

***U.S. Department of Education***  
***2020 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mr. Andrew J Winter  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Lucy V. Barnsley Elementary School  
(As it should appear in the official records)

School Mailing Address 14516 Nadine Drive  
(If address is P.O. Box, also include street address.)

City Rockville State MD Zip Code+4 (9 digits total) 20853-2363

County Montgomery County

Telephone (240) 740-3260 Fax \_\_\_\_\_

Web site/URL  
https://www2.montgomeryschoolsmd.org/schools/barnsleyes/

E-mail andrew\_j\_winter@mcpsmd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr Jack Smith E-mail Jack\_Smith@mcpsmd.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Montgomery County Public Schools Tel. (240) 740-3020

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mrs Shebra Evans  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 135 Elementary schools (includes K-8)
  - 40 Middle/Junior high schools
  - 25 High schools
  - 8 K-12 schools
- 208 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)  
 Suburban  
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	58	40	98
1	53	40	93
2	58	38	96
3	56	42	98
4	101	77	178
5	90	87	177
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	416	324	740

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.2 % American Indian or Alaska Native
  - 14 % Asian
  - 9.8 % Black or African American
  - 33.8 % Hispanic or Latino
  - 0.2 % Native Hawaiian or Other Pacific Islander
  - 35.1 % White
  - 6.9 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 9%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	36
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	32
(3) Total of all transferred students [sum of rows (1) and (2)]	68
(4) Total number of students in the school as of October 1, 2018	721
(5) Total transferred students in row (3) divided by total students in row (4)	0.09
(6) Amount in row (5) multiplied by 100	9

6. Specify each non-English language represented in the school (separate languages by commas):

Arabic, Amharic, Armenian, Chinese, French, Greek, Hebrew, Hindi, Hungarian, Japanese, Korean, Portuguese, Russian, Spanish, Tigrinya, Thai, Urdu, Vietnamese

English Language Learners (ELL) in the school: 13 %  
99 Total number ELL

7. Students eligible for free/reduced-priced meals: 26 %

Total number students who qualify: 194

8. Students receiving special education services: 15 %

109 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>10</u> Autism                 | <u>5</u> Multiple Disabilities                 |
| <u>14</u> Deafness               | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>24</u> Other Health Impaired                |
| <u>7</u> Developmental Delay     | <u>24</u> Specific Learning Disability         |
| <u>2</u> Emotional Disturbance   | <u>21</u> Speech or Language Impairment        |
| <u>3</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 10

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	36
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	22
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	11
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	95%	95%	95%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Lucy V. Barnsley Elementary School students, staff, parents, and community members will work together respectfully and cooperatively to create a safe, positive, inclusive, environment with academic rigor for all.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## **PART III - SUMMARY**

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Lucy V. Barnsley Elementary School is located in Rockville, Maryland. The local school community consists of single family homes, townhomes, shared living housing, and apartments situated in a suburban setting outside of Washington DC. The close proximity to the nation's capital attracts families from around the world, which contributes to students speaking 18 different languages and 13% of students receiving English as a Second Language services. The school is further diverse with special programs at Barnsley. This includes pulling students from all over the county for the only programs on the elementary level to serve the Deaf and Hard of Hearing (DHOH) sign language program for students in K-5 and the Gifted and Talented Learning Disabled (GTLTD) program for students in Grades 3-5. The school also has the Center for Enriched Studies, an accelerated and enriched program in grades 4 and 5, that serves 162 students from 19 elementary schools in the Rockville, Richard Montgomery, and Wheaton High School Clusters. The school opened in the Fall of 1965 and was the first school in Maryland named after a woman. The school was modernized in 1998 and received an expansion in 2018. The school has seen a continued rise in enrollment growing to a current 740 students.

The community plays a vital role in the success of the school and parents support the school in various ways. The PTA sponsors many events and traditions throughout the school year that compliment the learning experiences of our school. This begins with the annual Back to School Picnic which provides families the opportunity to meet each other and to also interact with staff. The PTA also sponsors two book fairs, a halloween spooktacular celebration, an international night, a science fair and an end of the year school picnic. The science fair allows our students to showcase their projects with judges who are current professional scientists. Our PTA also has a movie night, bingo night, and several restaurant nights in our community.

School events throughout the school year support students' academic and emotional well being of each child. The school counselor conducts counseling lessons focused on decision making, character education, social skills, conflict resolution, self esteem, personal body safety, and career awareness. Small group counseling is focused on enhancing social skills and dealing with special topics of particular need. Lunch bunches provide opportunities for students to discuss their lives and make greater connection to the school. Barnsley also has a mentoring program for selected students that staff identifies in need of a trusted adult for ongoing weekly sessions. Cultural awareness is part of the overall school environment and time is taken to learn about cultures, differences, and individual needs. Instructional materials used are multi-cultural so all students can see themselves in the books they read at school or the projects that they research.

In order to foster a learning community where children are given the opportunity to explore all types of interests and endeavors, we have designed a large battery of enrichment opportunities for students to showcase their knowledge and talents in different ways. Some of these opportunities include a Student Government Association, a Green-Up Club, a Science Fair, a Geography Bee, a Westward Expansion Simulation, a Market Day Economics Project, a Choral Music Class, a Reading Buddy Program, a Weather-Related Fashion Show and an After-School Running Club, just to name a few. The PTA also provides opportunities to extend the day through programs at cost for engineering and science, chess club, foreign language, and various fitness programs. Students are also supported with a before and after school child care program, Kids After Hours, that supports families and works in partnership with the school.

Students at Barnsley have a great opportunity to embrace their individualism with learning from others about differences. In doing so their elementary experience is richer because of our diversity. That diversity in turn promotes understanding of why we learn, what we do, and how we vary learning opportunities to the various abilities and needs of our student population. Teachers embrace this with their instruction and administration exemplifies this philosophy in rolling out initiatives and demonstrating this through actions and words.

We are proud of how far we have come and look forward to continuing to find new ways to acknowledge and embrace the varied gifts that Barnsley Students bring to our learning community everyday.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

**1a.** Overall approach, which may include overarching philosophy or approaches common across subject areas

Barnsley's instructional planning is guided by the Common Core State Standards and the MCPS Curriculum 2.0 with balancing this through the integration of Universal Design for Learning strategies and critical thinking skills. The curriculum is designed to challenge students and prepare them for college and future careers.

The learning standards that Barnsley focuses on are outlined in our School Improvement Plan (SIP) goals which addresses elevating students in the primary grades of phonics and word recognition and upper grades in vocabulary and inferencing within reading. In Math the focus on the SIP is with numbers and operations in primary grades and algebraic thinking in the upper grades. Through data monitoring, working in partnership with our families, and goal setting with students we are able to impact performance for students. Additionally we work to generate the belief that all students can be successful with varied supports.

**1b.** Reading/English language arts

Barnsley's literacy instruction uses the MCPS Curriculum 2.0, based on the Common Core State Standards.

During summer leadership, the Barnsley leadership team took a deep dive into classroom, district, and external reading data. We identified areas to focus on and developed school improvement goals with a focus on students who are Hispanic and received Free and Reduced Meals. Barnsley tailored professional development, team data meetings, and collaborative planning structures to foster teacher and leader learning focused on our school improvement goals. This year's school improvement plan or SIP focuses on phonics and word recognition in kindergarten through second grade, and vocabulary acquisition and use in third through fifth grade. Barnsley's progression for staff professional development was designed to strengthen teacher capacity in these areas and provide specific strategies to meet all students' needs, with a focus on our Hispanic and FARMS students.

For kindergarten through grade two, the reading specialist provided professional development and work sessions regarding: structured literacy as compared with typical literacy practices, the vertical progression of the MSDE Foundational skills standards, the specific phonics skills taught in grade K, 1, of 2 under CCSS, and multisensory instructional strategies for phonics instruction.

To assess the effectiveness of these improvement measures, Barnsley assesses all primary students' foundational skills using MAP-RF. In October we looked at MAP-RF data and the Florida Center for Reading Research. Teachers used these data and resources to plan explicit phonics instruction tailored to their classrooms. The reading specialist visited at least one classroom from each primary grade level to see explicit phonics instruction in action.

Professional Development for grades 3, 4, and 5 was provided by the Reading Specialist and Staff Development teacher regarding, explicit vocabulary instruction to build reading comprehension. We also focused understanding of the three tiers of vocabulary and strategies for developing a vocabulary rich classroom environment including intentional vocabulary planning/instruction. Finally this was complimented with Marzano's six-step process for explicit vocabulary instruction. Progress was reviewed on students through class assessments and MAP-R in analyzing students' reading comprehension and vocabulary skills.

Barnsley uses classroom, district, and external data to identify students who would benefit from targeted reading instruction. These students are then either provided enrichment opportunities to accelerate their achievement in reading, or are placed in intervention groups or programs to provide them additional support in comprehension or foundational skills.

Barnsley uses programs including Really Great Reading and Orton and Gillingham to meet the needs of struggling students. Student achievement in these interventions is closely monitored in order to ensure that students are progressing toward grade-level standards.

Teachers use instructional leveled texts during small group guided reading to teach students how to strategically comprehend complex texts, as well as develop critical thinking skills. The GTLD program utilizes the Enriched Literacy Curriculum and at the Center Program works on texts with greater complexity above grade level. Students also engage in research based critically thinking programs, such as Junior Great Books and The William and Mary Language Arts Program.

### **1c. Mathematics**

Math instruction at Barnsley is rooted in experiences that build a real-world understanding of math concepts. Teachers strive to provide students opportunities every day to relate math skills to their own lives through engaging hands-on lessons. Kindergarteners explore geometric shapes and numerical sequence by constructing gingerbread houses using rectangles, triangles, and pentagons while following directions in sequential order. Students in third grade design their own zoos by calculating the area required for each animal's habitat.

MCPS Curriculum 2.0 challenges students to explore multiple strategies for all math concepts, in order to provide each child the opportunity to discover the strategy that best serves their learning style. For example, in third grade, students use visual strategies to master multiplication. These include representations such as arrays, area models, and equal groups. In addition to these drawing-based strategies, students also learn numerical procedures including skip-counting and repeated addition. By providing students with a plethora of multiplication tools to choose from, teachers ensure that students have a deeper understanding of the overarching concept of multiplication.

Barnsley embraces technology-based assessments as a means to collect detailed data on student achievement, and continually reflect and improve on teaching practices throughout the school. All students in grades three through five complete the MAP-M computer-based assessment biannually in order to demonstrate their understanding of mathematical concepts. Selected at-risk students may also complete the MAP-M a third time mid-year, in order to ensure that these students are meeting growth targets. This measure gives instructors the opportunity to provide additional support to students in need.

In addition to external data, Barnsley uses frequent classroom and district formative assessments to monitor student understanding at a classroom level. Teachers use data to identify students who would benefit from enrichment opportunities or who need additional support to be successful.

All students are expected to demonstrate proficiency in the areas of understanding, computation, application, reasoning, and engagement (UCARE).

### **1d. Science**

Students and staff approach science, engineering, and technology with curiosity. Kindergarten through fifth grade students use the Next Generation Science Standards (NGSS) which focus on critical thinking, problem solving, data analysis, physical and life sciences, and the engineering and design process. Students have the opportunity to collaboratively plan their own science investigations and optimize their scientific designs through several testing opportunities.

The engineering and design process is a key component to the NGSS curriculum. In first grade, students observe the sun and moon and investigate light and sound and plants and animals. In second grade, students collaborate to design, build, and test bug traps and models of playground structures. In third grade, students design houses to withstand severe weather events, and then plan experiments to observe the effects of simulated wind, rain, and snow on their home designs. In fourth and fifth grade, students focus on matter, energy with sound and kinetic, astronomy, and erosion and weathering. Upper grades also do engineering

activities and build CubeSats.

The Annual Science Fair is an opportunity for students in all grades to explore scientific topics that pique their curiosity. Students in grades three through five can choose to work individually or in a group to conduct a science experiment and share results with the community. Teachers lead students in primary grades in creating whole-class project submissions for the science fair so that all students have the opportunity to participate.

The science curriculum at Barnsley also extends to computer science. The media specialist and classroom teachers explore the building blocks of coding with students in grades kindergarten through five using the Code.org curriculum. Students have the opportunity to learn twenty-first century technology skills to code online computer games and solve scenarios of increasing complexity.

Many field trips at Barnsley are planned with a science or social studies focus. Kindergarteners take an annual trip to the Maryland Science Center, while first grade visits Butler's Orchard to culminate their study of life cycles. Second graders visit various nature centers around the area, such as Black Hill Nature Center or Croydon Creek Nature Center, in order to make claims about the biodiversity of a particular area. Third graders step into the past as they enter the Baltimore museum of industry, and learn how workers of the early twentieth century produced goods using assembly lines. Additionally, fourth and fifth graders visit science and engineering festival in Washington DC each year.

#### **1e. Social studies/history/civic learning and engagement**

Social Studies is taught with an on-going approach that reaches into every aspect of the school community. Students in grades K-5 experience a wide variety of learning experiences designed to increase their awareness of their community, state, and nations of the world. Experiences include a retired teacher who guest lectures in our fifth grade classes, a Westward expansion simulation field trip to replicate the experience of travel in the 18th century, class projects aligned to American history in several grades, and celebrating differences in cultures through International Night. The school year begins with civics lessons that lay the foundations of a respectful and caring learning environment throughout the school. As part of MCPS Curriculum 2.0, students have learning opportunities not only in civics but also in the appreciation of cultures around the world, history, economics, and geography. Students develop an understanding of their world and how they can make positive contributions as they go through life. Lessons are planned with the school's diverse population in mind. Teachers use interactive flip charts, trade books, and a wide variety of media resources to enrich instruction to address the many different learning styles in our classrooms.

#### **1f. For secondary schools:**

#### **1g. For schools that offer preschool for three- and/or four-year old students:**

### **2. Other Curriculum Areas:**

Barnsley Elementary School compliments the core academic areas with weekly lessons in arts, music, and physical education. In addition, all students in Kindergarten through second grade attend media once per week and students in grades three through five attend media on a flexible schedule designed to provide them quality time to conduct inquiry based projects.

The art program at Barnsley serves all students in Kindergarten through Grade 5. Each year, every grade level receives instruction and opportunities to experience art through the mediums of drawing, painting, sculpture, printmaking, and ceramics. Textiles, masks, and architecture are explored as well. Elements of art and the principles of design are a focus of lessons. As students progress through elementary grade levels, the elements and principles are presented with an increased level of complexity. An example of this is taking things from two dimensional drawings to three dimensional drawings or going from primary color use to secondary colors. The art program includes opportunities to learn about individual artists, particular periods in art and a look at how art plays a role in our daily lives, in our history, and how we can make connections to learning in other curricular areas. Art is celebrated at Barnsley with an all school art show which displays

a piece of art from every student.

The music program at Barnsley consists of students learning and practicing musical skills in the areas of singing, performing on classroom instruments, analyzing and responding to music through movement and with writing and the use of vocabulary. Students will also learn to read standard musical notation, compose, and to improvise. The school has an all inclusive fourth grade and an all inclusive fifth grade chorus. Additionally, the second and third grade do a musical performance at the PTA International Night and Kindergarten and Grade 1 sings for families in June. All students have an opportunity to perform, no matter their ability, to foster a love for music. Students in grades 4 and 5 also can choose to learn how to play an instrument. Students choose their instrument of choice and develop their skills both individually and as a member of a larger community. Skills are showcased through annual winter and spring concerts and the principal joins and plays clarinet. Barnsley has over 250 students who take a musical instrument.

Physical education is focused on exercise physiology, motor learning principles, physical activity, health, biomechanics, and skill building. These concepts are imbedded in students learning new skills, exhibiting good sportsmanship, and practice being responsible with equipment. Students get a variety of experiences from skill building to application in sports. Students also experience fitness and learning how to stretch different muscle groups and learning about heart rate. Annually students participate in Jump Rope for Heart and in the Spring the enormously popular Field Day. The overall goal for students is to develop an understanding of the importance of physical activity and the benefits of a healthy lifestyle.

Barnsley also provides a Career Day. This provides an opportunity for students to learn about different professions. In all we have over 40 professionals visit the school to speak to students in our upper grades about their careers. In the younger grades, K-2, we also have first responders selected interactive careers demonstrated, and trucks come to showcase their professions. The annual Career Day has helped students understand various professions and the skills and learning needed for the career.

The hub of the school is the media center. Students go freely to exchange books and to also receive lessons to learn and apply information literacy skills. The primary focus is on inquiry projects from the curriculum for each grade level. Students also will work to complete projects and work through the research process. This includes from asking questions, to evaluating both print and digital resources, taking notes, and how to cite sources. The projects are co-taught by classroom teachers and the media specialist and students will work to make presentations through the incorporation of technology. Students also learn about being responsible digital citizens (Barnsley was awarded excellence in this last year) and covering topics such as maintaining privacy and cyberbullying.

### **3. Academic Supports:**

#### **3a. Students performing below grade level**

Barnsley Elementary School is a data driven school and staff continue to focus on closing the achievement gap. Multiple student data points are analyzed to determine specific areas for growth and then action plans are developed for students. The Core Team consisting of administration, staff development teacher, reading specialist, math content coach, and counselor meet weekly to discuss team planning, review data, and determine steps forward. A larger and representative group of staff compose the Instructional Leadership Team (ILT) consisting of the core team, team leaders, union representatives, and special program representation to review data and to take the initial work of the core team and put steps forward to complete. Data is also reviewed with teams and individual staff. Our data shows a need to focus specifically on our Hispanic and economically Disadvantaged students which was a focus of our school improvement plan for the 2019-2020 school year.

For students performing below grade level, Barnsley implements a variety of research based interventions including iReady, Orton Gillingham, Really Great Reading, Read Naturally etc. Students are selected for these interventions based on data and a review of progress is conducted every few weeks. Parents are also informed of the concern and intervention so that a partnership can be built to support the child. Special education teachers and ESOL teachers plug in and work collaboratively with classroom teachers to support

students during instruction in reading and math.

By identifying students, aligning supports, and monitoring and refining our work we have been able to make gains with many students. We have seen the performance gap shrink and are able to make individual progress. As progress occurs, we refine our focus or change supports. If and when progress is not made after a period of time, typically 6-8 weeks, we then either try a different intervention or look for a new way to assist the child. In doing so, we are able to utilize staff appropriately and work collaboratively to ensure student success.

### **3b. Students performing above grade level**

Through global screening in grade 2 students are identified for gifted and talented status. However, Barnsley employs a belief that upon entry into the school to assess students and to strive to make a years growth no matter where they begin. In doing so we have seen kindergarteners arrive already reading beyond a kindergarten level and we move them forward on their own individual pathway for academic progress. Staff at Barnsley is skilled at differentiating the instruction to better meet the needs of all students and this includes the students working beyond grade level expectations. Teachers will provide higher level texts, enriched learning experiences, and/or projects to further individual growth and academic needs. A strength of Barnsley is the various programs it provides and the ability for staff to discuss and collaborate how to enrich instruction for students who are ready.

Students who exemplify ability to perform above grade level in reading are moved into peer groups for reading and math. For math, this may include an enrichment group in primary grades or consolidated math of three years of math; grades 4, 5, and 6 over two years when they are in grade 4 and 5. For reading, students are placed in reading groups and receive appropriate text level of instruction based on their ability.

All students are expected to work to their level and move forward to demonstrate growth with their core academic areas.

### **3c. Special education**

Barnsley has a large special education student population. Special education students at Barnsley consist of three groups; DHOH program, GTLD program, or the home school special education model. In all there are 109 special education students at Barnsley. Services are provided based on the IEP of each student.

The DHOH program mixes an inclusive approach with pullout for most in language arts and math. Students are supported through special educators, special education paraeducators, and sign language interpreters to foster communication. Students enter Barnsley with a variety of experiences and have made tremendous strides in performance through this model.

Students in the GTLD program are with a special education teacher for the core subjects of language arts and math. The program has a departmentalized approach and the program provides a reduced class size to support students. Most students in the program have processing difficulties and writing is very difficult. A variety of technology supports are provided to assist the instructional process. Students are also supported with executive functioning and organization. The program works in partnership with parents to communicate successes and concerns to help students grow both academically and with social and emotional development.

Home school model for special education students consists of a mixture of plug in and pull out services. Research based interventions and supports are provided to students to help meet IEP goals. Special educators collaborate with classroom teachers to determine how to best approach learning needs with the instruction. Special educators attend weekly planning sessions to learn what is being taught in the week ahead and to share how to best meet the needs of special education students.

**3d. ELLs, if a special program or intervention is offered**

Barnsley has a significant ELL population. At Barnsley we convey that every student and every family is important and brings a wealth of experience and knowledge to share with everyone else. We work hard to ensure that every student succeeds and that every parent is a partner in educating all of our children. The school is fortunate to have two full time ELL teachers who work in collaboration and partnership with classroom teachers and families. ELL teachers employ a plug in and pull out approach to meet student needs based on ELL level of students. Students are assessed through a placement assessment to determine ELL level and then twice a year through WIDA for speaking, listening, writing, and reading. Barnsley has spent time using professional development to assist all staff in understanding how to assist ELL students and has the belief that we are all ELL teachers.

The goal of our ELL program is to empower ELL students to master academic English to thrive in school and beyond.

**3e. Other populations (e.g., migrant), if a special program or intervention is offered**

One of the special programs at Barnsley is our Deaf and Hard of Hearing (DHOH) Program. We have approximately 22 students who are deaf or have significant hearing loss. We employ the expertise of 3 special educators, 3 special ed paras, a communication specialist, and a cadre of sign language interpreters to support these students. Students are placed in general ed classrooms and given supports. Many of these students are pulled out of the general ed setting to support English/Language Arts and Math instruction. By doing so we are better able to support learning needs and provide a very small student to staff ratio often 3:1.

A second special program at Barnsley is the Gifted and Talented/Learning Disabled (GTLD) Program. This program is in grades 3-5 and students are identified for placement in this program across MCPS through the IEP process. There are 36 students in this program and they are supported by 3 special ed teachers and 3 paraeducators on a daily basis and an instructional specialist from the county. Students in this program have mixed opportunities of being self contained or placed in general ed for specific subjects and times. Students also receive a specialized SEL Program, "I'm Not Just Gifted." While disability codes may vary for students, similarity can be found for students needing support with the writing process, executive functioning, and organization. Having greater access to a special educator or special ed paraeducator has resulted in smaller class size for students in the program, typically 7:1 or less. Students are given the instructional support in core academic subjects without the need to be pulled for special ed services as they are with special educators in all settings as prescribed by their IEP.

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Lucy V. Barnsley encourages all students to achieve success through comprehensive, developmental school-wide programs that focus on academic, career and personal/social development. As advocates and leaders, our staff are committed to removing systemic barriers and promoting positive changes. We implement PBIS throughout our school day as a way to promote positive growth in our students. The three-tiered program fosters external motivators which give students something tangible to work toward. Teachers celebrate students individually for their positive contributions and for adhering to behavioral expectations throughout the school building. Additionally, the students in each class work together to earn school-wide rewards throughout the day. For example, classes can earn extra computer time, popcorn and a movie or even duct tape the principal to the wall! PBIS improves the social and emotional development of our students, as well as increases school safety, student engagement and improves school performance.

Academic excellence is achieved by encouraging access, equity and social justice for all students. The Barnsley community believes that all children can and will learn. The comprehensive program supports all children at Barnsley Elementary School through monthly counselor lessons, lunch groups, after school clubs, etc. Our school counselors provide various interventions and support groups, as well as individual counseling. The program is aimed at supporting all students with their academic, personal, and social/emotional growth. It assists students in acquiring the skills, knowledge, and attitudes needed to become effective students, responsible citizens, and lifelong learners.

We celebrate student success in academic achievement throughout the building daily. Our teachers are dedicated to motivating our students to want to do well and helping them believe in themselves. This can have a lasting impact both inside and outside of school. Teachers work in partnership with our paraeducators to help support our students in small groups where all academic gains are noteworthy. Teachers also work with parents to make sure they are well-informed of their child's progress. In order to boost student achievement and engagement, we hold a Math and Reading night each year for our students and their families. They are both well-attended and well-liked by all! Involving all stakeholders in our student's learning has helped to create a cohesive learning experience for our students.

At school, we are dedicated to promoting the positive growth in our students. Each homeroom holds a class meeting at some point throughout the day. The class meetings are a means for the teachers to create a caring community where students feel that they are able to speak, offer ideas and take risks. Our students are able to learn to cooperate with peers and take responsibility for their actions. Students also learn to function with a sense of community while maintaining individuality and creative self-expression. Class meetings help students learn to associate their successes with their own efforts and abilities, therefore boosting their self-esteem. When students feel they are making an important contribution to the class or school, their motivation and sense of control in their lives can greatly increase. Class meetings continue to be a part of our school day and help to create a safe environment for everyone.

We are dedicated to addressing the needs of the whole child by creating a school environment wherein every child may experience success in social and academic growth, as well as develop enthusiasm for learning. Barnsley students are provided a welcoming, happy, safe, and supportive learning environment in which everyone is equal and all achievements are celebrated. They are treated with kindness and respect, and learn to respect others. It is our hope that when students leave Barnsley Elementary School, they continue to set high expectations for themselves and have the confidence to face whatever is presented before them.

### **2. Engaging Families and Community:**

Encouraging family and community participation is a core belief of the team approach that is evident at Barnsley. The school and PTA work closely together to reach out to the surrounding community and business partners. For academic support from the general community there is a partnership with the local high school for students to come to Barnsley to support students. A large group of students come from a

nearby apartment complex and staff will go to the apartments for outreach of homework assistance and projects. This has been added through funds provided from businesses to assist in materials, snacks, and items to make these sessions cost efficient.

Barnsley provides opportunities for prospective parents to visit the school. The principal also engages in monthly coffee chats and the school creates a variety of grade level events for parents to attend. These sessions have different themes ranging from welcoming new parents, to safety measures, instructional purpose to sharing data.

The principal sends out twice a month newsletters to keep the community up-to-date on Barnsley's many activities, accomplishments, and educational programs and opportunities. In addition the Principal sends a weekly principal connect ED phone message and email informing families of relevant information and message for the week.

Parents are invited and encouraged to take part in the School Improvement Plan (SIP) Committee. These sessions are strengthened by perspectives shared of student performance through their lens as a parent. The conversation is rich with their involvement and the plan is better developed with their input.

Teachers hold Parent-Teacher Conferences in November and parents are encouraged to email, phone, or set up additional meetings throughout the year to discuss their child's progress. All family correspondence is replied to within twenty-four hours. Grade levels send home a weekly newsletter sharing what was accomplished in the prior week and where instruction is headed in the week ahead in core subjects. The newsletter also provides ideas of how parents can support the learning.

Families are encouraged to volunteer in a manner convenient for them, including working with small groups of students, preparing materials at home, attending field trips, or volunteering in the lunchroom, playground, or media center.

### **3. Creating Professional Culture:**

Our focus for this school year has been to build positive relationships, promote active engagement, and support every staff member to BE A CHAMPION for OUR kids every day.

We live by the motto: #Champions4Barnsley.

We have embraced and acted on our motto in everyday practice by intentionally applying it as standard operating procedures - which are nurtured and reflected upon throughout the school year through four practices.

The first practice that we utilize is supporting the need for well-being through wellness activities; collaborative team structures that build relational trust; and coaching first-year teachers. From there we work to promoting social relationships through monthly staff breakfasts and Sunshine Committee activities; team builders; and engaging in diverse perspective conversations about purpose and progress, school vision and mission, strategic planning, and resolution of challenging tasks.

Harnessing the Power of Emotion & Inclusion is an ongoing process achieved through multiple lines of open communication for both giving and receiving feedback. This includes the recognition of excellence, accomplishments, and celebrations in the Weekly Staff Bulletin and V.I.P. Parking Space of the Week. Through transparency on the state of the school and levels of decision-making as well as collaboratively developed norms and expectations for engaging in professional dialogue/interactions. Finally we look to construct knowledge and cultivate reflection through the collaborative pursuit of a job-embedded professional learning plan that builds teacher capacity and efficacy to equitably meet the needs of students.

Building the Infrastructure of Teaching, Learning & Leadership: Our professional learning plan is not a linear process. It includes the strategic integration of professional learning teams that help provide a “checks and balances” approach to design, implementation, monitoring, and feedback.

Leveraging leadership is accomplished through specific efforts of investing in our instructional leaders by empowering them with the knowledge and skills to coach and support their teams. We study the school improvement process to gather data, make informed decisions, provide effective feedback, make upgrades, and facilitate collaboration.

Our focus also includes our learning from macro to micro as a staff with professional development. Data-Driven Instruction to adjust instructional structures/practices and plan for rigorous instruction is designed to build staff capacity. We also have explicit instruction that is aligned to the Common Core and MCPS Data Measures. This is balanced with elevating staff and student voices through data collected to assess climate and equity work.

Our efforts in creating and sustaining a positive professional culture have resulted in a high staff retention rate, increased collaboration and sharing of best practices, increased staff morale, greater use of data to drive school climate and instruction, and, most importantly, achieving the status of a high-performing school that never lowers the bar on closing any achievement gaps.

#### **4. School Leadership:**

The principal is a strong advocate of shared leadership and includes the Instructional Leadership TEam (ILT) in all decisions that impact students and staff. The ILT is composed of all team leaders, a representative from each special program, the assistant principal, staff development teacher, reading specialist, math content coach, counselor, ESOL teacher, special ed teacher, and supporting service representative. The principal frames the vision for the school and the ILT collaborates together to implement a shared vision for the success of all students. The ILT meets monthly to analyze student performance data, approve and evaluate school wide initiatives, develop and monitor the school improvement plan, and to make instructional and operational decisions for the school. The focus is always on what is best for students.

Weekly team planning is an essential process to the success of students at Barnsley. Planning sessions are regularly attended by the math content coach and reading specialist to assist in understanding the curriculum and determining how to scaffold and extend for the various learners. The team works collaboratively to determine how progress will be measured.

The principal leads data meetings with each grade level and individually with teachers to analyze student achievement and determine next steps in improving students performance. Teachers are either provided data and will complement data received with other data they feel is valuable to assessing progress and concerns. A set of questions is also provided to guide the conversation and reflection. Through this collaborative review, a plan is put forth of how to improve student achievement, with a focus on subgroups of students of concern, and is supported through the professional development plan of the grade or school and through the weekly planning process.

The principal meets weekly with the core team that is comprised of the assistant principal, staff development teacher, reading specialist, math content coach, and counselor. This team plans staff meetings based on the school improvement plan, analyzes school wide data and intervention plans, and develops data presentations for staff. These meetings also focus on what has been seen in classrooms and what has been shared at team meetings to improve teaching and learning. These meetings serve as an impulse to improving student performance, building staff capacity, and ensuring meetings are meaningful to the audience.

Communication is ongoing with the PTA President to be transparent with plans for instruction and social emotional learning of the students. This helps build upon the strong relationship between the school and community. Working together, the principal and PTA President address community concerns and questions. This also helps determine messaging and presentations at PTA Meetings.

It is through all these teams that a clear emphasis is placed on student development and needs with a firm commitment of strong relationships with all stakeholders to ensure how to implement a shared vision of success for all students.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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The reasons behind Lucy V. Barnsley Elementary's ability to serve as an exemplar of National Blue Ribbon School Standards are numerous and varied. Our success did not just happen overnight, it is the result of years of diligence, innovative thinking and transformative teaching. Upon reflection on the many things that have been critical to our achievement, the practice that has consistently been most instrumental in making Barnsley special is our dedication to Differentiated Instruction and Practices.

Barnsley is a very unique learning community, with specialized programs for Deaf and Hard of Hearing Students, Highly Gifted Students and students who are both Gifted and Learning Disabled. In order to access these learning programs, many students travel great distances and endure long bus rides each day. These students choose to come to Barnsley because of our reputation as a school that embraces the very specific needs, both academic and social-emotional, of students who require a tailored learning environment in order to thrive. At Barnsley, they are guaranteed to receive the type of specialized attention and instruction that is necessary for them to reach their full intellectual, social and emotional potential.

While the implementation of Differentiated Instruction and Practices is at the heart of why the aforementioned programs were established in the first place (and the guiding pedagogical force in their curriculum design), Barnsley has also had to adapt to the ever-changing needs of a neighborhood student population which has become increasingly diverse over the years. To address these needs, we have relied heavily on Differentiated Instruction and Practices. We created dynamic ESOL and Special Education Inclusion Models in neighborhood classrooms, where General Education Teachers, Special Education Teachers and Paraeducators collaborate to develop scaffolds, interventions and enrichments.

Teachers embrace a culture of professional growth through use of strategies from our equity and diversity training. They greet students by name and make personal connections as students enter the classrooms. Classrooms are student-centered and culturally responsive, which is key because of the many different cultures represented in each classroom. This sets the tone for students to feel able to take risks with their learning.

The instruction that follows is tailored to the individual needs of students. Teachers work with key staff; staff development teacher, readings specialist, math content coach, administration, and colleagues to learn how best to reach every student and to differentiate their instruction to those who need greater scaffolding and clarity to students who need to be enriched and accelerated. Finding that tension level of what to do and how to differentiate is no easy challenge but it is done skillfully to help all students make continued progress.