WIN blocks and then with the addition of goal setting for each student, we will continue to see gains in our academic progress.

In Dibels:	NWEA Math: Building wide for growth from Winter to Spring, we were in the 65 th percentile for growth.	NWEA ELA: Building wide for growth from Winter to Spring, we were in the 53 rd percentile for growth.
K: BOY: 15% proficient, EOY: 35% proficient	K: 90 th percentile	
1: BOY: 30% proficient, EOY 36% proficient	1: 51 st percentile	1: 53 rd percentile
2: BOY: 30% proficient, EOY 37% proficient	2: 71 st percentile	2: 61 st percentile
3: BOY: 34% proficient, EOY 35% proficient	3: 75 th percentile	3: 32 nd percentile
4: BOY: 36% proficient, EOY 32% proficient	4: 51 st percentile	4: 62 nd percentile
5: BOY: 40% proficient, EOY 34% proficient	5: 46 th percentile	5: 47 th percentile

We had positive growth throughout the building, but our students, on average are in the 19th percentile for achievement for math and 13th percentile for ELA. Possible root causes for this are the high influx of beginning ENL students, lack of consistency in the implementation of Interventions for both math and ELA, and as a school, we don't hold students accountable to individualized academic goals in both ELA and math.

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

This is a new strategy.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Conduct individualized data meetings with each team regarding student data	1/5-1/16/26	L. Mitchell	Administrators, Instructional Coach	
Administer benchmark of Dibels and NWEA and analysis of data	1/20-1/30/26	L. Mitchell	Dibels	
Setting of individualized goals for each student with teachers	2/2-2/13/26	L. Mitchell	Goal setting worksheet	
Conduct a second staff survey to assess the impact of PLC on their teaching and learning	3/3-3/27/26	L. Mitchell	Solution Tree evaluation	

PROGRESS MONITORING (JANUARY – MARCH)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
1/6-3/27/26	Dibels data	30% of students met their benchmark goal on Dibels	
1/6-3/27/26	NWEA data	100% of classrooms are in the 50 th percentile for growth	
1/6-3/27/26	Team meeting notes and agendas	100% of grade level teams will be implementing the 15-day challenge with fidelity	

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 3:
Data Practices to Support All Students

[SY2526 PD Plan](#)
[\[Franklin\].xlsx](#)

School Lead:
Laura Mitchell

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

As a building, we are on track with implementing the PLC process. One area that we need to improve upon is the implementation of Common Formative Assessments and data analysis as a grade-level team. We need to include students in the goal setting process and ensure individual goals are created and met to demonstrate their growth in ELA and Math. This is pivotal to the success of the building. During the student interviews, one area that a high number of students expressed enjoyment in was the WIN block. This allows students more individualized attention, and it is tailored to the individual needs of each student and provides opportunities for different modes of instruction. We will continue with the WIN blocks and then with the addition of goal setting for each student, we will continue to see gains in our academic progress.

In Dibels:	NWEA Math:	NWEA ELA:
	Building wide for growth from Winter to Spring, we were in the 65 th percentile for growth.	Building wide for growth from Winter to Spring, we were in the 53 rd percentile for growth.
K: BOY: 15% proficient, EOY: 35% proficient	K: 90 th percentile	
1: BOY: 30% proficient, EOY 36% proficient	1: 51 st percentile	1: 53 rd percentile
2: BOY: 30% proficient, EOY 37% proficient	2: 71 st percentile	2: 61 st percentile
3: BOY: 34% proficient, EOY 35% proficient	3: 75 th percentile	3: 32 nd percentile
4: BOY: 36% proficient, EOY 32% proficient	4: 51 st percentile	4: 62 nd percentile
5: BOY: 40% proficient, EOY 34% proficient	5: 46 th percentile	5: 47 th percentile

We had positive growth throughout the building, but our students, on average are in the 19th percentile for achievement for math and 13th percentile for ELA. Possible root causes for this are the high influx of beginning ENL students, lack of consistency in the implementation of Interventions for both math and ELA, and as a school, we don't hold students accountable to individualized academic goals in both ELA and math.

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

IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Conduct progress monitoring on Dibels	4/6-4/17/26	L. Mitchell	Dibels assessment	
Set individualized goals for remainder of school year for all students	4/20-5/1/26	L. Mitchell	Goal setting worksheet	
Conduct individualized data meetings with teachers to discuss next steps (Finish Strong)	5/4-5/8/26	Admin	Administrators, Dibels data	
Conduct third survey to reflect on PLC process for grade level teams and personal growth	6/8-6/18/26	L. Mitchell	Solution Tree survey/reflection	

PROGRESS MONITORING (APRIL – JUNE)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/26/26	Dibels data	65% of students will achieve proficiency on Dibels	
6/26/26	Team meeting notes and agendas	100% of grade level teams will be implementing the 15-day challenge with fidelity	
6/26/26	NWEA data	100% of students will achieve their growth goal on NWEA	

Notes/Reflections/Potential Adjustments to Inform 2026-27 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 4: Tier I and Tier II Intervention Practices	SY2526 PD Plan [Franklin].xlsx	School Lead: Kim Dominick
---	--	-------------------------------------

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

One of the biggest impacts we had this past school year was refining our Tier I instruction. This has led to an increase of students who are meeting benchmarks across the building. This work needs to continue so we can see the impact on student learning.

In Dibels: K: BOY: 15% proficient, EOY: 35% proficient 1: BOY: 30% proficient, EOY 36% proficient 2: BOY: 30% proficient, EOY 37% proficient 3: BOY: 34% proficient, EOY 35% proficient 4: BOY: 36% proficient, EOY 32% proficient 5: BOY: 40% proficient, EOY 34% proficient	NWEA Math: Building wide for growth from Winter to Spring, we were in the 65 th percentile for growth. K: 90 th percentile 1: 51 st percentile 2: 71 st percentile 3: 75 th percentile 4: 51 st percentile 5: 46 th percentile	NWEA ELA: Building wide for growth from Winter to Spring, we were in the 53 rd percentile for growth. 1: 53 rd percentile 2: 61 st percentile 3: 32 nd percentile 4: 62 nd percentile 5: 47 th percentile
--	---	--

We had positive growth throughout the building, but our students, on average are in the 19th percentile for achievement for math and 13th percentile for ELA. Possible root causes for this are the high influx of beginning ENL students, lack of consistency in the implementation of Interventions for both math and ELA, and as a school, we don't hold students accountable to individualized academic goals in both ELA and math.

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

For the 2025-2026 school year, we will expand our PLC meetings to include individualized goals for all students in the areas of Math and ELA to see what impact our strong Tier I instruction has on their learning. We will also continue to implement UFLI in grades K, 1 and 2 as a Tier II intervention. In 3rd, 4th and 5th grade, we will utilize the data analysis protocol to create differentiated WIN groups for Tier II Instruction. This will be monitored consistently throughout the school year with a calendar that has all classrooms administering and setting new goals with students every four to five weeks. We will celebrate the successes of individual students who meet their goals on a monthly basis.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Alignment of master schedules to promote Tier I and Tier II instruction for ELA and Math	8/27-9/2/25	K. Dominick	Master schedule	
Disseminate and define the expectations around Tier I and Tier II instruction to teachers	8/27-9/2/25	K. Dominick	PD during PD days in August	
Conduct walkthroughs specifically focused on Tier I practices	9/8-9/19/25	K. Dominick	Walkthrough tool	
Conduct walkthroughs specifically focused on Tier II practices	9/22-10/3/25	K. Dominick	Walkthrough tool	

PROGRESS MONITORING (AUGUST – OCTOBER)

Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31/25	Master schedule	Dedicated WIN block for every grade level	
10/31/25	Walk through data	70% of teachers will be implementing Tier I instruction with fidelity	
10/31/25	Small group	60% of classrooms will have small groups up and running with differentiated instruction	

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 4: Tier I and Tier II Intervention Practices	SY2526 PD Plan [Franklin].xlsx	School Lead: Kim Dominick
---	--	-------------------------------------

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

One of the biggest impacts we had this past school year was refining our Tier I instruction. This has led to an increase of students who are meeting benchmarks across the building. This work needs to continue so we can see the impact on student learning.

In Dibels:	NWEA Math:	NWEA ELA:
	Building wide for growth from Winter to Spring, we were in the 65 th percentile for growth.	Building wide for growth from Winter to Spring, we were in the 53 rd percentile for growth.
K: BOY: 15% proficient, EOY: 35% proficient	K: 90 th percentile	1: 53 rd percentile
1: BOY: 30% proficient, EOY 36% proficient	1: 51 st percentile	2: 61 st percentile
2: BOY: 30% proficient, EOY 37% proficient	2: 71 st percentile	3: 32 nd percentile
3: BOY: 34% proficient, EOY 35% proficient	3: 75 th percentile	4: 62 nd percentile
4: BOY: 36% proficient, EOY 32% proficient	4: 51 st percentile	5: 47 th percentile
5: BOY: 40% proficient, EOY 34% proficient	5: 46 th percentile	

We had positive growth throughout the building, but our students, on average are in the 19th percentile for achievement for math and 13th percentile for ELA. Possible root causes for this are the high influx of beginning ENL students, lack of consistency in the implementation of Interventions for both math and ELA, and as a school, we don't hold students accountable to individualized academic goals in both ELA and math.

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

For the 2025-2026 school year, we will expand our PLC meetings to include individualized goals for all students in the areas of Math and ELA to see what impact our strong Tier I instruction has on their learning. We will also continue to implement UFLI in grades K, 1 and 2 as a Tier II intervention. In 3rd, 4th and 5th grade, we will utilize the data analysis protocol to create differentiated WIN groups for Tier II Instruction. This will be monitored consistently throughout the school year with a calendar that has all classrooms administering and setting new goals with students every four to five weeks. We will celebrate the successes of individual students who meet their goals on a monthly basis.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Analyze walk-through data for purposes of providing individualized support to specific teachers and PLC groups	10/6-11/7/25	K. Dominick	Walkthrough tool	
Provide ongoing support coaching and feedback on Tier I implementation for each grade level	11/10-12/19/25	K. Dominick	Walkthrough tool	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/19/25	Walk through data	80% of teachers will be implementing Tier I instruction with fidelity	
12/19/25	Small group	70% of classrooms will have small groups up and running with differentiated instruction	

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 4: Tier I and Tier II Intervention Practices	SY2526 PD Plan [Franklin].xlsx	School Lead: Kim Dominick
---	--	-------------------------------------

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

One of the biggest impacts we had this past school year was refining our Tier I instruction. This has led to an increase of students who are meeting benchmarks across the building. This work needs to continue so we can see the impact on student learning.

In Dibels:	NWEA Math: Building wide for growth from Winter to Spring, we were in the 65 th percentile for growth. K: 90 th percentile 1: 51 st percentile 2: 71 st percentile 3: 75 th percentile 4: 51 st percentile 5: 46 th percentile	NWEA ELA: Building wide for growth from Winter to Spring, we were in the 53 rd percentile for growth. 1: 53 rd percentile 2: 61 st percentile 3: 32 nd percentile 4: 62 nd percentile 5: 47 th percentile
K: BOY: 15% proficient, EOY: 35% proficient 1: BOY: 30% proficient, EOY 36% proficient 2: BOY: 30% proficient, EOY 37% proficient 3: BOY: 34% proficient, EOY 35% proficient 4: BOY: 36% proficient, EOY 32% proficient 5: BOY: 40% proficient, EOY 34% proficient		

We had positive growth throughout the building, but our students, on average are in the 19th percentile for achievement for math and 13th percentile for ELA. Possible root causes for this are the high influx of beginning ENL students, lack of consistency in the implementation of Interventions for both math and ELA, and as a school, we don't hold students accountable to individualized academic goals in both ELA and math.

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

For the 2025-2026 school year, we will expand our PLC meetings to include individualized goals for all students in the areas of Math and ELA to see what impact our strong Tier I instruction has on their learning. We will also continue to implement UFLI in grades K, 1 and 2 as a Tier II intervention. In 3rd, 4th and 5th grade, we will utilize the data analysis protocol to create differentiated WIN groups for Tier II Instruction. This will be monitored consistently throughout the school year with a calendar that has all classrooms administering and setting new goals with students every four to five weeks. We will celebrate the successes of individual students who meet their goals on a monthly basis.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Adjust WIN groupings based on MOY assessments	1/12-3/27/26	K. Dominick	Dibels/NWEA benchmark assessments	
Differentiate support for teacher support based on walk-through data-awards for teachers who are doing this well	2/23-3/27/26	K. Dominick	Walkthrough tool	
Identify model classrooms and have teachers that are not proficient in small group instruction visiting a master classroom that has been identified	2/23-3/27/26	K. Dominick	Walkthrough tool	

PROGRESS MONITORING (JANUARY – MARCH)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/27/25	Walk through data	90% of teachers will be implementing Tier I instruction with fidelity	
3/27/25	Small group	80% of classrooms will have small groups up and running with differentiated instruction	
3/27/25	Instructional Rounds	Teachers identified as not proficient in small group instruction will have completed instructional round and	

		have submitted their plan for implementation in their classroom within the next 3 weeks	
--	--	---	--

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 4: Tier I and Tier II Intervention Practices	SY2526 PD Plan [Franklin].xlsx	School Lead: Kim Dominick
---	--	-------------------------------------

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

One of the biggest impacts we had this past school year was refining our Tier I instruction. This has led to an increase of students who are meeting benchmarks across the building. This work needs to continue so we can see the impact on student learning.

In Dibels: K: BOY: 15% proficient, EOY: 35% proficient 1: BOY: 30% proficient, EOY 36% proficient 2: BOY: 30% proficient, EOY 37% proficient 3: BOY: 34% proficient, EOY 35% proficient 4: BOY: 36% proficient, EOY 32% proficient 5: BOY: 40% proficient, EOY 34% proficient	NWEA Math: Building wide for growth from Winter to Spring, we were in the 65 th percentile for growth. K: 90 th percentile 1: 51 st percentile 2: 71 st percentile 3: 75 th percentile 4: 51 st percentile 5: 46 th percentile	NWEA ELA: Building wide for growth from Winter to Spring, we were in the 53 rd percentile for growth. 1: 53 rd percentile 2: 61 st percentile 3: 32 nd percentile 4: 62 nd percentile 5: 47 th percentile
--	---	--

We had positive growth throughout the building, but our students, on average are in the 19th percentile for achievement for math and 13th percentile for ELA. Possible root causes for this are the high influx of beginning ENL students, lack of consistency in the implementation of Interventions for both math and ELA, and as a school, we don't hold students accountable to individualized academic goals in both ELA and math.

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

For the 2025-2026 school year, we will expand our PLC meetings to include individualized goals for all students in the areas of Math and ELA to see what impact our strong Tier I instruction has on their learning. We will also continue to implement UFLI in grades K, 1 and 2 as a Tier II intervention. In 3rd, 4th and 5th grade, we will utilize the data analysis protocol to create differentiated WIN groups for Tier II Instruction. This will be monitored consistently throughout the school year with a calendar that has all classrooms administering and setting new goals with students every four to five weeks. We will celebrate the successes of individual students who meet their goals on a monthly basis.

IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Conduct reflection on practices and professional development throughout the school year as determined through PLC process	5/18-6/26/26	K. Dominick	Solution Tree Reflection	
Analyze EOY benchmark assessments to determine effective Tier I and Tier II strategies	5/18-6/18/26	K. Dominick	Dibels, NWEA EOY assessments	
Analysis of the 26-27 Master Schedule to support Tier I and Tier II Intervention strategies	6/1-6/18/26	K. Dominick	2026-2027 master schedule template	

PROGRESS MONITORING (APRIL – JUNE)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/26/26	Walk through data	90% of teachers will be implementing Tier I instruction with fidelity	
6/26/26	Small group	100% of classrooms will have small groups up and running with differentiated instruction	

Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning

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

Key Strategy 5: Maintaining an effective attendance team	SY2526 PD Plan [Franklin].xlsx	School Lead: Pat Cosmo
--	--	----------------------------------

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

For the 2024-2025 school year, we had an average attendance of 92% overall. We have implemented a lot of things to make sure that our students are attending school on a consistent basis. This coming school year, we will add in more supports for families to increase attendance for our chronically absent students.

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

For the 2025-2026 school year, we will incentivize parents on a consistent basis. We will have raffles for families to encourage their students coming to school on a consistent basis. This will help to get our Kindergarten, 1st and 2nd grade attendance more on par with the 3rd, 4th and 5th grade.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Plan and deliver Curriculum Night to inform and welcome families to Franklin and explain the attendance protocols	9/8-9/26/25	Pat Cosmo	ENL Dept.	
Identify students who are already chronically absent and begin incentivized attendance clubs for the identified students with set goals for each month	9/8-9/26/25	Pat Cosmo	Final absent list from the 2024-2025 school year	
Create teacher attendance protocols for absent students	9/8-9/19/25	Pat Cosmo	SIT will meet during the summer to create a clear protocol for attendance issues	
Visit top 25 of chronically absent students in August of 2025 to remind them about the coming school year and see what they need to be ready for the first day of school	8/1-8/27/25	Jillian Mason, Yamilee LiFranc	Attendance data from June 2025	

PROGRESS MONITORING (AUGUST – OCTOBER)

Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31/25	Attendance dashboard	10% decrease in total amount of students who are chronically absent after the first marking period	
10/31/25	Goal setting form	All students identified as chronically absent have goals set for the end of 1 st quarter	

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 5: Maintaining an effective attendance team	SY2526 PD Plan [Franklin].xlsx	School Lead: Pat Cosmo
--	--	----------------------------------

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

For the 2024-2025 school year, we had an average attendance of 92% overall. We have implemented a lot of things to make sure that our students are attending school on a consistent basis. This coming school year, we will add in more supports for families to increase attendance for our chronically absent students.

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

For the 2025-2026 school year, we will incentivize parents on a consistent basis. We will have raffles for families to encourage their students coming to school on a consistent basis. This will help to get our Kindergarten, 1st and 2nd grade attendance more on par with the 3rd, 4th and 5th grade.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Celebrate quarterly attendance incentive for students and their families who have 5 or less absences for the school year	11/3-11/14/25	Pat Cosmo	SchoolTool documentation	
Welcome all families to a conference to discuss student progress	11/3-11/15/25	Yamilee LiFranc, Instructional Coach	SchoolTool attendance data	
Analyze data for chronically absent students; share out with School Intervention Team and teachers	12/1-12/19/25	Pat Cosmo	SchoolTool attendance data	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/27/25	Attendance Dashboard	10% increase in number of students who attend attendance incentive	
11/27/25	Attendance Dashboard	10% decrease in the number of students who are chronically absent	

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 5: Maintaining an effective attendance team	SY2526 PD Plan [Franklin].xlsx	School Lead: Pat Cosmo
--	--	----------------------------------

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

For the 2024-2025 school year, we had an average attendance of 92% overall. We have implemented a lot of things to make sure that our students are attending school on a consistent basis. This coming school year, we will add in more supports for families to increase attendance for our chronically absent students.

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

For the 2025-2026 school year, we will incentivize parents on a consistent basis. We will have raffles for families to encourage their students coming to school on a consistent basis. This will help to get our Kindergarten, 1st and 2nd grade attendance more on par with the 3rd, 4th and 5th grade.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Celebrate students and families with 8 absences or fewer for the school year with an attendance breakfast	2/2-2/6/26	Pat Cosmo	SchoolTool attendance data	
Conduct individual parent meetings to show their child's attendance data and the correlation to their academic achievement	2/2-2/27/26	Yamilee LiFranc, Instructional Coach	SchoolTool attendance data	
Analysis of chronic absenteeism through third marking period and make individualized plans for each student	3/23-3/27/26	Pat Cosmo	SchoolTool attendance data	

PROGRESS MONITORING (JANUARY – MARCH)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/27/26	Attendance Dashboard	Maintain less than 20% of students who are chronically absent	
3/27/26	Attendance Dashboard	15% increase in number of students who earn attendance incentive compared to March of 2025	

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 5: Maintaining an effective attendance team	SY2526 PD Plan [Franklin].xlsx	School Lead: Pat Cosmo
--	--	----------------------------------

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

For the 2024-2025 school year, we had an average attendance of 92% overall. We have implemented a lot of things to make sure that our students are attending school on a consistent basis. This coming school year, we will add in more supports for families to increase attendance for our chronically absent students.

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

For the 2025-2026 school year, we will incentivize parents on a consistent basis. We will have raffles for families to encourage their students coming to school on a consistent basis. This will help to get our Kindergarten, 1st and 2nd grade attendance more on par with the 3rd, 4th and 5th grade.

IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Celebrate students and families with 5 or less absences for the school year with an attendance breakfast	4/6-4/17/26	Pat Cosmo	SchoolTool attendance data	
Conduct data analysis of school year around attendance and chronic absenteeism	6/1-6/12/26	Pat Cosmo	SchoolTool attendance data	
Celebrate students and families with 0 absences for the school year with an attendance breakfast	6/15-6/18/26	Pat Cosmo	SchoolTool attendance data	

PROGRESS MONITORING (APRIL – JUNE)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/18/26	Attendance Dashboard	20% increase in the number of students who earned attendance breakfast	
6/18/26	Attendance Dashboard	25% increase in the number of students who earned the perfect attendance breakfast compared to June of 2025	
6/26/26	Attendance Dashboard	Overall school attendance of 95% for the school year	

Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning

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

Key Strategy 6: Implementation of Second Step with Fidelity	SY2526 PD Plan [Franklin].xlsx	School Lead: Jillian Mason
---	--	--------------------------------------

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

Based on our Panorama survey, it was noted that some students felt disconnected and we want to improve their sense of belonging at Franklin and for all to feel included and valued. They need support in developing appropriate social skills. This is all evidenced in the Panorama surveys and through the student surveys conducted. The Panorama data shows that 78% of our students felt that students do not follow the rules of the school, 79% of our students feel that students show disrespect to one another, and 62% of students feel that other students don't show they respect. Based on these three data points, implementing Second Step with fidelity will help students have a better sense of belonging, and feel safer at school which will lead to a more positive school climate.

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

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Create classes on digital platform	8/27-9/2/25	Jillian Mason	Second Step Digital Platform	
Conduct a Second Step kick-off for staff and students	9/8-9/12/25	Jillian Mason		
Conduct first walkthrough specifically focused on Second Step implementation based on scheduled dates	9/15-9/26/25	K. Bowles, Jillian Mason		
Pull and monitor Second Step Data and compare to referral data	10/6-10/10/25	Jillian Mason	Second Step Digital Platform	

PROGRESS MONITORING (AUGUST – OCTOBER) <i>Implementation/Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
9/2/25	Digital platform	100% of teachers will have their classes uploaded into digital platform	
10/10/25	Second Step Data	50% of all classrooms will be on schedule with the implementation of Second Step	

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 6: Implementation of Second Step with Fidelity	SY2526 PD Plan [Franklin].xlsx	School Lead: Jillian Mason
---	--	--------------------------------------

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

Based on our Panorama survey, it was noted that some students felt disconnected and we want to improve their sense of belonging at Franklin and for all to feel included and valued. They need support in developing appropriate social skills. This is all evidenced in the Panorama surveys and through the student surveys conducted. The Panorama data shows that 78% of our students felt that students do not follow the rules of the school, 79% of our students feel that students show disrespect to one another, and 62% of students feel that other students don't show they respect. Based on these three data points, implementing Second Step with fidelity will help students have a better sense of belonging, and feel safer at school which will lead to a more positive school climate.

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

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Model of Second Step lessons throughout the building based upon walkthrough data from first quarter	11/3-11/14/25	Jillian Mason	Second Step Digital Platform, calendar of lessons	
Conduct second walkthrough focused on Second Step implementation	11/17-12/5/25	K. Bowles, Jillian Mason	Walkthrough tool	
Analyze data of Second Step for all classrooms	12/8-12/19/25	Jillian Mason	Second Step Digital Platform	
Analysis of referral data compared Second Step	12/8-12/19/25	K. Bowles	SchoolTool discipline data	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/19/25	Second Step Data	60% of all classrooms will be on schedule with the implementation of Second Step	
12/19/25	Referral Data	5% decrease in the number of referrals compared to December of 2024	

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 6: Implementation of Second Step with Fidelity	SY2526 PD Plan [Franklin].xlsx	School Lead: Jillian Mason
---	--	--------------------------------------

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

Based on our Panorama survey, it was noted that some students felt disconnected and we want to improve their sense of belonging at Franklin and for all to feel included and valued. They need support in developing appropriate social skills. This is all evidenced in the Panorama surveys and through the student surveys conducted. The Panorama data shows that 78% of our students felt that students do not follow the rules of the school, 79% of our students feel that students show disrespect to one another, and 62% of students feel that other students don't show they respect. Based on these three data points, implementing Second Step with fidelity will help students have a better sense of belonging, and feel safer at school which will lead to a more positive school climate.

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

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Conduct Second Step Pep Rally to finish off the school year	1/5-1/9/26	Jillian Mason		
Conduct third walkthroughs focused on Second Step implementation	1/26-2/6/26	K. Bowles, Jillian Mason	Second Step Digital Platform	
Data analysis of Second Step Implementation and conversations with individual teachers about how implementation is going in their classroom	2/9-2/13/26	K. Bowles		
Modeling of lessons based on walkthroughs and individual data	3/2-3/27/26	Jillian Mason	Second Step Digital Platform	

PROGRESS MONITORING (JANUARY – MARCH)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/27/26	Second Step Data	85% of all classrooms will be on schedule with the implementation of Second Step	
3/27/26	Referral Data	10% decrease in the number of referrals compared to March of 2025	

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 6: Implementation of Second Step with Fidelity	SY2526 PD Plan [Franklin].xlsx	School Lead: Jillian Mason
---	--	--------------------------------------

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

Based on our Panorama survey, it was noted that some students felt disconnected and we want to improve their sense of belonging at Franklin and for all to feel included and valued. They need support in developing appropriate social skills. This is all evidenced in the Panorama surveys and through the student surveys conducted. The Panorama data shows that 78% of our students felt that students do not follow the rules of the school, 79% of our students feel that students show disrespect to one another, and 62% of students feel that other students don't show they respect. Based on these three data points, implementing Second Step with fidelity will help students have a better sense of belonging, and feel safer at school which will lead to a more positive school climate.

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

IMPLEMENTATION PLAN (APRIL– JUNE)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Conduct team meetings to discuss data as a building of Second Step compared to referral data; look at how to continue implementation for the 2026-2027 school year	4/6-4/17/26	K. Bowles, Jillian Mason	Second Step Digital Platform	
Create and implement an incentive for students based on the utilization of Second Step strategies during the NYS tests	4/27-5/29/26	Jillian Mason		
Conduct an EOY celebration for implementation successes throughout the building	6/8-6/12/26	Jillian Mason	Second Step Digital Platform	

PROGRESS MONITORING (APRIL – JUNE)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/18/26	Second Step Data	95% of all classrooms will be on schedule with the implementation of Second Step	
6/18/26	Referral Data	20% decrease in the number of referrals compared to June of 2025	

Notes/Reflections/Potential Adjustments to Inform 2026-27 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 Results	2025-26 Desired Results	Actual Results
1	The school's SCEP was communicated to all staff members and staff members understood it.	92%	95%	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	100%	100%	
3	It was evident that our school focused on ensuring that all students, especially our diverse learners, develop critical thinking and reasoning skills.	98%	100%	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	98%	100%	
5	It was evident that our school focused on numeracy and literacy.	98%	100%	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	98%	100%	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	100%	100%	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	98%	100%	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	98%	100%	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	98%	100%	

	Student Survey Questions (From Spring District Climate Survey)	2024-25 Results	2025-26 Desired Results	Actual Results
1	How often do your teachers seem excited to be teaching your class? (SC4)	51%	75%	
2	How often are people disrespectful to others at your school? (SC1)	21%	40%	
3	How often do students get into physical fights at your school? (SC2)	40%	50%	
4	How likely is it that someone from your school will bully you online? (SC3)	75%	90%	
5	How often do you worry about violence at your school? (SC4)	52%	75%	
6	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SC5)	57%	75%	
7	How much support do the adults at your school give you? (SB2)	68%	80%	
8	Overall, how much do you feel like you belong at your school? (SB4)	54%	75%	
9	How excited would you be to have your teacher again? (TSR1)	56%	75%	
10	How respectful is your teacher towards you? (TSR4)	73%	90%	

--	--	--	--	--

	Family Survey Questions (From Spring Climate Survey)	2024-25 Results	2025-26 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)	66%	80%	
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 students? (BE8)	11%	5%	
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)	22%	10%	
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)	22%	10%	
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)	11%	5%	
6	To what extent do you think that children enjoy going to your child's school? (SC1)	78%	90%	
7	How motivating are the classroom lessons at your child's school? (SC2)	100%	100%	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	89%	95%	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	89%	95%	
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	100%	100%	

EVIDENCE-BASED INTERVENTION

All key strategies pursued by schools should be rooted in evidence. All schools must implement at least one evidence-based intervention that meets the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: <http://www.nysed.gov/accountability/evidence-based-interventions>.

School teams should indicate **all** of the evidence-based interventions that meet the federal definition that will be pursued next year by placing an “X” in the corresponding box below. Schools that adopt the State-Supported Evidence-Based Intervention **under the parameters outlined** at: <https://www.nysed.gov/accountability/state-supported-evidence-based-strategies> will fulfil the evidence-based intervention requirement.

State-Supported Evidence-Based Interventions	Mark “X” if the school will implement this in 25-26
Align High School and College Courses to Increase Post-Secondary Transition Outcomes	
Community Schools	
Elementary School Looping	
Establish an Early Warning Intervention and Monitoring System	X
Evidence-Based Instructional Methods	X
Expanding access to high-quality Out-of-School-Time programs	
High-Quality Instructional Materials	X
High-Quality Tutoring	X
Incoming Student Induction Programs and Summer Bridge Programs	
Instructional Coaching	X
Middle School Flexible Scheduling	
Multi-Tiered System of Supports – Integrated (MTSS-I)	X
Ongoing Job-Embedded Professional Development	X
Principal Leadership Development	X
Professional Learning Communities	X
Restorative Practices	X

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
<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>
Laura Mitchell	Principal	4/21	4/21	4/23	5/7	5/9	5/12	5/28
Kim Dominick	Vice Principal	4/21	4/21			5/9	5/12	
Kelly Bowles	Vice Principal	4/21	4/21			5/9	5/12	
Kathy Scheftic	Teacher	4/21	4/21					5/28
Rebecca Winterson	ENL Teacher						5/12	
Kerry Read	ENL Teacher						5/12	
Jillian O'Connor	Teacher	4/21	4/21				5/12	5/28
Vicky Bishop	Teacher/ELA Content Liaison	4/21	4/21				5/12	5/28
Patty DeRycke	Teacher	4/21	4/21					5/28
Kecia Buczek	Instructional Coach	4/21	4/21				5/12	5/28
Melissa Sugamele	Math AIS	4/21	4/21				5/12	5/28
Erin Givens	CT Teacher/SPED Content Liaison	4/21	4/21					
Wendy Mathews-Sisley	Teacher/Social Studies Content Liaison	4/21	4/21				5/12	
Tim Upton	Teacher/Science Content Liaison	4/21	4/21				5/12	5/28
Sarah Baszto	Teacher/DEB Content Liaison	4/21	4/21				5/12	
Khadija Muhammad	ENL Teacher/DEB Content Liaison							

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.

Throughout the student interviews, a common theme was that they enjoy the WIN part of the master schedule. They found that it helped support them in a small group. This led to continuing to implement WIN building wide. This also led to the SCEP writing team expanding our WIN to include individualized goal setting and the continuous use of common formative incentives, but on a stricter schedule to ensure implementation with fidelity.

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.

Through the implementation of Tier I and Tier II intervention practices that are closely monitored with a strict schedule of progress monitoring, it will help to meet the needs of all students who are in subgroups that we have been identified for. We will also continue to use UFLI to help with meeting the needs of our students who are classified as Special Education because this meets the students where they are so we are able to close their gaps in learning.