



# Alice M. Barrows Elementary School

*Be Safe, Be Respectful, Persevere, Collaborate*

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Heather Leonard, Principal

**To:** Barrows Community Members  
**From:** Barrows School Council  
**Re:** Barrows School Improvement Plan  
**Date:** May 16, 2017

The Barrows School Council is proud to share information about our Barrows School Improvement Plan. Please see below for more information about the School Council and the back of this sheet for a summary overview of the School Improvement Plan goals that have been our focus for the 2014-2017 school years.

## **What is School Council?**

A school council is a representative school building-based committee composed of the principal, parents, teachers, community members and, at the secondary level, students, required to be established by each school pursuant to Massachusetts General Laws Chapter 71, Section 59C.

## **What does a School Council do?**

The law outlines four major areas of responsibility for councils. School councils are to assist principals in:

1. Adopting educational goals for the school that are consistent with local educational policies and statewide student performance standards
2. Identifying the educational needs of students attending the school
3. Reviewing the annual school building budget
4. Formulating a school improvement plan

## **Who is on the Barrows School Council?**

The Barrows School Council for 2016-2017 is; Deanna Dodge, Parent; Patricia Flaherty, Teacher; Jaclyn Gargano, Teacher; Julie Gilchrist, Teacher; Heather Leonard, Principal, Co-Chair; Andrea Mackey, Parent; Heather McClain, Teacher; Joseph Petty, Parent, Co-Chair; Cynthia Runge, Parent; and Janee Tichy, Parent.

## **How did the School Council decide on the goal areas?**

During the 2013-2014 school year the School Council collected feedback from the entire Barrows community to identify areas for improvement in our school. The School Council utilized surveys, interviews, group discussions, open coffee/feedback sessions, and data analysis to gather information. Information was gathered from staff, current parents, former Barrows parents, future (preK) Barrows parents, and current students. The information gathered was reviewed and commonly identified themes across the various stakeholders were identified to create our three goal areas.

## **How can I find out more information?**

View the full Barrows School Improvement Plan here:

[http://reading.k12.ma.us/barrows/index.php/download\\_file/74/169/](http://reading.k12.ma.us/barrows/index.php/download_file/74/169/)

## **School Improvement Goal #1:**

We will create safe structures for students and staff, promote student empowerment, and define appropriate response protocols for safety and behavior in order to assure that our students are safe: emotionally, physically and psychologically. The achievement of this goal will be measured through the implementation of the Multi-Tiered System of Support (MTSS) frameworks achieving 80% or greater on Tiered Fidelity Implementation (TFI) tool, fully trained staff on all district safety protocols, and 100% of teachers utilizing Open Circle to promote student empowerment.

### **What does this look like?**

This area has held significant growth for our school community. The Leadership team ([Multi-Tiered Systems of Support, MTSS](#)) made up of staff members across the school developed our “Barrows’ Beliefs”, defined expected behaviors across school environments, and rolled out a teaching and reinforcement plan. We implemented consistent Social/Emotional lessons ([Open Circle](#)) across each grade to teach our Beliefs. The team also identified an instructional method ([Interactive Modeling](#)) to model what expected behaviors look like and sound like. A consistent school-wide time of Tuesday mornings is identified for Social Emotional Learning lessons across K-5 with one of those meetings per month a school-wide assembly focused on the same themes and celebrations. Based on a school assessment ([Tiered Fidelity Inventory](#)), our school is achieving 87% (exceeding the benchmark goal.)

Our library/media specialists have implemented a digital citizenship curriculum to teach online/cyber safety. The Barrows Wellness, Allergy, Safety, and Health ([W.A.S.H.](#)) committee made up of parents and staff has been developed. This committee meets monthly and has brought to the school health focused assemblies, parental resources, reviewed cafeteria/food routines, discussed school-based practices, and has hosted the all-school field day event.

All school staff have been trained in our safety procedures with annual fire drills and [A.L.I.C.E.](#) drills in collaboration with our School Resource Officer. All new staff will continue to be trained during their initiation days.

### **What does the future hold for this goal?**

Safety will continue to be an ongoing priority and we will continue to focus on key areas related to safety and well-being. The WASH team will continue to meet monthly to focus on school wellness. The Barrows Leadership Team (MTSS) has a goal to include a parent representative on the team. Look for more information to come in the fall!

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## **School Improvement Goal #2:**

We will utilize current and accurate student data to set individual goals for student learning. We will have sufficient and appropriate resources and instructional practices to provide differentiated avenues for student learning and demonstration of understanding, including intervention, as needed.

### **What does this look like?**

The frameworks being developed in goal #1 ([Multi-Tiered Systems of Support, MTSS](#)) are organizational structures for social/emotional/behavioral needs as well as academic needs for students. Barrows School has developed a wide range of supports for students. These supports are selected through a data-drive process and are tailored to individual student needs and learning styles. District-wide teams have evaluated, created, and adjusted common assessments to measure student growth and learning. School-based teams utilize these *and other* data across their efforts to support student growth and learning. This identification and development is an ongoing process. Some examples of our assessments include; [Reading Benchmark assessment](#), K-1 reading inventory, [AMC Math assessments](#), curriculum unit assessments, and more. These assessments are utilized during team discussions, data team meetings (which occur every 6 weeks); “mini-data meetings” which occur every 2-3 weeks, Student Support Team (SST) meetings, and grade-level meeting times. The development of individual goals is incorporated into

the fall parent conferences. The [District Curriculum Accommodation Plan](#) has been developed for the district and has been shared with staff at a staff meeting and with families via accessibility on the district website.

A process is utilized during data meetings through which staff analyze which students may benefit from additional levels of support. Our staff have access to a number of specific intervention methods, some available to those students who are determined to need them while others (our online intervention program [MobyMax](#) for example) are made available to all students to help support their growth. Our availability of appropriate resources has expanded to include a “Learning Lab” which houses guided reading books across all reading levels and materials for intervention groups across content areas. Additionally, in grades 3-5 we have implemented a before school intervention block (“What I Need – W.I.N”) for identified students to continue to provide instructional support for student growth.

**What does the future hold for this goal?**

This area of focus and development will continue to grow and develop through team meetings, data teams, professional learning communities, and professional development time.

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**School Improvement Goal #3:**

We will establish and implement protocols with expected content to support consistent and clear communication between home and classroom. We will measure achievement of this goal through a published baseline communication protocol, parent feedback on survey questions, and parent forums by June 2017.

**What does this look like?**

Barrows School Council surveyed both staff and families to gain their feedback about current communication practices (frequency, content, methods, etc.) That feedback informed the drafting and adoption of our Barrows Communication Guidelines ([which can be viewed in our Family Handbook here, pgs. 16-18](#)). These communication guidelines identify a baseline expectation for communication while also sharing with families the various types of two-way communication open to them.

Homework Guidelines were developed following a significant amount of School Council research, dialogue, and discussion. With feedback from staff and parents, the Homework Guidelines create another communication structure as a bridge between classroom/school expectations around learning and home practice and support. ([available here, pgs. 18-19](#))

Additionally, the school community has embraced a range of communication tools including; new Rediker website platform, Plus Portals, Twitter, Facebook, Class Dojo, Blogs, and more.

**What does the future hold for this goal?**

Survey questions seeking feedback about the communication goal will be going home to gauge our growth towards achieving a consistent expectation for classroom-to-home communication.