


# **BARBIERI SCHOOL IMPROVEMENT PLAN UPDATE**

**PROGRESS TOWARD 2018-2019  
GOALS AND ACTION STEPS**

A dark blue diagonal graphic that starts from the bottom left corner and extends towards the top right corner, covering the lower right portion of the page.

# Standard I: Curriculum, Planning, and Assessment

**High Leverage Goal 1:** High Leverage Goal #1: *Barbieri Elementary School is committed to increasing representation of school teams on the Instructional Leadership Team (ILT) to include a representative from each grade level team and ensuring each constituent group in the school is represented. Through increasing the ILT's membership to include all groups, a professional culture of collegiality, shared decision-making, and collaboration between the administration and school faculty will be nurtured. Additionally, Barbieri Elementary School will utilize existing collaboration structures to develop systems for exploring instructional practices, data analysis of assessments, intervention planning and progress monitoring of student achievement and growth.*

<b>Action Step(s)</b>	<b>Updates and Deliverables</b>	<b>Next Steps</b>
Increase representation of school teams on the ILT including a representative from each grade level team and ensuring each constituent group in the school is represented.	<ul style="list-style-type: none"><li>● ILT includes representation for grades K-5, Framingham Teachers Association, Sub-separate special education programs and specialists</li><li>● Improved reciprocal, two-way communication among ILT and constituent groups</li><li>● ILT is working with the Center for Collaborative Education (CCE) on the use of protocol and analyzing data</li></ul>	<ul style="list-style-type: none"><li>● Create a protocol to share progress on school improvement plan with families</li></ul>

# Standard I: Curriculum, Planning, and Assessment

**High Leverage Goal 1:** High Leverage Goal #1: *Barbieri Elementary School is committed to increasing representation of school teams on the Instructional Leadership Team (ILT) to include a representative from each grade level team and ensuring each constituent group in the school is represented. Through increasing the ILT's membership to include all groups, a professional culture of collegiality, shared decision-making, and collaboration between the administration and school faculty will be nurtured. Additionally, Barbieri Elementary School will utilize existing collaboration structures to develop systems for exploring instructional practices, data analysis of assessments, intervention planning and progress monitoring of student achievement and growth.*

Action Step(s)	Updates and Deliverables	Next Steps
Utilize existing collaboration structures to develop systems for exploring instructional practices, data analysis of assessments, intervention planning and progress monitoring of student achievement and growth	<ul style="list-style-type: none"><li>● Collaboration teams have participated in some data analysis for the purpose of intervention planning: <a href="#">Collaboration Rotating Schedule Folder- The dates and agenda themes have been scheduled through</a> the April break.</li><li>● Data Chats were implemented in November 2018 and continued in February 2019.</li><li>● Administered iReady diagnostic in grades 3-5 and classrooms are utilizing the instructional component</li><li>● Imagine Learning diagnostic has been administered in grades 1 (Espanol) and 2 (English)</li><li>● Participated in Tier II progress monitoring meeting with district leaders</li><li>● SchoolWorks completed a site visit on March 19th and 20th</li></ul>	<ul style="list-style-type: none"><li>● Collaboration teams will continue to hone their skills at data analysis.</li><li>● Data chat scheduled for late Spring.</li><li>● Utilize the math component of Imagine Learning</li><li>● Administer the Imagine Learning diagnostic in Kindergarten (Espanol)</li><li>● Analyze the results of the site visit, creating action plans from those results and sharing with staff</li></ul>

# Standard I: Curriculum, Planning, and Assessment

**High Leverage Goal 2:** *Barbieri Elementary School will identify specific instructional best practices that are aligned with the school's instructional focus. These practices will be clearly defined, supported, and implemented with fidelity.*

Action Step(s)	Updates and Deliverables	Next Steps
<p>Consistent use of a standards-based lesson plan format for each reading and math unit of study K-5 and units of study for specialists, at a minimum, that addresses the needs of dual language learners and meets the need of sub separate populations</p>	<ul style="list-style-type: none"><li>• Some <a href="#">grade level teams are voluntarily co-planning</a> using the lesson plan template.</li><li>• The unit plans are continuously being updated to meet the need of second language learners.</li><li>• <a href="#">Curriculum Alignment plan has been updated to reflect the language of instruction for each unit/ content area.</a></li></ul>	<ul style="list-style-type: none"><li>• Multi and varied groupings for professional development opportunities for educators to provide calibrated understanding of the various components that are sustainable and are aligned</li><li>• System for sharing data with students and for goal setting</li></ul>

# Standard I: Curriculum, Planning, and Assessment

**High Leverage Goal 2:** *Barbieri Elementary School will identify specific instructional best practices that are aligned with the school's instructional focus. These practices will be clearly defined, supported, and implemented with fidelity.*

Action Step(s)	Updates and Deliverables	Next Steps
A consistent assessment of teacher knowledge and confidence centered on identified best instructional practices and the implementation of components from professional development opportunities	<ul style="list-style-type: none"><li>● Ongoing job-embedded professional development, starting August 28th, was offered to all teachers on language and content objectives, criteria for success and checking for understanding. Teachers received multilingual copies of the "Cheat Sheet" and template on designing objectives.</li><li>● <a href="#"><u>Teachers received PD on Bridging on November 6, 2018</u></a></li><li>● <a href="#"><u>Teachers received PD on High Leverage Teaching on December 6, 2018</u></a></li><li>● <a href="#"><u>Teachers received PD on Checking for Understanding on March 7, 2019</u></a></li><li>● <a href="#"><u>Teachers participated in Oral Assessment training</u></a></li><li>● Administration have begun the use of Classroom Visit Rubrics (CVRs) in classroom observations to monitor the use of best practices</li></ul>	<ul style="list-style-type: none"><li>● CVR data will be used to analyze the fidelity of implementation of the focus instructional practices.</li><li>● CVR data, along with other data sources, will be analyzed to create professional development plan 2019-2020</li><li>● Create opportunities for multiple forms of feedback for teachers to improve their practice</li></ul>

# Standard II: Teaching All Students

**High Leverage Goal 3:** *Barbieri Elementary School will promote the academic growth and achievement, and social and emotional growth, for all students through a system of supports, assessment, data analysis and feedback.*

Action Step(s)	Updates and Deliverables	Next Steps
Establish language proficiency targets and identify a system of assessment for Spanish oral language development	<ul style="list-style-type: none"><li>● <a href="#"><u>Language Proficiency Targets were drafted in July 2018 and presented to the ILT on December 19th 2018.</u></a></li><li>● Assessment developed to measure Spanish oral language proficiency assessment (OLA-F), teachers that provide Spanish instruction were trained in how to administer</li></ul>	<ul style="list-style-type: none"><li>● Teachers to administer <a href="#"><u>OLA-F (oral proficiency language assessment)</u></a> in March and April</li><li>● Teachers will work with coaches to review assessment data to inform instruction</li><li>● Finalize the Spanish language proficiency targets in June and identify action steps</li></ul>

# Standard II: Teaching All Students

**High Leverage Goal 3:** *Barbieri Elementary School will promote the academic growth and achievement, and social and emotional growth, for all students through a system of supports, assessment, data analysis and feedback.*

Action Step(s)	Updates and Deliverables	Next Steps
<p>A Multi Tiered System of Support (MTSS) model for interventions and supports will be developed, clearly articulated to all stakeholders and implemented with fidelity</p>	<ul style="list-style-type: none"><li>● <a href="#"><u>September 17th, 2018: Staff meeting on revised RTI model for academics. Administrators have monthly monitoring meetings on RTI.</u></a></li><li>● All teachers at Barbieri are participating in data chats with the administration and coaches. Data cycle protocol was used.</li><li>● Data cycles are at the end of each diagnostic period (at least three times a year). Additionally, in Math teachers look at the data at the end of every module.</li></ul>	<p>Collect feedback from staff on implementation and recommend modifications and changes for next year</p>

# Standard II: Teaching All Students

**High Leverage Goal 3:** *Barbieri Elementary School will promote the academic growth and achievement, and social and emotional growth, for all students through a system of supports, assessment, data analysis and feedback.*

Action Step(s)	Updates and Deliverables	Next Steps
<p>The importance of student attendance will be consistently shared with families.</p> <p>Monthly meeting to review student attendance and identification of students with frequent absences</p>	<p>Attendance monitoring includes monthly meetings that result in a variety of actions including, but not limited to;</p> <ul style="list-style-type: none"><li>● letters sent to families</li><li>● phone calls</li><li>● family meetings</li><li>● cases referred to attendance officer</li><li>● student with individual attendance incentive plan</li></ul> <p><a href="#"><u>Weekly newsletter to families on the importance of student attendance</u></a></p>	<ul style="list-style-type: none"><li>● Continue monthly meetings</li><li>● Continue communication with families</li><li>● Send additional newsletters with information about the importance of school attendance</li><li>● Continue to create more individual plans based on the individual needs of students and their families</li><li>● Based on conversations grounded in research articles from ASCD, work with families to create personalized attendance calendars for 2019-2020</li><li>● Utilize posters shared by Communications <b>Rochelle Santos</b></li></ul>



# Standard III: Family and Community Engagement

Action Step(s)	Updates and Deliverables	Next Steps
<p>Strengthen relationships with all stakeholders within the Barbieri school community (students, teachers, parents and community members).</p>	<ul style="list-style-type: none"><li>• Barbieri Family Cares Committee hosts many events throughout the school year. Some events are in collaboration with businesses and organizations in our community such as PTO</li><li>• Multicultural Night is a fun evening event that allows us to celebrate the many cultures in our school with a museum of artifacts, music, food, and entertainment</li><li>• Literacy and Math night takes place in the winter. All Barbieri families are invited to visit the school during the evening while wearing their pajamas! Staff members, parents, and community members host read-aloud sessions, book swaps, and math games</li><li>• The Family Resource Fair takes place in the spring on the night of our evening conferences. We invite organizations in the Metrowest area to bring information regarding extracurricular activities, sports, summer camps, and other resources</li><li>• Sanofi has partnered with our team for almost 10 years generously donating gifts purchased by their employees</li><li>• Framingham High School's National Honor Society, Framingham Police Department's Shop with a Cop program and the Framingham Public Schools' Central Office Gift Drive to ensure that those who could benefit from holiday support receive it</li><li>• Monetary donations that are given by individuals or via our partnership with We are All In This Together (WAITT) are used to subsidize the cost for our students to attend extracurricular activities, summer camps, summer school programs and/or transportation.</li><li>• BJ's Wholesale Club donates brand new coats in the winter season for students in need of outerwear</li></ul>	<p>The Health and Wellness committee is exploring ways to facilitate Parent Workshops on the topics of use of technology and discipline</p>

# Standard IV: Professional Culture

**High Leverage Goal 4:** *Barbieri Elementary School will cultivate shared behavioral expectations and practices, meaningful social-emotional supports for students, and strategies for engaging families that are culturally relevant and responsive.*

Action Step(s)	Updates and Deliverables	Next Steps
Revise the Tier I PBIS systems and supports	<ul style="list-style-type: none"><li>• Tier I PBIS systems has been revised by the (Care for classroom and school, Academics, Respect, Effort) CARE committee and presented to the staff in August.</li><li>• A clear system of communicating the efficacy of the Social Emotional and Behavioral support system has been developed.</li><li>• <a href="#">Continuum of consequences was created and presented to staff.</a></li><li>• Booster behavioral updates in December and January</li></ul>	<ul style="list-style-type: none"><li>• CARE committee to create activities for Social Emotional Learning development for each of the schoolwide themes.</li><li>• Fidelity Tier I inventory will be conducted in the Spring.</li><li>• Analyze Delaware family school climate survey results</li></ul>
Train additional staff members in the use of Responsive Classroom	The majority of the staff has been trained on Responsive Classroom and funding has been allocated for the training of the remaining teachers.	Training to be provided in the spring for remaining classroom teachers
Identify, implement and monitor additional Tier II and Tier III interventions	Tier III plans have been developed for identified students Tier II interventions (lunch groups and Check in/Check out) are in place.	To complete the Tier II menu of options and implement more Tier II interventions