



# School Comprehensive Education Plan 2022-23

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. Gina Draghi, Mr. Seth Haugland, Ms. Yennifer Mercado, Ms. Adrienne Isselbacher, Ms. Brittany Cassarino, Ms. Debbie Prybyzski

*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

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 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 I

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p>We commit to providing every child an opportunity to practice and build cognitive skills.</p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>We believe all students must have access to a rigorous, standards -based curriculum. We will continue to hold this commitment as a high priority for 2022-23. iReady data shows evidence of student progress in ELA and mathematics and we know we must continue to offer targeted support.</p> <p>The team recognizes the need to differentiate instruction and noted that responses from students during the interview process indicate they agree that teachers check to make sure they understand, provide extra help when needed and care about each student. The equity self -reflection survey indicates a strong belief to ensure that all students and families feel welcomed and part of the school family.</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>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.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p><b>Increase reading performance – reading comprehension and vocabulary development</b></p>	<p>Small group instruction that is differentiated to meet individual student needs. Instructional groups may be created through iReady data or Fountas &amp; Pinnell assessments within Guided Reading with a focus on comprehension and vocabulary. Promoting and fostering student agency, student self-monitoring to increase reading skill.</p> <p>Continue the instructional Liaison position to support teachers with materials and instructional strategies to increase reading proficiency.</p>	<p>Teacher checking for individual understanding during daily lessons</p> <p>iReady – 3 times/year F &amp; P Assessments, 3 times/year</p> <p>Monthly/Bimonthly Barton Action Plan shared with Faculty during PD or a Faculty Meeting</p>	<p>Access to Professional Resources housed in the new teacher resource room, including teacher developed materials and lists related to tier 1,2,3 vocabulary and the literature in which they are found, Jennifer Serravallo, <i>Reading Strategies</i>, Amy Benjamin, <i>Vocabulary at the Core</i> Utilize new vocabulary program, 3-5, PDP by grade level for vocabulary resource sharing and development. Instructional Liaison position</p>

Commitment 1

<p><b>Increase performance in mathematics</b></p>	<p>Continue with a math workshop model including math manipulatives and small group instruction differentiated to meet individual student needs. Grade levels will identify areas for growth from iReady data. Student agency, student self-monitoring to foster ownership of learning.</p> <p>Create an Instructional Liaison position to support teachers with materials and instructional strategies to increase proficiency.</p>	<p>Teachers checking for individual understanding during daily lessons iReady, 3 times/year</p> <p>Locally designed unit and chapter tests. <i>Extra Math</i> Computer program work for fluency</p> <p>Student agency and tracking of effort and progress on rubrics</p>	<p>Access to professional resources such as Guided Math Instruction, Touch Math,</p>
<p><b>Professional Learning for Teachers - focus on NYS Standards and related learning targets</b></p>	<p>Share data from teacher survey related to mastery of foundational skills and Writing standards- develop standard based formative assessments and rubrics provided by Math AIS Instructor including, implementing small group math instruction, resources for reading in mathematics, and technology, and independent, student driven station work</p>	<p>Feedback from teachers related to their ability to apply learning from professional learning sessions.</p>	
<p><b>Student writing portfolios</b></p>	<p>Teachers will develop student writing portfolios with pieces selected by students to illustrate their growth and understanding of concepts K-5,</p>	<p>Evidence from portfolios, feedback from teachers and students, families</p>	
<p><b>Data Team, collect, analyze and communicate learning data</b></p>	<p>Focus on NYS standards application to instruction and assessment and continued review of iReady by grade level in math and reading. Utilize the standards report in iReady to align instruction. Share with grade level teams.</p>	<p>Student performance Increases in math and reading proficiency levels from fall to spring and end of year assessments.</p>	

Commitment 1

	Grade level teams find strategies to address needs.		
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Commitment 1

## 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)
<b>Student Survey</b>	T13. My teachers check to make sure students understand.  T20. My teachers explain things clearly when I make mistakes in class or on a test.	90%
<b>Staff Survey</b>	C27. Teachers actively use data to differentiate instruction.  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.	90%
<b>Family Survey</b>	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 2022-23 school year.

Teachers and the Principal will monitor the students' growth in overall placement by domain in reading and math on iReady and share the results with faculty, students and families. This data will also be used throughout the school year to provide targeted support services.



## COMMITMENT 2

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></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><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>The Barton Improvement Team, recognizing that the social-emotional health of our children is a high priority, will continue to focus on this commitment. The survey data indicates that much progress was achieved during 2021-22. As the pandemic restrictions lessened, the school introduced more social activities, such as the SEL Club, DEI Club and various other afterschool clubs and activities. Social activities and clubs will begin in the fall of 2022, allowing participation for a full school year. During the student interview process, students expressed the importance of feeling accepted by adults and peers and the survey results from students indicate a high level of satisfaction with their school experience. 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>

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>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.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p><b>Inclusivity for all students</b></p>	<p>Expand 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"> <li>• Principal will meet once/month with students. A Teacher will be a point person at each grade level and will provide the principal with ideas to share with students about improving the climate of the building. Students may share ideas with other groups.</li> <li>• Continue to review literature to reflect students of all backgrounds and abilities.</li> <li>• Anti- bullying assemblies,</li> <li>• Bucket Filling initiative</li> <li>• McGruff Crime Dog, K-2</li> <li>• Buddy Systems (between classes)</li> </ul>	<p>Listen and respond to student feedback collected at intervals throughout the year, at least twice during the year.</p> <p>Monthly/Bimonthly Barton Action Plan shared with Faculty during PD or a Faculty Meeting</p>	<p>Supplies for said events. Purchasing of additional books to reflect our student body and promote inclusivity.</p>

Commitment 2

<p><b>Continue the Liaison Position</b></p>	<p>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 Director of SEL to support this commitment and will utilize SEL data to inform school practices. The Liaison will share information and data with parents.</p>		<p>Stipend position</p>
<p><b>Restorative Practices</b></p>	<p>Professional Learning to support teachers with the new locally written SEL practices curriculum with implementation to follow.</p>	<p>Decrease in discipline referrals Feedback from participants in the process</p>	<p>PDP, book ordered, <i>Circle Forward</i></p>
<p><b>Interclass Visitations</b></p>	<p>Teachers will visit the classrooms of their colleagues to learn and refine teaching practices on a voluntary basis.</p>	<p>Teacher reflection</p>	<p>Organize substitute coverage for teachers who are visiting another classroom</p>
<p><b>Students learn who can help them when they have a problem. Who are your people? Activity: Name Your Five</b></p>	<p>Students will identify five people who they can trust and confide in and go to for help when faced with a problem. The “go-to” people. Student will convey this information to their parents.</p>	<p>Survey questions form parents and students</p>	<p>Schedule assembly or small group classroom presentations</p>

## 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)
<b>Student Survey</b>	S21. My teachers care about me.	90%
	S25. I have friends in school.	90%
	S24. I am safe in my school.	95%
<b>Staff Survey</b>	S61. We have an effective system for developing and building student social-emotional health.	80%
	S63. As a school, we proactively reach out to students who may be having difficulties, socially, emotionally and academically.	90%
<b>Family Survey</b>	S34. School staff work to support student social-emotional well-being.	85%
	S40. Teachers support children’s emotional needs, increasing their confidence as learners.	85%
	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 2022-23 school year.

By June 2023, we will see

- Student attendance increases
- Discipline referral decreases
- Data collected to determine the impact of Restorative Circles
- Responses from student interview questions.
- Feedback from anecdotal records

## COMMITMENT 3

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

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></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><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<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>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.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p><b>Frequent, clear Communication</b></p>	<p>Utilize the platform called <b>Parent Square</b>, a new district wide communication tool.</p> <p>Provide training for teachers.</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>Continue to increase 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>Post event family, student and staff surveys</p> <p>Family feedback regarding results</p> <p>Monthly/Bimonthly Barton Action Plan shared with Faculty during PD or a Faculty Meeting</p>	<p>Invite PTA to assist in planning our materials needed for the events.</p>
<p><b>Continue the Home-School Liaison</b></p>	<p>Work with parents and staff to ensure communication and involvement strategies are met.</p>		<p>Stipend for liaison</p>

Commitment 3

<p><b>Family Involvement</b></p>	<p>Students will create a bulletin board display about their family with the theme, “We are Barton”.</p> <p>Expand opportunities for families to participate in their child’s education. For example,</p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. “Our Owl Families, Whooooo’s Been Doing New Things?” Children commit to a family responsibility/or chore to do at home with their family. This is decided upon by the child and family. Twice/month in lieu of traditional homework. Teachers will request pictures to be sent in for the revised Barton Bulletin Board.</li> </ol> <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>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

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)
<b>Student Survey</b>	F27. I talk with my family about how I am doing in school.	90%
<b>Staff Survey</b>	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%
<b>Family Survey</b>	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 2022-23 school year.

### Commitment 3

By June 2023, we will see

- 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

## 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.

**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:

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

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:

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

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.

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	
<b>Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)</b>	

## 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
Mr. Matthew Hanley	Principal
Ms. Gina Draghi	Teacher
Ms. Debbie Prybyzerski	Teacher
Yennifer Mercado	Teacher, Chair of Humanities
Adrienne Isselbacher	Parent
Brittany Cassarino	Parent
Seth Haugland	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
June 22 & 23, July 13 & 14, 2022	X					
Between July 11 & July 17, 2022		X				
July 18, 2022			X	X	X	
July 19, 2022				X	X	
July 19, 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**

The student interview process was informative, insightful and helpful in understanding the perspectives of the students. Students indicated their interest in making connections 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.

## 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.