Barrington Middle School

2022-23 Schoolwide Improvement Plan

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Barrington Middle School

5925 VILLAGE CENTER DR, Lithia, FL 33547

[no web address on file]

Demographics

Principal: Andrea Cummings

Start Date for this Principal: 5/30/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	37%
2021-22 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	2021-22: B (59%) 2018-19: A (66%) 2017-18: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	37%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

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Purpose and Outline of the SIP

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Whitman, Andrea	Principal	Instructional Leadership 1. Achievement Focus and Results Orientation 2. Instructional Expertise 3. Managing and Developing People 4. Culture and Relationship Building 5. Problem-Solving and Strategic Change Management
Richman, Paula	SAC Member	SAC Chair -maintain and communicate School Improvement Plan with all stakeholders -conduct regular SAC meetings and report the results of those meetings with stakeholders -collaborate with leadership team and other stakeholders to improve student performance 7th Grade Science Teacher -teach all life science standards and 7th grade nature of science standards to assigned students -progress monitoring of students -collaborate with professional learning community
Geyfman, Stephanie	Teacher, K-12	-shares information from the district science department with the school science department -monitors and guides best teaching practices in science -maintains the science department budget and inventory -orders equipment, chemicals, and other materials for the science department -holds regular department meetings -monitors regular professional learning community meetings
Harper, JeanneC	Teacher, K-12	-shares information from the district language arts department with the school language arts department -monitors and guides best teaching practices in language arts -holds regular department meetings -monitors regular professional learning community meetings
Hough, Jed	Teacher, K-12	-shares information from the district social studies department with the school social studies department -monitors and guides best teaching practices in social studies -holds regular department meetings -monitors regular professional learning community meetings
Essig, Victoria	Teacher, K-12	-shares information from the district math department with the school math department -monitors and guides best teaching practices in mathematics -holds regular department meetings -monitors regular professional learning community meetings

Demographic Information

Principal start date
Monday 5/30/2022, Andrea Cummings

Number of teachers with a 2022 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.*
5

Number of teachers with a 2022 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.*
22

Total number of teacher positions allocated to the school
63

Total number of students enrolled at the school
1,417

Identify the number of instructional staff who left the school during the 2021-22 school year.
12

Identify the number of instructional staff who joined the school during the 2022-23 school year.
11

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

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	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	0	0	0	0	0	

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Monday 7/25/2022

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	449	454	495	0	0	0	0	1398
Attendance below 90 percent	0	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	0	
Course failure in Math	0	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	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	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	

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	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	0	
Course failure in Math	0	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	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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	57%	50%	50%				65%	51%	54%
ELA Learning Gains	46%						59%	52%	54%
ELA Lowest 25th Percentile	33%						49%	47%	47%
Math Achievement	64%	36%	36%				75%	55%	58%
Math Learning Gains	57%						68%	57%	57%
Math Lowest 25th Percentile	54%						52%	52%	51%
Science Achievement	60%	52%	53%				56%	47%	51%
Social Studies Achievement	79%	58%	58%				83%	67%	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	2022					
	2019	65%	53%	12%	54%	11%
Cohort Comparison						
07	2022					
	2019	63%	54%	9%	52%	11%
Cohort Comparison		-65%				
08	2022					
	2019	66%	53%	13%	56%	10%
Cohort Comparison		-63%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	71%	49%	22%	55%	16%
Cohort Comparison						
07	2022					
	2019	80%	62%	18%	54%	26%
Cohort Comparison		-71%				
08	2022					
	2019	36%	31%	5%	46%	-10%
Cohort Comparison		-80%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	57%	47%	10%	48%	9%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	81%	67%	14%	71%	10%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	93%	63%	30%	61%	32%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	93%	57%	36%	57%	36%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	26	39	28	30	43	36	34	55	83		
ELL	33	37	29	38	41	28	33	59	63		
ASN	76	76		84	74		76	100	89		
BLK	49	38	31	53	58	62	48	73	75		
HSP	46	41	30	53	50	42	49	68	82		
MUL	57	35	9	63	58	62	56	80	86		
WHT	65	50	36	73	60	61	69	83	87		
FRL	42	38	30	48	47	44	43	67	76		
2021 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 2019-20	C & C Accel 2019-20
SWD	27	44	38	31	46	42	29	45	57		
ELL	38	42	32	42	55	49	10	57	50		

2021 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 2019-20	C & C Accel 2019-20
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			
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	57
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	38
Total Points Earned for the Federal Index	573
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	82
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
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%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

ELA achievement has decreased over the past three years including the learning gains and bottom quartile. Math achievement and learning gains have also decreased since 2019, but the lowest quartile remained at 55% in both 2021 and 2022. Social Studies achievement went back up in 2022 to 78%, however this is still lower than it was in 2019 prior to the pandemic. Science achievement was up in 2021 to 62%, but fell slightly to 59% in 2022.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA across the board needs significant improvement. The ability to read impacts all core areas including students' math problem solving.

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

Contributing factors include: 1) a decrease in attendance during the first three quarters of the year compared to the previous year due to a larger spread of Covid-19. 2) student performance in coursework was down in both 6th and 8th grade. 3) There were multiple teaching vacancies and classrooms without regular substitutes, which disrupted student learning. Actions to address this include: 1) Minimizing the number of classrooms without an instructor 2) work with PSLT to increase attendance rate

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Social studies showed the most improvement with a 74% achievement in 2021 and 78% in 2022.

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

Level 2 readers were moved into advanced classes and some of the students had the sequence of their social studies courses reworked.

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

Teachers will receive targeted rosters with "bubble students" identified to assist in planning how to move students to the next level. Administration will also hold quarterly data chats with teachers of assessed areas to monitor student achievement. The instructional leadership weekly walkthroughs will incorporate a Microsoft Form to collect data to make professional development decisions to assist teachers with integrating best practice strategies.

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.

One Monday per month Barrington will hold professional development for 45 minutes after school during the early release time. One morning per month, Barrington will hold a mini professional development "Breakfast with a Bonus" session before school. Faculty meetings will include strategy shout outs.

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

Barrington will be integrating more professional development than previous years, through use of the Monday early release days.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Administrative team will conduct weekly instructional learning walks to provide specific feedback to teachers as well as gather information on what professional development may be needed for the faculty. Student achievement at Barrington has remained stagnant or decreased in most subject areas over the past few years.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Instructional learning walks will occur weekly.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Records of instructional learning walks will be collected through Microsoft Forms for data collection.
Person responsible for monitoring outcome:	Andrea Whitman (andrea.whitman@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Tiered teacher observations will occur in the fall. Ms. Cummings, principal, will observe all teachers new to Barrington and the top 25% and bottom 25% of teachers as previously evaluated. Mrs. Young, assistant principal, will observe the high mid teachers, while Mr. Stingone, assistant principal, will observe the lower mid teachers.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	By utilizing tiered teacher observations, Barrington's new administrative team will be able to assess which teachers need more support and coaching.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Whitman, Andrea, andrea.whitman@hcps.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
N/A	Whitman, Andrea, andrea.whitman@hcps.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Barrington promotes a positive school culture and environment through our positive behavior system, which includes a token system of "lightning strikes" or tickets that students can redeem for participation in incentive activities and for purchasing items from our school store. We also promote a positive culture through our morning show, weekly Parent Link phone calls, back to school grade level meetings with the students and administration, and continuous reinforcement through slogans posted in classrooms/hallways. New this year, is the "Incredi-Bolt" recognition for both students and teachers. We will recognize at least one student at each grade level monthly as an "Incredi-Bolt." At Barrington, we are the Bolts. We Believe it, Own it, Live it, Talk it, Share it.

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

Our PBS committee includes teachers, students and parents. Mrs. Hillary, 7th grade ELA teacher leads the committee. Our administration, Ms. Cummings, Mr. Stingone, and Mrs. Young will set the tone for the school. In prior school years, the principal or APC, would get on the morning show regularly to praise positive things taking place in the school and to call students down for rewards.