

**Focus Group Feedback – What do we do well in Barrington Public Schools?
What works well that we should we keep doing?**

Themes from Participants		
<i>Students</i>	<i>Families & Community Members</i>	<i>Employees</i>
<ul style="list-style-type: none"> ➤ Teachers who care and support us ➤ Opportunities to discuss, collaborate, and do projects in classrooms ➤ Feel safe and like part of something 	<ul style="list-style-type: none"> ➤ Academic success and reputation for high performance ➤ Students are well-prepared for college ➤ Elementary – effective communication from teachers and school, individualized learning ➤ Middle School – FAST, advisory, clusters ➤ High school – internships, options ➤ High parent support and engagement ➤ High quality teachers and staff ➤ Starting to see more creative/ innovative activities 	<ul style="list-style-type: none"> ➤ Great, engaged kids ➤ Dedicated teachers who collaborate effectively ➤ Experienced teachers and leaders with expertise ➤ Support of common planning time and the opportunity to try new things ➤ Continued focus on getting better ➤ Support from parents and community

<p>Students</p>	<ul style="list-style-type: none"> • Helped through transition between schools • Treated like adults/given independence • Teachers push us (good in the long run) • Never felt unsafe, someone there to talk to (physical/emotional) • Listen to student feedback • Study guides at the middle school • Discussions in class, to talk with peers and teachers (creates community) • Sense of being a part of something • Sometimes competition pushes us to work harder and drive our effort • American studies (integration between classes; not forced integration) • Appreciate return to normalcy after crises (guidance option good) • When teachers are understanding about health or other issues • When we have a syllabus for planning • Open library • Nice teachers • Schedule works • Learn good things • Quick writes • Maker Space • Field
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	<ul style="list-style-type: none"> • Recess at the same time • Make up realistic fiction stories • Sit wherever to read • Kahoots • \$1 m project • Snacks during day • Fun projects (movie out of cardboard) • Black lights in art • Specials • Free time outside • Chrome cart • Writing • Marble jars • Kids Korner • Teachers kind and helpful, make you feel good, easy to talk to • Block scheduling helps with homework • Variety of specials • Classrooms close to specials • Outside PE • Outside breaks • Razzle Dazzle/ Reward and Recovery • Digital-based techbooks (links to text and resources) • Aspen – tabs • Length of classes • Guidance works well/ efficient • Library use after school • Like plan for new middle school • Getting things done, even homework in class • Teachers patient with needs • Work around schedule to help • PBL for those who need it • Balance of humor and structure
<p>Family and Community Members</p>	<ul style="list-style-type: none"> • Beginning to see invention/ creativity/ real life in 4th grade • More attractive website • Educate kids well • Staff that wants to work well and shining stars

- Administrative team is highly respected
- School Committee begins meetings with achievements and announcements – goes on TV but not to an audience.
- Start times
- Well-prepared for college
- Spirit at each school
- Test re-take policy
- Acceleration at HS
- Senior Project
- Safe schools
- SRO at high school
- Accepting of diversity
- Unified
- Relationship between building administration and PTO
- Open House at high school
- Teachers are accessible and caring and good, go above and beyond
- High rank of high school
- High standards
- Involved parents
- Parent Portal
- K-3 community schools
- Sowams Elementary (Principal, strong sense of community and family, attention to different learners, willing to intervene early, teachers are engaged, parents are engaged, Student-teacher ratio smaller) (seen as positive from the inside, but not considered desirable from outside)
- Advisory connection at middle school
- One teacher follows child for 3 years as valuable
- Good at teaching students to be qualified writers
- Exposing students to multiple methods to solve problems in mathematics
- Special opportunities available at high school level
- Some teachers seeking grant support to be innovative
- Catch students in middle school (cluster system)
- FAST period for extra help
- Teachers respond to email and meetings can be scheduled
- Matching teachers to students and requests for scheduling
- Effort from teaching for weekly classroom updates (K-3)

- K-3 do excellent job of communication, differentiated instruction, balance of push/support
- Grade transitions are timed appropriately
- Middle school as sweet spot; cluster becomes a home, less so in 4-5
- Students appreciate the transition to middle school
- Middle school principal goal=every student in the building has a safe adult
- Connect in the middle school
- Gifted enrichment in K-3 and high school
- Extra clubs and activities
- Some teachers manage the level of change and try hard to implement multiple initiatives
- Student achievement
- Embedded professional development
- Refocus on PLC
- Initiation of a leadership pipeline for talent development
- Parent support for excellence in public education
- History of community support for public education
- Initiation of vertical and horizontal curricula collaboration
- Pockets of excellence
- Professional and dedicated staff
- Strong financial stewardship
- School Committee advocacy
- We have a lot of awesome teachers
- Parent involvement at the earliest grades
- Effective administrators who don't put impediments in the way of stellar teachers. Offer the opportunity for stellar models
- 6th grade – planned year with themes that will go throughout the years; highly intentional
- PTO support at K-5, fundraising
- Heart is in the right place – believe we are student-centric and evidence-based
- Trying to communicate more than in the past...light years from 5 years ago (consistent building newsletters, district superintendents letter, summary of SC meetings)
- Can reach teachers directly and they respond and are accessible (mostly)
- Preview the issues and concerns that we are going to address over the course of the year (MS)

- Some leaders make decisions in the best interest of students and work through the unpopular decisions to make it work
- People (quality of teachers and staff, treatment of students—protect, educate)
- Students and parents are engaged
- Philanthropy (Nayatt)
- Ambassador program (for transition)
- Transition to HMS
- Variety of options/opportunities at HS
- Differentiation at elementary
- 2 teachers at HMS
- Metacognition and reflection instruction
- Special education staff
- Homework policy (k-3) evidence-based
- New middle school
- Identifying opportunities for improvement
- Town meetings with student leadership
- Mentoring at high and internships
- PTO offerings for enrichment
- Community support
- Transition to HS-honors
- Admin hearing parents
- Forward-thinking teachers and creative, risk-taking
- Special education does what they can with what they have
- After school assistance at MS
- PE in 6th grade
- Academic success
- Reputation of schools
- Athletic program
- Facilities well-maintained
- Good stewards of capital funds
- Teaching staff, administrators
- Parental involvement
- Teachers care and keep in touch
- Workforce stability (healthy flow)
- Barrington Education Foundation
- Department of Public Works and fields

	<ul style="list-style-type: none"> • Music dept is outstanding • STEAM • Planning for new middle school/ school committee • Middle school sports • Safety • Resource officer present is positive • High school campus • Parental support around assistance needed.
Employees	<ul style="list-style-type: none"> • Teacher collaboration • Accomplishments are owned not just in a school but in as a district (thanks to Joe) • Admin team is strong and supports each other • Excellent teachers who are very dedicated and achieve outstanding job • Reputation as best district in state – academic success, family and community strengths, continuously improving and not stagnating. We are 3-4 years ahead of others, when we want student engagement, we bring in new and positive things. • Community supports education • Kids come to school ready to learn and are here to learn. • Our schools are the fabric of our community culture. • Pragmatic systems in place (to avoid study hall, CPT schedule at MS, flexibility w/ teacher schedules, annual vote on flex schedule, admin team meeting weekly) • We are not just the conduit; we make decisions as principals. • Zero-based budget is a positive. Asks what do you need of teachers to start with? • Are schools are safe while we are away • Decisions are made deliberately – thoughtful and full discussions, plan ahead. • Receive constructive feedback and support to improve. Stressful and challenging but valuable and helpful to grow. • Retain faculty and staff. Leaders have long history in district. Offers consistency. • School Committee passion for the work. • Leaders know their students • Graduates do well and exceed • Instructional practice • Teacher commitment to students • Include special education-not left behind • Caring • Powerful support to special ed/general ed (missing kids in the middle) • Great kids

- Students are grateful
- STAT=student-led tech support
- High community support (Ed Foundation)
- Learned to be a good teacher here
- Voice counts
- Push each other as educators
- Norm=hard-working teachers, passionate
- Building administrators allow us to try things; have faith in how we teach; trust us; supportive
- Clubs and activities=so many opportunities-teachers want to be involved (new clubs added)
- Collaboration with colleagues
- Flexible scheduling
- Common planning
- Start time (existing)
- Activities for students
- Late bus to support activities
- FAST
- Deeper learning/projects
- Appropriate parent involvement
- After school assistance
- Dedication and knowledge base of staff
- Online grading
- 1:1 devices
- Advisory support
- Collegiality
- Positive staff
- Collaborative
- Supportive
- Parents supported
- Family first
- Teachers strive to reach goals
- Enjoy and are driven to teach
- Teachers give it their all
- Learning is happening
- Open to new ideas

- Teacher gut/ intuition is good
- Time change did not happen
- Faculty experts
- Use data to drive instruction
- Nicest kids
- Parent involvement and willingness
- PTO
- Working as a team to support each other in all ways (teachers)
- Grade level teams work closely together
- Common planning time at schools really important – designated time
- We have kids’ best interest at heart
- Acknowledge the need for teaching social-emotional learning and practice is being boosted in the district
- Excellent teachers who do what’s best for kids
- Always looking for the best practice, to better what we are doing.
- I love what I do.
- “I’m going to school”
- We always make it work, not matter what is given.
- Many years of expertise in teachers
- Dedicated teachers
- Teachers have high expectations for ourselves
- Parents are very involved, great community
- Generally, very supportive parents
- Supported in taking risks in this district
- Opportunity to develop our own PD plan
- Trying to get curriculum implemented across 3 schools.