



## Barnes Elementary

### Principal's Background

Veronica Jones, 20 years in the district, 13 years as a teacher at Barnes (TWI, Title 1 support, Literacy Coach), 5 years as a Teacher on Special Assignment

### Assistant Principal's Background

16 years in the district, 21 years in education, 19 as school counselor K-8 levels, 4 years as TOSA doing Outreach & Engagement and PBIS support.

### School Demographic Profile

**Staff** - 82 staff members: 56 certified, 24 classified, 2 administrators (45% of staff is at least bilingual)

**Enrollment** - 679 students

**Free & Reduced Lunch** - 69%

### Ethnic Diversity -

- 348 Hispanic (51%)
- 222 White (33%)
- 38 Black/African American (6%)
- 32 Two or more (5%)
- 24 Asian (4%)
- 9 Native American (1%)

**Languages Spoken** - 13/ The top three languages other than English are Spanish, Somali/Maay, and Arabic

**ELL** - 271 (40% of the school population) (85% Spanish, 7% Somali, 3% Arabic)

**Special Ed/Specialized Programs** - SPED 78 (11% - 44% is ELL), TAG 30 (4% - 23% is ELL)

**Goals** - For the last several years we have focused on literacy development and second language acquisition, with a particular focus on our ELL population. Another goal has been to support the socio emotional development of students by providing professional development in PBIS and Restorative Practices

**District Goal:** All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

## **Efforts/Actions**

**Excellence** - Barnes' Two-Way Immersion (TWI) program, now in its 20th year, is one of the longest established dual language programs in the State. The program attracts families living outside the school's attendance area who recognize the benefits of bilingualism. The program has a very good reputation with institutions of higher education. We attract bilingual teaching candidates interested in doing their student teaching at the school as well as bilingual teachers from other districts.

**Equity** - Barnes is a school that values language development. Sheltered instruction is a school-wide emphasis. The TWI program gives students access to core curriculum with native language literacy support in Spanish for our minority-majority Spanish speakers. Professional development increases understanding and use of culturally responsive teaching practices to better serve our diverse population.

**Innovation** - At Barnes, we have an organizational structure based on grade level bands (K-1, 2-3, 4-5) to strengthen teacher-to-student and teacher-to-teacher relationships, which includes work in pro-active Restorative practices including, sanctioned time to participate in community building circles. The school has a substantial bilingual library and book room collection. The school has two computer labs as well as class sets of chrome books and ipads for each grade level band.

**Collaboration** - At Barnes the well-being of our students is a shared responsibility. Learning Teams are composed of English Immersion and TWI teachers and instructional support personnel around academic and socio-emotional development. There is strong collaboration between the staff and our bilingual PTO (Parents and Teachers for Barnes) on school projects and fundraising. We also work with the PTB to strengthen the family-teacher relationships by having class "family representatives" as well as an increased involvement on the part of teachers. Community partnerships include faith based and business partnerships. We continue to work with with STEM Connect and Best EQ to provide science experiences to our fourth and fifth graders. The Morrison Center is entering into a partnership with Barnes to provide counseling services to our children who face transportation/access barriers. SMART readers come regularly to read with our kindergarten students, and our close proximity to NIKE promotes a partnership for field day that includes running of stations as well as shoe donations. This is the seventh year that Barnes, in collaboration with Impact Northwest, offers the SHINE after school program. SHINE provides academic and enrichment classes to students based on teacher referrals. This year Title 1 funding is being used to provide a math class to fifth graders who need additional support in math. In addition, Title 1 funding is used to provide a 5-week intensive literacy intervention to incoming first graders.

**Academic Achievement** - Based on student growth percentiles our efforts to increase student growth in literacy has yielded positive results, especially in our ELL and SPED student subgroups. This has not been the case in math:

**Barnes Oaks/Smarter Balanced Subgroup Growth Details**

English Language Arts	BSD Median Growth Percentile 14/15	Barnes Median Growth Percentile 14/15
All Students	61	54.5
Economically Disadvantaged	55	47
English Learners	59	57
Students with Disabilities	45	60
Underserved Races/Ethnicities	58	55
Hispanic	58	57
White	59	54

Math	BSD Median Growth Percentile 14/15	Barnes Median Growth Percentile 14/15
All Students	60	26
Economically Disadvantaged	53	23
English Learners	51	23
Students with Disabilities	45	20
Underserved Races/Ethnicities	53	22.5
Hispanic	53	22
White	60	31

### Challenges

To continue to use a variety of assessments including the assessment of native language literacy, to determine how the literacy and language acquisition trajectories of our bilingual students differ to that of our monolingual students and to help in accurately identifying students who qualify for TAG and SPED services.. To identify and implement effective strategies that guarantee access to curriculum and accelerate the academic and language growth of our underperforming students in order to narrow the achievement gap. To focus on improving math student achievement while maintaining the student growth demonstrated in literacy.

### Successes

Barnes' staff is constantly committing their efforts to cultural diversity and the benefits that a common school experience provides, including social solidarity and common cause. The staff recognizes the many ways that cultural differences can influence learning behavior. We at Barnes are working to educate ourselves so that children are not just adjusting to current school expectations, but see themselves represented in the routines and culture of the school. This is noble and worthwhile work. Here is how one teacher describes her experience at Barnes:  
*"... I feel so proud to be a part of the Barnes family. There is such joy in the sacred work we do together in this culturally rich and captivating community. I couldn't have asked for a better home for my first year of teaching."*

**Looking into the Future**

The TWI program exemplifies excellence, equity and social justice. According to research (Thomas & Collier, Escamilla, Wong), dual language programs have the best chance to narrow the achievement gap by providing access to content while developing bilingualism, bi-literacy and cultural competency. With already 60% of the student population participating in the program, we believe that Barnes is well positioned to support the district's commitment to diversity and bilingualism by increasing our capacity to offer dual language education through the implementation of a school-wide TWI program. With district level support, bilingual education can be a reality for more students across the district.