U.S. Department of Education

2016 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

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

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

Official School Name Barrington High School
(As it should appear in the official records)

School Mailing Address 220 Lincoln Avenue
(If address is P.O. Box, also include street address.)

City Barrington State RI Zip Code+4 (9 digits total) 02806-2941

County Bristol County

Telephone (401) 247-3150 Fax (401) 245-6170

Web site/URL http://www.barringtonhigh.org E-mail hurleyj@bpsmail.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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.

_____ Date _____
(Principal's Signature)

Name of Superintendent*Mr. Michael Messore E-mail messorem@bpsmail.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Barrington Tel. (401) 245-5000
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.

_____ Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Catherine Brody
(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.

_____ Date _____
(School Board President's/Chairperson's Signature)

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

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. 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.)

2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.

3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

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

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
   4 Elementary schools (includes K-8)
   1 Middle/Junior high schools
   1 High schools
   0 K-12 schools

   6 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	141	122	263
10	156	138	294
11	133	120	253
12 or higher	108	109	217
Total Students	538	489	1027

4. Racial/ethnic composition of the school:

1 % American Indian or Alaska Native
6 % Asian
1 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
88 % White
2 % 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 2014 – 2015 school year: 4%

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

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred ***to*** the school after October 1, 2014 until the end of the 2014-2015 school year	17
(2) Number of students who transferred ***from*** the school after October 1, 2014 until the end of the 2014-2015 school year	20
(3) Total of all transferred students [sum of rows (1) and (2)]	37
(4) Total number of students in the school as of October 1, 2014	1054
(5) Total transferred students in row (3) divided by total students in row (4)	0.035
(6) Amount in row (5) multiplied by 100	4

6. English Language Learners (ELL) in the school:

1 %
10 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish, French, Italian, Chinese, Thai

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

5 %

Total number students who qualify:

51

8. Students receiving special education services:

10 %
114 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.

22 Autism
0 Deafness
0 Deaf-Blindness
21 Emotional Disturbance
0 Hearing Impairment
3 Mental Retardation
2 Multiple Disabilities
0 Orthopedic Impairment
25 Other Health Impaired
40 Specific Learning Disability
0 Speech or Language Impairment
1 Traumatic Brain Injury
0 Visual Impairment Including Blindness
0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 7

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

	Number of Staff
Administrators	4
Classroom teachers	74
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	15
Paraprofessionals	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

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 14:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	96%	95%	95%	95%	96%
High school graduation rate	97%	96%	97%	96%	96%

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 2015.

Post-Secondary Status	
Graduating class size	277
Enrolled in a 4-year college or university	85%
Enrolled in a community college	6%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	9%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes X No

If yes, select the year in which your school received the award. 2002

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

Equip students with knowledge and skills necessary to be confident, critical decision makers by providing a rigorous curriculum, diverse co-curricular opportunities, and effective instructional strategies.

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

Barrington, Rhode Island (RI), is a suburban, residential community with a population of 16,572, located ten miles southeast of the state's capital city, Providence. Located on Narragansett Bay in a state that boasts 400 miles of coastline, the town has the distinction of having the largest share of this waterfront with rivers, coves and estuaries that crisscross the landscape. In keeping with its bayside character, Barrington features beaches, public access points, and marinas that support an active fishing and boating community. The 14-mile East Bay Bike Path, which runs from Providence to Bristol, along with many public parks and playing fields offer additional recreational opportunities for town residents.

A National Blue Ribbon School in 2002—and, more recently, a 2014 Gold Medal High School as selected by U.S. News and World Report, a 2014 Newsweek Top 200 high school, three consecutive top Rhode Island high school rankings by Rhode Island Monthly magazine, and a high performing school based on our OECD (Organisation for Economic Co-operation and Development) Test for Schools data—Barrington High School has consistently been one of the highest performing high schools in Rhode Island. The community takes great pride in the accomplishments of our schools throughout our district. The 2002 National Blue Ribbon School recognition came shortly after a positive 2000 NEASC (New England Association of Schools and Colleges) decennial report and the opening of the new high school addition which occurred in the 1999-2000 school year. The National Blue Ribbon School acknowledgement helped quantify the fact that our school at the time was moving, and continues to move, in the right direction on many different fronts. It also validated for taxpayers in our community that the money being spent on our schools is a worthwhile investment not only for our students, but also for the entire town as a whole.

A total of 23 credits are required to graduate from BHS along with the successful completion of a Senior Project, demonstrated proficiency in all four core subject areas, and participation in state assessments. Students are required to take: four years of English, mathematics and physical education and health; three years of social studies and science; and electives in art, business, family and consumer science, music, technology, or world languages—one of which must address our STEAM (Science, Technology, Engineering, Arts and Mathematics) requirement. Also, beginning with the Class of 2019, all students will be required to complete an online Financial Literacy module in order to graduate. In addition to these academic offerings, the school provides students with a wide variety of extracurricular opportunities for its students including 42 clubs and activities and 27 sports, many with varsity, junior varsity and freshman teams. There are also creative opportunities in music, theater (Stagemasters), and writing (literary magazine, school newspaper, and yearbook). Over 70% of the student body participates in at least one extracurricular activity.

The Senior Project continues to be the bedrock of our student's high school experience. Beginning with 90 students in 1998-1999, Senior Project became a graduation requirement for all seniors long before the RI Department of Education made it a state graduation requirement. The Senior Project is embedded in the culture of our school and each year school districts from throughout New England continue visit us to sit in on our senior board presentations with the intent of bringing the project back to their schools. Each student's project includes a research paper based on a self-selected topic, a minimum of 15 hours of fieldwork with a mentor, and an 8-12 minute presentation before a panel of school and community judges.

Through our commitment to the ideals of a Professional Learning Community (PLC) our faculty and staff seek to improve student learning through a collaborative approach that focuses on strategic learning goals, uses assessment data to improve instruction, and tailors this instruction to meet the needs of all students. Eighty-one minutes of common planning time (CPT) for all staff on a bi-weekly basis has marked a major step in our journey towards becoming a stronger PLC. It complements the ongoing school/district initiatives in professional development opportunities and the development of written curricula in all content areas.

In addition to our focus on ensuring academic success for all students, we have in place many programs that actively foster a climate of trust, respect, and support at BHS. Our School Improvement Team's goal is to reduce student stress. Our ongoing Advisory Program and Chain Reaction Club, Gay/Straight Alliance (GSA), Gender Equality Club and Interact Club all promote ways for all students to be accepted by our school community for who they are. More recently, our Unified Sports and Unified Theater programs have made a tremendous impact lives of many of the students and staff at BHS. In both programs, students with special needs team up with regular education partners to participate in RI Interscholastic League sanctioned basketball and volleyball games, as well as participation in a Unified theatrical production written and directed by students. Community support for the Unified programs has been outstanding and continues to grow.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

a) English Language Arts: English language arts at Barrington High School (BHS) emphasizes reading, writing, speaking, and listening skills beginning with a genre-based approach for freshmen and an American literature curriculum for sophomores, both of which feature literary and complex non-fiction texts. At each level, students can challenge themselves by taking an honors level course or explore different learning styles in our interdisciplinary American Studies program. In every class, power standards from the Common Core State Standards (CCSS)—around which our curriculum is based—are featured, including domain-specific and academic vocabulary acquisition and use, identification of and integration of text-based evidence, argumentative writing, and text-to-text comparative analysis. As upperclassmen, students can extend their study of literature and the arts through our British and World Literature curricula, or they can challenge themselves by taking one or both of our Advanced Placement (AP) offering in English Language and Literature. Students can also explore their interests through our collection of elective courses which include journalism, young adult literature, creative writing, and media studies. Those students who struggle in reading or writing receive timely intervention via our student-staffed Academic Learning Center (ALC) and teacher-staffed Response to Intervention (RtI) program. Our reading specialist also works regularly with students who have a personal literacy plans (PLP) in order to further ensure readiness for all.

b) Mathematics: The BHS math curriculum was designed by teachers using the CCSS for Mathematics and the National Council of Teachers of Mathematics (NCTM) Standards. The curriculum focuses on developing the critical thinking, problem solving, and analytical skills students will need to be successful, informed, productive members of society. The math department uses the latest research in the field of teaching mathematics to instruct students. Its membership in the MathNIC (Network Improvement Community) group allows teachers to develop new instructional and assessment tools while working with university experts. Technology integration is a significant component of every math class, including SMART boards, digital formative assessment programs, graphing calculators, and student planners on Google Docs. A major goal of the curriculum is to provide all students the opportunity to take a college preparatory Algebra II class by the time they graduate. Most students begin as freshmen with Geometry, then progress to Algebra II, Pre-Calculus, and Calculus. A numeracy specialist works regularly with students who have a personal numeracy plan (PNP) to assure their college/career readiness.

c) Science: In science, the course sequence begins with freshmen taking biology, then progressing to chemistry (grade 10) and physics (grade 11). This provides students with opportunities to successfully participate in AP classes in Biology, Chemistry, and Physics C: Mechanics and/or other electives like forensic science by the time they graduate. All courses are aligned to the Next Generation Science Standards (NGSS) with emphasis on the Science and Engineering Practices, in particular. Students are exposed to technological tools like Ed Puzzle and virtual labs through HHMI.org that enhance instruction and their understanding of science and development as scientists. Students acquire and practice foundational skills through engineering practices and inquiry laboratory investigations to deepen their understanding of science and apply the scientific process to real world issues. Each unit within a content area is thoughtfully planned so that students are able to develop a cohesive and rigorous story line which makes connections within science disciplines and other content areas.

d) Social Studies: The social studies department requires students to take World History in grade 9, U. S. History in grade 10, and Economics and American Government (one-semester each) in grade 11. Alternatively, students can opt for an interdisciplinary course (with English)—American Studies—in grade 10. In addition, students can opt to take AP United States Government and Politics and/or Advanced Placement Macroeconomics in lieu of Economics and American Government. The department offers a host of electives including AP United States History, AP World History, anthropology, international studies, Modern European History, Early European History, psychology, and sociology. The curriculum crosswalks both the CCSS and the National Content Standards for the discipline. Essential aspects to the curriculum document include: targeted standards identified as essential, important and nice-to know; student-friendly "I-Can" statements which provide clear learning targets for students; common tasks including both interim and formative assessments; and required close reads.

e) College/Career Readiness: As a Professional Learning Community (PLC), core teachers work together to ensure the college/career readiness of all students. Collaborative teams have bi-weekly common planning time to write, implement and revise curricula and to review formative and summative assessment data to improve instruction and intervention. Students in grades 9 and 10 must pass proficiency assessments to ensure they are proficient in each core area. Students who are not proficient are provided with additional support and instruction to demonstrate proficiency prior to graduation. Finally, the Senior Project requires all students to explore a topic of interest to them and "show what they know." The project asks students to write an extended essay, complete a fieldwork project with a mentor, compile an electronic portfolio, and deliver a successful presentation prior to graduation.

2. Other Curriculum Areas:

a) Arts: Visual & Performing: BHS offers 13 different visual art courses, including our most recent additions: Graphic Design I & II, Digital Imaging, AP Art History, and AP Studio Art 2D. Freshmen enroll in "gateway" courses to explore both two- and three-dimensional media (Studio Art), or focus specifically in one media or the other (Ceramics or Drawing I). The curriculum is aligned with the National Core Art Standards and its proficiency benchmarks in the areas of creating, presenting, responding, and connecting. This May, the department's annual Art Night will feature the artwork of the 351 young artists enrolled in an art course. Our Theater program is composed of four elective courses each designed to challenge students to: think creatively, make responsible choices, develop interpersonal skills, form artistic judgments, and investigate the social and historical context in which they live. Beginning with Introduction to Theater, a class open to all grade levels, interested students can further explore the theatrical arts through classes in Acting, Playwriting, and Acting for Film and Television. Many students who take one or more Theater classes go on to join Stagemasters, the school's extracurricular theater club. This year, 24 students enrolled in one or more theater courses.

b) Physical Education and Health: Physical Education (PE) and Health is required at BHS. Each year, students take three quarters of physical education and one quarter of health. The program is driven by the State and National Physical Education and Health Standards. As such, our PE classes focus on motor development, knowledge of concepts and principles, knowledge of skills to enhance long lasting health decisions, personal and social responsibility and the value of exercise for all aspects of life (physical, mental and emotional). We also strive for students to: understand concepts of health promotion; analyze the influence of family, peers, culture on health decisions; access health information; effectively use interpersonal communication skills and decision making skills to enhance their health; utilize goal setting; practice health enhancing behaviors; and advocate for their own health.

c) World Languages: BHS students have the opportunity to study Latin, French, and Spanish from levels 1 through AP and Mandarin from levels 1 through 4. The department also offers electives including Spanish for Health Care and Spanish for Business. The language curriculum is aligned with the American Council on the Teaching of Foreign Languages (ACTFL) national standards which are based on the Five C's: communication, cultures, comparisons, connections and communities. The program is designed to develop the essential skills of communication and knowledge of the world. Proficiency in oral and written communication and cultural awareness are the goals of the program. Our digital language lab is an integral instructional support in both regular and AP courses. This year, 801 students enrolled in a World Language course.

d) Music: The music curriculum aligns with the national and state standards. Concert Band and Chorus are open to all students as well as other electives including Electronic Music, Audio Production, Music Theory, and Music History. Jazz Band and Choral Ensemble classes both require advanced musical knowledge and an audition for enrollment. Students also have the option of attending additional voice and instrumental classes during their study halls. Additionally, student-led groups such as Woodwind Quintet, Jazz Combo or Women's Choir are often featured in concerts or coffeehouses. And our accolades include first place awards in many regional—e.g., the Berklee College of Music (Boston, MA) High School Jazz Festival in 2015 and 2016—and local competitions—e.g., more than 40 students are annually invited to the All State Festival. This year, 342 students are enrolled in music courses.

e) Allied Arts: The Allied Arts department includes courses in Business Education, Engineering and Technology, and Family and Consumer Sciences. The current departmental goal is to promote the development of career paths integrating validated learning across disciplines in an effort to meet student needs. National and state standards anchor the curriculum in each area and courses are developed through direct communication with local post-secondary institutions and industry. Student learning is enhanced by technology in our classrooms and labs, including an award-winning television production studio and a design and manufacturing lab equipped with 3D printers and a laser cutter. Our growing Internship Program is designed to enhance students' college/career readiness and experience in a pathway of their choosing. This year, 288 students enrolled in Business courses, 158 are enrolled in Engineering and Technology, and 143 are enrolled in Family and Consumer Science.

3. Instructional Methods and Interventions:

Teachers use a variety of instructional methods and interventions all of which are designed to promote student learning and ensure college/career readiness. The following is a snapshot of some of our current best practices. Our adoption of a 1:1 Chromebook initiative this year for students has allowed teachers in all disciplines to use Google Classroom as a means to support instruction by posing questions and allowing students to express their initial understanding on a topic or issue, respond to a peer's own response, then return to their initial response to revise it to incorporate what they learned. English and social studies classrooms, in particular, use this as a form of Type 1 Collins Writing—e.g., in response to the essential question "What is the impact of the gender roles society creates and enforces?" in AP Language & Composition—or Type 2 to assess a student's comprehension of a foundational text after collaborative work with a group of their peers—e.g., Lincoln's "Gettysburg Address" in U.S. History or American Studies. Teachers can then respond to student work via the Classroom or directly and intervene where misconceptions are noted. In math, Geometry teachers take advantage of this technology to create playlists for their students which allow them to work at their own pace and build confidence in their learning with one-to-one intervention from their teacher when needed. And in World Language, flipped classroom lessons are extremely useful teaching grammar where students can view the lesson prior to class so that in-class time can be focused on practice exercises or discussions on the topic. Additionally, student-directed Socratic seminars and round-table discussions are also featured in English and social studies classes with teachers in freshman Language & Literature classes often differentiating texts to address student readiness but still allow for rich, text-based discussion and analysis. And virtually all core subject areas employ think-pair-share strategies, encouraging students—in Algebra II, for example—to first consider a polynomial problem, then address with a partner the best approach to solving it. Finally, visible learning strategies are emphasized in all core subject areas as well as World Languages: on World History classroom walls teachers post, chart and track student understanding using a "Plan-Do-Study-Act" protocol; most math teachers use "I CAN" statements to establish student-friendly learning expectations which they use to prepare for major assessments and help take ownership of their own learning; and in Biology classes, teachers employ the "Plus/Minus/Delta" metacognitive strategy to help students reflect on their learning and identify areas of strength and any gaps that may persist with respect to an anatomy lesson.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

From a school-wide perspective, our teachers primarily use their common planning time to review and reflect on assessment data with the goal of improving instruction and revising the assessment tool itself or the curriculum. For example, in social studies, grade-level teams analyze student data from summative assessments looking at the reliability, etc., of each question as part of a detailed item analysis with the goal of identifying "holes" in whole class and individual student learning. English teachers review common task data in a similar way, most recently looking at formative results from a sample literary analysis question set; in this case, looking ahead to the PARCC (Partnership for Assessment of Readiness for College and Careers) English Language Arts test in April, these results informed instructional changes in the areas of identifying strong text-based evidence for a complex idea or theme. In science classrooms, teachers use formative assessments—e.g., warm ups, exit tickets, classroom discussion—and practice problems in class and from homework to gauge student learning and better prepare students for upcoming summative unit tests. Also, lab reports and the analysis of lab results help students to reach a deeper level of understanding of content which transfers to more formal common assessments. And in many disciplines, technology—e.g.,

Kahoot, etc.—is used to provide both students and teachers with immediate data. In World Language, teachers create online assessments and are able to make timely decisions about the next steps in instruction based on the results. Furthermore, especially in math and social studies classes, visible learning techniques communicate assessment data to students, set class goals, and analyze shortfalls. In social studies, collective class performance data is shared publicly and tracked on a regular basis on wall charts. Indeed, the current departmental goal is: "By May 2016, all SS teams will have implemented data collection tools to assess and improve the current curriculum . . . making student data an integral part of the curriculum." In addition to these methods, most assessment data is communicated to students both in the classroom during post-test review sessions, via individual student-teacher conferences, and via the school's Aspen online gradebook portal which is also accessible to parents. And, finally, in math and English, teachers are turning the lens of formative assessment on themselves with peer observation programs designed to not only share best practices but to elicit critical feedback to improve instruction. The English department has piloted a "triad" system of teams of three teachers who observe and reflect on one another's instruction, and math is using observation tools they created as part of the MathNIC program to identify the five components of a powerful math classroom.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Barrington High School (BHS) provides a school climate that is safe and supportive for both students and staff. For the past four years, our Student Council has organized and run an event called "Battle of the Classes." On a Thursday night, at the end of the spring Spirit Week, the gymnasium comes alive as all four classes and the faculty come together in a fun competition of games, obstacle courses, potato dance offs, ice cream musical chairs, and music trivia, to name a few. As our School Improvement Team (SIT) continues to focus on ways to relieve student stress, a legitimate concern for a high performing high school such as ours, this night allows students and faculty the opportunity to come together in a non-academic atmosphere that is truly stress-free and simply put, a lot of fun. In this and other ways, our culture of acceptance and recognition, is very real. Our Chair Reaction club, which started six years ago, currently has 50 members. The mission of the club is to create a safe learning environment for all students by establishing the power of kindness and delivering proactive antidotes to school violence and bullying. It looks to provide students with social/emotional education that is culturally relevant while training adults to inspire, equip, and empower students to affect permanent positive change. The Unified Theater and Unified Sports programs also continue to thrive at BHS. In both programs, students with special needs are paired with regular education peers. For this year's Unified Theater production U.T.TV, 80 students collaborated to write and produce a show that nearly sold out every seat in our auditorium. In Unified Sports, now sanctioned by the Rhode Island Interscholastic League, students have the opportunity to participate in both basketball and volleyball. These student athletes play in games throughout the East Bay against schools with similar programs. Finally, our chapter of the Gay/Straight Alliance (GSA) remains strong, with a current membership of 40 students. Each year the GSA hosts events such as the Day of Silence, Pride Day, and "Faculteas," with the goal of raising awareness of issues surrounding the LGBTQ+ community. During the Faculteas, the faculty and staff are invited to the library after school to interact and discuss current issues with members of the GSA. Coffee, tea, and snacks are provided by members of the club and the events are well attended by both faculty and staff.

2. Engaging Families and Community:

BHS is extremely fortunate to have the support of the Barrington community. Steeped in tradition academically, athletically, and with a multitude of clubs and activities, our school could not experience its current level of success without the continuous commitment from the residents of our town. Our SIT consists of three teachers, three students, three parents, a community liaison, and the principal. The team meets monthly and plays a vital role in attending to our school's climate and culture. An integral component of the team's structure is its ability to gather input from the different constituents on issues pertaining to our school community. The SIT is also responsible for the appointment of the Student Representative to the School Committee. This position was established five years ago and has allowed student voice to be heard at all school committee meetings which are videotaped and available for review. Additionally, a community-driven function that has made a tremendous impact on our school is After Prom. Each year, the After Prom committee of parents and students creates an all-night event for seniors back at the high school after their prom. On this night, the school is truly transformed with themes varying each year to keep our students safe on what is potentially a dangerous night for teenagers. The event is completely free of charge for students and is made possible through fundraising and donations form the Barrington community. The principal also meets monthly with the Barrington Parent Association. This active parent group brings in guest speakers each month to discuss topics pertinent to the high school and has been extremely supportive of the school by providing an annual financial gift to school which is used to benefit all students. Indeed, many of our groups and activities have a parent component that meet on a regular basis. For example, our music program has Parents of Note, while our theater program has the Stagemasters Parent Committee. Our athletic program has the Boosters Club which has been extremely supportive of all of our athletic programs throughout the years.

Through our Eagles News Network (ENN) and the Sunrise program, the high school is able to reach out to our school community and beyond. This student driven news program is streamed live at the beginning of each school day. In addition to daily news and activities, ENN broadcasts special events such as a recent Suicide Prevention Forum for Parents, as well as various sporting contests. Finally, each year the ENN team covers our graduation ceremony, allowing family and relatives from across the country to participate in this special day either in person or online.

3. Professional Development:

There are currently seven contractual days included in the faculty calendar for the purpose of professional development (PD). Over the past two years, as our technology integration has increased and we moved to 1:1 Chromebook availability for all students, many of the PD days have shifted to an Unconference model. During Unconference days, the focus is primarily on technology as each session is differentiated based on each staff member's individual level of expertise. The majority of the Unconference sessions are run by our internal experts but also many faculty members have developed workshops to share their interest in flipped classrooms, providing audio feedback on student work, etc. Simultaneously, the Collins Writing Program has been fully embraced by the faculty in the four core content areas. The Collins model engages students in five "Types" of writing strategies, including ten percent summaries, which have all been extremely helpful in making our writing instruction more consistent and effective across disciplines. Teams from the core content areas have also been attending Solution Tree Assessment Literacy workshops for the past three years facilitated by Cassie Erkins. During year two of the training, direct connections were made between a Solution Tree action research project and the implementation of Collins Writing and its impact on student learning.

Another initiative, LEAPP (Lead Educate and Promote the Profession) is a K-12 professional development opportunity that was developed to train teacher leaders on how to promote a visible learning environment that holds students to expectations specific to their own data. Classroom missions are created and goals are set at the beginning of the year to determine where students need to be with respect to key skills and concepts. Performance data is constantly being discussed in LEAPP classrooms and displayed in a manner that allows students to see where they stand and where they need to go. Through this ongoing training, teacher leaders learn to promote a learning environment in which student expectations are visible and written in student friendly language. In the math department specifically, through funding by the Bill and Melinda Gates Foundation, teachers and administrators from the high school and middle school have traveled to San Francisco to participate in MathNIC (Network Improvement Community) to facilitate and enhance our shift to Common Core State Standards (CCSS) in Mathematics. For the last two years, collaborative teams have worked to identify common problems of practice and work collectively to design and implement strategies and tools to help manage and solve them. Finally, to support our robust Advanced Placement (AP) program—17 courses—BHS offers all faculty who elect to develop and/or teach an AP course are provided the opportunity to attend week long trainings at various AP Institutes throughout New England.

4. School Leadership:

The leadership structure at Barrington High School (BHS) consists of the principal, two assistant principals and a director of athletics and student activities. Each academic department is led by a department chair or department head. This past year a department head in the area of allied arts was added. This newly created role was established to provide more coherence and collaboration between the areas of business, technology education, and family and consumer science. The leadership team believes in a model of shared decision making and continuously looks for input from key stakeholders before implementing important policies, programs, or procedures. Each assistant principal is responsible for two grades (9-11 or 10-12), allowing him/her an opportunity to better get to know his/her students and help ensure their success as he/she follows them throughout their high school career, thus keeping with the district's mission of "empower[ing] all students to excel." As an instructional leader, the principal has embraced the tenants of Professional Leaning Communities by creating common planning time for all teachers and focusing on a shift from what is being taught to what is being learned. He continues to investigate best practices for looking at and utilizing student data to improve instruction, and most recently has been directly involved in

a district driven LEAPP (Lead Educate and Promote the Profession) initiative. Much of the LEAPP initiative incorporates philosophies described in John Hattie's work on Visible Learning that integrates methods of displaying student data, allowing and encouraging students to take ownership of their learning.

The principal has embraced leadership roles outside of the high school as well. He has been selected to be a member of the Principal's Committee of NEASC (New England Association of Schools and Colleges), and was invited to serve on the OECD (Organisation for Economic Co-operation and Development) Tests for Schools Leadership Council. Complementing the work of the leadership team, BHS has an active School Improvement Team (SIT) that consists of the principal, teachers, students, parents and a community liaison. The team meets monthly to discuss important issues involving school community and culture. Recently, student life and, in particular, stress has risen to the forefront of concern. In response, the SIT has organized student forums and conducted surveys—most recently the Stanford Survey of Adolescent School Experience—in an effort to attend to student voices and modify school procedures accordingly. Additionally, the principal attends monthly Barrington Parent Association meetings and regularly attends School Committee meetings.

Part VI – INDICATORS OF ACADEMIC SUCCESS

Barrington High School's implementation of the Collins Writing program has made writing instruction more consistent for all students at all grade levels in all core subject areas. The program has not only made for common talk and expectations among teachers in the core subjects around writing but also has improved our student's writing and reading ability as seen in our most recent performance data on PARCC-ELA and the Organisation of Economic Cooperation and Development (OECD) Test for Schools. We have found that the program's emphasis on integrating text-based evidence into informational and argumentative writing assignments has improved our students' ability to read, comprehend, and write about complex texts. Beginning in 2013, teachers in English, math, science and social studies participated in extended professional development sessions with John Collins whose program is designed around Five Types of Writing. Type 1 writing is designed primarily to capture ideas and assist in the brainstorming process where students are encountering an idea, a question, or a problem for the first time. Questions or guesses are permitted and even encouraged. Type 1 writing is timed and must meet a required length. Type 2 writing is also timed but its purpose is to give students the chance to show what they know about a specific topic, idea, or lesson which they have had time to think and/or talk about with their teacher and/or peers. It is most often used as a quiz to assess learning or a formative assessment to determine the effectiveness of instruction, etc. Type 2 writing is timed and includes a number or an amount of correct answers. Type 3 writing has more substantive content is evaluated using up to three focused correction areas (FCA); before it is evaluated, students have the opportunity to read their work aloud to themselves and make any additional changes or additions as they see fit. FCA help teachers identify, teach, and assess specific new writing skills and/or monitor comprehension and idea development through student writing. Some Type 3 writing assignments may take as long as a class period, but they are usually completed in one sitting. Type 4 writing is Type 3 writing that is peer reviewed then revised, and Type 5 writing is error-free writing that is ready for publication. Currently, core subject teachers all use Types 1-3 writing as a regular instructional practice, with science and math teachers emphasizing Types 1 and 2, and English and social studies focusing primarily on Types 2 and 3, including ten percent summaries.