



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Greater Johnstown School District	Johnstown Junior-Senior HS	7-12

Collaboratively Developed By:

Delete the red text upon completion.

The Johnstown Junior-Senior High School SCEP Development Team

Mr. Scott Hale

Mrs. Christina Lais

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Mrs. Jennifer Sweeney

Mr. Andy LaCoppola

Mrs. Jessica Stock

*And in partnership with the staff, students, and families of **Johnstown Junior-Senior High School.***

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments and Strategies

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document “[How Learning Happens](#),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**”

The team should take the answers to this question and identify 2 to 4 commitments for the 2021-22 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school’s values and aspirations.

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for the Team

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

- [Using Your SCEP to Pursue Your School’s Aspirations and Values \(video tutorial\)](#)
- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)
- [Staying Connected with the School Community Throughout the Development of the SCEP](#)
- [Sample SCEP: Cohesive, Relevant Curriculum](#)
- [Sample SCEP: Deepening Connections](#)
- [Sample SCEP: Graduation and Success Beyond HS](#)
- [Sample SCEP: Graduation through Relationships](#)

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We commit to deepening connections among Students, Staff and the Community.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>For more than a year, we've been isolated. We heard this often in our interviews with students. Nearly 20% of students were all-virtual during the 2020-21 school year. Those that attended in person remained 6 feet apart from their peers and were on an alternating schedule with only 40% of their classmates in attendance with them. Students missed out on extracurricular activities, field trips, and the social interactions that are part of being a child. Community events were cancelled. Both staff and students had limited opportunities for human connection beyond their immediate households. Students missed out on making new friends and strengthening existing friendships. Meanwhile, when completing the Equity Self-Reflection, we discussed the need to give students more say in the learning that occurs in classrooms. From here, the idea of service learning, which also came up in Student interviews, emerged. A driving value behind our school has been our collective belief that we have a shared responsibility for providing our children with the skills necessary to lead healthy lives and be citizens in their community. The adjustments that needed to be made in response to COVID-19 made student interaction and citizenship increasingly difficult. We seek to prioritize restoring and developing connections both within our school and within our community to strengthen these beliefs.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Extend opportunities for students to engage with one another particularly at the start of the school year.</p>	<p>Modify first week of school schedule for 7th -12th grade students</p> <ul style="list-style-type: none"> ● team building activities ● community circles ● Extracurricular Fair ● student inventory/interest survey for extracurriculars <p>Return to school Pep Rally</p>	<p>We will have feedback forms following activities that align with the end-of-the-year survey questions regarding student connectedness to their school.</p>	<p>funding for staff planning and student activities</p>
<p>Targeted efforts to increase participation in after-school clubs</p>		<p>At least 50% of students will sign up for at least one extracurricular activity</p> <p>80% attendance at extracurricular activities throughout the Fall</p> <p>By December, at least 60% of students will stay after school at least once a week</p>	<p>funding of materials for clubs, staff to organize and lead clubs, stipends for club advisors</p>

Commitment 1

Service-learning projects	Social Studies classes begin service-learning explorative study by examining needs and wants of the community (Nov) Social Studies classes implement projects (Dec to June).	Classes will select service-learning projects by the end of December. Students will be instrumental in identifying the project and planning steps to implement the project.	Materials for projects (TBD), potential transportation costs, time for SS teachers to plan service-learning projects
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Commitment 1

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	The school offers after school activities for people like me.	75%
	I feel like my teacher knows the real me.	80%
	I can really be myself at this school.	80%
	Kids like me can help make the community a better place.	80%
	Teachers at this school are interested in my ideas.	75%
Staff Survey	The school makes sure all students can experience success.	85%
	This school values the work I do to support students beyond the curriculum.	85%
Family Survey	My child feels connected to this school.	75%
	The staff at this school care about my child.	80%

Commitment 1

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

High Participation in after-school clubs (60% of students staying at least once a week)

All 12th grade Government/Economics students complete Service-learning projects, which are showcased in the community.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We are committed to helping students and adults build trusting relationships as the foundation for being more engaged with learning, so students have increased confidence towards graduating from JSHS.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>Students shared in interviews that they would not have been able to get through the 2020-21 school year without some of the relationships that they had with some of their teachers. Students shared that they were more likely to attend classes or participate when they felt their teachers had a relationship with them beyond just academically.</p> <p>The How Learning Happens document, Student interviews and working with Attendance Works this year showed us the power of adult-student relationships and also what student-student relationships can do to support us to moving towards excellence. Students repeatedly shared the importance of having close relationships as an indicator of success in the classroom.</p> <p>The equity self-reflection caused us to consider "facilitate teaching and learning practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations." Through student interviews, we heard repeatedly that student valued staff that cared about them as an overall person vs. those perceived only caring about grades.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Prioritizing mentoring relationships for students</p>	<ul style="list-style-type: none"> ● Recruitment and training of teacher mentors as Success Mentors ● Bi-monthly coaching calls with Attendance Works to work through “problems of practice” or enhance success mentors ● Conduct quarterly community of practice sessions with attendance teams and Attendance Works to explore and share implementation successes, best practice and challenges 	<p>Staff facilitate focus groups with success mentors and students to gain insights into the success mentor program and experiences</p>	<p>Schedule, space for meetings, money, individual teacher mentors, support from Attendance Works</p>
<p>Conduct Climate Assessment</p>	<ul style="list-style-type: none"> ● Train students, staff, community members, and family members on Attendance Works Scan of Environment and Attendance Tool (SEAT) ● Teams of 2 will use the SEAT to complete observations of the school in the Fall, Winter and Spring 	<p>Climate Assessment Teams share results with faculty.</p> <p>Climate Assessment Team will see improvements in areas of focus during subsequent visits</p>	<p>Release time from classroom duties to conduct walk-throughs, Space and time for debriefing, and time for staff to learn about the findings. Potential money for PD.</p>

Commitment 2

	<ul style="list-style-type: none"> ● After each Walkthrough teams will debrief and set goals for improving culture and relationships ● After each walkthrough results will be shared with school staff during faculty meeting and strategies will be shared. 		
<p>Monitor the “ABC’s” Attendance, Behavior and Course Performance</p>	<p>Establish an early warning team with clear roles</p> <p>Establish team meeting protocol</p> <p>Schedule monthly meetings</p> <p>Consider tracking other indicators that may have an impact on whether or not a student completes high school (achievement test scores, homelessness, involvement with criminal justice system, Limited English proficiency, Involvement with social services or foster care, Reports of substance abuse, overage for grade level, pregnancy/teen parenthood, migrant status, Adverse Childhood Experiences).</p>	<p>Track frequency and profiles of students who are receiving early warning system interventions and consider practices that could be stopped or amplified</p>	<p>School Counselors, Psychologist, Community Support Liaison and administrators need time in their schedules to build and monitor this early warning system</p>

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	My school has helped me develop the skills and knowledge I will need after I graduate.	70%
	The things I am learning about in school are relevant to me.	65%
	I have a trusting relationship with more than one adult at school.	80%
Staff Survey	I feel that I have the freedom to try innovative methods for better learning.	70%
Family Survey	My child often worries about their academic future.	15%

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

Commitment 2

4-year Graduation Rate: 80%

Based on previous data we know students who are failing 2 or more core classes will be less likely to graduate from JJSHS in 4 years. For students in 9th, 10th, and 11th grade who was failing 2 or more core classes at the end of the 2021-22 school year will be scheduled for a late August or Early September session with their school counselor to determine opportunities for monitoring, support, and student self-management.

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at:

<http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at:

<http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

X State-Supported Evidence Based Strategy

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

Evidence-Based Intervention Strategy Identified	Establish Early Warning System
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Commitment 2

Evidence-Based Intervention

Clearinghouse-Identified

If “X” is marked above, provide responses to the prompts below to identify the strategy, the commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

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

Clearinghouse used and corresponding rating

- What Works Clearinghouse**
 - Rating: Meets WWC Standards Without Reservations
 - Rating: Meets WWC Standards With Reservations
- Social Programs That Work**
 - Rating: Top Tier
 - Rating: Near Top Tier
- Blueprints for Healthy Youth Development**
 - Rating: Model Plus
 - Rating: Model
 - Rating: Promising

School-Identified

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

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

Evidence-Based Intervention

Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology

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Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: <http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf> This section outlines how we worked together to develop our plan.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g. teacher, assistant principal, parent).

Name	Role
Scott Hale	Principal
Nicole Panton	Dir. of Curriculum and Instruction
Christina Lais	Asst. Principal
Anne Bagot	Asst. Principal
Meredith Fagan	Teacher
Chris DeConno	Teacher
Heidi Bolebruch	Teacher
Amanda Bernaski	Teacher
Jennifer Sweeney	Teacher
Andy LaCoppola	Teacher
Jessica Stock	Parent

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the "Leveraging Resources" document
<i>Example: 4/6/21</i>			x	x		
5/5/21		x	x			
5/20/21		x	x	x		
6/2/21			x	x		
6/10/21	x					
6/16/21			x	x		
7/9/21					x	x
7/26/21					x	x

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompts below.

Student Interviews

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

An overarching theme and consensus from all student groups that we interviewed shared that students did not always feel their teachers knew them as an individual outside of the classroom or perceived to care about them beyond a grade they received in the classroom. In addition, students all talked about not feeling as connected to the school during the 20-21 school year and missed the extracurriculars, pep rallies, and other school-wide events. Many students advocated for coming back to a "normal" 5-day per week schedule and shared their struggles with remote learning.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan

Through the equity self-reflection process, we determined that we need to better support certain subgroups of students either in the classroom through the learning activities our teachers are choosing to use or outside of the classroom through the extracurricular offerings we have.

Submission Assurances, Instructions and Next Steps

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

1. The SCEP has been developed in consultation with parents, school staff, and others in accordance with [the NYSED Requirements for Meaningful Stakeholder Participation](#) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

TSI Schools: When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2021-22 school year.

Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.
2. The approved CSI and TSI plans will need to be posted on the District's website.
3. Both CSI and TSI schools will need to complete the **Leveraging Resources to Support the SCEP** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustment to their plans when appropriate.