

U.S. Department of Education
2014 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 Dr. Andrew DC Anderson, Ed.D.

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

Official School Name Barrington Middle School

(As it should appear in the official records)

School Mailing Address 261 Middle Highway

(If address is P.O. Box, also include street address.)

City Barrington State RI Zip Code+4 (9 digits total) 02806-2335

County Bristol County State School Code Number* 1108

Telephone 401-247-3160 Fax 401-247-3164

Web site/URL http://www3.barringtonschools.org/bms/default.aspx E-mail andersona@bpsmail.org

Twitter Handle @bms_ri 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 that it is accurate.

Date _____
(Principal's Signature)

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

District Name Barrington Tel. 401-247-3160

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

Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson Mrs. Kate 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 that it is accurate.

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

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

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, Office for Civil Rights (OCR) requirements is 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 school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year 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 2008 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: 2009, 2010, 2011, 2012, or 2013.
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

All data are the most recent year available.

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

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
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 2 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 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	134	161	295
7	137	120	257
8	160	138	298
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	431	419	850

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 5 % Asian
 - 1 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 90 % 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 2%

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 <i>to</i> the school after October 1, 2012 until the end of the school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	14
(4) Total number of students in the school as of October 1	816
(5) Total transferred students in row (3) divided by total students in row (4)	0.017
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 0%
4 Total number ELL
 Number of non-English languages represented: 4
 Specify non-English languages: Thai, French, Korean, Chinese
8. Students eligible for free/reduced-priced meals: 6%
 Total number students who qualify: 49

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 12 %
95 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 categories.

13 Autism	0 Orthopedic Impairment
0 Deafness	19 Other Health Impaired
0 Deaf-Blindness	42 Specific Learning Disability
9 Emotional Disturbance	1 Speech or Language Impairment
4 Hearing Impairment	1 Traumatic Brain Injury
5 Mental Retardation	1 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

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

	Number of Staff
Administrators	2
Classroom teachers	35
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	28
Paraprofessionals	10
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

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 23:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	97%	97%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
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. 2004

PART III – SUMMARY

Barrington Middle School (BMS) is located in the suburban community of Barrington, Rhode Island just outside the capital city of Providence. Barrington is primarily residential in nature; most industry is limited to small shops and restaurants. The racial and ethnic mix of the middle school mirrors the population of the town as a whole: 96% White, 1% Black, .5% Hispanic, and 2.5% Asian/Pacific Islander. Despite the lack of racial and ethnic diversity, the religious and socio-economic diversity represents a much broader range. The student population is extremely stable. Over 90% of the students spend their entire middle school career at our school, and over 94% of students are in school on a daily basis.

Grounded in the tenets of a Professional Learning Community, Barrington Middle School's mission is to empower all students to excel! All members of the BMS Learning Community are committed to meeting a student where he/she is and to implementing and supporting the best curriculum, the best instructional teaching strategies, and the best differentiated instruction techniques to ensure academic, social, and emotional growth for all students. This approach entails implementing practices different, deliberate, and specific for students who are identified as significantly below the standard, just below the standard, meeting the standard, and students who are exceeding the standard.

These beliefs are rooted in providing all members of the learning community with what we hold as the 5 pillars of a successful middle school: a safe and supportive learning environment; a strong home/school partnership; a transparent data culture; a comprehensive Response to Intervention and Positive Culture programs; and a strong middle school model which includes individual teaching teams, common planning time, school wide intervention/enrichment block, and robust curriculum areas (ELA, Math, Science, Social Studies, Foreign Language, Health/PE, Art, Computer Technology, Engineering/Woodshop, Home Consumer Sciences, Music (Band, Chorus, General), and Robotics).

Our school emphasizes that the learning environment must be safe, supportive and healthy, where effective teaching and learning may take place, and, just as importantly, where the middle school aged child can take appropriate academic/social risks without fear of failure or ridicule. Due to an emphasis on creating a positive learning culture, there are only a few major disciplinary infractions that occur within a given school year. The communication and cooperation between the school and home is a major factor. Every member of the school community recognizes that respect and trust are key elements of our school's culture. We strive to take a proactive approach to all situations. We have also made a significant effort to create a climate that emphasizes personal responsibility, supports honesty, and encourages the value of each individual.

BMS teachers have embraced a transparent data culture where they are provided with daily time to meet with either their teaching team or department members to analyze student performance data. As a PLC, they are asked to identify trends, strengths, and areas of weakness. During common planning time, teachers are able to share and to reflect on their own teaching practices, and also to create individualized plans to meet the varying needs of their learners.

Through a comprehensive Response to Intervention and Positive Culture program, students receive an array of interventions based on student academic/social emotional performance. In addition to students receiving in-class intervention and supports, this year, in an effort to close the achievement gap, we built a school wide intervention/enrichment block where students are identified through an RTI process to receive intervention, extra practice, or enrichment/extensions.

Barrington Middle School has been recognized as one of three "Spotlight" schools in New England by the New England League of Middle Schools (NELMS), and serves as a visitation site for educators learning about exemplary practices at the middle school level. Representatives from more than four hundred schools have visited BMS in the past four years. BMS also prides itself on being a "teaching" school where we have partnered with a number of local universities in providing aspiring teachers with the opportunity to complete their student teaching experience. In addition, over the course of the past two years, a number of our educators and programs have been recognized at the local and national level. These recognitions include:

Rhode Island Technology Teacher of the Year, Rhode Island Technology Program of the Year, Daughters of the American Revolution Social Studies Teacher of the Year, Presidential Award for Excellence in Mathematics and Science Teacher, Amgen Award for Science Teaching Excellence, five Nationally Board Certified Teachers, and Barrington Public School District Teacher of the Year.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) Over the past 5 academic school years, Barrington Middle School, along with every other school district in the State of Rhode Island, has been participating in the New England Common Assessment Program (NECAP) which measures Grade Level Expectations and Grade Span Expectations. NECAP assesses the 6th, 7th, and 8th grade students in the areas of Reading and Math and assesses the 8th grade students in Writing. Individual performance scores range from Proficient with Distinction (level 4), Proficient (level 3), Partially Proficient (level 2), to Substantially Below Proficient (level 1). The State of Rhode Island places a strong emphasis on students meeting (level 3) or exceeding (level 4) the standard. Furthermore, The Barrington Public School District, places a strong emphasis on our current students who are partially below and significantly below the standard to meet the standard, students meeting the standard to exceed the standard, and our current students exceeding the standard to continue to exceed and be further enriched and challenged in the academic setting. It is important to note that the NECAP is administered in October and assesses students' knowledge of the previous year's content (i.e. 6th grade scores are a reflection of students' 5th grade experience, 7th grade results are a reflection of students' 6th grade experience, and 8th grade results are a reflection of students' 7th grade experience).

b) As referenced in both the Math and Reading State Criterion – Referenced Tests Tables, as a result of direct instruction from Barrington Middle School teachers and support staff, Barrington Middle School has consistently performed well in the areas of Math (M), Reading (R), and Writing (W) on the New England Common Assessment Program (NECAP). Over the past 5 testing years (08/09 – 12/13) 88.5% (variance of 0% over the past 5 years and outperforming the State average by 29%) have met the standard in Math, 93% (variance of 3 % over the past 5 and outperforming the State by 22%) have met the standard in Reading, and 82% (variance of 4% over the past 5 years and outperforming the State by 20%) have met the standard in Writing.

It is important to note that two years ago Barrington Middle School's faculty made the commitment to transition to the Common Core State Standards in the areas of ELA and Math, knowingly recognizing and accepting that performance on current state assessments, which measure Grade level Expectations, may drop in performance. Despite the shift in standards, results on the NECAP assessment stayed consistent. Our scores minimally decreased in math (88.5% to 88%), minimally decreased in reading (94% to 90.5%), and minimally decreased in writing (80% - 79%).

The overarching factor contributing to BMS's consistent performance on state assessments is a shared belief, that no matter what, all students can excel! At BMS it is typical for students to arrive before, stay after school, and attend extra help sessions over long weekends and vacations. Teachers want to see what a student can and cannot do, and from there, prescribe individual interventions/enrichment opportunities. Students often repair, reflect, and eventually retake an assignment/ assessment with guidance and support. They regularly transition in and out of our school wide intervention/enrichment block based on needs in reading and math. Students also engage in personal data analysis where they identify their own strengths and areas for improvement.

During the 2012-2013 school year, as part of our transition to a transparent data culture, we dove into the data and identified potential growth capacities for math and writing and the need to close the achievement gap between students with Individualized Education Plans (IEPs) and students without IEPs as areas of improvement. Based on these trends we have implemented deliberate and specific action steps in our School Improvement Plan. We built a proactive, school wide intervention/enrichment block , purchased a school wide (850 seats) math program that serves as an intervention, and created a "Math Masters" program for those students who need to be challenged further. In ELA, we adopted the mantra to "read and write every day." Many of our teachers attended an ongoing professional development series geared to increase the rate of writing and to provide teachers with strategies to give effective/immediate feedback. In closing the gap between students with IEPs and without IEPs we restructured our academic support time where special

education teachers' primary focus is on filling "skill" gaps, and we restructured the schedule where now the special education teacher follows his/her caseload for all three years.

2. Using Assessment Results:

A variety of assessment data is used to improve school and student performance. For example, the results of the New England Common Assessment Program for English/Language Arts, Mathematics, and Science, along with a technology assessment administered by the Rhode Island Department of Education are analyzed by our school-based data team, cluster teachers, and counselors in order to establish goals for different subpopulations (e.g. gender-based differences, students with IEPs, and those of low socio-economic status). The STAR assessment, a universal screening tool, is administered multiple times per year to students to determine level of student achievement with respect to common core standards. It is also used as a diagnostic tool to help gauge the progress of students with personal literacy plans and those in our Level II Mathematics Intervention Program. Results of these assessments are used to help drive instruction, place students into interventions, and assist teachers in providing corrective instruction.

In addition to standardized tests, teachers use many types of assessments in order to collect instructionally tractable data used to address specific gaps in learning. For example, students in all grades participate in common quarterly mathematics tests and in common, on-demand assessments in English-Language Arts classes. Common annual pre and post assessments are also given in all core areas. Teachers at each grade level cross-score, analyze assessments, and plan instruction based on learning needs of students. Formative assessments and on-demand writing tasks are not graded but are used to determine the proximity of student learning to pre-established goals. Corrective instruction and the filling of learning gaps take place during flexible academic support time (F.A.S.T.), before and after school, and via differentiated instruction.

Our school culture embraces a data driven philosophy as part being a Professional Learning Community. Parents have immediate access to daily assessment information and data via Aspen pages and portal system. Results of standardized tests are routinely mailed to students' homes; data is also shared via PTO meetings, school committee meetings, and transition meetings. Guidance counselors and teachers regularly confer with students to improve performance. In many classes, students analyze their own data, complete repair and reflection sheets, rate themselves with evidence-based skills checklists, maintain their own portfolios, set target scores and goals, and review their progress with their teacher. Teachers are encouraged to use assessment results as an opportunity to reflect upon their teaching. Assessment scores also drive professional development opportunities.

Some might conclude from the repeated excellence reflected in the test scores that Barrington Middle School is doing a great job. We would agree; however, we look at the assessments as a continuing opportunity to improve and expand the educational opportunities for the children in Barrington. Through intense professional development and willingness to better meet the needs of all students, our assessment results have been impressive. Our students score within the top four schools in the state and have done so for many years.

3. Sharing Lessons Learned:

Barrington Middle School prides itself on being an educational resource for a number of other schools in the New England Region, embraces collaborative learning opportunities with other districts, and enjoys regularly presenting at state and regional professional development opportunities.

Over the past 5 years Barrington Middle School has had approximately 400 visits from other schools to learn about a number of practices that we implement at our school. Central leadership administrators, building administrators, teachers, and parents have come to Barrington Middle School to learn about our middle school flexible teaching schedule, teaching team model, co-teaching model, intervention/enrichment block, advisory program, Response to Intervention Program, Positive Culture Program, ELA/Math/Science/Social Studies scope and sequence, common assessments (summative, benchmarks, and

formatives), common planning time structure, differentiated instruction, Flipped Learning, and school wide constructive writing, etc.

At Barrington Middle School, we are fortunate to be able to implement a number of school initiatives/reform with great success. However, we also realize the importance of researching and collaborating with others to continuously improve/refine our practices in order to make the most effective and positive impact on our students. One of the greatest benefits to have so many schools visit our school is it provides our teachers with an opportunity to learn and collaborate with our guests. Standards based grading, integration of STEAM, and the evolution of technology integration are all topics from which we were able to gain more awareness due to these mutually beneficial interactions.

In addition to being able to share with visiting schools, as an active member of RIMLE (Rhode Island Middle Level Educators) and NELMS (New England League of Middle Schools), members of the Barrington Middle School Learning Community are routinely asked to present at other schools, conferences, and professional development events. Recently, members of the BMS faculty have spoken to educators about our advisory program, home school communication, response to intervention, using assessment data, middle school schedule, and intervention/enrichment block.

Barrington Middle School is not content to live within a vacuum of success. We pride ourselves on the collegial relationships we have built with other schools and educational groups.

4. Engaging Families and Community:

Another contributing factor to Barrington Middle School's consistent success is the value the school places on a collaborative working relationship between home and school. Barrington Middle School embraces the responsibility of knowing that families move to the community specifically for the public school system.

One essential ingredient we have found that has lent itself to an effective home school relationship is through methods of frequent and regular communication. They include: daily announcement updates on school website; active twitter feed; bi-weekly news letters that regularly communicates BMS successes, specific grade level news, specific school news, and community news; monthly principal coffee hours where parents are invited to the school to have open dialogue with the principal about school related topics; monthly PTO meetings where members of the faculty present on a variety of educational/social emotional topics; frequent cottage meetings led by the student assistance counselor and school psychologist where they meet at parents' homes to lead discussion on a number of social/emotional topics; frequent parent meetings; and the utilization of ASPEN. Aspen allows teachers to post nightly assignments, resources, blogs, monthly calendars, and allows parents to regularly review their child's academic progress.

Another essential ingredient that we employ that lends itself to an effective home school relationship is to provide parents with the opportunity to volunteer and actively contribute in the school. The Barrington Public School District has a very active parent volunteer program with nearly 300 parents on the list. In particular, at the middle school, we frequently have parent volunteers assisting in the day to day operation of our active school library, within various teaching team activities/events, leading literature circles, and serving as advisors and instructors for after school enrichment programs (computer programming, engineering, stock market, woodworking, robotics, etc.).

The third ingredient that we have found that has lent itself to an effective home school partnership is to provide opportunities for the school and home to collaborate together. Over the past 5 years the faculty and administration have collaborated on a number of committees and events with parents. Examples include our School Improvement Team, 8th Grade Celebration Committee, annual One Amazing Night celebration (a celebration of all things BMS), and student variety show.

For the sake of our students continued growth and success, we are committed to forging a bond with our students' families and community.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The program of studies offered at Barrington Middle School includes the core curricular areas of English/Language Arts, Mathematics, Science, and Social Studies. Students also participate in Physical Education/Health and Foreign Language (Spanish and French). In addition to providing students with the above curricular areas, Barrington Middle School also offers students a number of allied art curricular areas as well. Each marking period (quarter) students rotate throughout each allied art curriculum area which includes: Art, Computer Technology, Computer Business/ Entrepreneur, Consumer Science, General Music, Robotics, and Woodshop. Students at Barrington Middle School also have the opportunity to participate in a full year of Band and/or Chorus in lieu of an allied art experience.

Each curriculum area operates on a 5 year curriculum re-write cycle. During a given curriculum re-write, teachers, administrators, and consultants collaborate and dive into the curriculum and re-align curriculum to state standards, develop common assessments and assessment protocols, create anchor tasks and exemplars, generate relevant resource banks, embed technology, and build daily differentiated instruction into their respective curriculum maps. It is important to note that although Barrington Middle School re-writes the curriculum every 5 years, department members are given the liberty to re-visit the curriculum at any time. Our curriculum documents are living and breathing and are expected to adjust throughout an academic school year to best meet the needs of our learners.

In particular, the English Language Arts curriculum at Barrington Middle School is to integrate rigorous reading, writing, listening, and speaking into instruction so that all students are capable of transitioning smoothly from middle school to high school and beyond. The science curriculum at Barrington Middle School encompasses a spiraling approach in the three primary branches of science which includes life science, earth/space science, and physical science. The math curriculum's foundation are the Common Core State Standards that places a heavy emphasis on the Practice Standards and student centered learning. Finally, the Social Studies curriculum places a strong emphasis on secondary and primary source documents in the area of American History and World History.

In addition to our core curriculum areas and allied art areas, we also have a number of systemic supports in place to support and enrich the core areas. Based on performance data, students identified are placed into research based reading support. In lieu of allied art classes (except for physical education/health) some students may be required to attend a reading class to work on specific skills. Furthermore, some students may receive specific intervention support during the school wide intervention/enrichment block, while other students receive extra practice and enrichment during the same time. This block of time, built into our schedule daily, enables students who need support to meet with teachers for extra practice and skill building while allowing students who are thirsty for enrichment opportunities to expand upon their knowledge.

The goal of all of our curriculum areas is to help students become college and career ready. Embedded into all of our curriculum areas are reading, writing, speaking and listening, and media and technology, as well as opportunities for students to collaborate and work with others. Students leaving Barrington Middle School will have a solid foundation in the ability to think and problem solve like a curious scientist, read like a methodical detective, write like a detailed reporter, present like a confident orator, and collaborate like a member of a professional team, and be able to synergize with technology. The Barrington Middle School Learning Community firmly believes that it is these skills that will help them find success beyond high school in either the higher education setting or as a member of the workforce.

2. Reading/English:

The foundation for the English Language Arts curriculum is the Common Core State Standards. The English/Language Arts department uses these standards as an outline of the most essential skills students need to master to be successful in college and careers. The infusion of critical thinking skills in an atmosphere of active student engagement frames all components of the curriculum. Major components are

units of study at each grade level developed by the Barrington Middle School teachers. These units are coherently sequenced and thematic. Each unit connects skills outlined in the CCSS in ELA with suggested works of literature and informational texts. Additionally, several “exemplar texts” are included with accompanying “close read” protocols and activities that expand students’ abilities to read complex text, answer text-based questions, and compose text-dependent written responses.

The ELA teachers have also developed requirements for student writing portfolios. These portfolios include a baseline assessment given in the beginning of the year to all students, four quarterly on-demand writing samples, four common writing tasks for each grade level, a mid-term and a final assessment, and a post assessment of learning for the year. Additionally, each unit of study requires a variety of written responses, some formal, some informal throughout the year.

Given the numerous opportunities for students to engage in the writing process, the ELA teachers frequently reflect on the various assessments through an examination of the data collected after each on-demand, midterm, and common task. Our questions that guide our examination of the data include:

- What worked?
- What didn’t work?
- What will we do for those students who did not achieve the standard?
- What will we do for those who exceeded the standard?
- What is our plan of action?
- What will be our benchmarks and when will we implement these benchmarks?

Finally, the ELA teachers in concert with teachers in grades four and five as well as with the high school teachers, have constructed rubrics based on the CCSS and the PARCC Frameworks with which to score student writing. These rubrics intentionally build upon the rubrics from the previous grades in order to develop a common language among teachers and students as well as a common set of expectations. It is routine for teachers to cross-score student writing to ensure scorer reliability and consistency in grading protocol.

3. Mathematics:

The CCSS have driven what goes on in our Mathematics classrooms for the last three years. In particular, there is an emphasis on incorporating the Practice Standards through student centered learning. There are no textbooks being followed, which allows the scope and sequence to be determined by the teachers who know the content and students best. Every classroom has a document camera and projector, along with hands on materials purchased through the district or through grants written by faculty. These include Algeblocks, which are used to tie concepts together in a way that engages multiple modalities and emphasizes hands on learning.

Classes are organized heterogeneously by course in grades six and seven with each only offering one math course. Eighth grade offers two courses: Math 8 and Algebra I. In order to accommodate students who will take Algebra I in eighth grade, some standards have been compacted in the previous two grades. This ensures that no student misses any content while he/she is at the middle school.

The math teachers meet as a grade level team every few days to collaborate on content and assessment practices. During this time data from common assessments, both formative and summative, are used to identify areas where students need to be enriched or remediated. Much of that work is done during our FAST period, where teachers can organize students by need to work with them on specific skills or even place them into an every other day computer program intervention supervised by a math teacher.

We also have students who come to us with some skills secure before we introduce them. For those students we offer an opportunity to test and skip sixth grade. By the time they get to eighth grade we have a program where they enroll in a high school mathematics course. For students strong in mathematics, but not quite

ready to skip a year, along with classroom enrichment, we try to tailor additional opportunities, such as working with other math teachers and students on Mathcounts Masters level problems.

4. Additional Curriculum Area:

Science and Social Studies: The Science curriculum at Barrington Middle School encompasses three primary branches of science which includes Life Science, Earth/Space Science, and Physical Science. The department has recently completed a two year transition process to aligning the Next Generation Science Standards to our present Rhode Island grade span expectations. Additional components added to the curriculum include engineering practices connected to the standards, technology, and connections to the Common Core in both Math and Language Arts. Inquiry based investigations are the primary focus of all the standards. Often, our approaches not only meet the standards, but go beyond expected outcomes. The curriculum essentially is a “spiraling” one, with concepts and skills developing over each grade level based on prior background and experience. The NECAP assessment given to 8th graders provides the department with valuable data, allowing us to research specific topics and components of our curriculum and focus in on areas of strengths and weakness. Barrington Middle School students have consistently grown in proficiency each year, usually ranking first in the state.

The Barrington Middle School Social Studies Department embraces learning centered questions in our classrooms which ask us to consider how we will learn our content, what data will we collect to show this learning, and what will we do differently to enable all students to meet and/or exceed our established goals. To ensure that all students acquire the required knowledge and skills contained in the Social Studies Curriculum, each grade level has developed units of study in their content area which ask all students to practice historical thinking skills. Using both secondary and primary sources students are challenged to use text-based evidence as well as background information to draw meaning and infer historical context from the documents read. Students then identify the claims made and evaluate the evidence and reasoning made by the author or authors as they compare documents to each other. Common formative and summative assessments are given with results analyzed by both teachers and students to measure growth toward the stated learning goals and to inform classroom instruction.

5. Instructional Methods:

Barrington Middle School’s mission is to empower all students to excel! In particular, Barrington Middle School has embraced a procedure to provide each of our student performance subgroups (students significantly below grade level, below grade level, at grade level, and exceeding grade level) with deliberate and specific learning experiences to meet the varying needs of our learners.

This approach begins with our Tier 1/core instruction for all of our students regardless of their achievement level. At BMS, classes are heterogeneously grouped. We firmly believe that all students deserve the opportunity to have access to highly qualified teachers and exposure to grade level curriculum aligned to the Common Core State Standards. Furthermore, our curriculum maps are understood to be a living and breathing document that are frequently re-visited and improved throughout the academic school year. These maps embed opportunities for differentiated instruction, interventions, and enrichment.

In a given class, teachers are found implementing the workshop model. From experience, we deem this technique to be the most beneficial in meeting varying needs. Teachers provide the students with whole group/small group direct instruction/mini lesson, with time for guided independent practice at a particular child’s instructional level, and conclude the class with a recap and some type of performance formative assessment.

Furthermore, core instruction is supported through our school wide intervention/enrichment block. On a daily basis, students are provided with the opportunity to receive skill/content ramp up through interventions, extra guided content practice, and enrichment that “pushes the walls” further with grade level content/concepts.

Over the past two academic school years, Barrington Middle School has embraced technology to supplement and reinforce instruction. BMS has four functional computer labs available for instructional purposes; students are also encouraged to bring in their own devices to enhance the learning process. Additionally, each teaching team has access to a set of “clickers” to conduct formative assessments. Teachers use these results to make immediate classroom instructional decisions to best meet the needs of their students. Teachers have also embraced the Flipped Classroom/Blend Learning approach to learning. It is common to find teachers posting a “Flipped” lesson where students, at home, are required to read an article, watch a multimedia presentation to reinforce content/concepts, engage in a variety of leveled practice problems, and take a formative assessment. Teachers then use the results of the “flipped lesson” the next day in class and truly tailor a lesson based on individual needs.

6. Professional Development:

The Barrington Public School District embraces a commitment towards ongoing professional development opportunities for their administrators and teachers. Over the course of the past two years, members of the Barrington Middle School Learning Community have been involved in a number of initiatives that have had a direct impact on student performance. These initiatives include formative assessment training provided by the Rhode Island Department of Education, data training provided by the Rhode Island Department of Education and Brenda Clark Consulting, assessment literacy training provided by the Solution Tree, writing training provided by Keys to Literacy and Collins Writing Program, and strategic planning training provided by Brenda Clark Consulting, Inc.

The commonality that blends all of the current initiatives together is the emphasis that administrators, teachers, and students must own and embrace data. Instead of hiding from numbers and statistics; the ongoing professional development has taught all of us to ask: What is working? What didn't work? What needs to be done for those students have not achieved the standard? What needs to be done for those students who have exceeded the standard? What will the next course of action be? And, what assessments will we use to know when we have gotten there?

In addition, Barrington Middle School likes to employ a proactive method to providing ongoing development. Barrington Middle School deliberately keeps a pulse on upcoming federal, state, and district initiatives and positions itself on the front end of professional development. For example, a few years back, there was discussion at the state level about all schools adopting an advisory program. Knowing that advisory was on the horizon, Barrington Middle School assembled an advisory task force and sought out research and professional development opportunities to best prepare the school to implement the new initiative. Another example of this includes the construction of a Standards Base reporting Task Force. Although not a new concept, but certainly one new to Rhode Island, members of the task force have been charged with researching standards base grading, successful and unsuccessful models, professional development opportunities, strategic roll out plans, and strategic communication plans.

Barrington Middle School is committed to pursuing the most effective professional development opportunities for faculty members and passionate about continued education for our educators.

7. School Leadership

The Barrington Middle School administration, consisting of the Principal and Assistant Principal, embraces a leadership creed that is very much grounded in the tenets of a Professional Learning Community. In particular, our leadership philosophy places an emphasis on culture and climate, shared responsibility, collaboration, and building individual capacity.

A common phrase shared amongst teachers in general, which cannot be ignored, is, “This too shall pass.” As an administrative team, we are fortunate in that the faculty of BMS do not accept this viewpoint. They understand that for an initiative to lend itself to sustainability there must be a sense of trust and an element of time for the initiative to take hold, blossom, and embed itself within our professional Learning Community.

Barrington Middle School believes in the importance of a shared responsibility. At BMS we have a leadership structure comprised of six collaborative support team members (three guidance, one social worker, one psychologist, and one student assistance counselor), five curriculum chairs (ELA, Math, Science, Social Studies, and Special Education), and one committee chair (Response to Intervention). As a leadership structure, each member has an equal voice to share ideas, express opinions, pose questions, and propose solutions. In addition, as a leadership structure, individual members, who essentially were part of the development process, work with other teachers within their respective departments/teams ensuring that the initiatives are implemented with fidelity. In turn, results of the implementation are then discussed back at the leadership level.

A tangible example of how this leadership structure works is through the implementation of the “close read” and “close writing” protocol. Two years ago, the administrators and department chairs acknowledged the importance of shifting towards the “close strategies” as we transitioned away from Grade Level Expectations to Common Core Standards. Through discussion at department chair meetings, we established a “close read” task force that sought research and professional development relevant to the proposed initiative. From there, the administrators and department chairs rolled out the professional development to the entire faculty/staff. Throughout the school year the curriculum chairs worked with their department members to implement this approach to reading and writing and brought their feedback to the administrative/curriculum chair team. As a leadership structure, we evaluated the effectiveness of the initiative through data/writing samples and worked together on providing ongoing support to continue the initiative with fidelity.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: New England Common Assessment Program

All Students Tested/Grade: 6

Edition/Publication Year: 2013

Publisher: Measured Progress

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient with Distinction % Proficient	86	90	89	90	89
% Proficient	36	38	38	35	39
Number of students tested	250	281	246	231	268
Percent of total students tested					
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient with Distinction % Proficient	57		50	54	84
% Proficient	38		40	27	42
Number of students tested	16		20	11	12
2. Students receiving Special Education					
% Proficient with Distinction % Proficient	36	0	50	30	59
% Proficient	26	29	38	25	38
Number of students tested	31	24	34	20	47
3. English Language Learner Students					
% Proficient with Distinction % Proficient					
% Proficient					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient with Distinction % Proficient					
% Proficient					
Number of students tested					
5. African- American Students					
% Proficient with Distinction % Proficient					
% Proficient					

Number of students tested					
6. Asian Students					
% Proficient with Distinction	85		94	100	
% Proficient					
% Proficient	20		27	0	
Number of students tested	20		15	10	
7. American Indian or Alaska Native Students					
% Proficient with Distinction					
% Proficient					
% Proficient					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient with Distinction					
% Proficient					
% Proficient					
Number of students tested					
9. White Students					
% Proficient with Distinction	87	90	89	90	90
% Proficient					
% Proficient	38	38	39	38	39
Number of students tested	217	265	21	214	254
10. Two or More Races identified Students					
% Proficient with Distinction					
% Proficient					
% Proficient					
Number of students tested					
11. Other 1: Other 1					
% Proficient with Distinction					
% Proficient					
% Proficient					
Number of students tested					
12. Other 2: Other 2					
% Proficient with Distinction					
% Proficient					
% Proficient					
Number of students tested					
13. Other 3: Other 3					
% Proficient with Distinction					
% Proficient					
% Proficient					
Number of students tested					

NOTES: Some numbers may have been left blank because fewer than ten (10) students were tested. Testing results are a reflection of the teaching year.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: New England Common Assessment Program

All Students Tested/Grade: 7

Edition/Publication Year: 2013

Publisher: Measured Progress

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient with Distinction % Proficient	90	87	89	88	87
% Proficient	44	45	34	39	35
Number of students tested	289	253	229	275	262
Percent of total students tested	99	99	99	100	99
Number of students tested with alternative assessment	2	1	1	0	1
% of students tested with alternative assessment	1	1	1	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient with Distinction % Proficient	50	66	57	75	60
% Proficient	44	58	43	58	50
Number of students tested	18	12	14	12	10
2. Students receiving Special Education					
% Proficient with Distinction % Proficient	36	52	25	54	52
% Proficient	36	46	17	45	44
Number of students tested	25	35	24	44	25
3. English Language Learner Students					
% Proficient with Distinction % Proficient					
% Proficient					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient with Distinction % Proficient					
% Proficient					
Number of students tested					
5. African- American Students					
% Proficient with Distinction % Proficient					
% Proficient					
Number of students tested					
6. Asian Students					

% Proficient with Distinction		93	100	100	73
% Proficient					
% Proficient		33	0	30	18
Number of students tested		15	10	10	11
7. American Indian or Alaska Native Students					
% Proficient with Distinction					
% Proficient					
% Proficient					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient with Distinction					
% Proficient					
% Proficient					
Number of students tested					
9. White Students					
% Proficient with Distinction	90	87	89	88	89
% Proficient					
% Proficient	46	47	36	39	36
Number of students tested	270	227	211	261	241
10. Two or More Races identified Students					
% Proficient with Distinction					
% Proficient					
% Proficient					
Number of students tested					
11. Other 1: Other 1					
% Proficient with Distinction					
% Proficient					
% Proficient					
Number of students tested					
12. Other 2: Other 2					
% Proficient with Distinction					
% Proficient					
% Proficient					
Number of students tested					
13. Other 3: Other 3					
% Proficient with Distinction					
% Proficient					
% Proficient					
Number of students tested					

NOTES: Some numbers may have been left blank because fewer than ten (10) students were tested. Testing results are a reflection of the teaching year.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: New England Common Assessment Program

All Students Tested/Grade: 6

Edition/Publication Year: 2013

Publisher: Measured Progress

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Profecient with Distinction % Proficient	91	96	95	91	95
% Proficient	49	44	51	47	54
Number of students tested	250	281	245	232	268
Percent of total students tested	100	99	99	100	100
Number of students tested with alternative assessment	0	2	1	0	0
% of students tested with alternative assessment	0	1	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Profecient with Distinction % Proficient	69		80	54	66
% Proficient	56		65	36	33
Number of students tested	16		20	11	12
2. Students receiving Special Education					
% Profecient with Distinction % Proficient	58	62	62	43	81
% Proficient	55	58	56	38	64
Number of students tested	31	24	34	21	47
3. English Language Learner Students					
% Profecient with Distinction % Proficient					
% Proficient					
Number of students tested					
4. Hispanic or Latino Students					
% Profecient with Distinction % Proficient					
% Proficient					
Number of students tested					
5. African- American Students					
% Profecient with Distinction % Proficient					
% Proficient					
Number of students tested					
6. Asian Students					

% Profecient with Distinction % Proficient	85		100	100	
% Proficient	30		67	40	
Number of students tested	20		15	10	
7. American Indian or Alaska Native Students					
% Profecient with Distinction % Proficient					
% Proficient					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Profecient with Distinction % Proficient					
% Proficient					
Number of students tested					
9. White Students					
% Profecient with Distinction % Proficient	92	96	94	89	95
% Proficient	52	45	50	47	54
Number of students tested	217	265	220	215	254
10. Two or More Races identified Students					
% Profecient with Distinction % Proficient					
% Proficient					
Number of students tested					
11. Other 1: Other 1					
% Profecient with Distinction % Proficient					
% Proficient					
Number of students tested					
12. Other 2: Other 2					
% Profecient with Distinction % Proficient					
% Proficient					
Number of students tested					
13. Other 3: Other 3					
% Profecient with Distinction % Proficient					
% Proficient					
Number of students tested					

NOTES: Some numbers may have been left blank because fewer than ten (10) students were tested. Testing results are a reflection of the teaching year.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: New England Common Assessment Program

All Students Tested/Grade: 7

Edition/Publication Year: 2013

Publisher: Measured Progress

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient with Distinction % Proficient	90	92	96	94	92
% Proficient	44	48	44	46	50
Number of students tested	289	253	229	275	262
Percent of total students tested	99	99	99	99	99
Number of students tested with alternative assessment	2	1	1	0	1
% of students tested with alternative assessment	1	1	1	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient with Distinction % Proficient	67	84	71	92	70
% Proficient	61	67	57	75	60
Number of students tested	18	12	14	12	10
2. Students receiving Special Education					
% Proficient with Distinction % Proficient	64	57	62	82	68
% Proficient	6	54	54	66	60
Number of students tested	25	35	24	44	25
3. English Language Learner Students					
% Proficient with Distinction % Proficient					
% Proficient					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient with Distinction % Proficient					
% Proficient					
Number of students tested					
5. African- American Students					
% Proficient with Distinction % Proficient					
% Proficient					
Number of students tested					
6. Asian Students					

% Proficient with Distinction % Proficient		94		100	82
% Proficient		47		30	27
Number of students tested		15		10	11
7. American Indian or Alaska Native Students					
% Proficient with Distinction % Proficient					
% Proficient					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient with Distinction % Proficient					
% Proficient					
Number of students tested					
9. White Students					
% Proficient with Distinction % Proficient	94	91	95	94	93
% Proficient	47	48	45	46	51
Number of students tested	270	227	211	261	241
10. Two or More Races identified Students					
% Proficient with Distinction % Proficient					
% Proficient					
Number of students tested					
11. Other 1: Other 1					
% Proficient with Distinction % Proficient					
% Proficient					
Number of students tested					
12. Other 2: Other 2					
% Proficient with Distinction % Proficient					
% Proficient					
Number of students tested					
13. Other 3: Other 3					
% Proficient with Distinction % Proficient					
% Proficient					
Number of students tested					

NOTES: Some numbers may have been left blank because fewer than ten (10) students were tested. Testing results are a reflection of the teaching year.