



School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Auburn Enlarged city School District	Auburn Junior High School	7-8

Collaboratively Developed By:

The Auburn Junior High SCEP Development Team
(David Oliver, Jeff Alberici, Amanda Bova, Sharon Campanelli, Kasha Fletcher, Michelle Hopp, Melanie Maher, Jacklyn Malone, Andrea Martinez, Jon Roberts, Luigi Tozzi.
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 and Strategies

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document “[How Learning Happens](#),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**”

The team should take the answers to this question and identify 2 to 4 commitments for the 2021-22 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school’s values and aspirations.

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for the Team

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

- [Using Your SCEP to Pursue Your School’s Aspirations and Values \(video tutorial\)](#)
- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)
- [Staying Connected with the School Community Throughout the Development of the SCEP](#)
- [Sample SCEP: Cohesive, Relevant Curriculum](#)
- [Sample SCEP: Deepening Connections](#)
- [Sample SCEP: Graduation and Success Beyond HS](#)
- [Sample SCEP: Graduation through Relationships](#)

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>INTENTIONALITY: Every child has intentional opportunities to practice and build social, emotional, and cognitive skills.</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 the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>Student interviews, Equity Self-Reflection and PLC Associates Survey indicated that students want to build stronger connections with their teachers and peers.</p> <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>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Professional Development</p>	<p>Teacher Handbook will be redesigned to include specific procedures to follow when dealing with academic concerns, parent engagement, and discipline/mental health incidents.</p> <p>Power Struggles, Connecting with Students, and How to teach Hard to Handle students will be faculty meeting items throughout the school year.</p>	<p>Review Discipline Data, Lists of students Student Services team meets with.</p> <p>Individual Problem Solving Team (IPST) meeting minutes. (# of outside referrals, attendance, compass)</p> <p>Student Concerns reviewed during Team Time with administrative follow up.</p>	<p>Schedule for delivery of professional development</p> <p>SIG money used for faculty handbook development.</p>
<p>Assess School Climate during the school year</p>	<p>Create a schedule for dedicated time to use Centervention during lunch groups. Professional development on how to use Centervention provided to staff.</p> <p>Use Squabbles and Centervention as a restorative practice tool.</p>	<p>Centervention Data Reviewed on a monthly basis.</p> <p>End of year stakeholder survey results</p> <p>Squabbles and Centervention used during ISS will be collected</p>	<p>The master schedule will be adjusted when needed.</p>

Commitment 1

Continue to Implement Restorative Practices	Use Squabbles and Centervention as a restorative practice tool	End of the year stakeholder survey results Discipline data with a focus on recidivism.	

Commitment 1

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	Most students in our school follow the school rules (26.1% agree or strongly agree).	40% agree or strongly agree
	Our school deals effectively with bullying (41.4% agree or strongly agree).	50%
Staff Survey	We have an effective system for developing and building student social-emotional health. (previous year 62.6%).	70% agree or strongly agree
Family Survey	School staff work to support student social-emotional well being (45.6% agree or strongly agree).	55%
	Our school provides a safe environment for staff and students (44.4% agree of strongly agree).	55%

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

Commitment 1

2022-2023 Survey Results compared to 2021-2022 survey.

Discipline Data will indicate fewer repeat offenders.

Walkthrough and Observation Data will show evidence of activities.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>RELATIONSHIPS: Every child has strong, trusting relationships with adults and peers.</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 the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>Student interviews indicated a desire for more discussion in regards to diversity, equity and inclusion in a safe format. They also suggested a desire to feel more appreciated by their teachers..</p> <p>See AJHS Mission in Commitment #1</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<p>Establish an inclusive space that encourages cultural identity development through affirming race, class, gender, sexual orientation, language, ability level, and any other differentiator.</p>	<p>Fully Implement Mindfulness Room in the library that provides self-care resources for dysregulated students and staff so they can function more efficiently throughout the day.</p> <p>Gratitude Initiative</p>	<p>Student Voice and School Performance Survey Data</p> <p>Attendance of use in the Mindfulness Room</p>	<p>Time</p> <p>SIG money for materials.</p>
<p>Improve School Culture</p>	<p>Orientation activities will take place at the beginning of the year and continued with “AJHS Pride Mondays”</p>	<p>Family Engagement, Student Voice and School Performance Survey Data</p>	<p>Schedule of activities</p>
<p>Embed opportunities into school operations for students and staff to critically examine topics of</p>	<p>Conduct Book Club with staff using the book <u>Demanding More</u>.</p> <p>Establish discussion groups with Grade Level Teams and/or faculty meetings facilitated by the Executive Director of DEI and DEI consultant.</p>	<p>School Performance Survey Results</p>	<p>Adjustment to schedule</p> <p>Sig money to purchase books and pay for</p>

Commitment 2

<p>Diversity, Equity and Inclusion.</p>	<p>Establish discussion groups with students during their lunch groups facilitated by the Executive Director of DEI and DEI consultant.</p> <p>Creation of Cultural Fair for families to come into the building to view student projects.</p>		<p>after school time for book study.</p>
<p>Teacher/Student Interactions</p>	<p>Clear and consistent expectations will be shared with students at the beginning of the year and revisited during the year.</p> <p>A consistent format for discussion activities will be shared with teachers to be used when applicable.</p>	<p>Student Voice and School Performance Survey Data</p> <p>Discipline data</p>	

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	Student Interview- What are things we could do to make students feel appreciated and heard at school?be more interactive, value students' opinions more, more individual work, some teachers are rude and mean, teachers are intimidating, individual student check- ins, feel unappreciated.	Students will be able to articulate a sense that they are appreciated more in followup surveys/interviews.
Staff Survey		
Family Survey	Our school leaders promote a positive environment for children (49.4% agree or strongly agree).	60%
	We have well planned events for families and children (36.1% agree or strongly agree).	46%

Commitment 2

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

2022-2023 Survey Results compared to 2021-2022 survey.
Discipline Data will indicate fewer repeat offenders.

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 2021-22?</p>	<p>Agency: Every child has the opportunity and authority to drive and shape their own learning</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 the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>The stakeholder surveys indicated that parents and students felt that teachers did not share student learning targets with them.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Student Goal Setting and Progress Monitoring	<p>Students will create academic and personal goals during the first weeks of school.</p> <p>Students will review their progress in Schooltool every 5 weeks during lunchgroups, compare with their goals and assess if they need to revise their goal.</p>	Engage students in self-assessment and using assessment data to set goals with students will be the focus criteria of walkthroughs and observations. End of the year survey results.	Time allotted in the schedule for students to work on their goals.
Differentiated Reading Interventions	DIBELS and STAR Reading scores of incoming 7th graders will be reviewed to determine the need for Reading AIS. Students could be placed in Read 180, System 44 or Hybrid Intervention depending on the ORF or MAZE score.	End of the year STAR Benchmarks	Instructional Coach, dedicated time during department and team meetings. Use of Teacher Assistants to provide interventions.
Communication with Families	STAR Reading Benchmark Assessment will be shared with families in a user friendly format.	Family engagement survey results	

Commitment 3

	<p>Conduct Open house at the beginning of year rather than parent teacher conferences.</p> <p>Share a quarterly newsletter with a focus on upcoming curriculum with each report card via the website and social media.</p>		
Daily Learning Targets	Daily Learning Targets posted and reviewed with students in every class everyday. Targets may be written in Objective or Guiding Question Format.	<p>Walk through data</p> <p>Teacher observations</p> <p>Student voice surveys</p>	
Reading and Writing in the Content Areas	All classes will require students to write with details and evidence (TDEDEC) about an article, primary source, lab experiment, math problem steps, manual, etc... At least 1 time per marking period.	Student writing samples	
Check-Ins	Every staff member in the building will connect with at least one different student every day to ask how their day is going.	Teacher reporting	
Maroon Bucks	Maroon Bucks will continue to be distributed to students and every staff member will commit to giving out one every day.	Use of Maroon Bucks by students	Expectations reviewed with staff at the beginning of year.
Personalized Learning	Instructional coach will participate in the Personalized Learning Fellowship and turnkey PL strategies at monthly faculty meetings	Faculty meeting agendas	

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	We use student-learning targets/goals ("I can...") in our classes. 54.4%	75%
Staff Survey	N/A	
Family Survey	My child(ren) talks about the student learning targets/goals ("I can...") given to them by their teachers. 27.1%%	50%
	I discuss what my children is learning (curriculum) with teachers. 33.3%	50%
	Our school provides information on learning standards and the school curriculum. 49.4%	60%
	We have well planned events for families and children (36.1% agree or strongly agree).	46%

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

Commitment 3

STAR Benchmark Data- The total percentage of students in grades 7 and 8 in Level 1 and Level 2 will decrease by 5% by June 2023 as measured by Reading and Math progress monitoring by STAR.

Walkthrough and Observation Data will show evidence of self-reflection and effective feedback.

COMMITMENT 4

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

Our Commitment

What is one commitment we will promote for 2021-22?	
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none">• <i>How does this commitment fit into the school's vision?</i>• <i>Why did this emerge as something to commit to?</i>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i>• <i>What makes this the right commitment to pursue?</i>• <i>How does this fit into other commitments and the school's long-term plans?</i>	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey		
Staff Survey		
Family Survey		

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

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 Learning Communities
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Teachers will receive professional development on how to give Effective Feedback, implementing Student Goal Setting, How Learning Happens Messaging Framework and the Culturally Responsive-Sustaining Framework.

Evidence-Based Intervention

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) as follows	

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) as follows	

Evidence-Based Intervention

Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology

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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 "Requirements for Meaningful Stakeholder Participation" found at: <http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.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	Teacher
Jeff Alberici	Teacher
Julie Feheley	Teacher
Kasha Fletcher	Teacher
Erin Gasper	Parent
Jared Tabone	Teacher
Luigi Tozzi	Teacher
Joanna Wilson	Parent
Jane Wood	Teacher

Our Team's Process

Our Team's Steps

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

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document

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	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the "Leveraging Resources" document
<i>Example: 4/6/21</i>			x	x		
6/4/21		x				
6/11/21	x		x	x		
6/28/21					x	
7/5/21						x

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompts below.

Student Interviews

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

Student groups were randomly selected across multiple demographic groups. Students were asked questions and their responses were incorporated into each one of our commitments. Based on their responses, students indicated a need for more personal student teacher interactions, re-teaching of our PBIS categories, and training and application of goal setting and learning targets.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan

The Equity Self-Reflection indicated a need for professional development with a focus on the “How Learning Happens Messaging Framework” and the “Culturally Responsive-Sustaining Framework”.

Submission Assurances, Instructions and Next Steps

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

1. The SCEP has been developed in consultation with parents, school staff, and others in accordance with [the NYSED Requirements for Meaningful Stakeholder Participation](#) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

TSI Schools: 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 2021-22 school year.

Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.
2. The approved CSI and TSI plans will need to be posted on the District's website.
3. Both CSI and TSI schools will need to complete the **Leveraging Resources to Support the SCEP** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustments to their plans when appropriate.