

**Alice M. Barrows Elementary School**  
**School Improvement Plan**  
**2018 - 2020**

<b>Mission</b>	
<i>Instilling a joy of learning and inspiring the innovative leaders of tomorrow</i>	
<b>Vision</b>	
It is the vision of the Reading Public Schools to instill a joy of learning by inspiring, engaging and supporting our youth to become the innovative leaders of tomorrow. We will accomplish our vision by focusing on a few key strategic initiatives that lead to a meaningful and relevant curriculum, innovative instructional practices, strong analysis and thoughtful dialogue about evidence, a collaborative and team approach to learning and teaching, and a safe and nurturing learning environment. The overall physical and behavioral well-being of our children will be our top priority as students will not learn if they are not physically and psychologically safe. Education will truly be the shared responsibility of both the schools and the community, with families playing active roles in the schools and being full partners in ensuring the success of their children. In the interest of the entire Reading community, the school district and town government shall work cooperatively and collaboratively. As educators and members of our community, we believe that implementing this vision is our ethical responsibility to the children of the Town of Reading.	
<b>Core Values</b>	
Alice M. Barrows Elementary School has strong Barrows' Beliefs: Be Safe, Be Respectful, Persevere and Collaborate	
<b>Theory of Action</b>	
If the Reading Public School District strategically allocates its human and financial resources to support high quality teaching, prioritizes a commitment to the academic, social, and emotional needs of our students, emphasizes the hiring and support of effective staff who have the capacity to collaboratively learn, thoughtfully analyzes measurements of school performance and provides differentiated support, then students will make effective progress and be appropriately challenged, graduating from high school ready for college, career, and life as contributing citizens in a global society.	
<b>Strategic Objectives</b>	
<b>1. By June of 2020, students at Barrows School will show growth in literacy. 85% of the students will meet the benchmark level as measured by the specific grade level assessments.</b>	<b>2. 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.</b>
<b>Strategic Initiatives</b>	
<p style="text-align: center;"><b>1.1</b></p> <ul style="list-style-type: none"> <li>• Implement Readers and Writers workshop Units of Study, administer the Fountas and Pinnell benchmark assessments, conduct peer observations, and collaborative opportunities to increase our literacy achievement.</li> </ul>	<p style="text-align: center;"><b>2.1</b></p> <ul style="list-style-type: none"> <li>• Implement Open Circle curriculum, consistent expectations of behavior through Office Discipline Referrals, data from school climate surveys, and use of a behavior screening tool. Utilize resources to improve the structures in place to strengthen the expected behaviors as outlined in our Barrows' Beliefs.</li> </ul>

<b>Outcomes</b>	
Teachers will implement Writers Workshop	Develop consistent protocols and procedures for addressing unexpected behaviors within the classroom.
Teachers will implement Readers Workshop	Staff who took Trauma course will share strategies with staff
Teachers will administer the district writing prompts and assess with the rubric	Building leadership team will pilot, select and implement a behavior screening tool
Identify and share our best practices for providing targeted literacy instruction at the student's individual level	Implement screening tool for all students
Provide coaching to increase consistency and application of assessments	Create entrance and exit criteria for Tier II SEL/Behavior supports
Language, vocabulary and genre exploration and collaboration	Crisis response team with specific protocols, roles and responsibilities will be put in place
Ensure the roles of tutors and their time is exclusively targeted to support meeting the student learning needs at the appropriate challenge level	Review data sources to target key teach points for whole school, grade levels, and individual student needs
	Use a system to track the data

**Strategic Objective 1-** *By June of 2020, students at Barrows School will show growth in literacy. 85% of the students will meet the benchmark level as measured by the specific grade level assessments.*

<b>Action</b>	<b>Supports/Resources from School</b>	<b>Timeline or Frequency</b>	<b>Status</b>
1. Teachers will implement Writers Workshop	Teachers	2018 - 2020	<b>Ongoing</b>
2. Teachers will implement Readers Workshop	Teachers	2019 - 2020	<b>Ongoing</b>
3. Teachers will administer the district writing prompts and assess with the rubric	Teachers	2018 - 2020	<b>Ongoing</b>

<p>4. Identify and share our best practices for providing targeted literacy instruction at the student's individual level</p>	<p>Principal Building Leadership Team Teachers</p>	<p>2018 – 2020 Staff meeting work and grade level common planning</p>	<p><b>Ongoing</b></p>
<p>5. Provide coaching to increase consistency and application of assessments</p>	<p>Principal Reading Specialist Teachers</p>	<p>2018 – 2020 Grade level common planning and arranged observations</p>	<p><b>Ongoing</b></p>
<p>6. Language, vocabulary and genre exploration and collaboration</p>	<p>Principal Grade Level Teams</p>	<p>2018 – 2020 Worked on in staff meetings and grade level common planning weekly</p>	<p><b>Ongoing</b></p>
<p>7. Ensure the roles of tutors and their time is exclusively targeted to support meeting the student learning needs at the appropriate challenge level</p>	<p>Principal Tutors</p>	<p>2018 – 2020 Weekly tutor meetings</p>	<p><b>Ongoing</b></p>

**Strategic Objective 2- 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.**

Action	Supports/Resources from School	Timeline or Frequency	Status
1. Develop consistent protocols and procedures for addressing unexpected behaviors within the classroom.	Principal Teachers	2018 – 2020 Staff meetings	Ongoing
2. Staff who took Trauma course will share strategies with staff	Teachers School Psychologist	2018-19	Complete
3. Pilot, select and implement a behavior screening tool	Building Leadership Team (BLT) Staff	2019 – 2020 BLT meetings	Ongoing
4. Implement screening tool for all students	All Staff	2019 - 2020	Ongoing
5. Create entrance and exit criteria for Tier II SEL/Behavior supports	Principal School Psychologist Building Leadership Team	2018 - 2020 BLT meetings	Ongoing

6. Crisis response team with specific protocols, roles and responsibilities will be put in place	Principal Building Leadership Team	2018 – 2020 BLT meetings	Ongoing
7. Review data sources to target key teach points for whole school, grade levels, and individual student needs	Principal School Psychologist Building Leadership Team	2018 – 2020 Staff meetings	Ongoing
8. Use a system to track the data	All Staff	Ongoing	Ongoing