

Strategic Plan: 2023 - 2024

# **Barrington Public Schools 2023-2024**

## **Mission and Vision**

### *Mission*

Barrington Public School's mission is to empower all students to excel in character, citizenship, collaboration, creativity, communication, and critical thinking, so that they may positively impact the future.

### *Vision*

Barrington Public Schools will graduate students who

1. Think like global citizens and consider global issues
2. Understand how to be life-long deep learners
3. Work independently and with others
4. Make important decisions together and learn from and contribute to the learning of others
5. Communicate clearly, in a variety of ways, for specific audiences
6. Evaluate information and argument, see patterns and connections, construct meaningful knowledge, and apply it in the real world.

See and take opportunities, create new ideas or products, and lead others.

## **Theory of Action**

### *If LEA...*

develops common performance tasks and adopts high-quality curricula aligned to the deep learning competencies connected to high-yield

instructional strategies, requiring student engagement, design thinking, and fostering a growth mindset, requiring fidelity

*Then LEA can...*

we will see relevance and rigor across classrooms

consistency and coherence across classrooms

student engagement across classrooms

a focused professional learning community

commitment to continuous improvement

attention to the social-emotional needs of all students

*So that...*

Students will

Demonstrate deep learning competencies

Be global citizens

Grow on social-emotional indicators

Transfer content and skills to authentic opportunities

## Values

### **Value and Belief 1**

*Exceptional school districts develop exceptional students.*

### **Value and Belief 2**

*A culture of collaboration leads to strong community partnerships and increased student achievement.*

### **Value and Belief 3**

*Student-centered learning is ensured through the provision of research-based, high-quality instruction.*

### **Value and Belief 4**

*Continuous school and district improvement only occurs when goals are specific, measurable, attainable, results-oriented, and time-bound.*

## **Value and Belief 5**

*District policies are necessary to ensure the equitable and consistent implementation of high expectations, culturally relevant processes, and brain-based science.*

## **Needs Assessment**

1. Social-emotional well-being of staff and students has been identified as a high-level district need. This need is captured under the Priority of personal learning communities and a culture of collaboration. Data was collected from District Panorama Surveys.
2. Although the district is high-performing (strength) and we do not have gaps for our MLL students, we recognize opportunities to close gender gaps and gaps for students with disabilities based on Fastbridge, state assessments, and internal benchmarks. We also recognize the need to improve writing across the curriculum based on our state assessment scores. These needs are outlined under the Priority Area of Student Learning Outcome.
3. We recognize that the world our students are entering is rapidly changing. Barrington has committed to the deep learning competencies connected to strategies that increase engagement and empower students as global citizens. These high-leverage strategies are outlined under the Priority of Student Learning Objectives.
4. Barrington recognizes the power of families as partners and recognizes a need, based on the Panorama District Survey, to extend efforts to engage with all families more effectively. This need is outlined under the Priority for Professional Learning Communities and Culture of Collaboration.
5. Like many districts, Barrington is faced with staffing challenges. The ability to recruit and retain a diverse and highly effective teaching staff surfaced as a high need during our FY23 equity audit. This need is captured under the Priority for a Sustainability of Excellence.

## **Priorities**

## *Professional Learning Communities and Culture of Collaboration*

*To accomplish the mission of the Barrington Public Schools (BPS) and establish a culture of exceptionalism, BPS operates under the umbrella of professional learning communities (PLC).*

A PLC is a collaboration of teachers, administrators, families, and students who work together to seek out best practices, test them in the classroom, continuously improve processes and focus on results (Rick Dufour, 2002). As a PLC, BPS has developed a culture based on collaboration. Members of this community work interdependently to achieve common goals for which everyone is mutually accountable. It is a commitment to excellence (environments that produce exceptional students, [www.allthingsplc.com](http://www.allthingsplc.com)).

### **Commitments**

1. PLCs judge their effectiveness on results. Working together to improve student achievement and staff and student well-being becomes the routine work of everyone in the school community. Every team participates in an ongoing process of identifying baselines, working together to achieve goals, and providing periodic evidence of progress. The results-oriented PLC collects and analyzes data as a catalyst for school and district improvement.
2. PLCs ensure that all students learn at high levels. It is a shift from a focus on teaching to a focus on learning. Every professional engages with colleagues in the ongoing exploration of driving questions that define the work of the PLC.
  1. What do we want students to learn?
  2. How will we support them in their learning journey (strategies, pedagogies, instructional methods)?
  3. How will we know when a student has learned it?
  4. How will we respond when a student experiences difficulty in learning/
  5. How will we respond when a student already knows it?

When the staff has built shared knowledge and found common ground on these questions, the school has a solid foundation for moving forward with its improvement initiative.

3. BPS recognizes that we must work together to achieve our collective purpose of learning for all. All means all. Because of that, we create structures to promote a collaborative culture. Collaboration within a PLC is a systematic process in which the school community works together to analyze and improve teaching and learning. The school community works in teams, engaging in an ongoing cycle of improvement and response that promotes deep team learning. This process, in turn, leads to higher levels of student achievement and overall well-being.

## Measurable Goals

### **1. 1. Promote a positive culture, increasing staff satisfaction on Panorama by 5% across all buildings.**

#### *Initiative 1: Staff Self-Care*

Action Step 1: Principals and District Admin will round with or survey staff regarding their needs: identify, organize and prioritize

Action Step 2: District Admin and Principals will ensure that staff know how to access the health and well-being resources from the district, school, and The Trust

Action Step 3: Principals and District will evaluate the number and types of meetings they hold, as well as the number of staff who serve on multiple teams

Action Step 4: Principals and the District will create and support a culture of care and connection during the school day and during natural opportunities during meetings.

#### *Initiative 2: Social Emotional Intelligence - RULER*

Action Step 1: Sharing the Science of Stress and Well-Being for staff through RULER or similar RIDE programs on staff well-being and culture of care

Action Step 2: Evaluate the tools needed by staff in each building, such as staff charter and connected actions to achieve the intention of the charter and implement the RULER Curriculum.

Action Step 3: Engage in regular staff check-ins using RULER as the foundation.

## **2. Build Productive Partnerships for Education - New Pedagogies for Deep Learning to increase student engagement and satisfaction as demonstrated by Deep Learning Rubrics at 80%, and decrease chronic absenteeism to 5% by 2030.**

### *Initiative 1: Deep Learning*

Action Step 1: Promote the why of deep learning and the direct connection to student and staff SEL and the school culture.

Action Step 2: Work with teacher leaders on making the language of deep learning active in the schools, such as the progress reports and the vision of a graduate

Action Step 3: Provide support through the leaders and teachers trained through the capacity institutes on embedding and measuring deep learning on applicable common tasks and proficiencies.

Action Step 4: Increase student engagement through Deep Learning to decrease chronic absences to 5% by 2030.

## **3. Promote a Positive School Culture - Student Social-Emotional Learning and Belonging, increasing student sense of well being by 5% on the Panorama Student Survey**

### *Initiative 1: RULER Curriculum*

Action Step 1: RULER teams in each building will determine how to integrate the key lessons into the school day such that the student have the strategies they need for social-emotional learning.

### *Initiative 2: Implement a Tiered Model for Social-Emotion and Behavior*

Action Step 1: Implement age-based social-emotional competency rubrics for students requiring tier 2 and 3 supports

Action Step 2: Create new executive function rubrics for students requiring tier 2 and 3 supports in this area

Action Step 3: Train teachers in Tier 2 interventions for SEB

Action Step 4: Offer book clubs around trauma-informed instruction as part of the 12-hour required PD offerings

Action Step 5: Pilot a universal screener with one grade level to create a process for implementation and a tiered response to data collected

Action Step 6: Reconstruction of the programming with the Alternative Learning Program at the Barrington High School

#### **4. Promote a Positive School Culture - Family Engagement**

##### *Initiative 1: Events for Home School Partnerships*

Action Step 1: School Teams will work with their leadership councils, School Improvement Teams and PTO to design events for families to engage in the teaching and learning in the school such as walkthroughs at BMS, Math and reading nights at elementary, and high school nights.

Action Step 2: Evaluate options for asynchronous sharing of information and engagement opportunities with families who cannot participate in person.

Action Step 3: Host family FASFA evenings with in-person and virtual options to increase attendance.

##### *Student Learning Outcomes*

*Student learning outcomes define what BPS means when it says it is committed to developing exceptional students. These are the results stated in the guiding strategy of PLC that everyone is accountable for student outcomes. SLOs are recognized that BPS has a primary customer, the student.*

These expectations and prerequisites parallel the responses by staff, families, students, and community members to the strategic plan survey question,

"What are the most important skills, knowledge, and abilities BPS students will need in order to be successful in the future?"

## **Commitments**

1. Strong character and ethical reasoning skills
2. Application of critical thinking, creativity, and innovation in problem-solving
3. Economic and financial literacy
4. Ability to collaborate, communicate, work productively, and resolve conflicts with others
5. Ability to effectively and responsibly use technology and other information technologies and resources to empower learning
6. Civic engagement and responsible citizenship
7. Global perspective and intercultural knowledge
8. Mastery and application of reading, mathematics, science, social studies, writing, and world languages all connected to the appropriate standards

## **Measurable Goals**

**1. Ensure Success for Every Student - Improve K-5 Writing in alignment with Science of Reading. Progress monitor growth in ELA to ensure the district reaches 85% proficiency by 2030.**

### *Initiative 1: Writing Rope*

Action Step 1: Engage with RIDE on offered sessions of the Writing Rope

Action Step 2: Conduct book studies with teachers at K-5 on the Writing Rope

Action Step 3: Coach implementation of strategies and best practices from Writing Rope

Action Step 4: Progress monitor growth in ELA to ensure the district reaches 85% proficiency by 2030.



**2. Ensure Success for All Students - Elementary Middle School Gap Closure in Literacy. Progress monitor growth in ELA to ensure the district reaches 85% proficiency by 2030.**

*Initiative 1: Tier III Reading Intervention*

Action Step 1: Reading teachers and special educators will collaborate on training, implementation, and progress monitoring using SPIRE and OG.

Action Step 2: Progress monitor growth in ELA to ensure the district reaches 85% proficiency by 2030.

**3. Ensure Success for All Students - Secondary Gap Closure in Literacy. Progress monitor growth in ELA to ensure the district reaches 85% proficiency by 2030.**

*Initiative 1: Tier III Reading Intervention*

Action Step 1: Reading teachers and special educators will collaborate on training, implementation, and progress monitoring using SPIRE.

Action Step 2: Progress monitor growth in ELA to ensure the district reaches 85% proficiency by 2030.

*Initiative 2: Prioritized Scheduling*

Action Step 1: 1. Reading teacher identify students with PLPs and group by need. Share with the principal.

Action Step 2: 2. Identify and group students with special needs that require SPIRE using placement results. Share with Asst Sp Ed Director and department chair.

Action Step 3: 3. Guidance to schedule interventions first before the general schedules are tumbled.

**4. Ensure Success for All Students - 6-12 Math Proficiency. Progress monitor growth in Math to ensure the district reaches 85% proficiency by 2030.**

### *Initiative 1: Implement High Quality Curriculum*

Action Step 1: Refine the implementation of illustrative math in 6-8 and Algebra I

Action Step 2: Complete the roll-out of Illustrative for Geometry and Algebra II

Action Step 3: Review assessments and assign to proficiency cycles at BMS and BHS

### *Initiative 2: Implement Research-based Intervention in Math at BMS*

Action Step 1: Special educators in grades 5-8 administer placement test

Action Step 2: Place students in groups by placement results. Create master schedule that allows for 2 intervention groups per grade level at BMS.

Action Step 3: Provide PD to be able to implement the TransMath program with ongoing support.

Action Step 4: Teachers implement Transmath in grades 6-8 for students with math goals during the intervention block.

Action Step 5: Progress monitor growth in Math to ensure the district reaches 85% proficiency by 2030.

### *Sustainability of Excellence*

*BPS faces many issues that directly impact its ability to meet and exceed student, family, and community expectations and achieve outcomes for students and staff. Understanding and addressing these challenges is why the district creates a strategic plan. Challenges can arise that are internal and external. Carefully defining these challenges enables the development of relevant goals that create the opportunity to sustain and focus on improvement efforts that will have the greatest return on investment.*

The following seven challenges were identified and prioritized using an external scanning process and collection of community survey information. These challenges become the most important goals for BPS. By focusing on

these challenges, BPS assures its students and staff the best possible outcomes that we prepare them for life and adhere to their well-being.

## **Commitments**

## **Measurable Goals**

### **1. Effectively and Efficiently Manage Fiscal Resources - Equity Lens as measured by the equity audit rubric hitting 80% of targets identified.**

*Initiative 1: Equitable Procurement and Distribution of Resources, Space, and Materials*

Action Step 1: Incorporate the findings of the equity audit into the 2024 Strategic Plan.

*Initiative 2: Human Resources - Staffing*

Action Step 1: Investigate strategies for increasing the number of diverse candidates applying to positions in the district.

Action Step 2: Create an equity-based recruiting, hiring, and retention plan that is monitored quarterly

*Initiative 3: Cultural Competence*

Action Step 1: Create and issue an RFP to hire a DEIBA (Diversity Equity Inclusivity Belonging and Accessibility) consultant

Action Step 2: Provide professional development on cultural competence to all staff through the newly hired consultant