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

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name	David Oliver	Title	Principal
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Website for Published			

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	7/27/17
President, B.O.E. / Chancellor or Chancellor's		Mr. Michael McCole	7/28/17

Statement of Assurances

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

| X | 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. |

| x | 2. 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. |

| x | 3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance. |

| x | 4. 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) and §3012(d) . |

| x | 5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan. |

| x | 6.Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices. |

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

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)
October 25, 2016	Auburn Junior High School		
November 29, 2016	Auburn Junior High School		
January 23, 2017	Auburn Junior High School		
March 21, 2017	Auburn Junior High School		
July 19, 2017	Auburn Junior High School		

Name	Title / Organization	Signature
David Oliver	Principal, AJHS	
Jon Roberts	Assistant Principal, AJHS	
Krista Martin	Director of Special Education, AECSD	
Pat Oxford	Psychologist, AJHS	
Jeff Alberici	Teacher, AJHS	
Patricia Lincoln	Teacher, AJHS	
Rachel Sperduti	Teacher, AJHS	
Kristi Newton	Teacher, AJHS	
Mark Caron	Teacher, AJHS	
Marcella Didio	Teacher, AJHS	
Danielle Utter	Teacher, AJHS	
Robert Faynor	Parent	

School Information Sheet

School Information Sheet

Grade Configuration	7-8	Total Student Enrollment	576	% Title I Population	100	% Attendance Rate	93	
% of Students Eligible for Free Lunch	45	% of Students Eligible for Reduced-Price	4	% of Limited English Proficient	0	% of Students with Disabilities	12	

Racial/Ethnic Origin of School Student Population

% American Indian or Alaska Native	0	% Black or African American	5	% Hispanic or Latino	3	% Asian, Native Hawaiian / Other Pacific Islander	0	% White	84	% Multi-Racial	8

School Personnel

Years Principal Assigned to School	9	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers	3
% 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	4	Average # of Teacher Absences	5.6

Overall State Accountability Status

Priority School	No	Focus School Identified by a Focus District	Yes	SIG 1003(a) Recipient	Yes	SIG 1003(g) Recipient	Yes
Identification for ELA?	Yes	Identification for Math?	Yes	Identification for Science?	Yes	Identification for High School Graduation Rate?	n/a
ELA Performance at Level 3 and Level 4	47/239	Math Performance at Level 3 and Level 4	43/206	Science Performance at Level 3 and Level 4	24/67	Four-Year Graduation Rate (HS Only)	n/a
% of 1st Year Students Who Earned 10+ Credits (HS Only)	n/a	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	n/a	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	n/a	Six-Year Graduation Rate (HS Only)	n/a

Persistently Failing School (per Education Law 211-f)	n/a	Failing School (per Education Law 211-f)	n/a	

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	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		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		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

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.)
X	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.)
X	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

☐	Limited Degree (No identified subgroups improved achievement.)
☐	Partial Degree (Some of the identified subgroups improved achievement.)
X	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.)
X	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

☐	Limited Degree (Fewer than 20% of planned activities were funded.)
☐	Partial Degree (Fewer than 50% of planned activities were funded.)
X	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
x	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).

Through the use of System44 and Read 180 the average growth in Lexile for 92 students was 130 with 57% of the students meeting their goals.

• 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.

•During the DTSDE Review reviewers learned through a document review and discussions with the school leader that there are no established procedures to rigorously monitor instruction and give actionable feedback to ensure that teachers focus on the school's instructional priorities, such as asking open-ended questions during instruction. During classroom visits, the review team found that teachers did not typically ask students open-ended questions to reinforce and develop student learning and engagement. Most questions asked during classroom visits were low level and required short answers. Additionally, reviewers noted that few students volunteered to answer questions directed at the whole class, and generally the same small group of students answered most questions. Further, the review team found that when teachers did question students, they often did not allow them to think and expand their answers or to develop the techniques for discussion or debate. By March 3, 2017, all teachers had to implement at least one open-ended question in each lesson during their daily instruction. On March 15, 2017, the school leaders should began to conduct walkthroughs and provide actionable feedback to teachers on their questioning of students. The school leaders create a document on Google Docs so they could share the open ended questions teachers were using. The school leaders also used Google docs to monitor the curriculum and results of teacher common assessments.

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

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

Last year there was an average increase in Lexile of 130 for 92 students. With another year of using Read 180 and System 44 and addition 30 students using this program we expect bigger gains affecting more students this year.

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

130 Students are reading at levels 2 grades below the grade that they are entering in 2017. There is inconsistent implementation of NYS Learning standards. Teachers do not typically ask students open-ended questions to reinforce and develop student learning and engagement. Common practices to recognize and reward students for positive behaviors and successes must be developed. Not all parents or students were aware of school initiatives.

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

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. We will promote the value of lifelong learning in a safe environment during this time of transition from childhood to young adulthood. Our mission guided our decisions for tenets 2-6 in the SCEP.

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

Growth of 150 in Lexile for students using Read 180 or System 44.

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

Teachers have 80 minutes per week to work with their departments on curriculum, instruction, and assessment. Grade level teams have 120 minutes per week to address student needs.

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

Due to cuts Science teachers will have students that are off team.

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

Teacher in the Technology Integration Cohort and BOCES will provide professional development for teachers using google classroom.

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

Faculty Meetings, Data Meetings, Google Docs, PTO Meetings, Social Media.

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

District Website

• 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.

Re-Identified Focus Schools

(Applicable to schools that were identified as Focus during the 2012-2016 identification period)

Focus Schools that were re-identified on the February 2016 list were required to implement more rigorous interventions focused on the needs identified through their DTSDE reviews. Focus Schools were required to implement at least one ESEA Flexibility Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is research-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of data) no later than the 2016-17 school year. The SCEP must describe the school's plan for intensive implementation of the selected Turnaround Principle and Districts must complete a school leader checklist for the re-identified Focus School, if the principal has been leader of school for more than two full academic years, in order to determine whether the school leader should be provided additional professional development and/or mentoring or replaced.   Below provide an update on the implementation of the selected principle.

More information about the Turnaround Principles can be found at: https://www.ed.gov/sites/default/files/esea-flexibility-acc.doc

1. Describe the current stage of implementation of the Turnaround Principle the school chose to begin implementing in 2016-17?

During the 2016-2017 PBIS was introduced to AJHS teachers, students, and parents. A team of teachers was formed and attended multiple trainings with a professional developer from OCM BOCES. Monthly meetings were held and a matrix for expected behaviors was common areas was developed. The kickoff event took place in January with multiple informational letters and social media announcements to parents. The focus areas were the hallway and cafeteria. Reinforcement tokens were distributed to students with the expectation that the building reached goals for the number of tokens being awarded. Two celebrations for the entire student body took place to recognize the buildings efforts. Meetings were held on a monthly basis with agendas including the review of discipline data.   The principal and assistant principal created as shared google document to track department planning periods and grade level team planning periods. Common assessment, Curriculum Progress, and Instructional Strategies was the focus of the department meetings. Student academic and emotional growth was the focus of the grade level team meetings.

2. Identify the method for evaluating implementation of the Principal and any adjustments that have been made based on the evaluation. Include of the data sources used and trends identified from analysis.

During the NYSED IIT review the following was determined: the Principal and Assistant Principal engage in little formal collaboration with each other. This was particularly apparent in relation to meeting regularly to discuss how effectively systems were developing to track and monitor school wide practices such as the quality of teachers' planning and instruction. A weekly meeting was set up to review data documented in the shared Google document. NYSED IIT reviewers learned that staff had not created goals to identify expectations for progress during the implementation of the PBIS initiative over the next few weeks and months. In addition, there is no established system to determine the effectiveness of the initiative in supporting student social and emotional skills. After the IIT review discipline data became a part of PBIS meeting agendas..

3. How will the school continue to monitor and make adjustments to implementation?

Department, Grade Level Team and Teacher Questions will be tracked on google Documents with weekly administrative planning meetings. PBIS will roll out expectations for the remaining common areas, discipline data will be reviewed, individual student reinforcement opportunities will be implemented and common expectations for classrooms will be created. the PBIS team will create goals and progress will be monitored during the monthly meetings.

Common Leading Indicators Worksheet

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable Tenet for which that indicator	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
Student Growth Percentile for Low-Income Students					
Student Average Daily Attendance				y	
Student Drop-Out Rate					
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)					
Student Discipline Referrals				y	
Student Truancy Rate				y	
Student Performance on January Regents Exams					
Student Participation in ELT Opportunities					
Minutes of Expanded Learning Time (ELT) Offered					
Teacher Average Daily Attendance Rate					
Teachers Rated as "Effective" and "Highly Effective"					
Teacher Attendance at Professional Development		y	y		
Parent Attendance at Workshops					y
Parent Participation in District/School Surveys					y
STAR, Read 180 and System 44 student growth and usage and individual achievement tests.	y				
Completed curriculum documents that identify essential learning progressions.		y			
Google Docs documenting questions, teachers creating Google Classrooms, Log-in information for Google					

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. Most Recent DTSDE Review Date:	January 2017
B2. DTSDE Review Type:	NYSED IIT Review

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.	Based on the STAR Reading June 2017 Screening Report , 100 students were at or below a 25% percentile rank for the national average for their reading level and will require reading interventions.

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, 2018, STAR, READ 180/ System 44 program data will be used to effectively plan and implement tiered interventions for SWDs and students receiving AIS, as evidenced by student growth in average Lexile level by a minimum of 78L on the Reading or Phonics Inventory.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	STAR, Read 180 and System 44 student growth and usage and individual achievement tests.

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.
September 5, 2017	June 30, 2018	Activity: Growth of SWD's and 7th grade AIS ELA students will be progress monitored through administration of the Reading or Phonics Inventory in January and June, as well as by participation in program assessments embedded in the READ 180 and System 44 as delivered by the Special Education and AIS teacher and reviewed by the Building Principal and Director of Special Education Person(s) 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 and whether or not additional interventions need to be implemented.

September 5, 2017	June 30, 2018	Activity: Growth of all ELA students will be progress monitored through administration of STAR Reading assessments and interventions will determined and implemented between each quarterly assessment Person(s) Responsible: Principal Who will Participate: Principal, English teachers How Often: Every 10 weeks Impact: Determine if students are exhibiting growth in their reading levels and apply interventions when needed.

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support	Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. Most Recent DTSDE Review Date:	January 2017
B2. DTSDE Review Type:	NYSED IIT Review

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 NYS IIT team made the following recommendations. Inconsistent implementation of the CCLS exists. As a result, not all students are receiving the rigorous curriculum outlined in the CCLS across all grades and all content areas. Auburn Junior High School needs to prioritize curriculum so it can be accessed by all students.

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, 2018 the Science teachers will complete a curriculum revision process in grades in 7 and 8 science in order to identify essential learning progressions as evidenced by completed curriculum documents accessible in a centralized digital location.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teachers will complete curriculum documents that identify essential learning progressions.

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.
September 5, 2017	June 30, 2018	Activity: The school Leaders should work with teachers will meet with the science teachers on a monthly basis to facilitate the curriculum revision process. Person(s) Responsible: Principal, Assistant Principal Who will Participate: Principal, Assistant Principal, Science Teachers How Often: Monthly Impact: There will be a completed curriculum document located in a centralized digital location.

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions	Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent
B1. Most Recent DTSDE Review Date:	January 2017
B2. DTSDE Review Type:	NYSED IIT Review

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	The school leaders need to establish procedures to rigorously monitor instruction and give actionable feedback to ensure that teachers focus on the school's instructional priorities, such as asking open-ended questions during instruction. During classroom visits, the review team found that teachers did not typically ask students open-ended questions to reinforce and develop student learning and engagement. Most questions asked during classroom visits were low level and required short answers. Additionally, reviewers noted that few students volunteered to answer questions directed at the whole class, and generally the same small group

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, 2018, the district will develop a plan to support all educators in beginning the conversion to digital teaching and learning to increase student achievement as evidenced by teachers creating Google Classrooms, teachers and students logging into and accessing Google Classroom.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Google Docs documenting questions, teachers creating Google Classrooms, Log-in information for Google classroom, faculty meeting minutes.

E1. Start Date: Identify the projected start date for each	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.
Sept. 5, 2017	June 30, 2018	Activity: All teachers should implement the one open-ended/guiding question created in planning into their daily instructional practice. Teachers should expect School Leaders to track and monitor implementation of using guiding questions and track their usage in Google Docs. Questions will be reviewed during faculty meetings. Person(s) Responsible: Principal, Assistant Principal Who will Participate: Building level administration, Teachers How Often: Every Month Impact: Students will be consistently exposed to open ended questions in all of their classes.
Sept. 5, 2017	June 30, 2018	Activity: Teachers will be trained in the usage of Google Classroom Person(s) Responsible: District Administration, Building administration, Technology Integration Grant Teachers, BOCES Professional Development Specialist Who will Participate: District Administration, Building administration, Technology Integration Grant Teachers, all Teachers How Often: Monthly Faculty Meetings, Grade Level Team Meetings Impact: Student engagement, student/teacher interactions will increase.

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health	Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.
B1. Most Recent DTSDE Review Date:	January 2017
B2. DTSDE Review Type:	NYSED IIT Review

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	A system needs to be developed that ensure staff manages behaviors consistently and that it becomes common practice to recognize and reward students for positive behaviors and successes.

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, 2018, AJHS will continue the implementation of programs/ processes that layer positive behavioral interventions and mental health supports within a tiered framework in order to build staff capacity within the classroom, promote two way communication between clinicians and educators and increase access to instruction as evidenced by staff development attendance, faculty meeting agendas and attendance, reduced suspension rates, increased daily attendance and increased positive responses to climate survey data.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student suspension rates, student discipline referrals, support staff logs, student and parent surveys, student average daily attendance and student truancy rate.

E1. Start Date: Identify the projected start date for each	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.
		Activity: The PBIS Team and Coaches, will create goals which clearly identify expectations for progress made during implementation of PBIS. These expectations should define what progress will look like after 1 week, after 2 weeks, after 1 month, etc. Person(s) Responsible: PBIS Team Who will Participate: All Stakeholders How Often: Weekly Impact: To ensure that implementation of PBIS will continue with fidelity.

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. Most Recent DTSDE Review Date:	January 2017
B2. DTSDE Review Type:	NYSED IIT Review

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	NYSED IIT Reviewers determined that not all parents or students were aware of school initiatives.

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, 2018, the AJHS implement a district-wide plan for engaging in productive and collaborative conversations with parents and families that includes professional development, coaching and authentic, structured partnering with families in order to promote genuine and trusting school/community partnerships as evidenced by parent partner rosters, teacher and parent/family surveys, and faculty meeting minutes.
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

E1. Start Date: Identify the projected start date for each	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.
		Activity: The school leaders will provide information regarding the PBIS program through social media and the website on a weekly basis. Person(s) Responsible: Building administration Who will Participate: All stakeholders How Often: Weekly Impact: Build momentum for continued development of the PBIS program.
		Activity: Curriculum Information nights Persons Responsible: Administration, Faculty Who will participate: Administration, Faculty, Parents How Often: Every Quarter Impact: Provide parents an opportunity to learn about the AJHS Math and English Curriculum