



# Alice M. Barrows Elementary School

*Be Safe, Be Respectful, Persevere, Collaborate*

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16 Edgemont Ave • Reading, MA 01867 • 781-942-9166

Heather Leonard, Principal

**Re:** Barrows School Improvement Plan

**Date:** June 29, 2018

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 2017-2018 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 2017-2018 was; Deanna Dodge, Parent; Patricia Flaherty, Teacher; Jaclyn Gargano, Teacher; Julie Gilchrist, Teacher; Heather Leonard, Principal, Co-Chair; Andrea Mackey, Parent; Janee Tichy, Parent.

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

View the full Barrows School Improvement Plan here:

[http://reading.k12.ma.us/barrows/files/5615/1719/4298/Barrows\\_School\\_Improvement\\_2017-2018.pdf](http://reading.k12.ma.us/barrows/files/5615/1719/4298/Barrows_School_Improvement_2017-2018.pdf)

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

Barrows School will meet the academic needs of all students. The focus will be on closing the achievement gap for all students. We will frequently and consistently utilize current and accurate student data to set goals for student learning. We will have sufficient and appropriate resources and instructional practices to provide targeted learning opportunities for all students.

### **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 common assessments to measure student growth and learning have been identified and outlined in a district-calendar. 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 6-8 weeks, Student Support Team (SST) meetings, and grade-level meeting times. The development of individual goals is incorporated into the fall parent conferences. The growth over the 2017-2018 school year included increasing the accessibility of the data and collecting more detailed components (i.e. the various subgroups of the Benchmark assessment.) This refined data helped provide opportunities for teachers to dig deeper into the data with the leading question; “what is holding the student back?”

This year the Student Support Team (SST) has worked to analyze their systems and structures. With data analysis over the last 2 years and feedback collected from staff during staff meetings, the team has created a draft structure that would allow them to quickly respond if a teacher or parent observes a child struggling. The revised structure will be piloted in the 2018-2019 school year and the aim is to decrease the time for a team to collaborate and decrease paperwork and routine steps while increasing teacher participation.

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. A tier 3 reading intervention, [LLI](#), has provided an opportunity to provide intense support to students reading significantly below grade level in order to help close the gap. Additionally, in grades 3-5 we have implemented a before/after 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 #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. 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 continued to be a priority 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 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 70% (that is below the goal we have set for ourselves, but is acceptable as a benchmark for achieving our current work. With this result the team has decided to re-focus efforts on Tier 1 in the 2018-2019 school year.) Additionally this year the team has piloted Tier 2 interventions in the social/emotional/behavioral categories and will begin implementing next year along with an assessment tool (SRSS/SIBS) to identify students that could benefit from support.

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 continues to work and engage the community in conversations around safety, wellness, and health. This committee meets monthly and has brought to the school accessible snacks for students that may not have access to healthy foods with the snack cart, health focused assemblies, parental resources, reviewed cafeteria/food routines, collected feedback from the wider community about food offerings/routines, discussed school-based practices, brought resources for physical development in the nurse’s office, created a school-wide definition of “wellness”, 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 analyze accessible data to determine who needs intervention/support, and provide an appropriately matched intervention. This goal may not be needed as formally identified given the work done over the last 4 years, but the ongoing efforts will be sustained by the committee and groups that have been developed.