



School Comprehensive Education Plan

2021-22

District	School Name	Grades Served
Jefferson CSD	Jefferson Central School	K-12

Collaboratively Developed By:

The Jefferson SCEP Development Team and in partnership with the staff, students, and families of Jefferson Central 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><i>We commit to strengthening adult and student social-emotional relationships within our school community.</i></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>As is the case with so many other schools this year, COVID regulations have impacted the ability for students and staff to build relationships with each other.</p> <p>In some student interview responses, students across grade levels 3-8 reported feeling disconnected. Some students noted that they don't know who to go to to ask for help, while others noted that they wanted more time to interact with each other and with adults in a non-academic setting.</p> <p>In the Equity Self-Reflection, the team identified "Inclusive Curriculum and Assessment" as an area for growth as a school. In particular, it was noted that there is a need to do community outreach through social justice projects, an idea that had been discussed in the district before COVID. This is echoed in student interview responses to the statement, "kids like me are allowed to be ourselves in school", particularly with the older set of students interviewed. Responses such as "other kids would judge you" and "depends on the group-not open to differing opinions" indicate a need for continued practices around diversity, equity, and inclusion.</p> <p>Prior to this year, the school has invested a great deal of time and resources into the Peaceful Schools initiative and restorative practices, and the results of that work are reflected in decreased discipline referrals. Prioritizing the ability to build social-emotional resources will build on this success, and address the team's concern that not every staff member is prioritizing these programs (as noted on the Equity Self-Reflection).</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	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.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Encourage and increase opportunities for students to participate in extracurricular offerings (sports, clubs, etc).	<ul style="list-style-type: none"> ● Review the current extracurricular offerings and students involved in each. ● Identify the students not associated with any extracurricular offering. ● Compile a student survey focused on the extracurricular offerings, are they meeting the needs of our current students? Are there additional extracurricular offerings we should offer? 	<ul style="list-style-type: none"> ● Number of students involved in extracurricular offerings at the beginning, middle and end of the year. ● Qualitative responses from club advisors and parents. 	<ul style="list-style-type: none"> ● Time for principal, teacher leader and BOCES staff developer to gather data. ● Time for principal, teacher leader and BOCES staff developer to develop student survey.
Provide opportunities for staff to build knowledge around social-emotional practices specifically restorative justice and restorative circles. [Mind Vibe]	<ul style="list-style-type: none"> ● Mind Vibe consultant works with Internal Coach ● Internal Coach provides in-classroom shoulder to shoulder coaching to colleagues ● Instructional staff model and teach practices to students. ● Continue with instruction for students around Mind Vibe Consulting practices 	<ul style="list-style-type: none"> ● Internal Coach uses walk-through tool to peer coach ● Reduction in discipline referrals 	<ul style="list-style-type: none"> ● Funding to support Mind Vibe coach ● Release for Internal Coach
Provide opportunities for staff to build knowledge around	<ul style="list-style-type: none"> ● Leader in Me Lighthouse Team formed ● External Leader in Me Coach plans and works with Lighthouse Team 	<ul style="list-style-type: none"> ● Reduction in discipline referrals 	<ul style="list-style-type: none"> ● Funding to support LiM training and materials

Commitment 1

social-emotional practices [Leader in Me]	<ul style="list-style-type: none"> ● LiM/ELA integration with <u>Seven Habits of Highly Effective Teenagers</u> ● Instructional staff model and explicitly teach Habits to students. ● Students practice and identify Habits ● Explicitly linking LiM initiatives with current PBIS, Restorative Practices, and Positive Project work. 	<ul style="list-style-type: none"> ● Adults and students will be able to identify the 7 Habits 	<ul style="list-style-type: none"> ● Release time for Lighthouse team planning, check-in and reflection
Provide opportunities for staff to build knowledge around social-emotional practices [Positivity Project]	<ul style="list-style-type: none"> ● Weekly lessons that address 24 character strengths ● External Leader in Me Coach plans and works with the Lighthouse Team to link LiM work with Positivity Project character strengths. ● Instructional staff model and explicitly teach the 24 character strengths ● Students practice and identify the 24 character strengths 	<ul style="list-style-type: none"> ● Reduction in discipline referrals ● Adults and students will be able to identify the 24 character strengths and link them with the 7 Habits 	<ul style="list-style-type: none"> ● Funding to support two lead teachers with the Positivity Project initiative. ● Release time for Positive Project lead teachers to plan, check-in and reflect.

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	Interview question: Listen to this statement and tell us what comes to mind, "Kids like me are allowed to be ourselves at this school." What do you think about when you hear those words?	90% of student responses indicate that they are allowed to be themselves.

Commitment 1

	Interview question: What is something that you would like to see your school, JCS, do differently?	0% of student responses refer to <ul style="list-style-type: none"> - allowing all opinions to heard; - not judging students.
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 2021-22 school year.

- Number of students in extracurricular activities will increase.
- Number of discipline referrals will decrease.
- Increase of teachers using Restorative Practices in their classrooms.
- Adults in the school community will be able to identify the 7 Habits of Highly Effective People and how they are linked to the 24 character strengths.
- Students in the school community will be able to identify the 7 Habits of Highly Effective People and how they are linked to the 24 character strengths.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	<i>We commit to provide high quality instruction using evidence-based teaching strategies.</i>
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <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>Largely due to COVID restrictions, instructional methods this year have not been ideal as related to best practice, and have relied on teacher-led instruction out of an abundance of caution.</p> <p>The team recognizes that staff and students alike may need support in re-integrating instructional practices that are student-centered and incorporate partner/group work; critical thinking skills; and provide opportunities to connect with the community.</p> <p>In their interviews, students noted several times that they wanted work that was varied, challenging, and fun to complete ("more variety of things when we are done"), as well as the opportunity to work in groups. They also wanted opportunities to work at their own pace.</p> <p>In the Equity Self-Reflection, the team noted a need to "include students as co-designers of curriculum", as well as "embed opportunities into curriculum and school operations for students and staff to critically examine topics of power and privilege".</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	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.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Engaging reluctant readers through a school-wide literacy program that utilizes a variety of topics and perspectives	<ul style="list-style-type: none"> • Collaboration with ONC BOCES School Library Systems (Julia Iannello) • Access to literature through technology (Project Lit) 	<ul style="list-style-type: none"> • Increase in number of texts accessed through Project Lit • Increase of collaboration between Teacher on Special Assignment and classroom teachers 	<ul style="list-style-type: none"> • Release time for Teacher on Special Assignment to work with SLS Coordinator
Provide opportunities for staff to practice and reflect on instructional methods	<ul style="list-style-type: none"> • Creating space at faculty meetings to discuss and collaborate on best practices for evidence-based instructional methods, utilizing curriculum maps as a foundation for analysis, in alignment with a PLC model. • Utilize ONC BOCES staff developers to co-teach and support classroom teachers with the integration of these best practices. 	<ul style="list-style-type: none"> • 75% of students will demonstrate an increase in their ELA and Math STAR Benchmark scores by June 2022. 	<ul style="list-style-type: none"> • Embedded Staff Development content expert.
Provide opportunities for	<ul style="list-style-type: none"> • Train Teacher on Special Assignment and Staff Developer in PLTW content and procedures. 	<ul style="list-style-type: none"> • All students in K-5 will experience at least one PLTW unit by June 2022. 	<ul style="list-style-type: none"> • PLTW training for Teacher on Special Assignment.

Commitment 2

enrichment/community-based projects	<ul style="list-style-type: none"> ● TOSA and Staff Developer collaborate with classroom teachers to operationalize PLTW units in classrooms. 	<ul style="list-style-type: none"> ● Embedded Staff Developer with focus on Technology Integration
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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	SVB C6 Our school curriculum (work) is challenging [Baseline 43.9%]	Increase 10%
Staff Survey		
Family Survey	FES C11 Our school has a strong curriculum that meets the needs of my child(ren) [Baseline 44.4%]	Increase 10%

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

- All students in K-6 will experience at least one Project Lead the Way Unit by June 2022.
- Establish collaboration between Project Lead the Way TOSA and classroom teachers.
- 75% of students will demonstrate an increase in their ELA and Math STAR Benchmark scores by June 2022.

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	Restorative Justice Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	<ul style="list-style-type: none"> Restorative Justice will support Commitment #1 by continuing to build relationships between students and staff. Professional Learning Communities will support Commitment #2 by providing a framework by which intentional conversations can be held related to evidence-based teaching practices.

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	
Link to research study that supports this as an evidence-based intervention (the study must	

Evidence-Based Intervention

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
Dr. Tarkan Ceng	Superintendent
William Clooney	Principal
Andi Cammer	Teacher/Restorative Practices Coach
Kyra McKissick	Teacher
Meghan Moser	Teacher
Joan Clayton	Teacher
Carol Parker	Parent
Stacy Ward	ONC BOCES Instructional Support Services
Brian DeBoyace	ONC BOCES Instructional Support Services
Rachel Wright	ONC BOCES Instructional Support Services

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

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
5/24/21		x				
6/1/21	x					
6/14/21			x	x		
6/24/21			x	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

Completing the student interviews directly informed the team's plan. We were intentional about creating questions that were open-ended to allow students to respond thoughtfully. The interviews were structured in a way that helped students feel comfortable giving honest responses. Students were selected based not just on how well they represented the target demographic, but also on how well the team felt they would respond to the questions. The team used those responses to craft commitments that would be reflective of the student's experiences thus far, and address learning and social-emotional needs for students.

Equity Self-Reflection

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

The Equity Self-Reflection was completed collaboratively in a team meeting, prompting much discussion around the school's instructional strengths as well as areas for growth. In identifying areas for growth, we were able to create commitments that recognized the need for increased opportunities for students and staff around diversity, equity, and inclusion.

Submission Assurances, Instructions and Next Steps

Submission Assurances

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

1. X 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. X The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. X 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 adjustments to their plans when appropriate.