

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

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

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

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

County RI

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

Web site/URL https://www.barringtonhigh.org E-mail hurleyj@barringtonschools.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* Mr. Michael Messoro E-mail messorem@barringtonschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mrs. Gina Bae
(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, leave blank.*

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 2021 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 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: 2017, 2018, 2019, 2020 or 2021.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. 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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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. **Only include demographic data for the nominated school, not for the district.**)

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

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	160	161	321
10	140	135	275
11	150	127	277
12 or higher	118	127	245
Total Students	568	550	1118

*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
 - 7.5 % Asian
 - 1.2 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 82.5 % White
 - 4.8 % 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 2020 - 2021 school year: 2%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	15
(3) Total of all transferred students [sum of rows (1) and (2)]	23
(4) Total number of students in the school as of October 1, 2020	1100
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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

Arabic, Chinese, French, Greek, Korean, Spanish, Thai

English Language Learners (ELL) in the school: 1 %

16 Total number ELL

7. Students eligible for free/reduced-priced meals: 2 %

Total number students who qualify: 23

8. Students receiving special education services with an IEP or 504: 11 %
125 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. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>19</u> Autism | <u>2</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>32</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>41</u> Specific Learning Disability |
| <u>24</u> Emotional Disturbance | <u>2</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>4</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: 13
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	62
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	26
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	12
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 14:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	99%	97%	96%	96%	96%
High school graduation rate	97%	98%	97%	96%	97%

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 2021.

Post-Secondary Status	
Graduating class size	287
Enrolled in a 4-year college or university	86%
Enrolled in a community college	8%
Enrolled in career/technical training program	0%
Found employment	2%
Joined the military or other public service	1%
Other	3%

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

Yes X No

If yes, select the year in which your school received the award. 2016

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

Barrington Public School's mission is to empower all students to excel in character, citizenship, collaboration, creativity, communication, and critical thinking, so that they may positively impact the future.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

Barrington Public Schools does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, sexual orientation, gender identity or expression, citizenship, or status as a disabled veteran, or past or present honorable military service, or any other protected category with respect to access to, the provision of, or employment in its educational services, programs, and activities, including admissions, athletics and other BPS program as required by Title IX of the Education Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VI and VII of the Civil Rights Act of 1965, the Age Discrimination Act of 1975, and other federal and state laws that prohibit discrimination. The following person has been designated to handle inquiries regarding the non-discrimination policies: Equity Officer, Assistant Superintendent; 401-245-5000 x 2. You may also direct inquiries directly to the Office for Civil Rights (Boston Office), U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921, Telephone: (617) 289-0111; Facsimile: (617) 289-0150; Email: OCR.Boston@ed.gov. If you require an accommodation to attend a meeting or program at a school, call the Equal Employment Officer at least two business days in advance of the meeting or program. If you require an accommodation to attend a District meeting or program, call the Equity Officer at least two business days in advance of the meeting or program, or the school principal to attend a building-based event.

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

PART III – SCHOOL OVERVIEW

Barrington, Rhode Island (RI), is a suburban, residential community with a population of 16,310, located ten miles southeast of the state’s capital city, Providence. Located on Narragansett Bay, coves and estuaries crisscross the landscape. Indeed, students and teachers can see One Hundred Acre Cove on the Barrington River from some of Barrington High School’s (BHS) classrooms.

Residents are predominantly middle and upper-middle class families who are highly-educated professionals. Over the last five years the racial and ethnic makeup of the community has become slightly more diverse as reflected in Barrington High School’s current student body: 95% White, 3% Asian, 1% Hispanic, and 1% African American and other races/ethnicities. Barrington is a community that expects a strong, college-bound academic program and BHS has consistently met this expectation for its stakeholders. For the Class of 2021, 86% of graduates attended four-year colleges, with 8% enrolling in two-year colleges, and 6% enlisted in the military, went into the workforce, or received some other form of training.

As such, Barrington High School has consistently been one of the top performing high schools in Rhode Island. In addition to being recognized as a 2002 and 2016 National Blue Ribbon School, BHS received the 2017 Washington Post America’s Most Challenging High School recognition, the 2018 U.S. News & World Report Best High Schools Gold Medal, as well as the 2019 U.S. News & World Report Best High Schools recognition and was ranked #43 STEM Schools nationally. In November 2021, BHS completed its NEASC Decennial Accreditation Visitation, after a successful NEASC Collaborative Conference in 2018.

The 2016 National Blue Ribbon School recognition helped solidify the momentum and progress we had achieved to that point and further invigorated our growth mindset on many different fronts. In the spring of 2018, the Barrington Public Schools adopted a new District Strategic Plan which delineates how, over the next five years, Barrington Public Schools will continue to empower all students to excel. Barrington High School’s core values, beliefs, and vision of the graduate now reflect our commitment to this goal by emphasizing Deep Learning for all of our students. The school’s vision of the graduate is framed by the six Deep Learning Competencies: Character, Citizenship, Collaboration, Communication, Creativity, and Critical Thinking. Each of our academic departments is assigned to two of these competencies, one as their primary mission and the other as their secondary goal. Character is a school-wide goal.

Indeed, as a member school of New Pedagogies for Deep Learning (NPDL) based in Toronto, Canada, Barrington High School has begun to use the NPDL “learning progressions” or rubrics as a measure of student mastery per each of the “Six Cs” or competency. Already our seniors are incorporating Deep Learning into their Senior Projects, a graduation requirement for more than 20 years, as they reflect in their culminating Senior Boards exhibitions on how at least two of the competencies are demonstrated in their projects. An additional impact of this work beyond Senior Projects is in student performance. The learning gap among students at BHS is shrinking. The school has seen growth among lower-performing students, proficiency rates have increased, and standardized test scores remain significantly above state and national averages. Thus far, local data confirm the positive impact of Deep Learning on student learning.

Building on this success, BHS seeks to speak more fluently and consistently with the students about the Vision of the Graduate and, in the near future, have them be more reflective about their progress and growth pertaining to their proficiency in each competency.

Finally, responding to the social-emotional needs of our learners has always been a priority of Barrington High School but never more so now than during the COVID-19 pandemic. Beginning last year, our RULER curriculum from Yale University is fully embedded and delivered to all students. At least once a month during our weekly Advisory Program a lesson or activity is focused on social emotional learning (SEL) and wellbeing. Advisors and their students collaboratively craft “Charters” by asking students to declare how they “wanted to feel” both in Advisory and school as a whole. Moreover, the School Counseling Department has shared RULER’s four “Anchor Tools” with students and staff and are developing a plan to roll out to parents. Including the Charter, these tools are: Mood Meter, Meta-moment, and Blueprint. Additionally, all teachers have a personal RULER account as part of our district membership. Through this, all teachers have

begun district-required, online training in SEL starting this year with the module "Introduction to Emotions and Emotional Intelligence".

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Barrington High School’s leadership at both the school and district level for the last several years has made it possible and easier for administrators, teachers, and staff to understand what effective learning—and critical support for all learners—look like in our school. Our commitment to and immersion in Deep Learning principles has allowed all teachers to develop a shared conceptual understanding of what learning does, should, and will look like at BHS as we move forward. Professional development in this important area of continuous growth has continued despite the challenges due to COVID over the last two years. Importantly, we have crafted our Vision of the Graduate (VOG) to mirror the Deep Learning Competencies.

Our journey began in May of 2016 with an in-person workshop from Dr. Monica R. Martinez, co-author of *Deeper Learning: How Eight Innovative Public Schools Are Transforming Education In The Twenty-First Century* (2014). It continued with a districtwide “opening day” presentation by New Pedagogies for Deep Learning (NPDL) presenters JoAnn Quinn and Mag Gardner in 2018. Following these introductions to NPDL, BHS leaders and faculty members began a collaborative relationship with the Highlander Institute in Providence, RI whose mission is to partner with communities to imagine and create more equitable, relevant, and effective schools. Professional development sessions with Highlander consultants extended into the 2018 and 2019 academic school years, where many teachers volunteered a free period to meet with experts to discuss, plan, and share their accomplishments in the classroom regarding project-based learning and other Deep Learning initiatives. Coached and mentored by Highlander personnel, faculty members from almost all of our academic departments worked independently and collaboratively with teachers from other disciplines developing Project Based Learning and Deep Learning lesson plans and units to be implemented with their students and shared with their colleagues in their own departments. Furthermore, the members of our professional learning communities in art, social studies, math, science, and the English language arts departments participated in focused Deep Learning training beyond what other teachers in the district received with respect to curriculum and lesson development along with the principles of backwards design in both 2018 and 2019. In this way, the “Six Cs of Deep Learning”—Communication, Critical Thinking, Collaboration, Citizenship, Creativity and Character—not only live in our Vision of the BHS Graduate but also thrive in our classrooms on a daily basis.

Finally, although Deep Learning lies at the core of what BHS has been doing as a community of learners and educators for the last six years, we have continued to strengthen and broaden our capacity for growth in other important areas as well including the work of Professor John Hattie and Visible Learning and Dr. Katie Novak and Universal Design for Learning (UDL) thus allowing us to meet the needs of all learners and keep them on a path towards success.

1b. Reading/English language arts curriculum content, instruction, and assessment:

English Language Arts at Barrington High School has undergone an overhaul over the last two years by deleveling all of our yearlong courses in an effort to better address the needs of all learners. Additionally, as per state mandate, we adopted a new curriculum, the Odell High School Literacy Program. These courses still emphasize reading, writing, speaking, and listening skills beginning with a genre-based approach for freshmen and an American literature curriculum for sophomores—including an interdisciplinary American Studies program—all of which feature literary and complex non-fiction texts. At each level, students can challenge themselves by electing to demonstrate “honors distinction” by meeting mastery criteria reflecting the school’s commitment to Deep Learning. The standards-based curriculum in English Language Arts is derived from the Common Core State Standards (CCSS). Features of the curriculum include:

domain specific vocabulary; integration of text-based evidence; argumentative writing; informational writing; narrative writing; persuasive speaking; text-to-text comparative analysis; and informational

presentations.

All of the skills and tasks are measured using school-wide and departmental rubrics. Recently, the English department, throughout all grade levels, has deliberately expanded its reading lists to include more diverse voices in literature as well as to increase students exposure to informational texts as required by the CCSS. The curriculum is designed to ensure that teachers and students have choice and voice, but also to ensure that similar experiences and learning occurs for all students regardless of their section. This is accomplished through the identification of Power Standards in every unit, common "anchor" tasks, and "I can" statements. All students in all grade levels have common writing, reading and speaking assessments. All students must demonstrate proficiency on local proficiency measures (reading and writing). English Language Arts offers both opportunities for scaffolded support and for advanced learning.

In addition to the Honors Distinction in all grade levels, students can enroll in AP England Language and Composition in grade 11 and/or AP English Literature in grade 12. Students needing more academic support can access this through various channels. Most commonly, students receive support through our Response to Intervention (RtI) and our Academic Learning Center (ALC). For most students in RtI, their experience includes having a teacher work with them one-on-one or in small groups in order to provide medium to long-term support and gap closure. In the ALC, a student's experience is generally that of having a peer tutor or a staff member provide short-term support for a particular task or unit of study. Lastly, the English Department offers a variety of electives including Journalism, Creative Writing, Film Studies, Media Studies, Advanced Composition (a concurrent enrollment course with the University of Rhode Island), Young Adult Literature, and Public Speaking.

1c. Mathematics curriculum content, instruction, and assessment:

The BHS math department curriculum currently features Advanced Placement, honors and college preparatory courses for students in all grades. The curriculum is new, as per state mandate, and continues to fulfill the CCSS for Mathematics and the National Council of Teachers of Mathematics (NCTM) Standards. The department is currently implementing the Algebra 1 Illustrative Mathematics curriculum by Kendall Hunt and will transition to a full implementation of Geometry and Algebra 2 over the next two years. The Illustrative Mathematics curriculum is the highest rated curriculum on EdReports. The curriculum focuses on developing the critical thinking, problem solving, and analytical skills students will need to be successful, informed, productive members of society.

Numerous professional development opportunities and common planning allow the math department to use the latest research in the field of teaching mathematics to instruct students. A vital component employed in all math classes is the integration of technology. Devices and programs such as SMART boards, Desmos, graphing calculators and digital formative assessments are commonly used by all members of the department. As math is a four year graduation requirement for all students, a typical course sequence is geometry, algebra 2, pre-calculus, and calculus. Honors options are available within the math program and all students have access to AP math classes that include AP Statistics, AP Calculus (AB), and AP Calculus (BC). The math department also offers an Algebra 1 Skills class that is co-taught with our numeracy specialist to meet the needs of students who may require support in the area of math. Most students in these classes will be placed on a Personal Numeracy Plan (PNP) to ensure success in mathematics. The math department provides a good balance of formative, summative, and proficiency assessments along with tasks to determine the attainment of the Deep Learning Competencies. Teachers also utilize "I can" statements and self-reflection strategies on all of the major Common Core and NCTM standards. Math enrichment opportunities exist for students through the participation in the BHS Math Team.

1d. Science curriculum content, instruction, and assessment:

Aligned to the Next Generation Science Standards (NGSS) with emphasis on the Science and Engineering Practices, the science department has embraced the tenets of Deep Learning and have embedded them into their curriculum. All students are required to take three years of science in order to graduate. Generally, most students follow a traditional scope and sequence of: Grade 9: Biology; Grade 10: Chemistry; and Grade 11: Physics.

In all aforementioned courses, students can take honors leveled course(s). All students have access to AP Biology, AP Chemistry, and AP Physics C: Mechanics. Students are also afforded the opportunity to enroll in science electives including forensic science, and anatomy and physiology. In all lab science courses, students participate in live labs as well as virtual labs through HHMI.org. Each unit within a content area is thoughtfully planned so that students are able to develop a cohesive and rigorous storyline which makes connections within science disciplines and other content areas. Students are assessed in a variety of ways in the science department. Deep Learning tasks are common across the multiple sections of courses. Additionally, the curriculum is grounded with common tasks including common formative assessments, common summative assessments, and common interim assessments. The science department effectively coordinates weekly common planning to ensure that all students have a similar learning experience.

Recently, the science department has leveraged the Collins Writing Program to utilize writing as a means to assess scientific understanding. Ultimately, the science department seeks to instruct and assess students to ensure that teachers are appraised of what students know and are able to do. The "Three Dimensions of Science Learning" as articulated by the NGSS govern the learning experiences of science students at Barrington High School, and this seamless integration of the tenets of Deep Learning and the Barrington High School Vision of the Graduate truly fosters a community of young scientists at BHS. In fact, on April 9, 2022, the Barrington High School Science Olympiad Team won the Rhode Island State Competition for an impressive twelfth consecutive year and will once again be participating in the National Science Olympiad Competition in May 2022 (virtually at the California Institute of Technology).

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

In Social Studies, all students are required to take: Grade 9: World History (roughly the Renaissance to the present); Grade 10: US History (roughly The Civil War to the Present) or American Studies (a 2-credit interdisciplinary course combining

US History and American Literature); and Grade 11: Economics (semester course) and American Government (semester course).

Additionally, the department offers a host of popular elective courses. These electives include: Early European History, Modern European History, Psychology, Sociology, International Studies, Anthropology, Social History of Sports, and Women's History in America. The Social Studies curriculum is designed by cross-walking the content standards with both the CCSS and Historical Thinking Standards. Ultimately, the goal of the department is for students to be able to read, write, speak and think like a social scientist/historian. The department has fully embraced the tenets of Deep Learning Common Tasks, common writing tasks, common close-reading tasks, common summative assessments, common benchmark assessments, and common interim assessments.

Beginning in 2020-2021, students in American Studies and United States History had the opportunity to pursue Honors Distinction in a heterogeneously grouped course. Here, students could develop a passion-based, Deep Learning project and receive Honor Distinction upon successful completion. In an effort to ensure Deep Learning is a reality for all students without sacrificing the imperative of common, equitable learning experiences for all students, the curriculum in all courses was designed with targeted learning standards. In other words, the standards are identified as "essential," "important," or "nice to know." Through this, teachers and students alike have increased autonomy to follow passions while simultaneously guaranteeing that all students are assessed on the "essential" standards. This allows the curriculum to prioritize depth of understanding over breadth of coverage. Furthermore, all common tasks are assessed using the same metrics. Student work is assessed using departmental and/or school-wide rubrics. The most common used rubrics are the school-wide informational writing rubric, the school-wide argumentative writing rubric, and the departmental constructed response rubric (for on-demand writing and writing to text). Additionally, the department has embraced the Harkness Method of organizing and facilitating in-class Socratic Seminars. This method of facilitating organized class discussions includes instructing, practicing, and assessing speaking and listening skills as a vehicle to assessing content mastery and critical thinking

skills. Routinely, the department collaborates and discusses grading practices and calibrates the scoring of common tasks.

1f. For secondary schools:

The Barrington High School Professional Learning Community is dedicated to ensuring all students are ready for college and/or career. Our Vision of the Graduate embraces the learning community to embracing the Deep Learning Competencies to ensure that students leave Barrington High School with transferable skills equipping them for college and career. In order to monitor students' readiness, teachers meet weekly in collaborative teams for Common Planning Time. This time serves a multitude of purposes including: revising curricula, calibrating common assessments, and developing common tasks (including Deep Learning tasks).

Recently, Barrington High School has partnered with an international leader in education reform, New Pedagogies of Deep Learning (NPDL). Currently, Barrington High School is beginning the implementation of the NPDL "Learning Progressions"; these Learning Progressions are essential rubrics measuring students' mastery of each of the 6 Cs that make up both the Deep Learning Competencies as well as the realization of the Vision of the Graduate.

While Barrington High School measures proficiency for all students in all courses, in 2022, Barrington is piloting the use of the Learning Progressions as a proficiency measure. This will ensure all students are at least proficient in the above mentioned transferable skills. Similarly, the long established Senior Project now requires students to deliberately and specifically apply their proficiency in the 6 Cs; Seniors are required to reflect on their learning through the Senior Project through the lens of the Deep Learning competencies. Finally, BHS offers many opportunities for students to take accredited courses through local colleges and other educational programs. Included in these are the Early Enrollment Program (EEP) that is run in conjunction with Rhode Island College. Partnerships have also been established with the New England Institute of Technology, Johnson and Wales University, the Community College of Rhode Island Running Start and High School Enrichment programs, and the Rhode Island All Course Network. Dual and concurrent enrollment opportunities are also offered through the university of Rhode Island, Rhode Island College, and the Community College of Rhode Island.

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

2. Other Curriculum Areas:

The Art department offers 14 different visual art courses, including Graphic Design I & II, Digital Imaging, AP Art History, and AP Studio Art 2D. Freshmen enroll in introductory "survey" courses to explore both two and three-dimensional media in Studio Art, or they may choose to focus specifically in one media such as Ceramics I or Drawing I. The curriculum is aligned with the National Core Art Standards and its proficiency benchmarks in the areas of creating, presenting, responding, and connecting. This May, the department's annual Art Night will feature the artwork of the 415 young artists enrolled in an art course this year.

The Theater program is composed of four elective courses that include Introduction to Theater, Acting I, Acting for Film and Television, and Playwriting and Screenwriting. Each course is designed to challenge students to: think creatively, make responsible choices, develop interpersonal skills, form artistic judgments, and investigate the social and historical context in which they live. Many students who take one or more Theater classes go on to join Stagemasters, the school's extracurricular theater club. This year, 59 students enrolled in one or more theater courses.

The Music department offers concert band and chorus to all students, as well as other electives that include Electronic Music, levels I and II, Audio Production, levels I and II, Music Theory and Composition, Music History, Popular Music of the 20th Century, Introduction to Drumming, and Introduction to Piano. Jazz

Ensemble and Choral Ensemble classes require advanced musical knowledge and an audition for enrollment. The music department hosts coffeehouses throughout the year to feature soloists and small groups as well as providing a hands-on experience to our Audio Production students in running a live show. The students and the ensembles receive many accolades throughout the year including All State and All Eastern status, superior ratings at local and regional festivals. Recently, the music department collaborated with Providence schools to establish a "Meet in the Middle" program that affords students the opportunity work with other schools in the state for festivals and performances. This year, 310 students are enrolled in music courses at BHS. The music curriculum aligns with national and state standards.

In Physical Education, students acquire knowledge, skill, and confidence to enjoy a lifetime of healthful physical activity. The physical education activities are organized in two levels. Level I provides instruction for students to improve their basic skills, knowledge, strategies, and performance. Level II provides instruction and practice which will enhance and refine skilled performance. Students choose the level of instruction which they feel is appropriate for their ability. In Health Education, students explore all concepts related to health promotion and disease prevention as a foundation for a healthy life. Students use strategies for problem solving, goal setting, and decision making to enhance their wellness. Physical Education and Health is required at BHS. Each year, students take three quarters of physical education and one quarter of health. The program is driven by the State and National Physical Education and Health Standards.

The World Language curriculum aligns with the American Council on the Teaching of Foreign Languages (ACTFL) national standards which are based on the Five Cs: communication, cultures, comparisons, connections, and communities. At Barrington High School students can elect to study Spanish, French, and Latin from level 1 through AP, and Chinese from level 1 through level 4. Each level provides students with opportunities to refine the four skills (listening, speaking, reading, and writing) necessary for learning a language. The World Language department also offers semester elective courses that include Spanish for Health Care and Spanish for Business. For the Class of 2024 and beyond, two years of World Language is now a graduation requirement at BHS. Currently, most students take at least two years of a world language due to many universities and colleges requiring a minimum of two consecutive years of a language. With an enrollment of 813 students in world language courses at BHS, many students choose to advance well beyond two years. With the implementation of many online resources, such as the adoption of online textbooks, technology is fully integrated into the world language curriculum. Our digital language lab is also an integral instructional support for both regular and AP courses.

Business Education, Engineering and Technology, and Computer Science comprise the Allied Arts program at BHS. National and state standards anchor the curriculum in each area and courses are developed through direct communication with local post-secondary institutions and industry. Student learning is enhanced by technology in our classrooms and labs, including an award-winning television production studio and a design and manufacturing lab equipped with CNC machines, laser cutters, 3D printers, and an the most advanced industry standard 3D software. Career and Technical Education (CTE) and Internship programs are designed to enhance students' college/career readiness and experience in a pathway of their choosing. All students can elect to participate in CTE pathways in STEM, including but not limited to, pre-engineering, architecture, and television production. Unlike the experiential pathways that are not part of the CTE program, the CTE pathways result in an industry-recognized certification through an end-of-course assessment. This year, 381 students enrolled in a wide array of Business courses and 195 enrolled in Woodworking, Computer-Aided Design, Architectural Design, and Pre-Engineering. Additionally, 169 students enrolled in several Computer Science courses that include Coding in Python, APP Inventor and Visual Basic, AP Computer Science Principles, and AP Computer Science A-Java. During the 2021-2022 school year, BHS earned College Board's AP Computer Science Female-Diversity Award for expanding young women's access to AP Computer Science Principles.

3. Academic Supports

3a. Students performing below grade level:

Through our Multi-Tiered Systems of Support (MTSS), students performing below grade level are supported at Barrington High School. Barrington High School faculty has undergone significant training

and professional development around the principles of Universal Design for Learning (UDL). Through this training, teachers are able to provide invaluable Tier 1 Interventions ensuring that all students can access learning. Furthermore, the coordination of content-area disciplines and special education has resulted in co-taught environments for graduation required courses. Every graduation required course at Barrington High School offers at least one, and often more, co-taught sections. Using the “push-in” model, special educators are afforded the opportunity to service a wider population of students. Fortunately, Barrington High School has twelve paraprofessionals that serve as teachers assistants. These paraprofessionals serve an invaluable role in heterogeneous classrooms supporting the teacher and the special education students. Our Tier 2 Intervention supports include Directed Support. Directed Support is designed to provide students what they need for success in their core classes. Our Directed Support program is referral based. Educators can refer a student to Response to Intervention (RtI), the RtI team will meet and create a plan to help the struggling learner. Generally, this plan includes placement in Directed Support, which is a guided workshop facilitated by a regular education teacher. The teacher will work with the student one-on-one or in small groups on skill development and course material. Assessments are modified to meet the learning needs of all students. Recently, Barrington High School began moving towards providing assessment measures that allow greater student voice and choice in demonstrating their learning. Barrington High School is also integrating practices of standard-based grading. Senior Project, Barrington High School’s year-long Senior capstone project, employs standard-based grading wherein students are required to demonstrate “proficient” on the school-wide writing and presentation rubrics. Additionally, all students are required to demonstrate proficiency in all of their courses. These proficiency measures are standard-based assessed, as well.

3b. Students performing above grade level:

Barrington High School offers extensive opportunities to challenge all learners. Students performing above grade levels are afforded opportunities to engage in dual and concurrent enrollment courses. Students can concurrently enroll in Rhode Island College through our extremely popular Early Enrollment Program (EEP). In nine courses representing a range of curriculum material from economics to electronic music, students can take courses at a college level at Barrington High School. Additionally, Barrington High School has partnerships with other local Universities including Roger Williams University, The University of Rhode Island, and Johnson and Wales University. Students can also elect to take Honors level courses or opt into honors distinction programs within heterogeneously grouped classes. Currently, in 10th grade Social Studies and in grades 9-12 in English, students can complete an honors distinction project which embeds the tenets of Deep Learning to have students pursue passion-based learning and demonstrate advanced mastery of curricular material. Honors courses at Barrington High School and Honors Distinction projects are open to all students regardless of past performance or perceived abilities. Perhaps the greatest opportunity for students performing above grade level is through our vast Advanced Placement program. Barrington High School offers 19 AP Courses. Like many high performing schools, Barrington High School students perform far above the national averages on the College Board's yearly AP exams. Most importantly, Barrington High School fosters a culture of intellectual risk-taking for all students in all classes. Blending heterogeneous settings and honors distinction with open enrollment for our AP classes ensures students have not only the opportunity to pursue rigor, but also the supports to help them reach their potential.

3c. Special education:

At Barrington High School we believe in a culture of inclusivity for all learners, utilizing the practices taught in Universal Design for Learning (UDL) to ensure that all learners are provided access to our rigorous curriculum. Our humanities classes have completely leveled thereby creating fully heterogeneously grouped classes in freshman and sophomore English and history classes where we see this work shine. To help support struggling learners or those who need services outlined within their IEPs we utilize a robust co-teaching model in several sections of each class. Along with this we have sections of co-taught science and math classes to help with providing accommodations, modifications, and multitiered and scaffolded lessons. In total we have 29 sections of core classes covered with special education support which allows for modifications to assessments to be tailored to students' needs and inline with their IEPs. Additionally, Barrington High School offers multiple sections of academic and executive functioning support to help students who need more supported pullout services.

In the belief that all learners should be provided meaningful and rigorous instruction, Barrington High School also offers 9 sub-separate classes for students who are working on the Transition Pathway. These classes focus on functional academic and adult/community readiness topics for our students who have more restrictive needs. Social emotional and executive functioning programming for those students who need more support in these areas, especially those students who suffer from emotional disturbance or struggle with needs based on being a student with ASD, is also offered.

3d. English Language Learners, if a special program or intervention is offered:

A licensed teacher of Multilingual Language Learners (MLL) supports our students through direct, scaffolded, and differentiated instruction. This support takes place during 1:1 meetings and within general education content area classes, tailored to individual student needs. WIDA's ACCESS assessment of English language proficiency is administered annually to determine entry points to instruction and interventions, as well as to monitor progress. Incorporating native languages and consideration of background knowledge also assists in decision making related to instruction and assessment. Ongoing collaborative consultation between the MLL teacher and the general education teachers focus on individual student needs related to vocabulary, the productive language skills of speaking and writing, content, in class modifications and assessment modifications, and cultural sensitivity. Students are supported through visuals, print, technology such as videos, Google Translate, and audiobooks where the rate of speech can be adjusted. Whenever possible, novels, poetry, and other prose are provided in English, as well as students' native languages. Explicit instruction in written expression begins at the sentence level and moves forward to support writing various types of essays and research papers, always in combination with content that is being learned. Assessments are modified through individual administration, simplified English, word banks, supporting visuals such as charts, graphs, or pictures, are read to students when needed, and incorporate extended time. In addition to meeting the academic needs of multilingual language learners, facilitating social connections is intentional through introductions to various clubs, activities and athletic opportunities within the school. Ongoing communication with parents or guardians is facilitated through the TalkingPoints app with families who are not proficient in English.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Barrington High School has made profound steps towards fostering a student-centered learning environment that values all learners and provides opportunities for all students to engage in deep learning. Barrington High School is committed to opening channels for more student voice in their learning and for student reflection to help inform instructional decisions. At the core of this is the Mission of Barrington High School and the Vision of the Graduate. Barrington High School’s mission is to “empower all students to excel in character, citizenship, collaboration, creativity, communication, and critical thinking, so that they may positively impact the future.” Importantly, this mission is deliberately and purposefully aligned with the New Pedagogies of Deep Learning (NPDL) mission. Barrington Public Schools is a member district of NPDL and their global network of over 1,300 schools across eight countries. NPDL partners with schools including Barrington High School in an effort to “engage the world to change the world,” and to “To foster deep learning so that all learners contribute to the common good, address global challenges and flourish in a complex world.” Teachers and administrators have attended and presented at the NPDL International Convening in Toronto, Canada and remotely during the pandemic. In the classrooms, our NPDL training built on earlier “Deeper” Learning training from the Highlander Institute. Instructional practices have shifted in Barrington High School to embrace the “6 Cs” (character, citizenship, collaboration, creativity, communication, and critical thinking) by requiring Deep Learning activities in all classes. In fact, during the pandemic-required shift to remote learning, administration eliminated final exams and instead required all classes to have in their stead a Deep Learning task. Additionally, the school is moving to use NPDL Deep Learning Competency rubrics as a tool to measure student proficiency. Furthermore, students are applying their competencies in the 6Cs to lessons, units, and assessments built around the United Nations Sustainable Development Goals (UNSDGs). All teachers were trained on the UNSDGs and coached as to how to integrate them into their instruction ensuring real-word application of authentic learning.

While Barrington High School has ensured an engaging academic learning environment, perhaps even greater emphasis--in large part because of the pandemic--has been placed on the social and emotional health and growth of students. Barrington High School has recently adopted the RULER program, a Social and Emotional curriculum program from Yale University. RULER lessons were first delivered to faculty to create a more positive learning environment for all students, and then RULER programming and lessons have been delivered to the entire student body. Barrington High School has leveraged the Advisory Program as the vehicle to communicate the SEL curriculum to the student body. Students have had engaging advisory lessons on the anchor tools of RULER: School Charter, Mood Meter, and Meta Moment. During school closures and hybrid learning, Advisory period was expanded to afford greater attention to the RULER tools and to provide more time for teachers and students to engage in meaningful dialogue centered around SEL topics.

2. Engaging Families and Community:

Barrington High School is extremely fortunate to have the support of the Barrington community. With long held traditions academically, athletically, and with a multitude of clubs and activities, our school could not experience its current level of success without the continuous commitment from the residents of our town. Our School Improvement Team (SIT) consists of three teachers, four students, four parents, a community liaison, one department head from the humanities core subject area and one department head from one of the sciences, technology, engineering, or mathematics subject areas, and the principal. The team meets monthly and plays a vital role in attending to our school’s climate and culture. Recently, the SIT has championed celebration of student and/or faculty excellence with the popular “Eagle of the Month” award. The SIT has been the leadership group in developing ways to alleviate student stress. The SIT routinely hosts “Student Forums” in effort to gain insight into causes of student concerns and to partner with all stakeholders to develop strategies and tools to address these concerns. This year, SIT has focused on the results of the Panorama Student Survey that identified our students' "Sense of Belonging" as an area of concern. Additionally, Barrington High School has been exploring ways for all students to have access to honors level curriculum without tracking students in designated honors classes in Social Studies and English

classes. SIT has played a vital role in developing and advising the new “Honors Distinction” program at Barrington High School--a program open to all students heterogeneously grouped to earn honors distinction through passion-based, deep learning opportunities. An integral component of the team’s structure is its ability to gather input from the different constituents on issues pertaining to our school community. Additionally, a student representative to the School Committee acts as a liaison between the School Committee and the SIT. This long-established position allows student voice to be heard at all School Committee meetings which are live streamed and available for review.

Among the courses featured in the program of studies, the school offers many opportunities for students to take accredited courses through local colleges and other educational programs. Included in these are: the Early Enrollment Program (EEP) that is run in conjunction with Rhode Island College. Partnerships have also been established with the New England Institute of Technology, Johnson and Wales University, the Community College of Rhode Island Running Start and High School Enrichment programs, and the Rhode Island Advanced Course Network. Dual and concurrent enrollment opportunities are also offered through the University of Rhode Island, Rhode Island College and the Community College of Rhode Island.

Barrington High School also offers students the unique opportunity to earn academic credit by combining work experience with academic study through an internship program. An individualized plan of study will be prepared in collaboration with the intern, the Intern Coordinator, and the mentor. Interns will develop transferable academic, technical, and employability skills. They will also acquire social and critical thinking skills necessary to be successful in the world of work and to participate in the life-long learning process. Completion of an internship will help prepare students to make informed decisions regarding future academic study and career choice.

3. Creating Professional Culture:

There are currently six contractual days included in the faculty calendar for the purpose of professional development (PD) and one Professional Responsibility Day. Of these PD days, two are self-designed to meet the individual professional learning needs of teachers. PD days are coordinated by administration in collaboration with department chairs/heads. Generally, there is a blend of district initiatives and departmental goals at the center of professional development. Recently, our Professional Development has largely been centered around: Deep Learning, LEAPP (Lead Educate and Promote the Profession), the aforementioned Honors Distinction Program (in Social Studies and English), Hybrid/Distance Learning strategies, and Canvas integration. Barrington High School moved to Canvas as our Learning Management Platform in the Fall of 2020. This was a steep learning curve for all teachers--especially as it coincided with the inception of hybrid learning. To support teachers, administration hired 3 “Canvas Ambassadors”--teachers adroit at Canvas who provided support to teachers in small group and individual settings. Additionally, Barrington Public Schools hired a Canvas expert who functions as an Educational Technologist and functions exclusively to help teachers maximize the functionalities of Canvas.

Teachers feel valued and supported through the myriad of leadership opportunities afforded them. For example, LEAPP (Lead Educate and Promote the Profession) is a K-12 professional development opportunity that was developed to train teacher leaders on how to promote a visible learning environment that holds students to expectations specific to their own data. Through this ongoing training, teacher leaders learn to promote a learning environment in which student expectations are visible and written in student friendly language. To support our robust Advanced Placement (AP) program—19 courses—BHS offers all faculty who elect to develop and/or teach an AP the opportunity to attend week-long trainings at various AP Institutes throughout New England. Additionally, teachers sat on the Scheduling Committee, the Athletic Advisory Council, multiple task forces through the School Committee, the Re-Entry Committee (the committee charged with developing a safe and effective plan for re-entry into hybrid and then full capacity in-person learning).

Perhaps the most profound reason why teachers feel valued and appreciated is the leadership of our building principal. The principal truly has an open door policy, and his leadership style can best be described as coalition builder. The principal listens to and values all faculty members and fosters an environment where

teachers feel empowered, safe, trusted, and valued. He has built a Professional Learning Community that values learning, people, and relationships.

4. School Leadership:

Our school's leadership team, consisting of a principal, two assistant principals, and a director of athletics and student activities, provides leadership and direction to the school community on a daily basis. They operate on an open-door policy under which any faculty member can meet with them to discuss any concerns regarding ideas to improve student learning at BHS. In addition to the principal's role at monthly School Improvement Team and Barrington Parent Association meetings, the principal has recently taken a lead role in the creation of a Special Education Task Force comprised of special education teachers, regular education teachers, parents of students identified with special needs, district leaders, and students in need of services as well as students not on IEP plans. The task force meets monthly with the overall goal of exploring programming, transitioning to heterogeneity, and ensuring continuous improvement and supports for all students.

Our department chairs and heads serve as curriculum leaders for their disciplines and as immediate lines of communication between their staff and administration regarding school-wide issues and policy matters. Individual teachers are empowered in their departments to serve as grade-level or subject-specific team leaders, providing leadership and focus for weekly CPT meetings and discussion of daily practice and student learning.

The Lead, Educate, and Promote the Profession (LEAPP) program incorporates John Hattie's work on Visible Learning by implementing effective teaching strategies such as "I can" statements, students tracking their own data, and student self-reflection, which encourages all students to take ownership of their learning. LEAPP has created a pathway for all Barrington teachers to develop new knowledge and skills that will prepare them for leadership responsibilities within the district as teacher leaders.

As an instructional leader, the principal has been involved in many leadership roles and opportunities beyond Barrington High School. He was selected and served for six years as the Rhode Island representative on the New England Association of Schools and Colleges (NEASC) Principals' Committee, earning the Jacob Ludes III Leadership Award for outstanding leadership that has furthered the goals and objectives of the NEASC through participation on The Committee on Public Secondary Schools. In 2018, the principal received The Rhode Island Association School Principals Secondary Principal of the Year award for his outstanding service to students, teachers, and parents, as well as being recognized as the 2019 Rhode Island Interscholastic Athletic Administrators Association School Administrator of the Year.

5. Culturally Responsive Teaching and Learning:

Barrington Public Schools launched a Culturally Responsive Learning Community (CRLC) in 2017. CRLC came into existence when a student wrote a paper and interviewed a teacher about the missing stories of women in history. Born out of a student's desire to include female voices and strive to include all voices, a group formed, under the authorization of the district and school administration, to delve into the curriculum and determine if our schools could be more inclusive in our teaching and learning. CRLC endeavors to include all points of view and perspectives in all that our students learn.

CRLC seeks to unite the Barrington learning community to develop culturally relevant and inclusive learning opportunities that incorporate diverse voices, perspectives, peoples, and identities. CRLC continues to provide our school district with updated DEI resources on the Barrington Public Schools Website. Further, through utilizing Deep Learning Competencies, Universal Design for Learning strategies, and open minds, the CRLC is committed to engaging our students in deep learning that will help them access their critical thinking skills, interpersonal skills, and transferable skills allowing them success beyond their years at Barrington Public Schools.

This year, the CRLC assembled the 2nd Annual Diversity, Equity, and Inclusion (DEI) Multimedia Arts Show and have expanded submissions to include all age groups from the entire District. This showcase was NBRS 2022

shared with the entire student body as part of an Advisory lesson each of the past two years. The CRLC is also currently developing a DEI Symposium so that members of the larger community can gather together and share information about their work. We continue to foster deep understanding and empathy in every project we put forth into the community. From different perspectives, we understand more deeply. From each other, we learn.

The CRLC team is open to all school community members, and there is an open invitation for all stakeholders to attend any or all of the bi-weekly virtual meetings. Impressively, the standing members of the CRLC includes several Barrington High School student members, a Barrington High School Social Studies teacher, a Barrington High School assistant principal, the Barrington School Committee Chair, the Assistant Superintendent, a Barrington Middle School ELA teacher, and a professional consultant who is a professor of Diversity, Equity and Inclusion at a local college and a renowned provider of professional development around topics related to DEI.

Regarding the teaching of potentially difficult current events and/or social movements, the CRLC produced a question template on a slide deck for teachers with which to engage students to ensure student safety, openness, mutual respect, and understanding. In this question template, clear behavioral norms are established and all questions are designed to foster empathy and can be applied to any current event or social movement.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

In the face of staunch community resistance, and grounded in the firm belief that all students can learn; all students deserve to be challenged with rigorous, personalized curriculum; and that equity of access can only better our learning community, Barrington High School began an arduous journey to increase heterogeneity--commonly referred to as “deleveling.”

Historically, BHS had a Program of Studies with course levels typical to American high schools--in most core academic areas there were Level I (Honors), Level II (College Prep), and Level III (Conceptual) courses. Barrington High School first began deleveling in 2017. At this time, Level III classes were eliminated in Social Studies courses. In grades 9 and 10, all students were in one, heterogeneous course of World History in grade 9, and US History or American Studies (an interdisciplinary option) in grade 10. Through this, AP course offerings only expanded, as BHS now offers 19 AP courses populated principally by 11th and 12th grade students. Soon after Social Studies eliminated Level III classes, English and then soon after Math and Science also eliminated Level III classes. To support teachers in this new, heterogeneous learning environment, teachers received extensive training and professional development in the tenets of Universal Design for Learning (UDL). This, in conjunction with greater coordination with Special Educators--including increased student access to co-taught classes with a Special Educator--resulted in gap closure for struggling learners, gap closure for our special education population, and more varied, personalized learning experiences for all students.

Not satisfied, Barrington High School pushed even further to integrate Honors Distinction in Social Studies. As a pilot in 2020-21, the 10th grade team piloted an Honors Distinction program. Students could design their own learning within the curriculum to develop a Deep Learning passion project, and upon successful completion receive “Honors Distinction.” The following year, in the face of community vitriol, the English Department eliminated Honors classes making 9th and 10th grade English classes completely heterogeneous, and here too, students had the opportunity to pursue honors distinction through the completion and success of demonstrated Deep Learning Competencies.

The Honors Distinction program and the requisite heterogeneity reifies Barrington High School’s Vision of the Graduate. The Vision of the Graduate is built on the 6 Deep Learning Competencies (character, citizenship, collaboration, creativity, communication, and critical thinking) and the ardent belief that all students can excel. This move to heterogeneity and increased access to personalized, rigorous curriculum--while unpopular to many--has yielded a school community more accepting of diverse perspectives, a school community that values the learning students can gain from all, a school community with increased performance by special education and struggling learners on both local and state assessment metrics, and a school community whose students are instilled with confidence and equal access to the most rigorous curriculum offered.