

LEA Name:	Auburn Enlarged City School District
LEA BEDS Code:	050100010009
School Name:	Auburn Junior High School

ENTER DATA INTO ALL YELLOW CELLS.

2016-2017 School Comprehensive Education Plan (SCEP)

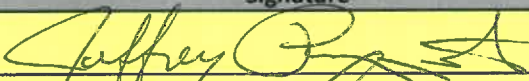

Contact Name	David Oliver	Title	Principal
Phone	(315)255-8484	Email	David_Oliver@auburn.cnyric.org
Website for Published Plan	http://ajhs.auburn.cnyric.org/Home%20Page		

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Mr. Jeffrey Pirozzolo	9/13/16
President, B.O.E. / Chancellor or Chancellor's Designee		Mr. Michael McCole	9-13-16

Statement of Assurances

By signing this document, the Local Education Agency certifies that:

- Y 1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved. Note: For schools identified as Pers
- Y 2. *If the school has been identified as Persistently Failing and Failing, as per Education Law 211-f*, it will form a Community Engagement Team, "which shall include community stakeholders, including but not limited to the school principal, parents and guardians, teachers, and other school staff and students." This team is charged with developing recommendations for the improvement of the school and "shall solicit input through public engagement." Further, "the team shall present its recommendations periodically to the school leadership, and, as applicable, the receiver."
- Y 3. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
- Y 4. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.
- Y 5. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012-c.
- Y 6. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
- Y 7. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.
- Y 8. *If the school has been identified as Persistently Failing or Failing, as per Education Law 211-f*, the district will, prior to the beginning of the 2015-16 school year and in a form determined by the Commissioner, complete an addendum to the School Comprehensive Education Plan (SCEP) that includes the following: rigorous performance metrics and goals that are in addition to those listed in the leading indicators section; a list of the Community Engagement Team members and the Team's recommendations; and any changes made to the plan by the Superintendent Receiver, including addition of activities supporting the conversion of the school into a community school.

School Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner’s Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the SCEP.

Instructions: List the stakeholders who participated in developing the SCEP as required by Commissioner’s Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
September 30, 2014	AJHS Conference Room	24-Feb-15	AJHS Conference Room
October 28, 2014	AJHS Conference Room	26-Mar-15	AJHS Room 203
November 24, 2014	AJHS Conference Room	31-Mar-15	AJHS Room 107
December 16, 2014	AJHS Conference Room	5-May-15	AJHS Conference Room
January 7, 2015	AJHS Library	26-May-15	AJHS Conference Room
January 27, 2015	AJHS Conference Room		

Name	Title / Organization	Signature
David Oliver	Principal/ Auburn Junior High School	
Jon Roberts	Assistant Principal/ Auburn Junior High School	
Pat Oxford	School Psychologist/ Auburn Junior High School	
Donna Leary	Math Teacher/ Auburn Junior High School	
Amanda Bova	English Teacher/ Auburn Junior High School	
Mark Caron	Special Education Teacher/ Auburn Junior High School	
Patty Lincoln	Spanish Teacher/ Auburn Junior High School	
Sharon Campanelli	Science Teacher/ Auburn Junior High School	
Kristi Newton	Health Teacher/ Auburn Junior High School	
Jeff Alberici	Social Studies Teacher/ Auburn Junior High School	
Stacy Fasce	Parent/PTO President	

School Information Sheet

School Information Sheet							
Grade Configuration	7,8	Total Student Enrollment	599	% Title I Population	54	% Attendance Rate	93
% of Students Eligible for Free Lunch	43	% of Students Eligible for Reduced-Price	7	% of Limited English Proficient Students	0	% of Students with Disabilities	11

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0	% Black or African American	9	% Hispanic or Latino	3	% Asian, Native Hawaiian / Other Pacific Islander	0	% White	80	% Multi-Racial	7

School Personnel							
Years Principal Assigned to School	8	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers	2.5
% of Teachers with NO Valid Teaching Certificate (Out of Compliance)	0	% of Teachers Teaching Out of Certification Area	0	% Teaching with Fewer than 3 Years of Experience	0	Average # of Teacher Absences	11

Overall State Accountability Status							
Priority School		Focus School Identified by a Focus District	Yes	SIG 1003(a) Recipient		SIG 1003(g) Recipient	
Identification for ELA?		Identification for Math?		Identification for Science?		Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4	21	Math Performance at Level 3 and Level 4	33	Science Performance at Level 3 and Level 4	80	Four-Year Graduation Rate (HS Only)	
% of 1st Year Students Who Earned 10+ Credits (HS Only)		% of 2nd Year Students Who Earned 10+ Credits (HS Only)		% of 3rd Year Students Who Earned 10+ Credits (HS Only)		Six-Year Graduation Rate (HS Only)	
Persistently Failing School (per Education Law 211-f)		Failing School (per Education Law 211-f)					

School Information Sheet

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native	x	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
x	White	x	Multi-Racial
X	Students with Disabilities		Limited English Proficient
x	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
x	White	x	Multi-Racial
X	Students with Disabilities	x	Limited English Proficient
x	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
x	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
x	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective	
	Limited English Proficient

SCEP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

The SCEP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an "X").

- Limited Degree (Fewer than 20% of goals were achieved.)
- Partial Degree (Fewer than 50% of goals were achieved.)
- Moderate Degree (At least 50% of goals were achieved.)
- Major Degree (At least 90% of goals were achieved.)

2. Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark with an "X").

- Limited Degree (Fewer than 20% of activities were carried out.)
- Partial Degree (Fewer than 50% of activities were carried out.)
- Moderate Degree (At least 50% of activities were carried out.)
- Major Degree (At least 90% of activities were carried out.)

3. Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for identified subgroups (Mark with an "X").

- Limited Degree (No identified subgroups improved achievement.)
- Partial Degree (Some of the identified subgroups improved achievement.)
- Moderate Degree (A majority of identified subgroups improved achievement.)
- Major Degree (All identified subgroups improved achievement.)

4. Rate the degree to which the activities identified in the previous year's SCEP increased Parent Engagement (Mark with an "X").

- Limited Degree (There was no increase in the level of Parent Engagement.)
- Partial Degree (There was a minor increase in the level of Parent Engagement.)
- Moderate Degree (There was modest increase in the level of Parent Engagement.)
- Major Degree (There was a significant increase in the level of Parent Engagement.)

5. Rate the degree to which the activities identified in the previous year's SCEP received the funding necessary to achieve the corresponding goals (Mark with an "X").

- Limited Degree (Fewer than 20% of planned activities were funded.)
- Partial Degree (Fewer than 50% of planned activities were funded.)
- Moderate Degree (At least 50% of planned activities were funded.)
- Major Degree (At least 90% of planned activities were funded.)

6. Identify in which Tenet the school made the most growth during the previous year (Mark with an "X").

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health
- Tenet 6: Family and Community Engagement

In reflecting on the **PREVIOUS YEAR'S PLAN**:

- Describe the most significant positive impact(s) that resulted from the previous year’s plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

The most significant positive impact that resulted from last year's SCEP was the development of a school-wide common academic language with regard to writing structures and use of evidence from text supporting a claim that has been implemented across disciplines and grade levels.

- Describe all mid-course corrections to the previous year’s plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

In developing the **CURRENT YEAR'S** plan:

- List the highlights of the initiatives described in the current SCEP.

AJHS will use a data-driven system of collecting, analyzing and using data in order to identify and implement interventions for Students with Disabilities and Students in need of Academic Intervention Services.

- List the identified needs in the school that will be targeted for improvement in this plan.

AJHS faculty will implement instructional strategies to promote simultaneous engagement, open ended questions, formative assessment, and differentiated instruction.

- State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.

The Auburn Enlarged City School District will inspire and support our students, educators, and community in all learning.

- List the student academic achievement targets for the identified subgroups in the current plan.

Students with disabilities will achieve 5% growth using Read 180 and System 44.

- Describe how school structures will drive strategic implementation of the mission/guiding principles.

Implementing instructional strategies focused on developing high level thinking skills of students and improving questioning techniques of instructors.

- List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.

Possible barriers that may impact the ability to accomplish the mission or guiding principles would include increasing number of students receiving free and reduced lunch; and also the decrease in parental involvement in school activities/meetings.

- Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.

Teachers will be continue training on how to use System 44 and Read 180.

- List all methods of dialogue that school leaders will implement to strengthen relationships with school staff and the community.

Community relationships will be strengthened through communication of successes on the district website, school newsletter, social media, school message board, school events, parent teacher conference nights and parent orientation night facilitated by the principal. School Leaders will communicate with staff using emails, faculty meetings, department meetings, and grade level team meetings.

- List all the ways in which the current plan will be made widely available to the public.

This plan will be made widely available to the public through the district website, school newsletter, parent teacher conference nights and parent orientation night facilitated by the principal.

- Describe the transition plans to assist preschool children from early childhood programs to the elementary school program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). Applies to elementary schools ONLY.

Priority Schools: Whole School Reform Model

As per New York State's approved ESEA Flexibility Waiver, all Priority Schools are required to implement a systematic whole school reform model. In support of this implementation the Department has committed to ensuring that leaders of Priority Schools that are engaged in implementing whole school reform models are selected and supported by districts through a process that ensures high leadership qualifications as well as a good match between the leader's skills and competencies and the identified needs of the school. All priority schools that are not current recipients of School Improvement Grant (SIG [G]) or School Innovation Fund (SIF) must complete and submit the principal checklist accessed by the hyperlink and provide full responses to the narrative questions below to demonstrate their plan for implementation of a whole school reform model.

www.p12.nysed.gov/accountability/ChecklistforDeterminingPrioritySchoolLeaderQualification.docx

Please note: Priority Schools that are subsequently identified as Failing or Persistently Failing as per Education Law 211-f may have additional requirements to fulfill for the 2015-16 school year. The Department will require that districts with such schools complete an addendum to the SCEP for each school that includes the following: rigorous performance metrics and goals that are in addition to those listed in the leading indicators section; a list of the Community Engagement Team members and the Team's recommendations; and any changes made to the plan by the Superintendent Receiver, including addition of activities supporting the conversion of the school into a community school.

1. New School Design and Educational Plan

The plan should provide a clear overview and detailed description of the redesign framework chosen. Drawing on the target population and sub-groups within the school, a clear rationale should be provided that articulates how the proposed mission, curriculum, teaching methods and services align with the educational needs of those populations driving the school's current accountability status. This serves as a blueprint for the school redesign efforts.

A. Overview: Describe how the school will achieve its vision and mission, including explanation of how the proposed school design and founding group are likely to accomplish dramatic school change and improvement in key goals and outcome metrics within two years. Present historical evidence that the design, or at least components thereof, had led to similar outcomes in existing schools. Present a clear rationale for the design and any research or other supporting information that provides plausible evidence that the model will meet the needs and outcomes identified for the school.

B. Curriculum and Instruction: Provide a description of the curriculum to be used by the school, including sample promotion or exit standards for English language arts and mathematics in two non-consecutive grade-levels to be offered by the school. Describe the process that will be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program. Discuss specific proven research-based instructional strategies and practices that will be relevant or necessary to successful implementation of the curriculum with the identified sub-groups.

C. Professional Development: Present a coherent framework for professional development, which includes extensive job-embedded professional development, and structures for collaboration that enable teachers and support staff to have common, regular, and frequent planning time. Discuss how curriculum and instructional needs are reflected in plans for professional development.

D. Use of Time: Describe the daily proposed calendar and schedule and articulate how this use of time will provide for meaningful improvements in the quality of instruction, enrichment opportunities, and professional culture of teacher leadership and collaboration. Discuss how restructuring the school calendar will increase learning time and extend the school day or year. Describe a logical and meaningful set of strategies for the use of instructional time that leads to pedagogically sound restructuring of the daily/weekly/monthly schedule to increase learning time and/or extend the school day or year. Present the daily proposed school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, and increased learning time activities. Submit a sample daily schedule for one grade in each level at which the school will operate.

E. Assessment: Describe the school’s approach to assessment. Explain how the school will evaluate progress of individual students, cohorts over time and the school as a whole toward meeting the requirements under New York State’s accountability system. Describe the school policies and criteria for promoting students to the next level and for graduation from the school. Discuss how the school will use assessment information to identify students not performing at grade level, and to modify the educational program for improved instruction, student learning, and staff development.

F. School Climate and Discipline: Describe the strategies the school will employ to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. Explain the school’s approach to student behavior management and discipline for both the general student population and for students with special needs. Explain the school’s approach to supporting and enhancing the social and emotional health needs of its students. Explain how the school will encourage parent/family involvement and communication to support student learning and how it will gauge satisfaction with school climate.

G. Regulatory Flexibility (Variance): The regulations of the Commissioner of Education (8 NYCRR 100.2n) allow the Commissioner to grant a variance from provisions of the Part 100 regulations that will be necessary for a school to implement a program designed to provide excellence in education. In the context of this plan, this proposal narrative serves as the form and format for requesting a variance for educational excellence. If appropriate, identify any specific Part 100 regulation(s) for which a variance is necessary in order to fully implement the school redesign. Describe any specific features and elements of the proposed school redesign that would justify the need for the variance. (Note: A submitted SCEP does not, in and of itself imply the requested variance is approved. NYSED may determine the features of the program can be implemented without the need for a variance. Any variance granted will extend only through the life of the SCEP.)

H. Meeting the Needs of Unique Populations: Describe the population of students with disabilities, including those with moderate to severe disabilities, students who are English language learners, and students from households that are eligible for the federal free or reduced-priced lunch program, first generation college goers, students of color, and other young people underrepresented in higher education and the specific continuum of instructional and support strategies that will be employed to meet the needs of these populations.

2. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be operated, beginning with its governance and management. It should present a clear picture of the school’s operating priorities, delegation of responsibilities, and relationships with key stakeholders.

A. Site-based Governance: Describe the organizational structure of the school and its day-to-day operation. Explain the management roles and responsibilities of key administrators with respect to instructional leadership, curriculum development and implementation, personnel decisions, budgeting, financial management, legal compliance, and any special staffing needs. Submit an Organizational Chart that shows the staffing structure and reporting responsibilities for the district and partner organization(s).

B. Leadership Positions: The principal selected to lead the new school must have the capabilities to be successful in the particular school setting and school design chosen. Describe the primary responsibilities for each key management position and identify critical skills or experiences necessary to fulfill those responsibilities. If these positions are already filled, provide the resumes or curriculum vitae of these individuals and include the track-record of success in previous schools.

C. Staffing, Human Resources, and Work Conditions: The principal selected to lead the redesigned school should have the authority to select and assign staff positions in the school, consistent with the school’s approved design. Discuss the staffing plan for the school including staffing needs and recruitment strategies. Submit the job descriptions of teachers within the school, describing the critical skills or experiences that teachers should possess. (Description can be general for core teachers). In addition, submit any supporting labor-management documentation such as agreement to create and/or existing thin-contracts or election-to-work agreements, or school-based options that state the conditions for work that match the design needs of the school.

Priority Schools: Expanded Learning Time Plan

As per New York State's approved ESEA Flexibility Waiver, Priority schools implementing a whole school reform model in 2015-2016 must demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per year of instruction in elementary school and 990 hours per year in high school.

A. Describe the target population of students to be served by the Expanded Learning Time program. Indicate whether students' participation in the additional hours will be mandatory or voluntary, and if voluntary, how are you ensuring that 50% or more of the students (or of Academic Intervention Services students if the school is not receiving 1003(g) School Improvement Grant Funds) are participating?

B. Describe the unique academic, social, and emotional needs of targeted students that will be addressed through the components of the ELT program.

C. Describe how the school engaged representatives from multiple school and community stakeholder groups in thoughtful, data-driven needs assessment that address the holistic needs of students and teachers.

D. Describe the focused priorities, expressed as clearly articulated and measurable goals, that will guide the implementation and evaluation of all program partnerships and activities.

E. Describe how the school will foster a culture of safety, support, and social emotional growth where high expectations for students and staff are clearly articulated and supported through appropriate policies, procedures, and/or practices that adhere to NYSED's social/emotional learning guidelines.

F. Describe how the school will provide a consistently high-quality and rigorous core academic program, delivered by NYS certified teachers and qualified community educators (e.g., tutors, teaching artists, etc.), that directly aligns with Common Core Learning Standards.

G. Describe how the school will support personalized learning for all students through differentiated instruction, timely and targeted interventions for students who require additional support, and opportunities for acceleration.

H. Describe how the school will integrate high-quality and engaging enrichment programming that builds critical knowledge and skills and exposes students to potential college and career pathways.

I. Describe how the school will embed consistent and meaningful opportunities for all constituencies to collaborate with their peers, participate in professional development that improves instructional practices, and engage in self-reflection and evaluation.

[Empty yellow response box]

J. Describe how the school will utilize data cycles that include baseline, progress monitoring, and summative evaluation measures for evaluating teaching and learning and informing appropriate supports, interventions, and/or services.

[Empty yellow response box]

K. Describe how the school will allocate and integrate school, district, and community resources strategically to ensure that identified goals are achieved and critical program components can be sustained and/or scaled up over time.

[Empty yellow response box]

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.	
B1. HEDI Rating:	Developing	
B2. HEDI Rating Source:	IIT Review	
B3. HEDI Rating Date:	8-May-14	

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	The review of the 2013-2014 SCEP submissions stated the following: There is no evidence that a needs assessment or data analysis was conducted to identify priorities. The stated goal is limited and does not fully address any of the SOPs for this tenet. There is no evidence how proposed activities will lead to the creation of a school community and culture that lead to success, well-being and high academic outcomes for all students. No measurable targets or outcomes are identified. Auburn Junior High School needs to monitor interventions being used to help Students with Disabilities and Students in need of Academic Intervention Services in ELA.	
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 30, 2017, develop a system of data analysis and data driven decisions with Special Education and AIS Teachers using Read 180 and System 44 and to determine if additional student interventions need to be implemented.	
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Read 180 and System 44 student growth and usage.	
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E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
8-Sep-16	30-Jun-17	Activity: Student Growth will be monitored using READ 180 and System 44 on a quarterly basis with Special Education and AIS teacher. Persons Responsible: Principal and Director of Special Education Who will participate: Principal, Director of Special Education, School Psychologist, Special Education Teachers, AIS Teacher How Often: Every 10 weeks Impact: Determine if students are exhibiting growth in their reading levels. Determine if program needs to be expanded for more students
8-Sep-16	30-Jun-17	Activity: Develop a list of "look fors" to support fidelity of Read 180 and System 44 Persons Responsible: Principal and Director of Special Education Who will participate: Principal, Director of Special Education, School Psychologist, Special Education Teachers, AIS Teacher How Often: Every 10 weeks Impact: Determine if students are exhibiting growth in their reading levels. Determine if program needs to be expanded for more students

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community Engagement	The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.	
B1. HEDI Rating:	Developing	
B2. HEDI Rating Source:	IIT Review	
B3. HEDI Rating Date:	11-Feb-14	

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	The review of the 2013-2014 SCEP submissions stated the following: The lack of monitoring of communications protocols limits staff ability to ensure all parents have access to school information, which hinders parents from supporting their children’s academic and social growth. Auburn Junior High School needs to find ways to promote opportunities for reciprocal communication with the families it serves.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 30, 2017 the school will offer multiple parent engagement efforts in order to increase opportunities for reciprocal communication as evidenced by parent surveys.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent attendance at workshops, Parent participation in district/school surveys
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E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	Activity: <u>Fall 2016 Parent-Teacher Conference Night</u>
7-Sep-16	25-Jun-17	Activity:2016-2017 Parent-Teacher Conference Nights Persons Responsible: Building Administration Who will participate: Administration, Faculty, Parents, Outside Agencies How Often: November 2016, March 2017 Impact: Provide parents an opportunity to meet teachers and gain information about the services outside agencies provide for AJHS.
22-Mar-17	22-Apr-17	Activity: Building needs assessment survey Persons Responsible: Assistant Principal Who will participate: Administration, Faculty, Parents How Often: March 2017 Impact: Provide parents an opportunity to assess how AJHS meets the needs of their children.
7-Sep-16	25-Jun-17	Activity: Promoting school events and news via the school newsletter. Persons Responsible: Administration, Faculty Who will participate: Administration, Faculty, Parents How Often: Every Quarter Impact: Provide parents an opportunity to assess how AJHS meets the needs of their children.

7-Sep-16	25-Jun-17	Activity: Promoting school events and news via the district website and district social media accounts. Persons Responsible: Administration, Faculty Who will participate: Administration, Faculty, Parents How Often: Every Quarter Impact: Highlight building activities and provide information to parent on how help their student(s) be successful at AJHS.
22-Aug-16	23-Aug-16	Activity: Parent Orientation Persons Responsible: Administration, Faculty Who will participate: Administration, Faculty, Parents How Often: August 2016 Impact: Provide information so parents are welcomed as their student(s) transition to AJHS.
7-Sep-16	25-Jun-17	Activity: PTO meetings 1st Wednesday of every month. Persons Responsible: PTO Who will participate: Administration, PTO members, Parents How Often: Every Month Impact: Provide parents an opportunity to provide feedback and take and active roll in their student(s) education.
7-Sep-16	25-Jun-17	Activity: Quarterly Title 1 Parent Information Meetings Persons Responsible: Building Principal Who will participate: Administration, Parents How Often: Every Marking Period Impact: Provide parents an opportunity to provide feedback and take and active roll in their student(s) education.
7-Sep-16	7-Jun-17	PTO meetings 1st Wednesday of every month.
7-Sep-16	7-Jun-17	Quarterly Title 1 Parent Information Meetings