



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Patchogue-Medford UFSD	Barton Elementary School	K-5

Collaboratively Developed By:

**The Barton Elementary School SCEP Development Team
(Mr. Matthew Hanley, Ms. Lori Goldstein, Ms. Christine Padolecchia, Ms. Susanne McGovern, Ms. Deborah Prybyzski, Ms. Gina Draghi, Ms. Kristen Wilken, Ms. Marie Savage)**

And in partnership with the staff, students, and families of Barton Elementary 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 providing every child an opportunity to practice and build cognitive skills.</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>If we identify students' reading needs, we can teach targeted skills and specific learning strategies including, higher order thinking, vocabulary development and differentiated instruction, so that students will increase their reading performance.</p> <p>If we identify students' needs in mathematics, we can teach targeted skills using specific learning strategies including, math vocabulary development and differentiated instruction, so that students will increase their reading performance in mathematics, as well as math skills.</p> <p>Our review of iReady data indicates the need for greater proficiency in both vocabulary development and reading comprehension.</p> <p>During the Team discussion of the Equity Self- Assessment Survey, it was noted that all students must have access to a rigorous, standards -based curriculum. The team recognizes the need to differentiate instruction and noted that responses from students during the interview process indicate they are trying their best and working hard, even when they struggle. Students who have made strong progress, indicate they would like greater challenge.</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?
Increase reading performance – reading comprehension and vocabulary development	Small group instruction that is differentiated to meet individual student needs. Instructional groups may be created through iReady data or Fountas & Pinnell assessments within Guided Reading with a focus on comprehension and vocabulary. Promoting and fostering student agency, student self-monitoring to increase reading skill. Create an instructional Liaison position to support teachers with materials and instructional strategies to increase reading proficiency.	Teacher checking for individual understanding during daily lessons iReady – 3 times/year F & P Assessments, 3 times/year	Access to Professional Resources from Jennifer Serravallo, <i>Reading Strategies</i> , Amy Benjamin, <i>Vocabulary at the Core</i> Book Study Instructional Liaison position
Increase performance in mathematics	Small group instruction that is differentiated to meet individual student needs. Student agency, student self-monitoring to foster ownership of learning. Create an Instructional Liaison position to support teachers with materials and instructional strategies to increase proficiency.	Teachers checking for individual understanding during daily lessons iReady, 3 times/year Locally designed unit and chapter tests. <i>Extra Math</i> Computer program work for fluency	Access to professional resources such as Guided Math Instruction, Touch Math, Guided Math in Action, Dr. Nicki Newton Book Study Instructional Liaison

Commitment 1

		Student agency and tracking of effort and progress on rubrics	
Professional Learning for Teachers - focus on NYS Standards and related learning targets	PDPs provided by Math AIS Instructor including, implementing small group math instruction, resources for reading in mathematics, and technology, independent, student driven station work	Feedback from teachers related to their ability to apply learning from professional learning sessions.	
Data Team, collect, analyze and communicate learning data	Review iReady by grade level in math and reading. Share with grade level teams. Grade level teams find strategies to address needs.	Student performance Increases in math and reading proficiency levels from fall to spring and end of year assessments.	

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	T13. My teachers check to make sure students understand.	90%
	T20. My teachers explain things clearly when I make mistakes in class or on a test.	90%
Staff Survey	C27. Teachers actively use data to differentiate instruction.	90%
	C28. Our model and guidelines for unit and lesson plans ensure rigorous standards-aligned classroom instruction.	
	T41. Teachers consistently differentiate activities and materials to meet students' needs.	
	T43. Teachers construct classroom activities to ensure high student engagement.	
	T50. We challenge students.	
Family Survey	T27. My child(ren) is challenged by his/her teachers.	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.

By June 2022, 75% of students will meet their target/typical growth rate in literacy on the iReady Assessment as measured at the end of year administration.

By June 2022, 75% of students will meet their target/typical growth rate in mathematics on the iReady Assessment as measured at the end of year administration.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We commit to providing every child with opportunities to practice and build social-emotional skills in a safe environment where children feel supported and respected.</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>During the student interview process, students expressed the importance of feeling accepted by adults and peers. As a team, we recognize that learning is multidimensional, contextual and relational. The Equity Self Reflection survey discussion revealed our need and desire to focus on a welcoming and affirming environment so that all students feel supported.</p> <p>The school has approached social-emotional learning in a variety of ways in different classrooms and we believe that with a consistent approach, preK-5, students will develop stronger skills.</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?
Inclusivity for all students	<p>All students are considered, expanding opportunities (ie. Least restrictive environment for students with disabilities, students who are English language learners) so that they feel a strong sense of belonging and connection to the Barton school community. Some ways to include students:</p> <ul style="list-style-type: none"> • Participation in morning announcements, student led cultural celebrations or fairs, interview students and create a student led committee which provides feedback to teachers and administration regarding inclusivity. • Updating available literature to reflect students of all backgrounds and abilities. 	Listen and respond to student feedback collected at intervals throughout the year, at least twice during the year.	Supplies for said events. Purchasing of additional books to reflect our student body and promote inclusivity.
Liaison Position	A teacher will serve as a liaison between this commitment and the Barton Community to support actions to promote social-emotional health and skills. The liaison will work with the		Stipend position

Commitment 2

	Director of SEL to support this commitment.		
Restorative Practices	Teachers lead students, who sit in a circle, to discuss and solve problems, so that all students impacted will accept a solution and restore goodwill between students.	Decrease in discipline referrals Feedback from participants in the process	

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	S21. My teachers care about me. S25. I have friends in school. L4. Our school is positive and fun.	90%
Staff Survey	S61. We have an effective system for developing and building student social-emotional health. S68. Our school purposefully encourages student/family/teacher relationships. S63. As a school, we proactively reach out to students who may be having difficulties, socially, emotionally and academically.	90%
Family Survey	S34. School staff work to support student social-emotional well-being. S40. Teachers support children’s emotional needs, increasing their confidence as learners. S37. My child(ren) has adults in school to “go to” for discussing problems or concerns.	85%

Commitment 2

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.

- Increase in attendance
- Decrease in discipline referrals
- Quantitative and qualitative data collected related to the impact of Restorative Circles
- Locally developed student interview questions to be given at least twice per year.
- Anecdotal records

COMMITMENT 3

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

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We commit to strengthen the home-school connection and strengthen parent engagement in order to make learning more meaningful for our children.</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>The team recognizes that learning is multidimensional and takes place in school and at home. The quality of relationships and social interactions and the emotions children feel as a result, play a role in a child's ability to gain academic skills and knowledge. Families and school staff hold key roles in supporting a child's development. Therefore, a close home school connection is essential for the success of every child. This commitment will also support our commitments to build the cognitive, social and emotional skills of children.</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>Frequent Communication</p>	<p>Monthly news from the principal delivered via email/connect ed.</p> <p>Provide parents with a choice to have an in- person conference or a virtual conference, if a family cannot attend a meeting at school.</p> <p>A committee consisting of teachers, parents, support personnel, and building principal will work together to develop a more formal system of communication with families regarding strengthening home to school connection.</p> <p>Increase in school events/after school events and celebrations where students, families and faculty can strengthen connections and relationships.</p> <p>Share survey results with parents.</p>	<p>Feedback from parents – gathered from annual survey questions.</p> <p>Feedback from parents at the time of conferences</p> <p>Documenting committee meetings, goals and outcomes. Keeping data on committee progress and effectiveness.</p> <p>Post event family, student and staff surveys</p> <p>Family feedback regarding results</p>	<p>Leadership commitment to implement</p> <p>Invite PTA to assist in planning our materials needed for the events.</p>

Commitment 3

Home-School Liaison	Work with parents and staff to ensure communication and involvement strategies are met.		Stipend for liaison
Family Involvement	<p>Expand opportunities for families to participate in their child’s education. For example, part of a homework assignment may include a family reflection time, in which a set of questions are suggested for discussion. This involves families and develops a child’s communication skills.</p> <p>Family Nights with an educational theme, science, literacy, math to be held at school with expanded options for virtual participation. i.e.</p>	<p>Feedback gathered from families and students three times per year.</p> <p>Substantial family participation in said events.</p>	<p>Grade level teams commit to designing and sharing reflection items.</p> <p>Cost of materials for a family night activity.</p> <p>Invite PTA to assist in planning our materials needed for the events.</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	F27. I talk with my family about how I am doing in school.	90%
Staff Survey	F82. As a school, we are effective in maintaining the home connections. F100. Our families are provided with sufficient information to understand their child’s progress and become partners in learning.	90%
Family Survey	F41. Our school actively engages our family in conversations around student needs/progress. F50. As a parent/family member, I feel connected to our school.	90%

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 3

- Increased participation by families in school events as compared to previous years' events.
- Parent survey results from the Data Triangle Survey, PLC, Associates, will reflect increased satisfaction in the Home to School Connection.

Commitment 4

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	Leadership Development
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	School leadership is second only to teaching in terms of all factors influencing student achievement. Therefore, this evidence-based intervention strategy will support all of the commitments in this plan.

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
Matthew Hanley	Principal
Lori Goldstein	Director of Special Education
Christine Padolecchia	Teacher
Susanne McGovern	Teacher
Deborah Prybyerski	Teacher
Gina Draghi	Teacher
Kristen Wilken	Parent
Marie Savage	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
6/7-11/21	X					
7/6/21		X				
7/6/21			X	X	X	
7/7/21				X	X	
7/9/21				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

The student interview process was informative, insightful and helpful in understanding the perspectives of the students, especially their reflection on the previous school year during the pandemic. Interviews with students indicated their interest in making connections again with teachers and peers after a disruptive pandemic experience of remote and hybrid learning. Responses from students during the interview process indicate they are trying their best and working hard, even when they struggle. They also expressed the importance of feeling accepted by adults and peers. The student responses directly influenced the team's commitments and strategies to reach these priorities.

Equity Self-Reflection

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

The Equity Self Reflection tool and subsequent discussion revealed our need and desire to focus on a welcoming and affirming environment so that all students feel supported. During the team discussion of the Equity Self- Assessment elements, it was noted that all students must also have access to a rigorous, standards -based curriculum. The team recognizes the need to differentiate instruction and use instructional methods that are culturally responsive. Our discussions regarding the extent to which we have integrated the elements listed on the Equity Self Reflection tool have informed our commitments and strategies to reach them.

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.