



School Comprehensive Education Plan

2022-23

District	School Name	Grades Served
Amsterdam	Barkley Elementary	PREK-5

Collaboratively Developed By:

Delete the red text upon completion.

The William H. Barkley Elementary SCEP Development Team
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*And in partnership with the staff, students, and families of **William H. Barkley Elementary***

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>What is one commitment we will promote for 2022 -23?</p>	<p>We commit to deepening connections and building trusting relationships among Students, their families and the 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>Since March 2020, we've had a major adjustment to schooling. 100% of our students were remote from March 2020 - June 2020. Starting in September 2020 many students remained remote while some returned to a hybrid model which included in person learning 2 days a week followed by remote learning 3 days a week. On March 16, 2020, hybrid students began attending in person 4 days a week and had 1 remote day while approximately 31% of students remained fully remote. The isolation and various feelings caused by the Pandemic has created a greater need for relationship building and developing deeper connections among staff, students and their families. Also, redistricting had occurred during the pandemic and some of the new students that were zoned to the building were ROL learners so building a relationship was at the forefront.</p> <p>In 2021 -2022 year, Barkley staff noticed students having a difficult time with building relationships and through the student interviews, students picking on each other was a theme that emerged. With this being highlighted it is essential that there is a focus on building relationship among students and there is consistency in practices that should be done with fidelity throughout the building. Students also pointed out that they want to have more group work which would help their peers know one another and work together to build relationships.</p> <p>The equity self-reflection reflected a growing performance in assuming collective responsibility to learn about student cultures and communities. During the 2021-2022 school year outside agencies were called upon to help build relationships in classrooms including HFM Prevention and Catholic</p>

Commitment 1

Charities. The Mental Health Association also serviced students in weekly therapy for various Social Emotional reasons. The Equity self-reflection completed in May 2022 by the leadership team reflected opportunities to grow in ensuring weekly newsletters were going home to students with important weekly events and information as to what students are learning so families are aware. The survey also pointed at ways to enhance this area and there will continue to be a focus to deepen the connections and build relationships with students, their families and the community.

Relationship building and deepening connections will be a commitment for the 2022-2023 school year because it encompasses the core value of Barkley Elementary, which is aligned to Barkley's mission. As part of the Barkley's mission, the school community sets out to create a safe and welcoming environment by encouraging a community of respect, inviting parent involvement, and developing responsible citizens.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Morning Meeting happening across the building daily	Teachers meeting with students every morning for 15-20 minutes to build a classroom community	Mid and end of the year survey for students on school climate/relationships	Instructional Coach to complete a refresher PD with all staff
Trimester newsletter highlighting SEL components created by social worker	The Social worker and psychologist will compile helpful tips for parents on a bi-monthly basis to address social emotional health. The newsletter will be posted on parent square after Principal approval.	Mid and end of year parent survey on their connectedness to school/support they feel	social worker, psychologist, utilizing parentsquare to post newsletter
Weekly SEL lessons	Beginning in September teachers will provide an SEL lesson to support the transition back to in person learning	Classroom climate and sharing	District SEL lessons reshared with staff,
Utilizing parent square for a weekly classroom newsletter	During the 2021-2022 school year, teachers and Parents have been communicating using parentsquare. Teacher will continue to post weekly calendar and pictures to communicate happenings in the classroom and what is being learned as a focus that week.	Parents can communicate with staff on parent square and staff can see who viewed messages	Parents set up on Parent Square so reciprocal communication can occur

Commitment 1

<p>A positive phone call home at least one time through the year.</p>	<p>All staff will make a positive phone call or message home to each of their students at least 1 time through the year. The message will be documented in eschool data.</p>	<p>A positive culture will be created where parents and students feel valued and have a sense of confidence.</p>	<p>Incorporating time to set aside to make contact with the parent. A reminder sent out by the building principal or instructional coach.</p>
<p>First month of school will focus on Social Emotional learning and building relationships.</p>	<p>Time will be spent focusing on building relationships and creating school routines. Routines will help build relationships.</p>	<p>Establishing a classroom culture that is welcoming and has routines will be evident through student behavior. Eschool can track student discipline.</p>	<p>PD on responsive classroom and restorative practices</p>
<p>Students will complete a daily mood meter that will be kept in their student data folder.</p>	<p>Daily mood meter charts will be utilized when students arrive in the classroom, at breakfast or morning meeting time so a feel for how students are doing emotionally can be quickly noted.</p>	<p>Teachers will have an idea of how students are starting the day and address any concerns they may see.</p>	<p>A monthly chart will be utilized in K-5 and be kept in the data folder. Morning time is needed to complete the mood meter.</p>
<p>The PBIS team will meet monthly to plan school events that will be student centered.</p>	<p>The PBIS team will meet once a month to discuss student activities and plan teaching and reteaching building routines and rules through the year.</p>	<p>A safe environment conducive to student learning should be seen.</p>	<p>PBIS team, schedule of monthly meetings</p>
<p>Parent survey about their child</p>	<p>A school parent survey will be sent home in September asking parents questions about their child and their learning style.</p>	<p>Success will be gauged by having students return the sheet so that the building staff has a better understanding of students they interact with.</p>	<p>A school survey will be created and then utilized across K-5 classes. It will be sent home the first week of school and collected by the classroom teacher.</p>

Commitment 1

<p>Student survey regarding student views about school will be given to students in January.</p>	<p>A student survey will be created regarding their feelings toward school.</p>	<p>Student survey results will be reviewed by the instructional coach, principal and school social worker. Steps will be taken to address any student concerns.</p>	<p>Classroom teachers will implement the survey and the instructional coach will disaggregate the data and share with Faculty.</p>
<p>Conferences will be conducted in the Fall and in the Spring to discuss student information.</p>	<p>Provide information to parents about their child’s academic progress and social and emotional aspects.</p>	<p>Parents will be surveyed during the year on their views toward the school and information they receive about their child.</p>	<p>The teacher will provide parents with information as to how their child is performing well, how they can help them improve and a social emotional aspect of their child.</p>
<p>Open house will be completed in September.</p>	<p>An open house will be completed in September, welcoming the families to the school. The format for open house will depend on CDC guidelines. Teachers will have a getting to know the teacher letter so families are familiar with who their child is with each day.</p>	<p>Attendance will be tracked for open house to see how many parents participated.</p>	<p>Staff will create a get to know your teacher so each parent has an idea of who their child is with. The leadership team will establish what Open house will look like.</p>
<p>Routines in place to ensure welcoming environment</p>	<p>Daily structure includes opportunities for students to interact with each other to build relationships ex. at breakfast morning meeting, and daily 30 minute recess, instructional groups with cooperative groups and turn and talks</p>	<p>Each staff member will have a schedule that includes morning meeting and recess allowing students built in opportunities to work on their social emotional needs.</p>	<p>Building Principal and Instructional Coach will devise a building schedule.</p>

Commitment 1

<p>Students will be welcomed at the door by their teacher each morning.</p>	<p>Teachers will greet each student in their classroom at their doorway every morning prior to students entering their room.</p>	<p>Students feeling comfortable and excited to be at school should be observed.</p>	<p>Teachers, expectations shared with the all staff at the first Superintendent’s Conference day.</p>
<p>Students homeroom time prior to 9:10 will consist of a calming routine and completion of mood meter.</p>	<p>Teachers will have materials available to students so they can begin the day with their breakfast, mood meter and an interactive piece that consists of high engagement and creativity but low stress so that students have an opportunity to decompress from their morning and “set” their day up in a positive manner.</p>	<p>Students should be seen getting ready for the morning with a calm assignment and talking with peers in the morning to set their day up in a positive manner prior to morning meeting.</p>	<p>Manipulatives are needed for students to interact with at their tables and guidelines for students are needed as to what this time looks like.</p>
<p>Events will take place to welcome families in the building including but not limited to guest readers, writing celebrations, K Celebration of Learning, Pre-K picnic, 5th grade moving up, field day, K registration, K Orientation</p>	<p>Teachers will touch base on a monthly basis to determine what ways they can invite parents into the building in a meaningful way.</p>	<p>Parents should feel welcomed into the building based on feedback from surveys collected during the year.</p>	<p>Discussions at leadership and PLC meetings will determine best ways to invite parents into the building to make them feel welcome.</p>
<p>Restorative Practices will help build capacity among staff to handle challenging behaviors which include those</p>	<p>A summer PD will be completed with the Leadership team and then turn keyed to the remaining staff to enhance practices with students so that all students feel safe and comfortable in the school environment. The training will also help</p>	<p>Referrals to the office and social worker should decrease.</p>	<p>Summer PD provided by Peaceful schools during August.</p>

Commitment 1

<p>students that may be having a hard time with being kind to other students.</p>	<p>staff develop ways to build relationships among students in the building and strategies to handle conflict among them.</p>		
<p>Bi-Monthly Meet ups with Buddy Classrooms</p>	<p>To build a school and classroom community that cultivates kindness and the yearly theme of “Be a buddy” Grade levels will pair up to complete fun activities/projects where studnets are accountable to help one another</p>	<p>Community in the building should be seen and students should feel that others are kind to them</p>	<p>Schedule of buddy classrooms and dates. A morning announcement made that it is a buddy day on designated days so everyone does it on the same two days a month</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 <i>(e.g. % agree or strongly agree)</i>
Student Survey	<p>Most of my class is kind to me.</p> <p>My teacher cares about my feelings.</p> <p>Adults in this building listen and care about my concerns.</p> <p>I enjoy being in this school.</p>	90% or more agree or strongly agree
Staff Survey	I feel equipped to support students in SEL.	90% or more agree or strongly agree
Family Survey	<p>I am informed of how my child/children is doing academically, socially, and behaviorally on a weekly basis (ex. newsletters communicated, Parentsquare messages, phone calls from the teacher, social worker as needed).</p> <p>This school helps me figure out what social and emotional skills my child needs to develop (e.g., self-control, problem-solving, or getting along with others.)</p> <p>Communication with my child/ren's teacher is open and done in a respectful manner.</p>	90% or more agree or strongly agree

Commitment 1

	Barkley School has a welcoming environment	
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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 school year.
Disaggregating and then discussing survey results as a Leadership team and faculty that was collected from students, staff and parents will allow us to see progress with our commitment.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022 -23?</p>	<p>We commit to strengthening student engagement by providing authentic instruction that sparks curiosity which incorporates project based learning, group work, cultural backgrounds, student reflection and choice to increase higher levels of learning</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>In the 2021-2022 school year classrooms providing in person instruction were following CDC guidance which altered the schedule of the school day and some of the instructional practices that would normally occur during a non pandemic year. Less group work occurred during the 2020-2021 school year due to social distancing and a live teaching model that had ROL students online as in person students were learning from the same teacher in class resulted in an adjustment to teaching as ROL students didn't always have access to the same materials as far as manipulatives that the in person students had.</p> <p>Many COVID guidelines were still in place at the start of the 2021-2022 school year and as the guidelines were lifted, best practices including increasing group or partner work was implemented.</p> <p>The equity self-reflection caused the SCEP team to consider if students see themselves and their culture represented through their experiences at school. We want to place an emphasis on students seeing themselves and being able to learn topics that spark interest within them and a focus will be on science and social studies topics.</p> <p>During the June 2022 Student Survey the theme that reoccured from last year's interview is that students reflected their best experiences and most memorable experiences as being hands-on activities and built in group</p>

Commitment 2

problem solving. It was a consensus among interviewees that they enjoyed solving problems that had multiple solutions. Students enjoyed lessons being taught as a game. Many of the students mentioned that they do not enjoy sitting at a desk all day and that they learned best in school versus at home. Students also mentioned that when they have to copy something they feel as though they are not learning because they are just trying to get down what the teacher is writing. Students felt as though they did not have enough exposure to science and social studies topics and they needed more student choice.

This feedback supports our commitment to ensure mini-lessons are being carried out throughout the building, and students are engaged in their learning in a meaningful way and not just completing work or assignments based on copying and rote memorization. It further's our commitment to make sure learning is hands-on and students are working together in a team approach when learning new concepts.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Staff will embed student interests, background and culture into writing genres (personal narrative, nonfiction, opinion writing) through writing workshop.	Students will complete an “All About Me” writing activity where they can share information about themselves and/or their families. Their personal narrative that is written during the year will reflect their own experiences. Celebrations of writing will occur so that students can share each of their writing pieces throughout the year. Writing workshop will lend itself to flexibility and choice for students as to topics to write about while meeting the standards for completion of the four writing genres.	Students share information through this strategy by talking about their families and their backgrounds.	Schedule will reflect a writing workshop time. Refresher on PD on writing workshop will be provided.
PE, Art, Music will incorporate various and diverse cultures into what they are teaching. Tri-mester newsletter highlighting what was learned and various	Special area teachers will introduce works of Art, and music from different backgrounds into their lessons. Special area teachers will collaborate with each other to complete a trimester newsletter for parents. The newsletter will review skills and topics that students are learning.	Students will be able to see a diverse group of artists, musicians, and athletes that they may relate to or aspire to by reviewing the newsletter with their parents.	PE, Music, Art and Media teachers. Newsletter posted on parentsquare after being reviewed by the building principal.

Commitment 2

people with careers in that area			
Teachers will utilize choice boards in Reading and Math and ensure that their lessons contain a mini-lesson.	All teachers will utilize a reading and math type workshop where there is a mini-lesson which is followed by choice board activities that are engaging and allow for higher level thinking.	Students will be engaged in learning and there will be an increase in academic success. Choice boards will be updated as different content and standards are taught.	Review of math and reading block expectations as well as any other PD for further understanding and implementation.
Teachers will use manipulatives each week.	Manipulatives should be used when appropriate so students can attain a concrete understanding of content and standards being taught.	Increased academics should be seen as students are able to manipulate what they are learning to gain a better understanding.	Materials to be used. Student math bags or a place in the room where manipulatives can easily be accessed.
Student interest inventories will be completed in the beginning of the year.	Student survey will be conducted in September.	Teachers will have an idea of student interests and find ways to incorporate their interest through academics throughout the year.	A student interest inventory needs to be created and given to students in September.
Project based learning opportunities will take place once a week that incorporate open ended questions or topics where students can explore their own solutions.	Teachers incorporate a weekly hands on activity that engages students in an authentic, cooperative activity that lends itself to higher level thinking that relates to the standards. Teachers in grade 2-5 will departmentalize in social studies and science.	Students will demonstrate their learning by sharing information with peers. Projects will take place weekly.	Materials will depend on the project for the week. Teachers should share the weekly activity with families on parent square.

Commitment 2

<p>Each student will have their own data folder.</p>	<p>Students will create goals each trimester related to writing, reading and math as well as a social and emotional goal. Teachers should have a conference to discuss what goals each student is setting along with a conversation about their learning. Student data folder will contain examples of their work and each of their completed writing genres as well as their goal setting sheet.</p>	<p>Student data folders will represent student goals and academic as well as social emotional progress of each student.</p>	<p>Student data folder. Consistency of what each grade level data folder has is determined by the grade level. Goal setting sheet.</p>
<p>Teachers will implement small groups and workshop models to address students' progress.</p>	<p>Teachers will complete small groups in reading and math as well the writing workshop model each week that support students with their academic achievement and next steps to make progress. Small groups will take place on a weekly basis during reading, math and writing workshops.</p>	<p>Academic progress should be seen based on improvement during small groups.</p>	<p>Small group time set aside in each teacher's schedule during reading, math and writing blocks.</p>
<p>School academic strategies will be implemented across grade levels for student consistency and building student confidence in their learning.</p>	<p>The strategies of RADD (restate, answer, detail, detail). COPS (for grammar) and 4-square (for math) will lead students to consistent strategies that will facilitate their success in writing, comprehension and math.</p>	<p>Students would be observed using the strategies when solving math problems, writing and answering text questions.</p>	<p>PD on school strategies as a refresher. Printed resources that align to school strategies.</p>
<p>Close reads will be implemented throughout the month in grades 3-5.</p>	<p>Teachers will incorporate close reads with explicit modeling by following the close read template.</p>	<p>Students will see success in how they are comprehending text and attaining text evidence.</p>	<p>Review of Close Read PD and disbursement of the close read template.</p>

Commitment 2

<p>Grade level bulletin boards highlighting students learning, created by students will be in the hallways or exterior walls of classrooms</p>	<p>Each month a different grade level will be in charge of one of the bulletin boards in the school. Students will create a display on the bulletin board of what they learned for the school to view.</p>	<p>Quality work that students are excited about will be displayed in the hallway</p>	<p>Location of bulletin board, time for students to create their bulletin board and choose what pieces go on it</p>
<p>Grades 2-5 will departmentalize for Science and Social Studies</p>	<p>Departmentalizing for science and social studies will allow teachers to focus on a specific area and deliver meaningful instruction to students that incorporates hands on activities</p>	<p>Student interviews should reflect science and social studies being addressed at the end of the year</p>	<p>Time to map out what will be taught to students is needed and what instructional resources are needed, resources for science and social studies (Scholastic News & Science Spin has been ordered for the building as well as Mystery Science, Generation Genius and Inspiration Science for 3-5).</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 <i>(e.g. % agree or strongly agree)</i>
Student Survey	<p>This year I completed many hands on activities that I got to either problem solve or have an experiment with</p> <p>I enjoy being in this school.</p> <p>This year in Science I learned....</p> <p>This year in Social Studies I learned...</p>	<p>90% or more agree or strongly agree</p> <p>90% or more agree or strongly agree</p> <p>90% or more of students should be able to indicate one thing they learned in science and one thing they learned in social studies</p>
Staff Survey	<p>How often do your students interact with hands on manipulatives?</p> <p>How often do your students work in partners or groups.</p> <p>How often are your students given choice.</p>	<p>90% of teachers will respond at a minimum on a weekly basis.</p>
Family Survey	<p>I am informed of how my child/children is doing academically, socially, and behaviorally on a weekly basis (ex. newsletters communicated, Parentsquare messages, phone calls from the teacher, social worker as needed).</p>	<p>90% or more agree or strongly agree</p>

Commitment 2

	<p>After I had a conference with my child/ren's teacher, I had a clear understanding of my child/ren's strengths and weaknesses in school and how to help them.</p>	
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We believe having the following occur will give us good feedback about our progress with this commitment:

<p>Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022 school year.</p>
<p>Student survey results should indicate a positive opinion on learning that occurs in school.</p>
<p>An increase of student achievement should be seen in reading and math as represented by benchmark data i-Ready.</p>

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 2022 -23?</p>	<p>We committed to strengthening our teaching by participating in PLC conversations, faculty meetings, and attending professional development where we are analyzing student data and reflecting on our own teaching and assessment practices and how they impact student learning.</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>In the 2020-2021 year the COVID-19 pandemic impacted the schools ability to carry out PLCs in the most effective manner. Teachers met in google meets rather than in person for these PLC meetings and data collection for ROL students versus in person students were not always reliable or consistent. The PLC's began again in the 2021-2022 school year each Wednesday for 20 minutes but having limited time sometimes inhibited the amount of data that can be discussed.</p> <p>The 2021-2022 equity self-reflection indicated positive aspects of grade level teams hosting and sharing ideas at the beginning of faculty meetings as well as peer visits that took place during the school year. Survey results also indicated a focus on professional development with science and social studies is needed and a refresher on PLC norms and closely analyzing data to drive small groups. Through discussions with staff during the self-reflection, it was noted that there is a need of professional development on what to do during small group time and what resources should be utilized.</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?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
A grade level PLC will take place on a weekly basis.	Each week teachers will discuss student success as evidenced by data that they bring and completion of an item analysis. Teachers use the data to discuss best practices and how to modify their instruction to help students make progress. Principal will visit PLC and be part of the data conversations	Notes will be taken and kept by PLC members. Students will see success after reteaching.	The norms and PLC framework as well as item analysis to facilitate discussion of student achievement will be reviewed in a PD
Peer Visits will take place once a year.	100% of teachers will participate in two through the school year so colleagues can gain ideas to incorporate into their own classrooms.	Teachers will incorporate new ideas that they viewed into their classrooms and discussions will take place during the leadership meeting.	A schedule will be made and a sign up for peer visits will take place once a year.
Monthly Professional development based on building goals will be provided by the instructional coach.	Instructional coach will devise a professional development calendar with guidance from the building principal and leadership team which include time to implement these practices within the classroom and then share how the	Implementation of strategies should be seen in classrooms. A brief survey after PD will be given to staff as to their perspective of the provided PD.	Building calendar of PD created by the Instructional coach and principal

Commitment 3

	implementation went during faculty meetings.		
Faculty meetings with grade levels hosting and sharing instructional practices	Grade levels will host faculty meetings in their classroom and share instructional or assessment practices that they view as successful in their classrooms	Teachers will incorporate new ideas that they viewed into their classrooms and discussions will take place during the leadership meeting.	A schedule will be made for where faculty meetings will take place and the grade levels responsible for hosting them. 5th grade will lead in October.
Informing incoming staff of practices that occur at Barkley will be needed as a third section of 3rd grade will be entering Barkley and a new Self-Contained classroom teacher	Instructional Coach and Grade Level colleagues will guide the new staff in what expectations are at Barkley and share commonly used resources	Consistency in practices and components of the SCEP should be seen through the building if information is disseminated efficiently	Compile building strategies and workshop overview so that new teachers have access to building expectations
Restorative Practices PD will take place in August for Leadership members	Leadership members will take part in PD for Restorative practices and then turn-key to the staff in the building.	Staff will be seen utilizing restorative practices with students leading to a cohesive conversations and building relationships	Reminders and handouts for restorative practices

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 <i>(e.g. % agree or strongly agree)</i>
Student Survey		
Staff Survey	I feel PLCs are effective at addressing student academic concerns. I feel knowledgeable about practices I should be implementing through the year. I receive professional development that helps me improve my teaching practices. I utilize data to drive my instruction.	90% agree or strongly agree
Family Survey		

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022 school year.

Commitment 3

A staff survey analyzing PD as well as a collection of sign-in sheets will be documented to gauge the progress with this commitment.

COMMITMENT 4

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

Our Commitment

What is one commitment we will promote for 2022 -23?	
Why are we making this commitment? <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?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <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 2022 school year.

Evidence-Based Intervention

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

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

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

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

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

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

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	PLC, Instructional Coaching, Restorative Justice
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	These Interventions will support all three of our commitments by providing time for teachers to evaluate data and incorporate best practices in their teaching to impact student success. Instructional coaches will provide professional development based on building and staff needs and restorative justice will help foster relationships when inappropriate behaviors arise.

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
Nancy Rad	Principal
Amy Merendo	Instructional Coach
Lindsay Madigan	Social Worker
Jenelle Dimezza	Kindergarten teacher
Raelyn Bishop	1st grade teacher
Theresa Cetnar	2nd grade teacher
Irene Swiderski	3rd grade teacher
Emmalee Kroencke	Special Education Teacher
Shannon Loveland	AIS rdg Teacher
Brendan Doak	5th Grade 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
<i>Example: 4/6/21</i>			<i>x</i>	<i>x</i>		
May 11, 2022	X	X				
June 1, 2022	X					
Jun 13, 2022			X	X		
June 14, 2022	X -Faculty Review					
June 28 & June 29			X Review interviews, parent survey, student survey	X	X	

Our Team's Process

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 interviews helped focus the commitments. A repeated statement in the student interviews was their love for hands-on activities that were meaningful to their learning. This was the foundation for creating commitment 2 for the building. A focus that also came from the student interviews were opportunities for students to communicate and socialize more through the day which lead to the creation of the building's first commitment in fostering relationships.

Equity Self-Reflection

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

The equity self reflection helped inform the team's plan because it highlighted building strengths and any areas that may need improvement. The reflection highlighted the need to incorporate student interests and backgrounds which allows for staff to better understand students and embed their backgrounds and information about themselves in their learning which the building team tied to commitment 2.

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.