



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2024-25

District	School Name	Grades Served
Auburn Enlarged City School district	Auburn Junior High School	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.

Prior to Writing the Plan

Prior to working on this document, school teams should have:

1. Completed the Five-Part Needs Assessment
 - [Activity 1: Envision: Exploring Your Vision, Values, and Aspirations](#) (optional for re-identified schools)
 - [Activity 2: Analyze: Internal and External Data](#)
 - [Activity 3: Analyze: Survey Data](#)
 - [Activity 4: Listen: Student Interviews](#)
 - [Activity 5: Envision: Reflect, Synthesize, and Plan](#)
2. Re-identified Schools:
 - Participated in [SCEP Pre-Team Meeting Planning Session 4](#) with their NYSED/District/BOCES liaison after the Commitments and Key Strategies were identified and before the implementation plan was written.

Commitments

The team should identify 2 to 4 Commitments for the 2024-25 school year. An ideal Commitment is something that the school team sees as part of a long-range vision for the school. **At least one Commitment must be connected to Teaching and Learning.** School teams may find it helpful to consider the following sentence starter to assist in identifying a commitment: *This school is committed to _____.*

Key Strategies

As part of the annual improvement plan, schools will need to identify 1-4 Key Strategies for each Commitment and develop their plan around these strategies.

Each Key Strategy selected should represent something that will look different this upcoming year in comparison to previous years. The Key Strategy should fit one of the following categories:

1. Something **new** to the school; or
2. Something existing that is **being expanded** to reach a wider audience; or
3. Something existing that is **being refined** in this upcoming year and will look different from the past.

These Key Strategies should connect to the data reviewed and/or the student interviews conducted through the needs assessment process. Teams will need to explain on the template why they have selected each Key Strategy.

While Commitments represent more long-term goals or values that are guiding the school, Key Strategies serve as the means by which the school will advance that Commitment during the upcoming year.

Guidance for Teams

Schools may find Hattie's [High Impact Teaching Strategies](#) and the [Diagnostic Tool for School and District Effectiveness \(DTSDE\) Framework](#) and [Phases of Implementation](#) to be helpful resources when considering Key Strategies.

Implementation

For each Key Strategy selected, the school team will need to outline its plan for prioritizing that Key Strategy in the upcoming year.

For Key Strategies that are something **new** to the school, the plan would outline how the Key Strategy will be introduced and rolled out. For Key Strategies that are **being expanded** to reach a wider audience, the plan would outline how this expansion would occur. For Key Strategies that are **being refined** in this upcoming year, the plan would outline the new ways in which this Key Strategy is being prioritized that differ from previous years.

For each of these three categories of Key Strategies, the plan for implementation should **outline a sequence of activities that build upon previous activities**, along with the resources necessary to support that specific Key Strategy.

In the column to the right of each activity, identify if the activity **will be in place by Early Progress Milestone (EPM) or the Mid-Year Benchmark (MYB)**. The team can then use this information to gauge progress when it meets during the 2024-25 school year. For strategies designed to occur after the Mid-Year Benchmark meeting, leave those two boxes blank.

Success Criteria and Benchmark Targets

After school teams identify their Key Strategies, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress with the Key Strategies and toward their Commitment throughout the year.

Each Key Strategy will have at least one Early Progress Milestone that is intended to provide the school team with helpful feedback as to the initial success of the plan. The data selected for the Early Progress Milestone should directly align with the Key Strategy.

Each Commitment will also have at least one mid-year benchmark and one end-of-the-year target. School teams will also need to identify spring survey targets for each Commitment.

The plan template is designed with the intention that the school teams will return to their plan throughout the year and make updates when necessary. To monitor the Success Criteria for each Commitment, there is a section for the team to update during the year and record the outcome data or evidence they ended up seeing next to the target 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.

SCEP Rubric

NYSED has developed [a rubric](#) that is intended to serve as a means of helping team members identify potential ways to strengthen their plan. The rubric may be a useful tool to refer to as the plan is being written. Schools should plan on self-assessing their plan against the rubric after their initial draft is finalized.

Resources for Team

- [Assembling Your Improvement Planning Team](#)

Guidance for Teams

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

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 an intervention from the **State-Supported Evidence Based Interventions** 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 Intervention

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

Evidence-Based Intervention Identified	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 1, 2 and 3
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Responses by staff indicated the need for more attention to the social emotional needs of students and staff, raising levels of engagement through school attendance and events, and increasing student achievement scores.

Clearinghouse-Identified

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

Evidence-Based Intervention 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)	

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>We prioritize the social-emotional well-being of students, staff, and families 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>45.3% of families agree or strongly agree that “school staff works to support student social emotional well-being”.</p> <p>31.5% of families agree or strongly agree that “our school provides a safe environment for staff and students”.</p> <p>School attendance data reveals that the attendance rate of economically disadvantaged students (87.6%) is 6% lower than their non-economically disadvantaged peers (93.9%).</p> <p>School daily attendance rate is 87.7%.</p> <p>This aligns with the district strategic plan: “Create safe, challenging, and engaging classroom environments that foster citizenship and wellness for all students.”</p>

Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

Commitment 1

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
Expand the Implementation of Panorama (SEL database)	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	To accurately use information about the whole child to be able to provide tiered interventions to address SEL needs.
Continue and Enhance PBIS (or similar) systems district-wide to build a positive school culture.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	To teach and sustain positive school building culture and behavior.
Peaceful Schools providing restorative care practices.	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Target C.A.R.E.S. skills (Cooperation, Assertion, Responsibility, Empathy, Self-Control) and support staff building student resilience, coping skills and conflict resolution.
CharacterStrong curriculum and practices	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	To provide an evidence-based, multi-tiered solution to support student success.

Implementation

KEY STRATEGY 1	Expand the Implementation of Panorama (SEL database)
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IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Intervention Teams will set a goal for individual students or SMART groups in Panorama for attendance, behavior, and social-emotional needs. This data will follow the students as they age through the three school levels. <i>Note: SMART groups will share the (exact) same parameters enabling the groups to be combined as the students age through all school levels.</i> Information including interventions from Panorama will be discussed during meetings with support staff. The support staff will monitor and adjust interventions in Panorama during at-risk meetings.	<input checked="" type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Teachers will use Panorama during team time as well as individual teachers regularly accessing data to help support their students.	<input checked="" type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
MTSS team will use Panorama during weekly meetings.	<input checked="" type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB

Commitment 1

- by EPM
- by MYB

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

KEY STRATEGY

2

Continue and Enhance PBIS (or similar) systems district-wide to build a positive school culture.

IMPLEMENTATION

When will this be in place?

What is our plan for implementing Key Strategy 2? What steps are involved?

Committee will partake in monthly meetings with data-driven activities that enhance the system embedded within each school.

- by EPM
- by MYB

Building wide Monthly Character Trait nomination and recognition of students illustrating the monthly focus trait.

- by EPM
- by MYB

Student survey - Do students feel they have trusted adults in the building to go to for help.

- by EPM
- by MYB

Provide tier 2 and 3 interventions for identified students in small group and/or individual settings.

- by EPM
- by MYB

- by EPM
- by MYB

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

KEY STRATEGY

3

Peaceful Schools providing restorative care practices with implementation of Social Emotional Learning interventionist

IMPLEMENTATION

When will this be in place?

What is our plan for implementing Key Strategy 3? What steps are involved?

Survey students regarding Peaceful schools interventions

- by EPM
- by MYB

Commitment 1

<p>Identify the process for peaceful schools staff providing restorative care interventions for students as part of the school culture.</p>	<p><input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB</p>
<p>Professional development regarding Peaceful Schools.</p>	<p><input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>
	<p><input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>
	<p><input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>
<p style="text-align: center;">RESOURCES</p>	
<p style="text-align: center;">What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>	
<p> </p>	

KEY STRATEGY 4	CharacterStrong curriculum and practices
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 4? What steps are involved?		
<p>Student services providing education regarding SEL practices/research.</p>	<p><input checked="" type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB</p>	
<p>Building-wide quarterly Newsletter specific to AJHS to actively highlight positive building practices, family education and SEL curriculum</p>	<p><input checked="" type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB</p>	
<p>During Pride Mondays, teachers will teach CharacterStrong curriculum and support strategies</p>	<p><input checked="" type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB</p>	
<p>Student Services will use CharacterStrong to provide re-teachings to students in need of tier 2 and 3 interventions.</p>	<p><input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB</p>	
		<p><input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
<p>Character Strong school-wide license</p>		

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)	What we ended up seeing (complete six to ten weeks into the school year)
1	Attendance, Behavior, Academic progress	Teachers are using Panorama to build connections with students and inform instruction reflected in team meeting minute and/or Panorama notes	
2	Staff, Parent and Student Surveys	Baseline information regarding stakeholders' feelings about the school.	
3	Establish a Schedule and Process	Identify students to participate in groups	
4	Updated schedule for Pride Mondays	Continued teaching of CharacterStrong lessons with fidelity	

Mid-Year Benchmarks and End-Of-The-Year Targets

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

	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)	Discipline, Attendance, Academic Data	Decrease in referrals, increase in passing rates and increase in attendance rates when compared to 2023-2024 data.	
End-of-the Year Targets	Discipline, Attendance, Academic Data	90% Attending, 95% students are passing their courses, 95% of students with fewer than 3 referrals.	

Commitment 1

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available <i>(e.g., % agree or strongly agree)</i>	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	I have a connection to my school. I have adults to go to.	N/A 74 % agree or strongly agree	50 % agree or strongly agree 80 % agree or strongly agree	
Staff Survey	We have an effective system for developing and building student SEL.	59.4 % agree or strongly agree	65 % agree or strongly agree	
Family Survey	School staff work to support social emotional well being.	45.3 % agree or strongly agree	50 % agree or strongly agree	

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>We prioritize the development and implementation of strategies, that include collecting data to monitor success to increase the active engagement of all district 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>The average attendance rate for the school is 87.7%.</p> <p>The average attendance rate for Black or African American students is 83.5% compared to White students at 88.4%.</p> <p>The average attendance rate for economically disadvantaged students is 83.5% compared to non economically disadvantaged students at 93.6%.</p> <p>The average attendance rate for students with disabilities is 85.6% compared to students without disabilities at 88.0%.</p> <p><u>Students:</u></p> <p>Based on the data collected during the student voice surveys during the 2023-2024 school year the following benchmarks will be focused on:</p> <p>42.9% of junior high agree that they use student-learning targets/goals in their classrooms</p> <p>16.1% of secondary students agree that most students follow the school rules.</p> <p>43.7% of junior high students agree that they felt safe in school.</p> <p>65% of secondary students agree that they talk to their families about how they are doing in school.</p>

Commitment 2

Staff:

Based on data collected during the staff school performance survey conducted during the 2023-2024 school year, the following benchmarks will be focused on:

72.7% of staff members agree that their school has created structures which allow students to reflect on their learning and keep track of their own progress.

71.5% of staff agree that their school leaders ensure that they have relevant, targeted professional development.

82.7% of staff members agree that they actively engage families in conversations around students' needs and progress.

Families and Community:

Based on data collected during the family engagement survey conducted during the 2023-2024 school year the following benchmarks will be focused on:

45.9% of families agree that their child(ren) talks about the student learning targets/goals "I can" given to them by their teachers.

57.8% of families agree that they feel connected to their school.

61.5% of families agree that their school engaged their family in conversations around student needs/progress.

69% of families agree that their school had well planned events for families and children.

61.6% of families agree that they discuss what their child(ren) is learning with teachers.

69.5% of families agree that they feel their school provides a safe environment for their students.

Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In

Commitment 2

column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
<u>Students</u> Implement or continue attendance initiatives and interventions	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	Refine Attendance Committee protocols
<u>Families and Community</u> School-based family events	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Increase parent and community involvement
Grade Level Team Identity	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	"House" model for academic/attendance achievement friendly competitions

Implementation

KEY STRATEGY 1	Implement or continue attendance initiatives and interventions
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IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?		When will this be in place?
Administrators will be present/visible in the Main Office in the morning to touch base with tardy students	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Dedicate time during MTSS meetings to discuss attendance/tardy concerns and the associated interventions	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Attendance Committee will consistently follow up with families and with assigning appropriate consequences for tardies	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
Administration will provide reinforcement for teachers during faculty meetings on the importance of maintaining a welcoming environment to assist in improving attendance outcomes	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	

Commitment 2

RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Administration, teachers, time, Panorama	

KEY STRATEGY 2	<u>Families and Community</u> School-based family events and enhanced publicity of school events
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
7th Grade Student/Parent Orientation - Incoming 7th graders will be provided the opportunity to visit the school grounds and learn about school expectations	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Locker Night - Students and parents have the building available to them after Orientation but before the first day of school to follow their schedule, practice with their lockers, etc.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Open House & Parent/Teacher Conferences - Attendance sheets will track parent involvement; surveys will be provided to parents at the end of each event	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
2 Family Engagement Nights (Fall and Spring) - Families will have an opportunity to see showcased student work, receive information about programming from the school and community agencies, and engage in activities to feel more connected to the school community (Trivia Night - Fall; International Club - Spring)	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
Athletic Events and Music Productions - Enhance parent engagement during these events	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
Commitment to submitting a monthly piece to the Maroon Monthly and collaborate across Student Services, teachers, the fine arts, etc. to produce a quarterly AJHS newsletter to promote positive items in the building	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
Bulletin board or screen dedicated to school events/family engagement	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
Weekly ParentSquare message detailing school events	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	

RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Funds, space, administration, teachers	

KEY STRATEGY 3	Grade Level Team Identity
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
Creation of Grade Level Team "Houses" named for historic figures from Auburn - Teams engage in friendly competition in order to create a positive school climate and culture; t-shirts provided and worn for school assemblies	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	

Commitment 2

Student Ambassadors/Culture Builders (1 or 2 from each team) - will work with administration as liaisons between leadership and student body and help promote positive school culture through various means, including meetings with principal/vice principal, messages on morning announcements, and helping to plan family engagement events	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Schedule, Materials, Staffing	

KEY STRATEGY
4

IMPLEMENTATION	When will this be in place?
What is our plan for implementing Key Strategy 4? What steps are involved?	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Commitment 2

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
1 - Attendance Initiatives	Attendance data	Targeted students who need attendance/tardy intervention	
2 - School-Based Family Events	Participation attendance numbers for school events	Create a baseline for attendance at school-based events by using a single Google Form at entry	
3 - Grade Level Team Identity	Implementation of Teams and creation of low-risk competitive events	Creation of 6 team identities with Auburn ties and engagement in team activities; inventory (Google Form), order, and distribute Team t-shirts	

Mid-Year Benchmarks and End-Of-The-Year Targets

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

	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)	Attendance and Participation Numbers	Increase in attendance and Participation for 1st semester activities.	
End-of-the Year Targets			

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available <i>(e.g., % agree or strongly agree)</i>	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	My teachers motivate me to work hard and encourage me to improve.	56.9% agree or strongly agree	65% agree or strongly agree	
Staff Survey	Our school/family connection resulted in student gains.	39.4% agree or strongly agree	50% agree or strongly agree	
Family Survey	We have well planned events (concerts, open house, family engagement, athletic contests) for family and students.	37.3% agree or strongly agree	45% agree or strongly agree	

COMMITMENT 3

(this section can be deleted if there is no third Commitment)

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</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?</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>A multi-tiered system of support, (MTSS), is necessary to meet our students’ academic, behavioral and social emotional needs. Although the current district-wide process has been established, we recognize that the systems and supports included do require further refinement and particular attention to the secondary level.</p> <p>There is a consistent schedule for the administration of benchmark assessments; however, we need to continue to refine practices to ensure they are completed in alignment with district expectations to support the use of data to inform instruction for all students. We need to continue to pursue this focus to increase overall student achievement.</p> <p>The district strives to ensure the implementation of high-impact Tier I instructional practices and provide evidence-based Tier II and III interventions that allow all students to show growth and be successful. In order to do so, school staff need to be provided with embedded professional learning and explicit feedback in order to implement instructional practices and interventions that are matched to individual student academic, behavioral and social emotional needs.</p>

Commitment 3

	<p>During discussions with the DCIP planning committee, it became apparent that our district needs to continue to refine the established MTSS Plan because the of following challenges noted from the 2023-24 school year:</p> <ul style="list-style-type: none"> ● Need for further development of the purpose and understanding of the district-wide MTSS process and procedures for instructional staff and school administrators that include Tiers I, II and III. ● Continued refinement of systems and documentation to monitor progress in grades K-12 ● Varied levels of implementation of the MTSS process across buildings indicates the need for continued work.
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Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
<p>Tier 1 Instruction</p> <p>Assistant Superintendent presents a strategy every other month at Auburn Leadership Team (ALT) to turn key at faculty meeting (September, November, January, March) and provide time in the meetings for teachers to share their application in lessons</p>	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>Principal will share strategy at monthly staff meetings and provide instructional staff a month to implement the strategy to solidify Tier 1 instruction.</p> <p>Staff will share their implementation experience at monthly staff meetings to review strong Tier 1 instruction practices.</p>
<p>Data-driven evaluation</p>	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>Progress monitor students in AIS ELA and Math using DIBELS, MAZE and curriculum-based assessments</p>

Commitment 3

<p>Continue administration of benchmark triennial assessments and data-review process with fidelity</p>		<p>(i.e. Rewards, Math) to monitor and adjust instruction.</p> <p>Create collaboration meetings with AIS staff and core teachers to apprise stakeholders of student progress.</p> <p>Audit academic policy to support at-risk students (i.e. mandatory study hall afterschool when student fails 2 core courses, determining guidelines for sports/extracurricular eligibility) to increase motivation and monitor progress.</p>
<p>Data-Analysis Process</p> <p>Problem solving process</p> <p>Implement Consistent Data Analysis Protocol Across all Departments</p>	<p><input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<p>Implement data protocol during team/department meetings to ensure efficient use of meeting time.</p>

For key strategy that does not represent something new, indicate below how the school will expand or refine the key strategy next year.

Implementation

<p>KEY STRATEGY 1</p>	<p>Multiple-tiers of instruction and support</p> <p>Teacher Training- High impact instructional practices rooted in personalized learning</p>
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<p>IMPLEMENTATION</p>		<p>When will this be in place?</p>
<p>What is our plan for implementing Key Strategy 1? What steps are involved?</p>		
<p>Assistant Superintendent presents a strategy every other month at Auburn Leadership Team (ALT) to turn key at faculty meeting (September, November, January, March) and provide time in the meetings for teachers to share their application in lessons</p> <p>Instructional practices are linked to specific NYSUT rubric indicators and Personalized Learning strategies, which include the following amongst additional strategies utilized by staff:</p> <ul style="list-style-type: none"> Flexible Content & Tools Targeted Instruction Student Reflection & Ownership 	<p><input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>	

Commitment 3

Data Driven Decisions	
Instructional staff will share their implementation of strong Tier 1 instructional strategy 4x/year.	<input checked="" type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Instructional Coach will create a monthly newsletter that highlights effective Tier 1 Strategies.	<input checked="" type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
<p>Materials:</p> <p>High Impact Instructional Practices</p> <p>Resources</p> <p>Explicit Teaching</p> <p>Collaborative Learning</p> <p>Feedback</p> <p>Differentiated Teaching</p>	

KEY STRATEGY 2	Data-driven evaluation
	Continue administration of benchmark triennial assessments and data-review process with fidelity

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Follow district process, which includes dedicated time periods for the data analysis.	<input checked="" type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
Assessment calendar and district-wide directions of implementation of screeners will be shared with all staff.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
<p>ELA & Math STAR benchmark assessments will be administered to all students in September, January, and May</p> <p>Reading Inventory (Read 180) will be administered to AIS students at-risk for comprehension in September, January, and May</p> <p>DIBELS & Maze benchmark assessments will be administered to AIS students at-risk for fluency in September, January, and June</p> <p>Math benchmark assessments will be administered to math AIS students in September, January, and May</p> <p>Common assessments will be administered 3x/year</p>	<input checked="" type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
Regular data-review meetings will occur post-benchmark assessment windows.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Create a protocol/procedures for students who are failing 2 core subjects.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Schedule meetings and provide coverage for AIS ELA teachers to attend team meetings.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	

Commitment 3

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
N/A

KEY STRATEGY 3	MTSS Review and follow Protocols
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IMPLEMENTATION	When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?	
Review the MTSS referral process and tiers during monthly staff meetings and team meetings.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Share specific dates for common assessment review for grades 7-12 (November, February, May)	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Review common assessment data to make instructional decisions and to share effective practices with colleagues.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Implementation of MTSS referral form (Google Form)	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Commitment 3

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Tier 1 Instruction	Meeting Minutes	Consistent PD with Staff sharing of tried strategies.	
Data-Driven Evaluation	Fall Benchmark Data	Department Review of Benchmark Data to monitor and adjust instruction and/or placement of students.	
Data-Analysis Process	Meeting Minutes and student achievement data	Active data analysis decision making that imparts improvements in student achievement as evidenced by the triennial screenings and marking period grades for students.	

Mid-Year Benchmarks and End-Of-The-Year Targets

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

	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)	Attendance, Academics, Behavior, Intervention Progress Monitoring	Improved outcomes in targeted areas.	
End-of-the Year Targets	Attendance, Academics, Behavior, Intervention Progress Monitoring	Improved outcomes in targeted areas in comparison to Mid-Year Benchmarks.	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available	Desired response	What we ended up seeing

Commitment 3

		<i>(e.g., % agree or strongly agree)</i>	<i>(e.g., % agree or strongly agree)</i>	<i>(complete once Spring survey results are available)</i>
Student Survey	We receive specific feedback from teachers on tests/assessments we take.	50.8 % agree or strongly agree	55% agree or strongly agree	
Staff Survey	We use specific data protocols in grade level/content area team meetings to support our work in reviewing student work.	71% agree or strongly agree	80% agree or strongly agree	
Family Survey	My child is required to self monitor their progress and keep track of their own learning.	58.9% agree or strongly agree	65% agree or strongly agree	

Civic Empowerment Project (schools in CSI only)

Background

As part of the New York State Every Student Succeeds Act Plan (ESSA) and Commissioner's Regulation 100.21, all schools identified for Comprehensive Support and Improvement (CSI) Support Model are required to annually implement a Participatory Budgeting Process or provide opportunities for parent and student engagement in a manner prescribed by the Commissioner.

Options for Schools

The Department has outlined six ways in which schools may address the requirement for schools in the CSI Support Model to implement Participatory Budgeting or an Approved Alternative:

1. Participatory Budgeting
2. Monthly School Focus Groups
3. Climate Survey Inquiry Team
4. Schoolwide Voting
5. Collaborative School Improvement Grant Development
6. Design Your Own

These options were identified because they build on essential components of Participatory Budgeting: **expanding stakeholder voice, providing opportunities to practice democracy, and promoting civic engagement.**

The available options are described in more detail in the guidebooks available on the NYSED [Civic Empowerment Projects](#) website. Schools should consider how to incorporate their selection into their existing commitments.

Directions (Schools in CSI only)

Place an "X" in the box next to the Civic Empowerment Project the SCEP Development Team has selected for the 2024-25 school year.

- Participatory Budgeting
- Monthly School Focus Groups
- Climate Survey Inquiry Team
- Schoolwide Voting
- Collaborative School Improvement Grant Development
- Design Your Own (proposals should be sent to FieldSupport@nysed.gov)

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.

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 (optional for schools in CSI)
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Listen:** Interviewing Students
5. **Envision:** Reflect, Synthesize, and Plan
6. **Writing the Plan**

Team Collaboration

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

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
David Oliver	Principal	5/15	5/15	5/22	6/5	6/4	4/17	7/15
Jared Tabone	Assistant Principal	5/15	5/15	5/22	6/5	6/4		7/15
Michelle Hopp	School Social Worker	5/15	5/15	5/22	6/5	6/4		7/15
Adam Barcia	Teacher	5/15	5/15	5/22	6/5	6/4		7/15
Molly Gage	School Psychologist	5/15	5/15	5/22	6/5	6/4		7/15
Meg Walsh	School Counselor	5/15	5/15	5/22	6/5	6/4		7/15
Tom Bolster	Teacher	5/15	5/15	5/22	6/5	6/4		7/15

Our Team's Process

Kristin Sheppard	Teacher	5/15	5/15	5/22	6/5	6/4		7/15
Collen Beckley	Teacher	5/15	5/15	5/22	6/5	6/4		7/15
Caleb Bolha	Teacher	5/15	5/15	5/22	6/5	6/4		
Kerri Musso	Instructional Coach	5/15	5/15	5/22	6/5	6/4		7/15
Tracey Bacht	Parent		6/5					7/15
Jeannette Oliver-Carr	Parent							7/15

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 interview questions were simplified versions of the PLC survey. The student answers provided further insight in how the students felt about the culture of the building.

Schools in the ATSI and TSI model only

Subgroup Spotlight

Describe how the team has determined that the strategies in this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified.

All subgroups were represented during the student interview process.

Next Steps

Sharing the Plan

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 compare the completed plan to the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the [SCEP Rubric](#) and made any necessary revisions, the principal should email the NYSED liaison and:

1. Confirm that the team has reviewed the plan against the SCEP rubric, ensured the plan met [minimum expectations](#), and made any necessary changes;
2. Identify the areas of the plan about which the team is most confident;
3. If applicable, identify if there are any specific areas of the plan about which the team is less confident. The principal is also able to request a follow-up meeting to further explore these areas prior to [Pre-SCEP Team Meeting Planning Session 5](#) indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by **July 15, 2024**.
4. Once your plan is finalized, 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.

Schools in the ATSI model and TSI Model

When the SCEP team is satisfied with the plan, **please compare the completed plan to the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the SCEP rubric and made any necessary revisions, please share the plan with your District, who will verify that the plan meets [NYSED's minimum expectations](#). Plans will need to be approved by the District before the first day of the 2024-25 school year.

Once the plan has been finalized, ensure that the District (Superintendent or designee) and the local Board of Education have approved the plan and that the plan is posted on the district website.

Implementing the Plan (All Schools)

1. Ensure that the plan is implemented no later than the first day of school.
2. Monitor implementation closely and adjust as needed.
3. Plan to have the SCEP team reconvene during the year to discuss implementation and review progress in relation to the Early Progress Milestones and Mid-Year benchmarks identified.
4. Ensure that there is professional development provided to support the strategic efforts described within this plan.
5. 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.