



School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Auburn Enlarged City School District	Auburn Junior High	7,8

Collaboratively Developed By:

The Auburn Junior High School SCEP Development Team

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And in partnership with the staff, students, and families of Auburn Junior High School.

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments

Prior to working on this document, school teams should be sure to complete the following activities:

- **Envision:** Explore its vision, values, and aspirations
- **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
- **Listen:** Conducting student interviews

Following those activities, school teams should complete the SCEP Planning Document to make connections between the activities above and consider potential next steps to prioritize in the upcoming year as the team considers **“What should we prioritize to support our students and work toward the school we wish to be?”**

The team should identify 2 to 4 Commitments for the 2023-24 school year. For each Commitment, the team will identify strategies that will advance these Commitments and benchmarks to determine if the school is on track with its implementation. **School teams will need to ensure that at least one commitment is aligned to teaching and learning.**

Success Criteria and Benchmark Targets

After school teams identify their Commitments, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their Commitment throughout the year. Each Commitment will have at least one end-of-the-year goal, a mid-year benchmark, strategies that will allow the school to reach those goals and benchmarks, early progress milestones, and spring survey targets.

The plan template is designed with the intention the school teams will return to their plan throughout the year and make updates when necessary. As part of the Success Criteria for each Commitment, there is a section for the team to update during the year and input the data they ended up seeing next to the target they originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

Strategies

In conjunction with identifying benchmarks, teams should consider strategies that will allow the school to reach these benchmarks and advance that commitment.

Resources for Team

NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

- [Assembling Your Improvement Planning Team](#)
- [Envision: Exploring Our Vision, Values and Aspirations](#)
- [Analyze: Internal and External Data](#)
- [Analyze: Survey Data](#)
- [Analyze: Tenet 1 Systems and Structures Inventory](#)

Guidance for Teams

- [Listen: Interviewing Students](#)
- [Putting it all Together: SCEP Planning Document](#)
- SCEP Sample: [Cohesive, Relevant Curriculum](#)
- SCEP Sample: [Deepening Connections](#)
- SCEP Sample: [Graduation Through Relationships](#)
- SCEP Sample: [Graduation and Success Beyond HS](#)

COMMITMENT 1

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We prioritize the social and emotional well-being of students, staff, families and community members by providing support and opportunities to learn and develop lifelong skills.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>This commitment is in alignment with the AJHS Mission-The mission of Auburn Junior High School’s Faculty and Staff, working in partnership with the family and community, is to develop well-educated, productive, caring citizens who grow in character, integrity and social responsibility.</p> <p>We will promote the value of life-long learning in a safe environment during this time of transition from childhood to young adulthood.</p> <p>PLC Parent Surveys indicated a lack of knowledge of social emotional learning (SEL) initiatives.</p> <p>Student Surveys Indicated that bullying was not effectively addressed and many students didn’t follow rules.</p> <p>Student interviews indicated students were reluctant to share opinions and feelings about school culture.</p> <p>District-wide attendance data reveals that the attendance rate of economically disadvantaged students’ (87.1%) is 6% lower than their non-economically disadvantaged peers (93.1%).</p> <p>AJHS Discipline Referrals increased from 892 in 2021-2022 to 1285 in 2022-2023.</p> <p>Students removed from class and sent to the In-school suspension (ISS) room to regroup increased from 893 in 2021-2022 to 1392 in 2022-2023 at AJHS.</p>

Commitment 1

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	PLC Survey, SEL Screener, Discipline Data.	Decrease in discipline referrals by 5%, improved daily attendance rate for economically disadvantaged students by 3%, improved perception of building safety by 20%, increased awareness of strategies as measured by survey results.	

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	S 38. Our school deals effectively with bullying. S 44. Most students in our school follow the school rules. S.42 I am safe in my school	50% Strongly agree or agree (29.4% in 22-23) 35% Strongly agree or agree (17.1% in 22-23) 60% Strongly agree or agree (40.6% in 22-23)	
Staff Survey	S61. We have an effective system for developing and building student social-emotional health.	70% Strongly agree or agree (60% in 22-23)	
Family Survey	S 38. Our School provides a safe environment for staff and students.	50% Strongly agree or agree (20.4% in 22-23)	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

Commitment 1

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Student Qualitative Surveys Discipline Data	Students identify feeling safe in school and share what makes them feel safe to understand their perception of school safety during student focus group interviews. Decrease of 3% in referrals (630 referrals at mid-point in 22-23)	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
Student Data	Student	Students identify what they feel makes them feel safe in school and what doesn't during initial student focus group interviews.	
Adult/Schoolwide Behaviors and Practices	Discipline Referrals Walkthroughs	Reduction by 2% in referrals when compared to referrals at the 10 week point of 2022-2023 school year. (379 at 10 week point in 22-23) PRIDE Monday activities are being done with fidelity throughout the building.	
Student Behaviors and Practices	Discipline Data	Reduction by 2% of referrals when compared to referrals at the 10 week point of 2022-2023 school year (379 at at 10 week point in 22-23)	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are

Commitment 1

		necessary to support these strategies?
Panorama is being implemented in 2023-24 and SEL screener will be included	Professional Development: Introduction, process, and procedures training. Communicate to Stakeholders during stand alone workshops and faculty meetings	Time, Student Services, Staff
Communication of SCEP/DCIP	Building administrators review strategies at each faculty meeting. Building administrators will review DCIP and SCEP progress at mid-year faculty meetings (January)	Time, Building Administrators
Communication of SEL Strategies	SEL resources will be shared with students and families during student orientations, Open House, parent-teacher conferences and ParentSquare Posts throughout the school year. Work with Public Information Specialists will share SEL activities that take place throughout the district, information about bullying vs. getting picked on. Bulletin Boards (Positive Quotes, Diversity/Affirmation)	Time, Building Administrators, Public Information Specialists, Staff. Time, Building Administrators, Public
Pride Mondays	Peaceful Schools, Squabbles Gratitude, PBIS lessons re-teachings	Schedule, Administration, Staff
Orientation/1st Days of School	Policies and procedures shared with students during orientation and first 3 days of school	Administration, Staff
School Handbook	School handbook revised for staff, parents and students	Administration
Mindfulness Room	Purpose and strategies shared with staff Student Services implements and increases uses for students	Staff, Student Services
Grade Level Teams	Meeting expectations shared with staff	Administration, Staff
School Social Worker Activities	Collaborate with the Auburn Police Department to update their bullying curriculum that is presented to students	Social Worker

Commitment 1

Restorative Practices	Check-ins, ISS data, Think Sheets, referral procedures implemented by staff	Administration, Staff, ISS T.A., Dean of Students.
PBIS	Coaches will review the meaning of PBIS and its purpose in each building during a faculty meeting Data will be reviewed on a monthly basis. Lessons shared during PRIDE Mondays with re-teachings during morning announcements when required	Time, PBIS Team, Staff
Student Services Activities	Crisis Therapeutic Interventions, Calls home, parent and At-Risk meetings, Principal Hearings, home visits. Gaggle	Administration, Dean of Students, Student Services.
Staff Wellness	Staff Appreciation (Post its, Fun Club, Monthly Raffle), Kelly's Choice Emails, EAP	Administration, Staff
Professional Development	Micro-session pertaining to classroom management strategies presented at faculty meetings monthly	Administration, Staff, Faculty Meetings

COMMITMENT

Our Commitment

What is one Commitment we will promote for 2023-24?	We prioritize data-driven decision making to inform instruction.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • How does this Commitment fit into what we envision for the school? • How does this Commitment relate to what we heard when listening to others? • How does this Commitment connect to what we observed through analysis? 	<p>This commitment is in alignment with the AJHS Mission-The mission of Auburn Junior High School’s Faculty and Staff, working in partnership with the family and community, is to develop well-educated, productive, caring citizens who grow in character, integrity and social responsibility.</p> <p>We will promote the value of life-long learning in a safe environment during this time of transition from childhood to young adulthood.</p> <p>Student interviews indicated a desire for feedback (tests, assessments and assignments), group work and learning opportunities with student choice (differentiation).</p>

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	PLC Survey Information, end of year STAR data, end of year DELTA Math screeners, DIBELS, Final Exam data	Increased awareness of student performance, Increase in tiered instruction, consistent practices/structures in place for AIS placement in accordance with the district’s Multi-tiered System of Support (MTSS) plan	

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>

Commitment 2

Student Survey	C 14. We receive specific feedback from our teachers on the tests/assessments we take.	62.5% Strongly agree/agree (52.5% in 22-23)	
Staff Survey	C27. Teachers actively use data to differentiate instruction.	80% Strongly agree or agree (71.8% in 22-23)	
Family Survey	F 41. Our school actively engaged our family in conversations around student needs/progress.	40% Strongly agree/agree (27.3 in 22-23)	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	<p>Mid-year STAR data</p> <p>Progress Reports</p> <p>Walkthroughs/Evaluations</p>	<p>Growth of 2.5% from September to January</p> <p>STAR: Students will be moving towards a 5% increase from level 1 to level 2, level 2 to level 3, and level 3 to level 4 in STAR Reading and Math.</p> <p>Progress reports: Progression in teacher reporting that reflects individual student growth</p> <p>Walkthroughs/Evaluations: Ratings of effective or highly effective in utilizing student data</p>	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)

Commitment 2

Student Data	STAR Benchmarks, Delta Math screeners, DIBELS, common assessments State Assessment Gap Analysis Data	Instructional practices being implemented based on results of student data. Teachers sharing initial successful practices with other teachers at data meetings.	
Adult/Schoolwide Behaviors and Practices	Team Meeting Discussions Common Assessments Walkthroughs	Analyze data after common assessment has been administered, monitor and adjust instructional practices based on data Ratings of effective or highly effective in using student data for instructional decision making	
Student Behaviors and Practices			

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Common Assessments (TDEC, Inquiries, Unit Tests, Science Investigations/Labs)	Implementation of assignments by all teachers.	Building Administrators Instructional Coach Instructional Staff
Common Grading Policies with Properly Aligned Assessments	2023 Amplify professional development to oversee grading practices, prioritization of curriculum, assessment building, unit unpacking Team Meetings to discuss grading and assessment data	Instructional Coach Instructional Staff Building Administrators
Follow district process which includes dedicated	Team Meetings scheduled to review student data.	Instructional Coach Instructional Staff

Commitment 2

timeblocks for the data analysis process.	Assessment calendar will be shared to all staff.	Building Administrators
Data Wise protocol consistently communicated to all stakeholders and followed with fidelity.	Schoolwide Benchmark Assessment Calendar is distributed to staff Monthly Department Meetings Team Meetings	Administrators
Instructional Focus on Formative Assessment and Feedback	Staff Shares	Instructional Staff
Benchmarks in Reading and Math	DIBELS benchmarks will be administered 3x/year among AIS students STAR Reading and Math assessments will be administered 3x/year among entire student population	Instructional Staff Instructional Coach

COMMITMENT 3

This section can be deleted if the school does not have a third commitment.

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We prioritize effective engagement of all AJHS stakeholders: Students, staff, families and community.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>This commitment is in alignment with the AJHS Mission-The mission of Auburn Junior High School’s Faculty and Staff, working in partnership with the family and community, is to develop well-educated, productive, caring citizens who grow in character, integrity and social responsibility.</p> <p>We will promote the value of life-long learning in a safe environment during this time of transition from childhood to young adulthood.</p> <p>PLC Surveys indicated lack of parent knowledge of student learning goals, curriculum and student needs and progress.</p>

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>

Commitment 3

End-Of-The-Year Goals	Teachers will take part in a group survey evaluating teacher’s school-wide engagement and practices as stakeholders.	An increase in teacher participation to increase to 90% (70% in 22-23)	
	Schooltool Grades	Class pass rates will be at 80%	
	Increase in Survey Responses	10% increase in family participation on annual survey (20% participation in 22-23)	
	Increase in Parent Engagement Night Attendance (Open House, PT Conference Night).	Collect Baseline Data for Parent Engagement Night Attendance (Open House, parent-teacher conference nights)	

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	T 18. In classrooms we often work in partners or in groups.	Increase to 32% strongly agree/agree (22.3% in 22-23)	
	C 9. We use student learning targets/goals (I can..) in our classes.	Increase to 50% strongly agree/agree (40.5% in 22-23)	
	C 14. We receive specific feedback from		

Commitment 3

	our teachers from tests/ assessments we take. 10% increase.	Increase to 62.5% strongly agree/agree (52.5% in 22-23)	
Staff Survey	C 22. Our school leaders provide opportunities for staff so that curriculum is appropriately implemented/scaffolded to meet students' diverse needs.	Increase to 70% strongly agree/agree (59% in 22-23)	
Family Survey	L 07. Our school leaders communicate on a regular basis.	Increase to 61.4% strongly agree/agree (51.4% in 22-23)	
	C 18. I receive specific test/assessment information about my child or children's progress.	Increase to 62.3% strongly agree/agree (52.3% in 22-23)	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	<p>STAR Reading & Math</p> <p>Goals will be revisited in the winter and revised or reset.</p> <p>Faculty meeting discussion of PD and implementation by teachers.</p>	<p>Students will be moving towards a 5% increase from level 1 to level 2, level 2 to level 3, and level 3 to level 4 in Star Reading and math.</p> <p>Students are monitoring their goals and making logical adjustments during PRIDE Monday sessions.</p> <p>Application of engagement strategies through walkthroughs and ratings of effective or highly effective on teacher evaluations</p>	

Commitment 3

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	Progress and report cards will be distributed every five weeks.	Students are working towards an 80% passing rate.	
Adult/Schoolwide Behaviors and Practices	Informal/Formal Observation Data to note group work	Increase in student collaboration (think pair share, group work, etc.), differentiation practices and explicit feedback as evidenced by effective and highly effective ratings on teacher evaluations	
Student Behaviors and Practices	I.S.S log, Think Sheets, and discipline referrals	Decrease in students sent to I.S.S. by 5% 1392 incidents of students sent to ISS for 22-23.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Identify Differentiated Practices in Classrooms: Micro-session pertaining to differentiation strategies presented at faculty meetings	Monthly small groups of staff will model how they differentiate in their classroom	Staff Teams

Commitment 3

Learning Targets, Objectives or Guiding Questions displayed and referred to in all classrooms	Teachers will be provided posters and allot a space to post their objectives/guiding question(s).	Staff
Goal setting	School counselors will be used to help students create goals and revisit them throughout the school year.	School counselors
Tier 1 Strategies used in all classrooms.	Pride Mondays, Differentiation, Formative Assessment, Feedback.	
Provide and incorporate critical thinking, problem-solving and opportunities for collaboration.	Monthly small groups of staff will share how they use critical thinking and problem solving opportunities in their classroom.	Staff
Uses questioning techniques to engage students.	Walkthroughs	Administration
Student Goal Setting (Academic, Personal, AIS, SPED)	SPED teachers and AIS will monitor student goal setting.	Staff
Open House/ PT Conferences	Surveys will be provided at the end of the Open House and PT Conferences. PT Conference attendance sheets will be collected from teachers.	Staff Administration
English AIS Quarterly Reports	Reports will be sent to parents.	Staff
Emails/Phone Calls/ Notes Home	Team minutes.	Staff Teams
SchoolTool updated in timely manner	Principal will monitor the teacher's SchoolTool.	Administration
Progress Reports/Report Cards	The school will send home progress reports/report cards every 5 weeks.	Staff
Attendance meeting student services	Student service logs and monthly meetings with the team. Teams will contact student services with student concerns.	Student Services
Clubs and Meeting times Communicated will be monthly based on a predetermined schedule.	Posters and morning announcements will be utilized for students about clubs and meeting times.	Staff
Professional Development for Staff	My Learning Plan and at monthly faculty, department meetings.	Staff

Commitment 3

Parent and 7th grade Orientation	Incoming 7th graders will be provided the opportunity to visit the school grounds and learn about school expectations.	Staff Administration
Building administrators will identify active parents in their buildings from PTO or interactions and invite them to become members of the DPC.	Principal logs.	Building Administrator

COMMITMENT 4

This section can be deleted if the school does not have a fourth commitment.

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We prioritize a written, structured Multi-Tiered System of Support (MTSS) process that is consistently communicated and implemented across the district with common expectations and accountability.</p>
<p>Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>This commitment is in alignment with the AJHS Mission-The mission of Auburn Junior High School’s Faculty and Staff, working in partnership with the family and community, is to develop well-educated, productive, caring citizens who grow in character, integrity and social responsibility.</p> <p>We will promote the value of life-long learning in a safe environment during this time of transition from childhood to young adulthood.</p>

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
<p>End-Of-The-Year Goals</p>	<p>5% of students will move from level 1 to level 2, level 2 to level 3, and level 3 to level 4 in Star Reading and math.</p>	<p>Students will increase 5% from level 1 to level 2, level 2 to level 3, and level 3 to level 4 in Star Reading and math.</p>	

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
<p>Student Survey</p>	<p>S 39. I feel welcome and part of my school.</p>	<p>Increase to 60% strongly agree/agree</p>	

Commitment 4

	S 44. Most students in our school follow the school rules.	(43.9% in 22-23) Increase to 50% strongly agree/agree (17.1%)	
Staff Survey	S 61. We have an effective system for developing and building student social and emotional health.	Increase to 70% strongly agree/agree (60% in 22-23)	
Family Survey	F 50. As a parent or family member I feel connected to our school.	Increase to 50% strongly agree/agree (21.4% in 22-23)	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	<p>Review student Think Sheets and I.S.S logs.</p> <p>Literacy Coach will review and share the assessments data with all stakeholders.</p> <p>The Dean of students will review and share information about discipline/restorative actions with all stakeholders.</p>	<p>A decrease in ISS by 5%.</p> <p>1392 incidents of students sent to ISS for 22-23.</p> <p>1392 incidents of students sent to ISS in 22-23.</p> <p>Teachers will be able to implement effective teaching strategies to help increase student achievement on the Star Reading and math.</p> <p>Decrease in referrals by 5% (Total referrals for 22-23 was 1,285)</p>	

Commitment 4

We believe we will be on track to meet our Mid-Year Benchmark if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	STAR Reading and math	95% of students will be creating a baseline working towards the 5% increase in participation	
Adult/Schoolwide Behaviors and Practices	Team minutes log My Learning Plan	Teams are maintaining a log of student concerns academically and behaviorally. Teachers will be provided training on Panorama, Safe schools, Peaceful Schools, and Parent Square	
Student Behaviors and Practices	IPST, MTSS shared folder	Early interventions and non-repeating referrals	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Screeners (STAR, DIBELS, Delta Math)	Assessment will be given based on the district created schedule.	Student Services Teams
MTSS Referral Process	Teachers will work with the Student Services team to follow the MTSS process for identifying, and create interventions for struggling students.	Student Services Teams
AIS Plan/Interventions	Teach AIS programs with fidelity and progress monitor students as directed in the MTSS Plan	Literacy coach AIS Staff
AIS Progress Reports	AIS teachers will complete and distribute quarterly reports to students and families for ELA and math.	AIS Staff

Commitment 4

Team Meetings	Team minutes will be kept to discuss students on the team and tracks parent-school connections.	Staff
Tier 3	Sonday System will be implemented by special education resource staff. Implementation of a tiered class for reading.	Student services AIS Staff
Each building will share an established shared drive where MTSS documents are kept, referenced, and used to determine future actions.	Teacher/team will fill out a form for student services to follow up.	Student Services Teams
Assessment data	Teachers and literacy coach will implement the assessments based on the district schedule.	Staff, literacy coach and teams.
IPST Folder	Student services will meet monthly to discuss student attendance and interventions that need implementation.	Student Teams
Dean of Students, ISS, PBIS team Principal hearings, home visits for chronic absenteeism.	Home visits and contacts made by student services, teachers and teams.	Student Services, teams and Staff.
Panorama	Review of data generated from Panorama and shared with staff.	Building administration, Student Services, teams and Staff.

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet 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>

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

X State-Supported Evidence Based Strategy

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

Evidence-Based Intervention Strategy Identified	Professional Development
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 1-4
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	PLC Survey Data, Student Interviews, Discipline, Attendance and Academic data along with the Systems for Intervention, Identification and Support and Staff Collaborations inventory showed an opportunity for growth with further professional development and accountability.

Clearinghouse-Identified

If “X’ is marked above, provide responses to the prompts below to identify the strategy, the Commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

Clearinghouse used and corresponding rating

- What Works Clearinghouse**
 - Rating: Meets WWC Standards Without Reservations
 - Rating: Meets WWC Standards With Reservations
- Social Programs That Work**
 - Rating: Top Tier
 - Rating: Near Top Tier
- Blueprints for Healthy Youth Development**
 - Rating: Model Plus
 - Rating: Model
 - Rating: Promising

School-Identified

If “X’ is marked above, complete the prompts below to identify the strategy, the Commitment(s) it will support, and the research that supports this as an evidence-based intervention.

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	

Our Team's Process

Background

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

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

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent).

Name	Role
David Oliver	Principal
Jared Tabone	Assistant Principal
Michele Hopp	Social Worker
Molly Lincoln	School Psychologist
Kerri Musso	Instructional Coach
Andrea Martinez	Teacher
Kasha Fletcher	Teacher
Heather Barbuti	Teacher
Luigi Tozzi	Teacher
Amanda Bova	Teacher
Jeff Alberici	Teacher
Jodie Loomis	Parent
Lisa Holmes	Parent

Our Team's Process

Our Team's Steps

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

1. **Envision:** Exploring the Vision, Values and Aspirations for the school
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen:** Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
5/10/23	X			X	X		
5/16/23		X					
5/22/23					X		
5/30/23		X	X				
6/7/23			X				
7/11/23				X		X	
7/13/23						X	X

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

The student interview process was very important in that it asked questions that went deeper than the student survey questions. Students were able to tell us that they had a desire for more engaging lessons that included group work with teachers acting like facilitators. They would like to see more student choice in how they demonstrate that they learned a topic. Students want more feedback from their teachers. They value the relationships they have with their teacher and stated that the teacher's attitude can affect the culture of the classroom in a positive or negative way. Students know where to go if they need help emotionally and academically. They felt that teachers should avoid power struggles and they are frustrated when students misbehave.

The plan takes all of these suggestions into account by having the following activities:

Professional Development for Classroom Management Student Engagement, Differentiated Instruction and Feedback.

Accountability when analyzing student data so actionable feedback can be given.

Clear Processes for the tiered interventions.

Next Steps

Next Steps

1. **Sharing the Plan:**
 - a. **Schools in the CSI model:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by July 15, 2023.
 - b. **Schools in the ATSI model and TSI model:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2023-24 school year.
 - c. **All Schools:** Ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
 - a. Ensure that the plan is implemented no later than the first day of school.
 - b. Monitor implementation closely and adjust as needed.
 - c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
 - d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.