



School Improvement Plan

Barth Elementary School

Romulus Community Schools

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The School Improvement Team facilitator gathered and organized preliminary assessment, demographic, school program, and perception data. This information was distributed and shared with the core SIP team which was comprised of the facilitator, school principal and representatives from the school staff and parents. Requirements for the Needs Assessment were identified and stakeholders were identified to work on the different Comprehensive Needs Assessment (CNA) sections. Care was taken to make sure that team members were able to work on different sections of the needs assessment according to individual strengths. During SIT/Staff/Grade level meetings, stakeholders and staff members worked in small groups on the CNA. Each group was given a folder of information where they disaggregated the data and completed the section of the needs assessment that dealt with the type of data they reviewed. Each group later shared and summarized their findings with the rest of the staff to reach consensus. Survey data was used to help complete the needs assessment.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

STUDENT ACHIEVEMENT DATA:

In 2012-13 we became a focus school. Our bottom 30% in every subject on the MEAP did not make sufficient growth, along with our economically disadvantaged subgroup on the Science MEAP, and our students with disabilities subgroup on the Reading MEAP. However, in 2017-18 we were notified that we are no longer a focus school. Even though we are showing increases in our overall data we have noticed that some of our subgroups are way below our overall scores. We are especially concerned with our special-ed subgroup who consistently score lower than our all-student group in every subject area, with our biggest concern in reading. On the reading M-STEP, our special-ed subgroup is averaging 20 to 40 points below our all-students group.

MATH: Proficiency Levels

2017-18 M-STEP	2016-17 M-STEP	2015-16 M-STEP
3rd grade= 67%, state=46%	3rd grade= 57%, state= 47%	3rd grade= 59%, state= 45%
4th grade= 40%, state= 42%	4th grade= 45%, state= 42%	4th grade= 31%, state= 44%
5th grade = 36%, state= 34%	5th grade= 34%, state= 35%	5th grade= 40%, state= 34%

Our African American subgroup is averaging lower than our Caucasian subgroup. Our economically disadvantaged subgroup is averaging lower than our students who are not economically disadvantaged.

ELA: Proficiency Levels

2017-18 M-STEP	2016-17 M-STEP	2015-16 M-STEP
3rd grade= 33%, state= 44%	3rd grade= 59.1%, state= 46%	3rd grade= 49%, state= 44%
4th grade= 43%, state= 45%	4th grade= 30.4%, state= 46.3%	4th grade= 39%, state= 44%
5th grade= 54%, state= 47%	5th grade= 34.3%, state= 50.6%	5th grade= 45%, state= 51%

Our students with disabilities subgroup is averaging lower than our all students group. Our economically disadvantaged subgroup is averaging lower than our students who are not economically disadvantaged. Our African American subgroup is averaging lower than our

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Caucasian subgroup. Our male subgroup is averaging lower than our female subgroup.

SCIENCE: Proficiency Levels

2017-18 M-STEP	2016-17 M-STEP	2015-16 M-STEP
*pilot- no scores	4th grade= 21%, state= 15%	4th grade= 11%, state=15%

We are slowly improving our science scores and were above the state average in 2016-17.

SOCIAL STUDIES:

2017-18 M-STEP	2016-17 M-STEP	2015-16 M-STEP
5th grade= 15%, state= 18%	5th grade=15%, state= 22%	5th grade= 9%, state= 19%

We are consistently below the state average in social studies showing that we have a need in our building to improve our instruction of social studies to help all our students achieve.

NWEA MAP:

Our district also uses the NWEA MAP. Below you will see the percentage of students during 2013-14, 2014-15, 2015-16, 2016-17, and 2017-18 who reached their growth target as prescribed by NWEA.

	14/15	15/16	16/17	17/18	18/19	14/15	15/16	16/17	17/18	
	Math	Math	Math	Math	Math	Reading	Reading	Reading	Reading	Reading
Kindergarten	59%	60.5%	79%	67.5%	76%	44%	68%	83%	67.5%	79%
First	69%	67%	78%	73%	73%	60%	81%	56%	57%	57%
Second	68%	63%	71%	64%	63%	75%	50%	61%	43%	47%
Third	65%	52%	56%	77%	69%	50%	69%	46%	57.5%	52%
Fourth	76%	45%	47%	53%	79%	52%	40%	34%	53%	52%
Fifth	80%	61%	72%	73%	49%	48%	54.5%	60%	64%	41%

We have noticed similar results to the M-STEP data with students who are in our bottom 30%. Not all of the students in our bottom 30% are meeting their growth targets as prescribed by NWEA. The other group who is having difficulty meeting their growth targets are the students who are in the top 10%.

SCHOOL PROGRAMS/PROCESS DATA:

After completing the interim self-assessment, we have discovered the following:

Overall, our strengths areas were:

- Standard 1 Purpose and Direction: 1.2- The school's leadership and staff commit to a culture that is based on shared beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.

Standard 2 Governance and Leadership: 2.4- Leadership and staff foster a culture consistent with the school's purpose and direction. 2.5- Leadership engages stakeholders effectively in support of the school's purpose and direction.

- Standard 3 Teaching and Assessing for Learning: 3.4- School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. 3.8- We engage families in meaningful ways in their children's education and keep them informed.

-Standard 5 Using Results for Continuous Improvement: 5.1-The school establishes and maintains a clearly defined and comprehensive student assessment system. 5.4- The school engages in a continuous process to determine verifiable improvement in student learning.

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Our Weaknesses were:

- Standard 3 Teaching and Assessing for Learning: 3.9- We don't have a formal structure whereby each student is well known by at least one adult advocate.
- Standard 5 Using Results for Continuous Improvement: 5.3- Professional and support staff are trained in the evaluation, interpretation, and use of data.

PERCEPTION DATA:

Perception data was obtained through surveys interviews, conversations, and suggestions. We survey students, parents, and staff during each school year.

PARENTS-Our highest area was 98% of our parents believe that all of their child's teachers provide an equitable curriculum that meets his/her needs. Our lowest area was only 60% of our parents believe that our school provides excellent support services. (counseling, career planning, etc)

STUDENTS- Our highest area was 94% of students feel that the school has computers that help them learn.

Our lowest areas were that only 30% of students agree that their principal and teachers ask them what they think about school. 40% were not sure and 30% disagreed.

STAFF- Our highest area was 100% of our staff agree that our school's leaders expect staff members to hold all students to high academic standards. Our lowest area was 41% of staff agree that our school ensures all staff members are trained in the evaluation, interpretation, and use of data.

Demographic Data:

Barth School had averaged approximately 450 students for the five years before 2009-10. A change in enrollment occurred in the 2009-10 school year when the district decided to move 6th graders to the middle school. The enrollment had been slowly decreasing since 2009-10. During the 2015-16 and 2016-17, our enrollment did not decline. In 2015-16 we added an accelerated curriculum for the district at our building which consisted of a 2nd/3rd class, a 4th/5th class, and a 6th-grade class. As we ended the 2018-19 school year our enrollment has remained stable and we ended the year with 328 students. We had 42% female students and 58% male students. 40.85% of our students were Caucasian, 49.39% were African-American, 6.4% were of two or more races, 3.05% Hispanic, and .3 % other. Barth has 3 self-contained special-education classrooms (K-2 cross-categorical, 3-5 cross-categorical, and a pre-school cross-categorical). We had one Title I learning specialist, one reading interventionist, one part-time social worker, one speech and language pathologist, and one resource teacher. We have seen an increase in the percentage of free and reduced lunch students. Over the past 5 years, our percentage of free and reduced lunch students has increased from 56% to 77%.

Our attendance data over the past few years reveals that our attendance is a problem. During the 2018-19 school year, 34% of our students were absent more than 10 days. During the 2017-18 school year, 20% of our students were absent more than 10 days. During the 2016-17 school year, 39% of our students were absent more than 10 days. During the 2014-15 school year, 46% of our students were absent more than 10 days. During the 2013-14 school year, 42% of our students were absent more than 10 days. During the 2012-13 school year, 47% of our students were absent more than 10 days. During the 2011-12 school year, 51% of our students were absent more than 10 days. During 2010-11 88% were absent more than 10 days.

BEHAVIOR DATA:

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In 2018-19 there were 203 behavior referrals. Disruptive Behavior accounted for 55 of the referrals. 50 of the referrals were for failure to follow school rules (mostly hands-on behavior) and 20 referrals were for Insubordination/Defiance. 13 referrals were for bus misconduct. 61 students received 1 or more referrals. 13 were female, 48 were male. 35 were African American and 23 were Caucasian, and 3 were two or more races.

In 2017-18 there were 172 behavior referrals. Bus misconduct accounted for 44 of the referrals. 45 of the referrals were for failure to follow school rules (usually hands-on behaviors) and 34 of the referrals were for disruptive behavior. 67 of our students received referrals. 47 students were African American and 20 were Caucasian.

In 2016-17 there were 151 behavior referrals. Bus misconduct accounted for 32 of the referrals. 28 of the referrals were for failure to follow school rules (usually hands-on behaviors) and 32 of the referrals were for disruptive behavior. 61 of our students received referrals. 10 girls received referrals and 51 boys.

In 2015-16 there were 171 behavior referrals. Bus misconduct accounted for 28 of the referrals. 38 of the referrals were for failure to follow school rules (usually hands-on behaviors) and 33 of the referrals were for disruptive behavior. 54 of our students received referrals.

In 2014-15 there were 241 behavior referrals. Bus misconduct accounted for 80 of the referrals. 83 of the referrals were for disruptive behavior and 25 of the referrals were for insubordination. 26 of our students had 3 or more referrals. 39 of our students had less than 2 referrals.

During the 2013-14 school year, there were 152 behavior referrals. Bus misconduct accounted for 44 of the referrals and there were 49 referrals for disruptive behavior. 48 of the referrals were from the third grade and some of those were from a couple students in the emotionally impaired classroom.

During the 2012-13 school year, there were 107 behavior referrals. Behavior problems on the bus accounted for 24 of the referrals. There were 40 referrals for disruptive behavior in the classroom and 17 referrals for insubordination. The majority of the referrals were from first grade with 27. Fifth-grade students had 21 referrals and kindergarten students had 20 of the referrals. There were 36 different students who received referrals throughout the year. Out of that 28 were boys and 8 were girls. Eleven of the students had more than 2 referrals.

During the 2011-12 school year, there were 60 during school behavior referrals among our regular-ed students. Fifteen of the students had 2 or more referrals. Twenty-eight students with referrals were male and 6 students with referrals were female. Among our self-contained special-ed students there were 4 during school behavior referrals. Three of the students were male and one was female. We had 4 in-house suspensions (1 student had 2 of the suspensions) and 9 out of school suspensions (2 students had 2 suspensions each). On the bus, there were 35 behavior referrals among our regular-ed students. Nine of the students had 2 or more referrals. Fifteen students were male and 6 students were female. Our self-contained special-ed students had 4 bus referrals. One student had 2 of the incidents. All students were male.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

Based on our analysis of data, Barth's goals are:

1. All students will increase their reading ability.
2. All students will increase their math ability.
3. All students will increase their writing ability.

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4. All students will increase their science ability.
5. All students will increase their social studies ability.
6. All students and members of the Barth community will maintain safe and positive climates that support and enhance student learning.

The school goals are connected to priority needs and the needs assessment through our school-wide analysis of data. Since we were below the state average in many areas on the M-STEP we have established goals in all five academic areas: reading, math, writing, science, and social studies. We received Focus School status from our MEAP results during the 2012-13 school year, but during the 2017-18 school year, we were no longer a focus school. Our students with disabilities subgroup in reading is one of our focuses. Our economically disadvantaged subgroup in science is another area of focus. Students who fall in the bottom 30% according to assessment results in all subject areas is one more focus. Areas of concern in reading are retelling narrative and informational text and vocabulary. Math areas of concern are basic operations and measurement. Writing areas of concern are the lack of details in student narratives and informational writing. In science, the main areas of concern are physical science and the inquiry process. In social studies, the main areas of concern are history and civics. Additional interventions will be provided to those groups through our Title I program and through additional assistance from their classroom teacher. We will target the students in those groups and track their progress throughout the school year.

Student Achievement Data:

We analyze our state assessment (M-STEP) data in grades 3-6. We look at trends in the data over the past 3-5 years and create charts and graphs to use. We use and analyze ELA and math data in grades 3-6, science data in grade 4 (now 5), and social studies data in grade 5.

We use and analyze data from the NWEA MAP assessment in reading and math, which is given 3 times a year district-wide. We also use and analyze data from our district math and reading programs throughout the year. The district has been in the process of revamping the science and social studies curriculum with the goal of having aligned assessments to the state standards in both subject areas that we will be able to collect and analyze data from. Seeing that our data shows we fall below the state average on the state assessment in all subject areas we have a goal in each academic area.

Program/Process Data:

We examined the Assist self-assessment to help create our strategies and activities in our school-wide plan. We found a weakness in the training provided to staff. We have added more training to our plan to ensure it is ongoing and sustained. We have received additional training in Thinking Maps since the original training. The district is providing more on-going training in our ELA and math curriculum. Another weakness we found in our self-assessment is the training provided to staff in the evaluation, interpretation, and use of data. This is something the district is aware of and is working to provide staff with more training.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

A few years ago we were introduced to Marzano's brain-based strategies at a district professional development in-service. As a staff, we decided to add some of Marzano's brain-based strategies to our schoolwide plan. Since our school houses the self-contained special education classrooms, we wanted to add strategies to our plan that would address the needs of our whole school population and also the children who are disadvantaged. Brain-based learning seemed to do that and we finally have a strategy that is applicable and easy to differentiate for all students in our school. During the 2011-12 school year, we completed a school-wide book study as part of our professional development on Marzano's book "Strategies That Work." We embraced his strategies and implemented his nonlinguistic representation strategy into our schoolwide plan beginning with the 2012-13 school year. We also received training in the use of Thinking Maps over the past few school years, which further supports our Marzano's brain-based non-linguistic strategy. We also began Leader in Me,

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a school-wide initiative in 2013-14, which also addresses the needs of our entire school population.

Special recognition is given to children who are disadvantaged through additional Title I small group support, differentiated instruction, before and/or after-school tutoring, and summer school, etc.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

Across the curriculum, in all content areas, we will use Marzano's Non-Linguistic Representation strategy, Differentiated Instruction, and components of The Leader in Me program to help all students reach the state standards. Other strategies will be more specific to each subject goal area as stated below.

READING: Utilizing a variety of technology with a strong focus on vocabulary is a strategy that will focus on helping students achieve the standards. All students will have access to Raz-Kids, Study Island, and Exact Path online. Using DRA to monitor student's progress throughout the year will help us determine how well the other strategies are working.

MATH: Utilizing technology with a strong focus on math terms is a strategy we are implementing for all students. All students will have access to Study Island and Exact Path online. Using Touch Math is a strategy we will use with our students who are having the most trouble with basic computation.

WRITING: Teaching the 6+1Traits of writing within specific genre units through the Writing Workshop Model is a strategy we will use for all students.

SCIENCE: Using inquiry-based science lessons that apply to real-world situations helping students better make connections to the real world.

SOCIAL STUDIES: Teaching the 7 habits through the Leader in Me initiative, along with teaching citizenship and good character traits to help all students learn the importance of helping and respecting others.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Using Marzano's non- linguistic representation strategy through the school-wide implementation of Thinking Maps and Differentiated Instruction increases both the quality and quantity of instruction.

Quality: We will improve the quality of instruction through professional development in Thinking Maps and Differentiated Instruction, using small group instruction, and individualized instruction aligned to student needs. Classroom teachers, Title I Staff, and Special-Ed teachers will provide quality instruction.

Quantity: We will increase the quantity of instruction through Title I extended learning opportunities such as before and/or after-school tutoring, small group classroom support, and summer school. We will also use technology programs such as Study Island and Exact Path to reteach concepts, provide enrichment for those who are advanced and to provide extra practice for all.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

Through our needs assessment we have found our biggest weaknesses in the areas of academic vocabulary across the curriculum, especially in science and social studies, numbers and operations in math, summarizing and retelling the main idea in reading, and writing a proficient narrative and informational piece in writing. The research-based reform strategies in the school wide plan that align with our findings of the needs assessment are the following: Differentiated Instruction across all content areas, the use of the brain-based nonlinguistic representation strategy through Thinking Maps to increase student understanding of critical academic concepts and vocabulary

in all subject areas across the curriculum, the use of Touch Math to teach computation skills to increase achievement in numbers and operations, and the utilization of a variety of technology such as Study Island and Exact Path online for all core subject areas and Reading A-Z (Raz-Kids) for Reading.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Differentiated Instruction provides a level of interventions for students who need the most instructional support across all subject areas. More specific interventions are described below for each content area.

READING: For students who need the most instructional support in reading either through Title I and/or additional time with the classroom teacher the utilization of technology such as Study Island, Exact Path, iPad apps, and SMART board activities will provide students the needed interventions. The use of the brain-based non-linguistic strategy through Thinking Maps during additional small group will also provide students who need the most support with a level of intervention. LLI (Leveled Literacy Intervention) will also be used for small group reading intervention. The use of DRA will help us to monitor the student's progress to see if the extra interventions are working.

MATH: For students who need the most instructional support in math the Touch Math strategy will be practiced in small groups by the teacher and/or Title I staff. Technology such as Zearn Study Island, Exact Path, iPad apps, and SMART board activities will also provide additional support to the students who need it most. The use of manipulatives, along with non-linguistic Thinking Maps during small group instruction is another strategy that can be used to help students who need the most support.

WRITING: For students who need the most instructional support in writing, additional time and assistance will be provided to students in the teaching of the writing process through the use of non-linguistic Thinking Maps. Additional assistance may also be given to students during the conferencing time of the language arts block.

SCIENCE: For students who need the most instructional support in science, additional assistance will be provided to students by the classroom teacher and/or Title I staff through the use of non-linguistic Thinking Maps to reinforce and reteach critical science concepts and academic vocabulary.

SOCIAL STUDIES: For students who need the most instructional support in social studies, additional assistance will be provided to students by the classroom teacher and/or Title I staff by using the non-linguistic representation strategy through Thinking Maps to reinforce and reteach critical social studies concepts and academic vocabulary.

5. Describe how the school determines if these needs of students are being met.

The principal meets with teachers throughout the year to discuss student data and student progress. Progress monitoring is done by the teachers using local data, NWEA MAP results (3 times a year), other classroom data, and RTI sheets.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes		

Label	Assurance	Response	Comment	Attachment
	<p>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	The principal assures that all teachers at Barth Elementary are highly qualified. (District-level personnel make sure that all staff meet the requirements.) The principal's attestation is available at the district board office and at Barth Elementary.	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

We had 2 new special-ed teachers start this year in our self-contained classrooms due to 2 teachers leaving at the end of last school year.

2. What is the experience level of key teaching and learning personnel?

The majority of our teaching staff (85%) have 10 or more years of teaching experience and most with master's degrees. 15% of our teaching staff have less than 10 years teaching experience.

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

At the school level, we offer support to our non-tenured teachers through our teacher mentoring program. We offer extra school-wide professional development such as book studies and sending teachers to training at Wayne RESA. The principal works to ensure a safe and secure working environment. The school maintains a strong parent group who helps bring the staff and families together at many fun events throughout the year.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

When there is a teacher position available, the district will form a committee to interview possible candidates. The committee will consist of the human resource director and other board office personnel, along with the principal, teachers, and possibly parents from the school where the teacher is needed. The teacher candidates are then interviewed by the committee and the committee uses a rubric to hire the most qualified person for the position. To decrease turnover and retain high quality staff the district provides meaningful professional development throughout the year and offers competitive wages and benefits. Teachers also have opportunities to be on leadership committees throughout the district.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

We have a low teacher turnover rate at Barth. The only issue we may have is teacher layoffs due to declining enrollment in our district. If a teacher is laid off from our school our principal works hard to get the same teachers back if possible when they begin getting called back.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

During the past 3 school years, our staff received math training throughout the year to support our district math curriculum. This past school year staff also began receiving training on small group instruction to support our ELA curriculum. Staff will continue to receive training next year in math and ELA as needed. Staff also receives professional learning by meeting in Professional Learning Teams monthly.

2. Describe how this professional learning is "sustained and ongoing."

Teachers received math training in 2015-16, 2016-17, 2017-18, to support the new math curriculum. Staff received follow-up and additional training in 2018-19 as needed.

Teachers meet in their professional learning teams monthly, and then during staff meetings, we discuss how it's going and help one another if anyone is struggling or has questions. We refer to our training materials if needed, to sustain the professional learning teams.

All staff received Leader in Me training prior to beginning the Leader in Me process in 2014-15. Staff then received more training in 2015-16. Staff will receive follow-up training as needed.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		Professional Learning Plan

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

We have a strong group of parents who help plan family events and finds ways to increase parental involvement throughout the year. Members of the parent group are involved in the design of our school-wide plan. The Title I Learning Specialist, who is also the School Improvement Facilitator is involved in each parent meeting. She brings copies of the school-wide plan for the parent group to review and add their input and ideas to the plan. We also use input from our end of the year parent surveys to help in the design of our school-wide plan. Parents are also invited to attend school improvement meetings where they can share their input and ideas.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Parents are included as members of the school improvement team. Parents are surveyed at parent involvement events and towards the end of the school year to get input about the school wide plan and goals. Any parent suggestions and ideas are added to the school-wide plan as it is being revised. At Open House in the beginning of the year, the parents set up a booth near the entrance to the school to invite parents to join the parent group and also to get parents to sign up to volunteer at different family events coming up during the school year. A member of the parent group contacts parents as needed throughout the year to volunteer. Our parent group also sets up a big fundraising event towards the beginning of the year. Proceeds from that fundraiser, along with smaller fundraisers help support our academic needs. The money raised by the parent group is used for teaching supplies, technology such as SMARTBoards, iPads, and headphones, educational programs, and student assemblies.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

During each school year, we send home a parent survey to evaluate our school. The school improvement team analyzes the results. We also survey our parents after each parent night, meeting, or family event. The Title I learning specialist, who is also the school improvement facilitator, attends every parent group meeting where she shares school improvement information and asks for input on their thoughts about our school improvement plan in an effort to involve more parents in the schoolwide plan. Parents are always invited to attend our monthly school improvement meetings. We make sure to post important information and plans on our website and on our parent information board.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		Barth Parent Plan-Policy

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

Barth School provides information and assistance to parents regarding the state and local academic standards and assessments through explanation letters accompanying test results and meetings held with parents to discuss results and expected proficiency levels. Curriculum

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brochures are given to parents at Open House and achievement results are discussed during parent teacher conferences. : 1118 (e) (1)

We provide materials and training to parents during Open House, Special Parent Meeting Nights such as Math, Reading, Science, and Social Studies events, Kindergarten Orientation, etc.: 1118 (e) (2)

We educate teachers, Title I staff, and principals regarding the value of parent involvement, ways to communicate effectively with parents, and implementation of parent programs through trainings offered at RESA or from district-level personnel: 1118 (e) (3)

We coordinate parent involvement activities with other programs such as the pre-school initiative, and our parent group, etc.: 1118 (e) (4)

We inform parents of school and parent programs in a timely and practical format in a language they can understand through our weekly school newsletters, school website, staff created notes home, etc. If a parent needs information in another language we contact our local RESA for support. :1118 (e) (5)

We provide support for parental involvement at parent's request through emails, phone calls, meetings, etc. 1118 (e) (14)

Barth School's parent involvement activities, information, and reports are accessible to all parents in a language they can understand, including parents with disabilities, parents of migratory children, and parents with limited English proficiency. We contact support from our local RESA if needed. :1118 (f)

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

We will survey parents after each event and also do a school-wide survey at the end of the school year. We will invite parents to school improvement meetings and share information with parents at parent group meetings. The school improvement team will then make changes according to the results obtained from the surveys and input from parents who attended any of the meetings.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

In the past many of our parent involvement events have been done towards the end of the school year, but parents have let us know that it is a busy time for them because many of our students are involved in spring sports. Parents would like to see more of our events done earlier in the school year. We decided that we also need to offer a variety of morning, daytime, and evening events so that more parents will be able to attend. We have gotten better at alerting parents of up-coming events by posting events on our main bulletin board, sending information out in newsletters and posting it on our website, and by sending home specific notes about an upcoming event. Many teachers also send the information out to parents in emails. We will also utilize our robo call system more often to inform parents of upcoming events.

8. Describe how the school-parent compact is developed.

The school-parent compact was developed by a group of teachers, the administrator, and parent representatives. The compact was then shared with the entire staff and personalized for the whole building. Each year as a staff we review the compact and make changes as needed. We also review it during parent meetings and at the Title I annual meeting to get parent input.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

At the beginning of each school year we send the parent compact home to get signed. Teachers are responsible for getting students to bring the compacts back signed. Teachers then discuss the compact with each parent individually during the Fall parent teacher conferences. Parents sign a sheet stating that the teacher discussed the compact with them.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

not applicable since we are an elementary school only.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Compact

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

A note is sent home with student test results explaining the results in parent-friendly language. If parents have further questions they can contact their child's teacher or the Title I learning specialist. Teachers also go over student test results with parents at parent/teacher conferences or at other times by parent request.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

Romulus Community Schools offers a Head Start program and a pre-school program at the Cory building that is open to all of Romulus. Once a year the pre-school students come to our building on a bus to tour the school, sit in on some lessons in the kindergarten room, and eat lunch with the kindergarten students. In April or May, the school holds a Kindergarten Round-Up and screening for all students who will be entering Kindergarten the next Fall. Before school starts we have a new student and parent Kindergarten Orientation at Barth to familiarize new students and parents with our school, learning objectives, and what parents can do at home to prepare their child for Kindergarten.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

During the district-wide Kindergarten Round-Up the Kindergarten teachers, principal, and Title I representatives help parents prepare their child for kindergarten in a variety of ways. The pre-school children are given different screeners/assessments to test their readiness for kindergarten. Parents are given a list of suggestions based on the results of the screeners/assessments that they can do at home to help their child prepare for kindergarten. At Barth, we also have a Kindergarten Orientation where parents are invited in to learn about the school and what to expect in Kindergarten. The Title I learning specialist and Kindergarten teachers provide parents with lessons and ideas that they can do with their child over the summer to ensure their child is prepared to start kindergarten in September.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Before the district adopts a new standardized assessment they form a committee of teachers, principals, and board office personnel to decide on which assessment will best suit our district. In 2015-16 we started a new math and language arts curriculum based on the Engaged New York program. It was piloted during the 2014-15 school year by one school. Information was shared with teachers at each grade level through a preview and demonstration prior to district adoption and teachers were able to provide input. We are in the process of starting a new science curriculum based on the NGSS. Our current local social studies assessments are a part of the MC3 curriculum out of RESA.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

During staff meetings and SIT meetings throughout the year teachers review and analyze student achievement data from state assessments. We then use the results to revise our school improvement plan as needed. Teachers also collect and analyze their own data from local assessments such as Engaged New York, MC3, State Assessments, and MAP. Most teachers keep data binders, create data walls, and/or data boards. Teachers also meet with the principal individually for data meetings at least 3 times throughout the year. At these data meetings teachers discuss their own classroom data and address any student concerns they have.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

We use our NWEA MAP test results as a starting point for identifying students who are not mastering the State's academic achievement standards. Since the MAP is given 3 times a year at all grade levels we can start identifying students within the first month of school. The MAP test is given again mid-year so we can use the results to look at the students who have been receiving help to see if they will continue to need extra support or if they have advanced enough to no longer need it. Teachers meet individually with the principal monthly. The discussion includes student achievement and other data, curriculum, strategies that have been tried to increase student achievement, and other suggestions to try or adjustments needed.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

At the beginning of the year the Title I learning specialist looks at the current student's state assessment scores from the previous year and begins immediately working with small groups of students who have not mastered the state's achievement standards. Classroom teachers also work with those students in small groups at other times. When the state assessment scores are released for the current school year the Title I learning specialist/SIT facilitator and classroom teachers disaggregate the new data and adjust their small groups as needed. In the Spring of 2011 we began administering the NWEA MAP test which is now given 3 times a year. After the MAP is given in the Fall teachers analyze the results and we use their analysis to provide extra support to the students who are below grade level. We look again at student MAP scores in January after the assessment is given a second time. Teachers also use various formative and other assessments such as DRA to progress monitor their students periodically. Extra support includes before and/or after-school tutoring, and RTI Tier II differentiated small group timely instruction provided by the Title I Learning Specialist, the Reading Interventionist, the Resource teacher, and classroom teacher. We try to coordinate the timely and additional assistance with the classroom scheduled small group times so that the additional assistance does not interfere with whole group instruction in the classroom. We use a variety of differentiated instruction such as Read Naturally, Touch Math, LLI (Leveled Literacy Intervention), reciprocal teaching through leveled books, writing workshop conferencing, etc.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Teachers incorporate small group time into their daily schedule. It is during small group time that students' individual needs are addressed through differentiated instruction according to what each student needs as determined by both standardized assessments, criterion-referenced assessments, and formative assessments. During small group time teachers work with differentiated groups of students, and depending on classroom needs, they may also get additional support from either the Title I learning specialist or Reading Interventionist, who also work with differentiated groups. Support is given to students in all subject areas, but the main focus of extra support based on need is most often in reading, math, and writing.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

During the 2009-2010 and 2010-2011 school year our district hired 2 math coaches, 2 reading coaches and 1 special-ed intervention coach using ARRA funds from the federal government for a two year period. The coaches coordinated their program with the district and school's initiatives in the SIP. The coaches provided grade-level professional development on our new math and reading series from Pearson and also on district-wide strategies from the SIP. The special-ed coach helped teachers develop intervention plans for our at-risk students. Even though we no longer have the coaches, we are still implementing the strategies and ideas learned from the coaches. Our district receives 31a funds which are used for things like class size reduction and the reading interventionist. Title II A funds are used for professional development that supports our school-wide goals such as Leader in Me training and common core math training. Title I funds are used for salaries for the learning specialist who provides small group instruction and extended learning time. Title I funds are also used for materials and supplies needed for additional assistance, tutoring, technology such as i-Pads, SMARTboards, RAZ-kids, Study Island, and Exact Path. All are all items that support our school-wide goals. General Funds are used for teaching materials and supplies which support our school-wide goals in all areas.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

1. CNA- To complete the CNA teachers have a choice to be paid through the district's general funds or to use the hours towards the required professional development hours they need.
2. School-Wide Reform Strategies- We will use Title I, Part A funds to purchase Reading A-Z online, which is a program students can use at home, during the day at tutoring, etc. to reinforce and enrich math and reading skills. We will use Title I, Part A funds to purchase i-pads, Chromebooks and/or other integrated technology to support small group instruction and differentiate instruction for all learners. We will use Title I, Part A funds on the salaries of the learning specialist and core instructional assistants who provide additional timely assistance during the school day and in before/after school tutoring.
3. Instruction by Highly Qualified Professional Staff- We are not using any resources for this at this time.
4. Strategies to Attract High-Quality Highly Qualified Teachers to High-Need Schools- We are not using any of our resources for this at this time.
5. High-Quality and Ongoing Professional Development- We will use Title IIA, Title I, part A and/or general funds to provide professional development to our staff. We will use the funds for Leader in Me training and materials, and common core math training and materials.
6. Strategies to Increase Parental Involvement- We will use Title I, Part A, Parent Involvement funds to provide materials, resources, and food for our parent events such as, but not limited to, Math Night, Reading Night, Pastries with Parents, and Watch D.O.G.S. Donuts with Dad, etc.
7. Preschool Transition Strategies- We will use funds from Title I, Part A, Parent Involvement for our Kindergarten Orientation Night and our Kindergarten Round-Up/Screening.
8. Teacher Participation in Making Assessment Decisions- We are not using any of our resources for this at this time.
9. Timely and Additional Assistance to Students having Difficulty Mastering the Standards- We will use Title I, Part A funds to hire a learning specialist and core instructional assistants, who are certified teachers, to work with small groups or individual students who need additional

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assistance either during the school day or during before and/or after-school tutoring. We will also use Title I, Part A funds to purchase technology, such as, but not limited to, i-pads, Reading A-Z, Study Island and Exact Path subscription, etc. to support small group instruction.

10. Coordination and Integration of Federal, State and Local Programs and Resources- We will use the resources to provide materials, games, etc. for our Family Math, Reading, and Science Night. We will also use the resources to provide materials for our Preschool Transition and our Kindergarten Round-Up/Orientation. During the school day, the Title I Learning Specialist and/or Reading Interventionist will work with small groups of students who need extra interventions. Before and after school we will use the resources to support our tutoring program.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Our school only participates in a nutrition program. Our school is a Title I school and receives Title I funds based on our percentage of free and reduced lunch students.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

After the state assessment results are sent out to schools our SIT team meets and analyzes the data and then reviews the SIP to see if we need to make and changes based on our data. At least 3 times a year teachers analyze the data retrieved from the NWEA MAP testing. Throughout the year classroom data is discussed with teachers at individual data meetings with the principal. At the end of the year, teachers analyze the district-wide local assessment data to see where our strengths and weaknesses are and then again we make changes to our SIP if needed. Our SIT team also creates a powerpoint presentation that is presented to the entire staff at one of the last staff meetings of the year. The presentation includes year-long student achievement data, stakeholder perception data, strategies we implemented school-wide, and a review of our professional development. We discuss what we've learned from our data and what our next steps will be in increasing student achievement and in making our stakeholders more satisfied. For the past few school years, we also shared our presentation in front of other school and district representatives, which is a process we will continue each school year.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

When we receive the yearly state assessment results we review the results as a whole staff during monthly staff meetings. We break the results down by subgroups and look for our biggest gaps and areas of weaknesses in each subject area. The school improvement team will use the data to determine whether components in the school-wide program has been effective. Beginning with the 2010-2011 school year we began using the NWEA MAP national assessment district-wide. Since this assessment is given 3 times a year in grades K-6 we can look at all our students to see the gains they are making throughout the year.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

The school improvement team uses assessment data to determine whether the schoolwide program has been effective in increasing the achievement of students who were furthest from achieving the standards. When we look at our subgroup data on the yearly state assessment we can begin to determine if the schoolwide program has been effective by comparing the results to the subgroup data from the last few years and see if there is adequate growth. We also look at other assessments besides the state test. Starting in the 2010-2011 school year we began using the NWEA MAP assessment district-wide. We are able to look at the NWEA MAP data taken in the Fall and compare it to the NWEA MAP data in the Winter and again in the Spring. At the end of each school year, we look at all our students to see who made adequate gains and who did not. We look extra closely at our most at-risk students. At this time we can determine whether the schoolwide program has been effective. Each teacher keeps their own data binder on each student in their classroom that includes not only state assessment and MAP data, but also local assessment data from many different sources and subject areas. By keeping their own data binders teachers can continuously monitor the progress of each student. Each teacher must also fill in a data spreadsheet that is turned in at the end of the year. The SIT teams uses the data on the spreadsheets to complete part of the comprehensive needs assessment each year.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Towards the end of the school year and even during the summer, after all the end of the year assessments are finished, the school improvement team meets and takes a close look at all the assessment, perception, attendance, behavior, and other data collected during the school year. The team then reexamines our current school improvement goals, with most of the focus spent reviewing and making changes in the strategies and activities section. The team then makes any final changes to the plan before it is submitted on September 1st. The team meets throughout the school year to analyze data, at the end of the school year, and even during the summer when needed, to ensure the continuous improvement of our students.

Barth Elementary School Improvement Plan 2019-20

Overview

Plan Name

Barth Elementary School Improvement Plan 2019-20

Plan Description

Goals, Strategies, and Activities

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Barth Elementary will increase their math ability.	Objectives: 1 Strategies: 3 Activities: 14	Academic	\$24499
2	All students at Barth Elementary will increase their writing ability.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$26814
3	All students at Barth Elementary will increase their science ability.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$17595
4	All students at Barth Elementary will increase their social studies ability.	Objectives: 1 Strategies: 4 Activities: 7	Academic	\$15720
5	All students at Barth Elementary will increase their reading ability.	Objectives: 1 Strategies: 5 Activities: 17	Academic	\$128336
6	All students and members of the Barth community will maintain safe and positive climates that support and enhance student learning.	Objectives: 1 Strategies: 4 Activities: 10	Organizational	\$14408

Goal 1: All students at Barth Elementary will increase their math ability.

Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency on the state assessment in Mathematics by 06/13/2019 as measured by a 5% increase.

Strategy 1:

Non-Linguistic Representation - Teachers/Staff will use non-linguistic representation and manipulatives while instructing in standards related to numbers and numeration.

Category: Learning Support Systems

Research Cited: Classroom Instruction That Works- Research Based Strategies for Increasing Student Achievement (Marzano, Pickering, Pollack, 2001)

According to the research the primary way teachers present new knowledge to students is linguistic, thus leaving students on their own to generate nonlinguistic representations. When teachers help students through nonlinguistic representations the effects show an increase in student achievement. Research has shown that when students are explicitly engaged in the creation of nonlinguistic representations their brain is stimulated and activity is increased.

Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will create Thinking Maps to help develop concepts visually in connection with specific thought processes.	Direct Instruction	Tier 1	Implement	09/03/2013	06/11/2020	\$0	No Funding Required	K-6 Teachers, Title I Staff, and Principal
Activity - Teacher Follow-up Training on Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Current staff members who are proficient in the use of Thinking Maps will provide on-site follow-up training to K-6 teachers, Title I staff, and principal as needed.	Professional Learning	Tier 2	Monitor	09/02/2014	06/11/2020	\$0	No Funding Required	K-6 Teachers, Title I Staff, Principal
Activity - Small Group Timely Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students in grades K-5 who are not meeting grade level expectations will receive small group timely assistance as part of our RTI model from their teacher and/or Title I staff (learning specialist and/or core instructional assistant). Small group assistance will vary depending on need. It is usually given to students in 1/2 hour increments 3- 5 times each week. Groups range from 2 to 6 students.	Academic Support Program	Tier 2	Implement	09/05/2017	06/11/2020	\$7860	Title I Schoolwide	K-5 Teachers, Title I Staff, and Principal
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Strategy 2:

Technology and Academic Vocabulary - Teachers/Staff will utilize technology with a strong focus on academic vocabulary to increase students understanding of key math terms.

Category: Mathematics

Research Cited: Building Background Knowledge for Academic Achievement: Research on What Works in Schools (Marzano, 2004).

Building Academic Vocabulary (Marzano and Pickering, 2005).

According to the research, students who receive direct vocabulary instruction have higher comprehension levels. The more students understand their academic vocabulary, the easier it is for them to understand information they may read or hear about the topic. Without a basic knowledge of academic vocabulary, students will have difficulty understanding information they read or hear.

"Technology in Math Classrooms: a Meta-Analysis of the recent literature" by Qing Li and Xin Ma from *Imanager's Journal on School Educational Technology*. Vol. 3. No. 4. March-May, 2008

The research shows that using media to learn math had a positive impact on students' attitudes towards math. Also, there is an advantage in the use of virtual manipulatives in the ability to connect dynamic visual images with abstract symbols.

"Using Technology to Support Effective Math Teaching and Learning: What Counts?" by Merrillyn Goos. In *Teaching Math Make it Count: What Research Tells Us About Effective Teaching and Learning of Math*.

Research Conference 2010.

The research shows that using technology to teach math can transform mathematical practices. Technology should be embedded in the curriculum and not seen as separate, optional tools.

Tier: Tier 1

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will utilize Study Island lessons in the computer lab to support and enrich their core math curriculum.	Academic Support Program, Technology	Tier 1	Implement	09/03/2013	06/11/2020	\$2804	Title I Schoolwide	K-5 Teachers, Title I Staff, and Principal
Activity - Number of the Day or Number Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers K-5 will use a number of the day or a number talk to review and practice many different math vocabulary terms and math skills appropriate to their grade level.	Direct Instruction	Tier 1	Monitor	09/05/2017	06/11/2020	\$0	No Funding Required	K-5 Teachers
Activity - Math Vocabulary Word Wall	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create word walls of specific math terms appropriate to their grade level.	Direct Instruction	Tier 1	Monitor	09/03/2013	06/11/2020	\$0	No Funding Required	K-6 Teachers
Activity - Student Academic Resource Leadership Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student in grades 1-5 will keep their own academic resource binder which will include their own assessment tracking/recording sheets, grade level math vocabulary, math resource sheets, etc.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/11/2020	\$0	No Funding Required	K-5 Teachers
Activity - Extended Learning Time with Title I Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title I learning specialist, and/or Title I core instructional assistants will provide extended learning opportunities in math through before and/or after school tutoring using the computers to students in 1st-5th grade who are persistently not meeting grade level expectations.	Academic Support Program	Tier 3	Implement	09/05/2017	06/11/2020	\$975	Title I Schoolwide	Title I Staff and Principal
Activity - Teacher Follow-up Training on Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers who need training will attend a teacher-led workshop after school to learn how to use all the features and/or refresh themselves in the ins and outs of the Study Island web-based program.	Technology, Professional Learning	Tier 1	Monitor	09/05/2017	06/11/2020	\$0	No Funding Required	K-6 Teachers, Title I Staff, Principal
Activity - Exact Path	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students will use Exact Path at their own level according to their placement after NWEA MAP testing.	Academic Support Program, Technology	Tier 2	Implement	09/04/2018	06/11/2020	\$5000	Title I Schoolwide	Principal, K-6 Teachers
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Strategy 3:

Differentiated Instruction - Teachers/Staff will differentiate instruction across the curriculum by utilizing flexible groups, mixed ability groups, scaffolded instruction, providing high-level challenging instruction for the accelerated students, and using multiple texts and supplementary materials in lessons.

Category: Learning Support Systems

Research Cited: Research shows that students experience greater success in school when a teacher includes their learning needs when designing instruction. The two schools of thought on how differentiated instruction is designed come from the researchers Tomlinson and Ainslie.

Tomlinson, C.A (2000) identifies eight differentiations that are included in good teaching: concrete to abstract, simple to complex. Basic to transformations, fewer facets to multi-facets, smaller leaps to greater, more structured to more open, less independence to g greater independence, and slower to quicker. In addition, Ainslie (1994) identifies differentiation by mixing abilities in groups; abilities are identified thorough learning styles, motivations, interests, academic ability and linguistic ability. Additionally, research notes that school administrators are responsible for differentiation because they respond to the needs of the student and community when shaping the curriculum. Administrators must ensure that staff is provided the necessary professional development support the staff when they use differentiation methods. They must also promote parent participation.

Gregory, G. & Chapman, C. (2002). Differentiated instructional strategies: One size doesn't fit all. Corwin Press: Thousand Oaks, CA.

Tomlinson, C.A. (1995a). Differentiating instruction for advanced learners in the mixed-ability middle school classroom. ERIC Digest E536. ERIC Document Reproduction No. ED389141.

Tomlinson, C. A. (1995b). How to differentiate instruction in mixed-ability classrooms. ERIC Document Reproduction No. ED386301.

Tomlinson, C. A. (2000) Differentiation of instruction in the elementary grades. ERIC Digest. ERIC Document Reproduction No. ED443572.

Tier: Tier 2

Activity - Teacher Training on Differentiated Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training as needed in differentiated math strategies aligned to the common core to help with the district math curriculum.	Professional Learning	Tier 1	Implement	09/08/2015	06/11/2020	\$0	No Funding Required	K-5 Teachers, Title I Learning Specialist, Principal, Curriculum Director

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Activity - Small Group Timely Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-5 who are not meeting grade level expectations will receive small group timely assistance in math as part of our RTI model from their teacher and/or Title I staff (learning specialist and/or core instructional assistant). Small group assistance will vary depending on need. It is usually given to students in 1/2 hour increments 3- 5 times each week. Groups range from 2 to 6 students.	Academic Support Program	Tier 2	Implement	09/05/2017	06/11/2020	\$7860	Title I Schoolwide	K-5 teachers, Title I Staff, Resource Teacher, Principal
Activity - Instructing with District Core Math Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the district core math program lessons to teach and differentiate math concepts.	Direct Instruction	Tier 1	Implement	09/08/2015	06/11/2020	\$0	No Funding Required	K-6 Teachers, Title I Staff, Principal
Activity - Career Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be exposed to career opportunities in math.	Career Preparation /Orientation	Tier 1	Implement	09/03/2019	06/11/2020	\$0	No Funding Required	K-6 Teachers

Goal 2: All students at Barth Elementary will increase their writing ability.

Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency on the state assessment in Writing by 06/11/2020 as measured by a 5% increase.

Strategy 1:

Non-Linguistic Representation - Teachers/Staff will use non-linguistic representation in their instruction of the writing process.

Category: Learning Support Systems

Research Cited: Classroom Instruction That Works- Research Based Strategies for Increasing Student Achievement (Marzano, Pickering, Pollack, 2001) According to the research the primary way teachers present new knowledge to students is linguistic, thus leaving students on their own to generate nonlinguistic representations.

When teachers help students through nonlinguistic representations the effects show an increase in student achievement. Research has shown that when students are explicitly engaged in the creation of nonlinguistic representations their brain is stimulated and activity is increased.

Tier: Tier 1

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Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will create Thinking Maps to increase concepts visually. This will deepen each child's understanding of the writing process.	Direct Instruction	Tier 1	Implement	09/03/2013	06/11/2020	\$0	No Funding Required	K-6 Teachers, Title I Staff, and Principal
Activity - Teacher Follow-up Training on Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Current staff members who are proficient in the use of Thinking Maps will provide on-site follow-up training to K-6 teachers, Title I staff, and principal as needed.	Professional Learning	Tier 2	Monitor	09/06/2016	06/11/2020	\$0	No Funding Required	K-6 Teachers, Title I Staff, and Principal
Activity - Small Group Timely Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-5 who are not meeting grade level expectations will receive small group timely assistance as part of our RTI model from their teacher and/or Title 1 staff (learning specialist and/or core instructional assistant). Small group assistance will vary depending on student need. It is usually given to students in 1/2 hour increments 2-4 times each week. Writing groups range from 1-6 students.	Academic Support Program	Tier 2	Implement	09/06/2016	06/11/2020	\$7860	Title I Schoolwide	K-5 Teachers, Title I Staff, and Principal

Strategy 2:

Common Core Writing and the Writing Process - Teachers/Staff will teach the writing process through the common core writing prompts in the district core curriculum program.

Category: English/Language Arts

Research Cited: The notion is widespread that children must learn to read before they can write. However, Bissex (1980), Chomsky (1971) and Graves (1983) found that young children begin writing as or even before they learn to read, because they have a need to communicate ideas and concepts that have been discovered by experience rather than in books. And this communication serves not only to share thoughts, but also to help organize them into coherent categories.

Research has confirmed the importance of process in writing, and that what writers do as they write is at least as important as the products they produce (Tompkins 1993). Britton (1970), Emig (1971) and Graves (1975) investigated the thinking processes that young writers used as they wrote. They found that the process consisted of three basic activities: conception or prewriting, incubation or composing, and production or post writing. Flowers and Hayes (1977,1981) found these same basic stages, and added that the process is recursive, with writers moving between steps in the process freely. Sommers (1980, 1982) described writing as a revision process in which ideas are developed, and pointed to the limitations placed on student thinking when teachers focus on mechanics rather than content. Early research into the process of writing was brought to a head in 1972 with the Bay Area Writing Project that later became the National Writing Project. But while the writing process

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developed by the Project

provided teachers with a framework within which to work, it did not give the detailed description of what makes good writing. Paul Diederich's work at the Educational Testing Service remained the only description of writing quality criteria until 1984 when Beaverton School District in Oregon began a study that eventually led to the development of the Six Traits of Writing.

Grundy (1986) in a bulletin published by the Oregon School Study Council describes the development of the Beaverton School District's writing program that uses a process approach to writing. A result of this change was the increasing awareness of the need for an analytic assessment tool to gauge the success of the new writing instructional model. In 1983, a committee facilitated by the Northwest Regional Educational Laboratory reviewed a range of assessment models and finally proposed a six-trait model that included: ideas/content; organization and development; voice/tone/fluor; effective word choice; syntax/sentence structure; and writing conventions. The district produced a scoring guide for each of the traits containing descriptors of papers scoring 5, 3 or 1 on a five point scale. The Beaverton model was chosen by the Oregon Department of Education for the 1985 Oregon Statewide Writing Assessment (see report: Oregon 1985 Assessment, Writing; Oregon Department of Education).

Tier: Tier 1

Activity - Writing Portfolios	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have a writing portfolio including published pieces of required writing genres at each grade level. At the end of the year portfolios will be shared with parents and students.	Evaluation	Tier 1	Implement	09/06/2016	06/11/2020	\$0	No Funding Required	K-6 Teachers

Activity - Small Group Timely Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-5 who are not meeting grade level expectations and need extra support in writing will receive small group timely assistance as part of our RTI model from their classroom teacher and/or Title I staff. Small group assistance will vary depending on need. It is usually given to students in 1/2 hour increments 2-4 times each week. Writing groups range from 1-6 students.	Academic Support Program	Tier 2	Implement	09/06/2016	06/11/2020	\$7860	Title I Schoolwide	K-5 Teachers, Title I Staff, and Principal

Strategy 3:

Differentiated Instruction - Teachers/Staff will differentiate instruction across the curriculum by utilizing flexible groups, mixed ability groups, scaffolded instruction, providing high-level challenging instruction for the accelerated students, and using multiple texts and supplementary materials in lessons.

Category: Learning Support Systems

Research Cited: Research shows that students experience greater success in school when a teacher includes their learning needs when designing instruction. The two schools of thought on how differentiated instruction is designed come from the researchers Tomlinson and Ainslie. Tomlinson, C.A (2000) identifies eight differentiations

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that are included in good teaching: concrete to abstract, simple to complex. Basic to transformations, fewer facets to multi-facets, smaller leaps to greater, more structured to more open, less independence to greater independence, and slower to quicker. In addition, Ainslie (1994) identifies differentiation by mixing abilities in groups; abilities are identified through learning styles, motivations, interests, academic ability and linguistic ability. Additionally, research notes that school administrators are responsible for differentiation because they respond to the needs of the student and community when shaping the curriculum. Administrators must ensure that staff is provided the necessary professional development support the staff when they use differentiation methods. They must also promote parent participation. Gregory, G. & Chapman, C. (2002). Differentiated instructional strategies: One size doesn't fit all. Corwin Press: Thousand Oaks, CA. Tomlinson, C.A. (1995a). Differentiating instruction for advanced learners in the mixed-ability middle school classroom. ERIC Digest E536. ERIC Document Reproduction No. ED389141. Tomlinson, C. A. (1995b). How to differentiate instruction in mixed-ability classrooms. ERIC Document Reproduction No. ED386301. Tomlinson, C. A. (2000) Differentiation of instruction in the elementary grades. ERIC Digest. ERIC Document Reproduction No. ED443572.

Tier: Tier 2

Activity - Instructing with District Core Writing Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the district core writing program lessons to teach and differentiate writing skills.	Direct Instruction, Professional Learning	Tier 1	Implement	09/06/2016	06/11/2020	\$0	No Funding Required	K-6 Teachers, Title I Learning Specialist, Principal
Activity - Small Group Timely Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-5 who are not meeting grade level expectations need extra support in writing will receive small group timely assistance as part of our RTI model from their classroom teacher and/or Title I staff (learning specialist and/or core instructional assistant). Small group assistance will vary depending on need. It is usually given to students in 1/2 hour increments 3- 5 times each week. Groups range from 2 to 6 students.	Academic Support Program	Tier 2	Implement	09/06/2016	06/11/2020	\$10119	Title I Schoolwide	K-5 Teachers, Title I Staff, Resource Teacher, Principal
Activity - Extended Learning Time with Title I Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in an after school re-teaching and/or enrichment program to review and/or enhance their writing skills.	Academic Support Program	Tier 3	Implement	09/05/2017	06/11/2020	\$975	Title I Schoolwide	Title I Staff, Selected K-5 Teachers
Activity - Career Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students will be exposed to career opportunities in writing.	Career Preparation /Orientation	Tier 1	Implement	09/03/2019	06/11/2020	\$0	No Funding Required	K-6 Teachers
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Goal 3: All students at Barth Elementary will increase their science ability.

Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency on the state assessment in Science by 06/11/2020 as measured by a 10% increase.

Strategy 1:

Non-Linguistic Representation - Teachers/Staff will use non-linguistic representation in their instruction of academic science vocabulary and the Next Generation Science Standards to increase student's understanding of critical science concepts.

Category: Learning Support Systems

Research Cited: Classroom Instruction That Works- Research Based Strategies for Increasing Student Achievement (Marzano, Pickering, Pollack, 2001) According to the research the primary way teachers present new knowledge to students is linguistic, thus leaving students on their own to generate nonlinguistic representations. When teachers help students through nonlinguistic representations the effects show an increase in student achievement. Research has shown that when students are explicitly engaged in the creation of nonlinguistic representations their brain is stimulated and activity is increased.

Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will create Thinking Maps to help develop visual representations of broader science concepts.	Direct Instruction	Tier 1	Implement	09/03/2013	06/11/2020	\$0	No Funding Required	K-6 Teachers, Title I Staff, and Principal

Activity - Teacher Follow-up Training on Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Current staff members who are proficient in the use of Thinking Maps will provide on-site follow-up training to K-6 teachers, Title I staff, and principal as needed.	Professional Learning	Tier 1	Implement	09/05/2017	06/11/2020	\$0	No Funding Required	K-6 Teachers, Title I Staff, Principal

Activity - Small Group Timely Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students in grades K-5 who are not meeting grade level expectations will receive small group timely assistance as part of our RTI model from their teacher and/or Title I staff (learning specialist and/or core instructional assistant). Small group assistance will vary depending on need. It is usually given to students in 1/2 hour increments 3- 5 times each week. Groups range from 2 to 6 students.	Academic Support Program	Tier 2	Implement	09/04/2017	06/11/2020	\$7860	Title I Schoolwide	K-5 Teachers, Title I Staff, and Principal
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Strategy 2:

Inquiry-Based Science - Teachers/Staff will use inquiry-based, hands-on science lessons and the NGSS to increase student knowledge of science concepts, by applying science to real world situations and allowing students to make connections to the world around them.

Category: Science

Research Cited: According to National Research Council, National Science Education Standards (Washington, D.C.: National Academy Press 1996), "Inquiry into authentic questions generated from student experiences is the central strategy for teaching science." The Benchmarks for Science Literacy and the National Science Education Standards advocate a hands-on approach to science with emphasis on inquiry based approaches. Teachers can assist student learning and help refine student ideas by encouraging students to work in small group settings by asking such questions as, "What is your evidence for that idea? What was your observation? What might you infer from that observation? Through this teaching method, students can extend their ability to formulate both factual and evidential questions, communicate more with their parents about their learning, and are able to succeed with the science curriculum no matter what their specific learning needs are at the start of the school year. There are extraordinary implications for learning not only science but for students achieving in school by being more involved in inquiry-based, hands-on learning. The academic achievement of students is only one indication of what can be achieved throughout our curriculum if we involve students in more hands-on, inquiry-based learning.

Tier: Tier 1

Activity - School-Wide Science Fair	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-3 will complete a class science fair project together, with teacher assistance, focusing on the scientific method. Students in grades 4 -6 will complete an individual science fair project focusing on the scientific method.	Academic Support Program	Tier 1	Implement	03/01/2019	06/11/2020	\$400	General Fund	K-6 Teachers, Principal

Activity - STEM Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected staff and students will be involved in an after school STEM program that focuses on educating students in four specific disciplines: science, technology, engineering, and mathematics, in an interdisciplinary and applied approach based on real-world applications.	Academic Support Program	Tier 1	Implement	09/04/2018	06/11/2020	\$975	Title I Schoolwide	Principal, Title I Staff, K-6 Teachers

Activity - Mystery Science Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will use online Mystery Science lessons to engage their students in hands-on science experiments, lessons, and activities.	Academic Support Program, Technology	Tier 1	Implement	09/04/2018	06/11/2020	\$500	General Fund	Principal, K-6 grade teachers
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Strategy 3:

Differentiated Instruction - Teachers/Staff will differentiate instruction across the curriculum by utilizing flexible groups, mixed ability groups, scaffolded instruction, providing high-level challenging instruction for the accelerated students, and using multiple texts and supplementary materials in lessons.

Category: Learning Support Systems

Research Cited: Research shows that students experience greater success in school when a teacher includes their learning needs when designing instruction. The two schools of thought on how differentiated instruction is designed come from the researchers Tomlinson and Ainslie. Tomlinson, C.A (2000) identifies eight differentiation's that are included in good teaching: concrete to abstract, simple to complex. Basic to transformations, fewer facets to multi-facets, smaller leaps to greater, more structured to more open, less independence to g greater independence, and slower to quicker. In addition, Ainslie (1994) identifies differentiation by mixing abilities in groups; abilities are identified thorough learning styles, motivations, interests, academic ability and linguistic ability. Additionally, research notes that school administrators are responsible for differentiation because they respond to the needs of the student and community when shaping the curriculum. Administrators must ensure that staff is provided the necessary professional development support the staff when they use differentiation methods. They must also promote parent participation. Gregory, G. & Chapman, C. (2002). Differentiated instructional strategies: One size doesn't fit all. Corwin Press: Thousand Oaks, CA. Tomlinson, C.A. (1995a). Differentiating instruction for advanced learners in the mixed-ability middle school classroom. ERIC Digest E536. ERIC Document Reproduction No. ED389141. Tomlinson, C. A. (1995b). How to differentiate instruction in mixed-ability classrooms. ERIC Document Reproduction No. ED386301. Tomlinson, C. A. (2000) Differentiation of instruction in the elementary grades. ERIC Digest. ERIC Document Reproduction No. ED443572.

Tier: Tier 2

Activity - Small Group Timely Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-5 who are not meeting grade level expectations need extra support in science will receive small group timely assistance as part of our RTI model from their classroom teacher and/or Title I staff (learning specialist and/or core instructional assistant). Small group assistance will vary depending on need. It is usually given to students in 1/2 hour increments 3- 5 times each week. Groups range from 2 to 6 students.	Academic Support Program	Tier 2	Implement	09/05/2017	06/11/2020	\$7860	Title I Schoolwide	K-5 Teachers, Title I Staff, Principal
Activity - Career Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be exposed to career opportunities in science.	Career Preparation /Orientation	Tier 1	Implement	09/03/2019	06/11/2020	\$0	No Funding Required	K-6 Teachers

Goal 4: All students at Barth Elementary will increase their social studies ability.

Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency on the 5th grade state assessment in Social Studies by 06/11/2020 as measured by a 10% increase .

Strategy 1:

Non-Linguistic Representation - Teachers/Staff will use non-linguistic representation in their instruction of academic social studies vocabulary and the MC3 curriculum through Wayne RESA to increase student understanding of critical social studies concepts.

Category: Learning Support Systems

Research Cited: Classroom Instruction That Works- Research Based Strategies for Increasing Student Achievement (Marzano, Pickering, Pollack, 2001) According to the research the primary way teachers present new knowledge to students is linguistic, thus leaving students on their own to generate nonlinguistic representations. When teachers help students through nonlinguistic representations the effects show an increase in student achievement. Research has shown that when students are explicitly engaged in the creation of nonlinguistic representations their brain is stimulated and activity is increased.

Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will create Thinking Maps to help develop concepts visually in connection with specific thought processes.	Direct Instruction	Tier 1	Implement	09/03/2013	06/11/2020	\$0	No Funding Required	K-5 Teachers, Title I Staff, and Principal

Activity - Teacher Follow-up Training on Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Thinking Maps trainer or current staff members who are proficient in the use of Thinking Maps will provide on-site follow-up training to K-5 teachers, Title I staff, and principal as needed.	Professional Learning	Tier 1	Implement	09/05/2017	06/11/2020	\$0	No Funding Required	K-5 Teachers, Title I Staff, Principal

Activity - Small Group Timely Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students in grades K-5 who are not meeting grade level expectations will receive small group timely assistance as part of our RTI model from their teacher and/or Title I staff (learning specialist and/or core instructional assistant). Small group assistance will vary depending on need. It is usually given to students in 1/2 hour increments 3- 5 times each week. Groups range from 2 to 6 students.	Academic Support Program	Tier 2	Implement	09/05/2017	06/11/2020	\$7860	Title I Schoolwide	K-5 Teachers, Title I Staff, and Principal
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Strategy 2:

Project- Based Learning with Philanthropy - Teachers/Staff will teach philanthropy through project-based learning to help students apply social studies concepts to the real world.

Category: Social Studies

Research Cited: learningtogive.org "Empowering Children Through Philanthropy: The Goal of Learning to Give

Leaders"(Mike Gallagher, February 2005)

Article by Sylvia Chard: Project Learning 10/1/2001. Edutopia: What Works in Education. The George Lucas Foundation, 2012.

According to the research project-based instruction makes school more like real life. Children who have had project work over a period of years and perhaps are now reaching fourth or fifth grade, often they appear to be more confident in the way they talk about what they've learned in school. They will look as though they've had ownership of some of their learning. They will be able to remember projects that they did in previous years. They will have highlights of their school career that they will remember quite easily.They're able to talk about school learning in a way that children who are mainly receptive learners in school find it very difficult to talk about.

Tier: Tier 1

Activity - Project-Based Philanthropy Event	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-6 will be engaged in at least one project-based philanthropy event during the school year.	Community Engagement	Tier 1	Implement	09/05/2017	06/11/2020	\$0	No Funding Required	K-6 Teachers

Strategy 3:

Differentiated Instruction - Teachers/Staff will differentiate instruction across the curriculum by utilizing flexible groups, mixed ability groups, scaffolded instruction, providing high-level challenging instruction for the accelerated students, and using multiple texts and supplementary materials in lessons.

Category: Learning Support Systems

Research Cited: Research shows that students experience greater success in school when a teacher includes their learning needs when designing instruction. The two schools of thought on how differentiated instruction is designed come from the researchers Tomlinson and Ainslie. Tomlinson, C.A (2000) identifies eight differentiations that are included in good teaching: concrete to abstract, simple to complex. Basic to transformations, fewer facets to multi-facets, smaller leaps to greater, more structured to more open, less independence to g greater independence, and slower to quicker. In addition, Ainslie (1994) identifies differentiation by mixing abilities in groups; abilities are identified thorough learning styles, motivations, interests, academic ability and linguistic ability. Additionally, research notes that school administrators are responsible for differentiation because they respond to the needs of the student and community when shaping the curriculum. Administrators must

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ensure that staff is provided the necessary professional development support the staff when they use differentiation methods. They must also promote parent participation. Gregory, G. & Chapman, C. (2002). Differentiated instructional strategies: One size doesn't fit all. Corwin Press: Thousand Oaks, CA. Tomlinson, C.A. (1995a). Differentiating instruction for advanced learners in the mixed-ability middle school classroom. ERIC Digest E536. ERIC Document Reproduction No. ED389141. Tomlinson, C. A. (1995b). How to differentiate instruction in mixed-ability classrooms. ERIC Document Reproduction No. ED386301. Tomlinson, C. A. (2000) Differentiation of instruction in the elementary grades. ERIC Digest. ERIC Document Reproduction No. ED443572.

Tier: Tier 2

Activity - Small Group Timely Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-5 who are not meeting grade level expectations need extra support in social studies will receive small group timely assistance as part of our RTI model from their classroom teacher and/or Title I staff (learning specialist and/or core instructional assistant). Small group assistance will vary depending on need. It is usually given to students in 1/2 hour increments 3- 5 times each week. Groups range from 2 to 6 students.	Academic Support Program	Tier 2	Implement	09/05/2017	06/11/2020	\$7860	Title I Schoolwide	K-5 Teachers, Title I Staff, Principal

Activity - Career Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be exposed to career opportunities in social studies.	Career Preparation /Orientation	Tier 1	Implement	09/03/2019	06/11/2020	\$0	No Funding Required	K-6 Teachers

Strategy 4:

Technology and Academic Vocabulary - Teachers/Staff will utilize technology with a strong focus on academic vocabulary to increase students understanding of key social studies terms.

Category: Social Studies

Research Cited: Research Cited: Building Background Knowledge for Academic Achievement: Research on What Works in Schools (Marzano, 2004).

Building Academic Vocabulary (Marzano and Pickering, 2005).

According to the research, students who receive direct vocabulary instruction have higher comprehension levels. The more students understand their academic vocabulary, the easier it is for them to understand information they may read or hear about the topic. Without a basic knowledge of academic vocabulary, students will have difficulty understanding information they read or hear.

Tier: Tier 1

Activity - Social Studies Word Wall or Binder	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create word walls of specific social studies terms appropriate to their grade level. Or students can use binders to keep their vocabulary words in.	Technology , Direct Instruction	Tier 1	Implement	09/06/2016	06/11/2020	\$0	No Funding Required	K-6 Teachers, Title I Staff, and Principal

Goal 5: All students at Barth Elementary will increase their reading ability.

Measurable Objective 1:

A 7% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency on the state assessment in Reading by 06/11/2020 as measured by a 7% increase.

Strategy 1:

Non-Linguistic Representation - Teachers/staff will use non-linguistic representation in their reading instruction to increase student comprehension skills.

Category: Learning Support Systems

Research Cited: Classroom Instruction That Works- Research Based Strategies for Increasing Student Achievement (Marzano, Pickering, Pollack, 2001)

According to the research the primary way teachers present new knowledge to students is linguistic, thus leaving students on their own to generate nonlinguistic representations. When teachers help students through nonlinguistic representations the effects show an increase in student achievement. Research has shown that when students are explicitly engaged in the creation of nonlinguistic representations their brain is stimulated and activity is increased.

Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will create Thinking Maps to help develop concepts visually in connection with specific thought processes.	Direct Instruction	Tier 1	Implement	09/03/2013	06/11/2020	\$0	No Funding Required	K-6 Teachers, Title I Staff, and Principal
Activity - Teacher Follow-up Training on Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Current staff members who are proficient in the use of Thinking Maps will provide on-site follow-up training to K-6 teachers, Title I staff, and principal as needed.	Professional Learning	Tier 1	Implement	09/06/2016	06/11/2020	\$0	No Funding Required	K-6 Teachers, Title I Staff, and Principal
Activity - Small Group Timely Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-5 who are not meeting grade level expectations need extra support in reading will receive small group timely assistance as part of our RTI model from their classroom teacher and/or Title I staff (learning specialist and/or core instructional assistant). Small group assistance will vary depending on individual students' needs. It is usually given to students in 1/2 hour increments 3- 5 times each week. Groups range in size from 2 to 6 students.	Academic Support Program	Tier 2	Implement	09/05/2017	06/11/2020	\$7860	Title I Schoolwide	K-5 Teachers, Title I Staff, and Principal

Strategy 2:

Technology and Academic Vocabulary - Teachers/Staff will utilize technology with a strong focus on academic vocabulary to increase students understanding of key reading terms.

Category: English/Language Arts

Research Cited: Building Background Knowledge for Academic Achievement: Research on What Works in Schools (Marzano, 2004). Building Academic Vocabulary (Marzano and Pickering, 2005). According to the research students who receive direct vocabulary instruction have higher comprehension levels. The more students understand their academic vocabulary, the easier it is for them to understand information they may read or hear about the topic. Without a basic knowledge of academic vocabulary, students will have difficulty understanding information they read or hear.

Tier: Tier 1

Activity - Reading Vocabulary Word Wall	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create word walls of specific reading terms appropriate to their grade level. Teachers may choose to have students keep vocabulary notebooks instead.	Direct Instruction	Tier 1	Monitor	09/03/2013	06/11/2020	\$0	No Funding Required	K-6 Teachers

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Activity - Student Academic Resource Leadership Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student in grades 1-6 will keep their own academic resource binder which will include their own assessment tracking/recording sheets, grade level reading vocabulary, reading resource sheets, etc.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/11/2020	\$0	No Funding Required	K-6 Teachers
Activity - Extended Learning Time with Title I Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title I learning specialist, and/or Title I core instructional assistants, will provide extended learning opportunities in reading through before/after school tutoring to students in grades 1st-5th who are persistently not meeting grade level expectations.	Academic Support Program	Tier 3	Implement	09/05/2017	06/11/2020	\$975	Title I Schoolwide	Title I Staff and Principal
Activity - RAZ-kids online reading program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use RAZ- kids online reading program to read books at their reading level.	Academic Support Program, Technology	Tier 1	Implement	10/27/2014	06/11/2020	\$2300	Title I Schoolwide	K-6 Teachers
Activity - MACUL Technology Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2-3 staff members will attend the MACUL technology conference to learn new ways to integrate technology into our school.	Technology, Professional Learning	Tier 1	Getting Ready	03/02/2020	04/01/2020	\$400	General Fund	2-3 staff members
Activity - ITIP Google Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1-2 Staff Members to attend the ITIP Google conference	Technology, Professional Learning	Tier 1	Implement	01/01/2020	06/11/2020	\$400	General Fund	Selected Staff
Activity - Exact Path	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Exact Path at their own level according to their placement after NWEA MAP testing.	Academic Support Program, Technology	Tier 2	Implement	09/04/2018	06/11/2020	\$5000	Title I Schoolwide	Principal, K-6 Teachers

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Activity - Michigan State Testing Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School testing coordinator will attend the annual state testing conference.	Technology	Tier 1	Implement	09/03/2019	02/28/2020	\$400	Title IV Part A	School testing coordinator

Strategy 3:

DRA - Teachers/Staff will use DRA (Developmental Reading Assessment) to monitor student's reading fluency and reading comprehension progress.

Category: English/Language Arts

Research Cited: The DRA (Developmental Reading Assessment) will be used as an indicator of each student's strength and weaknesses in reading accuracy, fluency and comprehension. The DRA will be administered a minimum of three times a year (beginning, mid, and end of the school year) to drive individualized instruction.

Torgesen, J. K. (2004). Avoiding the devastating downward spiral: The evidence that early intervention prevents reading failure. *American Educator*, 28, 6-19

National Assessment Governing Board. (2000). Reading Framework for the National

Assessment of Educational Progress: 1992-2000. (Developed for the National Assessment Governing Board under contract number RS89175001 by the Council of Chief State School Officers.) Washington, DC: Author.

Tier: Tier 2

Activity - DRA Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are performing below grade level will be given a DRA 3 times a year (Fall, Winter, Spring)	Monitor	Tier 2	Implement	09/05/2017	06/11/2020	\$0	No Funding Required	K-5 Teachers

Strategy 4:

Differentiated Instruction - Teachers/Staff will differentiate instruction across the curriculum by utilizing flexible groups, mixed ability groups, scaffolded instruction, providing high-level challenging instruction for the accelerated students, and using multiple texts and supplementary materials in lessons.

Category: Learning Support Systems

Research Cited: Research shows that students experience greater success in school when a teacher includes their learning needs when designing instruction. The two schools of thought on how differentiated instruction is designed come from the researchers Tomlinson and Ainslie. Tomlinson, C.A (2000) identifies eight differentiations that are included in good teaching: concrete to abstract, simple to complex. Basic to transformations, fewer facets to multi-facets, smaller leaps to greater, more structured to more open, less independence to greater independence, and slower to quicker. In addition, Ainslie (1994) identifies differentiation by mixing abilities in groups; abilities are identified through learning styles, motivations, interests, academic ability and linguistic ability. Additionally, research notes that school administrators are responsible for differentiation because they respond to the needs of the student and community when shaping the curriculum. Administrators must ensure that staff is provided the necessary professional development support the staff when they use differentiation methods. They must also promote parent

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Tier: Tier 2

Activity - Guided Reading Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-5 who are not meeting grade-level expectations need extra support in reading will receive small group guided reading assistance as part of our RTI model from their classroom teacher. Small group assistance will vary depending on need. It is usually given to students in 1/2 hour increments 3- 5 times each week. Groups range from 2 to 6 students.	Academic Support Program	Tier 2	Implement	09/04/2018	06/11/2020	\$0	No Funding Required	K-5 Teachers, Principal
Activity - Instructing with District Core Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the district core reading program lessons to teach and differentiate reading skills.	Direct Instruction	Tier 1	Implement	09/08/2015	06/11/2020	\$0	No Funding Required	K-6 Teachers, Title I Staff, Principal
Activity - Advanc-Ed Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2 staff members will attend the annual Advanc-Ed conference to learn about updates and changes in school improvement and new strategies to use.	Professional Learning	Tier 1	Getting Ready	10/01/2019	12/20/2019	\$1001	Title I Schoolwide	Principal and School Improvement Facilitator

Strategy 5:

LLI Reading Intervention Program - Teachers will use the LLI Guided Reading Program with Tier 2 and Tier 3 students who are not reading at grade level as a reading intervention as part of our RtI program.

Category: English/Language Arts

Research Cited: <http://www.heinemann.com/fountasandpinnell/research/lliresearchbase.pdf>

Findings from implementation across the years include the following:

In Greenwood, South Carolina, 105 2nd graders participated in LLI in 2006. Pre-LLI scores on the Developmental Reading Assessment (DRA) showed none of the LLI students reading at the 2nd grade level. Eighteen weeks later, DRA scores showed 66% of the students reading at the 2nd grade level.

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In Atlantic City, 337 K–2 students participated in LLI in 2005–2006, including 64 English Language Learner students. Pre-LLI score on the DRA showed only 3% of the LLI students reading on grade level. Post-LLI scores showed 45% reading on grade level.

In Atlantic City students also showed significant gains in phonological awareness, letter naming, word recognition, and decoding, as measure by the DIBELS assessment.

In a large city on the east coast, a study of 165 K–2 children in LLI found that children in all three grade levels made significant gains on the Gates-MacGinitie Reading Test (Harrison, Grehan, Ross, Dexter, and Inan, 2008). While before the intervention only 5% of the students were reading at or above average, after the intervention 34% were reading at or above average. 90% of the teachers felt that LLI had a positive impact on their students, and 81% believed LLI had improved their reading instruction. “Teachers were overwhelmingly positive about the LLI training and suggested that it further reinforced their belief that struggling readers can achieve and become readers”

Tier: Tier 3

Activity - Small Group Timely Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be pulled 1-4 times a week in a small group (1-4 students) for 30-40 minutes a session as part of our RtI program.	Academic Support Program	Tier 2	Implement	09/05/2017	06/11/2020	\$0	No Funding Required	K-5 Teacher, Resource Teacher, Title I Staff, 31a Staff

Activity - Reading Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school reading interventionist will provide small group instruction daily in 30-40 minutes sessions to small groups of students in K-5 who are not meeting grade level expectations using the LLI program or other research-based programs.	Academic Support Program	Tier 2	Implement	09/05/2017	06/01/2020	\$110000	Title I Part A	K-5 Teachers, Principal, Title I Learning Specialist and School Reading Coach

Goal 6: All students and members of the Barth community will maintain safe and positive climates that support and enhance student learning.

Measurable Objective 1:

demonstrate a behavior that supports student learning by 06/14/2018 as measured by a 10% reduction in office referrals and suspensions .

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Strategy 1:

Positive Behavior Intervention Support - Teachers/Staff will implement positive behavior intervention strategies focusing on improved self image, academic engagement, anti-bullying, peer relationships, cooperative learning, restorative justice, and personal improvement plans for students.

Adult support will include mentors, social workers, student behavior deans, learning specialists, along with teachers, and administrators. Support will include full class, small group and individualized student support.

PBIS frames will provide specific steps and strategies needed to attain the goal.

Category: School Culture

Research Cited: pbis.org

Tier: Tier 1

Activity - Student Behavior Support Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Supporters will provide large group, small group and individualized support for students to address academic needs, behavior issues, bullying issues, etc. These supporters, including School Social Worker, Principal, Teachers, etc. will provide direct support to students and will work with parents and staff to help identify student needs and further support student achievement and promote high school graduation and school attendance.	Behavioral Support Program	Tier 2	Getting Ready	09/02/2014	06/11/2020	\$0	No Funding Required	Social Worker, Principal, Teachers
Activity - Parent Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent meetings will be offered for parents to help them support their children's positive behavior. Sessions will address how behavior impacts achievement, bullying - identifying when your child is being bullied or is bullying, ways to help enhance positive behavior and eliminate non productive school behavior. School teams will provide training.	Parent Involvement	Tier 2	Implement	09/02/2014	06/11/2020	\$0	No Funding Required	Social Worker, Principal, Teachers
Activity - Field Trip/Community Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in various field trips that support emphasis on positive behavior i.e. Leadership Teams, Volunteer Teams, college tours emphasizing a need to have positive behavior and learning practices that help with college entrances, etc.	Behavioral Support Program	Tier 2	Getting Ready	09/02/2014	06/11/2020	\$0	No Funding Required	Social Worker, Principal, Teachers

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Strategy 2:

7 Habits of Happy Kids - Teachers/Staff will use the 7 Habits of Happy Kids to create and promote a culture of leadership and learning in the school and community.

Category: School Culture

Research Cited: Through research done at the Johns Hopkins University at schools implementing The 7 Habits of Happy kids the researchers reported: "Without question, the strongest consensus was that TLIM positively improved school climate. For the teachers and principals, the main contributors to climate changes were improved student behavior and the establishment of a culture, guided by the 7 Habits supporting respect and acceptance of others. An indirect effect was giving the school a prideful identity and a unique sense of purpose. • Students translated the climate effects into feelings of increased order and security. Several noted explicitly that bullying was decreased because of classmates' exposure to the 7 Habits. With leadership roles came more explicit responsibility for behaving respectfully toward others and resolving rather than escalating conflicts (win-win was frequently mentioned as a strategy). There was also agreement among students in both schools that teachers, too, were nicer, more apt to listen to and respect students' perspectives, and more approachable as a result of practicing the habits. • A second clear impact of TLIM was developing students' self-confidence and motivation. Practicing the Habits provide a sense of direction and responsibility, which are motivating and reinforcing. The prevailing attitude of accentuating the positive makes it important to try but acceptable to fail. There is less fear than in a typical school environment of being embarrassed or ridiculed in the wake of failure. • A third type of impact was getting along better with others and resolving conflicts. Teachers, principals, and parents reported that there were fewer arguments, fights, disciplinary actions, and suspensions than in the past. Students reported feeling better equipped to respond in a positive way to conflicts. Students discussed these effects concretely with reference to using particular habits purposively (primarily win-win, synergize, seek to understand, and synergize) to relate better with other children and adults.

Tier: Tier 1

Activity - School & Classroom Data Walls	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create a common format for school and classroom data walls.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/11/2020	\$0	No Funding Required	Classroom Teachers

Strategy 3:

Parental, Family, and Community Engagement - Teachers/Staff will provide opportunities for parents/community to implement Joyce Epstein's 6 Types of Involvement (Parenting, Communicating, Volunteering, learnign at Home, Decision-Making, Collaboarting with the Community)

Category: School Culture

Research Cited: Developing and Sustaining Research-based programs of school, family, and community partnerships: Summary of Five Years of NNPS Research (September 2005) The Partnership Schools model is one of the few research-based approaches designed to help schools, districts, and state departments of education organize, implement, and sustain goal-linked programs of family and community involvement. The NNPS studies document the importance of understanding new ways to think about school, family, and community partnerships (Epstein & Sheldon, in press). The research identifies "essential elements" for effective programs and specific processes and paths that strengthen (1) leadership for partnerships, (2) program plans, (3) outreach to involve more families, (4) responses of families and community partners, and (5) impact on student achievement and other indicators of success in school.

Tier: Tier 1

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Activity - Watch D.O.G.S	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dads of Barth students will be invited in for a pizza or donuts meeting to learn about becoming one of the Watch D.O.G.S at Barth. As a Watch D.O.G. Barth dads would schedule days to come to the school and be mentors to the students both socially and academically.	Parent Involvement	Tier 1	Implement	09/05/2017	06/11/2020	\$200	Title I Schoolwide	Principal, Title I Learning Specialist, Teachers
Activity - Transitions, Trainings, and Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Barth will host parent and student events to assist in the transitions at various levels such as Kindergarten Orientation for preschoolers entering Kindergarten, Kindergarten Graduation, and the 5th grade Moving Up Ceremony. Barth will also be a part of the Academic Fair and have parent meetings, such as the the Title I annual meeting.	Parent Involvement	Tier 1	Implement	09/05/2017	06/11/2020	\$1455	Title I Schoolwide	Principal, Title I Learning Specialist, teachers in the transition grade levels, and other staff as needed
Activity - Parent Teacher Home Visitation Project	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trained staff will make home visits to incoming students utilizing the PTHVP protocol to build trust and stronger relationships between home and school. Visits are completed in pairs.	Parent Involvement	Tier 3	Implement	07/01/2017	06/11/2020	\$957	Title I Part A	Trained Staff Members
Activity - Memspa Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will attend the annual administrator conference to collaborate with other leaders and learn new strategies and ideas.	Professional Learning	Tier 1	Implement	09/03/2019	12/20/2019	\$1187	Title I Schoolwide	Principal
Activity - Cultural Competency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will have an awareness of their own cultural identity while learning and building on the varying cultural and community norms of students and families in our school community.	Community Engagement	Tier 1	Implement	09/04/2018	06/11/2020	\$0	No Funding Required	All Barth Staff

Strategy 4:

Character Education - The Physical education teacher will spend a portion of his time teaching socio-economic health, nutrition, safety and overall health and wellness

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using the Michigan Model Curriculum and Character Counts lessons.

Category: School Culture

Research Cited: http://www.emc.cmich.edu/EMC_Orchard/michigan-model-for-health

<https://charactercounts.org/tag/research/>

Tier: Tier 1

Activity - Character Education Instructor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Character Education Instructor will use Michigan Model and Character Counts lessons to teach children overall health, wellness, and safety.	Academic Support Program	Tier 1	Implement	09/03/2019	06/11/2020	\$10609	Title I Schoolwide	Character Counts Instructor

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MACUL Technology Conference	2-3 staff members will attend the MACUL technology conference to learn new ways to integrate technology into our school.	Technology, Professional Learning	Tier 1	Getting Ready	03/02/2020	04/01/2020	\$400	2-3 staff members
Mystery Science Lessons	Teachers will use online Mystery Science lessons to engage their students in hands-on science experiments, lessons, and activities.	Academic Support Program, Technology	Tier 1	Implement	09/04/2018	06/11/2020	\$500	Principal, K-6 grade teachers
School-Wide Science Fair	Students in grades K-3 will complete a class science fair project together, with teacher assistance, focusing on the scientific method. Students in grades 4 -6 will complete an individual science fair project focusing on the scientific method.	Academic Support Program	Tier 1	Implement	03/01/2019	06/11/2020	\$400	K-6 Teachers, Principal
ITIP Google Conference	1-2 Staff Members to attend the ITIP Google conference	Technology, Professional Learning	Tier 1	Implement	01/01/2020	06/11/2020	\$400	Selected Staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Readiness	Students will be exposed to career opportunities in math.	Career Preparation /Orientation	Tier 1	Implement	09/03/2019	06/11/2020	\$0	K-6 Teachers

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Student Behavior Support Sessions	Student Supporters will provide large group, small group and individualized support for students to address academic needs, behavior issues, bullying issues, etc. These supporters, including School Social Worker, Principal, Teachers, etc. will provide direct support to students and will work with parents and staff to help identify student needs and further support student achievement and promote high school graduation and school attendance.	Behavioral Support Program	Tier 2	Getting Ready	09/02/2014	06/11/2020	\$0	Social Worker, Principal, Teachers
Teacher Follow-up Training on Thinking Maps	Current staff members who are proficient in the use of Thinking Maps will provide on-site follow-up training to K-6 teachers, Title I staff, and principal as needed.	Professional Learning	Tier 2	Monitor	09/06/2016	06/11/2020	\$0	K-6 Teachers, Title I Staff, and Principal
Career Readiness	Students will be exposed to career opportunities in science.	Career Preparation /Orientation	Tier 1	Implement	09/03/2019	06/11/2020	\$0	K-6 Teachers
Writing Portfolios	Students will have a writing portfolio including published pieces of required writing genres at each grade level. At the end of the year portfolios will be shared with parents and students.	Evaluation	Tier 1	Implement	09/06/2016	06/11/2020	\$0	K-6 Teachers
Teacher Follow-up Training on Thinking Maps	Current staff members who are proficient in the use of Thinking Maps will provide on-site follow-up training to K-6 teachers, Title I staff, and principal as needed.	Professional Learning	Tier 2	Monitor	09/02/2014	06/11/2020	\$0	K-6 Teachers, Title I Staff, Principal
Teacher Follow-up Training on Thinking Maps	Current staff members who are proficient in the use of Thinking Maps will provide on-site follow-up training to K-6 teachers, Title I staff, and principal as needed.	Professional Learning	Tier 1	Implement	09/06/2016	06/11/2020	\$0	K-6 Teachers, Title I Staff, and Principal
Thinking Maps	Students will create Thinking Maps to help develop visual representations of broader science concepts.	Direct Instruction	Tier 1	Implement	09/03/2013	06/11/2020	\$0	K-6 Teachers, Title I Staff, and Principal
Thinking Maps	Students will create Thinking Maps to help develop concepts visually in connection with specific thought processes.	Direct Instruction	Tier 1	Implement	09/03/2013	06/11/2020	\$0	K-5 Teachers, Title I Staff, and Principal
Student Academic Resource Leadership Notebooks	Each student in grades 1-5 will keep their own academic resource binder which will include their own assessment tracking/recording sheets, grade level math vocabulary, math resource sheets, etc.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/11/2020	\$0	K-5 Teachers
Career Readiness	Students will be exposed to career opportunities in writing.	Career Preparation /Orientation	Tier 1	Implement	09/03/2019	06/11/2020	\$0	K-6 Teachers

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Instructing with District Core Writing Program	Teachers will use the district core writing program lessons to teach and differentiate writing skills.	Direct Instruction, Professional Learning	Tier 1	Implement	09/06/2016	06/11/2020	\$0	K-6 Teachers, Title I Learning Specialist, Principal
Instructing with District Core Math Program	Teachers will use the district core math program lessons to teach and differentiate math concepts.	Direct Instruction	Tier 1	Implement	09/08/2015	06/11/2020	\$0	K-6 Teachers, Title I Staff, Principal
Thinking Maps	Students will create Thinking Maps to increase concepts visually. This will deepen each child's understanding of the writing process.	Direct Instruction	Tier 1	Implement	09/03/2013	06/11/2020	\$0	K-6 Teachers, Title I Staff, and Principal
Number of the Day or Number Talk	Teachers K-5 will use a number of the day or a number talk to review and practice many different math vocabulary terms and math skills appropriate to their grade level.	Direct Instruction	Tier 1	Monitor	09/05/2017	06/11/2020	\$0	K-5 Teachers
Teacher Training on Differentiated Math Instruction	Teachers will receive training as needed in differentiated math strategies aligned to the common core to help with the district math curriculum.	Professional Learning	Tier 1	Implement	09/08/2015	06/11/2020	\$0	K-5 Teachers, Title I Learning Specialist, Principal, Curriculum Director
Social Studies Word Wall or Binder	Teachers will create word walls of specific social studies terms appropriate to their grade level. Or students can use binders to keep their vocabulary words in.	Technology, Direct Instruction	Tier 1	Implement	09/06/2016	06/11/2020	\$0	K-6 Teachers, Title I Staff, and Principal
Reading Vocabulary Word Wall	Teachers will create word walls of specific reading terms appropriate to their grade level. Teachers may choose to have students keep vocabulary notebooks instead.	Direct Instruction	Tier 1	Monitor	09/03/2013	06/11/2020	\$0	K-6 Teachers
Field Trip/Community Partnerships	Students will participate in various field trips that support emphasis on positive behavior i.e. Leadership Teams, Volunteer Teams, college tours emphasizing a need to have positive behavior and learning practices that help with college entrances, etc.	Behavioral Support Program	Tier 2	Getting Ready	09/02/2014	06/11/2020	\$0	Social Worker, Principal, Teachers
Student Academic Resource Leadership Notebooks	Each student in grades 1-6 will keep their own academic resource binder which will include their own assessment tracking/recording sheets, grade level reading vocabulary, reading resource sheets, etc.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/11/2020	\$0	K-6 Teachers

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DRA Monitoring	Students who are performing below grade level will be given a DRA 3 times a year (Fall, Winter, Spring)	Monitor	Tier 2	Implement	09/05/2017	06/11/2020	\$0	K-5 Teachers
Teacher Follow-up Training on Thinking Maps	A Thinking Maps trainer or current staff members who are proficient in the use of Thinking Maps will provide on-site follow-up training to K-5 teachers, Title I staff, and principal as needed.	Professional Learning	Tier 1	Implement	09/05/2017	06/11/2020	\$0	K-5 Teachers, Title I Staff, Principal
Teacher Follow-up Training on Thinking Maps	Current staff members who are proficient in the use of Thinking Maps will provide on-site follow-up training to K-6 teachers, Title I staff, and principal as needed.	Professional Learning	Tier 1	Implement	09/05/2017	06/11/2020	\$0	K-6 Teachers, Title I Staff, Principal
Small Group Timely Assistance	Students will be pulled 1-4 times a week in a small group (1-4 students) for 30-40 minutes a session as part of our RTI program.	Academic Support Program	Tier 2	Implement	09/05/2017	06/11/2020	\$0	K-5 Teacher, Resource Teacher, Title I Staff, 31a Staff
Instructing with District Core Reading Program	Teachers will use the district core reading program lessons to teach and differentiate reading skills.	Direct Instruction	Tier 1	Implement	09/08/2015	06/11/2020	\$0	K-6 Teachers, Title I Staff, Principal
Guided Reading Groups	Students in grades K-5 who are not meeting grade-level expectations need extra support in reading will receive small group guided reading assistance as part of our RTI model from their classroom teacher. Small group assistance will vary depending on need. It is usually given to students in 1/2 hour increments 3- 5 times each week. Groups range from 2 to 6 students.	Academic Support Program	Tier 2	Implement	09/04/2018	06/11/2020	\$0	K-5 Teachers, Principal
Career Readiness	Students will be exposed to career opportunities in social studies.	Career Preparation /Orientation	Tier 1	Implement	09/03/2019	06/11/2020	\$0	K-6 Teachers
Project-Based Philanthropy Event	Students in grades K-6 will be engaged in at least one project-based philanthropy event during the school year.	Community Engagement	Tier 1	Implement	09/05/2017	06/11/2020	\$0	K-6 Teachers
School & Classroom Data Walls	Teachers will create a common format for school and classroom data walls.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/11/2020	\$0	Classroom Teachers
Math Vocabulary Word Wall	Teachers will create word walls of specific math terms appropriate to their grade level.	Direct Instruction	Tier 1	Monitor	09/03/2013	06/11/2020	\$0	K-6 Teachers
Teacher Follow-up Training on Study Island	Teachers who need training will attend a teacher-led workshop after school to learn how to use all the features and/or refresh themselves in the ins and outs of the Study Island web-based program.	Technology, Professional Learning	Tier 1	Monitor	09/05/2017	06/11/2020	\$0	K-6 Teachers, Title I Staff, Principal

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Thinking Maps	Students will create Thinking Maps to help develop concepts visually in connection with specific thought processes.	Direct Instruction	Tier 1	Implement	09/03/2013	06/11/2020	\$0	K-6 Teachers, Title I Staff, and Principal
Thinking Maps	Students will create Thinking Maps to help develop concepts visually in connection with specific thought processes.	Direct Instruction	Tier 1	Implement	09/03/2013	06/11/2020	\$0	K-6 Teachers, Title I Staff, and Principal
Parent Support	Parent meetings will be offered for parents to help them support their children's positive behavior. Sessions will address how behavior impacts achievement, bullying - identifying when your child is being bullied or is bullying, ways to help enhance positive behavior and eliminate non productive school behavior. School teams will provide training.	Parent Involvement	Tier 2	Implement	09/02/2014	06/11/2020	\$0	Social Worker, Principal, Teachers
Cultural Competency	Staff will have an awareness of their own cultural identity while learning and building on the varying cultural and community norms of students and families in our school community.	Community Engagement	Tier 1	Implement	09/04/2018	06/11/2020	\$0	All Barth Staff

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Michigan State Testing Conference	School testing coordinator will attend the annual state testing conference.	Technology	Tier 1	Implement	09/03/2019	02/28/2020	\$400	School testing coordinator

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
RAZ-kids online reading program	Students will use RAZ- kids online reading program to read books at their reading level.	Academic Support Program, Technology	Tier 1	Implement	10/27/2014	06/11/2020	\$2300	K-6 Teachers
Study Island	Students will utilize Study Island lessons in the computer lab to support and enrich their core math curriculum.	Academic Support Program, Technology	Tier 1	Implement	09/03/2013	06/11/2020	\$2804	K-5 Teachers, Title I Staff, and Principal

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Small Group Timely Assistance	Students in grades K-5 who are not meeting grade level expectations will receive small group timely assistance as part of our RTI model from their teacher and/or Title I staff (learning specialist and/or core instructional assistant). Small group assistance will vary depending on need. It is usually given to students in 1/2 hour increments 3-5 times each week. Groups range from 2 to 6 students.	Academic Support Program	Tier 2	Implement	09/05/2017	06/11/2020	\$7860	K-5 Teachers, Title I Staff, and Principal
Character Education Instructor	A Character Education Instructor will use Michigan Model and Character Counts lessons to teach children overall health, wellness, and safety.	Academic Support Program	Tier 1	Implement	09/03/2019	06/11/2020	\$10609	Character Counts Instructor
Extended Learning Time with Title I Support	The Title I learning specialist, and/or Title I core instructional assistants will provide extended learning opportunities in math through before and/or after school tutoring using the computers to students in 1st-5th grade who are persistently not meeting grade level expectations.	Academic Support Program	Tier 3	Implement	09/05/2017	06/11/2020	\$975	Title I Staff and Principal
Advanc-Ed Conference	2 staff members will attend the annual Advanc-Ed conference to learn about updates and changes in school improvement and new strategies to use.	Professional Learning	Tier 1	Getting Ready	10/01/2019	12/20/2019	\$1001	Principal and School Improvement Facilitator
Small Group Timely Assistance	Students in grades K-5 who are not meeting grade level expectations will receive small group timely assistance as part of our RTI model from their teacher and/or Title 1 staff (learning specialist and/or core instructional assistant). Small group assistance will vary depending on student need. It is usually given to students in 1/2 hour increments 2-4 times each week. Writing groups range from 1-6 students.	Academic Support Program	Tier 2	Implement	09/06/2016	06/11/2020	\$7860	K-5 Teachers, Title I Staff, and Principal
Extended Learning Time with Title I Support	The Title I learning specialist, and/or Title I core instructional assistants, will provide extended learning opportunities in reading through before/after school tutoring to students in grades 1st-5th who are persistently not meeting grade level expectations.	Academic Support Program	Tier 3	Implement	09/05/2017	06/11/2020	\$975	Title I Staff and Principal
Exact Path	Students will use Exact Path at their own level according to their placement after NWEA MAP testing.	Academic Support Program, Technology	Tier 2	Implement	09/04/2018	06/11/2020	\$5000	Principal, K-6 Teachers

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Small Group Timely Assistance	Students in grades K-5 who are not meeting grade level expectations will receive small group timely assistance as part of our RTI model from their teacher and/or Title I staff (learning specialist and/or core instructional assistant). Small group assistance will vary depending on need. It is usually given to students in 1/2 hour increments 3-5 times each week. Groups range from 2 to 6 students.	Academic Support Program	Tier 2	Implement	09/05/2017	06/11/2020	\$7860	K-5 Teachers, Title I Staff, and Principal
Watch D.O.G.S	Dads of Barth students will be invited in for a pizza or donuts meeting to learn about becoming one of the Watch D.O.G.S at Barth. As a Watch D.O.G. Barth dads would schedule days to come to the school and be mentors to the students both socially and academically.	Parent Involvement	Tier 1	Implement	09/05/2017	06/11/2020	\$200	Principal, Title I Learning Specialist, Teachers
STEM Education	Selected staff and students will be involved in an after school STEM program that focuses on educating students in four specific disciplines: science, technology, engineering, and mathematics, in an interdisciplinary and applied approach based on real-world applications.	Academic Support Program	Tier 1	Implement	09/04/2018	06/11/2020	\$975	Principal, Title I Staff, K-6 Teachers
Small Group Timely Assistance	Students in grades K-5 who are not meeting grade level expectations and need extra support in writing will receive small group timely assistance as part of our RTI model from their classroom teacher and/or Title I staff. Small group assistance will vary depending on need. It is usually given to students in 1/2 hour increments 2-4 times each week. Writing groups range from 1-6 students.	Academic Support Program	Tier 2	Implement	09/06/2016	06/11/2020	\$7860	K-5 Teachers, Title I Staff, and Principal
Small Group Timely Assistance	Students in grades K-5 who are not meeting grade level expectations will receive small group timely assistance in math as part of our RTI model from their teacher and/or Title I staff (learning specialist and/or core instructional assistant). Small group assistance will vary depending on need. It is usually given to students in 1/2 hour increments 3-5 times each week. Groups range from 2 to 6 students.	Academic Support Program	Tier 2	Implement	09/05/2017	06/11/2020	\$7860	K-5 teachers, Title I Staff, Resource Teacher, Principal
Small Group Timely Assistance	Students in grades K-5 who are not meeting grade level expectations will receive small group timely assistance as part of our RTI model from their teacher and/or Title I staff (learning specialist and/or core instructional assistant). Small group assistance will vary depending on need. It is usually given to students in 1/2 hour increments 3-5 times each week. Groups range from 2 to 6 students.	Academic Support Program	Tier 2	Implement	09/04/2017	06/11/2020	\$7860	K-5 Teachers, Title I Staff, and Principal

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Exact Path	Students will use Exact Path at their own level according to their placement after NWEA MAP testing.	Academic Support Program, Technology	Tier 2	Implement	09/04/2018	06/11/2020	\$5000	Principal, K-6 Teachers
Small Group Timely Assistance	Students in grades K-5 who are not meeting grade level expectations need extra support in reading will receive small group timely assistance as part of our RTI model from their classroom teacher and/or Title I staff (learning specialist and/or core instructional assistant). Small group assistance will vary depending on individual students' needs. It is usually given to students in 1/2 hour increments 3- 5 times each week. Groups range in size from 2 to 6 students.	Academic Support Program	Tier 2	Implement	09/05/2017	06/11/2020	\$7860	K-5 Teachers, Title I Staff, and Principal
Small Group Timely Assistance	Students in grades K-5 who are not meeting grade level expectations need extra support in social studies will receive small group timely assistance as part of our RTI model from their classroom teacher and/or Title I staff (learning specialist and/or core instructional assistant). Small group assistance will vary depending on need. It is usually given to students in 1/2 hour increments 3- 5 times each week. Groups range from 2 to 6 students.	Academic Support Program	Tier 2	Implement	09/05/2017	06/11/2020	\$7860	K-5 Teachers, Title I Staff, Principal
Transitions, Trainings, and Meetings	Barth will host parent and student events to assist in the transitions at various levels such as Kindergarten Orientation for preschoolers entering Kindergarten, Kindergarten Graduation, and the 5th grade Moving Up Ceremony. Barth will also be a part of the Academic Fair and have parent meetings, such as the the Title I annual meeting.	Parent Involvement	Tier 1	Implement	09/05/2017	06/11/2020	\$1455	Principal, Title I Learning Specialist, teachers in the transition grade levels, and other staff as needed
Small Group Timely Assistance	Students in grades K-5 who are not meeting grade level expectations need extra support in science will receive small group timely assistance as part of our RTI model from their classroom teacher and/or Title I staff (learning specialist and/or core instructional assistant). Small group assistance will vary depending on need. It is usually given to students in 1/2 hour increments 3- 5 times each week. Groups range from 2 to 6 students.	Academic Support Program	Tier 2	Implement	09/05/2017	06/11/2020	\$7860	K-5 Teachers, Title I Staff, Principal

School Improvement Plan

Barth Elementary School

Small Group Timely Assistance	Students in grades K-5 who are not meeting grade level expectations need extra support in writing will receive small group timely assistance as part of our RTI model from their classroom teacher and/or Title I staff (learning specialist and/or core instructional assistant). Small group assistance will vary depending on need. It is usually given to students in 1/2 hour increments 3- 5 times each week. Groups range from 2 to 6 students.	Academic Support Program	Tier 2	Implement	09/06/2016	06/11/2020	\$10119	K-5 Teachers, Title I Staff, Resource Teacher, Principal
Memspa Conference	Principal will attend the annual administrator conference to collaborate with other leaders and learn new strategies and ideas.	Professional Learning	Tier 1	Implement	09/03/2019	12/20/2019	\$1187	Principal
Extended Learning Time with Title I Support	Students will participate in an after school re-teaching and/or enrichment program to review and/or enhance their writing skills.	Academic Support Program	Tier 3	Implement	09/05/2017	06/11/2020	\$975	Title I Staff, Selected K-5 Teachers

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Teacher Home Visitation Project	Trained staff will make home visits to incoming students utilizing the PTHVP protocol to build trust and stronger relationships between home and school. Visits are completed in pairs.	Parent Involvement	Tier 3	Implement	07/01/2017	06/11/2020	\$957	Trained Staff Members
Reading Interventionist	The school reading interventionist will provide small group instruction daily in 30-40 minutes sessions to small groups of students in K-5 who are not meeting grade level expectations using the LLI program or other research-based programs.	Academic Support Program	Tier 2	Implement	09/05/2017	06/01/2020	\$110000	K-5 Teachers, Principal, Title I Learning Specialist and School Reading Coach