Barrington Public Schools
2021-2022 District Strategic Scorecard

Barrington Public Schools District Scorecard: 2020-2021

Our mission: To empower all students to excel

To achieve our mission, we commit to...

- make student-centered decisions
- demonstrate respect in all relationships
- create purposeful, inclusive, and responsive dialogue
- practice transparent, effective, and strategic financial management

STUDENT SUCCESS
2021-2022 Goals

I. **Student Success:** Although focus needs to occur in the areas of teaching and learning in a hybrid environment, BPS also recognizes the need to continue with professional learning that supports high-quality teaching and learning. To that end, we will continue our plan for implementation of Expeditionary Learning ELA in K-5, Wit & Wisdom at the middle school, O'Dell at the high school, and structured literacy PK-12. In the area of STEM, we will continue to examine high-quality curriculum materials for math and science. In addition, we will continue to engage with Katie Novak on Universal Design for Learning to continue to improve inclusive practices. Finally, we will continue our work to integrate the mastery of deep learning competencies across the curriculum through project-based learning and the U.N. Sustainable Development Goals with the support of NPDL.Global.

  A. **Goals**
    1. 75% of students PK-12 will demonstrate accelerating to proficient on 3 of the 6 deep learning competencies (Character, Citizenship, Collaboration) as measured by the New Pedagogies for Deep Learning (NPDL) Progressions
    2. Using the 2020-2021 data as a baseline, increase the overall end of the year proficiency level of all students in math and ELA in grades 1-12 by 10% as evidenced, where proficiency is less than 85%, by at least 2 of the following assessments: Fastbridge, Freckle, No Red Ink, and internal proficiencies
    3. Using the 2020-2021 data as a baseline, decrease the gap identified subgroups Students with Disabilities in grades 1-12 to decrease the performance gap by 10%, where the gap is greater than 15%, as evidenced by at least 2 of the following assessments Fastbridge, Freckle, No Red Ink, and Secondary Proficiencies in Math and ELA (assessment)
    4. Improve and enhance inclusion strategies, including instruction and curriculum design and delivery through UDL.
    5. Implement Panorama Student Success tool to improve the function of interventions and MTSS

Progress Monitoring Measures

- Monitoring of Deep Learning aligned project-based task once per trimester
- Progress Monitoring of the scorecard goal will occur through Fastbridge 3x per the calendar year (Sept, Feb, Sept) at K-9 and through Lexia Reading 10-12, Freckle Math, No Red Ink, and iReady for identified students
- Mid-year and End of year report on the status of Universal Design for Learning and level changes
- Mid-year and end of year report on curriculum decisions and implementation
- Mid-year and end of year report on DEI curriculum and instruction initiatives
- Mid-year and end of year report on special education professional learning and program implementation

● Monitoring of proficiencies once per trimester
● Walkthrough data and survey data relative to student use of data, reflection, DL Competencies, and levels of engagement
Strategic Actions
● Expand training on Universal Design for Learning (UDL) for Learning and specially designed instruction PK-12 gap closure to include training for all (English Language Learners) ELL teachers, co-teachers, and high school departments ● The district will partner with New Pedagogies for Deep Learning, Northeastern University NExT, and T-Time Productions for the development and monitoring of Deep Learning, Culturally Relevant Curriculum and Instruction, and Experiential Learning Opportunities ● Grades K-5 coaching on Expeditionary Learning ELA Curriculum, Grades 6-7 ELA Wit and Wisdom, Grade 8 curriculum exploration, and grades 9-12 O'Dell (ELA Implementation Required by 2023) ● Grades 6-8 implementation and coaching on Open Up Math (Math Implementation Required by 2023) ● Grades 9-11 implementation of Algebra I, Geometry, and Algebra II Curriculum (Math Implementation Required by 2023) ● Grades K-3, K-12 readings, and K-12 special education implementation and coaching on Structured Literacy Requirements (By 2023)

Definitions:

Project-Based Learning (PBL) - "Project-Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge" (Buck Institute).

Service Learning - Service Learning is an instructional model in which students achieve learning objectives through direct work within and for the benefit of the larger community.

Interdisciplinary Learning - Learning that connects different disciplines to examine an issue, solve a problem, or investigate a phenomenon. Interdisciplinary learning is also known as cross-content learning.

Universal Design for Learning (UDL) - "The term UNIVERSAL DESIGN FOR LEARNING means a scientifically valid framework for guiding educational practice that: (A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient" (National Center on Universal Design for Learning)

English Language Learners (ELL) - Student whose first language is not English.

Proficiency-Based Graduation Requirements (PBGR) - According to the Rhode Island Department of Education, "Proficiency-based education is a personalized approach to education that awards credit on the basis of a student's demonstrated mastery of desired learning outcomes—regardless of how long that learning takes. In a proficiency-based model, the level of expectation for student learning is high for all students, with each student responsible for meeting common established learning goals— or, proficiencies. Proficiency-based systems typically include these features:

Clear expectations for learning – explicit, measurable learning targets in both content area skills and cross-curricular skills;
Meaningful assessments where students receive timeline and differentiated support and feedback;
Students advanced upon demonstrating proficiency, not based on seat time or instructional minutes;
Personalized learning opportunities where students exercise voice and choice in learning and assessment options; and
Learning outcomes emphasize proficiencies that include the application and creation of knowledge, along with the development of important skills and dispositions."

A multi-tiered system of supports (MTSS) is a framework for school improvement. This framework ensures that all students are supported for meeting academic, behavioral, and social-emotional outcomes. All students means all students, including multilingual learners and students with disabilities. In a multi-tiered system of supports, all students have equitable access to strong, effective core instruction using high quality curriculum and differentiated instructional practices at Tier 1, evidence-based group interventions at Tier 2, and intensive, evidence-based interventions at Tier 3. (BRIDGE-RI)

Experiential Learning - Experiential learning is the process of learning through doing and applying skills and knowledge to real-world situations.

Deep Learning: Students' skills in the areas of communication, collaboration, creativity, critical thinking, character, and citizenship (New Pedagogies for Deep Learning).

Culturally Relevant Curriculum and Culturally Responsive Teaching: "Culturally responsive teaching can be defined as using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective for them. It teaches *to and through* the strengths of these students. Culturally responsive teaching is the behavioral expression of knowledge, beliefs, and values that recognize the importance of racial and cultural diversity in learning (Geneva Gay, 2010)."

SOCIAL-EMOTIONAL WELL-BEING

2021-2022 Goals

- **Social-Emotional Well-Being**: Use the Panorama tool to survey and develop a plan of action to ensure that the climate and culture of each school are meeting the social and emotional needs of the learning community.
  - **Goals**
    1. Increase the number of teachers who have all students self-reflecting for empowerment as measured by Lead Educate and Promote the Profession (LEAPP) student reflection data from 85% to 90%
    2. Implementation of the Panorama Social-Emotional Tool
    3. By June 2022, 95% of staff will implement the Charter, Mood Meter, and Meta-Moment with their students with fidelity
    4. Implement findings from the Adolescent Health Survey and use the data to develop future plans

Progress Monitoring Measures

- Student reflections on curriculum standards that measure perseverance, stamina
- Panorama Survey 3 X Per Year
- LEAPP Walkthrough 3 times per year
- RULER Walkthroughs
- Mid and end of year report on the progress and implementation of SEL initiatives, including trauma-based instruction, school systems of supports, and community engagements
- Report from Health and Wellness on the results of Adolescent Health Survey Fall 2021 and Mid Year 2022

Strategic Actions

- School teams will receive virtual coaching from RULER and develop implementation strategies and teachers will receive support and coaching from the school team
- School leaders and teachers will teach parents the parent component of RULER to support SEL strategies in Fall 2021
- SEL Taskforce will continue to evaluate programming and systems to meet students' SEL needs, including assessing levels of support offered through school psychologists, social workers, school counselors, student assistance, behavioral specialists, and school nurses, school schedules, and programs
- Implement the SEL task force's community and parent engagement strategy around mental health and well-being for 2021-2022 in collaboration with the greater community

Definitions:
Lead Educate and Promote the Profession (LEAPP) - A teacher-led effort in Barrington to make learning visible through research-based instructional strategies
RULER - "RULER is an evidence-based approach for integrating social and emotional learning into schools, developed at the Yale Center for Emotional Intelligence" (ei.Yale.edu).
Social-Emotional Learning (SEL) - "Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions" (CASEL).

COLLABORATIVE CULTURE
2021-2022 Goals
Collaborative Culture: BPS will expand and continue to focus on diversity, equity, and inclusivity   **Goals**   - Train on Anti-racist educational strategies and inclusive cultures   - Engage the community as partners in the DEI Work   - Conduct an equity audit   - Redesign the District Communication Plan
Progress Monitoring Measures
- Monitoring of data collected during rounding 3X per year   - DEI Reports 3 X Per Year from the district and the schools
Strategic Actions
- Administrative leaders, along with teacher leader teams, will prioritize and connect initiatives to the purpose and "why" and engage teachers for input and feedback that is acknowledged by the leader   - Leaders will apply what they learned from the National Institute for School Leadership to diversify staff involvement in collaborative professional learning opportunities and school and district committees   - The administrative team will develop and implement a consistent set of rounding questions (consistent questions to check the pulse of staff using protocols) across the District   - Engage in equity audit to inform DEI Work   - Engage in professional learning with our DEI coach on culturally relevant and responsive conversations

PARENT AND COMMUNITY ENGAGEMENT
2021-2022 Goals

- **Parent and Community Engagement:** Staff plays a critical role in maintaining home-school relations. The family survey revealed that teacher communication at home was a continued need. It is critical that we continue to maintain strong home-school communication from the District, school, and classroom levels.
    - o **Goals**
    1. Increase opportunities for the parent, community, and civic organizations to become partners in the support of District Initiatives as evidenced by formally meeting and partnering with families
    2. Increase parent understanding of District initiatives related to Ruler, Deep Learning, and Diversity, Equity, and Inclusivity (DEI), Health and Wellness, as measured by feedback from engagement opportunities
    3. Increase the consistency of purpose of K-5 Classroom and Special Subject Teachers using Seesaw Digital Portfolio, as measured by 95% of the educators using Seesaw to share reflections, progress toward standards, and student engagement in learning
    4. Increase the consistency of purpose of K-12 Classroom and Special Subject Teachers using Canvas, as measured by 100% of the educators using Canvas to report on student progress at a minimum of once every two weeks and to post common curriculum and assignments

Progress Monitoring Measures

- Parent exit tickets and surveys after major events that are sponsored by the school or District
- Measure the number of formal partnerships and supports offered and provided 3 X year
- Monitor Seesaw reports monthly
- Monitor Canvas reports monthly
- School Improvement Team Reports 3 X a year

Strategic Actions

Strategies

- o School leaders and teachers will use parent survey data and feedback to make proactive decisions
- o Implement a consistent expectation for the use of Seesaw to include all common tasks and standards feedback, weekly student reflections, and a minimum of 2 X a month opportunities for students to share passions, engagement, and joy of learning
- o Implement consistent expectations for Canvas
- o School leaders will provide family exit surveys after designated events to evaluate the effectiveness and resulting needs
- o School leaders will collaborate with parent, community, and civic organizations to align activities to the strategic plan and

effectively collaborate toward school and District goals, for example, the Special Education Task Force   o   The District will hold a series of parent engagement opportunities relative to district advisories and task forces

EFFICIENT SYSTEMS AND RESOURCES
2021-2022 Goals

● **Efficient Systems and Resources:** BPS has conducted a thorough analysis of its technology, facilities, safety, and equipment needs through re-entry planning. These needs will be the primary goals for the 2021-2022 school year, in addition to our Master's Facilities Plan and Capital Improvement Cycle.
   o **Goals**
      1. Using facilities study, develop and communicate progress on a Master Facilities Plan that outlines measurable priorities, goals, and strategies
      2. Develop a cycle for capital improvement that includes and building redesigns to meet the Deep Learning (DL) competencies adopted by the District
      3. Analyze, revise and implement policies to remove structural barriers and systemic bias in alignment with research through the lens of equity
      4. Develop and monitor a response time log for maintenance and technology to ensure we are meeting facilities and instructional needs in a timely manner
      5. Review and update the hiring protocols to include recommendations from the DEI advisory

Progress Monitoring Measures

● Mid-year and end of year report on the status of:
   ○ Master Facilities Plan;
   ○ the decision-making process;
   ○ program evaluation process;
   ○ ticket-time reporting;
   ○ and cyclical capital improvement plan targeting design and furniture to enhance DL
● Report on the capacity of central administration prior to the budget cycle
● The process to review and engage in a legal review of policy development and implementation; plan to be developed by December

2020
• Report at mid-year (February) and end of the year on the fiscal impact and effectiveness of the new structure for working with our legal team

Strategic Actions

- o Implement any new guidance relative to the pandemic as it relates to materials and facilities
- o Using facilities studies, develop and communicate progress on a Master Facilities Plan that outlines measurable priorities, goals, and strategies
- o Develop a cycle for capital improvement that includes and building redesigns to meet the Deep Learning (DL) competencies adopted by the District
- o Continue to partner with our legal team in the development and review of policies, practices, and protocols