



School Comprehensive Education Plan

2021-22

District	School Name	Grades Served
Jasper-Troupsburg	High School	7-12

Collaboratively Developed By:

The Jasper-Troupsburg High School SCEP Development Team
Dawn Shanks- High School Principal
LeeAnne Jordan- Superintendent
Penny Newcomb- Teacher
Nancy Wyant- Teacher
Kelly Marsh- Parent
Chere Troxel- Parent
Rachael Plaisted- Student
Justin Vitale- Student

And in partnership with the staff, students, and families of Jasper-Troupsburg 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>Every child has intentional opportunities to practice and build positive character traits that display respect for self and others.</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>Team discussions during the review of <i>The Equity Self-Reflection</i> and student interview responses showed a need for character education among the Jasper-Troupsburg student body. Students deserve the education and support to build positive character traits that allow for differences of opinion and be able to have respectful conversations at the same time.</p> <p>Our Vision: Jasper-Troupsburg Central School is a community partnership dedicated to providing an educational environment which prepares every individual for a fulfilling, productive life in an ever changing society. Part of our mission includes respecting individual differences and accepting responsibility for all educational decisions and actions.</p> <p>The <i>How Learning Happens</i> document also states, "Learning is social; the quality of our relationships and social interactions shape our ability to learn." Every individual deserves to be treated with respect and should treat others with respect as well.</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?
Leader In Me Implementation Continuation to Build Personal Character	Student Lighthouse Team/Student Council will plan special events that highlight the Seven Habits and encourage positive personal and social growth throughout the school community. The first half of the school year will focus on the Private Victory that include the first 3 Habits; Be Proactive, Begin with the End In Mind and Put First Things First. These events can include, but are not limited to school assemblies, family fun nights, community cafes, theme days or weeks. Direct instruction of The 7 Habits and their application to building positive character will occur during Health and FYEX classes once a week. Staff training in Core 2 of Leader In Me will occur during a conference day in the fall and midyear.	Surveys will be conducted in September, January and May. Principal will observe direct and indirect teaching of Leader In Me during weekly classroom walkthroughs.	Leader In Me membership and coaching- \$23,500 Student Council Advisor Payments per Contract (2)- \$726. Use of Library for Student Council Meetings. Use of school facilities for events. Event Funds- \$3,000
Second Step Curriculum for Middle School Health Class	SEL Curriculum with a holistic approach to strengthen SEL skills will be utilized in Health classes as the main curriculum.	Principal will observe teaching of Second Step Curriculum during weekly classroom walkthroughs.	Second Step Subscription- \$5,083

Commitment 1

<p>Principal Leadership Coaching</p>	<p>Principal will meet with West Ed coach monthly to support principal with professional development in fostering change throughout the school.</p>	<p>Principal and coach will discuss ongoing implementation of strategies and what more could be done to foster positive change during monthly meetings.</p>	<p>West Ed principal coaching agreement-\$35,500</p>
<p>Assembly/Community Speakers to Build Positive Character</p>	<p>Each of the following presentations will supplement the core principals of building positive character during an in-school assembly as well as an evening family event: In Jest Arts-in-Education (In Jest Inc.) How to Thrive and Win in Live (Charles Clark International)</p> <p>Presentations will be promoted with posters, banners and prizes such as lanyards, mugs, shirts, hats, etc. These items will be displayed and available throughout the school and community.</p>	<p>Feedback surveys will be conducted to gauge the reception of the speaker's message.</p>	<p>Speaker Fees- \$11,000 Promotional Materials-\$5,000</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	Kids are allowed to be themselves at this school. I demonstrate respectful and responsible choices/actions for myself. I demonstrate respectful and responsible choices/actions toward others.	Mid year 50% agree/strongly agree End of Year 80% agree/strongly agree
Staff Survey	I indirectly or directly teach my students the principles of the Leader in Me Seven Habits at least once a week. Students implement or apply the principles of the Leader in Me Seven Habits in my classroom.	Mid year 50% agree/strongly agree End of Year 80% agree/strongly agree
Family Survey	Students at JT display respect for self and others. Staff at JT display respect for self and others.	Mid year 50% agree/strongly agree End of Year 80% agree/strongly agree

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 1

End of year survey data will show that 80% of students, staff and families agree or strongly agree with all survey statements.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>Every child has strong, trusting relationships with adults and peers and feels connected to the school and 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>Positive relationships are the foundation for engagement and learning as indicated in the <i>How Learning Happens</i> document with following quote: "Relationships play a central role in a child's development; having a web of sustained and supportive human connections is crucial to every young person's well-being, learning, and sense of belonging." A theme that emerged from the student interviews suggested that many Jasper-Troupsburg students do not feel that sense of belonging. Jasper-Troupsburg believes that students, staff and families must feel a connection to our school and community.</p> <p>Our Vision: Jasper-Troupsburg Central School is a community partnership dedicated to providing an educational environment which prepares every individual for a fulfilling, productive life in an ever changing society. Part of our mission includes a challenging educational environment that involves students, parents and staff in creating and maintaining a safe, positive and structured learning environment.</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?
7th Grade Mentors/New Student Mentors	Student Council/Student Lighthouse Team will organize a mentor program for all 7 th graders which are new to the high school building and any new students to the district. The mentor program will include weekly check ins and monthly group activities that may include but are not limited to a welcoming event, game night, school day surprises, get to know your teachers/students.	Surveys will be conducted in September, January and May.	Student Council Advisor Payments per Contract (2)- \$726. Use of Library for planning. Use of School facilities for activities. Event and Supplies Funds- \$3,000
Introduce New or Enhance Student Clubs/Activities	Activity recruitment that promotes and gives students a voice for new activities or clubs that encourage growth and engagement. Start up to 8 New Activities: E-Sports, School Newspaper, etc. As per student interest. Enhance Existing Clubs/Activities: New Warm-Ups for all sports teams. New uniform shirts for band, drama, academic all-stars, etc.	Daily school attendance data will be reviewed each month. Activity sign up data will be reviewed prior to start of activity, mid way through activity and at the end of activity.	Advisors and Coaches- \$20,000 Equipment and Supplies- \$60,000
Leader In Me Implementation Continuation to	Student Lighthouse Team/Student Council will plan special events that highlight the Seven Habits and encourage	Surveys will be conducted in September, January and May.	Student Council Advisor Payments per Contract (2)- \$726.

Commitment 2

<p>Foster Positive Relationships among students and with families.</p>	<p>positive personal and social growth throughout the school community. The second half of the school year will focus on the Public Victory that include the 4th through 6th Habits; Think Win Win, Seek First to Understand, Then Be Understood and Synergize. These events can include, but are not limited to school assemblies, family fun nights, community cafes, theme days or weeks.</p> <p>Direct instruction of The 7 Habits and their application to building positive character and relationships will occur during Health and FYEX classes once a week.</p> <p>Staff training in Core 2 of Leader In Me will occur during a conference day in the fall and midyear.</p> <p>Increase Parent communication and information about the Leader in Me program.</p>	<p>Principal will observe direct and indirect teaching of Leader In Me during weekly classroom walkthroughs.</p>	<p>Use of Library for planning. Use of School facilities for assemblies and activities.</p> <p>Event Funds- \$3,000</p>
<p>Assembly/Community Speakers to Foster Building Positive Relationships</p>	<p>Each of the following presentations will supplement and support the core principals of building positive relationships during an in-school assembly as well as an evening family event:</p> <p>Derrick and Julie Tennant Dan Viola</p>	<p>Feedback surveys will be conducted to gauge the reception of the speaker's message.</p>	<p>Speaker Fees- \$8,000 Promotional Materials- \$5,000</p>

Commitment 2

	Presentations will be promoted with posters, banners and prizes such as lanyards, mugs, shirts, hats, etc. These items will be displayed and available throughout the school and community.		

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 (e.g. % agree or strongly agree)
Student Survey	I feel I am a part of this school. My teachers/coaches/advisors care about my success. I feel comfortable asking questions in class to avoid misconceptions.	Mid year 50% agree/strongly agree End of Year 80% agree/strongly agree
Staff Survey	I encourage students to ask questions for clarification to avoid misconceptions of the content. Students in my classes are comfortable to ask questions for understanding and clarification.	Mid year 50% agree/strongly agree End of Year 80% agree/strongly agree
Family Survey	Adults at the school care about my child’s success. My child feels connected to the school.	Mid year 50% agree/strongly agree End of Year 80% agree/strongly agree

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

End of year survey data will show that 80% of students, staff and families agree or strongly agree with all survey statements.

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 2021-22?	
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>	

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?

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		
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.

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 2021-22?	
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>	

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?

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		
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.

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:

X 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	Principal Leadership Development
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Commitment 1 and 2: Principal will meet with West Ed coach monthly to support principal with professional development in reviewing strategies and fostering positive change throughout the school.

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 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
Dawn Shanks	Principal
LeeAnne Jordan	Superintendent
Penny Newcomb	Teacher
Nancy Wyant	Teacher
Kelly Marsh	Parent
Chere Troxel	Parent
Rachael Plaisted	Student
Justin Vitale	Student

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		
5/20/2021			X			
6/1/2021		X				
6/17/2021	X			X		
6/29/2021					X	
6/12/2021					X	
6/15/2021					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

Positive relationships are the foundation for engagement and learning as indicated in the *How Learning Happens* document with following quote: "Relationships play a central role in a child's development; having a web of sustained and supportive human connections is crucial to every young person's well-being, learning, and sense of belonging." A theme that emerged from the student interviews suggested that many Jasper-Troupsburg students do not feel that sense of belonging.

Jasper-Troupsburg believes that students, staff and families must feel a connection to our school and community.

Equity Self-Reflection

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

Team discussions during the review of *The Equity Self-Reflection* and student interview responses showed a need for character education among the Jasper-Troupsburg student body. Students deserve the education and support to build positive character traits that allow for differences of opinion and be able to have respectful conversations at the same time.

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.