School Comprehensive Education Plan

2022-23

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

Collaboratively Developed By:

Delete the red text upon completion.

The Johnstown Junior-Senior HS SCEP Development Team

(SCEP Team Members: consider including a list of team members' names here)

Scott Hale

Nicole Panton

Chris DeConno

Anne Bagot

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Meredith Fagan

Jennifer Sweeney

Amanda Bernaski

Andy LaCoppola

Heidi Bolebruch

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

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

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 the 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 2022-23 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.

Strategies

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 Team

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

- 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

COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2022-23?	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 JJSHS.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	During the 21-22 school year we implemented Success Mentors, a strategy brought to us through consultation and professional development with Attendance Works. We were unable to start this program until January due to the complexities of COVID. However, the results from this experience far outweighed our expectations. ● 23% of students who were at risk of becoming chronically absent had less than 10% of total enrollment by the end of the year ● 48% of students had less absences than the number projected based on the trajectory of absences from Sept. - January. ● 57% of the students in grades 9-12 saw a decrease in course failures Students stated that having the support of their success mentor made all the difference. One student stated, "It is nice to know someone has your back and that they will look out for me." Another student shared, "because of my success mentor I was able to make the honor roll for the very first time. No one in my family has ever achieved this." 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. 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.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Prioritize mentoring relationships for students	●Development of Success Mentor handbook with roles, responsibilities and documentation. ●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	Staff facilitate focus groups with success mentors and students to gain insights into the success mentor program and experiences	Schedule, space for meetings, money, individual teacher mentors, support from Attendance Works
Conduct Climate Assessment	● Train students, staff, community members, and family members on Attendance Works Scan of Environment and Attendance Tool (SEAT)	Climate Assessment Teams share results with faculty. Climate Assessment Team will see improvements in areas of focus duri	Release time from classroom duties to conduct walk-throughs, Space and time for debriefing, and time

	● Teams of 2 will use the SEAT to complete observations of the school in the Fall, Winter and Spring	subsequent visits	for staff to learn about the findings. Potential money for PD.
Community Messaging Campaign on Importance of Attendance	● Attendance Works will work with student attendance group to train them on chronic absenteeism causes and effects ● Student group will build an attendance messaging campaign to be utilized in the Johnstown School District	District will see a decrease in the number of students being absent for reasons other than illness.	Schedule, space for meetings, money, support from Attendance Works

End-of-the-Year Desired Outcomes

Schools 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 (e.g. % agree or strongly agree)
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 2022-23 school year.
Chronic Absenteeism Rate is reduced in comparison to the 21-22 school year. A specific decrease is not noted due the unpredictability of Covid-19. 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 were failing 2 or more core classes at the end of the 2022-23 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. In addition students, who were at risk of being chronically absent or were chronically absent will automatically be paired with a success mentor in the first two weeks of the 23-24 school year.

Commitment 1

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	We commit to deepening connections among Students, Staff and the Community.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	For more than two years, we've been either isolated or not operating in the same capacity as pre pandemic. 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. During the 2021-22 school year, we had students and staff impacted by Covid at the highest rates we had seen since the beginning of the pandemic. Some students were forced to quarantine 3 or more times. We saw students' anxiety and behaviors increase. In 2021 -22 we were able to bring back clubs and extracurriculars; however the participation was not nearly as strong as pre pandemic levels. While students wanted and needed these activities there was still a sense of fear especially through the first semester of 2021-22. Once restrictions began to lift and we were seeing less of COVID in our schools, participation began to increase. Meanwhile, when completing the Equity Self-Reflection and student interviews, we discussed the need to give students more say in the learning that occurs within the school community. Students during the interview process stressed a need for a student group that solely supports DEI in the school. They stressed that this is different from our current alliance groups we have. 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.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Targeted efforts to increase participation in after-school clubs	Students will be surveyed in the month of September on clubs they would like to see the district add for the 22-23 school year. Up to 5 new clubs will be created and funded for the 22-23 school year based solely on student interests.	At least 50% of students will sign up for at least one extracurricular activity 80% attendance at extracurricular activities throughout the Fall By December, at least 60% of students will stay after school at least once a week	funding of materials for clubs, staff to organize and lead clubs, stipends for club advisors
Development of Diversity Council			funding of materials, staff to organize and lead advisory group,

End-of-the-Year Desired Outcomes

Schools 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 (e.g. % agree or strongly agree)
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%

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 2022-23 school year.

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

COMMITMENT 3

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

Our Commitment

What is one commitment we will promote for 2022-23?	
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

End-of-the-Year Desired Outcomes

Schools 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 (e.g. % agree or strongly agree)
Student Survey		
Staff Survey		
Family Survey		

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 2022-23 school year.

COMMITMENT 4

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

Our Commitment

What is one commitment we will promote for 2022-23?	
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

End-of-the-Year Desired Outcomes

Schools 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 (e.g. % agree or strongly agree)
Student Survey		
Staff Survey		
Family Survey		

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 2022-23 school year.

Evidence-Based Intervention

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

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

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at:
http://www.nysed.gov/accountability/state-supported-evidence-based-strategies

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

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

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

x State-Supported Evidence Based Strategy

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

Evidence-Based Intervention Strategy Identified	Establish Early Warning System
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Commitment 1

☐ 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	

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

Our Team's Process

Background

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

Team Members

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

Name	Role
Scott Hale	Principal
Nicole Panton	Dir. of Curr. and Instruction
Anne Bagot	Assistant Principal
Meredith Fagan	Teacher
Chris DeConno	Teacher
Heidi Bolebruch	Teacher
Amanda Bernaski	Teacher
Jennifer Sweeney	Parent
Andy LaCoppola	Teacher

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 (OPTIONAL)

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	OPTIONAL: Completing the "Leveraging Resources" document
Example: 4/6/21			*x*	*x*		
April 14, 2022		x				
April 27, 2022			x			
June 1, 2022	x - develop ?'s		x			
June 7, 2022	x					
July 6-7, 2022			x	x	x	
July 25-27, 2022					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.

Next Steps

Next Steps

1. **Sharing the Plan:**
    a. **CSI Schools:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by August 1, 2022.
    b. **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 2022-23 school year.
    c. **All Schools:** Ensure that the local Board of Education has approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
    a. Ensure that the plan is implemented no later than the first day of school
    b. Monitor implementation closely and make adjustments as needed
    c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
    d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.