



Barnstable Public Schools
School Improvement Plan 2021-2022
Barnstable United Elementary School

Vision for Success			
<p>Barnstable United Elementary School educates the whole child by creating a student-centered school culture that addresses physical, social, emotional, and academic needs by creating a safe and healthy learning environment in which students are challenged, supported, and engaged.</p>			
<p>Equity Imperative: With staff, we will continue to address equity in education and its impact on specific sub groups, while enriching an educational experience where all students feel a sense of belonging and want to be part of the school community. In 2021/2022, BUES will address student learning needs through the lens of the last eighteen months, with a concentration on fair grading practices, rigorous and joyous instruction, and meaningful, trusting connections between and among students, staff, and families.</p>			
Guiding Principles			
<p>We are dedicated to the continuous learning and growth of all. We work together while keeping student needs at the center of all decision making. We build strong, respectful partnerships that support student success.</p> <ol style="list-style-type: none"> 1. Teaching social and emotional skills is as important as teaching academic content. 2. How and what we teach is as important as what students learn. 3. Increased cognitive growth occurs through social interaction. 4. How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence. 5. What we know and believe about our students—individually, culturally, developmentally—informs our expectations, reactions, and attitudes about those students. 6. Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach. 			
Must-Dos			
<p><i>Phase 1</i> Diagnostic and Planning Before the 1st day of school</p>	<p><i>Phase 2</i> Launch Sept. - Oct.</p>	<p><i>Phase 3</i> Progress Monitoring Nov. - April</p>	<p><i>Phase 4</i> Reflection and Planning May - June</p>

<p><i>Sense of belonging (Priority 1)</i> Welcome parents to the community and work with staff on creating tools for student connections</p>	<p><i>Welcome students and families (Priority 1)</i> Celebrate and connect with students in building and connect with parents to ensure needs are being met.</p>	<p><i>Monitor Priorities 1, 2, 3</i> Parent survey</p>	<p><i>Celebrate and reflect</i> Reexamine plan with each trimester</p>
<p><i>Systems to monitor students' understanding (Priority 2)</i> Identify multiple measures (data) to inform instruction and support for social emotional and academic needs.</p>	<p><i>Continuously monitor students' understanding (Priority 2)</i> Utilize formative assessment and progress monitoring both district and street level, to determine where students are.</p>	<p>Provide students Tier 2 intervention when needed.</p>	<p><i>Assess and analyze student mastery of grade level content</i> Analyze Star and Lexia for Literacy and STAR, School City, and Dreambox data every month.</p>
<p><i>(Evaluate curriculum and plan for PD (Priority 3)</i> Support staff in differentiated instruction specific to student needs to create rigorous and joyous learning.</p>	<p><i>Ensure strong grade-appropriate instruction (Priority 3)</i> Utilize PLCs and department time to determine scope and pacing of instruction and differentiated curriculum materials to accelerate learning.</p>		<p><i>Reflect on instructional practices, set the course for summer school and next year.</i> Use data and practices from 21/22 school year to set goals in July 2022</p>

Action Plan

Must Do: Reduce chronic absenteeism rate to pre-pandemic levels					
Action Steps	Leaders	Resources	Data Use	Metrics	Quarterly Progress
<i>What steps must be taken?</i>	<i>Who will lead which pieces of the work?</i>	<i>What specific supports are needed to implement?</i>	<i>What data will we collect?</i>	<i>How will we know if we have made progress?</i>	<i>Are we on track, off track, or haven't implemented?</i>
<p>8/23: Email letter to parents and families</p> <p>8/30: faculty and staff working on student engagement and Responsive Classroom.</p> <p>9/27: Letter to parents asking for information about ways to support their child</p>	<p>Principal</p> <p>All staff</p> <p>All staff</p>	<p>Information & education supporting attendance/ absenteeism.(Department of Education bullet points) Program to translate emails into a variety of languages</p> <p>Create a survey & review morning meeting & closing circle</p> <p>Google survey</p>	<p>Attendance data to analyze for improvement</p> <p>Admin walk throughs</p> <p>Google survey results analyzed</p>	<p>Lower absenteeism rates</p> <p>Students will report a feeling of belonging & joyful learning experiences on the survey</p> <p>Our responses to the communicated needs of families</p>	<p>Analyze teacher input, parent feedback, and student behavior information every trimester.</p>

Oct: Parent survey centering on student's start to the year and feeling of being connected in their classroom	Principal	Google survey	Google survey results analyzed	Positive feedback from survey	
Monthly: Review absentee data monthly in Guidance meetings to problem solve concerns	Admin & school counseling team	Attendance data from nurses	Attendance data	Increased attendance rates	

Must Do: Identify exactly what unfinished learning needs to be addressed and ensure that students consistently receive grade-level materials and tasks, along with targeted scaffolds that make the work accessible					
Action Steps	Leaders	Resources	Data Use	Metrics	Quarterly Progress
<i>What steps must be taken?</i> 9/15: faculty and staff working on Lexia and Dreambox and	<i>Who will lead which pieces of the work?</i> Admin Grade Level Lexia, ELA	<i>What specific supports are needed to implement?</i> Lexia	<i>What data will we collect?</i> Lexia - (5 min check) usage, levels, students	<i>How will we know if we have made progress?</i> Program metrics	<i>Are we on track, off track, or haven't implemented?</i> Review data as a team and determine next steps

<p>MobyMax and their use in WIN block. (Faculty and Staff meeting, and PLCs)</p>	<p>Dreambox and MobyMax, math</p>	<p>Dreambox and MobyMax Technology Headphones</p>	<p>struggling, skill builders, certificates</p> <p>Dreambox - (5 min check) usage, levels, assignments for tier 1, assignments for tier 2,</p> <p>MobyMax - (5 min check) usage in math, alignment to standards, assignments for tier 1, assignments for tier 2</p>		
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<p>Analysis of data</p> <p>From small groups for targeted instruction</p>	<p>Title 1/classroom teachers</p> <p>Title 1/classroom teachers</p>		<p>Title 1/classroom teachers</p>		<p>Review data each cycle to determine what is working and which students need tier 2 instruction</p>
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Must Do: Continue to develop instructional practices, including addressing the unique needs of English learners and providing individualized, modified content and appropriate accommodations for students with disabilities.

Action Steps	Leaders	Resources	Data Use	Metrics	Quarterly Progress
<p><i>What steps must be taken?</i></p> <p>10/2021: evaluate current data for patterns and trends</p> <p>10/2021: faculty and staff working on department materials that foster engagement. (Faculty and Staff meeting, and PLCs)</p> <p>11/2: Student interest survey to determine opportunities for enrichment and project based learning</p>	<p><i>Who will lead which pieces of the work?</i></p> <p>Admin</p> <p>Admin and teachers</p> <p>Admin will create survey and teachers will administer</p>	<p><i>What specific supports are needed to implement?</i></p> <p>Acceleration materials</p>	<p><i>What data will we collect?</i></p> <p>Student interest survey</p>	<p><i>How will we know if we have made progress?</i></p> <p>Used as baseline</p>	<p><i>Are we on track, off track, or haven't implemented?</i></p>

Create PBL assignments	Teachers	Time in PLC	Student interest survey		
Utilize PBL assignments in class	Teachers	Class time	Results of the project	Project rubric	Analyze outcome
Title 1 reading night	Title 1 teachers	materials	Student data determines activity	Materials and ideas to aid families	What needs to be changed for next time?
Math night	Title 1 teachers	materials	Student data determines activity	Materials and ideas to aid families	
At home vacation kits	Title 1 teachers	materials	Student data determines materials	Materials for kits	Were they used? Did students enjoy them?