

Barnes Elementary



SCHOOLWIDE PLAN

Name of Principal: Christine McDaniel

Date: September 22, 2017

Mission

We, the staff of Barnes Elementary School, are committed to provide a climate that fosters the academic quality and responsible behaviors required to reason, communicate, and live with dignity in a safe and civil society.

Vision

- We honor the thinking and ideas of each individual at Barnes.
- We make research based, scientifically proven instructional decisions for our students.
- We approach each day and each child with a commitment to helping them achieve their best.
- Our power statement, "**Let's Make It Happen**" will remind us of our commitment to do whatever it takes to help our students learn.

COMPONENT #1: NEEDS ASSESSMENT

PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN

Barnes gathers data using both a broad lens (trends and comparison to district/statewide), as well as data with a more narrow scope (individuals/groups). The school-wide planning team analyzes results in-depth. The staff at large looks at overall results, while grade-level teams take a deeper look at data specific to their level. Five areas of focus were assessed during spring of 2017, including student achievement, organization of the school year and day, professional development, curriculum and instruction, and family and community involvement. In the fall each year, staff meetings are focused on the analysis of achievement and perceptive data. The narrative below outlines the tools used to collect information in each of the five areas.

I. Student Achievement: Over the past year, we have used a combination of classroom-based, district-wide and statewide assessment tools. Each has its own purpose in our school improvement efforts, as noted below:

Reading:

Smarter Balanced Assessment (SBA) Grades 3- 5- Used to assess student proficiency at achieving state standards.

STAR Reading and STAR Early Literacy Grades K-5- Used to identify independent reading levels for reading practice, place students in instructional tiers, and as a screener for the pre-referral intervention process (PIP).

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Grades K-5 - Used to place students into instructional tiers.

Benchmark Assessment System (BAS) Grades K-2- Used to place students into instructional tiers.

Math:



Smarter Balanced Assessment (SBA) Grades 3- 5- Used to assess student proficiency at achieving state standards.

STAR Math K-5- Administered 3 times per year to measure individual student growth over time and screen students for the pre-referral intervention process.

*SBA Interim Assessment Grades 3-5-*Used as a formative assessment to differentiate instruction in the classroom. Will be administered monthly beginning Fall of 2017.

Science:

Measures of Student Progress (MSP) Grade 5- Used to assess student proficiency at achieving state standards in science.

Kelso School District Classroom-Based Assessments (CBAs) Grades K-5- Given 3 times per year to assess student achievement on state standards.

Data:

Analyzing the data includes a hands on opportunity for staff to look at data and work in small groups to identify celebrations/strengths and challenges, notices and wonderings. From this data, grade level teams along with Jake Alabiso, Sandy DeBruler, and Christine McDaniel evaluate their success in meeting their goals set for last year, and identified areas of focus for the 2017-18 school year through Barnes Green Team Meetings and Barnes Orange Team Academic Meetings.

Through the development of the comprehensive needs assessment, identify the strengths and weaknesses and specific priorities for improving student achievement and meeting the Washington State Learning Standards.

The Principal facilitated teachers through the data carousel process from the state SIP model. Teachers worked together as a whole staff, and grade level groups to identify strengths and growth areas.

The Principal facilitates teachers through the data carousel process (Green Team Meetings, and Orange Team Academic Meetings) from the state SIP model three times a year. Cross grade level teachers also work together one day a month in order to identify gap areas and create action plans/professional development in order to increase achievement in these areas. Teachers work together as a whole staff, cross grade level groups, grade level groups, and interest groups to identify areas of strength and growth in academic areas, set goals, create action plans, and analyze progress, and revise/update plan three times a year in order to maximize student improvement throughout the school year.

3-5 certificated staff along with Sandy DeBruler, Kelli Stewart, and Christine McDaniel also participated in a GAP analysis to identify areas of need in grades 3-5, and created action plans in



2016-17 school year. In 2017-18 school year, we are following up with our GAP analysis done last year, setting new goal areas and focusing on action plans in the new areas for grades 3-5.

COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES

READING/WRITING:

In the area of **reading**, we have transitioned to the Common Core State Standards and continuing to develop a comprehensive system based on the guidelines of the OSPI K-12 Reading Model. Our reading model includes 3 tiers of instruction and intervention. Each tier is described below.

Core Reading (Tier 1): 90 minutes of reading instruction per day for all students using state and Common Core State Standards as core curriculum and emphasizing the Big 5 components (Phonics, Phonemic Awareness, Comprehension, Fluency, Vocabulary) for developing proficient readers. Included in this time is differentiated small group instruction.

Intervention (Tier 2): 30 minutes of additional reading instruction time for students in the strategic and intensive tiers.

Intensive Intervention (Tier 3): 30-60 additional minutes of reading instruction for our most intensive students.

All 3-5 staff members will receive professional development in literacy through Gap Analysis. In addition, all Barnes staff will be participating in embedded GLAD (Guided Language Acquisition Design) training, workshops, and instructional coaching with our districts GLAD Coach (TITLE III). On-going professional development opportunities will occur throughout the year.

One of the things we will be focusing on in grades K-5 is alignment in English Language Arts Writing with a focus on Writer's Workshop. Teacher Leaders in each grade band, as well as the principal, participated in an intensive professional development around implementation, sustainability and assessment of writing. Teachers were trained prior to the start of school on how to implement a writers workshop in year one. Professional development will continue monthly along with additional support as needed throughout the year. The whole school focus will be on narrative and informational writing for the 2017-18 school year.

The ELA SIP Team has made close reading, informational text, implementing Daily Five/Café into ELA blocks, grit, and perseverance a focus for 2017-18 and will be doing book studies and attending professional development workshops, along with looking at purchasing additional supplemental common core standards materials that were designed based on common core standards and meet Washington State Learning Standards in order to supplement the Wonders materials we currently use at Barnes.



MATH:

Our improvement efforts in **math** this year center on the Common Core State Standards/Washington State Learning Standards and the eight key mathematical practices within them.

Core Math: Every teacher has committed to spend 60 minutes a day on core classroom instruction focused on the grade level Common Core State Standards using Math Connects as their primary resource for all students. **(Tier 1)**

Intervention (Tier 2): 30 minutes of additional math instruction time for students working at their level, building needed skills to be able to obtain grade level standards.

Intensive Intervention (Tier 3): 30-60 additional minutes of reading instruction for our most intensive students.

School wide grades K-5 have incorporated Number Talks into their daily practice. Teachers continue to team both at grade level and cross grade level to intensify their understanding of Number Talks. Optional weekly math meetings are attended by teachers and instructional assistants as a way to deepen their mathematical pockets. Participants discuss strategies and share with staff ideas around how to strengthen our overall math instruction.

The Math SIP Team has made problem solving, grit, and perseverance a focus for 2017-18 and will do book studies along with looking at additional supplemental problem solving materials.

Science:

Our curriculum materials that support **science**, the FOSS (Full Option Science System) center on hands-on, inquiry-based learning. Research supports that students have higher achievement on standardized testing than students who have not experienced this type of curriculum (Dade County, Florida. (1996) Report on Achievement: Effects of Hands-on Science. Dade County, FL.) An additional study has shown that students with and without learning disabilities demonstrated greater concept learning in supported inquiry classrooms (Dalton, B., Morocco, C. C., Tivnan, T., and Rawson Mead, P. L. (1997) Supported Inquiry Science: Teaching for Conceptual Change in Urban and Suburban Science Classrooms. Journal of Learning Disabilities, 11/1/1997.) These kits provide a solid learning experience to support achievement of state standards in science.

Two initiatives at Barnes will be to work on vertical alignment in science, incorporation of GLAD strategies in science instruction and incorporate the use of technology resources to successfully meet the needs of all students. Teachers will also implement the Science Classroom Based Assessments.

Wednesday Early Release will be used for grade level teams to meet and discuss the results of their students, as well as next steps in the instructional process.

COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY



Counseling and Mental Health Support

Barnes coordinates with Columbia Wellness and CORE Health to help our students and families receive the services they need.

In 2017-18 Barnes added 1.5 additional days of counseling FTE to bring our counselor, Rebecca Viscuso, up to a 4 day week. Rebecca serves students identified through Orange Team Behavioral Support meetings, 504 Coordinator, in individual, group and classroom settings. Students are identified through the *Student Risk Screening Scale-Internalizers and Externalizers* and the *Risk Indicator Viewer* in Home Room.

In the area of **social-emotional development**, staff will continue their work with the Olweus Bullying Prevention curriculum and 2nd Steps for Kindergarten.. Dan Olweus, a professor of psychology at the University of Bergen in Norway, has proposed a four-tiered anti-bullying strategy that includes school, classroom, individual, and community interventions designed to reduce bully/victim problems and to create opportunities for more positive social interactions for all students. The Bullying Prevention Program (BPP), based on Olweus framework, is one of ten model violence prevention programs identified by the Center for the Study and Prevention of Violence at the University of Colorado. For the 2017-18 school year we will continue our specific emphasis on interventions with the victims of bullying and the students who are bullying.

Another major initiative in our social-emotional program is the leadership of a team of staff members who are working with the school on Positive Behavior Interventions and Supports (PBIS). This effort began in fall of 2010 and has grown into a comprehensive approach to school-wide expectations, student recognition and a broader scope of interventions for students.

The final component, which we began mid-year in 2010-11, is to use our SWIS data with grade level PLC's to analyze data for their students, design interventions and develop action plans. These meetings take place 3 times per year and have resulted in some positive gains for our most at-risk students.

One initiative we started through PBIS in 2013-14 and continue to improve in 2017-18 is teaching time. This came out of documentation/data analysis of our teaching time data. We found that because of classroom behavior teachers were spending around 30% of their teaching time correcting behavior instead of teaching. Barnes set up a process in order to increase teaching time for all students. Our PBIS team then trained the certificated staff and students on the process, and began implementation of the Positive Achievement with Self-Management (PAWS) process. We have continued to refine the PAWS process in order to maximize teaching time and allow each student equal opportunity to learn.

A very important initiative that we started through PBIS this year and will continue to improve as we go throughout the school year, is attendance. This came out of documentation/data analysis of our attendance rate and chronic offenders versus achievement. Barnes PBIS team set up an attendance system in order to try to increase the attendance rate in 2015-16. We reached out to parents including attendance trackers and attendance facts, students, and the community to help us increase our attendance through parent letters, youth sports organization letters/posters, church letters, and posters that we have asked to be put up in local businesses. We have also used social media through our Barnes Facebook,



website and our reader board in order to display current attendance research as well as Barnes progress toward meeting our goal of increased attendance.

A final social-emotional and academic initiative added during the 16-17 school year is a multi-age, grade K-5 advisory we call Bear Cave. The purpose of Bear Cave is to provide students with an opportunity to build relationships with additional adults and students across grade-levels. During the 17-18 school year we have incorporated a monthly S.T.E.A.M. activity to further our work around executive function development in our most highly A.C.E.S. impacted population.

Barnes Staff members will continue to be provided professional development in the area of PBIS throughout the 2017-18 school year in order to maintain and improve the school climate and culture we have now. Through PBIS training, the staff has taken on each of the initiatives above and brought them back to our school to be implemented. Staff continually studies articles that are provided once a week regarding teaching children living in poverty while improving attendance, and behavior.

Tiered Behavioral Support:

In order to make all of the above happen, Barnes chose to add additional intervention time above District support for supporting our Title 1 schoolwide program. A certificated staff member, Jake Alabiso, School Psychologist, provides academic and behavioral support within the Tier 1, 2, and 3 RTI program throughout the day. Mr. Alabiso also works with identified at-risk students and families to reduce and prevent issues such as: truancy, behavior problems, delinquency, and involvement with law enforcement and Juvenile Justice System, in order to promote positive social skills, peer mediation, problem solving, effective communication, and academic success.

The programs Mr. Alabiso runs include: Fresh Start, weekly Classroom Meetings, Problem Solving Team Meetings, Intervention Room, Intervention-Recess Team Meetings, Grade Level Green and Orange Team Meetings, and behavior coaching.

The Fresh Start Program operates for 45 minutes each morning and 30 minutes each afternoon. Students are referred to Fresh Start by teachers and/or families for daily social-emotional or academic support. During Fresh Start time, students check in and set social and/or academic goals for the day, which are monitored throughout the school day by classroom teachers and intervention staff. At the end of the day, students check out of Fresh Start and debrief on their day. A Fresh Start form is sent home to families daily and returned to staff the following morning.

Mr. Alabiso conducts 30-minute weekly classroom meetings with every classroom in the building. During the 2017-18 school year there will be 20 classrooms that meet weekly. Classroom meetings focus on bullying prevention, school wide behavioral expectations, and academic readiness skills. The Problem Solving Team meets twice a week for thirty minutes each time and is facilitated by Mr. Alabiso. The purpose of these meetings are to design interventions for students at academic or social-emotional risk, then monitor their response to intervention over time.



The Intervention-Recess Team meets twice a week for 15 minutes to review PBIS, safety, and Barnes policies and procedures. This team also discusses pertinent student issues, and refines programs administered through the Intervention Team.

Mr. Alabiso meets with each teacher at the beginning of the year in order to discuss classroom environment and culture, student engagement, and classroom management needs of the teachers. From these initial conversations he is able to provide individualized behavior coaching to each classroom teacher throughout the year.

We also conduct thrice yearly Bear Bootcamps which consist of instruction and review around the PAWS expectations, as well as all other school-wide beliefs. Students and teachers rotate through sessions on self-management, lines, recess, lunch and classroom expectations. In September students participate in a full “boot camp” whereas upon return from Winter and Spring Breaks student’s participate in a modified version for review purposes only. All new students watch the Bear video and parents are encouraged to visit the website for further family resources.

Each year we host a Title 1 PBIS Family Night where parents have the opportunity to participate in sessions addressing Bear Expectations, A.C.E.S., Bullying and how to be a Volunteer. Childcare and dinner is provided so all families can attend.

Professional Development

Our school has a generous amount of time allocated to staff development. Each Wednesday, students are released at 1:55 p.m. to provide one hour and 50 minutes of time for staff collaboration and professional development. A minimum of one Wednesday afternoon a month is set aside for professional development school-wide. This year, each monthly one hour and 50 minute session is dedicated to ELA, math, science, or social-emotional professional development. One Wednesday afternoon a month is set aside for district wide staff development or committee work, and the remaining one or two Wednesdays are used for grade level collaboration, planning, and data analysis.

A minimum of one day per week is used for structured team meetings to review student achievement data, to plan interventions for students, and to discuss core curriculum and instructional strategies. Members of the school-wide planning team facilitate team meetings. Currently the school-wide team includes a teacher from each grade band, administration, specialists and para-educators. There is one Learning Improvement Day (LID) prior to the beginning of school. The focus of at least one LID/School WER will be data analysis and goal setting for the school-wide plan.

Oct. 13th Statewide In-service day was set aside to provide training for all staff members in the 3-5 Literacy GAP Analysis and K-2 Behavior Support.

Professional Development



- TPEP, Teacher/Principal Evaluation Project training in 5D's + instructional framework based on researched best practices by the Center for Educational Leadership (CEL) at University of Washington. Teacher Leaders at Barnes are Julie Morse and Ellie Golliher.
- School-based Writer's Workshop training
- Barnes teachers Julie Brigman and Monica Ramey are on the district teacher leader team, and receives math training to replicate in the building and in district grade level teams.
- Math SIP Team meets once a trimester for a half day training facilitated by Sean Scattergood focusing on the Washington State Learning Standards and Smarter Balance Assessment, as well as strategies for our whole-school math focus.
- Math SIP Team will be working through a book study; TBD.
- Ongoing training for FOSS science kits through ESD 112 for all grade levels with NGSS updates
- Science teacher leader Heidi Bailey receives science training to replicate in the building and in district grade level teams
- Barnes teacher, Rhonda Hennessey, serves on the district English Language Arts teacher leader team, and receive English Language Arts training to replicate in the building and in district grade level teams
- ELA/Social Studies Team meets once a month for a half day training facilitated by Christine McDaniel and Sandy DeBruler focusing on Washington State Learning Standards, Smarter Balance Assessment, and Writer's Workshop
- A team of 15 teachers will work through two book studies and professional development regarding growing a culture of readers and writers.
- Instructional assistant training in current building practices and student intervention support by Title Coordinator/Literacy coach and reading support teacher
- Professional development in technology is provided by Barnes teacher, Sean Scattergood, through Technology Implementation Training (TINT)
- Technology training opportunities are offered in building and by the district tech coordinator, Brenda Sargent. She also does a "tech to you" day where she comes into the building and supports teachers with projects, answers questions, provides ideas to classroom teachers for incorporating technology into instruction and student learning
- Positive Behavior Intervention and Support (PBIS) training provided by Jake Alabiso
- Positive Behavior Intervention and Support (PBIS) professional development through Washington State PBIS conference in Tacoma.

PreSchool Transition Support

Barnes School and Head Start put a great deal of effort into ensuring a smooth transition for students and families from preschool to elementary school. Every spring, a Kindergarten teacher and Principal attend a parent meeting at Head Start to orient families to Kindergarten and to answer questions. Individual student transition meetings are held with Head Start staff to discuss incoming students' strengths and needs. Transition meetings for special education preschool students are held with the designated receiving school.

An orientation meeting for all Barnes Kindergarten parents is held in the Spring prior to the Kindergarten year. Prior to Kindergarten students attending school full time, with WA Kids, students



were assigned a half day to come into the school and go through state assessments in seven areas. This is offered to all incoming Kindergartners.

COMPONENT #4: COORDINATION AND INTEGRATION

PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES

The SIP team meets at least monthly, its work guided by the SIP Action Plan documents. Each SIP team member serves as a liaison and helps to ensure that the goals of the school-wide plan are being addressed at the grade level team meetings. The Principal will attend team meetings to offer additional support and guidance as needed.

The School Improvement Planning Team (SIP) is responsible for monitoring implementation of the school-wide plan, and for serving as a liaison between the SIP team and other staff regarding school-wide initiatives. The school-wide action plan is reviewed, and progress documented, throughout the school year during monthly meetings.

Our efforts to accomplish this at the building level include a three-tiered instructional approach that meets the needs of all students. In this model, Special Education, Title I, Indian Education, ELL and Highly Capable programs coordinate to meet the individual needs of our students. This model will assist us in identifying the services appropriate for each student in each academic area. Barnes is beginning its sixth year of developing a Response to Intervention (RTI) model for at-risk students

The district provides Classroom-Based Assessments for grades K-5 in math in a format similar to the state summative assessment, Smarter Balanced Assessment (SBA). They are aligned with the Washington State Learning Standards in math. After students complete these assessments, teachers collaborate to score them and plan instruction based on student needs.

English Language Learners, students on IEPs and 504 plans are placed in heterogeneous general education classrooms. The ELL support staff works with students in a push-in model except for required ELL assessments. Special Education staff work with students in both-push in and pull-out models.

Grade K-5 students who qualify for the Highly Capable program are taught in the cluster model in heterogeneous general education classrooms by teachers who have received additional training in differentiating and meeting the needs of these specific students. Additionally, students are pulled out of the classroom one time each week to work with the district support teacher for highly capable. Barnes also coordinates with Youth and Family Link in order to provide after school services for K-5 students in the areas of Math, Science, ELA, Health and physical education.



Finally, Barnes students are also served in LAP intervention services for grades K-4 with a specific focus on math, literacy and reading readiness. Students are identified by specific entrance and exit criteria, utilizing STAR, STAR Math, DIBELS and served by both push in and pull out approaches.