

U.S. Department of Education
2019 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. Daniel Crispino

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

Official School Name John Barry Elementary School

(As it should appear in the official records)

School Mailing Address 124 Columbia Street

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

Meriden CT 06450-3171
City State Zip Code+4 (9 digits total)

County New Haven County

Telephone (203) 237-8831

Fax (203) 630-4212

Web site/URL http://barry.meridenk12.org/

E-mail daniel.crispino@meridenk12.org

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Mark Benigni

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail mark.benigni@meridenk12.org

District Name Meriden School District Tel. (203) 630-4209

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 Mr. Mark Hughes

(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. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 8 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 12 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
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	37	42	79
1	42	32	74
2	42	36	78
3	40	46	86
4	53	41	94
5	44	60	104
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	258	257	515

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 11 % Black or African American
 - 68 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 10 % White
 - 10 % 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 2017 – 2018 school year: 21%

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

Mobility can also be explained as a result of the revitalization of the downtown area. The low income housing projects, residents were displaced over the last two years and the John Barry district is the area of Meriden where most subsidized housing apartments are located. In some cases, parents move into that district, then housing vouchers become available for parents to move to other districts or school zones in Meriden. As a result, forty-eight students requested transfers out of Barry due to child care and completing their educational careers at the school they began. Fifty-five requested transfers to Barry with most stating that the school has a positive environment, the staff is supportive, the services provided are thorough and the school includes an extended day. This data is most recent for 2018-19 school year to the present time while grid below is for the previous school year.

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, 2017 until the end of the 2017-2018 school year	54
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	49
(3) Total of all transferred students [sum of rows (1) and (2)]	103
(4) Total number of students in the school as of October 1, 2017	481
(5) Total transferred students in row (3) divided by total students in row (4)	0.21
(6) Amount in row (5) multiplied by 100	21

6. English Language Learners (ELL) in the school: 20%
105 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 90%
Total number students who qualify: 461

8. Students receiving special education services: 16 %
81 Total number of students served

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

- | | |
|----------------------------------|--|
| <u>6</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>9</u> Other Health Impaired |
| <u>7</u> Developmental Delay | <u>27</u> Specific Learning Disability |
| <u>7</u> Emotional Disturbance | <u>20</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>3</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3
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	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	25
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	9
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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 21:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	95%	95%	96%	93%	94%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

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.

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

The mission is to provide our community a place of acceptance. All who join the John Barry family are supported, ensured safety and are provided a well rounded, differentiated learning experience. The professionals at John Barry are driven to meet the needs of all students and maximize their potential as individuals. Our goal is to continuously empower all members of the John Barry family to thrive inside and outside of the Barry walls. "The Barry Way" has created a community that respects being safe, responsible and respectful. We will continue to surpass academic goals while supporting personal growth.

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

John Barry Elementary School, named for the Revolutionary War hero and First Commander of the American Navy, is located at the gateway to Meriden, Connecticut. In the shadows of an abandoned manufacturing hub, John Barry has witnessed the change in urban culture over the past 90 years and serves as an example of how truly excellent an urban neighborhood public school can be. John Barry capitalizes on the diversity of its population, the unsurpassed talent and dedication of its principal and staff, and the willingness of parents and the local community to create an atmosphere of continuous improvement and success. Thus, with roots reaching back to the Great Depression, this beautiful, technologically advanced elementary school is beating the odds, outperforming suburban schools, and preparing its students for rigor and challenges of school and beyond.

In 2013, the Superintendent, in collaboration with the teachers' union president, called an emergency meeting in John Barry's Media Center to deliver the honest, but troubling news: John Barry School was designated a failing school by the Connecticut State Department of Education (CT SDE). Barry had the lowest achievement and growth scores in the district. Equally disturbing were the high numbers of suspensions, chronic absenteeism, and lack of parent engagement. Barry would either improve or the CT SDE would take it over. Both the superintendent and union president told staff if the school was taken over, they would be working for the state, not the Meriden Public Schools. Within five years, strong leadership and support from the superintendent, central office team, union, and an energized school leadership team, as well as responsive parents and community partnerships, transfigured Barry into the successful school we see today. A new leadership team was put in place and enthusiastic teachers were hired. Embedded coaching and professional learning opportunities led to student-centered learning environments with student choice and voice.

Presently, John Barry has a K-5 population of 515 students. Almost 90% of students come from minority backgrounds and are eligible for free and reduced meals. Additionally, 16% of students receive special education services and more than 20% are English Learners. A high percentage of poverty, a well-known negative correlate to educational success, has not derailed Barry's students from outperforming the state and district on SBA achievement and growth measures. SBA results from 2015-2018 demonstrate a 41.8% ELA increase in Grade 3, 37.8% in Grade 4, and 32% in Grade 5. During the same period, Math results in Grade 3 increased by 38.7%, 35.9% in Grade 4, and 45.7% in Grade 5. School-based exclusions are down from 81 to 16 and chronic absenteeism decreased 39%.

John Barry has a shared school mission and School Improvement Plan reached cooperatively by staff, parents, and administration. A positive school culture, "The Barry Way", building community partnerships, embracing digital tools and content, and consistently utilizing data to drive instruction has led to Barry's collective transformation. John Barry's re-engineered day provides an additional 100 minutes for instruction, enrichment, and teacher collaboration. All work together to implement innovative programs and effective curricula keyed to the educational, social and economic challenges of an increasingly diverse population. A strong instructional leadership team is led by a principal and assistant principal with expertise in the areas of classroom instruction, assessment and curriculum development. Creative staff members are dedicated to developing unique interests, talents, and achievement of all students. Instructional coaches support teachers through embedded professional development. Classroom teachers, special education teachers, school counselors, and the school psychologist work collaboratively to place students in an environment which best serve their academic and social-emotional needs. Common planning time and data teams emphasize effective instruction driven by assessment. Climate and culture emphasize "The Barry Way" and Positive Behavior Interventions and Supports (PBIS). Attendance and Safety Committees value input from staff, including School Climate Specialists and Behavior Technicians. Parents are engaged through meaningful schoolwide activities focusing on social events such as ice cream socials, Daddy & Me, and Multicultural Dinners as well as academic events including frequent SBA informative dinners and curricula workshops. Parental commitment to Barry is evident with 94% of parents completing School Climate questionnaires and almost 100% attendance at school conferences. Community providers work side by side with teachers during extended learning time providing enrichment activities.

We are proud of the Barry School community and all its accomplishments. In 2017, Edutopia Schools That Work shared the story of the Meriden Public Schools and recognized Barry with a video featuring Tech Buddies, digital learners excelling in a 1:1 environment. Also in 2017, Barry was honored as a recipient of a Model School Award from the International Center for Leadership in Education. In 2018 John Barry was recognized as a School of Distinction, according to the State's Next Generation Accountability Results. These achievements follow John Barry's collective philosophy: students feel valued and respected; the staff feels appreciated and empowered, and parents feel welcomed and important.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

The district reading curriculum is directly aligned to the Common Core State Standards and taught during a two-hour instructional block. Each unit uses the lens of an umbrella standard. Teachers deliver daily extension activities using weekly text and driven by skill based standards. Barry teachers have embedded the process of inner dialogue and questioning into the process of planning: “What are you doing, why are you being asked to do it, what will it help you do, how does it fit with what you have previously done, and how will you show that you have learned it?” This practice explicitly highlights two important points. First, it focuses on skills across grade levels using aligned language and higher level expectations as students grow. Second, it gives each lesson a purpose beyond designated content for both students and teachers, encouraging real-world application, inquiry, and engagement while learning. Instructional coaching and peer observations ensure continuous rollout, reflection, and revision. Google Classroom is used across grade levels. Students also use adaptive reading programs (Freckle) that adjust to their reading levels. Data is collected and analyzed throughout the school. Data is utilized to drive explicit, skill-based instruction. Teachers use Google Classroom to differentiate assignments for groups of students. Google Forms is used to collect data in conjunction with the extensive use of Google Sheets to aid in the analysis process. This supports alignment of data across grade levels, facilitates the creation of next steps, and increases teacher awareness of reflective instructional practices and student needs. myON provides access to a library of over 6,000 digital books that students can select based on Lexile and interest. Meriden’s data warehouse provides timely benchmark and Smarter Balance Assessment (SBA) actionable data. Teachers also analyze SBA Interim Assessments, observations, unit tests, anecdotal notes, and software data. Next steps involve continuing to improve reading achievement across all subgroups and promoting lifelong readers.

1b. Mathematics:

Barry’s K-5 math curriculum is aligned to the Common Core State Standards (CCSS), National Council of Teachers of Mathematics (NCTM) standards, and Smarter Balance Assessment (SBA) assessments. Taught for 60-80 minutes daily, the program emphasizes rigor, conceptual understanding, and connection to prior concepts and skills. Students are engaged in rigorous math activities in all classrooms. Differentiated lessons allow students to work in flexible groupings so that all students master standards. Daily discussion groups encourage student discourse with a focus on vocabulary and mathematical processes. Students are challenged to find multiple strategies. They are prepared for college and career readiness through problems requiring critical thinking, problem-solving and integration of mathematical concepts. Barry’s approach utilizes a student discourse model which promotes understanding of mathematical processes and concepts. Rigorous activities such as error analysis and performance tasks promote higher order thinking. Students work in a 1:1 digital environment using adaptive software such as Freckle. ST Math is a visually driven online program that builds conceptual understanding of math concepts as well as skill development. Both programs are aligned with the core curriculum. McGraw Hill My Math is a resource used by teachers for the planning and implementation of the math curriculum. Students have access to all online math resources at home. During team PLC meetings, teachers analyze student data from unit assessments, ST Math, Freckle, and SBA Interim Assessments. Vertical alignment allows teachers to ensure that their strategies and content prepare students for the next level of material. Next steps include continuous improvement of student achievement across subgroups to prepare students for higher level thinking and real-world problem-solving.

1c. Science:

Our K-5 curriculum aligns with the Next Generation Science Standards (NGSS) with an emphasis on inquiry and investigation to make meaning of natural phenomena. Alignments to ELA and Math Common Core State Standards (CCSS) are woven throughout the curriculum. Concepts within the disciplines of life science, earth and space science, and physical science are equally covered throughout each grade level, increasing in complexity from year to year. Students are provided opportunities to establish claims, gather

evidence to support their claims and provide the scientific reasoning to explain their claims in a student-centered learning environment which includes access to digital instructional resources and hands-on experimentation. Students engage in a variety of science activities which encourage investigative and problem-solving skills. A typical second grade explores Work with Water (NGSS, Earth Science) Students at one station build a model of the earth's surface and investigate how rivers flow; at another station, students investigate rocks as they tumble through a river and learn how they become sand, and at a third station students definite landslides and develop and debate different solutions to stable soil and landslide prevention. Special education students, English Learners as well as all students have the opportunity to demonstrate an understanding of a claim through written and performance assessment measures. An atmosphere of cooperative and experiential learning promotes success for all students. All students participate in STEM lessons and school-wide STEM enrichment activities occur during extended learning time. Assessment data includes performance tasks as well as unit tests. Next steps are to continue to provide a positive school climate which encourages students to take risks. Science requires students to be inquisitive, develop new ways to discover the world around them, and create solutions for problems at hand. Early exposure to science concepts at the elementary level allows students to develop interests in science careers and related fields.

1d. Social studies/history/civic learning and engagement

Barry's K-5 Social Studies curriculum emphasizes inquiry-based learning which encourages students to explore their role in society, as an individual, to a community member to a member of a global society. Explicit connections and integration with the English Language Arts (ELA) curriculum encourage a deep exploration of civics, economics, geography, and history through non-fiction text. Teachers place a strong emphasis on the sequence of events and facilitate student-driven research to establish cause and effect relationships between the past and present. Attention is placed on applying the inquiry arc for learning through developing questions, applying disciplinary concepts, evaluating sources, communicating conclusions, and taking informed action. Our K-5 curriculum is diversified starting in kindergarten with a unit on building and interacting in our community and family life culminating in fifth grade with an in-depth study of immigration. Barry's urban school population is itself a microcosm of a diverse society and our children live and work together in a natural setting that is reflective of today's environment. Children learn to appreciate and respect other's differences and similarities within their school setting. All classrooms are equipped with SMART Boards which enrich instruction by accessing interactive videos, websites, and connections to classrooms beyond the school walls. In addition to the natural infusion of multiculturalism across all subject areas, our diversity is highlighted with an annual Multicultural Night where teachers, students, and families share cultures by highlighting the food, dance, clothing, and customs of a variety of nations. Next steps are to continue to prepare students to live in a global society and expand the use of virtual reality to increase urban students' knowledge and awareness of the world in which they live.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

2. Other Curriculum Areas:

Barry's visual arts teacher follows a curriculum based on the most current National Core Arts Standards. Based on the pillars of creating, presenting, responding and connecting, students focus on understanding artistic techniques and processes, the creation of varied styles, and the use of many artistic mediums. All Barry students take a weekly visual art class. Students participate in an extensive ceramics program and have opportunities to present their work to the community, exhibiting in the City Hall, Public Library and Board of Education Building.

Barry's music teacher follows the National Core Arts Standards through an applied music curriculum that

focuses on student performance and creation. Grade 4 and 5 students have opportunities to learn an orchestra or band instrument through weekly lessons and group rehearsals. Over the past several years, students taking instrumental music increased from 33 to 88 students in Grades 4-5. Barry students also participate in the CT Music Educators Elementary Honors Chorus. Our art and music departments celebrate with an exciting end of year event, Arts in the Park, held at Meriden's Hubbard Park. This community event includes an outdoor art exhibit and musical performances throughout the evening.

Barry's Physical Education and Health curricula is taught by a teacher certified in Physical Education and Health. The curricula focus on overall student health and wellness, with an emphasis on learning skills, attitudes, and behaviors that encourage the pursuit of lifelong physical fitness, social and emotional wellness, and mental well being. Through a community partnership, the YMCA hosts Barry students for weekly gymnastics, swim lessons and CrossFit activities. The health curriculum provides students with an introduction to relevant topics including the importance of good nutrition, home and school safety, physical health and family life. Students are provided a foundation for understanding how to make healthy choices and decisions. Students participate in age-appropriate mandated sexual abuse/ harassment and substance abuse prevention curricula. Barry was one of 7% of schools across the country receiving a Healthier US School Challenge Gold Award for creating a healthier school environment through the promotion of nutrition and physical activity.

John Barry Elementary School is the first Meriden Public School to be completely 1:1. All classes, in all grade levels K through 5, are equipped with a dedicated Chromebook Cart. Barry also has a mega computer lab with 75 seats and another smaller lab with 30 seats. Our technology-rich curriculum infuses resources from multiple digital content partners including Imagine Learning, myON, Mind Research Institute's ST Math, MobyMax, Mystery Science, Reading A-Z, Freckle and Vocabulary.com. Teachers are able to personalize learning based on both formative and summative assessment data. Students regularly use choice boards (must do/can do) to select the digital tool that both matches their interests and meets their learning needs. To support their digital transformation, John Barry launched the Tech Buddies program which pairs older students with younger students, showing them how to use educational technology tools. Tech Buddies was featured by Edutopia Schools That Work and the feature received over 20,000 views. All Barry students participate in Math and Literature Through Technology program for a minimum of 45 minutes each week. This curriculum is aligned with the ISTE Standards for Students and provides an opportunity to explore topics such as digital citizenship, coding, and robotics.

The Barry Way, a school designed program, was created to implement and monitor the best practices of Positive Behavior Interventions (PBIS) and Responsive Classroom. The Barry Way is predicated on the unified belief that if all students have the ability to learn and are treated fairly and equally, then students will have a sense of pride and belief in themselves, their peers and the entire school community. The school mantra- The Barry Way- All Day, Every Day is simple: Be Safe, Be Responsible and Be Respectful. This message is reinforced through morning messages, PBIS incentives, and student/teacher interactions. Aligned with the The Barry Way is the Barry Buddies Mentoring Program designed to enhance student buy-in and promote self-efficacy among student to student relationships. By teaching children to take responsibility for their school environment, Barry is instilling respect for their peers, themselves and a strong work ethic.

3. Special Populations:

John Barry School has been recognized by the CT State Department of Education as a School of Distinction for high growth of all students and high needs students based on the 2018 Smarter Balance Assessment in ELA and Math. Barry ranks in the top 15% of all schools in Connecticut in closing the gap between the performance of the school's subgroup and the State's all student group on ELA and Math. Identified as the most economically challenged of Meriden's eight elementary schools, one of the State's neediest schools, Barry has made impressive gains. Barry has moved from the lowest performing school to the second highest school in the district on SBA in 2018 and is outperforming over 85% of the State's public schools.

Efforts to close achievement gaps have been effective with increased gains shown for all subgroups on SBA during the last two years. Barry has created specific systems, structures and processes to tailor instruction and utilize assessments to identify areas that need interventions. Systems ensure appropriate interventions

are provided to meet the diverse and individual needs of special student populations. To continue Barry's upward trend, teachers use PLC meetings, observational debriefs, and learning walks to establish best practices in closing achievement gaps. Small group instruction has proven the most effective instructional practice in narrowing the gap in all subject areas. The administration created a culture where small group instruction is non-negotiable and evident in all classrooms every day.

Teachers differentiate instruction based on student, the skill, and ongoing collaboration with support staff (English Learner (EL) teacher, speech pathologist, special education teachers, and school psychologist). Teachers utilize weekly PLCs to facilitate professional development sessions for their colleagues. Sharing of best practices has created differentiated strategies across grade levels and teams. Teachers and administration utilize a three-tier system that addresses individual student academic or behavioral needs.

When a student's academic performance is not meeting expectations, teachers collect data to modify instruction. The student participates in Tier 1 intervention with a targeted focus and 4-6 weeks of progress monitoring. Following this intervention, if the student is not progressing adequately, the teacher meets with administration and support staff. Tier 1 is modified or the student moves to Tier 2 receiving an 8-12 week intervention plan focusing on a targeted goal. Following this cycle, the team reconvenes to determine if a Tier 3 intervention is needed. At this time, the special education teacher is actively involved regarding student progress and intervention strategies. The system ensures that no student falls through the cracks and all students receive the support they need and deserve.

To further narrow the performance gap between students with and without disabilities, a master schedule has been created to allow for common planning time with the special education teachers. Special education teachers attend weekly PLC meetings, collaborate on grade level planning, and strategize with classroom teachers on effective ways to meet individual student goals. Barry has shown that a 90/90 school can be a leader in leveling the playing field for all students.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

John Barry engages and motivates students through a variety of academic, social, emotional, and environmental supports and strategies. Technology plays a vital role as evidenced by 1:1 Chromebooks, mega-computer lab, and a SMART Board in every classroom. Meaningful technology integration in the core curriculum promotes student engagement, student choice, and targeted immediate feedback. All student-centered classrooms provide students with flexible learning spaces, choice in their learning tasks, and time to collaborate with peers.

Students are given opportunities to serve as mentors to peers and provide support in academic, technological, and social activities in programs including Barry Academy, Tech Buddies, and Barry Buddies. These programs allow students to build cross-level relationships and assume leadership roles.

Barry's positive environment is supportive of student growth. The universal behavior support system, The Barry Way, sets clear expectations within the building at all times. Students are motivated to earn Barry Bucks that reinforce the Barry Way throughout the school. Climate Specialists utilize data tracked by classroom teachers to create scheduled breaks for students, creating a proactive vs. reactive environment. The school counselor also provides whole group lessons to promote appropriate coping mechanisms and social interactions.

One of Barry's priorities is the reduction of chronic absenteeism. The Attendance Team meets regularly to analyze data, determine family/student needs, and to monitor progress. An incentive system including daily check-ins with chronically absent students is part of a comprehensive approach. Outreach to families emphasizes the importance of daily attendance and the commitment of Barry to ensure a positive climate.

Barry teachers promote a collaborative school culture. Teachers select a staff member for the Staff Recognition Award at monthly staff meetings. When selected, staff members highlight the positive attributes and the impact of the selected teacher. Teachers and administration are also members of the Cheer Committee, a group organized and led by staff to boost morale within the building. Teachers are empowered to optimize opportunities for professional growth and serve on leadership committees.

2. Engaging Families and Community:

Barry has an open-door policy for families and community members. Prior to the start of the school year, Barry invites families to join the staff for a welcome back barbecue. In August, kindergarten teachers provide an orientation for parents and students to meet the teacher and in order to assist in transitioning into school. Within the first few weeks, Open House night welcomes parents into classrooms where teachers explain procedures and expectations. Barry hosts numerous school-wide activities including a Halloween Trick or Treat Dance with a parent DJ, Family Thanksgiving Dinner, and a Christmas Giving Tree which benefits students within our community. Barry hosts "Daddy & Me" and "Moms and More" programs to encourage positive parental relationships. This has led to general increased participation in the school community. Barry families also support school-wide initiatives and events such as spirit days for the Food Pantry, Pennies for Patients, The Humane Society, Breast Cancer Research, and local charities.

Barry regularly recognizes students who exemplify the The Barry Way with a Student of the Month ceremony and an Annual Student of the Year celebration. Parent attendance at these ceremonies has increased to at-or-near 100%.

As an Extended Learning Time (ELT) school, the students' school day is extended by 100 minutes per day, providing students an extra year of school within their 6 years at Barry. During enrichment, community partners provide students with engaging activities extending beyond the curriculum. Activities include swimming, gymnastics, and CrossFit classes at the local YMCA.

Yearly SBA informational sessions provide parents with strategies to help their children prepare for success on this important state test. Barry Academy is another opportunity for students to receive peer-to-peer tutoring on a weekly basis and provides strategies for academic success outside of the classroom.

Parents and teachers maintain regular contact through conferences, phone calls, and texting apps such as Remind or ClassDojo. School newsletters also provide parents with information regarding current events and recognitions within the school. More than 90% of families attended parent-teacher conferences in the Fall and our annual School Climate Survey was completed by close to 100% of parents in attendance.

Active engagement at Barry has allowed for a true community-based school.

3. Professional Development:

John Barry's professional development has been driven by data. Certified staff and administrators consistently analyze all forms of data related to community and family engagement, academic achievement and climate and culture. This approach was chosen by John Barry leadership in 2013 to ensure that time spent on professional development is revolving around growth. Once areas of improvement have been identified, the district along with building administrators and staff advocate for professional development sessions based on need. A survey that is completed each May encourages staff to attend development sessions that best support their professional growth goals. Furthermore, the staff is also supported by administrators to create these professional development opportunities based on successful strategies and share them with staff members for the August development session. The goal of each session is to turnkey learned practices throughout the building. Barry staff recognizes the importance of monitoring the implementation of new strategies. This allows staff members to collect and analyze data pertaining to the goals of each development session. Due to this reflective process, Barry has been able to provide tangible proof that professional development sessions have made a positive impact. October and November professional development sessions are designated for district-wide identified areas of improvement. Teacher Professional Development continues to be a key factor in ensuring technology is being maximized to actively engage students and improve student outcomes. This has included a tiered and differentiated approach that provides product-specific training (SMART Board, myON, ST Math, Imagine Learning), content specific training through math and reading coaches, as well as pedagogical best practices through Redbird Advanced Learning online Blended Learning Modules. Large group, small group and 1:1 professional learning sessions with district Technology Integration Specialists provide personalized learning for all staff. Administrators attend PD for teachers and engage in monthly Elementary Principal and Assistant Principal Meetings as well as monthly Administrators Meetings which all provide ongoing professional learning. All administrators attend a two day Administrators' Retreat in the summer. The district encourages principals and teachers to present at local, state and national conferences. The Barry principal and several teachers joined the Superintendent in a presentation, "Beating the Odds in Your Neighborhood Public Schools", at the Model Schools Conference in June 2017. Barry has also hosted visitors from across the state including CT SDE officials and the Superintendents' Network.

4. School Leadership:

John Barry's mission statement, "All who join the John Barry family are supported, ensured safety, and provided a well-rounded personalized learning experience. We will continue to surpass academic goals while supporting personal goals" is the overriding basis for how we work with students. Our commitment reflects our school system and builds upon the Superintendent's vision of success for all children. In an environment which encourages mutual respect and self-esteem, we have high expectations for all students. We welcome the challenges of working in an urban school district and the opportunity to make a difference with all our children. Annual goals are developed and addressed in our School Improvement Plan which serves as a vehicle for school-based improvement and informed decision making. Our school's goals and mission are clearly understood with all staff members held accountable for implementation. Barry's mission and goals are communicated with students in the classrooms, with staff at faculty meetings, and with parents at PTO meetings, Open House and report card conferences. Instructional leadership at John Barry is shared throughout the school community. Our dynamic principal provides instructional leadership and serves as a role model for staff, teachers and students. Staff recognizes and appreciates that Barry

administrators are strong instructional leaders, familiar both with curriculum, instruction, and data. The principal frequently and explicitly delivers feedback to teachers and constructively discusses next steps that encourage intrinsic growth. The principal and assistant principal are highly visible in classrooms demonstrating their belief that quality education means maximum involvement with children. The principal has created shared leadership roles across grade levels and subject areas. Teacher leaders collaboratively analyze data and create next steps to ensure ideas are put into action based on academic needs. Barry's structural system of leadership supports these core strategies: administrators and teachers collectively identify gap areas in PLCs based on data followed by explicit next steps; committees are formed based on established data trends; committees formulate debrief protocols to ensure consistent measurable outcomes; schoolwide capacity is developed through teacher instructional walkthroughs; and shared leadership roles are created for each grade level team to facilitate cross-grade level collaboration and instructional alignment. Other indices of effective instructional leadership include: building oversight divided between principal and assistant principal; detailed faculty meeting agendas based on teacher input and focus areas; collaboration between administration and team facilitators promotes PLCs focused on schoolwide instructional needs and practices; administration provides clear examples of expected outcomes; and classroom walkthroughs, observations, and reviews of practice are followed with specific action plans.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Professional Learning Committees (PLC) have been instrumental in facilitating and supporting whole-building collaboration, cohesion across grade levels and actions that are purposeful. This practice has been the most vital in our school's success. Flexible scheduling allows for grade level and department teams to meet weekly. Team members share roles during each PLC to ensure a productive, collaborative process that involves contributions from all. Roles include team facilitator, note taker, focus monitor, and time manager. Prior to PLC meetings, team facilitators create an agenda that includes norms, meeting goals, and student data. These leaders received district training to facilitate the meeting and to ensure alignment, not only among schools but across the district. Teams come prepared with assessments scored and data charts completed. With this information, teams can analyze student results to establish next steps based on areas of need. One strategy used by teams is to analyze individual assessment items to identify specific strengths and weaknesses by skill and question type. The team identifies trends among students to form instructional grouping for targeted interventions or enrichment opportunities. During PLC, instructional strategies are developed to specifically target the learner-centered problem. The first step in creating an intervention cycle is establishing a SMART Goal based on a targeted area of student need. At this point, a timeline for instruction is agreed upon. Team members create pre- and post- assessments to show growth or determine the level of mastery of specific skills. The team meets at the end of the timeline to analyze post-assessment data and determine next steps for students who did not meet the SMART Goal. Mid-cycle, the team administers a formative assessment to analyze progress, and adjust groups as needed to meet student need. In addition, student work samples are analyzed to ensure aligned grading, expectations, and common instructional strategies among the team. At the end of the cycle, the post-assessment data is reviewed and next steps are determined for students who did not meet the SMART Goal. PLC time is also utilized to turnkey information that has been shared through the district. At times the district offers professional development to an individual staff member who then presents the information to the team as a whole. This common practice allows teachers to have the same learning opportunities to integrate new learning into their classrooms. This has shown to be successful with aligning curriculum, instructional practices, and preparation for state standardized testing. This single practice has been the most influential in the school's success and will continue to improve student outcomes.