

**Student and Stakeholder**

All stakeholders will foster an environment of high expectations and student accountability while maintaining a positive school climate through differentiated instruction. As a result of the root cause analysis, it was revealed that students need: *Increased rigor across classrooms through differentiated instruction within flexible groupings.*

**Leadership**

Vision: Barnsley will be a multicultural community of respectful and successful students, with supportive families and dedicated staff. We will work together to provide a safe and nurturing environment that includes a rigorous instructional program to enable every child to reach their potential.

- Communication: The vision and expectations of Barnsley are communicated to all stakeholders in the Barnsley community through a variety of means on a regular basis, including:
  - Principal's newsletter, Back-to-School Night, Parent Informational Meetings, the Barnsley website, the morning announcements, Parent-Teacher conferences, classroom newsletters, progress reports, staff meetings and trainings, and school bulletin boards and data centers.
- Monitoring: We monitor what is working and what is not working to advance our students. Formal monitoring will take place via in school monthly grade level data meetings, monthly staff meetings, Extended School Improvement Team meetings, Instructional Leadership Team meetings, monthly grade level CPS meetings, math unit monitoring tools, grade level and classroom data centers, student data notebooks, and parent surveys. Daily informal monitoring will take place through posted outcomes, fluid groupings, exit cards, anecdotal notes.

**Organizational Performance Results**

See assessment results and trend data

**Faculty and Staff Focus**

Increased rigor across classrooms through differentiated instruction within flexible groupings to meet the needs of all learners.

- Common Core State Standards (MSDE)
- Curriculum 2.0 (Grade level curriculum, TASS, and Grade Book)
- **Reading:** William & Mary, Junior Great Books; Jacob 's Ladder
- **Math:** Math discourse
- Equitable Classroom Strategies
- 21<sup>st</sup> Century Classroom Best Practices

**Strategic Planning**

**MSA 2014:**  
**READING SIP Goal/Objective (Annual Measurable Objective (AMO) 2014): Overall Objective:** 96% of all Barnsley students in the nine subgroups will demonstrate proficient or advanced performance on the state reading assessment. Targeted subgroup percentages indicated on attached LVBES Best Practices Initiatives Action Plan.  
 \*Running records and MAP-R data will be additionally monitored to look at student achievement to meet quarterly benchmarks.

**MATH SIP Goal/Objective (Annual Measurable Objective (AMO) 2014): Overall Objective:** 94% of all Barnsley students in the nine subgroups will demonstrate proficient or advanced performance on the state reading assessment. Targeted subgroup percentages indicated on attached LVBES Best Practices Initiatives Action Plan.  
 \*MAP-P and MAP-M data and math teacher formative assessments will be additionally monitored to look at student achievement over time.

**Gallup 2013:**  
**Overall Objective:**

- **Teacher:** Improve Gallup Survey Results with regards to Recognition, materials for instruction, and staff feeling input is valued.
- **Students:** Grade Five students will show an increase in the item mean for "At this school, I have the opportunity to do what I do best every day".

**Measurement, Analysis, and Knowledge Management**

**Data: Fall/Winter/Spring**

- AYP analysis of student performance with internal and external data sources (student achievement, student growth and gap reduction)
- 2013/14 strategic monitoring tool in reading and math
- Administrative Data/ Reflection Meetings
- Gradebook analysis of student performance
- Classroom observations, formal and informal, with established look fors (administration/teacher)
- Surveys to monitor school culture [internal survey documents, meeting notes, evaluation tools]

**Meetings**

- Monthly grade level data meetings to review targeted student performance
- Monthly leadership meetings/ global and analytical perspective of strategic monitoring by content
- Monthly intervention/ collaborative problem solving team meetings
- Weekly grade level extended planning time.
- Quarterly vertical planning meetings
- Quarterly planning meetings with o review/revise our School Improvement Plan

**Process Management**

- K-5 instructional practices will be aligned with the standards based curriculum as demonstrated by measurement topics on Progress Report Cards for students at all levels of performance.
- All staff will work in teams analyze curriculum, instruction, assessment, data analysis and examining student work.
- Staff will work together to seek ways to foster positive, meaningful, and open communication among all staff at staff meetings and team meetings.
- Staff will examine school practices to improve school culture by using the Baldrige guided processes with school teams
- LVBES Best Practices Initiatives Action Plan [see attachment]
- LVBES Targeted Initiatives Action Plan [see attachment]