

U.S. Department of Education
2021 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Melanie Morey
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Barnard Elementary School
(As it should appear in the official records)

School Mailing Address 3601 Forge Drive
(If address is P.O. Box, also include street address.)

City Troy State MI Zip Code+4 (9 digits total) 48083-5637

County Oakland County

Telephone (248) 823-4300 Fax (248) 823-4313

Web site/URL https://barnard.troy.k12.mi.us/ E-mail mmorey@troy.k12.mi.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Richard Machesky E-mail rmachesky@troy.k12.mi.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Troy School District Tel. (248) 823-4000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Karl Schmidt
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2020-2021) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools.)

1. Number of schools in the district (per district designation):
- 12 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 3 High schools
 - 0 K-12 schools
- 19 TOTAL

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	32	36	68
1	37	44	81
2	32	38	70
3	42	40	82
4	51	47	98
5	44	37	81
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	238	242	480

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
 - 42 % Asian
 - 6 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 49 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2019 - 2020 school year: 5%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	13
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	26
(4) Total number of students in the school as of October 1, 2019	486
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

6. Specify each non-English language represented in the school (separate languages by commas):

Arabic, Bengali, Tamil, Chechen, Marathi, Panjabi, Aramaic, Ukrainian, Hindi, Polish, English, Spanish, Albanian, Chinese, Telugu, Philippine, Syriac, Urdu, Nepali, Vietnamese, Malayalam, Korean, Gujarati, Romanian, Portuguese, Kannada

English Language Learners (ELL) in the school: 25 %
119 Total number ELL

7. Students eligible for free/reduced-priced meals: 18 %

Total number students who qualify: 88

8. Students receiving special education services: 9 %
42 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>13</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>7</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>5</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>15</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 7
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	19
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	96%	96%	96%	96%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2020.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
 Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

The mission of Barnard Elementary School is to ensure learning for all members of the school community.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

The 2020-2021 school year has proven to be a year of pivoting between multiple learning environments. Our Barnard community has encountered many opportunities to work collaboratively, ensuring our core values and connections with families and students are consistent.

The Troy School district chose to begin the 2020-21 school year in a virtual learning environment. In anticipation of this decision, the elementary teams worked collaboratively to create a virtual model that could easily transition to a hybrid model, if data provided evidence of a shift to in-person learning. Our goal was to create a true sense of community within all of our classrooms, regardless of the chosen learning selection. In the Troy School District, the hybrid elementary learning model combines our in-seat and virtual learners in one classroom. Teachers provide instruction to all students simultaneously.

In October 2020, the Troy School District began an entry plan for students on a staggered basis for in-seat learning. Parents had the option to choose their child’s learning method, either virtual or in-seat. We brought students back to school two grade levels at a time on a weekly basis until all students who had opted for in-seat learning had returned to the building.

Throughout the school year, we remained committed to a district-wide uniform schedule that provided protected time for the core curriculum as well as opportunities for small group instruction. This schedule included daily live instruction while interacting with teachers and peers,

regular feedback, specials classes, academic and emotional support, and a sense of classroom unity. All students received an iPad for optimal communication and students in grades three, four and five received a keyboard to use for their schoolwork. All students were provided one platform, Schoology, to create, manage and share academic content. Schoology provides clear communication and consistency with our Barnard families. The Zoom platform allowed teachers to provide rich and engaging lessons for all their students in the safest environment possible. Teachers and parents were provided professional learning opportunities around the use of the learning platforms and the efficiency of communication. Our focus was to provide every student access to a quality education, whether in school or in a virtual setting.

In November of 2020, the Troy School District chose an all virtual learning opportunity once again. When Barnard students returned to a virtual-only environment, we recognized that turning back to virtual learning left some of our families in crisis. Some of our families faced challenges such as few safe options for students with parents having to be at work and otherwise unable to care for children during the day. We created an environment with adult supervision at Barnard for our students. The L.I.V.E. (Learning in a Virtual Environment) program was offered at no cost to our families. We registered 34 students with adult support. This provided a unique and helpful opportunity for families who were obligated to work without childcare options. We provided breakfast and lunch meals at no cost.

Parent feedback indicated a need for parent academic support. We were able to provide assistance on topics such as ‘Parents as Partners: Supporting your Child while Learning at Home’ and ‘How to Support your Child Emotionally During Uncertain Times’ from our literacy specialists and social worker. We continued to provide supports through resources offered on our website including the following topics: food/necessities, social/emotional, technology support, COVID-19 updates and other community supports.

In January of 2021, the Troy School District chose to bring students back to the hybrid learning once again for those families that chose this option. Parents were also given the same option in April 2021. Sixty-seven percent (67%) of our families chose to return to school while learning in a hybrid model. Although there have been many changes to our learning options, we are proud to have kept our Barnard core values and family connections at the forefront of our work.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Barnard Elementary School, part of the Troy School District (TSD), is nestled in the center of a neighborhood in the southeast quadrant of Troy, Michigan. Built in 1977, and named after Judge Norman R. Barnard, we were once a rural, farming town, but are now home to a wide range of businesses that attract a diverse, international community. Our population is comprised of children from a wide range of cultures and learning styles. Barnard is proud to be a rich, diverse school where more than 30 languages are spoken. Approximately 120 of our students are English Language Learners, while 45 students take part in our Special Education programs.

Our school community is led by an innovative principal and 19 highly qualified classroom teachers. English Language Development (ELD) teachers, literacy specialists, social worker, speech pathologist, special education teachers, physical therapist, occupational therapist, office personnel, kitchen staff, noon aids, custodians, and additional support staff are an integral part of the education and well-being of our student population. We proudly serve 480 students.

We are fully aligned with the district vision and mission. TSD has established four pillars of excellence: prioritizing the learning of all, empowering student to connect learning to their world, attending to the social, emotional and physical well-being of all, and investing in our youngest learners.

The four pillars have driven our school improvement process. We are committed to creating a culture of thinking in which deep learning is evident. Learners are engaged in a rigorous curriculum, and ambitious outcomes are set and sustained by students and staff. Our mission is “to ensure learning for all members of our school community.” Ask any community member, and they could explain our core values. We show ‘Respect’ and promote ‘Responsibility’ while building positive ‘Relationships.’ This is ‘The Blue Jay Way.’

What sets Barnard apart from surrounding schools within Troy is the wealth of involvement that is centered around impacting the well-being of others within the Barnard community as well as the entire Troy community. We support our community through partnerships with Children’s Hospital, the Humane Society, the Community Housing Network, and others. In addition, our school is strengthened by the collaborative partnership of our parent groups. The Parent Teacher Organization (PTO) sponsors many activities that support both social and academic growth, for not only students, but the extended community. These activities support the financial needs of the school and students, provide opportunities to deepen family bonds, and offer a positive spirit of camaraderie. Our innovative ‘Barnard Dads’ group devotes time as mentors and role models within the classroom and school environment. Students engage with the ‘Barnard Dad’ in small groups and meaningful learning throughout the school day.

While emphasizing equity and inclusion for all, there is strong evidence of trust, mutual support, and empathy - the heart of what Barnard stands for. We offer many engaging student enrichment programs, including World Travelers Day, character-driven assemblies, and our Blue Jay Nests. Lessons in these programs foster connections and a sense of community through cultural celebrations and peer-to-peer programs. We recognize the importance of ensuring that students have a strong sense of belonging and that they are cared for by all. We know that once these needs are met, students will have the confidence to achieve at the highest level.

When faced with the COVID-19 building closure, we were able to quickly shift to a virtual learning platform. With the support of technology resources and professional development provided by the district, we were able to continue to provide emotional and academic stability. We were able to address the needs of food insecurity, emotional health, and academic intervention. Through innovation and creativity, students and teachers remained connected in all capacities.

At Barnard, teachers are committed to ensure academic needs are met, social emotional connections are made, and each child feels valued. As we celebrate our students daily, they know and feel they are an important part of the Barnard Blue Jay family.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

Barnard students participate in a rigorous, inquiry-based math program called Math Expressions. The program's goal is for students to understand how and why numbers work and lead students to a deep understanding of math concepts. Utilizing the workshop model, teachers use discussions, questioning, and demonstrations to differentiate to meet the needs of a wide range of learners. Teachers are facilitators who assist students with problem-solving skills during whole group, small groups/partnerships, and individualized lessons. Math “talk” is visible as students critically think and reason to explain their thinking. Teachers encourage students to take mathematical risks, be creative thinkers, and problem-solvers.

Teachers use observations and formative assessments to evaluate student understanding. Visual aids, graphic organizers, scaffolded instruction, and peer-to-peer collaboration support students during whole and small group instruction. Barnard partners with National Honor Society students at Athens High School to tutor individual students. In addition, teachers create and post instructional videos to support students and parents. Select teachers are trained in Math Recovery to identify students in need of support and to provide individualized intervention.

Math enrichment opportunities expand student thinking and further develop a conceptual understanding. Three Act Tasks foster student curiosity through authentic problem-solving activities. The Youcubed platform increases student engagement through critical and creative thinking. Performance tasks create challenges for students using real life situations. Our teachers use various technological supports to keep students learning at high levels, including interactive Whiteboard., Think Central learning platform, Seesaw student engagement platform, Classkick feedback platform, as well as math applications, such as Prodigy and Freckle.

Reading, phonics, and writing workshop are the instructional models used at Barnard, along with the Lucy Calkins' Units of Study. The Workshop Model provides a structure that allows students to engage in authentic reading and writing with support from observant and responsive teachers. The Workshop Model begins with a whole group mini-lesson that includes active engagement. Whether a student is learning within the classroom or virtually, they continue to read and write independently. Teachers continue to confer individually or engage in small group work supporting student goals. The lesson ends with students sharing their learning within partnerships or whole class. The Workshop Model also includes read-aloud, shared reading and writing, and interactive writing to teach phonics, word solving, fluency, comprehension, and composition.

Book choice, goal setting, and discussion with peers ensures high student engagement. The Units of Study empowers teachers to expertly differentiate instruction for all students in a variety of genres using their knowledge of reading and writing behaviors as students move through the developmental stages of literacy.

Comprehensive classroom libraries need to be vast within the Workshop Model. A variety of leveled books along with trade books in many genres fill our classrooms. Quality mentor texts are used as resources in both reading and writing workshop. Books from classroom and school libraries are supplied to our virtual learners on a regular basis.

Students are assessed using Fountas & Pinnell Benchmark Reading Assessment two to threetimes per year to monitor student progress and inform teaching decisions. Lucy Calkins' Writing Pathways Performance Assessments are used to assess students writing performance in the areas of ideas, organization, elaboration, craft and conventions in narrative, and informational and opinion pieces. Teachers collaborate to analyze student reading data and writing samples to inform instruction.

Our Multi-Tiered Support System (MTSS) framework ensures that all students who are below expected reading level receive quality, short-term intervention. Classroom teachers and literacy specialists are provided training for the integration of the Leveled Literacy Intervention program. Students are progress monitored and adjustments are made when needed.

Reading Recovery is a highly effective, research-based, short term, individualized literacy intervention for our first grade students. Our two Reading Recovery teachers are specially trained and complete ongoing professional development. Reading Recovery is fully implemented at Barnard, meaning all students who demonstrate a need receive support.

Our Science curriculum is created based on the Next Generation Science Standards. Students use engineering practices, such as asking questions and defining problems of a phenomena, developing and using models, planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, and engaging in argument from evidence.

Three key practices are student-led modeling, argument, and explanation. Focused scientific conversations lead to deep conceptual understanding of science concepts. Students speak and write about complex texts during investigations. Additionally, students construct arguments while critiquing the reasoning of other ideas. Students are consistently using mathematic and computational thinking when collecting data.

We have adapted our science curriculum during the pandemic by distributing science kits to our virtual and in-seat learners to encourage student-led, hands-on investigations. We have incorporated technologies, such as digital notebooks, Jamboards, Flipgrid, Classkick, and Seesaw, etc. to empower students to share their thinking.

Our social studies curriculum was developed by district teachers and curriculum specialists based on the 2019 Michigan K-12 Social Studies Standards. These standards focus on history, civics, geography, economics, and public discourse.

At a district level, we are in the process of shifting to a program which is a blend of inquiry and project-based learning. Our purpose for this shift is to deepen student understanding of historical and social topics and explore how they shape our lives today. Teachers incorporate supplemental resources, such as Michigan Open Books, Newsela, and Epic digital library.

1a. For secondary schools (middle and/or high school grades):

1b. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

We strive to provide quality instruction in the areas of physical education, vocal music, instrumental music, media, and art. We believe it is important for our students to have exposure to these curricular areas in all grade levels for a well-rounded education.

Physical education teaches goal-setting strategies and promotes a healthy lifestyle. Students engage in physical education for 45 minutes per week, and it is led by physical education teachers virtually to accommodate all learners. Physical education consists of five specific components: cardio-vascular endurance, speed and agility, flexibility, core strength, and upper body strength. Students are assessed throughout the year on these five physical skills. Research shows that having a physically active lifestyle is essential to brain development. Our physical education department promotes and models healthy living through daily lessons, monthly health and fitness calendars, Troy Fitness and Health Celebration Run, and school-wide field day.

Our district music program provides vocal music for all classes in grades kindergarten through fifth, as well as instrumental music for our fifth-grade students. Vocal music focuses on four unique processes of creating, performing, responding, and connecting to music. Students engage in vocal music class for 45

minutes per week. In grades one and three, students perform for their families and school showcasing their musical talents. Our fifth-grade students have a special opportunity to participate in a band or orchestra program. This program is provided during the school day twice a week for 30 minutes each. Students learn how to read music and play an instrument of their choice. They also perform in three concerts throughout the school year. During the 2020-21 school year, students were offered after-school instruction in band and orchestra with two concerts on Zoom.

Our visual arts program develops problem solving and critical thinking skills. Students are taught to use the creative process to communicate and express themselves. Appreciation and exploration of various cultures and historical periods are also covered in depth. Students learn to respond visually, verbally, analytically, and creatively through a wide variety of materials. Students engage in the visual arts program 45 minutes per week.

The media program focuses on digital literacy and digital citizenship. Students learn to locate and evaluate appropriate print and non-print information. Students participate in activities such as coding and robotics to enhance their classroom experience.

3. Academic Supports:

Classroom teachers differentiate instruction for all students' diverse and individual needs through our Workshop Model in reading, writing, and math. Students and teachers collaborate to set growth goals to take on new learning challenges. The Workshop Model allows students performing at all levels to deepen understanding and apply concepts to new learning.

Our district's MTSS framework ensures that students are regularly assessed in literacy and math. Teams of teachers analyze the assessment data and plan for classroom instruction (Tier 1) and identify students who would benefit from individualized intervention plans (Tier 2 and/or Tier 3). Our English Language Development (ELD) teacher assesses students annually to ensure English language acquisition and identify students who would benefit from ELD support.

Individualized intervention groups are created to ensure that all students are supported. Assigned interventionists (classroom teachers, specialists, and teacher consultants) are responsible for delivering intervention lessons and progress monitoring. Teachers meet with specialists, instructional coaches, and MTSS team members for support if a student is not progressing at a rate expected. The Tier 2 interventions include targeted strategy groups, Leveled Literacy Intervention Program, Literacy Footprints Virtual Guided Reading System, Math Recovery activities, Reading Recovery/Literacy Lessons, and ELD instruction.

Progress monitoring is an essential part of establishing and analyzing effective learning targets. Our students that qualify for an Individualized Education Programs (IEPs) or Section 504 plans are monitored bi-weekly while focusing on student progress and alignment to the learning objectives or goals. Specialists collaborate weekly to discuss the effectiveness of the interventions based on student growth. Specialized programming is provided for students that demonstrate evidence of need.

When analyzing Barnards data from the 2017-18 and 2018-19 Michigan Student Test of Educational Progress (MSTEP), there are two student subgroups identified with an achievement gap of 10 or more percentage points: economically disadvantaged students and students with disabilities.

Economically disadvantaged students are provided with many building-wide and community resources. Bridge the Gap, local health opportunities, and programs through our local fire and police departments provide economic outreach. The Troy Youth Assistance Program partners with

our families when in need of financial or social emotional support.

A second student subgroup identified is students with disabilities. Since 2018-19, our students identified as those qualifying for IEPs have decreased. Our increase in support personnel, teacher professional learning opportunities, and highly effective MTSS framework attributed to this trend. Students with disabilities are provided supports based on their IEP goals, receiving research-based interventions with consistent progress monitoring. Specialists engage in collaborative data analysis processes throughout the year, focusing on the instructional practices and how the child responds to intervention.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Barnard staff continually engages, motivates, and provides students with a positive environment through our Positive Behavioral Intervention Supports (PBIS), character education lessons, and restorative practices. Teachers are committed to providing opportunities for students to engage in character lessons and restorative circles to provide a sense of community within their classroom. Our core values of respect, responsibility, and building positive relationships along with restorative practices, and PBIS transfer into life-long skills necessary beyond the classroom setting, preparing students for career and college experiences.

PBIS creates a positive and predictable school environment for all stakeholders. Through our Student of the Month assemblies and Blue Jay Way posters, we teach and reinforce expected positive behaviors. Restorative practices and PBIS directly correlate to high student engagement and a positive school-wide culture.

Our culture team, in collaboration with our student council leaders, create character education nest lessons to support our core values. These lessons bring students together from multiple classes and grade levels. Character topics include acceptance, diversity, respect, responsibility, mindfulness, gratitude, and perseverance. Nest lessons are universal, and all students participate. The lessons incorporate literature and videos that represent positive interactions and behaviors of quality citizens.

Through the analysis of our building Student Risk Screening Scale (SRSS) data, our teams identify students who require additional social-emotional support. Targeted small group interventions are created for students who exhibit internal or external social/emotional challenges. Our social worker provides this support in connection with families. Restorative practices teach, rehearse, and reinforce schoolwide social and behavioral expectations. Teachers and staff were trained and then implemented many aspects of these practices including affective questioning and restorative circles. Affective questioning allows students the opportunity to learn from their mistakes and repair relationships when harm is done. Restorative circles encourage students to have a voice in a group setting and practice navigating conflict.

The events of this school year caused us to reevaluate our character education programs. Although we found the need to adapt our practices, we were able to maintain a strong sense of trust within classroom communities and foster positive peer relationships. To maintain our sense of community within our hybrid learning environment, we continued with PBIS, weekly nest lessons and restorative practices.

2. Engaging Families and Community:

We strongly believe that consistent and relevant communication with our families about student learning is essential to high student achievement. We continuously provide opportunities to engage families and the community with adjustments made during the COVID-19 pandemic. Curriculum and student learning expectations are communicated through daily newsletters and announcements. We provide parents with timely and specific feedback on their child's learning through conferences and regular communications. Due to the need for hybrid learning options, teachers held conferences with all families in the fall and spring. In March of 2021, we invited all families to meet with their child's teachers to discuss academic progress, challenges they have with the hybrid learning environment, and goals for academic success and social/emotional well-being.

Prior to the pandemic school year, the staff and our PTO collaborated to host many events outside of the school day, to build a sense of community with our families. These events include the Barnard Big Top Fair, Summer Enrichment Night, Field Day, and school wide picnic, World Travels Day, Jimmy John's Field reading program and game day, Fourth Grade International Fashion Show and Feast, as well as Donuts with Dads and Muffins with Moms.

Our PTO supports and enriches our academic goals by providing funds for field trips and school assemblies. Over the last two years PTO funds supplied outdoor playground structures and games for all grades. Another collaborative project is our Barnard Dads program. Fathers, grandfathers, or other guardians in our school community volunteer to experience a day with our students inside classrooms, at recess, during lunch, and at arrival and dismissal times. This unique program gives them a chance to be involved in their child's school and act as role-models for our students.

Barnard partners with Athens High School's National Honor Society (NHS). High school juniors and seniors volunteer their time to mentor and tutor students across all grades. This year NHS students logged into Zoom classrooms to tutor students in math and reading. They also acted as mentors by building positive relationships with our students. In January 2021, NHS students assisted Barnard by hosting a school-wide spelling bee on Zoom. We have also partnered with other community organizations, such as Troy Friends of Seniors, Troy Fire and Police Department, and Troy Youth Assistance. These organizations foster positive citizenship and communities and provide support and learning experiences for students and families.

3. Creating Professional Culture:

Barnard teachers are provided comprehensive professional development at both the district and building level. Before the pandemic, teachers participated in weekly grade level collaboration meetings supported by the principal or literacy specialists when needed. Teachers also participated in classroom labs planned by the Instructional Leadership Team based on the needs of the teachers identified through staff surveys. These labs modeled best practices in many content areas and activities to build classroom culture.

Our Multi-Tiered Support System (MTSS) Team includes the school principal, literacy specialists, school psychologist, speech and language pathologist, social worker, teacher consultant, ELD teacher, and resource room teacher. The team meets weekly to support teachers who have students requiring additional support. Literacy specialists provide coaching, co-teaching, planning, and consultation for all classroom teachers. Our partnership with Teachers College at Columbia University also provides classroom lab experiences multiple times throughout the year with staff developers who are experts in Reading and Writing Workshop and the Units of Study. The district plans and provides scheduled professional development in content areas based on the needs of the district throughout the year.

When the Troy School District became fully virtual in March 2020, we quickly shifted to an online learning platform. In the first month, teachers uploaded pre-recorded lessons in all content areas to learning platforms. Once our district learned that the shutdown would be long-term, they supported teachers in the Zoom teleconferencing platform that would be used across the district. Technology support was provided for the virtual environments.

When planning for the 2020-21 school year, the district's teaching and learning department partnered with teachers to develop a virtual/hybrid teaching plan and professional development plan that supported our district vision and best practices. The district chose a universal learning management and video conferencing platform and provided professional development in its utilization for consistency across the district for students, parents, and staff. The district's teaching and learning department was present in all schools to gain feedback on our hybrid model and to provide technological support. Teachers continued to use the district scope and sequence and participated in content-based professional development tailored to online learning.

In September 2020, the district, in partnership with the Troy Foundation for Education Excellence, provided document cameras, iPad easels, wireless devices, and styluses to teachers to support hybrid learning. The district provided all students and teaching staff with iPads and/or laptops to ensure equitable access for all learners.

During the 2020-21 school year Barnard teachers had support from the principal, school social worker, and psychologist in ways to care for ourselves and one another during this difficult time. Information on mindfulness, trauma awareness, and student engagement was provided during staff collaboration meetings.

Our goal was to continue to build community and a positive culture among staff members. The principal is consistently present and checks in regularly on teachers and staff members to provide additional support.

4. School Leadership:

The building leadership style and philosophy encompasses all members of the Barnard community. We believe that shared leadership is vital to a successful school culture. By recognizing the unique skills and talents of each individual member of the Barnard community, we are able to encourage and equip members to serve in a variety of leadership positions. Utilizing each other's strengths contributes to the effectiveness of our programs, and ultimately student achievement. Our building leadership teams have created committees directly focused on setting strategic goals, reinforcing the district's four pillars of excellence.

Our principal empowers teams to set goals for our school, embracing best practices to enhance academic and social/emotional well-being of our students. She believes that all students, staff, and parents have a vital role in the success of the school community. She provides a structure of shared leadership in the building, encouraging all staff members to participate. This structure was created to allow for all members of the Barnard staff to actively participate within the decision-making and communication model. One team, the Instructional Leadership Team (ILT), drives all school-wide decisions.

The ILT, represented by all grade levels and departments, examines our school-wide data, oversees the academic and social-emotional instructional models, drives professional development, and monitors the school improvement process. The ILT members also represent other focused teams in the building. These committees have been established based on required responsibilities from the state and district level as well as identified needs of the building. Our committees include the School Improvement Team, the Culture Team, and the Diversity, Equity, and Inclusion Team. All committees have identified goals and action steps that align with the school culture and continued vision for growth.

Feedback is valued and examined for the purpose of analyzing the effectiveness of our practices. The principal continually solicits input from all stakeholders. Teams review student academic performance data and social/emotional data, intentionally preparing professional learning opportunities for improved intervention practices.

With the challenges facing our society and our desire to create a culturally responsive community, Barnard has developed a diversity, equity, and inclusion committee. We strive to ensure that equity, inclusion, and counteracting implicit bias is at the forefront of our decision-making process. All members of the committee are participating in several book clubs to grow understanding of the impact of racism and create strategies to promote equity within our school.

We are proud to have many leadership opportunities for our students. Students participate in Student Council, Safety Patrol, and Service Squad, and act as mentors for our peer-to-peer program. As student council members, students participate in the creation of the character education program for Blue Jay nests. Our safety patrol and service squad members assist lower elementary students in safety procedures, such as traveling to and from the bus as well as assisting in the cafeteria and playground. Students are provided training in mentoring strategies to effectively communicate and develop positive relationships with students effected by autism and those that exhibit social challenges.

Collectively, our staff empowers all members of the school community to engage in leadership positions to ensure that our instructional practices, character education programs, and a clear focus on student achievement are evident within the school community.

5. Culturally Responsive Teaching and Learning:

Barnard embraces the diverse qualities of our students, families, and staff. We are proud of our cultural competencies that support and celebrate the students and families we serve. Our international programs, instructional practices, classroom libraries, and special education services

support culturally responsive teaching and learning practices within the Barnard community.

Barnard traditionally hosts World Travels Day and the International Fashion Show and Feast which celebrate the many cultures and traditions of our students. Students also complete cultural projects, such as heritage projects, culture kits, and holiday tradition posters. We believe that celebrating our differences helps unite and educate us all. Students share stories that reflect their family's culture as well as experience other cultural perspectives inside and outside our community.

We understand that learners choose to engage with the curriculum in a variety of ways. Our classrooms are equitable for everyone in the way that we deliver instruction and distribute materials. Teacher instruction supports our visual, kinesthetic, social, and verbal learners. We utilize iPads, online platforms, and learning based applications to ensure learning is accessible to all students. Through our MTSS programs, students receive additional one-on-one or small group support to meet their individual needs.

Our current focus is to include books that provide “windows and mirrors” in our classroom libraries. To provide mirrors we identify who our students are, their interests, and what sparks their curiosity. We want our students to see themselves represented in the books they read. To provide windows, we promote diverse voices and perspectives for our students. We want our students to learn about themselves and learn from other unique perspectives found in our community and the world.

Our school is home to many students affected with autism. We house two district programs that are fully integrated into our Barnard community. Through our nest lessons, we provide many learning opportunities for our students that explicitly teach the concept of ‘acceptance’ rather than ‘awareness.’ As leaders, students participate in our Barnard buddies and peer-to-peer programs.

We feel strongly about reflecting on our teaching practices to ensure equitable learning practices for all. We embrace the more than 30 diverse cultures within our community and finding ways to meet the individual needs of every student at Barnard.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

When reflecting on the last year and how our school and district have adapted to supporting students and families in the context of virtual/hybrid learning, the significant practice that has been the most instrumental in successfully educating and supporting students was to prioritize our MTSS framework for all students. In continuing our school and district vision by ensuring support for all students during the COVID-19 crisis, we have ensured that we are using academic and social/emotional data to intentionally provide individualized interventions for all students.

Throughout this school year, we held to our belief that tailored instruction for all students in their diverse and individual needs is essential. Our Tier I Workshop Model of instruction in math and literacy continued throughout our virtual and hybrid shifts. Our district kept with the same formative assessment schedule we have used for the last three years as part of our MTSS framework. Teachers were trained in giving these standardized assessments virtually. Teachers assessed all students individually in the fall and mid-year using the Fountas and Pinnell Benchmark Assessment to inform their instruction and identify students who may need individualized supports. Writing performance assessments were given in the fall and mid-year as well. Math assessments were taken in an online format to assess skills taught, providing teachers with data to support students in mathematical concepts. Students will be assessed in the spring to identify students who may benefit from district-provided summer learning opportunities and to celebrate the learning of all students. Our district has created a comprehensive summer school program for literacy and math for all students. We have identified those students who would benefit from additional Tier 2 and Tier 3 supports, providing them with weekly live instruction by Barnard teachers. We are hopeful that families will engage in our summer programs to continue the learning process into the 2021-22 school year.

Our staff uses data-informed decisions when creating and determining the need for Tier 2 and Tier 3 supports. Tier 2 supports include intervention groups, strategy groups, and scheduled conferencing with students who require support. These intervention groups are taught by classroom teachers, literacy specialists, and media specialists. This year, the role of the media specialist shifted to Tier 2 interventionist. They were trained in the Leveled Literacy Intervention (LLI) program to support teachers and students. Tier 2 intervention and/or small group support is provided for all students who demonstrate a need. We focused on our youngest learners, kindergarten through second grade, to provide additional adult support and interventionists targeting the most fundamental literacy skills. Reading Recovery intervention continues to be fully implemented this school year, with identified first grade students being taught individualized daily lessons both virtually and in-seat as the hybrid model pivoted throughout this school year.

Throughout the pandemic, we prioritized social/emotional engagement with all learners. We collected Student Risk Screening Scale (SRSS) data, paying particular attention to attendance and engagement during learning. Our MTSS team intentionally analyzed the data, identifying those students who may require social/emotional support. Teachers met with our specialists, including our psychologist and social worker, to create social groups focusing on peer relationships. Our team continues to review the data on a monthly basis, adjusting as necessary.

Consistent professional development continued throughout this school year when our school pivoted from an all-virtual setting to a hybrid model. Teachers were supported with the technology and training needed to promote student engagement during lessons. Our partnerships with the district teaching and learning department and Teachers College staff developers provided professional development opportunities specifically designed to model effective teaching techniques in order to adapt to our virtual or hybrid model.

While this school year has continued to provide multiple challenges with the various switching between virtual and hybrid learning, we are confident that we have provided a consistent process of data collection and model of support for all students. We have prioritized our focus to small group instruction and engagement.