



**Barnstable United Elementary School
School Improvement Plan 2026-2027**

Barnstable Public Schools' Vision of a Graduate

Self-Aware Graduate/Inner Explorer

Knowledge Seeker

Thoughtful Communicator

Adaptive Thinker

Action Taker

Vision Statement for the Barnstable Public Schools:

The Barnstable Public Schools educate the whole child by creating a student centered school culture that addresses students' physical, social, emotional, and academic needs by creating a safe and healthy learning environment in which students are challenged, supported, and engaged.

Core Values:

In Barnstable Public Schools, we value commitment, collaboration, and community...

- **Commitment:** We are dedicated to the continuous learning and growth of all.
- **Collaboration:** We work together while keeping student needs at the center of all decision making.
- **Community:** We build strong, respectful partnerships that support student success.

Vision Statement for the School

Barnstable United Elementary School educates the whole child by creating a student-centered school culture that addresses physical, social, emotional, and academic needs by creating a safe and healthy learning environment in which students are challenged, supported, and engaged.

Core Values (if applicable)

BUES Redhawks S.O.A.R.

S - Safety

O - Ownership

A - Achievement

R - Respect

Equity Imperative

With staff, we will continue to address equity in education and its impact on specific sub groups, while enriching an educational experience where all students feel a sense of belonging and want to be part of the school community. BUES will address student learning needs with a concentration on rigorous and meaningful instruction, and meaningful, trusting connections between and among students, staff, and families.

Guiding Principles

We are dedicated to the continuous learning and growth of all. We work together while keeping student needs at the

center of all decision making. We build strong, respectful partnerships that support student success.

1. Teaching social and emotional skills is as important as teaching academic content.
2. How and what we teach is as important as what students learn.
3. Increased cognitive growth occurs through social interaction.
4. How we work together as adults to create a safe and inclusive school environment is as important as our individual contribution or competence.
5. What we know and believe about our students—individually, culturally, developmentally—informs our expectations, reactions, and attitudes about those students.
6. Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach

Strategic District Objective #2	Strategic District Objective #2	Strategic School Objective #1	Strategic School Objective #2 (Optional)
<i>Continue to Develop and Implement Rigorous Curriculum and Effective, Engaging Instruction</i>	<i>Continue to Develop and Implement Rigorous Curriculum and Effective, Engaging Instruction</i>	Nurture a Safe and Inclusive Culture of Belonging and Promote the Health and Wellbeing of Students and Staff	<i>Continue to Develop and Implement Rigorous Curriculum and Effective, Engaging Instruction</i>
Strategic Initiatives	Strategic Initiatives	Strategic Initiatives	Strategic Initiatives (optional)
Developing our Multilingual Learner (ML) co-teaching model to ensure ML students access grade-level Tier 1 instruction within general education classrooms.	Equip staff to fully integrate the new i-Ready Mathematics curriculum through structured professional development, collaborative PLC support, and comprehensive instructional preparation	Establish and institutionalize a student leadership and advisory system to amplify student voice, foster leadership skills, and strengthen school culture	Writing across the curriculum Increase students' independent writing production and the sophistication of their writing within the CKLA curriculum, with specific focus on improving writing stamina and the skillful use of textual evidence to support claims.

For internal use within your school community. Not intended to be a public facing document. It is aligned with the Administrator's End of Cycle Goals Progress Report form in Standards for Success to make end of year evaluation discussions and evidence submission easier.

School Improvement Goal #1 Focus Indicators – Educators	School Improvement Goal #1 Focus Indicators – Administrators
I.A. Curriculum and Planning II.A. Instruction II.B. Learning Environment III.B. Collaboration IV.B. Professional Growth IV.E. Shared Responsibility	I.B. Instruction I.D. Evaluation II.A. Environment II.B. Human Resources Management and Development III. Sharing Responsibility IV.E. Shared Vision IV.F. Managing Conflict

School Improvement Goal #1 (Strategic Objective #2) Developing our Multilingual Learner (ML) co-teaching model to ensure ML students access grade-level Tier 1 instruction within general education classrooms. Phase 1: push in (26/27). Phase 2: implementation of co-teaching (27-28).

Continue to Develop and Implement Rigorous Curriculum and Effective, Engaging Instruction

Action Steps	Leaders	Resources	Data Use	Metrics	Quarterly Progress
Initiative: Place students and create a schedule that allows for co-teaching and co-planning	Admin and ML Department Head		Student proficiency levels		
Initiative: Co-teaching PD for ML teachers and ELA teachers	Admin	Time in August. Funds for compensation. PD time (Sept, Nov, Jan)			
Initiative: Implementation of the co-teaching model	Admin, general education teachers, ML teachers	PD and support	In class assessments, STAR data, ACCESS data	Data analysis in PLC/Department meeting	Examine data and meet with staff

School Improvement Goal #2 Focus Indicators – Educators	School Improvement Goal #2 Focus Indicators – Administrators
I.A. Curriculum and Planning	I.B. Instruction I.D. Evaluation

II.A. Instruction II.B. Learning Environment III.B. Collaboration IV.B. Professional Growth IV.E. Shared Responsibility			II.A. Environment II.B. Human Resources Management and Development III. Sharing Responsibility IV.E. Shared Vision IV.F. Managing Conflict		
School Improvement Goal #2 (Strategic Objective #2) Equip staff to fully integrate the new i-Ready Mathematics curriculum through structured professional development, collaborative PLC support, and comprehensive instructional preparation <i>Continue to Develop and Implement Rigorous Curriculum and Effective, Engaging Instruction</i>					
Action Steps	Leaders	Resources	Data Use	Metrics	Quarterly Progress
Initiative: Focus on training and preparation	Admin, i-Ready consultants	i-Ready materials	PLC and PD feedback		Monthly progress
Initiative: Integration of i-Ready curriculum	Admin	i-Ready materials	Walkthrough tool	Assessment data	Examination of data
Initiative: Use Goalbook for SPED staff, Related Service Providers	Admin, SPED staff, School Counselors	Goalbook platform	Used with IEPs	Data analysis in meetings, specific goal writing, collaboration with general education	Bi-monthly meetings to monitor progress
Initiative: Family involvement	Admin, Interventionists, teachers	Curriculum night, Title 1 Family Engagement Night	Family newsletters		Family feedback

School Improvement Goal #3 Focus Indicators I.A. Curriculum and Planning II.A. Instruction II.B. Learning Environment III.B. Collaboration IV.B. Professional Growth IV.E. Shared Responsibility
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I.B. Instruction
 I.D. Evaluation
 II.A. Environment
 II.B. Human Resources Management and Development
 III. Sharing Responsibility
 IV.E. Shared Vision
 IV.F. Managing Conflict

School Improvement Goal #3 (Strategic Objective #1) Establish and institutionalize a student leadership and advisory system to amplify student voice, foster leadership skills, and strengthen school culture

Nurture a Safe and Inclusive Culture of Belonging and Promote the Health and Wellbeing of Students and Staff

Action Steps	Leaders	Resources	Data Use	Metrics	Trimesterly Progress
Initiative: create student membership ("The Flight Crew") and meeting structure	Admin	Application/Nomination forms, meeting space, staff advisors, "Flight Crew" badges or t-shirts	Review student representation across all homerooms and demographics to ensure equity and inclusion	Student application count; percentage of diverse student representation across grades 4–5	T1: Launch application & select members T2: Checkpoint feedback & roster refresh T3: End-of-year review & reflection on effectiveness
Initiative: create possible meeting topics, subject to change based on student voice	Admin, Guidance Counselors, Student Voice Committee	SEL curriculum guides, PBIS/SOAR matrices, student suggestion box/survey results	Analyze school climate data, disciplinary trends, and student feedback to prioritize monthly focus areas	Monthly agenda completion rate; percentage of student-generated topics integrated into meetings	T1: Establish initial 3-month topic menu T2: Adjust topics based on T1 survey T3: Student-led topic creation for spring
Initiative: hold monthly meetings	Admin, Staff Advisors, Student Flight Crew Members	Designated meeting room (e.g., Library/Media Center), meeting	Monitor monthly participation trends to identify engagement gaps and ensure	Student attendance sign-in sheets; percent of Flight Crew members	T1: Complete Meetings #1–3

		agendas, chart paper, morning announcement slot	consistent attendance	attending 80%+ of scheduled meetings	T2: Complete Meetings #4–6 T3: Complete Meetings #7–9 & celebration
Initiative: BUES newscast live show called “Rise & SOAR”	Admin, Media/Tech Specialist, Student Anchors/Crew, Staff Advisors	Computer, script templates, studio space	Track viewership and survey feedback to refine content, student involvement, and messaging impact	Student survey of "The Flight Crew" upon completion of their trimester; school-wide viewership & engagement rates	T1: Audition crew, launch daily/weekly stream T2: Rotate Trimester 2 crew & expand segments T3: Rotate Trimester 3 crew & run end-of-year recap
Student Survey of “The Flight Crew” upon completion of their trimester		Student belonging survey			To be completed at the end of a trimester

School Improvement Goal #2 Focus Indicators – Educators	School Improvement Goal #2 Focus Indicators – Administrators
I.A. Curriculum and Planning II.A. Instruction II.B. Learning Environment III.B. Collaboration IV.B. Professional Growth IV.E. Shared Responsibility	I.B. Instruction I.D. Evaluation II.A. Environment II.B. Human Resources Management and Development III. Sharing Responsibility IV.E. Shared Vision IV.F. Managing Conflict
School Improvement Goal #4 (Strategic Objective #2) Increase students' independent writing production and the sophistication of their writing within the CKLA curriculum, with specific focus on improving writing stamina and the skillful use of textual evidence to support claims.	

Continue to Develop and Implement Rigorous Curriculum and Effective, Engaging Instruction

Action Steps	Leaders	Resources	Data Use	Metrics	Quarterly Progress
Initiative: Examine MCAS writing from Spring 2026	Admin, Reading coach	MCAS materials	MCAS writing		September department meeting
Initiative: WIN block explicit writing instruction	Teachers	Created lessons	Walkthrough tool	Assessment data	Examination of data
Initiative: Handwritten writing assessments	Admin, teachers	Time in PLC	Assessments	Assessment data	PLC time monthly
Initiative: Examine student writing in PLC					3 times per year