

Barnet Elementary School Report



2017-2018

Respectfully submitted by Shawn Gonyaw

*To begin, I would like to express my excitement and joy in working as principal of the Barnet School. The phrase **time flies when you are having fun** certainly applies to my experience at Barnet School. I appreciate the dedicated School Board, talented and enthusiastic faculty, supportive families and community, and most of all, the students who demonstrate a love of learning on a daily basis. I look forward to many more years of working with the Barnet community. If ever you have questions, concerns, or comments about our school please feel free to contact me.*

Thank you to the Barnet School staff and Instructional Coordinator, Nicole Bell, for helping to make this school report reflect the wonderful program that the Barnet School offers students and families. We are fortunate to have wonderful people working with our young scholars.

How can the public find out more information about the Barnet School?

There are several ways to find out what is going on at the Barnet School. We have a Facebook page that highlights current happenings. Our website, www.kidrow.net is a great source of information. There is a weekly school newsletter that you can receive electronically by sending a request to sgonyaw@kidrow.net (If a paper copy is preferred please call the office and we will gladly put you on our mailing list.) The second Monday of each month the School Board meets to discuss our school's present state and to plan for the future. In addition, I am always willing to chat with community members and answer questions that may arise.

What is a (Multi-Tiered System of Supports) MTSS and how does this approach work at the Barnet School?

For the past several years, our school has been implementing a three-tiered approach to instruction. The foundation for this approach is built upon talented classroom teachers at Tier I, skilled interventionists at Tier II, and highly trained special educators and support staff at Tier III.

At the classroom level (Tier I) teachers are implementing PBiS (Positive Behavior Intervention Systems) to promote appropriate behaviors, working collaboratively to develop common language and curriculum across classrooms, and delivering curriculum that meets state and national standards. We are striving to provide a first level of instruction that is differentiated, allowing each student to access the curriculum and learn to his/her fullest potential.

At the Tier II level we have trained staff members working with students in grades K-8 who struggle to grasp basic concepts. The chief role of these teachers is to work for short periods of time with targeted students to increase proficiency in areas identified as weak on assessment results. By intervening early we help students be more successful learners.

Special educators and support staff (Tier III) work with our students who have been identified as having a learning disability and who need instruction that is specialized to meet their needs. This three-tiered approach has proven to be successful in our school and is working for our students.

Student Enrollment:

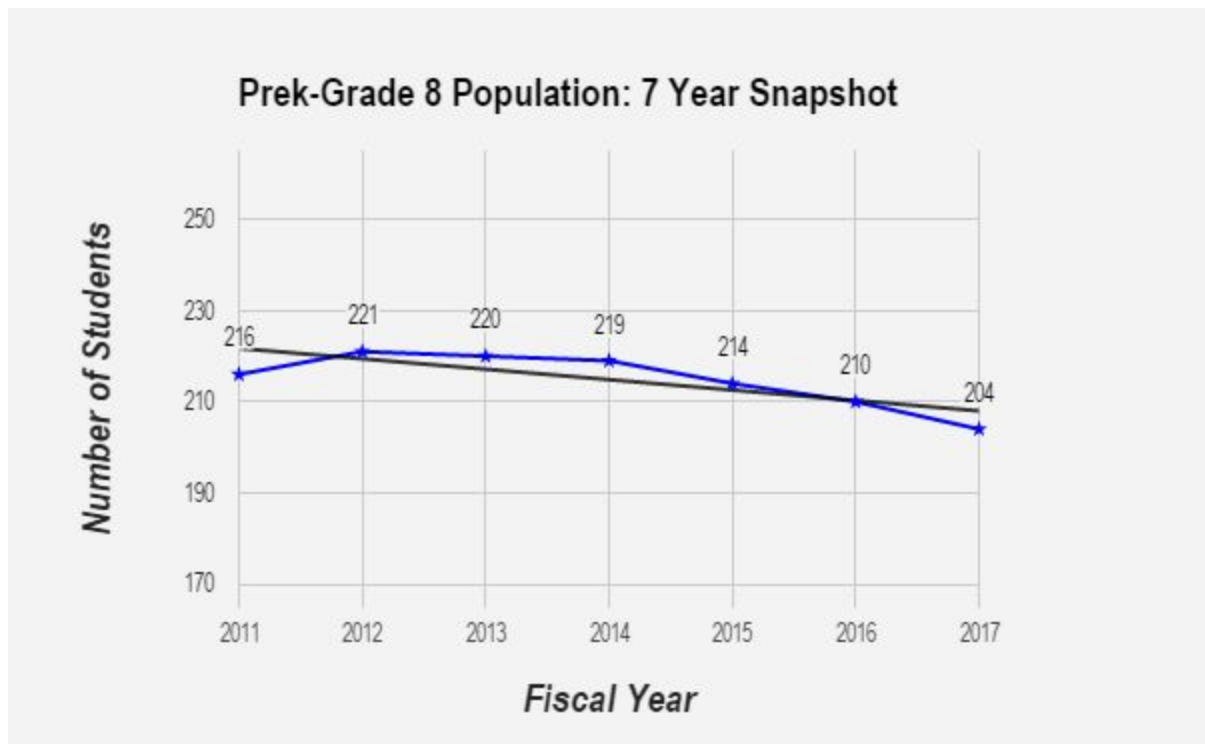
The following is a snapshot of our pre-kindergarten through high school population over the past seven years. Please keep in mind that the numbers for FY 2017 are projections and may change based upon families moving in or out of the district.

	Pre-K	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	High School	Total
FY 2011	30	24	17	25	26	16	21	13	19	25	84	300
FY 2012	30	23	18	23	21	25	19	24	18	20	81	302
FY 2013	27	24	23	26	17	22	23	20	23	15	73	293
FY 2014	27	24	21	21	22	17	20	24	22	21	75	294
FY 2015	21	16	27	20	21	20	21	20	28	20	81	295
FY 2016	28	18	16	30	19	21	13	19	20	26	78	288
FY 2017	29	17	18	16	30	21	21	13	19	20	92	296

**numbers updated on 1/15/16.*



The following is a snapshot of our pre-kindergarten through eighth grade population over the past seven years with a trend line indicating a stable student population:



Vermont State Assessment Program

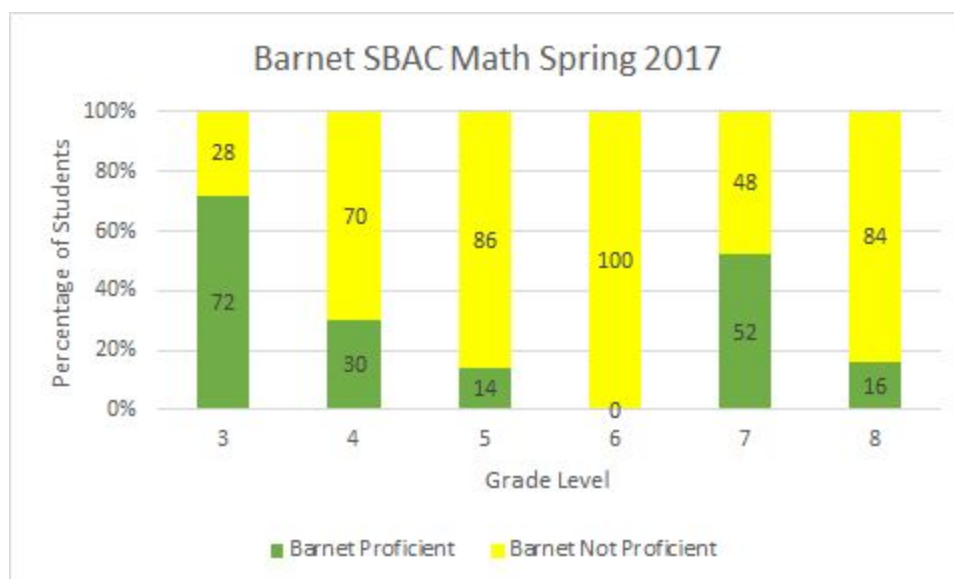
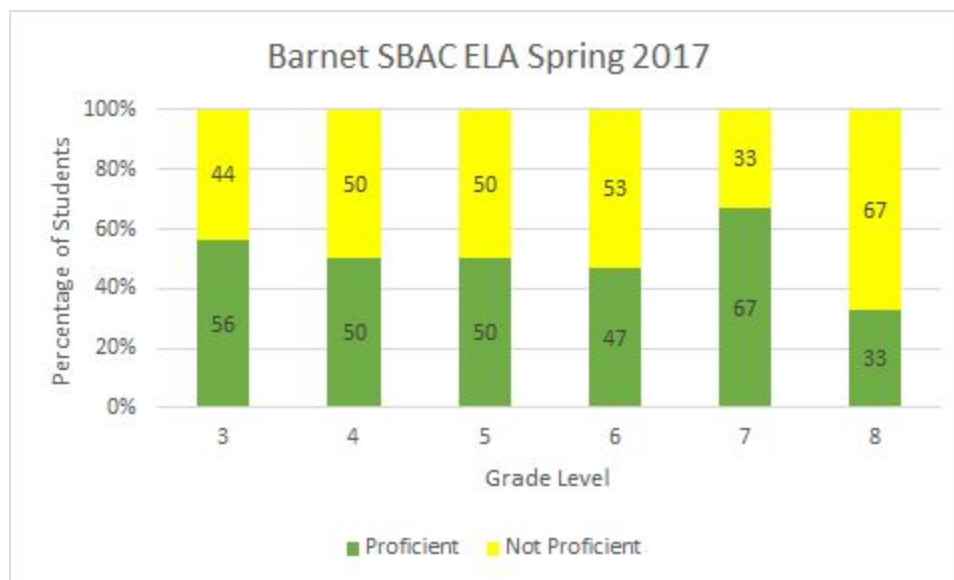
The Smarter Balanced Assessment Consortium (SBAC) is a standardized test consortium. It creates Common Core State Standards-aligned tests to be used in several states. Currently SBAC provides to states tests in mathematics and English language arts. The test items are comprised of multiple choice and constructed response, as well as multi-step performance tasks. Tests are administered online through a secure browser during the academic school day to students in grades 3 through 6.

While no single test can give a complete picture of achievement, annual assessments can provide information about student progress and areas for improvement, especially when combined with student grades and teacher reports.

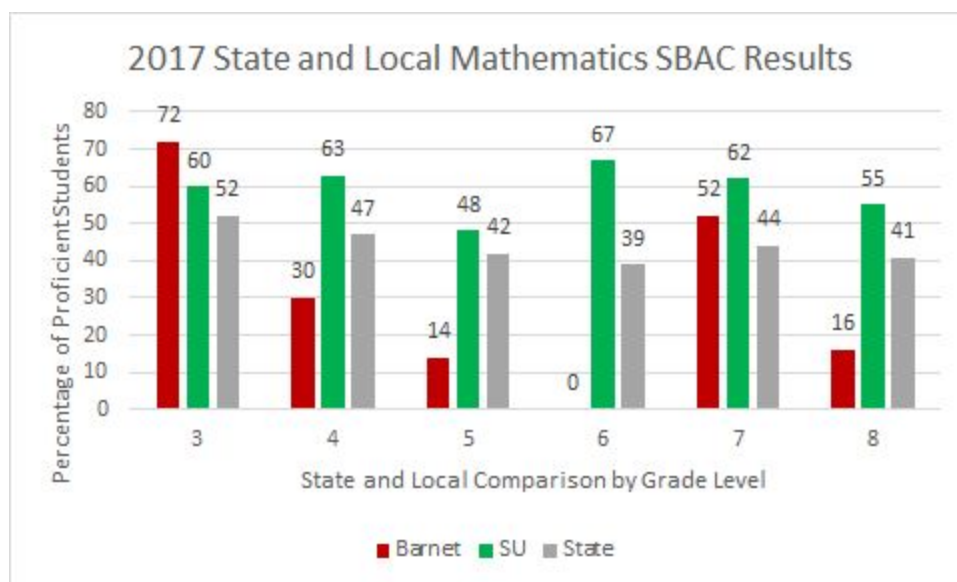
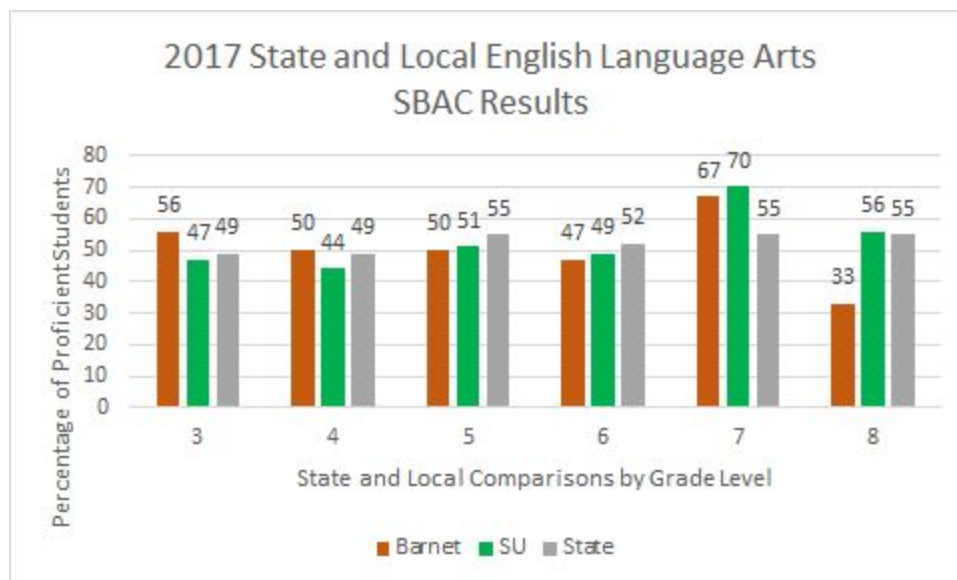
Smarter-Balanced Student Achievement

Barnet Elementary School students in grades three through eight were assessed in the spring of 2017 using Smarter-Balanced Assessments in both English Language Arts and Mathematics.

What percentage of our students were proficient on the state Smarter-Balanced test in English language-arts and mathematics?



How do our students compare to students in our supervisory union and students in the state of Vermont on the SBAC in both English language arts and mathematics?



Annual Yearly Progress (AYP)

Except from Vermont State Board of Education's Resolution on SBAC and AYP Determination, (March 2015.)

We believe standardized tests play an important but limited public assurance role in education. Well-designed tests can help evaluate greater equity of outcomes for our students. Educators can use tests to set realistic targets for improvement. Test scores can be a trigger for detailed evaluation to learn what schools are doing effectively or to help identify strategies schools can use to get better. However, there are real limitations of what can be concluded about learning based on test scores, particularly in the first years of new tests and standards. While schools have secured sufficient internet access for testing, we should not confuse this with equity across the state. Districts with more access and whose students have more familiarity with technology will find it easier to administer these tests. Will the tests measure reading and mathematics or will they measure computer access and literacy? Over time, the computer adaptive tests will likely be better than their predecessors as they hold

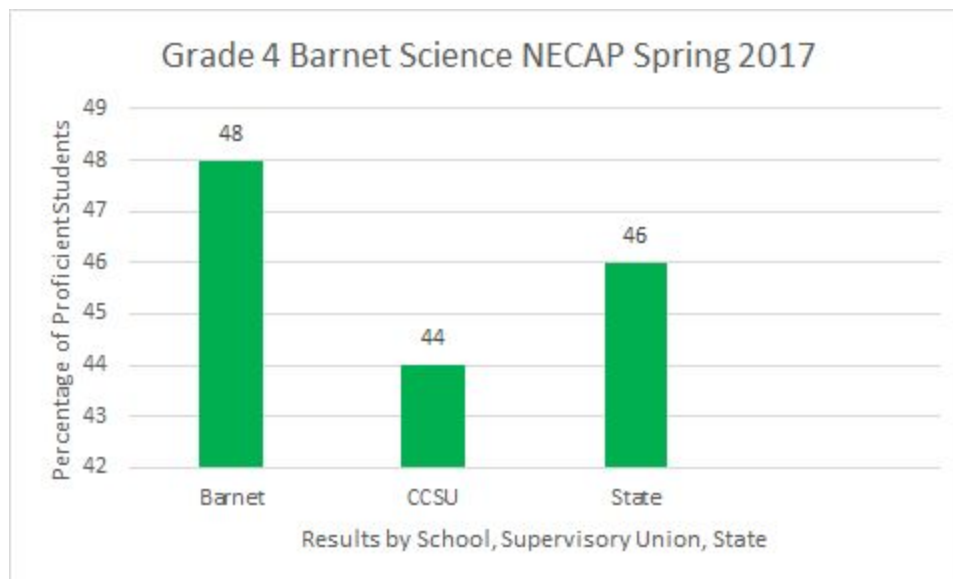
strong promise for individualizing and testing knowledge in applied settings. This is an improvement from other tests, yet it is a substantial change and, therefore, SBAC scores cannot be compared with earlier NECAP scores. performance on the SBAC and critical and valued life outcomes (“college and career-ready”), test results should not be used to make consequential judgments about schools and students.

What percentage of students were proficient or above the standard on the NECAP Science assessment? How has our school done in comparison to the state?

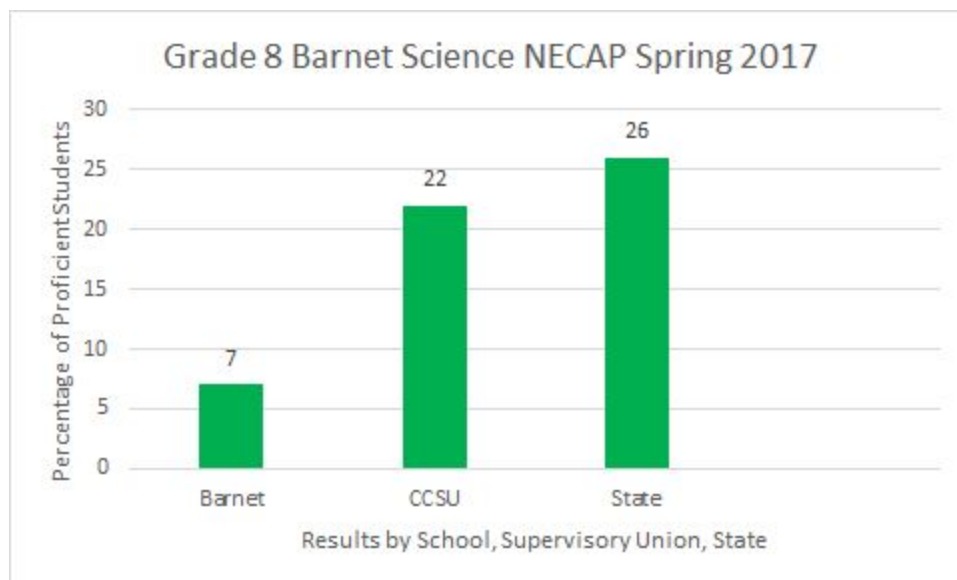
Science New England Common Assessment Program (NECAP)

The state Science NECAP test is administered to students in grades four and eight only. Students in grade four and eight at the Barnet Elementary School took the Science NECAP test in the spring of 2017 during the academic school day.

48% of fourth grade students at Barnet Elementary School scored proficient or above on the NECAP science test in 2017. This percentage of proficient students is slightly higher than CCSU and state results.



7% of eighth grade students at Barnet School were proficient or above on the state NECAP science assessment. This percentage is lower than the percentage of proficient eighth grade students in our supervisory union and the state.



Barnet School Annual Yearly Progress (AYP)

Reading – Year 1 Corrective Action

Mathematics – Year 2 School Improvement

Highly Qualified Teacher (HQT)

Because the Smarter Balanced test is so new and different, the Agency of Education will not use results to make accountability decisions this year; Schools will maintain current status and actions.

The federal No Child Left Behind Act (NCLBA) requires all public school teachers of “core” academic subjects to meet the “highly qualified teacher” (HQT) requirements of the Act. Under NCLBA educators of “core” subjects must be properly licensed and endorsed for the instructional levels they teach, and have the required content knowledge for the endorsement they are using in their assignment. The law also requires that schools receiving federal Title I funds notify parents when their child is being taught a “core” subject by a teacher who has not yet met the federal requirements. The Vermont Agency of Education determines the HQT status for their assignments both statewide and school-by-school.

Barnet had 100% of core classes taught by an educator who was HQT during the 2014-2015 academic year. In addition, there were no teachers teaching with provisional or emergency credentials.

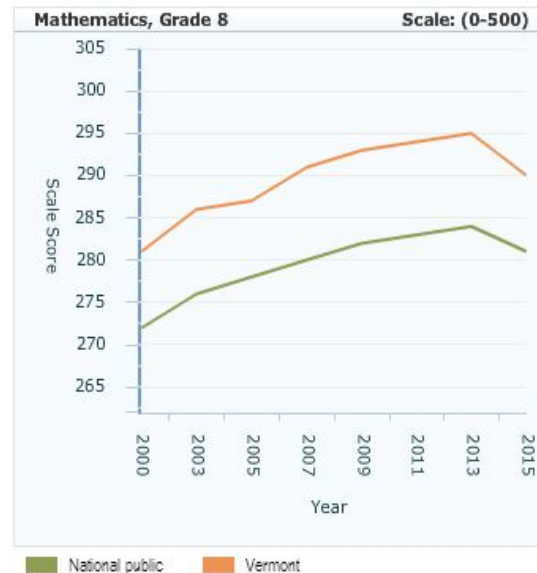
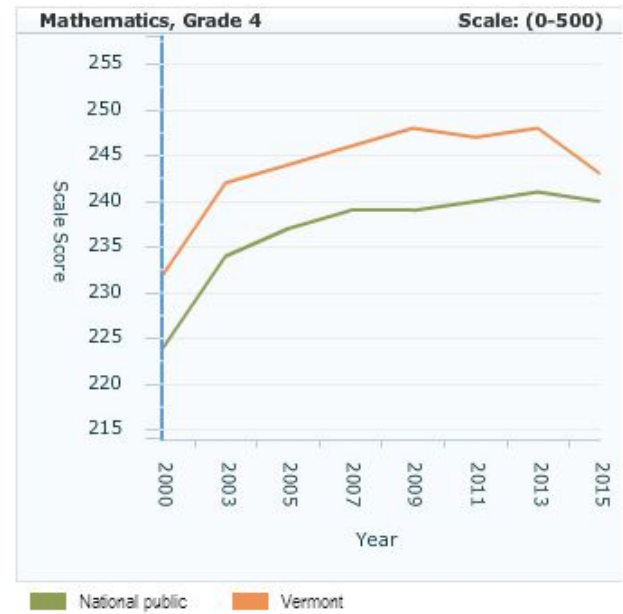
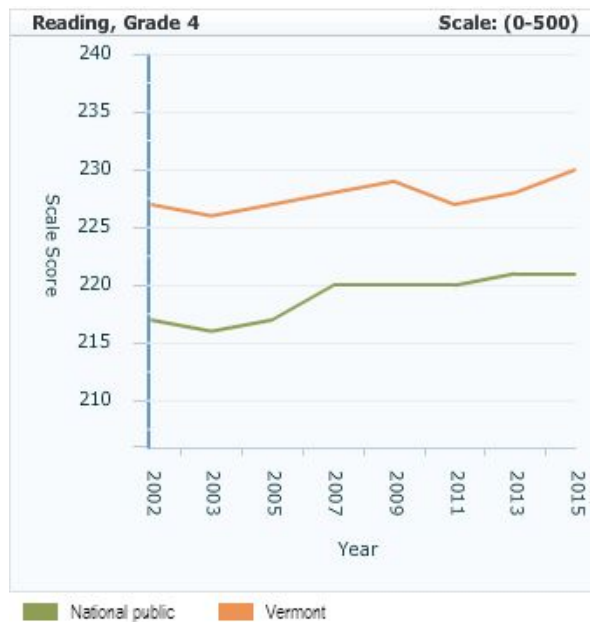


Stewardship Day is a schoolwide tradition that brings out entire school outdoors to engage in a number of projects varying from painting and gardening to trail work and more. One piece of the event is older students reading aloud to younger students in the outdoor classrooms - a beautiful way to make learning fun!

National Assessment of Educational Progress (NAEP)

National Assessment of Educational Progress (NAEP) also known as “the Nation’s Report Card,” NAEP is the only nationally representative and continuing assessment of what America’s students know and can do in various subject areas (Reading and Mathematics). NEAP does not provide scores for individual students or schools; instead, it offers results regarding subject-matter achievement for populations of students.

Students in grades 4 and 8 are assessed using the NAEP. Vermont’s public schools had a small gain in performance for the 2015 spring assessment. The graphs below show Vermont’s student progress overtime.

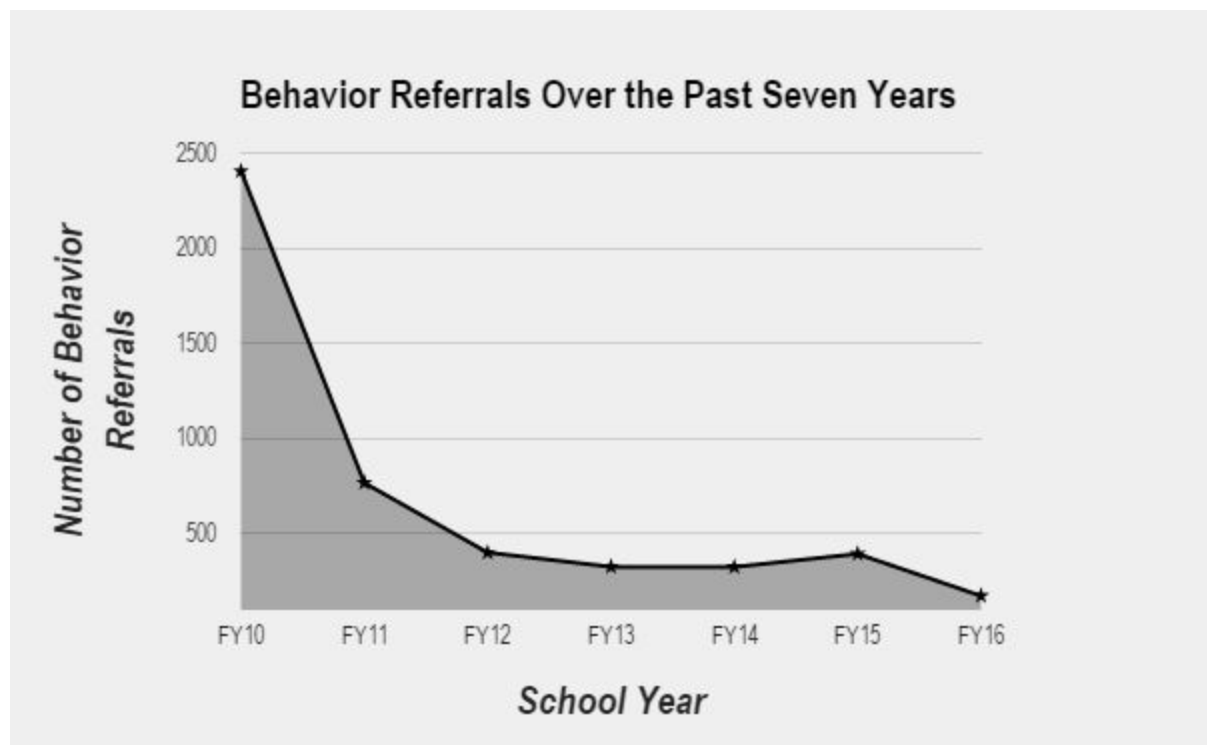


How is student behavior monitored and tracked at the Barnet School?

Barnet School is a Vermont Positive Behavior Intervention and Supports (PBIS) school. This means simply that we choose to recognize and celebrate the positive daily behaviors of students. In our eighth year as a PBIS school, we have many strategies for helping struggling students to show positive behaviors, monitor, and change their actions. Our database tracks student behaviors and a team analyzes this data on a regular basis. The team looks at trends in the data to propose action steps that improve student behavior. It is valuable to look deeper into the data than just overall numbers. This further analysis indicates that the majority of behavior referrals (41%) are categorized as minor classroom disruptions whereas 2.5% are categorized as physical aggression. It is exciting to be at the place where we can use our behavioral data to make informed decisions that have shown over the past several years to decrease the number of undesired behaviors.

We are proud to report that this is the fourth year in a row that our improved behavioral data has earned us recognition from the Agency of Education as being an exemplar school – a recognition that only two schools in our state have maintained for four consecutive years 😊.

Barnet School Behavior Data 2009 – 2016						
<i>2009 - 2010</i>	<i>2010 - 2011</i>	<i>2011-2012</i>	<i>2012 - 2013</i>	<i>2013 - 2014</i>	<i>2014-2015</i>	<i>2015-2016</i>
2,405 referrals	764 referrals	397 referrals	322 referrals	321 referrals	390 referrals	169 referrals to date



What supports are in place for students who struggle academically and socially?

Several years ago we recognized that the transition to the Common Core State Standards would mean a drastic increase in student expectations. With changing curricula comes gaps in student learning. A great example of this is in mathematics where our middle school students are finding that the new expectations include understanding concepts that they were never taught. These gaps have occurred throughout our program and in the programs of schools across the country. Luckily for our students, we currently have 2.5 teacher positions dedicated to support students in grades K-8 who need extra support to bridge these gaps. These positions are staffed with teachers who have an abundance of strategies up their sleeves!

When constructing our school-wide schedule, a time called “tutorial” was incorporated in grades 3-8. This is a time where interventionists and classroom teachers work with smaller groups of students to teach concepts that

have been identified through assessments as gaps. At any given time, up to 60 students receive services from interventionists. We also have three teacher positions dedicated to supporting students diagnosed with disabilities. These teachers support students in many ways ranging from the creation and instruction of separate curricula, to co-teaching with the classroom teacher to modify instruction as it is delivered. Two behavioral interventionists work with students who struggle with behaviors. These interventionists monitor behavior plans, run social groups, and continually check in and encourage students to exhibit their best behaviors. We have also gained several volunteers who donate their time to read with students, practice math facts, and help with homework. This is an area where I encourage community members to get involved. There are plenty of opportunities to volunteer that will directly support students.

What are students learning about in grades K-2 at the Barnet School?



The **preschool team** strives to lay the foundation for a lifelong love of learning by encouraging children to become independent, self-confident, and inquisitive learners. Children are given numerous opportunities each day to participate in active and creative exploration. The picture below illustrates the writing center, favorite interest areas in preschool; a place where children can experiment with writing and explore different ways to

convey messages in print. Children have a wide variety of writing tools and props that promote creative writing. At the writing center, children have the opportunity to develop and extend their understanding of written words.

In **music** the academic learning is musical literacy, reading and writing music notation. The first concept relating to this is steady beat, which is now introduced in Preschool instead of Kindergarten. Here are some preschoolers keeping the beat to recorded music.



Students in grades **kindergarten through fourth grade** are learning the difference between problems that they can solve and those that are potentially dangerous and serious. The program ***Kelso's Choice*** is a conflict management program that teaches student

several positive ways to deal with minor conflicts. The program features a frog named Kelso who walks the students through nine conflict management choices for "small" problems. The choices are: go to another game, respectfully talk it out, walk away from the problem, ignore the problem, make a deal, tell the person to stop the problem

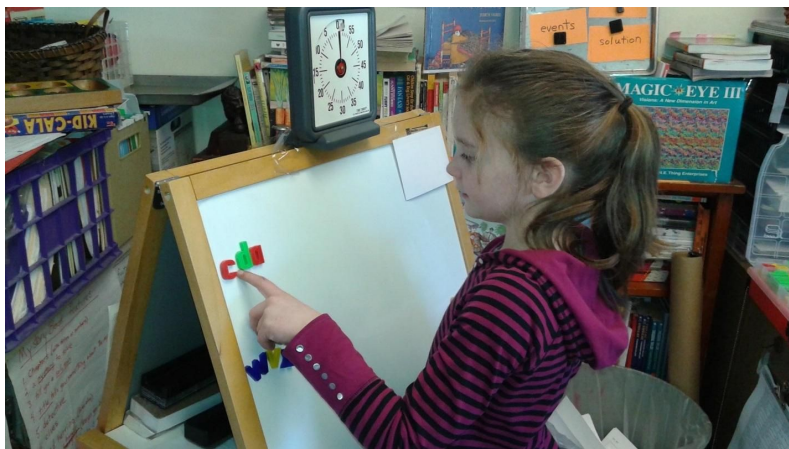


behavior, apologize, wait and cool off and share and take turns. Emphasis is put on students being smart enough and strong enough to solve a small problem on their own; however, problems that are dangerous and serious should always be brought to a trusted adult.

The **first and second grade** students are learning about nonfiction reading and writing. Students work together to identify nonfiction text features. They look for captions, glossaries, diagrams, indexes, important words, and maps. They learn to use these features to find information in texts and in the writing of their own non-fiction books.



Second graders use many different materials to create arrays in their introduction to a unit focusing on multiplication. They use fancy erasers, blocks, drawings, and themselves! Second graders make a human array of 5 rows of 3 students.



Reading Recovery students are first graders who benefit from an extra half hour of daily literacy support. They read familiar texts, write about their reading, sort words and letters, and begin a new book each day. This work, in addition to classroom instruction, accelerates these young readers. By the end of twenty weeks, they are reading and writing at or above grade level. Individualized time and instruction early on in the learning

process pays off by building independence and confidence that carries on through the grades.



Second graders work on finding nonfiction text features in their reading groups. They begin with a highly engaging books on subjects such as how to make spy tools and then search the book for certain text features. Students share the different places they found features and explain why these features help with understanding nonfiction text.

Second graders read about dinosaurs and learn that their living relatives are birds. This leads them to a study of raptors, like owls. Each student dissects an owl pellet to determine the diet of these carnivorous, modern "dinosaurs". Reading groups promote questioning, research, and scientific inquiry. We read to learn!



What are students learning about in grades 3-5 at the Barnet School?

Third and fourth graders students demonstrate a variety of passing skills while working with a partner during physical education class. Before this activity, the class discussed the importance of stepping toward their target to increase accuracy.



Third and fourth graders at Barnet School experiment with levers. As a part of their simple machines unit, students challenge themselves to describe how the position of the fulcrum impacts the lifting of the load. Students were surprised to discover how

prevalent levers are in the world around them and made many great connections!

What are students learning about in grades 6-8 at the Barnet School?



Seventh and eighth grade students

investigate geometrical patterns. They make patterns with popsicle sticks, create a data table, use finite differences to spot the rate of change and then find the algebraic function that models their pattern. Students also explain in words why their algebraic function is a model for the pattern! Students are also challenged to make new models!



Sixth, seventh and eighth grade

students have the opportunity four days a week to strengthen and expand their learning during their Tutorial time. One example is students exploring whether or not the number of containers of water poured into the uniquely shaped vase and the height of the water in that vase forms a linear relationship. After making a prediction, conducting the experiment, measuring the height of the water, and documenting the data in a table, students then used their individual laptops to create a scatterplot using Google Sheets to determine

the shape of the graph and the reasoning behind it. Students thrive on opportunities to conduct hands-on experiments coupled with tech applications to analyze and make sense of the data collected.

Barnet World Language Program



Barnet students are engaged in academic learning in their **Spanish classes**. The primary focus in all Spanish classes K-8 is communication. Students do not need to be fluent in Spanish to communicate effectively in the language. Barnet students are very motivated to learn

Spanish with the goal of being able to communicate in the target language in mind at all times.

Visits to the Fairbanks and Montshire Museums

Many grades benefit from the relationship Barnet School enjoys with the Fairbanks Museum and the Montshire Museum. These amazing resources complement student learning about science and more. In this photo we see third and fourth graders engaged in a learning activity about bats. Students are role playing the bats, using echolocation to determine the location of their prey. This lesson contributes to a unit of study about habitats, and relates closely to our own habitat in Vermont, where the bat population has been affected recently.



Barnet **middle school students** thrive in a whole myriad of collaborative and hands-on learning opportunities while in STEAM in both indoor and outdoor classrooms. They love sharing their



knowledge with younger buddies in partnered endeavors, thrive while engaged in engineering projects, especially through ECO building projects and robotics, continue to adore using the bread oven and chickens in integrated learning opportunities and are fascinated by scientific inquiry in general. This year, students have stretched themselves as we have added artistic interpretation and performing arts to the STEAM classroom through the Creative Schools Initiative project as a means to demonstrate scientific concepts and principles.

This year, **Barnet Student Leadership** has focused on the following four goals: *Improve School Experiences, Foster Community Engagement, Collaboratively Work to Solve School-Based Problems and Plan and Implement Enrichment Initiatives*. Students have brainstormed ways they could help in all four categories, determined which activities are within and beyond their control of influence and prioritized activities. Our group is young but motivated. In their first month of meeting, students coordinated and implemented a school-wide card drive where hand-made letters were delivered to

residents of the St. Johnsbury Health and Rehabilitation Center for the holidays. Additionally, they unanimously decided to support Barnet's 2016 Green-Up Day and are helping plan an adventure-based learning program for our school in collaboration with Vermont Rural Partnership and High 5 Adventure Learning Center. Our students take great pride in their skill-sets and ability to serve.

They are able to fill a vital role in our



community when their voices are heard and energies channeled.