Barrington Middle School

2021-22 Schoolwide Improvement Plan

Table of Contents

Barrington Middle School

5925 VILLAGE CENTER DR, Lithia, FL 33547

[no web address on file]

Demographics

Principal: Andrea Cummings

Start Date for this Principal: 8/3/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	37%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (66%) 2017-18: A (63%) 2016-17: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

Barrington Middle School

5925 VILLAGE CENTER DR, Lithia, FL 33547

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	36%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Barrington Middle School will create a climate of responsibility and exploration as it enables adolescents to demonstrate academic and social growth.

Provide the school's vision statement.

Barrington Middle School will create a collegiate atmosphere and prepare all students to reach their highest potential.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Rappleyea, Amy	Principal	As principal of Barrington Middle School, Ms. Rappleyea serves as the instructional leader. She is responsible for the management of the school. She oversees the faculty and staff, and ensures a safe, caring, and orderly environment where student can learn and teachers can teach.
Richman, Paula	Teacher, K-12	SAC Chair, Steering member, Barrington Problem Solving Leadership Team member. Mrs. Richman is responsible for coordinating our School Advisory Council and the School Improvement Plan.
Bobo, Michael	Assistant Principal	Mr. Bobo serves as the assistant principal for curriculum at Barrington Middle School. As APC, he is responsible for the master schedule and testing. He also coordinates the Extended Learning Program.
Clayton, Karla	Assistant Principal	Ms. Clayton is our assistant principal in charge of buildings and maintenance. She also is responsible for our Comprehensive Emergency Management Plan (CEMP).
Hough, Jed	Teacher, K-12	Mr. Hough serves as the social studies subject area leader. As SAL, he disseminates information from the district to his department. He assists administration in conducting walkthroughs and monitoring student data.
Garrison, Melinda	Teacher, K-12	Ms. Garrison is the math subject area leader at Barrington. As SAL, she assists in conducting classroom walkthroughs and monitors student data.
Geyfman, Stephanie	Teacher, K-12	Mrs.Geyfman serves as the science subject area leader for Barrington Middle School. As SAL, she attends monthly district science leader meetings, monitors student data, conducts classroom walkthroughs, maintains the chemical inventory, monitors science stockrooms, and she ensures the department has adequate lab supplies.
Harper, JeanneC	Teacher, K-12	Ms. Harper is the subject area leader for English Language Arts (ELA) at Barrington Middle School. As part of her role, she disseminates information from the district to her department, leads department meetings, conducts classroom walkthroughs, and monitors student data.

Demographic Information

Principal start date
Friday 8/3/2012, Andrea Cummings

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
10

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
69

Total number of teacher positions allocated to the school
73

Total number of students enrolled at the school
1,398

Identify the number of instructional staff who left the school during the 2020-21 school year.
0

Identify the number of instructional staff who joined the school during the 2021-22 school year.
0

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	449	454	495	0	0	0	0	1398
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	2	4	2	0	0	0	0	8
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	38	46	53	0	0	0	0	137
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	54	59	76	0	0	0	0	189
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	1	4	3	0	0	0	0	8

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Saturday 8/28/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	410	430	520	0	0	0	0	1360
Attendance below 90 percent	0	0	0	0	0	0	65	74	76	0	0	0	0	215
One or more suspensions	0	0	0	0	0	0	3	3	2	0	0	0	0	8
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	59	48	50	0	0	0	0	157
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	71	58	50	0	0	0	0	179

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	1	0	0	0	0	1

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	4	5	12	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	410	430	520	0	0	0	0	1360
Attendance below 90 percent	0	0	0	0	0	0	65	74	76	0	0	0	0	215
One or more suspensions	0	0	0	0	0	0	3	3	2	0	0	0	0	8
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	59	48	50	0	0	0	0	157
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	71	58	50	0	0	0	0	179

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	1	0	0	0	0	1

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	4	5	12	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				65%	51%	54%	65%	52%	53%
ELA Learning Gains				59%	52%	54%	60%	53%	54%
ELA Lowest 25th Percentile				49%	47%	47%	51%	48%	47%
Math Achievement				75%	55%	58%	71%	56%	58%
Math Learning Gains				68%	57%	57%	62%	59%	57%
Math Lowest 25th Percentile				52%	52%	51%	45%	52%	51%
Science Achievement				56%	47%	51%	58%	47%	52%
Social Studies Achievement				83%	67%	72%	79%	66%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	65%	53%	12%	54%	11%
Cohort Comparison						
07	2021					
	2019	63%	54%	9%	52%	11%
Cohort Comparison		-65%				
08	2021					
	2019	66%	53%	13%	56%	10%
Cohort Comparison		-63%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	71%	49%	22%	55%	16%
Cohort Comparison						
07	2021					
	2019	80%	62%	18%	54%	26%
Cohort Comparison		-71%				
08	2021					
	2019	36%	31%	5%	46%	-10%
Cohort Comparison		-80%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	57%	47%	10%	48%	9%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	81%	67%	14%	71%	10%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	93%	63%	30%	61%	32%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	93%	57%	36%	57%	36%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Achieve 3000 for ELA (all grade levels), FSA Mathematics (all grade levels), District baseline and midyears Mathematics (all grade levels), district civics baseline & midyear (7th grade civics), Civics EOC (7th grade civics), district Formative 1 and Formative 2 (8th grade science), SSA (8th grade science)

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	26.5	33.93	40.25
	Economically Disadvantaged	15.4	22.85	29.88
	Students With Disabilities	30.34	37.78	38.89
	English Language Learners	0.00	0.00	0.00
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	43.5	72.85	65
	Economically Disadvantaged	40	61.21	-
	Students With Disabilities	40	64.01	-
	English Language Learners	29.8	72.85	-

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31.52	40.07	45.03
	Economically Disadvantaged	28.38	34.06	37.38
	Students With Disabilities	50.74	64.14	61.68
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	59.50	72.19	38
	Economically Disadvantaged	53.15	67.55	-
	Students With Disabilities	72.20	78.59	-
	English Language Learners	-	79.30	-
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	55.80	71.11	71
	Economically Disadvantaged	48.7	53.83	-
	Students With Disabilities	80.60	89.52	-
	English Language Learners	33.75	44.15	-

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	44.85	56.22	61.08
	Economically Disadvantaged	29.64	38.43	41.34
	Students With Disabilities	54.59	64.75	67.99
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	60.60	60.21	67
	Economically Disadvantaged	53.90	56.33	-
	Students With Disabilities	84.60	76.77	-
	English Language Learners	70.40	40.99	-
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	66.70	51.77	62
	Economically Disadvantaged	47.60	56.01	-
	Students With Disabilities	81.40	67.04	-
	English Language Learners	16.10	37.71	-

Subgroup Data Review

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	27	44	38	31	46	42	29	45	57		
ELL	38	42	32	42	55	49	10	57	50		
ASN	74	58		91	67		70	85	100		
BLK	55	48	45	64	61	67	45	75	72		
HSP	53	50	32	61	60	57	51	66	73		
MUL	60	57	42	78	78	62	74	75	75		
WHT	71	60	42	76	63	48	68	79	77		
FRL	46	45	34	56	58	52	40	60	61		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2017-18**	**C & C Accel 2017-18**
SWD	28	45	38	37	40	29	19	58	67		
ELL	25	53	55	42	66	61	33	50			

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	89	71		92	85		92	93	93		
BLK	53	51	43	63	64	50	37	75	74		
HSP	54	59	59	67	64	48	43	79	78		
MUL	66	59	52	74	68	59	68	81	68		
WHT	72	60	40	82	71	53	65	86	88		
FRL	46	51	48	58	57	45	31	70	71		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	30	43	35	34	46	34	23	42	79		
ELL	31	54	50	36	42	27	19	38			
ASN	76	48		81	73		64	92	100		
BLK	57	60	57	61	55	48	43	76	77		
HSP	53	57	49	60	56	43	46	67	78		
MUL	65	69	50	72	65	29	73	88	81		
WHT	73	62	51	77	65	48	66	85	80		
FRL	51	56	50	56	53	40	45	65	71		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	601
Total Components for the Federal Index	10
Percent Tested	85%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	78
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	59
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	67
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Over the past several years, the 8th grade science scores have increased.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA, especially in 7th and 8th grade need additional support.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

In 2019-2020 and 2020-2021, we were faced with the pandemic. Prior to pandemic, a trend of middle school students not reading on a regular basis has been a concern.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Science has shown improvement, especially in the 2021 state assessment.

What were the contributing factors to this improvement? What new actions did your school take in this area?

PLC members worked together to ensure continued growth in science even during distance learning. We integrated Canvas and utilized a variety of tools including simulations and hands-on activities as appropriate.

What strategies will need to be implemented in order to accelerate learning?

We will focus on what the students need now. We have conducted baseline assessments in all core subject areas. Our instructional leadership team and PLCs will analyze the data and match the instruction to meet students where they are.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Our school has developed a new professional development program for the 2021-2022 year called "breakfast with a bonus". Each month teachers will be invited for breakfast and then attend training. Teachers also have the opportunity to sign up for trainings available through the district via the updated Professional Development System (PDS). Trainings are available both during the week as well as on Saturdays.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Teachers are providing additional tutoring. Our school will offer ELP which, will provide opportunities for students to receive additional support and improve skills. We offered a back to school camp for all 6th graders prior to the first day of school.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	ELA has been an area of difficulty for 7th and 8th graders at Barrington for the past several years.
Measurable Outcome:	By the end of the 2021-2022 school year, the number of students reading at or above grade level will increase by 3%.
Monitoring:	Administration and subject area leaders will conduct regular walk-throughs, all members of the faculty will actively participate in PLCs, and the leadership team and subject areas will share data from performance measuring assessments.
Person responsible for monitoring outcome:	Amy Rappleyea (amy.rappleyea@hcps.net)
Evidence-based Strategy:	All members of the faculty incorporate WICOR strategies and will accelerate learning.
Rationale for Evidence-based Strategy:	The use of WICOR is a part of the AVID implementation. Teachers have been trained to utilize AVID strategies in their classrooms. By using a common language throughout the school, students are set up for success rather than confusion.

Action Steps to Implement

Conduct ongoing professional development (Breakfast with a Bonus)

Person Responsible	Amy Rappleyea (amy.rappleyea@hcps.net)

Conduct regular walkthroughs in science

Person Responsible	Stephanie Geyfman (stephanie.geyfman@hcps.net)

Conduct regular walkthroughs in social studies

Person Responsible	Jed Hough (jed.hough@hcps.net)

Conduct regular walkthroughs in language arts

Person Responsible	JeanneC Harper (jeannec.harper@hcps.net)

Conduct regular walkthroughs in mathematics

Person Responsible	Melinda Garrison (melinda.garrison@hcps.net)

Share WICOR strategies with the faculty through TEAMS and at faculty meetings

Person Responsible	Amy Rappleyea (amy.rappleyea@hcps.net)

Teachers who have not previously attended the AVID Institute, will be offered the opportunity to attend additional training.

Person Responsible	Amy Rappleyea (amy.rappleyea@hcps.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Our school's discipline data ranks in the moderate category. The area of greatest concern is property incidents which was rated high with a total of two incidents, one which was vandalism and the other was arson. At Barrington we are encouraging students to assume personal responsibility. All adults on campus supervise our students. The administration will continue to monitor discipline data.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

At Barrington, we encourage all stakeholders to become involved. Students are encouraged to join clubs including the student council. Our AVID team and Sunshine Committee both work hard to strengthen staff morale. Our business partners hold spirit nights to build community. Teachers and students receive recognition.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Amy Rappleyea, principal of Barrington, establishes and sets the tone of the school. Ms. Rappleyea keeps stakeholders involved and informed through weekly ParentLinks in which she encourages others to be actively engaged within the school. Our Steering Committee, Instructional Leadership Team, Team Leaders, and SAC all provide feedback on what is working and assist in promoting the positive culture. Barrington has a Positive Behavior System to encourage students to do the right thing. We also have a positive referral to recognize students.