

LEA Name:	Auburn Enlarged City School District
LEA BEDS Code:	050100010009
School Name:	Auburn Junior High school

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

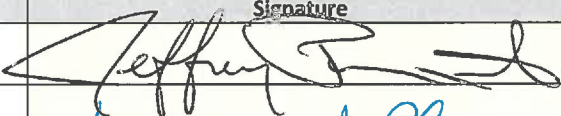
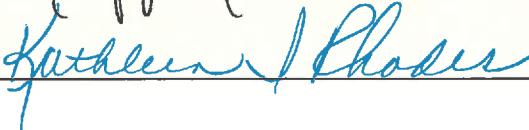
Contact Name	David Oliver	Title	Principal
Phone	315-255-8480	Email	DavidOliver@aecsd.education
Website for Published Plan	www.aecsd.education		

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the ESSA and Commissioner's Regulations as detailed on page 1 of this document and understand that any significant modification of the school district's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent			
President, B.O.E. / Chancellor or Chancellor's Designee		Kathleen I Rhodes	7/31/2018

Statement of Assurances

By signing this document, the Local Education Agency certifies that:

YES

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved.

YES

2. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.

YES

3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.

YES

4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012(c) and §3012(d) .

YES

5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

YES

6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

School Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner's Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the SCEP.

Instructions: List the stakeholders who participated in developing the SCEP as required by Commissioner's Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
SCEP Team 9/1/17,11/8/2017, 1/24/18,4/11/18,5/23/18	AJHS		
PTO 9/6/17, 10/4/17, 11/1/17, 12/6/17, 1/3/18, 2/7/18, 3/7/18, 6/6/18	AJHS		
PBIS 9/26/17, 10/24/17, 11/20/17, 12/18/17, 1/23/18, 2/13/18, 3/20/18, 4/17/18, 5/22/18, 6/19/18	AJHS		
IPST 9/7/17,10/5/17, 11/2/17, 12/7/17, 1/4/18, 2/1/18, 3/1/18, 4/5/18, 5/3/18, 6/7/18	AJHS		

Name	Title / Organization	Signature
David Oliver	Principal/Auburn Junior High School	
Jon Roberts	Vice Principal/Auburn Junior High School	
Pat Bodine-Oxford	School Psychologist/Auburn Junior High School	
Jared Tabone	Teacher/Auburn Junior High School	
Danielle O'Shea	Teacher/Auburn Junior High School	
Jamie Wood	Teacher/Auburn Junior High School	
Kevin Casler	PTECH Coordinator/Auburn Enlarged City School	
Jayda Bryant	Parent	
Erin Gasper	Parent	

SCEP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

The SCEP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an "X").

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of goals were achieved.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.) |
| <input type="checkbox"/> | Major Degree (At least 90% of goals were achieved.) |

2. Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark with an "X").

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.) |
| <input type="checkbox"/> | Major Degree (At least 90% of activities were carried out.) |

3. Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for identified subgroups (Mark with an "X").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (No identified subgroups improved achievement.) |
| <input type="checkbox"/> | Partial Degree (Some of the identified subgroups improved achievement.) |
| <input checked="" type="checkbox"/> | Moderate Degree (A majority of identified subgroups improved achievement.) |
| <input type="checkbox"/> | Major Degree (All identified subgroups improved achievement.) |

4. Rate the degree to which the activities identified in the previous year's SCEP increased Parent Engagement (Mark with an "X").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (There was no increase in the level of Parent Engagement.) |
| <input checked="" type="checkbox"/> | Partial Degree (There was a minor increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Moderate Degree (There was modest increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Major Degree (There was a significant increase in the level of Parent Engagement.) |

5. Rate the degree to which the activities identified in the previous year's SCEP received the funding necessary to achieve the corresponding goals (Mark with an "X").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of planned activities were funded.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of planned activities were funded.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of planned activities were funded.) |
| <input type="checkbox"/> | Major Degree (At least 90% of planned activities were funded.) |

6. Identify in which Tenet the school made the most growth during the previous year (Mark with an "X").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Tenet 1: District Leadership and Capacity |
| <input checked="" type="checkbox"/> | Tenet 2: School Leader Practices and Decisions |
| <input type="checkbox"/> | Tenet 3: Curriculum Development and Support |

- ☐ Tenet 4: Teacher Practices and Decisions
- ☐ Tenet 5: Student Social and Emotional Developmental Health
- ☐ Tenet 6: Family and Community Engagement

In reflecting on the PREVIOUS YEAR'S PLAN:

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

78% of Read 180 students and 75% of System 44 students had lexile gains. 55% of Read 180 students and 40% of System 44 students met their End of the year goal. 34% of Read 180 students and 5% of System 44 students met 2 times their End of the year goal. 45 of 113 Read 180 students show a growth rate between 1.0 and 4.0 grade levels.

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

During the 2017-2018 school year PBIS initiatives lost momentum. Both coaches and several other team members left the group. There was a lack of buy in from staff resulting in inconsistent teaching of building wide expectations. Data collection and reinforcement activities were inconsistent. Moving forward, in 2018-2019 the re-constituted team will simplify building wide expectations and focus on classroom management strategies that target times when disruptions occur the most. This focus was determined by a staff survey, faculty meeting discussions and professional development activities.

In developing the CURRENT YEAR'S plan:

- List the highlights of the initiatives described in the current SCEP.

Teachers will access a school-wide data system which will include progress monitoring data, school leader observation data and student classroom behavior on a quarterly basis to review with team and department members, plan lessons and target skills students need to improve. All content areas will use common assessments that evaluate student learning targets/goals. AJHS teachers will utilize higher-order questioning and feedback strategies. Teachers will teach and reinforce the common area expectations to reduce in disciplinary referrals. Grade level teams at AJHS increase the level of communication with families.

- List the identified needs in the school that will be targeted for improvement in this plan.

Access to data. Creation sharing and monitoring of student learning targets. Use of effective questioning and feedback strategies. Reduction in Discipline Referrals. Increase in communication between school and home.

- State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.

The mission of Auburn Junior High School's faculty and staff, working in partnership with family and community is to develop well educated, productive caring citizens who grow in character, integrity and social responsibility. Our vision includes the following tenets: Safe and orderly environment, effective instruction within a strong curriculum, collaboration to share ideas, frequent monitoring of student progress, with high expectations for success. The structure provided by the SCEP

- List the student academic achievement targets for the identified subgroups in the current plan.

20% increase in number of Students Proficient in Math, ELA, and Science Assessments.

- Describe how school structures will drive strategic implementation of the mission/guiding principles.

School Wide Data system will enable teachers to differentiate instruction. Master Schedule time for grade level teams and departments to develop common assessments, analyze the data generated and develop learning targets for students.

- List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.

Lack of Student Participation in State Assessments.

- Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.

Faculty Meetings, Grade Level Meetings, District Led workshops.

- List all methods of dialogue that school leaders will implement to strengthen relationships with school staff and the community.

Website, Facebook, Twitter, Parent Teacher Conferences, PTO meetings, emails, Remind, Newsletters

- List all the ways in which the current plan will be made widely available to the public.

Website, Facebook, Twitter, Parent Teacher Conferences, PTO meetings

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions		Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.
B1. Most Recent DTSDE Review Date:		December, 2017
B2. DTSDE Review Type:		District Led Review
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.		Based on the district led review and a school performance survey (PLC) of building stakeholders in December of 2017, it was determined that a school-wide data system should be developed. 51.6% of the staff polled determined the necessity of a school-wide system that includes a data dashboard for monitoring goals and progress while the school community families communicated the need to share student data and information (36.4%). The data system should be shared with the school community, as it will serve as a way to share target skill in content areas.
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		By June 30 of 2019, 100% of the teachers will utilize a school-wide data system which will include progress monitoring data and student classroom behavior on a quarterly basis to review and collaborate with team and department members in order to plan lessons and address target skills as evidenced by walk-through data, submission of lesson plans and tracking of teacher utilization of the database.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Lesson plans, walk-through data, quarterly access to database, mailings, STAR data (math/ELA)
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
November, 2018	June, 2019	Activity: A school-wide database will be developed Person(s) Responsible: Building principal and assistant principal Who will participate: Building principal and assistant principal How often: Start of school year (Once) Impact: Inform the levels of strengths and needs with the building staff
Novemebr, 2018	June, 2019	Activity: Department members will input progress monitoring data into the school-wide data system Person(s) Responsible: Members of the math/ELA departments Who will participate: Math and ELA teachers How often: Three times per academic year (3) Impact: Share levels of strengths and needs with the building staff

November, 2018	June, 2019	Activity: Grade level teachers will record observable classroom behavior in the school-wide database system Person(s) Responsible: Grade level team members Who will participate: Grade level teachers, building principal and assistant principal How Often: Quarterly (post marking periods) Impact: Communicate observable behaviors across disciplines in order to track and intervene
October, 2018	June, 2019	Activity: Building leaders will input building wide observable points from walk-throughs Person(s) Responsible: Building Principal and assistant principal Who Will Participate: Building principal, assistant principal and building wide teachers How Often: Three (3) times monthly Impact: To inform faculty/staff of strengths and improvable points to focus professional development
November, 2018	June, 2019	Activity: All teachers will access the school-wide database Person(s) Responsible: Building principal, assistant principal and building wide teachers Who Will Participate: Building wide teachers How Often: Quarterly (Post marking periods) Impact: Plan lessons and inform instruction in order to give all students access to the curriculum
November, 2018	June, 2018	Activity: Building administration will track teacher access to database Person(s) Responsible: Building Administration Who Will Participate: Building principal, assistant principal and teachers How Often: Quarterly Impact: Ensure teacher participation in order to allow ALL students access to the curriculum
September, 2018	June, 2019	Activity: All teachers will develop lessons highlighting information gained from the school-wide database Person(s) Responsible: Building wide teachers Who Will Participate: Building wide teachers How Often: Monthly (1) per month Impact: Ensure ALL students have equitable access to the curriculum
October, 2018	June, 2019	Activity: Lessons will be collected Person(s) Responsible: Building principal and assistant principal Who Will Participate: Building principal, assistant principal and teachers How Often: Monthly (1) per month Impact: Collect instructional data in order to plan professional development
November, 2018	June, 2019	Activity: School building leaders will develop a web based newsletter Person(s) Responsible: Building principal and assistant principal Who Will Participate: Building administration and school wide teachers How Often: Quarterly Impact: Communicate school wide events and curriculum information to ALL stakeholders
November, 2018	June, 2019	Activity: Progress monitoring data will be mailed to families Person(s) Responsible: Building administration Who will participate: School administration, math and ELA teachers How Often: Three (3) times per academic year Impact: Communicate student progress with families

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support		Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. Most Recent DTSDE Review Date:		December, 2017
B2. DTSDE Review Type:		District Led Review
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.		Based on the December 2017 PLC data collected, AJHS is not using common skills based assessments in each of the curricular areas to provide students with feedback regarding student progress. Only 22.6% of students strongly agree that teachers give specific feedback on tests/assessments. Also, teachers continue to use specific learning targets/goals, but ineffectively hold students accountable for clearly understanding the objectives of the lessons and their own learning. AJHS needs to specifically draw connections between learning targets/goals and common skills based assessments.
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		By June 30, 2019, all content areas will use common assessments in order to evaluate student learning targets/goals set by CCLS as evidenced by department meeting data logs. Teachers will access this data to drive curriculum discussions and to provide student feedback.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Common assessments (3), assessment data, data logs, analysis of data,
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
September, 2018	September, 2018	Activity: School building leaders will provide data logs for Common Assessments Person(s) Responsible: Building principal Who Will Participate: Building principal How Often: Once (1) Impact: Provide a common tool to monitor data from common assessments in order to develop plan to teach skill(s)
Oct. 2018	June, 2019	Activity: Teachers will input data from Common Assessments Person(s) Responsible: Classroom teachers Who Will Participate: Building wide teachers How Often: Three (3) times (after grading common assessments)

		Impact: Share common skill set data with building teachers in order to develop effective lessons
Oct. 2018	Oct. 2018	Activity: Develop Common Assessment #1 Person(s) Responsible: Classroom teachers Who Will Participate: Classroom teachers How Often: Once (1) Impact: Design assessment used across the discipline to target skill based learning
November 2018	November 2018	Activity: Give first common assessment Person(s) Responsible: Classroom teachers Who Will Participate: Classroom teachers and ALL students How Often: Once (1) Impact: Gather common skill data across disciplines in order to plan efficient lessons targeting essential skill(s)
Nov. 2018	Nov. 2018	Activity: Analyze data from first common assessment and provide feedback to students Person(s) Responsible: Classroom teachers Who Will Participate: Classroom teachers and ALL students How Often: Once (1) Impact: Develop a plan for essential skills and provide constructive feedback for self awareness
Jan. 2019	Jan. 2019	Activity: Develop Common Assessment #2 Person(s) Responsible: Classroom teachers Who Will Participate: Classroom teachers How Often: Once (1) Impact: Design assessment used across the discipline to target skill based learning
February 2019	February 2019	Activity: Give second common assessment Person(s) Responsible: Classroom teachers Who Will Participate: Classroom teachers and ALL students How Often: Once (1) Impact: Gather common skill data across disciplines in order to plan efficient lessons targeting essential skill(s)
February 2019	February 2019	Activity: Analyze data from second common assessment and provide feedback to students Person(s) Responsible: Classroom teachers Who Will Participate: Classroom teachers and ALL students How Often: Once (1) Impact: Develop a plan for essential skills and provide constructive feedback for self awareness
March 2019	March 2019	Activity: Develop Common Assessment #3 Person(s) Responsible: Classroom teachers Who Will Participate: Classroom teachers How Often: Once (1) Impact: Design assessment used across the discipline to target skill based learning
April 2019	April 2019	Activity: Give second common assessment Person(s) Responsible: Classroom teachers Who Will Participate: Classroom teachers and ALL students How Often: Once (1) Impact: Gather common skill data across disciplines in order to plan efficient lessons targeting essential skill(s)
April 2019	April 2019	Activity: Analyze data from third common assessment and provide feedback to students Person(s) Responsible: Classroom teachers Who Will Participate: Classroom teachers and ALL students

		How Often: Once (1) Impact: Develop a plan for essential skills and provide constructive feedback for self awareness
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Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions		Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.
B1. Most Recent DTSDE Review Date:		December, 2017
B2. DTSDE Review Type:		District Led Review
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.		Based on the December 2017 PLC data collected, 37.5% of students and 50% of parents were unsatisfied with the teacher feedback provided. Teachers are not providing specific and timely feedback in order for students to improve on instructional targets/goals. Also, teachers are not using higher-order questioning strategies nor providing an environment that allows students the opportunity to be risk takers to collaboratively answer higher-order questions.
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		By June 30, 2019, 100% of all AJHS teachers will utilize higher-order questioning and feedback strategies as evidenced by submission of questions and feedback strategies used during each curricular unit along with data gathered during administrative walk-throughs.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Database, lessons,
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sept. 2018	June 2019	Activity: Develop 3 higher-order questions and 2 feedback strategies Person(s) Responsible: Teachers Who will participate: Teachers and principal How often: Once per unit Impact: Teachers will be held accountable for developing and implementing higher-order questions and feedback strategies.
October, 2018	June, 2019	Activity: Collect three (3) higher-order questions and two (2) feedback strategies Person(s) Responsible: Building principal and assistant principal Who Will Participate: School building leaders and teachers How Often: Monthly

		Impact: To ensure higher level questioning is included in lessons and to plan professional development accordingly
October, 2018	June, 2019	Activity: Collect higher-level questioning data during walk-throughs Person(s) Responsible: Building principal and assistant principal Who Will Participate: School building leaders and teachers How Often: Ongoing Impact: Gather real time data to inform teachers and plan professional development
October, 2018	June, 2019	Activity: Input walk-through data in school-wide database Person(s) Responsible: Building principal and assistant principal Who Will Participate: School building leaders and teachers How Often: Monthly Impact: Share comprehensive data with teachers to inform for effective instruction

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health		Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.
B1. Most Recent DTSDE Review Date:		December, 2017
B2. DTSDE Review Type:		District Led Review
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.		Based on the PLC data collected from multiple stakeholders and the 2018 DTSD review the Auburn Junior High School currently lacks consistent protocols and procedures for PBIS school-wide implementation, common behavioral expectations for all students, and equitable interventions/responses to similar behaviors.
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		By June 30, 2019, 100% of teachers will teach and reinforce the common area expectations and language within Auburn Junior High School as defined by the PBIS matrix in order to gain common behavioral standards, as evidenced by a 15% overall reduction in disciplinary referrals.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Lesson planning, disciplinary referrals, Matrix signage in common or shared areas,
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
09/01/2018	10/01/2018	Activity: Post PBIS Matrix in each classroom in a common location Person(s) Responsible: Teaching Staff Who Will Participate: All How Often: On Going Impact: All students will now be able to see and reference the PBIS Matrix
10/1/2018	10/31/2018	Activity: Explicit Direct instruction for all students in expected PBIS protocols Person(s) Responsible: Assigned Staff Who Will Participate: All Students How Often: Once or as often needed Impact: Establishment of common language and behavior expectations

11/1/2018	11/30/2018	Activity: Teachers will verbally redirect and reteach students expectations and norms Person(s) Responsible: All Staff Who Will Participate: All Staff and students How Often: As needed Impact: Foster a common understanding and shared expectation for Auburn Junior High School
10/1/2018	5/30/2019	Activity: Data collection and analysis / Possible Celebration Person(s) Responsible: PBIS Data Coordinator Who Will Participate: PBIS Staff How Often: Monthly Impact: Measurable progress and feedback towards the building PBIS goals
11/1/2018	3/30/2019	Activity: Data analysis and trend identification Person(s) Responsible: PBIS Data Coordinator Who Will Participate: PBIS Team How Often: Monthly Impact: Data trends will be used to reteach behaviors and protocols as identified in the process
11/1/2018	4/30/2019	Activity: Reteaching of PBIS Protocols to identify audience Person(s) Responsible: Identified Staff Who Will Participate: Identified Students How Often: As needed Impact: Will result in a reduction of referrals
6/1/2019	6/30/2019	Activity: Survey teachers to provide feedback on the matrix Person(s) Responsible: PBIS team members Who Will Participate: Teachers How Often: Once Impact: Data will be used to review and revise the PBIS Matrix

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community Engagement		The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.
B1. Most Recent DTSDE Review Date:		December 2017
B2. DTSDE Review Type:		District Led Review
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.		Based on the PLC data collected from multiple stakeholders and the 2018 DTSD review the Auburn Junior High School does not consistently communicate to families regarding student achievement, ways to help students establish and achieve goals, and expectations for college and career readiness.
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		By June 2019, 100% of grade level teams at AJHS will have established contact with each students family twice in order to establish and continue open dialogue with families as evidenced by a contact log demonstrating phone calls, emails, and/or conferences housed by each team.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Contact log, emails, increase in positive responses on the parent survey
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2018	9/30/2018	Activity: Grade Level and Department Teams will create a contact log Person(s) Responsible: Grade Level Teams Who Will Participate: All Staff How Often: Once Impact: A common form and expectation for home contact will be established. This will lead to a more productive conversation between the school and home.
9/30/2018	1/30/2019	Activity: Call home for all students on each grade level team by the date indicated Person(s) Responsible: Grade Level Teams Who Will Participate: All Staff How Often: A minimum of one time, multiple times is preferred Impact: The school will make the first step in welcoming conversation between the home and school staff.

1/30/2019	5/30/2019	<p>Activity: Review the contact log to ensure contact home</p> <p>Person(s) Responsible: Assistant Principal</p> <p>Who Will Participate: Grade Level Teams</p> <p>How Often: Quarterly</p> <p>Impact: Ensure completion and make gains as the AJHS school community seeks to build a productive and mutual school to home communication bridge.</p>
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