



**Barrington Public Schools**  
**2018-2019 District Strategic Scorecard**

# Barrington Public Schools District Scorecard: 2018-2019

Our mission: To empower all students to excel

To achieve our mission, we commit to...

- make student-centered decisions
- demonstrate respect in all relationships
- create purposeful, inclusive, and responsive dialogue
- practice transparent, effective, and strategic financial management

## STUDENT SUCCESS

### 2018-2019 Goals

- Increase annual student application of learning from 3 to 5 on average across the district (Review BPS Pillars of a Graduate: Project-based Learning (PBL) tasks, Service Learning, Research, and Interdisciplinary Learning)
- Implement and improve student engagement and preparation for life by creating and setting baseline on student engagement survey
- Increase the number of experiential Pathways from 6 to 10 (Administrator Report)
- Increase overall performance of identified subgroups (Students with Disabilities and Male Reading) to decrease performance gap on Fastbridge, Rhode Island Common Assessment System (RICAS), PSAT 10, SAT, and Secondary Proficiencies in Math and ELA (assessment) will decrease from X to Y
- Increase the number of students participating in workplace learning experiences from 90 to 125 (HS Report)

### Progress Monitoring Measures

- Progress Monitoring of the scorecard goal will occur through Fastbridge 3x per calendar year (Sept, Mar, Sept) at K-9 and through Lexia Reading 10-12 iReady for identified students
- Mid-year report on status of pathways, student application of learning, and workplace experiences

### Strategic Actions

- Expand training on Universal Design for Learning (UDL) for Learning PK-12 gap closure to include training for all (English Language Learners) ELL teachers, co-teachers, and high school departments through Katie Novack and coaching from Assistant Superintendent, Director of Pupil Personnel and School System Supports Coordinator
- Proficiency Based Graduation Requirement (PBGR) coordinator will work with the senior project team, internship coordinator, and high school counselors to develop, advertise and enroll students in workplace learning experiences
- PBGR coordinator will work with curriculum leaders and high school counselors to develop, advertise and enroll students in Pathways
- Systems support coordinator will support the implementation and improvement of systems within Multi-Tiered Systems of Support (MTSS) PK-12
- Highlander Institute coaches will provide job-embedded coaching on PBL development and implementation for all teacher teams PK-12 to ensure each student is engaged in guaranteed PBL experiences and application of the 4 Pillars of a Barrington Graduate (Research, Experiential Learning, Interdisciplinary Learning, and Deeper Learning PBL)

### Definitions:

**Project Based Learning (PBL)** - “Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge” (Buck Institute).

**Service Learning** - Service Learning is a instructional model in which students achieve learning objectives through direct work within and for the benefit of the larger community.

**Interdisciplinary Learning** - Learning that connects different disciplines to examine an issue, solve a problem, or investigate a phenomenon. Interdisciplinary learning is also known as cross-content learning.

**Universal Design for Learning (UDL)** - “The term UNIVERSAL DESIGN FOR LEARNING means a scientifically valid framework for guiding educational practice that: (A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient” (National Center on Universal Design for Learning)

**English Language Learners (ELL)** - Student whose first language is not English.

**Proficiency Based Graduation Requirements (PBGR)** - According to the Rhode Island Department of Education, “Proficiency-based education is a personalized approach to education that awards credit on the basis of a student’s demonstrated mastery of desired learning outcomes—regardless of how long that learning takes. In a proficiency-based model, the level of expectation for student learning is high for all students, with each student responsible for meeting common established learning goals— or, proficiencies.

Proficiency-based systems typically include these features:

- Clear expectations for learning – explicit, measurable learning targets in both content area skills and cross-curricular skills;
- Meaningful assessments where students receive timeline and differentiated support and feedback;
- Students advanced upon demonstrating proficiency, not based on seat time or instructional minutes;
- Personalized learning opportunities where students exercise voice and choice in learning and assessment options; and
- Learning outcomes emphasize proficiencies that include the application and creation of knowledge, along with the development of important skills and dispositions.”

**Multi-tiered Systems of Supports (MTSS)** - “Multi-tiered System of Support (MTSS), formerly known as RTI grew from efforts to improve identification practices in special education. Simply put, it is a process of systematically documenting the performance of students as evidence of the need for additional services after making changes in classroom instruction. MTSS promises to change the way schools support students with learning and behavior problems by systematically delivering a range of interventions based on demonstrated levels of need” (Positive Behavioral Intervention and Supports).

**Experiential Learning** - Experiential learning is the process of learning through doing and applying skills and knowledge to real-world situations.

**Deeper Learning:** Is the students’ ability to master core academic content, think critically and solve complex problems, communicate effectively, work collaboratively, learn how to learn, develop academic mindsets (Hewlett Foundation).

## SOCIAL EMOTIONAL WELL-BEING

### 2018-2019 Goals

- Increase the number of teachers who have all students self-reflecting for empowerment as measured by Lead Educate and Promote the Profession (LEAPP) walkthrough data from 43% to 75%
- Increase/ Decrease the percentage of students reporting low levels/ high levels of stress and anxiety on Survey Works Social Emotional Learning (SEL) SubSection in grades 3-12 from 66% favorable to 71% favorable
- By June 2019, 90% of staff will have a working understanding and knowledge of RULER Principles, anchor tools, and implementation activities as measured by RULER Staff Survey

### Progress Monitoring Measures

- Student reflections on curriculum standards that measure perseverance, stamina
- LEAPP Walkthrough 3 times per year
- RULER Staff Survey

### Strategic Actions

- The district will provide intensive RULER training to teams from each school who will train their colleagues to understand and use the Ruler program PK-12; access RULER to ensure consistent language to understand and communicate about SEL district-wide
- School teams will receive virtual coaching from RULER and develop implementation strategies
- School leaders and teachers will teach parents the parent component of RULER to support SEL strategies in Spring 2019
- SEL Taskforce will continue to evaluate programming and systems to meet students' SEL needs, including assessing levels of support offered through school psychologist, social worker, school counselors, student assistance, behavioral specialists, and school nurses, school schedules, and programs

### Definitions:

**Lead Educate and Promote the Profession (LEAPP)** - A teacher led effort in Barrington to make learning visible through research-based instructional strategies

**RULER** - "RULER is an evidence-based approach for integrating social and emotional learning into schools, developed at the Yale Center for Emotional Intelligence" (ei.Yale.edu).

**Social Emotional Learning (SEL)** - "Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions" (CASEL).

## COLLABORATIVE CULTURE

### 2018-2019 Goals

- Increase the percentage of staff participating in collaborative professional learning opportunities beyond the school day and school and district-wide committees from 40% to 60% (Administrator Report/Frontline Report)
- Increase employee engagement, as measured by the Employee Engagement Survey from 3.77 to 3.87
- Set baseline for employee attendance and involvement at student and/or parent events as measured by the Administrator Report

### Progress Monitoring Measures

- Staff participation on school and District-wide committees and external collaborative professional learning opportunities - Quarterly Frontline Reports

### Strategic Actions

- Administrative leaders, along with teacher leader teams, will prioritize and connect initiatives to purpose and “why” and engage teachers for input and feedback that is acknowledged by the leader
- Utilize strategies learned from RULER to support staff well-being and collaborative culture
- School Committee, PTO/BPA, and administrative leaders will recognize staff involvement at parent and student events
- Leaders will apply learning from National Institute for School Leadership to diversify staff involvement in collaborative professional learning opportunities and school and district committees

## PARENT AND COMMUNITY ENGAGEMENT

### 2018-2019 Goals

- Increase parent satisfaction, as measured by the Parent Satisfaction Survey, from 3.83 to 3.93
- Increase opportunities for parent involvement on District and School-based teams
- Increase the number of K-5 Classroom and Special Subject Teachers using Seesaw Digital Portfolio to 100%

### Progress Monitoring Measures

- Parent exit tickets after major events that are sponsored by the school or District
- Measure baseline and end of year number of parents involved on District and School-based teams

### Strategic Actions

- School leaders and teachers will use parent survey data and feedback to make proactive decisions
- Implement a consistent mechanism for parent-teacher communication and regular feedback using digital portfolios K-5
- Evaluate mechanisms beyond Google Classroom and Aspen for parent teacher communication and regular feedback systems 6-12
- School leaders will provide family exit surveys after designated events to evaluate effectiveness and resulting needs
- School leaders will collaborate with PTO/BPA to align activities to the strategic plan and effectively engage families in meaningful ways
- The District Administration will establish a Taskforce of stakeholders to investigate current preferences and expectations for parent communication and prioritize actions for the 2019-2020 district scorecard in alignment with the communication plan

## EFFICIENT SYSTEMS AND RESOURCES

### 2018-2019 Goals

- Develop a District-level decision-making protocol for significant district-wide multiple-stakeholder impact by December 2018
- Implement decision-making process for FY20 Budget
- Expand the application of decision-making processes with prioritized initiative(s) by June 2019
- Develop a consistent process for program evaluation
- Using facilities studies, develop and communicate progress on a Master Facilities Plan that outlines measurable priorities, goals, and strategies

### Progress Monitoring Measures

- Mid-year report on status of Master Facilities Plan, the decision-making process, and program evaluation process

### Strategic Actions

- Develop and utilize District-level decision-making protocol for significant district-wide multiple-stakeholder impact
- Attend (October 2018) and begin implementation of suggestions (by December 2018) from the Government Finance Officers Association (GFOA) professional learning session on sound financial decisions rooted in academic success indicators
- Develop a metric-based system for program evaluation and communicate progress on developing that system
- Develop and implement a School Committee Facilities Advisory Committee
- Utilize and expand existing facilities studies to define process and priorities for capital improvements, asset protection, and immediate health and safety projects