



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# School Comprehensive Education Plan 2021-22

| District                                | School Name               | Grades Served |
|---|---------------------------|---------------|
| Auburn Enlarged city<br>School District | Auburn Junior High School | 7-8           |

**Collaboratively Developed By:**

Delete the red text upon completion.

**The Auburn Junior High SCEP Development Team**

**(David Oliver, Jeff Alberici, Julie Feheley, Kasha Fletcher, Erin Gasper, Jared Tabone, Luigi Tozzi, Joanna Wilson, Jane Wood)**

*And in partnership with the staff, students, and families of **INSERT SCHOOL NAME.***

## 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><b>What is one commitment we will promote for 2021-22?</b></p>  | <p>INTENTIONALITY: Every child has intentional opportunities to practice and build social, emotional, and cognitive skills.</p>   |
| <p><b>Why are we making this commitment?</b><br/> <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul> | <p>Student interviews, Equity Self-Reflection and PLC Associates Survey indicated that students felt isolated during the pandemic and have a desire to re-connect with teachers and classmates.</p> <p>Due to the constant changes and disruption to teaching and learning there is a need to re-establish a supportive learning environment.</p> <p><b>This commitment is in perfect alignment with the AJHS Mission</b>-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  |
|--|--|---|--|
| 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? |
| <b>Professional Development</b>                            | All staff will read and discuss “How Learning Happens” and the “Culturally Responsive-Sustaining Framework”. These two documents will serve as a focus of monthly faculty, team and department meetings. | Evidence that teachers are using discussed strategies from walkthroughs and observations and team minutes.  | Schedule for delivery of professional development  |
| <b>PBIS</b>  | Each month one of the “Pride” categories will be a focus of morning announcements, lessons and/or school assemblies.   | End of year survey results  | The master schedule will be adjusted when needed. PRIDE Team will meet on a monthly basis.                 |
| <b>Align Activities of School Clubs with SCEP</b>          | SGO, National Honor Society, The Agency, will engage in activities that support the SCEP activities. Principal will create and meet with the student council on a monthly basis.                         | End of the year survey results.   | Club Advisors will facilitate monthly meetings with students before representatives meet with principal.   |
|  |  |   |  |
|  |  |   |  |

## 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<br>(e.g. % agree or strongly agree) |
|-----------------------|---|--|
| <b>Student Survey</b> | Most students in our school follow the school rules (previous year 41.6%).                                      | 60% agree or strongly agree                          |
| <b>Staff Survey</b>   | We have an effective system for developing and building student social-emotional health. (previous year 62.6%). | 70% agree or strongly agree                          |
| <b>Family Survey</b>  |   |  |

## Commitment 1

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.

2021-2022 Survey Results compared to 2020-2021 survey.

Discipline Data will indicate fewer repeat offenders.

Walkthrough and Observation Data will show evidence of activities in “How Learning Happens Messaging Framework”

## COMMITMENT 2

### Our Commitment

|  |  |
|--|--|
| <p><b>What is one commitment we will promote for 2021-22?</b></p>  | <p><b>RELATIONSHIPS: Every child has strong, trusting relationships with adults and peers.</b></p>   |
| <p><b>Why are we making this commitment?</b><br/> <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul> | <p>Student interviews indicated a desire for less online learning and more traditional learning with more in-person interactions with their teachers and classmates. Student interviews and the PLC Associates Survey indicated students also desired quality, timely feedback that is delivered in a positive, constructive manner from their teachers.</p> <p>See AJHS Mission</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? |
| <b>Professional Development</b>                            | Dedicate faculty meeting time for giving effective feedback.  | Providing feedback, interactions with students, will be the focus criteria during observation and walkthroughs.                                   | Schedule of professional development opportunities and supporting resources                                |
| <b>Student Self-Reflection</b>                             | Training and giving students opportunities to self-reflect in their classes.                              | Self-assessment in walkthroughs and observation   | Time for self-reflection incorporated into instruction   |
| <b>Improve School Culture</b>                              | Orientation activities every Friday in September.   | Survey Results  | Schedule of activities   |
| <b>PBIS Celebrations</b>                                   | Monthly PRIDE assemblies that highlight monthly focus and includes with celebrations of student successes | Survey Results  | Adjustment to schedule   |
|  |   |   |  |

## 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<br>(e.g. % agree or strongly agree) |
|-----------------------|---|--|
| <b>Student Survey</b> | We receive specific feedback from our teachers on the tests/ assessments we take. (previous years results 51.5%)              | 65% agree or strongly agree                          |
| <b>Staff Survey</b>   |   |  |
| <b>Family Survey</b>  | My child(ren) is required to self-monitor their progress and keep track of their own learning. (previous years results 58.4%) | 70% agree or strongly agree                          |

## 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.

2021-2022 Survey Results compared to 2020-2021 survey.

Discipline Data will indicate fewer repeat offenders.

Walkthrough and Observation Data will show evidence of Self-reflection and Effective feedback.

## COMMITMENT 3

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

### Our Commitment

|  |  |
|--|--|
| <p><b>What is one commitment we will promote for 2021-22?</b></p>  | <p>Agency: Every child has the opportunity and authority to drive and shape their own learning</p>   |
| <p><b>Why are we making this commitment?</b><br/> <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul> | <p>The PLC Associates Survey indicated that parents and students felt that teachers did not share student learning targets with them.</p> <p>Star Reading Data indicated that the school did not meet its goals for the 2020-2021 school year.</p> |

## Key Strategies and Resources

Commitment 3

| 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? |
| <b>Professional Development</b>                            | Student Goal Setting as a teaching strategy will be modeled and practiced with teachers.   | Engages 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. | Schedule for professional learning opportunities and follow-up.  |
| <b>Instructional Coaching</b>                              | Instructional Coaches will train teachers to use effective Practices of STAR Reading and Math. Learning targets will be shared with students and parents. With the support of the Director of Data Coordination and Analysis, data meetings with the principal, teachers and Coaches will be held after each benchmark. Teaching Assistants will support reading teachers as they review learning targets with students. The Reading and Math coaches will follow-up with teachers to support teachers' data-informed instruction. | End of the year STAR Benchmarks   | Literacy Coach, dedicated time during department and team meetings   |
|  |  |   |  |

### Commitment 3

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## 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<br>(e.g. % agree or strongly agree) |
|-----------------------|--|--|
| <b>Student Survey</b> | We use student-learning targets/goals ("I can...") in our classes.<br>42.4%                                      | 65%  |
| <b>Staff Survey</b>   | N/A  |  |
| <b>Family Survey</b>  | My child(ren) talks about the student learning targets/goals ("I can...") given to them by their teachers. 43.4% | 55%  |

### Commitment 3

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.

2021-2022 Survey Results compared to 2020-2021 survey.

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 2022 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?**

*Things to potentially take into consideration when crafting this response:*

- *How does this commitment fit into the school's vision?*
- *Why did this emerge as something to commit to?*
- *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
- *What makes this the right commitment to pursue?*
- *How does this fit into other commitments and the school's long-term plans?*

## 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? |
|  |                                 |   |  |
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## 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<br>(e.g. % agree or strongly agree) |
|----------------|------------------------------------|--|
| Student Survey |                                    |  |
| Staff Survey   |                                    |  |
| Family Survey  |                                    |  |

#### Commitment 4

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:

|  |  |
|--|--|
| <b>Evidence-Based Intervention Strategy Identified</b>   |  |
| <b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b> |  |

### 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.

|  |  |
|--|--|
| <b>Evidence-Based Intervention Strategy Identified</b> |  |
|--|--|

#### Evidence-Based Intervention

**We envision that this Evidence-Based Intervention will support the following commitment(s) as follows**

**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 "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).

Our Team’s Process

| 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 |
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## 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 |
|-----------------|-----------------------|--|---|---|------------------|--|
| Example: 4/6/21 |                       |  | x   | x   |                  |  |
| 6/4/21          |                       | x  |   |   |                  |  |
| 6/11/21         | x                     |  | x   | x   |                  |  |
| 6/28/21         |                       |  |   |   | x                |  |
| 7/5/21          |                       |  |   |   |                  | x  |
|                 |                       |  |   |   |                  |  |
|                 |                       |  |   |   |                  |  |
|                 |                       |  |   |   |                  |  |
|                 |                       |  |   |   |                  |  |

Our Team’s Process

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## 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 adjustment to their plans when appropriate.