

Barrett Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)		School Contact Information (School Year 2017-18)	
District Name	Morgan Hill Unified	School Name	Barrett Elementary
Phone Number	(408) 201-6023	Street	895 Barrett Ave.
Superintendent	Steve Betando	City, State, Zip	Morgan Hill, Ca, 95037-5206
E-mail Address	betandos@mhusd.org	Phone Number	408-201-6340
Web Site	www.mhusd.org	Principal	Mary Alice Callahan, Principal
		E-mail Address	calahanm@mhusd.org
		County-District-School (CDS) Code	43695836118376

Last updated: 11/28/2017

School Description and Mission Statement (School Year 2017-18)

Barrett is an exceptional place for learning where staff, parents, volunteers, and businesses work together for academic excellence. Bengal pride abounds daily, but is also evident at whole-school assemblies and school events where we share school spirit, honor student achievement, or provide opportunities for students to perform. Barrett fosters a climate of awareness, acceptance, and inclusiveness that allows all students to succeed.

Our staff members embrace learning opportunities and have consistently aligned instruction and methods with state adopted curriculum with a focus on Common Core standards. We have enriched our reading program, investigated effective teaching of writing, studied number sense in mathematics, and redefined curriculum based on data analysis and research. Best practices adopted include peer mentoring, Guided Language Acquisition Design (GLAD) strategies, Constructing Meaning strategies and varied instructional techniques, as well as differentiating for all learners. We believe strongly in providing intellectual curiosity and rigorous academic standards every minute of the day. Our curriculum emphasizes real-world experiences, visual and performing arts, and the development of leadership through student involvement in numerous community service activities and projects. Barrett's strength is in the commitment of home, school, and community working towards the common goal of ensuring a nurturing and engaging educational experience for all.

All teachers participate in weekly collaboration where our focus is on best instructional practices such as readers' workshop and writers' workshop. Student data is analyzed to inform all of our instructional strategies. We examine data from state tests and Common Core aligned Benchmark assessments as well as formal and informal classroom assessments. Teachers examine test results and share instructional ideas in teams to come up with the best strategies to meet student needs. Teachers also participate in professional development activities and share that information through collaboration meetings, modeled classroom lessons and grade level team lessons in the Teacher Learning Lab.

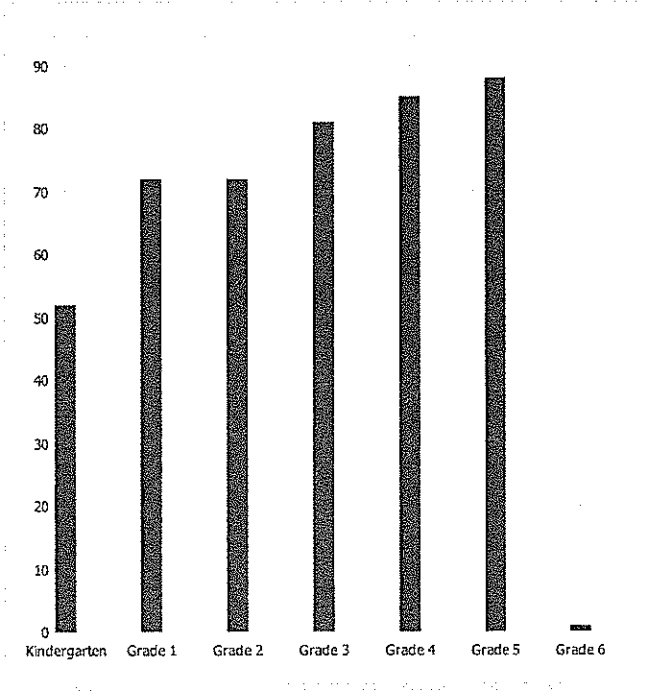
Barrett is a shared community collaborative school and partners with many community services to maintain and improve the community's health and welfare. For example, through a community support group called Project Cornerstone staff and parents are given information and support to build developmental assets for their children as they grow into adulthood. One of the most successful programs to come out of this organization at Barrett has been Los Dichos con la Casa. Spanish speaking parents partner with English speaking parents to read a picture book to classes that focuses on traditions and culture. Rich conversations and increased parental participation have come as a result. Other Project Cornerstone programs at Barrett include ABC readers and an array of counseling and social emotional support for students and families. Barrett hosts numerous after-school and evening events with our community partners in order to provide multiple opportunities for families to connect to Barrett as a place of academic and social learning. Barrett believes that students who feel connected personally with their school thrive in that environment. Many of our events focus on family fun to build connections and resiliency.

Barrett is proud of the work that we do that extends and enriches our student's curriculum beyond the classroom. We have two afterschool YMCA programs, after-school tutoring groups to assist struggling students as well as a math group for advanced students. We have a music teacher with a professional degree in music who teaches singing in grades TK-5. We hold monthly Spirit Days and school assemblies as well as provide opportunities for students to attend field trips that enrich their learning experiences. Our student council assesses student needs and generates options for addressing them. We also have an after school program with a Multicultural Club that fosters second language acquisition and offers new opportunities to study other cultures. The after school program also offers new opportunities to students such as choir, visual arts and lessons in group sports. Enrichment activities are also held after school for advanced students.

Last updated: 12/19/2017

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	52
Grade 1	72
Grade 2	72
Grade 3	81
Grade 4	85
Grade 5	88
Grade 6	1
Total Enrollment	451



Last updated: 12/18/2017

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.2 %
American Indian or Alaska Native	0.4 %
Asian	5.8 %
Filipino	2.0 %
Hispanic or Latino	59.9 %
Native Hawaiian or Pacific Islander	0.7 %
White	22.4 %
Two or More Races	3.8 %
Other	2.8 %

Last updated: 12/18/2017

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	53.4 %
English Learners	27.7 %
Students with Disabilities	14.6 %
Foster Youth	0.0 %

A. Conditions of Learning

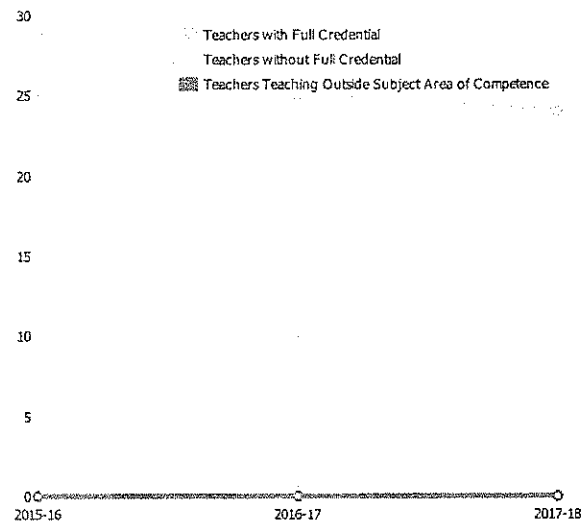
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

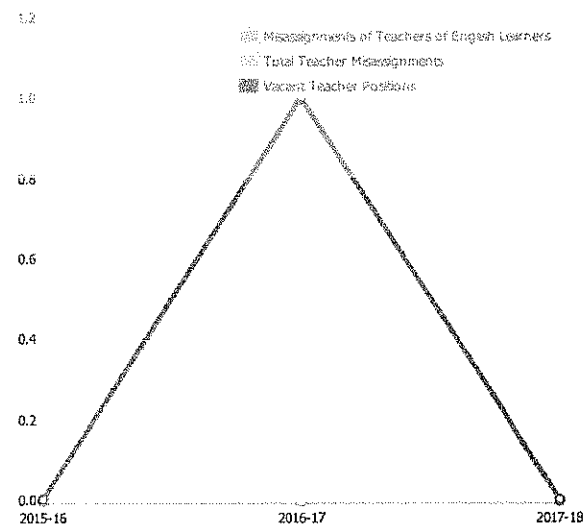
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential	29	25	24	379
Without Full Credential	1	1	2	19
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	12



Last updated: 12/4/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/4/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: December 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Education World of Wonders, Gr TK McGraw Hill Wonders, Gr K-5	Yes	0.0 %
Mathematics	Pearson Investigations with Envision supplement	Yes	0.0 %
Science	MacMillian-McGraw Hill CA Science Glencoe/McGraw Hill Focus On Science Series	Yes	0.0 %
History-Social Science	Houghton Mifflin Social Science Series McDougal Littell CA	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 12/14/2017

School Facility Conditions and Planned Improvements

Barrett Elementary School opened its door in the fall of 2001. Our beautiful campus sits on 9.6 acres located at the corner of Barrett Avenue and Juan Hernandez Drive. The school includes a 4,200-square-foot multipurpose room with a performance stage; a covered outdoor dining area; a 1,500-square-foot library; an outdoor playground; and sports fields for softball, soccer, and additional PE programs.

The Maintenance, Grounds and Custodial staff continue to work together to keep the school in good condition which has provided a safe, clean and well maintained learning environment to help student achievement.

As part of the Measure G Bond funds, Barrett received technology infrastructure upgrade which included WiFi in every classroom and exterior and a new phone and public address system.

Just after the start of the new year, the kindergarten play area received a lunch shade structure and new sod in their play area.

Last updated: 12/7/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: June 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Home and School Club is fundraising for a new playground structure.

Overall Facility Rate

Year and month of the most recent FIT report: June 2017

Overall Rating

Exemplary

Last updated: 12/7/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	41%	34%	53%	52%	48%	48%
Mathematics (grades 3-8 and 11)	26%	28%	43%	42%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/18/2017

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	251	246	98.01%	33.74%
Male	122	118	96.72%	27.97%
Female	129	128	99.22%	39.06%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100.00%	50.00%
Filipino	--	--	--	--
Hispanic or Latino	152	150	98.68%	27.33%
Native Hawaiian or Pacific Islander	--	--	--	--
White	58	56	96.55%	46.43%
Two or More Races	12		91.67%	36.36%
Socioeconomically Disadvantaged	136	133	97.79%	21.05%
English Learners	92	90	97.83%	28.89%
Students with Disabilities	45	43	95.56%	11.63%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/18/2017

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	252	246	97.62%	28.05%
Male	123	118	95.93%	30.51%
Female	129	128	99.22%	25.78%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100.00%	42.86%
Filipino	--	--	--	--
Hispanic or Latino	153	152	99.35%	17.76%
Native Hawaiian or Pacific Islander	--	--	--	--
White	58	55	94.83%	47.27%
Two or More Races	12		91.67%	45.45%
Socioeconomically Disadvantaged	137	134	97.81%	14.93%
English Learners	92	91	98.91%	19.78%
Students with Disabilities	45	43	95.56%	11.63%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/18/2017

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	45.0%	54.0%	59.0%	62.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 12/18/2017

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Percentage of Students Meeting Fitness Standards			
Grade Level	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	11.2%	24.7%	23.6%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/17/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

With input from the staff and parents, the administrator facilitates a climate where students, staff, and community join together. Parent involvement is encouraged, and an open-door policy exists to allow for strong home/school communication. Events, such as the Common Core Math night and the fall College night are explicitly planned and held to help parents help their children with their school work now and in the future. Volunteers support Barrett in many ways. Teachers welcome them into the classroom to work with students, prepare instructional materials, and chaperone field trips. Volunteers participate as leaders on our School Site Council (SSC) and English Language Advisory Committee (ELAC) committees, our Community Collaborative Committee and as Home, School, and Community members. Our parents are an integral part of our learning community. Our community partners offer free parenting classes as well as nutrition classes to our families.

As a shared community collaborative, Barrett invites members of the community to join with the school to provide opportunities for the staff, the students, the parents and the larger community to come together on a monthly basis to promote a shared responsibility for the community's health and well-being. Based on responses to a parent survey, our community collaborative will jointly sponsor events such as Thanksgiving food drive. We also offer events for socializing and getting to know each other better such as the August Meet and Greet, the Cocoa and Cookies with Santa, and evening meetings such as Pizza with the Principal and College Night. Public Health hosts a monthly cafeteria promotion featuring a new fruit or vegetable for the students to try and to vote on whether they loved, it like it or it's not for them today. The Morgan Hill Public Library hosts a monthly pop-up library where students can check out library books here at school.

Every grade level hosts a student performance both during the day and at night. We also host morning opportunities to gather with students at school such as Grandparents' Day, Donuts with Dad, Muffins with Mom, a Mother/Son Game night and a Father/Daughter dance. The teachers have a professional development opportunity to learn the many ways we can value parents as equal partners. This PD is co-chaired by the principal and the Home and School Club President.

The Home, School, and Community Club volunteers time to support annual events that make Barrett a great place to be. The Back to School Meet and Greet, the Mother/Son Game Night, the Father/Daughter Dance, The Bengal Read, The Bengal March, the end of year Field Day, the Book Fairs, and a Loteria celebration are just some of the events that take place because of our outstanding parent volunteers.

Last updated: 12/19/2017

State Priority: School Climate

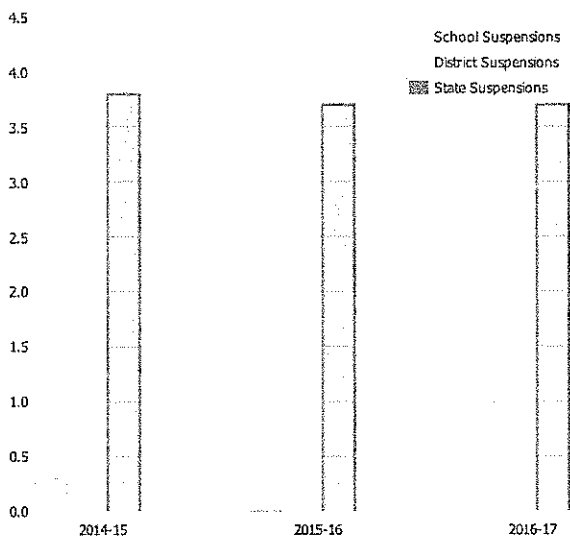
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

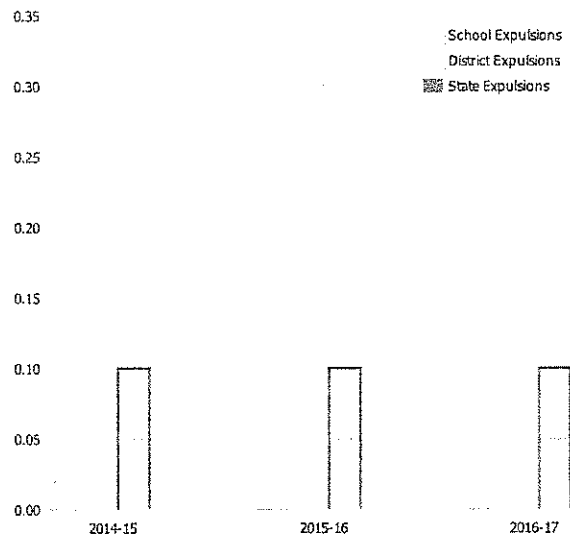
Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.3%	0.0%	0.4%	3.8%	3.5%	4.2%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.3%	0.1%	0.1%	0.1%	0.1%	0.1%

Suspensions



Expulsions



Last updated: 12/19/2017

School Safety Plan (School Year 2017-18)

The Barrett campus is clean, safe, and orderly. Our school safety plan is reviewed annually both with staff and the School Site Council. All staff and students participate in regularly scheduled simulation earthquake drills, lockdowns, and fire drills. Safety information is compiled in our Barrett Emergency Plan booklet that is sent home every year to our families. All classrooms are equipped with an emergency can containing food, water, space blankets, medical supplies, and information about each student in the class. The perishables are restocked annually.

Barrett holds high expectations that all students will follow our school rules to promote a positive, safe school environment. Routines and expectations for a safe and orderly campus are set early in the year. Parents are informed that we lock all perimeter gates during the school day, and we ask that visitors on campus check in the office and receive a badge. All volunteers are fingerprinted and have badges verifying their volunteer status.

Last updated: 12/19/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15					2015-16					2016-17				
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *					
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+			
K	20.0	1	3	0	22.0	0	3	0	17.0	1	2	0			
1	26.0	0	2	0	24.0	0	3	0	24.0	0	3	0			
2	26.0	0	3	0	24.0	0	4	0	24.0	0	3	0			
3	29.0	0	3	0	27.0	0	3	0	25.0	0	3	0			
4	31.0	0	3	0	30.0	0	3	0	26.0	0	3	0			
5	26.0	1	3	0	20.0	2	3	0	23.0	1	3	0			
6	29.0	0	2	0	25.0	1	3	0	0.0	0	0	0			
Other	18.0	1	1	0	0.0	0	0	0	11.0	1	0	0			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 12/19/2017

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist (non-teaching)	0.6	N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/18/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$4626.9	\$348.4	\$4278.4	\$71683.0
District	N/A	N/A	\$7067.2	\$72134.0
Percent Difference – School Site and District	N/A	N/A	-49.2%	-0.6%
State	N/A	N/A	\$6574.0	\$74476.0
Percent Difference – School Site and State	N/A	N/A	-42.3%	-3.8%

Types of Services Funded (Fiscal Year 2016-17)

We fund a six-hour bilingual instructional aide and a six-hour bilingual liaison to help us communicate more efficiently with our Spanish-speaking population, to work with small groups of children, and to administer the annual CELDT. Our school-based monies are used mainly for reading intervention programs, instructional supplies and materials.

Federal Title 1 funds pay for a reading intervention program, staff development and curriculum planning for teachers to provide rigorous instruction in the classroom. It also pays for opportunities for parent engagement.

A combination of federal and state funds are used to hire additional personnel for reading support of all students. We have 0.6 FTE reading teacher and a 0.4 FTE reading teacher working with reading programs and 1.0 FTE reading aide.

Our Home, School, and Community Club holds annual fund-raising events to pay for classroom supplies, field trips, an art program, weekly music, library books, science camp and special assemblies.

Supplemental funds, such as LCFF (which replaced EIA), pay for reading intervention programs at all grades to assist struggling readers.

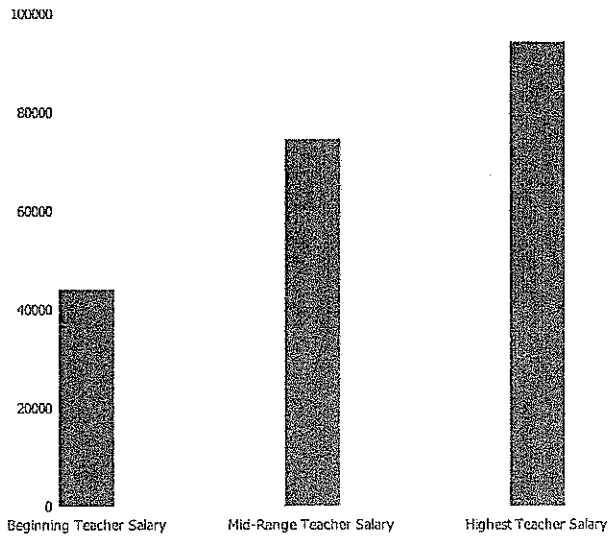
Additionally, the District funds a 0.6 FTE teacher on special assignment to provide daily professional development to all staff as well as to teachers who come to Barrett to learn specific instructional strategies such as GLAD, readers' workshop, writers' workshop, Read 180. Barrett has hosted both elementary and secondary teachers, and novice and veteran teachers from both special education and general education from across the district to support their professional development needs.

Last updated: 1/18/2018

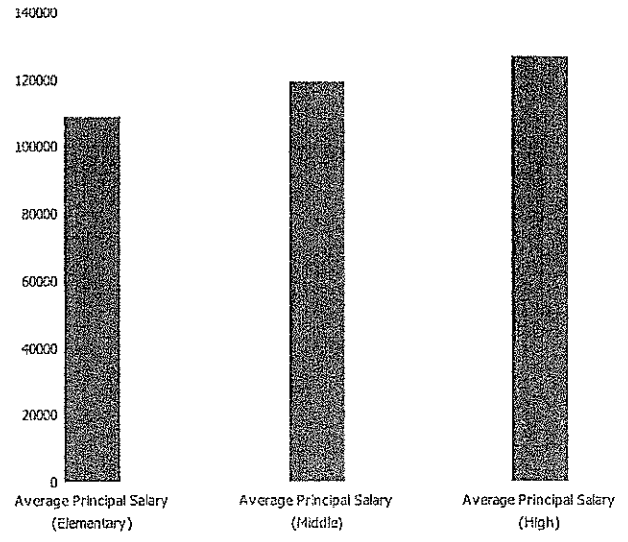
Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,069	\$46,511
Mid-Range Teacher Salary	\$74,554	\$73,293
Highest Teacher Salary	\$94,334	\$92,082
Average Principal Salary (Elementary)	\$108,912	\$113,263
Average Principal Salary (Middle)	\$119,272	\$120,172
Average Principal Salary (High)	\$126,792	\$131,203
Superintendent Salary	\$230,567	\$213,732
Percent of Budget for Teacher Salaries	36.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/10/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 12/19/2017

Professional Development

Barrett teachers and classroom assistants believe that ongoing professional development is essential in helping students become proficient in all subject areas. Research supports the assumption that increasing teacher capacities in instruction results in higher achievement in students. Additionally, English Learners and struggling students show more academic growth when they have opportunities to work in small groups and construct knowledge within their own zones of proximal development. Teachers have developed curriculum maps that utilize continual assessments of student work and then use that achievement data to help us identify strengths and weaknesses. The results guide us when we develop our academic programs. Successful implementation of programs is evidenced in the growth of our individual students.

Staff members actively participate in weekly collaboration and professional development that is determined by the leadership team made up with one teacher from each grade level. The district has adopted new curricula aligned to the Common Core State Standards in math and English Language Arts. Teachers engage in the differentiation of content through a variety of strategies such as focused lessons using GLAD strategies, teaching the craft of writing, positive discipline in the classroom, standards-based math analysis, the new English Language Arts materials and Systematic ELD implementation. Staff members are given many opportunities to reflect on questions and conduct research to help them strengthen their teaching strategies. Additionally, staff members analyze data from a number of sources to assess the learning needs of their students. Teachers implement small group instruction in reading, writing and mathematics. GLAD strategies are infused throughout the lessons. The focus on small group instruction allows for differentiation while also encouraging student voice from even the quietest of students. Barrett believes that highly engaging lessons as well as small group instruction allows all students to learn and create knowledge in GLAD scaffolded lessons.

For 2017-18, the district is funding a 0.6 FTE teacher on special assignment who works daily in classrooms with teachers and students on readers' workshop and guided reading as well as writers' workshop and math instruction. This staff member is also Read 180 certified and can add that dimension of instruction into her teaching and modeling of lessons. All staff members schedule time with the TOSA to tailor their student needs with their professional development needs. Teachers also meet in weekly collaboration groups and are able to receive further professional development in these meetings. During the year, teachers will also have opportunities to do instructional rounds with the TOSA to view other teachers working with reading groups or to view instruction on topics of their choosing. Each staff member has chosen an area of focus for professional development and works in a collaborative group of other teachers interested in the same topic. The staff shares the findings and observations during Wednesday collaboration meetings.

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