New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

# School Comprehensive Education Plan
## 2025-26

| District | School Name | Grades Served |
|---|---|---|
| Auburn | Auburn Junior High School | 7-8 |

| Collaboratively Developed By: |
|---|
| **The Auburn Junior High School SCEP Development Team**<br>**David Oliver, Michelle Hopp, Alexandria Vitale, Molly Gage, Meg Walsh, Tom Bolster, Colleen Beckley, Adam Barcia, Kristen Sheppard, Shelly Connors, Kerri Musso, Danielle Wood, Jeannette Carr, Crystal Cosentino**<br><br><br>*And in partnership with the staff, students, and families of Auburn Junior HIgh School.* |

# Guidance for Teams

## Navigating the Plan

You can expand or collapse any section of the plan by clicking the triangle next to the blue headings. Additionally, you can move through sections using the Navigation Pane in Microsoft Word.

## Before Writing the Plan

Before working on this document, school teams should have:

1. **Completed the Five-Part Needs Assessment**, which consists of:
   - Activity 1: Analyze: Data Variation Identification
   - Activity 2: Analyze: Data Variation Share and Explore
   - Activity 3: Analyze: Survey Data
   - Activity 4: Listen: Student Interviews
   - Activity 5: Envision: Reflect and Synthesize

2. **Met with their NYSED/District/BOCES liaison**:
   - Following *Activity 1: Analyze Data Variation Identification*
   - Following *Activity 5: Envision: Reflect, Synthesize, and Plan* after identifying the Key Strategies and before writing the implementation plan.

3. **Met with their district** to share ensure alignment and coherence between the school's improvement vision and the district's vision.

## Key Strategies

Schools must identify the evidence-based, high-impact levers, known as "Key Strategies," they believe will improve current outcomes. Each Key Strategy should represent a change in the upcoming year compared to previous years. The Key Strategy should fall into one of the following categories:

1. Something **new** to the school; or
2. An existing strategy **being expanded** to reach a wider audience; or
3. An existing strategy **being refined** or adjusted from previous years.

To ensure effective implementation, school teams must be strategic in selecting the number of approaches they plan to use to improve outcomes, avoiding the temptation to implement too many initiatives. To assist this process, NYSED has provided the following guidance:

- **At least 1 Instructional Key Strategy** must be identified.
- Non-Instructional Key Strategies are **optional**.
- **Total number of Key Strategies** (Instructional and Non-Instructional combined) must be between 2 and 5.
- Non-Instructional Key Strategies should not outnumber Instructional Key Strategies.

These Key Strategies should be aligned with the data reviewed and student interviews from the needs assessment. Teams must also explain the rationale for each Key Strategy selected on the provided template.

Schools may find Hattie's High Impact Teaching Strategies and the resources gathered at Visible Learning, especially the Teaching Strategies, to be helpful resources when considering Key Strategies. The Diagnostic Tool

for School and District Effectiveness (DTSDE) Framework and Phases of Implementation may also be useful when considering different options to pursue.

## Key Strategy Implementation

For each Key Strategy, the school team needs to outline its implementation plan for the upcoming year.

- For new strategies, the plan should detail how the strategy will be introduced and rolled out.
- For expanded strategies, the plan should explain how the expansion will occur.
- For refined strategies, the plan should highlight how this year's approach differs from previous years.

Each plan should include **a sequence of activities that build upon one another.** In the column to the right of each activity, include **the target date for implementation.** This will help the team track progress during the 2025-26 school year.

## Key Strategy Progress Monitoring

After identifying their Key Strategies, school teams should set success criteria and benchmarks to evaluate progress throughout the year.

Each Key Strategy must include at least one Early Progress Milestone to provide early feedback on the strategy's success. The data, which could be implementation data and/or outcome data, should directly align with the Key Strategy.

Each Key Strategy must include at least one outcome-based Mid-Year Benchmark and End-of-The-Year target that is directly related to the strategy.

## Performance Targets

In addition to setting Mid-Year Benchmarks and End-of-Year targets for each Key Strategy, the plan must also establish overall Performance Targets that reflect the anticipated improvement from the combined impact of all strategies. While the Key Strategy Progress Monitoring will track data specific to each individual strategy, the Performance Targets serve as broader indicators of overall school improvement.

## Ongoing Monitoring

The plan template allows school teams to revisit and update their plan throughout the year. A designated section tracks progress for each Key Strategy and for the Performance Targets, allowing teams to record outcome data or evidence alongside original targets. This section should remain blank when first writing the plan and will be updated throughout the year as the team assesses the success of the plan.

## SCEP Rubric

NYSED has created the SCEP Rubric to help teams identify areas for improvement in their plan. The rubric can be a valuable reference tool while writing the plan. After completing the initial draft, schools should self-assess using the rubric before finalizing their plan.

## Resources for Team

- Assembling Your Improvement Planning Team
- NYSED Improvement Planning website: http://www.nysed.gov/accountability/improvement-planning

# Evidence-Based Intervention

All key strategies pursued by schools should be rooted in evidence. All schools in the CSI, ATSI, and TSI support models must implement at least one evidence-based intervention that meets 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.

School teams should indicate **all** of the evidence-based interventions that meet the federal definition that will be pursued next year by placing an "X" in the corresponding box below. Schools that adopt the State-Supported Evidence-Based Intervention **under the parameters outlined** at: https://www.nysed.gov/accountability/state-supported-evidence-based-strategies will fulfil the evidence-based intervention requirement.

| State-Supported Evidence-Based Interventions | Mark "X" if the school will implement this in 25-26 |
|---|:---:|
| Align High School and College Courses to Increase Post-Secondary Transition Outcomes | |
| Community Schools | X |
| Elementary School Looping | |
| Establish an Early Warning Intervention and Monitoring System | |
| Evidence-Based Instructional Methods | X |
| Expanding access to high-quality Out-of-School-Time programs | |
| High-Quality Instructional Materials | |
| High-Quality Tutoring | |
| Incoming Student Induction Programs and Summer Bridge Programs | X |
| Instructional Coaching | |
| Middle School Flexible Scheduling | |
| Multi-Tiered System of Supports – Integrated (MTSS-I) | |
| Ongoing Job-Embedded Professional Development | |
| Principal Leadership Development | |
| Professional Learning Communities | |
| Restorative Practices | |

**Other** *(required if no State-Supported Evidence-Based Intervention is identified above):* Identify and describe a School-Identified Intervention that meets the criteria of a Tier 1, Tier 2, or Tier 3 Evidence-Based Intervention. Please also indicate the Clearinghouse, Evidence Review, or research that indicates the intervention qualifies as a Tier 1, Tier 2, or Tier 3 Evidence-Based Intervention.

# Learning as a Team

## Directions

Teams should complete the reflective prompt below.

### Student Interviews

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

**Student Voice Summary & Strategic Focus**

As part of our ongoing commitment to creating a student-centered learning environment, we conducted interviews with students to better understand their experiences, preferences, and challenges within our school community. Their feedback provided valuable insight into how they learn best, what makes them feel supported, and the instructional practices that resonate most. Based on these reflections, we have identified key focus areas to guide our instructional improvement and school climate efforts: enhancing the use of feedback, strengthening cooperative learning structures, improving student induction with an emphasis on building climate, and refining our Academic Success Intervention Program (ASIP). The following summary outlines these findings and highlights recommended strategies for moving forward.

**Priority Focus Areas:**

- Implementation of High Impact Instructional Practices: Collaborative Practices

- Academic Success Intervention Refinement

- Student Induction/Climate

**1. Group Work & Collaboration**

**Student Insight:**
Students prefer working with familiar peers, having clear roles, and the option to work independently when needed. Poor group dynamics can hinder learning.

**Cooperative Learning Recommendations:**

- Use flexible grouping: combine student choice with teacher direction.

- Assign structured roles (recorder, presenter, facilitator, etc.).

- Teach collaboration explicitly: norms, expectations, accountability tools.

**2. Feeling Welcomed & Supported**

**Student Insight:**
Positive relationships and welcoming environments (greetings, clean/happy classrooms, knowing students' names/interests) make students feel safe and valued.

**Climate Strategy Recommendations:**

- Consistently greet students by name and with enthusiasm.

- Use student-centered decor (student work, quotes, visuals).

**3. Family and Student Engagement & Instruction**

**Student Insight:**
Lecture-heavy instruction is disengaging. Students enjoy interactive methods, real-world connections, and teachers who show passion. They're motivated by grades, relationships, and engaging content. They want more positive recognition, community events, and stronger family engagement.

**Instructional Design Recommendations:**

- Plan varied activities: games, debates, stations, storytelling.

- Incorporate student choice (menus, projects, inquiry).

- Use tools students enjoy: Kahoot, Gimkit, Blooket, etc.

**Family Recommendations:**

- Expand recognition (awards, shoutouts, PBIS-style incentives).

- Design community-building events (games, advisory, fun Fridays).

- Support families through tutorials, parent nights, SchoolTool guidance.

# Schools in the ATSI and TSI model only

## Subgroup Spotlight

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

We are committed to ensuring that our efforts actively close equity gaps, particularly by improving outcomes for our Black and Hispanic students, through inclusive practices and stronger connections between students, staff, and families.

Our plan will help subgroup performance for the following reasons:

- Normalizing revision and feedback loops ensures Black and Hispanic students receive *frequent, actionable, and supportive feedback* that boosts both skill and confidence.

- Desk-side chats and digital platforms create safe, private spaces for improvement without public embarrassment—this is critical for building trust.

- Flexible grouping and explicitly taught collaboration ensure that all students, including Black and Hispanic students, can participate equitably and feel valued.

- Assigning roles and responsibilities can help mitigate bias in group work (e.g., students of color being given less meaningful tasks).

- Prioritizing student induction with a focus on climate helps all students feel seen and welcomed from day one.

- Practices like greeting students by name, decorating hallways, and including student voice help create a sense of identity, respect, and community.

- Tools like Kahoot or group projects increase access and reduce dependence on traditional methods that may disadvantage students from under-resourced backgrounds.

- Emphasizing clear, consistent rules and private corrections reduces public discipline and fosters a safe environment.

- Increased adult visibility and positive relationships with staff give students a sense of security and belonging, making them more likely to engage.

- Building recognition systems that include growth, effort, and character ensures a more inclusive celebration of success.

# Instructional Key Strategies for Improvement

## Key Strategies

*(What are we doing? Why are we doing this?)*

In column 1, input at least one, but no more than five 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, specify whether 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 for the school.  For any Key Strategy that is not new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

| KEY STRATEGY (What are we doing?) | 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 and will have a positive impact on students?  Use evidence. *Consider both data trends observed and student interview responses.* *Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.* |
|---|---|---|
| High Impact Instructional Methods: Collaborative Practices | ☑NEW ☐ EXPAND ☐ REFINE | Student Voice Survey: T 18 In class, we often work with partners or in groups.  31.6% favorability. Through student interviews, we learned that students prefer working with familiar peers, having clear roles, and the option to work independently when needed. Poor group dynamics can hinder learning. Hattie and Marzano's research indicates that collaborative learning is highly effective with effect sizes ranging from moderate to large. Hattie's research shows a significant impact on student achievement, with an effect size of 0.59. Marzano and Hattie both agree that collaborative learning adds value to both whole-class instruction and individual work, with effect sizes of 0.41 and 0.59-0.78, respectively. |
| Community Schools: Rigorous, community-connected classroom instruction | ☐ NEW ☐ EXPAND ☑REFINE | When we looked at the Academic Success Intervention data we have learned that there is a need to refine the program to improve the participation rates using the following: Use behavioral and academic data to monitor student growth and program impact. |

| | | Ensure classroom teachers communicate regularly with intervention staff. Triangulating data will ensure a holistic approach for each child. |
|---|---|---|
| | ☐ NEW<br>☐ EXPAND<br>☐ REFINE | |
| | ☐ NEW<br>☐ EXPAND<br>☐ REFINE | |

# Implementation

*How will we do this?*

| | |
|---|---|
| **KEY STRATEGY 1** | Implementation of High Impact Instructional Practices: Collaborative Practices<br><br>Equip teachers with practical strategies for implementing cooperative learning effectively in their classrooms by providing the following takeaways.<br><br>Key Takeaway 1: Collaborative learning is not just group work; it requires intentional structure and specific elements to be effective<br><br>Key Takeaway 2: Different structures serve different learning objectives; choose structures strategically based on your lesson goals.<br><br>Key Takeaway 3: Effective management and assessment are crucial for successful collaborative learning implementation.<br><br>Key Takeaway 4: Successful implementation requires careful planning and ongoing reflection. |

| **BEFORE THE 1ˢᵗ DAY OF SCHOOL IMPLEMENTATION** What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved? | When will this be in place? |
|---|---|
| Share SCEP and the timeline of activities with the faculty. | 8/29/25 |
| Presentation of Tier 1 Strategies to faculty by Instructional Coach. | 8/29/25 |
| Determine what criteria will be used for the walkthrough rubric that will assess collaborative learning in the classroom. | 8/29/25 |
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| **FIRST HALF OF THE YEAR IMPLEMENTATION**<br>What is our plan implementing this Key Strategy in the first half of the year? What steps are involved? | When will this be in place? |
|---|---|
| Collect Walkthrough data with collaborative as a look for. | 10/1/25-1/23/26 |
| Conduct in in-house student voice survey at the end of the semester | 1/23/26 |
| Conduct an in-house school survey at the end of the semester to determine additional professional development needs in regards to collaborative learning. | 1/23/26 |
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| | |

| SECOND HALF OF THE YEAR IMPLEMENTATION<br>What is our plan implementing this Key Strategy in the second half of the year? What steps are involved? | When will this be in place? |
|---|---|
| Collaborative Learning PD will be broken down into 4 segments and be an agenda Item during the January, February, March and April Faculty meetings. | 1/8/26- 4/9/26 |
| Walkthrough Data and survey data shared with faculty during the June meeting | 2/5/26 |
| Collect Walkthrough data with collaborative learning as a look for. | 1/23/26- 5/15/26 |
| Share the 2nd semester walkthrough data with the staff. | 6/4/26 |
| | |

## Progress Monitoring

*How will we measure progress and impact for this Key Strategy?*

| | What data will we be reviewing? | What do we hope to see when we review that data? | What we ended up seeing. *What are our next steps? complete when reviewing data* |
|---|---|---|---|
| **Early Progress Milestones**<br>(implementation/outcome data) | Meeting Minutes, Walkthrough Data | Walkthrough Data will serve as a baseline of Collaborative learning practices that are observable in classrooms. | |
| **Mid-Year Benchmark(s)**<br>(outcome data) | Walkthrough Data<br>In-house Student and Staff surveys | Increase of 50% from the baseline of collaborative learning practices observable in the classrooms. | |
| **End-of-the Year Targets**<br>(outcome data) | Walkthrough Data<br>Ed Elements Student Voice Surveys | Evidence of collaborative learning practices is observable in 100% of the classrooms.<br><br>Student Voice Survey:T18  In class, we often work with partners, or in groups.  75% favorability. | |

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|---|---|
| **KEY STRATEGY 2** | Community Schools: Rigorous, community-connected classroom instruction<br><br>We will refine ASIP by building robust tracking and communication systems, proactively addressing barriers, and aligning interventions with both academic performance data and the voices of students and families. By embedding these practices in our Community Schools model, we create an inclusive, |

data-informed safety net that connects classroom rigor with whole-child support.

**Refine Attendance and Success Tracking System**

- Collaborate with the district's Data Coordinator and Instructional Coach to build or refine a centralized ASIP tracking system (e.g., Google Sheet, SIS plug-in).

- Include key data fields: student name, course(s) failed or at risk, ASIP attendance, referral reason, interventions provided, academic outcomes.

- Update the system weekly to monitor trends and flag students needing further support.

- Ensure counselors, coaches, teachers, and administrators have view/edit access and use it consistently.

**Refine Notification Process for Stakeholders**

- Develop clear communication templates (emails, letters, call scripts) for notifying students, families, teachers, and coaches when a student is referred to ASIP.

- Automate or standardize the notification process by linking it to report card grades, teacher referrals, and behavior/attendance flags.

- Assign school staff (e.g., counselor or ASIP coordinator) to manage outreach within 48 hours of referral.

- Ensure communications are accessible, translated, and emphasize ASIP as a support, not punishment.

**Share Expectations with Teachers and Students**

- Create a brief presentation or info sheet outlining ASIP expectations (who attends, when, what to bring, behavior norms).

- Present to faculty during September PD and to students in core classes, advisory, or morning meetings.

- Post expectations in classrooms and share them digitally (Google Classroom, email, etc.).

- Reinforce expectations through monthly reminders and celebrations tied to attendance and academic progress.

**Communicate ASIP Participation to All Stakeholders**

- Use the ASIP tracking system to generate lists of active participants.

- Share weekly ASIP rosters with:

  - Teachers (to ensure work is provided)

  - Parents (via email or phone)

  - Coaches/Club Advisors (to coordinate participation)

- Include ASIP participation reminders in parent newsletters and school updates.

**Problem-Solve Barriers to Participation**

- At referral or intake, ask students: "What might make it hard for you to attend ASIP?" to identify early barriers.

- Assign a designated ASIP team (admin, counselor, family liaison) to review and troubleshoot issues weekly.

- Possible solutions may include:

  - Transportation support (late bus)

  - Incentives (snacks, recognition, homework passes)

  - Flexible scheduling (ASIP offered before/after school or during free periods)

  - Engagement strategies (student choice projects, peer tutoring)

- Revisit barriers for non-attending students weekly and document outreach efforts.

**Monitor Participation and Success Data**

- Analyze ASIP attendance and academic data monthly:

  - Who is attending?

  - Are grades improving?

  - Are students being re-referred?

- Meet monthly as an intervention/MTSS team to review ASIP impact and identify needed changes.

- Track success outcomes: fewer course failures, improved grades, reduced summer school placement.

| BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved? | When will this be in place? |
| --- | --- |
| Refine Attendance and Success and Tracking system for Academic Success Intervention Program. | |
| Refine Parent, Student, Teacher and Coach Notification of who needs to attend ASIP. | |
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| FIRST HALF OF THE YEAR IMPLEMENTATION<br>What is our plan implementing this Key Strategy in the first half of the year? What steps are involved? | When will this be in place? |
| --- | --- |
| Share Expectations with Teachers and Students for ASIP. | 10/15/25 |
| Communicate to Parents, Students, Teachers and Coaches wich students need to attend ASIP. | 10/15/25-1/23/26 |
| Problem Solve any barriers that are preventing students from participating in ASIP. | 10/15/25-1/23/26 |
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| SECOND HALF OF THE YEAR IMPLEMENTATION<br>What is our plan implementing this Key Strategy in the second half of the year? What steps are involved? | When will this be in place? |
| --- | --- |
| Monitor Participation and Success Data in ASIP | 1/26/26-6/25/26 |
| Problem Solve any barriers that are preventing students from participating in ASIP. | 1/26/26-6/25/26 |
| | |

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## Progress Monitoring

*How will we measure progress and impact for this Key Strategy?*

|  | **What data will we be reviewing?** | **What do we hope to see when we review that data?** | **What we ended up seeing. *What are our next steps?* complete when reviewing data** |
|---|---|---|---|
| **Early Progress Milestones** (implementation/outcome data) | ASIP Attendance | Determine Baseline for program attendance. |  |
| **Mid-Year Benchmark(s)** (outcome data) | Attendance and success rates of students participating in ASIP.<br><br>Report Card Data | Reduction in class failures when compared to the 1st two marking periods. |  |
| **End-of-the Year Targets** (outcome data) | Increased attendance and success rates of students participating in ASIP.<br><br>Report Card Data | Reduction in class failures when compared to 1st semester. Fewer students needing to attend summer school compared to 2024-2025. |  |

# Non-Instructional Key Strategies for Improvement

## Key Strategies

*(What are we doing? Why are we doing this?)*

In column 1, list the Non-Instructional Key Strategies that the school has identified as likely to improve student outcomes. The total number of Instructional and Non-Instructional Key Strategies should not exceed five, and the number of Non-Instructional Key Strategies should not exceed the number of Instructional Key Strategies. Unlike the Instructional Key Strategies, schools **are not required to identify Non-Instructional Key Strategies.** DELETE ANY PORTIONS OF THIS SECTION THAT DO NOT PERTAIN TO THE SCHOOL.  DELETE THIS RED TEXT UPON COMPLETION.

Any strategy selected should 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, specify whether 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 for 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 and will have a positive impact on students? Use evidence. *Consider both data trends observed and student interview responses.*<br><br>*Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.* |
|---|---|---|
| Student Induction Program | ☐ NEW<br>☐ EXPAND<br>☑REFINE | Student Voice Survey: S39 I feel welcomed and part of my school.  59.2% favorability.<br><br>Student Voice Survey: S39 I feel comfortable and at ease in my school environment.  51.9% favorability.<br><br>Through student interviews, we learned that they value positive relationships and welcoming environments (greetings, clean/happy classrooms, knowing students' names/interests) makes them feel safe and valued. |

## Implementation

*(How will we do this?)*

| | |
|---|---|
| **KEY STRATEGY 1** | To foster a strong sense of belonging and engagement from the start, we are launching a comprehensive Student Induction Program that includes a dedicated Orientation for incoming 7th graders. This orientation helps new students acclimate to the school environment, meet staff, and build connections with peers before the academic year begins. During the first week of school, all students will participate in structured orientation activities designed to set expectations, reinforce school values, and build community, with the clear intent of helping every student feel welcomed, safe, and valued. Throughout the year, we will continue to support engagement and attendance through Strive for 95 celebrations, recognizing students who maintain strong attendance. Weekly Pride Mondays will feature Social-Emotional Learning (SEL) lessons that promote self-awareness, empathy, and responsible decision-making. Additionally, we will implement a Climate Checklist to ensure a welcoming and inclusive environment, focusing on key elements such as personalized greetings, positive and culturally responsive décor, consistent name usage, and respectful hallway behavior. These initiatives are intentionally designed to create a school climate where students are seen, supported, and celebrated. |

| **BEFORE THE 1ˢᵗ DAY OF SCHOOL IMPLEMENTATION** What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved? | When will this be in place? |
|---|---|
| New Student Orientation | 8/20/25 |
| Parent Orientation | 8/20/25 |
| Share First Days of School Activities with Faculty | 8/29/25 |
| Pride Monday Calendar shared with staff. | 8/29/25 |
| Climate Checklist shared with staff. | 8/29/25 |
| First Days of School Planning during the summer. | |
| **FIRST HALF OF THE YEAR IMPLEMENTATION** What is our plan implementing this Key Strategy in the first half of the year? What steps are involved? | When will this be in place? |
| First Days of School Activities | 9/2/25-9/5/25 |
| Pride Monday Calendar shared with staff. | |
| Strive for 95 Data shared with staff, students and parents every 5 week.  (attendance, behavior, grades) | 10/15/25-1/23/26 |
| Strive for 95 Celebrations | 10/15/25-1/23/26 |
| Monthly Climate Checklist Walkthroughs | 9/2/25-1/23/26 |
| | |
| **SECOND HALF OF THE YEAR IMPLEMENTATION** What is our plan implementing this Key Strategy in the second half of the year? What steps are involved? | When will this be in place? |
| Pride Monday Calendar | 1/23/26- |

|  | 6/25/26 |
|---|---|
|  |  |
| Monthly Climate Checklist Walkthroughs | 1/23/26-6/25/26 |
|  |  |
|  |  |

## Progress Monitoring

### *How will we measure progress and impact for this Key Strategy?*

|  | **What data will we be reviewing?** | **What do we hope to see when we review that data?** | **What we ended up seeing. *What are our next steps?* complete when reviewing data** |
|---|---|---|---|
| **Early Progress Milestones** (implementation/outcome data) | Climate Walkthroughs | All Student Induction Activities are implemented. |  |
| **Mid-Year Benchmark(s)** (outcome data) | In-house Student and Staff surveys | Positive feedback with students indicating that they feel welcome and supported by school staff. |  |
| **End-of-the Year Targets** (outcome data) | Ed Elements Surveys | Student Voice Survey: S39 I feel welcomed and part of my school. 65% favorability. Student Voice Survey: S39 I feel comfortable and at ease in my school environment. 65% favorability. Student interviews indicate that the school is welcoming. |  |

# 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" 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. Activity 1: Analyze: Data Variation Identification
2. Activity 2: Analyze: Data Variation Share and Explore
3. Activity 3: Analyze: Survey Data
4. Activity 4: Listen: Student Interviews
5. Activity 5: Envision: Reflect and Synthesize
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) | Analyze: Data Variation Identification | Analyze: Data Variation Share and Explore | Analyze: Survey Data | Listen: Student Interviews | Envision: Reflect and Synthesize | Plan Writing and Revision |
|---|---|---|---|---|---|---|---|---|
| David Oliver | Principal | | 5/6/25 | 5/20/25 | 5/28/25 | 6/3/25 | 6/10/25 | 6/16/25 |
| Alex Vitale | Assistant Principal | | 5/6/25 | | 5/28/25 | 6/3/25 | 6/10/25 | 6/16/25 |
| Michelle Hopp | School Social Worker | | 5/6/25 | | 5/28/25 | 6/3/25 | 6/10/25 | 6/16/25 |
| Adam Barcia | Teacher | | 5/6/25 | 5/20/25 | 5/28/25 | 6/3/25 | 6/10/25 | 6/16/25 |
| Molly Gage | School Psychologist | | 5/6/25 | 5/20/25 | 5/28/25 | 6/3/25 | 6/10/25 | 6/16/25 |
| Meg Walsh | School Counselor | | 5/6/25 | 5/20/25 | 5/28/25 | 6/3/25 | 6/10/25 | 6/16/25 |
| Tom Bolster | Teacher | | 5/6/25 | 5/20/25 | 5/28/25 | 6/3/25 | 6/10/25 | 6/16/25 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Kristin Sheppard | Teacher | | 5/6/25 | 5/20/25 | 5/28/25 | 6/3/25 | 6/10/25 | 6/16/25 |
| Collen Beckley | Teacher | | 5/6/25 | 5/20/25 | 5/28/25 | 6/3/25 | 6/10/25 | 6/16/25 |
| Shelly Connors | | | 5/6/25 | | 5/28/25 | 6/3/25 | 6/10/25 | |
| Kerri Musso | Instructional Coach | | 5/6/25 | 5/20/25 | 5/28/25 | 6/3/25 | 6/10/25 | 6/16/25 |
| Danielle Wood | Parent | | 5/6/25 | | | | | |
| Jeannette Oliver-Carr | Parent | | 5/6/25 | 5/20/25 | | 6/3/25 | | 6/16/25 |
| Amy Mahunik | Assistant Superintendent of Curriculum and Instruction | | 5/6/25 | 5/20/25 | 5/28/25 | 6/3/25 | 6/10/25 | 6/16/25 |
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# 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, **use the SCEP Rubric to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan using 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 using the SCEP rubric, ensured the plan met minimum expectations, and made any necessary changes;
2. Identify the areas of the plan where the team feels most confident;
3. If applicable, specify any areas of the plan where the team feels less confident. The principal may also request a follow-up meeting to further explore these areas prior to meeting with the NYSED liaison.
4. Indicate to your liaison that the school is ready to share its full plan for verification that it meets NYSED's minimum expectations. Plans should be shared by **July 1, 2025**.
5. Once the plan is finalized, representatives from the school and district should meet to complete the SIG Expenditure Plan.
6. Ensure that the district (Superintendent or designee) and local Board of Education have approved the plan and the plan is posted on the district website.

### Schools in the ATSI model and TSI Model

1. When the SCEP team is satisfied with the plan, **use the SCEP Rubric to consider where there may be opportunities to strengthen the plan**. After the team has analyzed the completed plan using 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. Once your plan is finalized, representatives from the school and district should meet to complete the SIG Expenditure Plan. Plans will need to be approved by the District before the first day of the 2025-26 school year.
2. The final plan will need to be approved by the local Board of Education and posted on the district website.

## Implementing the Plan (All Schools)

1. Ensure 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.

New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

# School Comprehensive Education Plan
School Improvement Grant Expenditure Plan
2025-26

| District | School Name | Grades Served |
|---|---|---|
| Auburn | Auburn Junior High School | 7-8 |

# School-Level SIG Expenditure Plan

## Instructions

After the School Comprehensive Education Plan (SCEP) has been finalized, representatives from the school should work with representatives of the district to determine how best to leverage Title I, 1003 School Improvement Grant (SIG) funding to implement the Key Strategies outlined.

This template will need to be attached to the SCEP and submitted as one document in the Business Portal as part of the SIG application process.

There are four different types of expenses that can be included:

1. Instructional Key Strategies identified through the SCEP
2. Non-Instructional Key Strategies identified through the SCEP
3. Plan Monitoring
4. Plan Development expenses for 2026-27

### Evidence-Based Intervention Category

All expenses must adhere to the Every Student Succeeds Act definition of an evidence-based intervention.  To assist with this, the Department has identified 16 State-Supported Evidence-Based Interventions, that if implemented in accordance to the parameters provided, fulfill this criteria.

| | |
|---|---|
| 1. Align High School and College Courses to Increase Post-Secondary Transition Outcomes | 9. Incoming Student Induction Programs and Summer Bridge Programs |
| 2. Community Schools | 10. Instructional Coaching |
| 3. Elementary School Looping | 11. Middle School Flexible Scheduling |
| 4. Establish an Early Warning Intervention and Monitoring System | 12. Multi-Tiered System of Supports – Integrated (MTSS-I) |
| 5. Evidence-Based Instructional Methods | 13. Ongoing Job-Embedded Professional Development |
| 6. Expanding access to high-quality Out-of-School-Time programs | 14. Principal Leadership Development |
| 7. High-Quality Instructional Materials | 15. Professional Learning Communities |
| 8. High-Quality Tutoring | 16. Restorative Practices |

In the Column labeled "Evidence-Based Intervention Category" enter the category for that specific expense.  If the expense does not fit within the State-Supported Evidence-Based Interventions (e.g. survey and feedback tools, HS internship coordinator) enter "Other."

### Plan Monitoring and Development

The team that drafted the plan should anticipate reconvening at least twice during the 2025-26 school year to discuss implementation and review Early Progress Milestone and Mid-Year Benchmark data.

The school should also anticipate having a team come together in Spring 2026 to conduct a five-part needs assessment in conjunction with the development of its 2026-27 school plan.

## Budget Code

In the "Budget Code" category, enter the FS-10 budget code. The following are Budget Codes used for this grant. Any Code 80 (Employee Benefits) and Code 90 (Indirect Cost) expenses do not need to be referenced here but will need to be included on the FS-10.

Code 15: Professional Salaries
Code 16: Support Staff Salaries
Code 20: Equipment
Code 40:  Purchased Services
Code 45: Supplies and Materials
Code 46: Travel
Code 49: BOCES Services

## Expenses That Go Across Key Strategies

A school may have a single expense that covers multiple key strategies. For those situations, the expense can be referenced in multiple categories, but the amount of the expense should only be inserted into the "Full Cost" column the first time the expense appears.

# Instructional Key Strategy Implementation

| INSTRUCTIONAL KEY STRATEGY 1 | High Impact Instructional Methods: Collaborative Practices |
|---|---|

| Expense | Evidence-Based Intervention Category | Budget Code | Full Cost |
|---|---|---|---|
| **Professional Development provided by the instructional coach 30 staff members x 4 hours x $53** | Evidence-based Instructional Methods | **15** | $6,360 |
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| TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY | $6,360 |
|---|---|

| INSTRUCTIONAL KEY STRATEGY 2 | Community Schools: Rigorous, community-connected classroom instruction |
|---|---|

| Expense | Evidence-Based Intervention Category | Budget Code | Full Cost |
|---|---|---|---|

| After-School Academic Success Program | Community Schools | 15 | | $69.600 |
|---|---|---|---|---|
| Purchased Services Professional Learning with Peaceful Schools | Community Schools | 40 | | $5,400 |
| MTSS Chairperson | Community Schools | 15 | | $3,000 |
| Teaching Assistant for Academic Intervention | Community Schools | 15 | | $40,218 |
| PBIS Team Meetings | Community Schools | 15 | | $6,784 |
| PBIS Team Coach | Community Schools | 15 | | $2,500 |
| PBIS Team Data Coordinator | Community Schools | 15 | | $500 |
| Character Strong | Community Schools | 40 | | $1,999 |

| TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY | $130,001 |
|---|---|

## Non-Instructional Key Strategy Implementation

| NON-INSTRUCTIONAL KEY STRATEGY 1 | Student Induction Program |
|---|---|

| Expense | Evidence-Based Intervention Category | Budget Code | Full Cost |
|---|---|---|---|
| Student Orientation Program Planning and Implementation 15 staff members x 7 hours x $53 | Incoming Student Induction Program | 15 | $5,565 |
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| TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY | $5,565 |
|---|---|

## Plan Monitoring Expenses

| Expense | Evidence-Based Intervention Category | Budget Code | Full Cost |
|---|---|---|---|
| SCEP Team Montioring Meetings- 10 staff members x 4 hours x $53/hour | Plan Monitoring | 15 | $2,120 |
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|---|---|
| **TOTAL AMOUNT FOR PLAN MONITORING** | $2,120 |

## 2026-27 Plan Development Expenses

| Expense | Evidence-Based Intervention Category | Budget Code | Full Cost |
|---|---|---|---|
| **SCEP Team Plan Development 10 staff members x 11 hours x $53** | Plan Development | 15 | $5,830 |
| | Plan Development | | |
| | Plan Development | | |
| | Plan Development | | |
| | Plan Development | | |

| | |
|---|---|
| **TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT** | $5,830 |