



# **School Improvement Plan**

**Barth Elementary School**

**Romulus Community Schools**

Mr. David Neal Thompson, Principal  
38207 Barth Road  
Romulus, MI 48174

# TABLE OF CONTENTS

Introduction .....	1
--------------------	---

## **Executive Summary**

Introduction .....	3
--------------------	---

Description of the School .....	4
---------------------------------	---

School's Purpose .....	5
------------------------	---

Notable Achievements and Areas of Improvement .....	6
---	---

Additional Information .....	7
------------------------------	---

## **Improvement Plan Stakeholder Involvement**

Introduction .....	9
--------------------	---

Improvement Planning Process .....	10
------------------------------------	----

## **School Data Analysis**

Introduction .....	12
--------------------	----

Demographic Data .....	13
------------------------	----

Process Data .....	15
--------------------	----

Achievement/Outcome Data .....	18
--------------------------------	----

Perception Data .....	23
-----------------------	----

Summary .....	26
---------------	----

**School Additional Requirements Diagnostic**

Introduction ..... 29  
School Additional Requirements Diagnostic ..... 30

**Title I Schoolwide Diagnostic**

Introduction ..... 33  
Component 1: Comprehensive Needs Assessment ..... 34  
Component 2: Schoolwide Reform Strategies ..... 40  
Component 3: Instruction by Highly Qualified Staff ..... 42  
Component 4: Strategies to Attract Highly Qualified Teachers ..... 43  
Component 5: High Quality and Ongoing Professional Development ..... 44  
Component 6: Strategies to Increase Parental Involvement ..... 45  
Component 7: Preschool Transition Strategies ..... 48  
Component 8: Teacher Participation in Making Assessment Decisions ..... 49  
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards ..... 50  
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources ... 52  
Evaluation: ..... 54

**Barth Elementary School Improvement Plan 2015-16**

Overview ..... 57  
Goals Summary ..... 58  
    Goal 1: All students at Barth Elementary will increase their reading ability ..... 59  
    Goal 2: All students at Barth Elementary will increase their math ability ..... 64

Goal 3: All students at Barth Elementary will increase their writing ability.....	69
Goal 4: All students at Barth Elementary will increase their science ability.....	73
Goal 5: All students at Barth Elementary will increase their social studies ability.....	76
Goal 6: All students and members of the Barth community will maintain safe and positive climates that support and enhance student learning.....	79
Activity Summary by Funding Source.....	83

## **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.

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Barth Elementary is a K-5 school and is one of 4 elementary schools located in Romulus, Michigan. However, beginning with the 2015-16 school year we will be adding a 6th grade accelerated classroom, along with a 2nd/3rd multi-age classroom and a 4th/5th multi-age accelerated classroom. Each school is located at a different corner surrounding the Detroit Metropolitan Airport. Our school community has become more transient over the past few years due to the economy. Barth Elementary ended the 2014-15 school year with 285 students. 37% of our students were female and 63% were male. We also house the entire elementary self-contained special education classrooms for the district. We had 2 special education resource rooms and a special education pre-school classroom during the 2014-15 school year. 47% of our students are Caucasian, 41% are African American, and 12% are of other races. Our enrollment has been declining over the past few years. We have lost approximately 115 students since 2011-12.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Vision Statement: Our vision is to provide the highest quality of education for all students in a caring and supportive environment.

Mission Statement: Our mission is to encourage, inspire, mentor, and support all children in meeting their highest academic potential through a variety of proven educational programs, so that they can serve our community.

Beliefs: We believe that... All children can learn and achieve their highest potential. All stakeholders of Barth Elementary should demonstrate good character traits to provide a safe and respectful learning environment. High expectations should be set for all students and staff members. Learning experiences should be meaningful and differentiated to meet the needs of all students. A strong community, home, and school partnership is essential for student success.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Over the past 3 years Barth has been recognized for increasing physical education and health awareness. For example, we were honored by the Character Education Partnership for our Character Education/No Bullying Program. We have also received grant funding for Nutrition and Health Education from Fuel up to Play 60, Splash, and PNUT. During the past school year (2014-15) we became a Leader in Me school, which has been very positive thus far.

Our areas of improvement, over the last three years, have been in increasing our student achievement scores. We became a Focus school at the end of the 2012-13 school year. Our 30% lowest achieving students are not making significant enough gains. The gap is increasing between our lowest and highest achieving students.

Over the next 3 years we want to decrease the gap between our lowest achieving students and our highest achieving students. We have already begun to put new school-wide strategies in place such as brain-based learning through the school-wide use and training of Thinking Maps, differentiated instruction, 31a classrooms, and a before and after school program for grades 2-5. We will continue to closely monitor student progress on a regular basis.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Beginning in the 2015-16 school year Barth will be the home of the new ACES (accelerated curriculum) program for grades 2-6. We are excited the district is moving forward with this new program that many of our stakeholders have been pushing for a few years now.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

To engage a variety of stakeholders in the development of our school improvement plan each teacher identified parents from their classrooms who they felt would be willing to participate and attend meetings. We invited the identified parents to school improvement meetings, but very few ever showed. We then decided to bring school improvement items to the monthly PTO parent group meetings to share with parents and to get their ideas and input. The meetings were held the 2nd Tuesday of each month, sometimes right after school and other times at 6:30 pm to accommodate more parents. To include all staff in the school improvement process, we had school improvement as an agenda item at every monthly staff meeting so the team could share and get input from all the staff. We also send out a survey to all stakeholders every year and we use the input to improve our plan. The school improvement plan is also on our school's website, along with other important documents such as our parent involvement plan.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

Our School Improvement Team consisted of a facilitator, the school principal, and a small group of teacher leaders. The team would share information with the entire staff at monthly staff meetings. Often times the entire staff would work on sections of the plan together or in small groups. The SIT facilitator would attend the monthly PTO parent group meetings and share the school improvement plan and process with the parent group. The parent group would give suggestions and provide input.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The final improvement plan was emailed to all staff members. It was put on the school's website for parents and the community to access, and it was mentioned in the school newsletters so parents would know it was available. Stakeholders would receive information on its progress several times throughout the year. School improvement was an agenda item at monthly staff meetings and monthly parent group meetings to keep stakeholders up to date on its progress.

# **School Data Analysis**

## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

## **Demographic Data**

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

### **Student Demographic Data**

#### **1. In looking at the three year trend in student enrollment data, what challenges have been identified?**

After looking at our three year trend in student enrollment the biggest challenge we have identified is declining enrollment. In the past we have always have 2 classes of every grade. This past school year (2014-15) we only had one kindergarten class, and we had a 2nd/3rd split class and a 4th/5th split class.

### **Student Demographic Data**

#### **2. In looking at the three year trend in student attendance data, what challenges have been identified?**

After looking at our three year trend data we have a challenge in attendance with the number of students who miss more than 10 days of school each year.

### **Student Demographic Data**

#### **3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?**

After looking at three year trend data in student behavior we have identified the following challenges: Our number of bus referrals have increased significantly, and a select group of students, mainly our special education students are receiving multiple referrals and suspensions.

### **Student Demographic Data**

#### **4. What action(s) could be taken to address any identified challenges with student demographic data?**

Providing more bus training to our new bus drivers could help with the increase in bus referrals. The district out-sourced transportation recently and hired many new bus drivers who do not know our students well yet and may be inexperienced with handling discipline issues. We could also provide more mentoring to students who receive multiple referrals. For our attendance issues we could offer some kind of reward or recognition for students who have good attendance on a monthly basis.

### **Teacher/School Leader(s) Demographic Data**

#### **5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?**

Our school leader, the principal has been at Barth 2 years now. The principal has teaching experience from a district similar to ours so knows  
SY 2015-2016

## School Improvement Plan

Barth Elementary School

---

the kinds of families and students we have in our school. The school improvement leader in our school has been at Barth 15 years and has been the school improvement leader for 9 years. This should have a positive impact on student achievement.

### Teacher/School Leader(s) Demographic Data

**6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?**

The majority of our teachers have over 10 years of teaching experience and have been with the Romulus district most, if not all of their teaching years. This should have a positive impact on student achievement because the teachers know the curriculum well and know the students and families in our district.

### Teacher/School Leader(s) Demographic Data

**7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?**

The school leader was absent 26 times during the last school year. 25 were due to professional learning or school business and 1 was due to family illness. This could have a negative impact on student achievement since the leader was not there to lead the school or to take care of issues or problems. It could also have a positive impact on student achievement since many of the days missed were for professional learning.

### Teacher/School Leader(s) Demographic Data

**8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?**

For our 16 teachers 110 days were taken for illness or personal business and 102 days were taken for school business. When averaged out that's about 13 days out of the classroom for each teacher throughout the school year. This could have a negative impact on student achievement because often times the students don't do as well for the substitute teacher.

### Teacher/School Leader(s) Demographic Data

**9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?**

We could offer more incentives for teachers to have good attendance. We could also offer more of the professional learning after school or during the summer for some kind of compensation so that teachers don't miss as much teaching time during the school year.

## **Process Data**

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

### **10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?**

#### Purpose and Direction

1.1 The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

#### Teaching and Assessing for Learning

3.8 The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

### **11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?**

#### Teaching and Assessing for Learning

3.7 Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

3.9 The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

3.10 Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.

### **12. How might these challenges impact student achievement?**

If each student were assigned a mentor through a formal structure student achievement would hopefully increase. By not having an assigned mentor for each student we are not fully meeting each student's needs.

Our teacher mentoring program has not been reviewed in years. Many teachers did not even know we had a teacher mentoring program. If new teachers are not receiving a quality mentoring program student achievement could be negatively impacted.

Our student report cards are outdated and are no longer aligned to our current curriculum and standards. This also could have a negative impact on student achievement.

### **13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.**

The actions we could take would be to add some in-house professional development to our school improvement plan on our teacher mentoring program. We also need to add an activity to our plan to ensure each student is assigned a mentor. The district has plans to update the student report card to align with the new curriculum.

### **14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?**

All students with disabilities who are in general education for over 80% of their day have access to before/after school tutoring when offered. It is also offered to the students who take the M-Step in our self-contained special-education classrooms. Several resource students are placed in 31a classrooms and benefit from the extra support given through 31a. All students at Barth, including self-contained special education students are invited to take part in other enrichment programs such as the monthly Parent/Child Reading Club, after school clubs, and before school fitness clubs. The Title I learning specialist and Title I core instructional assistants also work one and one or in small groups with many of our students with disabilities resource students.

### **15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?**

This past school year we offered a before school reading program to students in grades 2nd-5th. It ran from October through May and each grade had a scheduled day once a week. We had an after school math program 4 days a week for students in grades 2nd-5th that ran from November through May. During the month of May we offered a twice a week reading program for 1st graders, and a STEM program for 4th and 5th graders. In addition, students in grades K-4 were invited to participate in the district-wide summer school program

### **16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?**

Our Extended Learning Opportunities consist of our before and/or after school tutoring program. First a letter is sent home to all parents of students who qualify for our tutoring program informing them of the program and that we would like their child to attend the program. If a parent does not send the note back with either a yes or no that their student will participate we then make a phone call to the parent to verify that they did receive the letter and ask for their thoughts regarding the program for their child.

### **17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?**

The new curriculum director has worked hard during the last school year to align the district curriculum to the state standards in all content areas and across all grade levels. Beginning with the upcoming 2015-16 school year all teachers across the district will be implementing the same curriculum. There will be professional learning provided and the teaching of the curriculum will be monitored by school and district

leaders.

**18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.**

Not applicable

## **Achievement/Outcome Data**

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

### **19a. Reading- Strengths**

In most (5 out of 7) subgroups we are showing an increase in our reading scores on the state assessment when looking at our three year trend data. On the Fall 2013 state assessment we were above the district scores in grades 3, 4, and 5 and above the state scores in grade 4.

### **19b. Reading- Challenges**

When looking at our 3 year trend data on the state assessment our African American and Female subgroups are not increasing their scores like our other subgroups are. On the Fall 2013 state assessment we were below the state average in grades 3 and 5.

### **19c. Reading- Trends**

Over the past 3 years we are showing an increase in our reading scores in 5 out of 7 of our subgroups. Our African American and Female subgroups have shown a decrease. Our economically disadvantaged and male subgroup are showing gains but they are our two lowest groups overall.

### **19d. Reading- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no**

**challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

The district is adopting a new reading curriculum for the upcoming school year which we hope will address the challenges we have in reading. The new curriculum will be included in our school improvement plan.

### **20a. Writing- Strengths**

When looking at our 3 year trend data on the state assessment our writing scores have increased in 6 out of 7 subgroups. On the Fall 2013 state assessment we were above both the state and district average.

### **20b. Writing- Challenges**

Our biggest challenge in writing is with our male subgroup. On our 3 year trend data the male subgroup is the only subgroup who did not show an increase in their scores on the state writing assessment.

### **20c. Writing- Trends**

When looking at the state assessment results over a 3 year period our writing scores have been increasing in all but one subgroup. Our male subgroup did not show an increase and overall their scores are the lowest.

### **20d. Writing- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

The district is adopting a new language arts curriculum for the upcoming school year which should help with our challenges in writing. We also plan to spend more time working with our male writers through small group instruction, which will be addressed in our school

improvement plan.

### 21a. Math- Strengths

In most (6 out of 7) subgroups we are showing an increase in our math scores on the state assessment when looking at our 3 year trend data. On the Fall 2013 state assessment we were above the district scores in grades 3, 4, and 5 and above the state scores in grade 3 and 5.

### 21b. Math- Challenges

When looking at our 3 year trend data on the state assessment our economically disadvantaged subgroups are not increasing their math scores like our other subgroups are. Our lowest subgroups in math are economically disadvantaged and African Americans. On the Fall 2013 state assessment we were below the state average in grade 4.

### 21c. Math- Trends

Over the past 3 years we are showing an increase in our reading scores in 6 out of 7 of our subgroups. Our economically disadvantaged subgroup has shown a decrease. Our economically disadvantaged and African American subgroups are our two lowest groups overall.

### 21d. Math- Summary

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

The district is adopting a new math curriculum for the upcoming school year which we hope will help address many of the challenges we have in math. The new curriculum will be included in our school improvement plan. We will also give more small group instruction to our lowest subgroups in math which will be included in our school improvement plan.

**22a. Science- Strengths**

In most (6 out of 7) subgroups we are showing an increase in our science scores on the state assessment when looking at our 3 year trend data. On the Fall 2013 state assessment we were above the district scores in grades 3, 4, and 5 but below the state in all grades.

**22b. Science- Challenges**

When looking at our 3 year trend data on the state assessment our African American subgroup is not increasing their scores like our other subgroups are. Our economically disadvantaged and African American subgroups are our lowest groups. On the Fall 2013 state assessment we were below the state average in all grades.

**22c. Science- Trends**

Over the past 3 years we are showing an increase in our reading scores in 6 out of 7 of our subgroups. Our African American subgroup have shown a decrease. Our economically disadvantaged subgroup is showing gains but they are our lowest group overall.

**22d. Science- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

During the past school year a district science team was put in place to address the challenges and weaknesses we have in science district-wide. Science curriculums were piloted over the year and the new curriculum will be included in our school improvement plan. Small group instruction and before or after school tutoring will be included in our school improvement plan to help students in our lowest subgroups with science.

**23a. Social Studies- Strengths**

On the Fall 2013 state assessment taken in sixth grade, students who had previously attended Barth scored above the district average.

**23b. Social Studies- Challenges**

On the Fall 2013 state assessment taken in sixth grade, students who had previously attended Barth scored below the county and state average.

**23c. Social Studies- Trends**

Over the past 3 years our social studies scores have been below the state and county average.

**23d. Social Studies- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

The district is adopting a new language arts curriculum for the upcoming school year. The new curriculum is strong in social studies content which we hope will help address some of our challenges in social studies. This new curriculum will be addressed in our school improvement plan.

## **Perception Data**

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

### **24a. Student Perception Data**

#### **Which area(s) indicate the overall highest level of satisfaction among students?**

94% of the students surveyed believe that the principal and teachers want every student to learn and to do their best work. 96% feel the school has many places where they can learn and that computers we use help them learn better. 99% of the students feel that the principal and teachers help prepare them for the next grade. 98% think teachers want them to do their best work. 94% say teachers use different ways to help them learn.

### **24b. Student Perception Data**

#### **Which area(s) indicate the overall lowest level of satisfaction among students?**

Students are least satisfied with the way they feel people are treated. 12% of students do not feel they are treated fairly. 17% are not sure. 11% feel the students do not treat the adults with respect. 25% are not sure. 19% don't think the use of Study Island math program helps them. 11% feel that they are not safe on the bus. 11% feel that students don't treat teachers with respect.

### **24c. Student Perception Data**

#### **What actions will be taken to improve student satisfaction in the lowest area(s)?**

We plan to set up a more formal program where students have at least one adult advocate to support them with their academic and social needs. That was a weakness we have found in our self assessment and staff surveys also. Especially with the increasing amount of transient students we are seeing we need to make those students feel safe and welcome at our school, which we hope will help with student behavior.

### **25a. Parent/Guardian Perception Data**

#### **What area(s) indicate the overall highest level of satisfaction among parents/guardians?**

95% of parents are very satisfied with the level of communication from the school. 93% of parents also are very satisfied with the care their students get at Barth. 90% of parents are satisfied with the opportunities for parent involvement.

**25b. Parent/Guardian Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among parents/guardians?**

28% of parents would like for educators to make more relationships between what's being taught and everyday life. 32% of parents would like more up to date technology.

**25c. Parent/Guardian Perception Data**

**What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?**

The stakeholders need to begin to saturate the media with the good things happening within the Barth Community. The district and the schools need to work together to showcase the countless positive experiences occurring at our schools and restore the faith in our school system. We have already begun increasing our technology. This past school year (2014-15) we added more SMART boards so that every classroom now has one. Next school year we are adding more iPads available for student use.

**26a. Teacher/Staff Perception Data**

**What area(s) indicate the overall highest level of satisfaction among teachers/staff?**

Teachers/Staff were overall most satisfied with the way teachers collaborate and participate in professional learning teams that meet both formally and informally across grade levels and content areas. Teachers/Staff also felt strongly that all school personnel do well in engaging families in their children's learning progress. 100% of teachers/staff agree that they monitor and adjust curriculum, instruction, and assessment based on student data and professional practice. 100% of teachers/staff agree that our school's purpose statement is based on shared values and beliefs that guide decision-making and is clearly focused on student success.

**26b. Teacher/Staff Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among teachers/staff?**

26% of teachers/staff feel that their needs to be more services and material resources available for students. 16% think there needs to be a common grading system across grade levels and more professional development.

**26c. Teacher/Staff Perception Data**

**What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?**

District-wide there needs to be updates done to our report cards and grading system. the district is aware of this and will be addressing the concerns during the upcoming school year. Until then we can meet as a staff and work on a common grading system to use school-wide.

**27a. Stakeholder/Community Perception Data**

**What area(s) indicate the overall highest level of satisfaction among stakeholders/community?**

We did not survey the community this year.

**27b. Stakeholder/Community Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?**

We did not survey the community this year.

**27c. Stakeholder/Community Perception Data**

**What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?**

We did not survey the community this year.

## Summary

### 28a. Summary

**Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.**

#### Demographic

Strengths-We are starting an accelerated program for the district at our school in grades 2-6 beginning with the 2015-16 school year. We are hoping this will help our issue with declining enrollment and bring new students and families to our school.

Challenges- Our enrollment has been declining significantly over the past 5 years. We've also had a challenge with the number of students who miss more than 10 days of school over the past few years.

#### Process

Strengths-We have a strong purpose that we all stakeholders share and are working towards together. We communicate well with stakeholders and provide a safe and inviting atmosphere.

Challenges- We need to revisit our teacher mentoring program and inform all teachers of this program. We need to provide each student with an adult advocate. At this time only a small group of selected students are assigned an adult advocate. We need better alignment of our report cards to the current standards and a consistent grading scale across grade levels.

#### Achievement/outcomes

Strengths- We are performing above the district in most grade levels in all subject areas on the state assessment over the last 3 years. Most of our subgroups are on a positive trend of increasing their cores over the last 3years.

Challenges- We are performing below the state average in most grade levels on the state assessment over the past 3 years. Our economically disadvantaged subgroup is showing a decrease in state assessment scores over the past 3 years in math. Our African American and Female subgroups are showing a decrease in state assessment scores over the past 3 years in reading.

#### Perception

Strengths-Students feel that teachers and the principal help them do their best and prepare them for the next grade. Parents feel that staff care and communicate well to them. Staff feel that they work well with other staff and do a good job monitoring and adjusting curriculum to help meet students needs.

Challenges- Students don't feel that all students are being treated fairly all the time. They also don't always feel safe on the bus. Parents would like more up-to-date technology and that students are taught more applications to real life. Staff would like more services and resources available to students.

### 28b. Summary

**How might the challenges identified in the demographic, process and perception data impact student achievement?**

Poor attendance might impact student achievement negatively. If students miss a lot of school they are missing valuable instruction and might not perform as well on assessment and assignments. Report cards that are not currently aligned to the standards we teach might also

negatively impact student achievement because grades will not accurately reflect what students are being taught. Not having an adult advocate could also negatively impact student achievement because some students may need extra help or someone to boost their confidence so they try their best.

### 28c. Summary

**How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?**

A new curriculum will be implemented district-wide next school year in most subject areas, which should address some of the challenges such as alignment of standards to report cards and making sure our children receive more real-world experiences. The new curriculum will be included in the school improvement plan strategies. Making sure each child has an adult advocate will be reflected in the plan's activities.

# **School Additional Requirements Diagnostic**

## **Introduction**

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Our school takes the NWEA MAP assessment in grades K-5 three times each school year (Fall, Winter, Spring)	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	<a href="http://www.romulus.net/schools/barth">www.romulus.net/schools/barth</a>	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Not applicable. We are a K-5 building.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Not applicable. We are a K-5 school.	

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Gary Banas Director of Human Resources 36540 Grant Rd. 734-532-1600	

# School Improvement Plan

Barth Elementary School

---

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

# **Title I Schoolwide Diagnostic**

## **Introduction**

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). 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 the April and May 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.

Parents were invited and encouraged to attend the school improvement meetings. Due to the low number of parent involvement on the SIT team CNA information was also shared during the monthly PTO/PTC parent group meetings where the parents provided input, made recommendations, and had questions answered about the needs assessment. Their input was used by the team as elements for the plan were developed. Parents were also surveyed at many parent events and we sent home a survey to all families towards the end of the year. 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:

We made AYP in both 2010-11 and 2011-12, but 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, when looking at our students in the top 30% most of those students either maintained or increased their proficiency level from the previous year, whereas many of the students in the bottom 30% decreased their proficiency level from the year before. Thus, the achievement gap between our bottom 30% and our top 30% is getting greater. When looking at the same groups of students as they move from year to year we are seeing increases in their overall performance on the MEAP in the all student group. In 2010 47% of our 3rd graders scored proficient on the reading MEAP and that same group of students in 2012 as 5th graders scored 52% proficient on the MEAP. In 2010 12% of our 3rd graders scored proficient on the math MEAP and as 5th graders in 2012 that same group scored 38% proficient. 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 MEAP our special-ed subgroup averaged 20 to 40 points below our all-students group over the last 3 years.

#### MATH:

Proficiency levels on the 2012 MEAP	Proficiency levels on the 2013 MEAP
3rd grade = 42%, state = 41%	3rd grade = 41%, state = 40%
4th grade = 47%, state = 45%	4th grade = 39%, state = 45%
5th grade = 38%, state = 46%	5th grade = 50%, state = 45%

## School Improvement Plan

Barth Elementary School

---

Over the last 3 years our African American subgroup is averaging 17% lower than our Caucasian subgroup. Our economically disadvantaged subgroup is averaging 11% lower than our students who are not economically disadvantaged.

### READING:

Proficiency levels on the 2012 MEAP	Proficiency levels on the 2013 MEAP
3rd grade = 58%, state = 67%	3rd grade = 44%, state = 61%
4th grade = 60%, state = 68%	4th grade = 71%, state = 70%
5th grade = 52%, state = 70%	5th grade = 62%, state = 72%

Over the last 3 years our students with disabilities subgroup is averaging 40% lower than our all students group. Our economically disadvantaged subgroup averaged 23% lower than our students who are not economically disadvantaged. Our African American subgroup averaged 14% lower than our Caucasian subgroup. Our male subgroup averaged 18% lower than our female subgroup.

### WRITING:

Proficiency levels on the 2012 MEAP	Proficiency levels on the 2013 MEAP
4th grade = 40%, state = 47%	4th grade = 53%, state = 50%

Over the last 3 years our students with disabilities subgroup averaged 26% lower than our all students group. Our economically disadvantaged subgroup averaged 25% lower than our students who are not economically disadvantaged. Our African American subgroup averaged 25% lower than our Caucasian subgroup.

### SCIENCE:

Proficiency levels on the 2012 MEAP	Proficiency levels on the 2013 MEAP
5th grade = 3%, state = 13%	5th grade = 13%, state = 17%

Our all students group averaged only 7% proficiency over the past 3 years showing a huge need in our instruction of science school-wide.

### SOCIAL STUDIES:

Proficiency levels on the 2012 MEAP	Proficiency levels on the 2013 MEAP
6th grade = 7%, state = 30%	6th grade = 13%, state = 26.5%

We are consistently below the state average over the past 3 years showing that we have a huge 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. We have noticed that over the past 3 years our students overall are improving their scores. We've seen a school-wide average of a 3.2 RIT score increase in reading and a 4.0 RIT score increase in math. Below you will see the percentage of students during the 2013-14 and 2014-15 school years who reached their growth target as prescribed by NWEA.

	13/14	14/15	13/14	14/15
	Math	Math	Reading	Reading
Kindergarten	92%	59%	82%	44%
First	67%	69%	58%	60%
Second	100%	68%	88%	75%

## School Improvement Plan

Barth Elementary School

---

Third	97%	65%	80%	50%
Fourth	81%	76%	74%	52%
Fifth	81%	80%	81%	48%

We have noticed similar results to the MEAP 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 1.1 Purpose and Direction- We engage in a systematic, inclusive, and comprehensive process to review m revise, and communicate a school purpose for student success
- Standard 3.8 Teaching and Assessing for Learning- We engage families in meaningful ways in their children's education and keep them informed.

Our Weaknesses were:

- Standard 4.6 Resources and Support Systems- Not providing support services to meet all the needs of our population.
- Standard 3.9 Teaching and Assessing for Learning- We don't have a formal structure whereby each student is well known by at least one adult advocate.

### PERCEPTION DATA:

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

PARENTS- 95% of our parents feel the school provides opportunities for the community and parents to be involved in the school. 89% of parents feel that teachers report on their child's progress in easy to understand language and they help parents understand their child's progress. Some of our parent stakeholders told us their are a few areas we need to work on. 11% of our parents feel that teachers do not give work that challenges their child. 17% of the parents feel that the teachers do not meet their child's learning needs by individualizing instruction. 11% of parents do not feel their child knows the expectations for learning in all classes. 11% of parents do not feel their child is prepared for success in the next school year.

STUDENTS- Overall our students are very happy with our school. 94% of students felt that the principal and teachers want every student to learn. 98% felt that teachers want them to do their best work. 99% felt that the principal and teachers help prepare them for the next grade. There were a few areas some of the students were not happy with. 11% of students do not feel that adults are treated with respect by students. 12% do not think they are treated fairly in school. 11% do not feel safe on the bus.

STAFF- 100% of staff agree that our vision, mission, and belief statements are clearly focused on student success and that teachers monitor and adjust curriculum, instruction, and assessment based on student data and professional practice. 21% of staff don't think the school provides enough material resources and learning support services for all students based on their needs.

### Demographic Data:

Barth School had averaged approximately 450 students for the five years before the 2009-10. A change in enrollment occurred in the 2009-

## School Improvement Plan

Barth Elementary School

---

10 school year when the district decision to move 6th graders to the middle school was made. The enrollment has now been slowly decreasing since 2009-10. During this past school year 2014-15 we had 285 students as a K-5 school. We had 105 female students and 180 male students. 47% of our students were Caucasian, 41% were African American, and 12% were of other races. Barth houses 3 self-contained special-education classrooms (K-2 cross-categorical, 3-5 cross-categorical, and a pre-school cross-categorical). This past year is the first time we haven't had 2 regular-education classrooms per grade in years. We only had one kindergarten class, along with a 2nd/3rd split class and a 4th/5th split class. The number of general-education classes per grade may decrease this coming school year again depending on our enrollment in September. We also have one Title I learning specialist, two Title I core instructional assistants, 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 72%.

Our attendance data over the past few years reveals that attendance continues to be a concern. 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. Even though there has been a decline in absenteeism (10 or more days), we are still not at an acceptable level.

### BEHAVIOR DATA:

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.

## School Improvement Plan

Barth Elementary School

---

3. All students will increase their writing ability.
4. All students will increase their science ability.
5. All students will increase their social studies ability.

The school goals are connected to priority needs and the needs assessment through our school-wide analysis of data. Since we are below the state average in all subject areas on the MEAP we have established goals in all five academic areas: reading, math, writing, science, and social studies. We have received Focus School status from our results during the 2012-13 school year. Our students with disabilities subgroup in reading will be one of our focuses. Our economically disadvantaged subgroup in science will be another area of focus. Students who fall in bottom 30% according to assessment results in all subject areas will be 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 (MEAP) 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 reading and math data in grades 3-5, writing data in grade 4, science data in grade 5, and social studies feeder school data in grade 6 (since we are now a K-5 school).

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. For writing we also have school-wide writing prompts we collect and analyze 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 (MEAP) 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 schoolwide 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 been using Study island for a number of years, but had not provided any training since we began using it. During the 2013-14 school year all staff attended a workshop on the use of Study Island during a staff meeting presented by a teacher who is proficient in all aspects of Study Island. Over the past 2 years we have been received training in Thinking Maps. To ensure our training is on-going we have added funds to our plan during the 2013-14 school year to provide additional follow-up training on Thinking Maps the school year.

## **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

## School Improvement Plan

Barth Elementary School

---

development on Marzano's book "Strategies That Work." We embraced his strategies and implemented two of them (nonlinguistic representation and summarizing/note-taking) into our schoolwide plan during 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.

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. 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. Using Touch Math is a strategy we will teach to all students with more intense support given to our students who are having the most trouble with basic computation.

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

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

**SOCIAL STUDIES:** We will teach philanthropy to all students through project-based learning and teach 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 Compass 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 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 online for Math and Reading A-Z for Reading, and Compass for

all subject areas.

#### **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, 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 group by the teacher and/or Title I staff. Technology such as Study Island, 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 monthly 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 only had two new teachers to our building this year. Our kindergarten teacher job-shared with a teacher who came from another elementary school in our district. Our early childhood special-education teacher left in November and a teacher who was on a child-care leave from the district came back to fill the vacant spot. Due to a decline in enrollment we did have to move two teachers to other elementary schools in our district.

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

The majority of our teaching staff have 10 or more years of teaching experience with master's degrees.

### **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 PTO 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, a few teachers, and a few 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 very low teacher turnover rate. 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.

Our staff receives professional learning by meeting in Professional Learning Teams bi-monthly. During the 2014-15 school year our staff completed a book study on Differentiated Instruction. Staff also received professional learning in the Leader in Me process and will receive more Leader in Me training during the 2015-16 school year. The district is implementing a new reading and math program and staff will receive on-going training throughout the 2015-16 school year.

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

Teachers meet in their professional learning teams monthly, and 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 Thinking Maps training in the Fall of 2013. In the winter of 2014, the Thinking Maps trainer spent a day in each building modeling lessons in classrooms and meeting with teachers in small groups answering questions and providing support. We plan to revisit Thinking Maps each year during staff meetings to ensure that all staff are using Thinking Maps in the way they were meant to be used and with fidelity. We also plan to have Thinking Maps as an agenda item at monthly staff meetings where teachers will bring samples of Thinking Maps done in their classroom and we will discuss and share are strengths and weaknesses with using them.

The staff had not received professional development in Differentiated Instruction in a few years so that is why we decided to do a book study on Differentiated Instruction during the 2014-15 school year.

Staff began training in the Leader in Me process during the 2014-15 school year. We discussed Leader in Me at monthly staff meetings and shared Leader in Me classroom lessons at those meetings. We will have follow-up training during the 2015-16 school year.

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 PTO Parent Group that meets monthly to plan family events and find ways to increase parental involvement throughout the year. Members of the PTO 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 PTO meeting. She brings copies of the schoolwide 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 schoolwide 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 on 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. Our PTO parent group at Barth meets the second Tuesday of each month at 6:30 and again on the next day, Wednesday at 9:00 a.m. At Open House in the beginning of the year, the PTO sets up a booth near the entrance to the school to invite parents to join the PTO 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 PTO contacts parents as needed throughout the year to volunteer. Our PTO 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.

At the end of the 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 monthly PTO 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 and monthly staff meetings. We make sure to post important information and plans on our website and on our parent information board in the main hallway.

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		Parent Involvement Policy-Plan

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

## School Improvement Plan

Barth Elementary School

---

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 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, Monthly Parent/Child Reading Club, 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 PTO group, etc. Our monthly Parent/Child Reading Club is available for children between pre-school age and fifth grade age and their parents.: 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 the monthly PTO 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 hallway 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 PTO meetings and at the Title I annual meeting.

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

## School Improvement Plan

Barth Elementary School

---

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		School Parent 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, the school holds a Kindergarten Round-Up and screening for all students who will be entering Kindergarten the next Fall. In May, 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. During the 2011-2012 school year we started a once a month Parent/Child Reading Club, which is open to pre-school age children and parents up through fifth grade.

### **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 a teacher, principal, and Title I representatives from each elementary school attend to 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 in May where parents are invited in to learn about the school and what to expect in Kindergarten. The Title I learning specialist, speech teacher, 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. During our monthly parent/child reading club, held 6 months during the school year, we offer suggestions for parents on how they can prepare their child for Kindergarten.

## **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. Currently we are starting a new math and language arts curriculum based on the Engaged New York program. We are 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 NCA-SIT meetings throughout the year teachers review and analyze student achievement data such as MEAP and MAP. 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.**

At the beginning of the 2011-2012 school year we decided as a staff to 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, QRI, Pearson math and reading tests, to progress monitor their students periodically. Extra support includes before and after school tutoring, and RTI Tier II differentiated small group timely instruction provided by the Title I Learning Specialist, the Title I core instructional assistants (CIAs), 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, Study Island, LLI, My Sidewalks Reading Intervention program, 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 one of our Title I core instructional assistants, 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. During the 2011-2012, 2012-2013, and 2013-14, and 2014-15 school years our district received 31a funds. The first year we used the 31a funds to provide a core instructional assistant in a 2nd grade high need 31a class. The next three years we have used the 31a funds for class size reduction. Title II A funds are used for professional development that supports our school wide goals. Last school year we used the funds for Leader in Me training. Title I funds are used for salaries for the learning specialist and core instructional assistants who provide small group instruction and extended learning time. They are also used for materials and supplies needed for additional assistance, tutoring, technology such as I-pads, SMARTboards, and Study Island. 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 Study Island math 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, SMARTboards 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, follow-up Thinking Maps training, Study Island Training and Touch Math 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, Monthly Parent and Child Reading Club, Desserts with Mom, and Donuts with Dad, etc.
7. Preschool Transition Strategies- We will use funds from Title I, Part A, Parent Involvement and the Early Childhood Initiative Grant from Wayne RESA for our Kindergarten Orientation Night, our Kindergarten Round-Up/Screening, and our Parent and Child monthly Reading Club, which is for pre-school-age children and parents up to 5th grade.

## School Improvement Plan

Barth Elementary School

---

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 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, Study Island 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 Meet n 'Greet, our Kindergarten Orientation, and our monthly Parent and Child Reading Club. During the school day the Title I Learning Specialist and core instructional assistants (CIAs) will work with small groups of students who need extra interventions in any subject area in all grade levels. 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 from the list above. 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 MEAP 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 power point 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 2 school years we also shared our presentation in front of other school and district representatives, which is a process we will continue on 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. During the 2010-2011 school we began using the NWEA MAP national assessment district-wide. Since this assessment is given 3 times a year in grades K-5 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 their 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 kept in the Barth shared folder on the computer. 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 usually meets at least twice in the summer to make 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 to ensure the continuous improvement of our students.

# **Barth Elementary School Improvement Plan 2015-16**

## **Overview**

### **Plan Name**

Barth Elementary School Improvement Plan 2015-16

### **Plan Description**

School Improvement 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 reading ability.	Objectives: 1 Strategies: 5 Activities: 15	Academic	\$23838
2	All students at Barth Elementary will increase their math ability.	Objectives: 1 Strategies: 4 Activities: 16	Academic	\$33557
3	All students at Barth Elementary will increase their writing ability.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$30357
4	All students at Barth Elementary will increase their science ability.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$21838
5	All students at Barth Elementary will increase their social studies ability.	Objectives: 1 Strategies: 4 Activities: 8	Academic	\$46738
6	All students and members of the Barth community will maintain safe and positive climates that support and enhance student learning.	Objectives: 1 Strategies: 3 Activities: 8	Organizational	\$31400

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

### Measurable Objective 1:

A 7% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the state assessment in Reading by 06/16/2016 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:

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	06/16/2016	\$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
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	09/02/2014	06/16/2016	\$0	No Funding Required	K-5 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
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Barth Elementary School

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	09/08/2015	06/16/2016	\$10119	Title I Schoolwide	K-5 Teachers, Title I Staff, and Principal
--	--------------------------	--------	-----------	------------	------------	---------	--------------------	--

Activity - Title I Monthly Parent and Child Reading Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once a month from November through April parents and their children from PK through 5th grade age will be invited to attend our Parent and Child Reading Club. It will be held in the evening some months and during the day other months. Each month, each participating child receives a book or two of their choice. Parents are taught a different non-linguistic reading strategy by the Title I learning specialist each month that they can try at home with the book their child selected.	Parent Involvement	Tier 1	Implement	11/02/2015	04/29/2016	\$400	Title I Schoolwide	Title I Learning Specialist

### 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:

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.	Direct Instruction	Tier 1	Monitor	09/03/2013	06/16/2016	\$0	No Funding Required	K-5 Teachers

Activity - Student Academic Resource Leadership Binders	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 reading vocabulary, reading resource sheets, etc.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/16/2016	\$0	No Funding Required	K-5 Teachers

## School Improvement Plan

Barth Elementary School

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. Tutoring sessions will be 1 hour long and students will be able to attend up to 2 sessions per week.	Academic Support Program	Tier 3	Implement	10/06/2015	06/03/2016	\$0	No Funding Required	Title I Staff and Principal
Activity - Parent Technology Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to attend an informative meeting where they will learn how to access Study Island, Compass Learning Odyssey, RAZ-kids, and other technology at home so they can help their children practice and/or reinforce grade level reading concepts. Parents will have access to their child's username and passwords so they can use the site as their child would to further understand understand the websites.	Technology , Parent Involvement	Tier 1	Implement	09/08/2015	06/16/2016	\$0	No Funding Required	Title I Learning Specialist, Teacher Volunteer (to present the information) and Parents
Activity - Reading A-Z and RAZ-kids online reading program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Reading A-Z and RAZ- kids online reading program to read books at their reading level.	Academic Support Program, Technology	Tier 1	Implement	10/27/2014	06/16/2016	\$2000	Title I Schoolwide	K-5 Teachers
Activity - MACUL Technology Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
4 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	03/01/2016	03/31/2016	\$1200	Title I Schoolwide	2-4 staff members

### Strategy 3:

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

Category:

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.

## School Improvement Plan

Barth Elementary School

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	09/08/2015	06/16/2016	\$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:

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 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
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Barth Elementary School

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 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	09/08/2015	06/16/2016	\$10119	Title I Schoolwide	K-5 Teachers, Title I Staff, Resource Teacher, 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	06/16/2016	\$0	No Funding Required	K-5 Teachers, Title I Staff, Principal

### Strategy 5:

Guided Reading- LLI 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 Rtl program.

Category:

Research Cited: X

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 Rtl program.	Academic Support Program	Tier 3	Implement	09/08/2015	06/16/2016	\$0	No Funding Required	K-5 Teacher, Resource Teacher, Title I Staff, 31a Staff

Activity - Reading Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district reading coach will provide small group instruction once a week for 30-40 minutes to small groups of students in K-5 who are not meeting grade level expectations using the LLI program.	Academic Support Program	Tier 2	Implement	09/08/2015	06/16/2016	\$0	No Funding Required	K-5 Teachers, Principal, and District Reading Coach

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

### Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the state assessment in Mathematics by 06/16/2016 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:

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	06/16/2016	\$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
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 2	Monitor	09/02/2014	06/16/2016	\$0	No Funding Required	K-5 Teachers, Title I Staff, Principal
Activity - Family Math Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Barth Elementary School

Students in grades K-5, self-contained special-ed students, and parents will be invited to attend our annual Title I Family Math Night where they will participate in a variety of hands-on math activities around the school such as Basketball Math with fractions/percentages, math board games, math scavenger hunt, math bingo, etc.	Parent Involvement	Tier 1	Implement	09/08/2015	06/16/2016	\$200	Title I Schoolwide	Title I Learning Specialist 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 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	09/08/2015	06/16/2016	\$10119	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 math terms.

Category:

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 *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 Merrilyn 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

## School Improvement Plan

Barth Elementary School

separate, optional tools.

Tier: Tier 1

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	06/16/2016	\$3000	Title I Schoolwide	K-5 Teachers, Title I Staff, and Principal
Activity - Number of the Day	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 to review and practice many different math vocabulary terms and math skills appropriate to their grade level.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/16/2016	\$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	06/16/2016	\$0	No Funding Required	K-5 Teachers
Activity - Student Academic Resource Leadership Binders	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	06/16/2016	\$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. Tutoring sessions will be up to 1 hour long and students will be able to attend up to 2 sessions per week.	Academic Support Program	Tier 3	Implement	10/05/2015	06/03/2016	\$0	No Funding Required	Title I Staff and Principal
Activity - Parent Technology Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Barth Elementary School

Parents will be invited to attend an informative meeting where they will learn how to access Study Island, Compass Learning Odyssey and other internet learning sites at home so they can help their children practice and/or reinforce grade level math concepts.	Technology , Parent Involvement	Tier 1	Implement	09/08/2015	06/16/2016	\$0	No Funding Required	Title I Learning Specialist, Teacher Volunteer (to present the information) and Parents
--	---------------------------------	--------	-----------	------------	------------	-----	---------------------	---

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	09/08/2015	06/16/2016	\$0	No Funding Required	K-5 Teachers, Title I Staff, Principal

### Strategy 3:

Touch Math - Teachers/Staff will use Touch Math to teach computation skills as an intervention for struggling students.

Category:

Research Cited: Dr. Beth McCulloch Vinson, Athens State University. "Touch Math: Touching Points on a Numeral as a Means of Early Calculation: Does this Method Inhibit Progression to Abstraction and Fact Recall?" According to her research, TouchMath is based on the soundest research — from the foundational writers such as Piaget and Bruner to today's leading experts. The TouchMath Program is a scaffold or instructional support that students can move away from when and if ready.

Working on the concrete level does not inhibit the development of mental strategies, or inhibit students from moving to the abstract level. Just as some people need eyeglasses to see, some students may continue to count the TouchPoints in order to "see" mathematics. Students still using TouchPoints in the later grades may not have any other support mechanism and might otherwise "shut down" . The few older students who need to use TouchPoints as scaffolds should not diminish the credibility of the method itself. In fact, this should lend to its credibility, since these students may not have any support system without the use of TouchPoints.

Research involving 722 adult respondents, who are successful at higher mathematics, shows that counting and using strategies such as those presented by TouchMath have provided an important foundation for their success.

This researched based intervention strategy relies on the teacher introducing TouchPoints and counting aloud. This strategy is especially effective with visual, auditory, and kinesthetic learners. the teacher engages the visual learner, the auditory learner and the kinesthetic learner. The researched benefits of touch math include simplification and clarity in all areas of computation, reduction of number reversals, eliminates guessing, and increasing student confidence in math.

Moyer, P., Bolyard,J. & Spikell, M. (2002,February). What are virtual manipulatives?

Teaching Children Mathematics, 8,372-377.

## School Improvement Plan

Barth Elementary School

Chester, J., Davis, J., & Reglin, G. (1991). Math manipulatives use and math achievement of third-grade students (Report No. SE-052-315). University of North Carolina

Tier: Tier 3

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 may need extra support using the Touch Math strategy 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	Monitor	09/08/2015	06/16/2016	\$10119	Title I Schoolwide	K-5 Teachers, Title I Staff, Principal
Activity - Teacher Follow-up Training on Touch Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will view the Touch Math Training DVD as often as needed to learn the proper techniques in the teaching of Touch Math to their students.	Professional Learning	Tier 2	Monitor	09/08/2015	06/16/2016	\$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:

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 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

## School Improvement Plan

Barth Elementary School

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 during the 2015-16 in differentiated math strategies aligned to the common core.	Professional Learning	Tier 1	Implement	09/08/2015	06/16/2016	\$0	No Funding Required	K-5 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 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	09/08/2015	06/16/2016	\$10119	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	06/16/2016	\$0	No Funding Required	K-5 Teachers, Title I Staff, Principal

### Goal 3: All students at Barth Elementary will increase their writing ability.

#### Measurable Objective 1:

A 6% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the state assessment in Writing by 06/16/2016 as measured by a 6% increase.

## School Improvement Plan

Barth Elementary School

### Strategy 1:

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

Category:

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 increase concepts visually. This will deepen each child's understanding of the writing process.	Direct Instruction	Tier 1	Implement	09/03/2013	06/16/2016	\$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
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 2	Monitor	09/02/2014	06/16/2016	\$0	No Funding Required	K-5 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	09/08/2015	06/16/2016	\$10119	Title I Schoolwide	K-5 Teachers, Title I Staff, and Principal

### Strategy 2:

6 + 1 Traits with Common Core Writing - Teachers/Staff will teach the 6 + 1 Traits of Writing with the common core writing prompts in the district core curriculum program.

Category:

## School Improvement Plan

Barth Elementary School

Research Cited: 6+1 Traits of Writing by Northwest Regional Educational Laboratory-www.nwrel.org

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 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	09/02/2014	06/11/2015	\$0	No Funding Required	K-5 Teachers
Activity - Small Group Timely Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Barth Elementary School

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	09/08/2015	06/16/2016	\$10119	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:

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 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 - 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	09/08/2015	06/16/2016	\$0	No Funding Required	K-5 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
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Barth Elementary School

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	09/08/2015	06/16/2016	\$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	10/05/2015	05/20/2016	\$0	No Funding Required	Title I Staff, Selected K-5 Teachers

## Goal 4: All students at Barth Elementary will increase their science ability.

### Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the state assessment in Science by 06/16/2016 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:

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	06/16/2016	\$0	No Funding Required	K-5 Teachers, Title I Staff, and Principal

## School Improvement Plan

Barth Elementary School

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-5 teachers, Title I staff, and principal as needed.	Professional Learning	Tier 1	Implement	09/02/2014	06/16/2016	\$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
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	09/08/2015	06/16/2016	\$10119	Title I Schoolwide	K-5 Teachers, Title I Staff, and Principal

### 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:

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 and 5 will complete an individual science fair project focusing on the scientific method.	Academic Support Program	Tier 1	Implement	04/01/2016	04/29/2016	\$400	General Fund	K-5 Teachers, Principal

## School Improvement Plan

Barth Elementary School

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 a STEM program either during a specific block in the school day or in an after school program that focus 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	09/08/2015	06/16/2016	\$200	Title I Schoolwide	Principal, Title I Staff, K-5 Teachers
Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 3, 4, and 5 will utilize Study Island lessons in the computer lab to support and enrich their core science curriculum.	Academic Support Program, Technology	Tier 1	Implement	09/08/2015	06/16/2016	\$1000	Title I Schoolwide	3rd, 4th, 5th grade 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:

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 - Small Group Timely Assistance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Barth Elementary School

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	09/08/2015	06/16/2016	\$10119	Title I Schoolwide	K-5 Teachers, Title I Staff, Principal
--	--------------------------	--------	-----------	------------	------------	---------	--------------------	--

## Goal 5: All students at Barth Elementary will increase their social studies ability.

### Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the 5th grade state assessment in Social Studies by 06/16/2016 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:

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	06/16/2016	\$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	09/02/2014	06/16/2016	\$0	No Funding Required	K-5 Teachers, Title I Staff, Principal

## School Improvement Plan

Barth Elementary School

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 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	09/08/2015	06/16/2016	\$10119	Title I Schoolwide	K-5 Teachers, Title I Staff, and Principal

### 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:

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 Unit	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-5 will be engaged in at least one project-based philanthropy learning unit in social studies during the school year.	Community Engagement	Tier 1	Implement	09/08/2015	06/16/2016	\$0	No Funding Required	K-5 Teachers

### Strategy 3:

Good Citizenship-The Leader in Me - Teachers/Staff will incorporate The Leader in Me program into their social studies instruction.

Category:

Research Cited: Through research done at the Johns Hopkins University at schools implementing The Leader in Me program 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 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

## School Improvement Plan

Barth Elementary School

(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 - Leader in Me Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers/Staff will complete a book study as a follow up to initial training of The Leader in Me program.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/16/2016	\$0	No Funding Required	Teachers, Support Staff, Principal

Activity - Teacher Training in The Leader in Me program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers/Staff will receive 2nd year professional development/training in The Leader in Me program.	Professional Learning	Tier 1	Implement	09/08/2015	06/16/2016	\$26000	Title II Part A	Teachers, Support Staff, Principal

Activity - Leader in Me Training for Parents	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to attend training sessions revolved around the principles in the Leader in Me program. Monthly information about the Leader in Me program will be sent home for parents who aren't able to attend the trainings.	Parent Involvement	Tier 1	Implement	09/08/2015	06/16/2016	\$500	Title I Schoolwide	Title I Learning Specialist, Principal, Selected K-5 Staff

### 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:

## School Improvement Plan

Barth Elementary School

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 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 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	09/08/2015	06/16/2016	\$10119	Title I Schoolwide	K-5 Teachers, Title I Staff, Principal

## 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 06/16/2016 as measured by a 10% reduction in office referrals and suspensions .

### Strategy 1:

Positive Behavior 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.

## School Improvement Plan

Barth Elementary School

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

Category:

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	06/16/2016	\$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
Trainings will be provided 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	Getting Ready	09/02/2014	06/16/2016	\$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	06/16/2016	\$0	No Funding Required	Social Worker, Principal, Teachers

### Strategy 2:

Leader and Me Process - Teacher/Staff will participate in the first year of the Leader in Me process to create and promote a culture of leadership and learning in the school and community.

Category:

Research Cited: Through research done at the Johns Hopkins University at schools implementing The Leader in Me program 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 Improvement Plan

Barth Elementary School

school a prideful identity and 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 - Leader in Me Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers/Staff will participate in the second year training sessions required to implement the Leader in Me at Barth Elementary.	Professional Learning	Tier 1	Implement	09/08/2015	06/16/2016	\$31000	Title II Part A	Principal, Social Worker, Title I Learning Specialist, Teachers, Support Staff
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	Getting Ready	09/02/2014	06/16/2016	\$0	No Funding Required	Classroom Teachers

### Strategy 3:

Parental 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:

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

SY 2015-2016

Page 81

## School Improvement Plan

Barth Elementary School

partners, and (5) impact on student achievement and other indicators of success in school.

Tier: Tier 1

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 meeting to learn about becoming one of the Watch D.O.G.S at Barth. Dads will also be invited in for Donuts with Dad where we will again present the Watch D.O.G. Program to them. 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	09/02/2014	06/16/2016	\$200	Title I Schoolwide	Principal, Title I Learning Specialist, Teachers
Activity - Parent/School Transitions	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.	Parent Involvement	Tier 1	Implement	09/08/2015	06/16/2016	\$200	Title I Schoolwide	Principal and teachers in the transition grade levels
Activity - Parent Home Visit Project	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected school staff will visit Barth parents at home, with permission, to support families with academic success.	Parent Involvement	Tier 1	Getting Ready	09/02/2014	06/16/2016	\$0	No Funding Required	Selected teachers, social worker, principal

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Leader in Me Teacher Training	Teachers/Staff will participate in the second year training sessions required to implement the Leader in Me at Barth Elementary.	Professional Learning	Tier 1	Implement	09/08/2015	06/16/2016	\$31000	Principal, Social Worker, Title I Learning Specialist, Teachers, Support Staff
Teacher Training in The Leader in Me program	Teachers/Staff will receive 2nd year professional development/training in The Leader in Me program.	Professional Learning	Tier 1	Implement	09/08/2015	06/16/2016	\$26000	Teachers, Support Staff, Principal

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Island	Students in grades 3, 4, and 5 will utilize Study Island lessons in the computer lab to support and enrich their core science curriculum.	Academic Support Program, Technology	Tier 1	Implement	09/08/2015	06/16/2016	\$1000	3rd, 4th, 5th grade teachers
STEM Education	Selected staff and students will be involved in a STEM program either during a specific block in the school day or in an after school program that focus 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	09/08/2015	06/16/2016	\$200	Principal, Title I Staff, K-5 Teachers

## 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	09/08/2015	06/16/2016	\$10119	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 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 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	09/08/2015	06/16/2016	\$10119	K-5 Teachers, Title I Staff, Resource Teacher, Principal
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	06/16/2016	\$3000	K-5 Teachers, Title I Staff, and Principal
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	09/08/2015	06/16/2016	\$10119	K-5 Teachers, Title I Staff, and Principal
Reading A-Z and RAZ-kids online reading program	Students will use Reading A-Z and RAZ-kids online reading program to read books at their reading level.	Academic Support Program, Technology	Tier 1	Implement	10/27/2014	06/16/2016	\$2000	K-5 Teachers
Leader in Me Training for Parents	Parents will be invited to attend training sessions revolved around the principles in the Leader in Me program. Monthly information about the Leader in Me program will be sent home for parents who aren't able to attend the trainings.	Parent Involvement	Tier 1	Implement	09/08/2015	06/16/2016	\$500	Title I Learning Specialist, Principal, Selected K-5 Staff
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	09/08/2015	06/16/2016	\$10119	K-5 Teachers, Title I Staff, and 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 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	09/08/2015	06/16/2016	\$10119	K-5 Teachers, Title I Staff, Principal
Title I Monthly Parent and Child Reading Club	Once a month from November through April parents and their children from PK through 5th grade age will be invited to attend our Parent and Child Reading Club. It will be held in the evening some months and during the day other months. Each month, each participating child receives a book or two of their choice. Parents are taught a different non-linguistic reading strategy by the Title I learning specialist each month that they can try at home with the book their child selected.	Parent Involvement	Tier 1	Implement	11/02/2015	04/29/2016	\$400	Title I Learning Specialist
Family Math Night	Students in grades K-5, self-contained special-ed students, and parents will be invited to attend our annual Title I Family Math Night where they will participate in a variety of hands-on math activities around the school such as Basketball Math with fractions/percentages, math board games, math scavenger hunt, math bingo, etc.	Parent Involvement	Tier 1	Implement	09/08/2015	06/16/2016	\$200	Title I Learning Specialist and Principal
Small Group Timely Assistance	Students in grades K-5 who are not meeting grade level expectations and may need extra support using the Touch Math strategy 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	Monitor	09/08/2015	06/16/2016	\$10119	K-5 Teachers, Title I Staff, 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	09/08/2015	06/16/2016	\$10119	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 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	09/08/2015	06/16/2016	\$10119	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	09/08/2015	06/16/2016	\$10119	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 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	09/08/2015	06/16/2016	\$10119	K-5 Teachers, Title I Staff, and Principal
Watch D.O.G.S	Dads of Barth students will be invited in for a pizza meeting to learn about becoming one of the Watch D.O.G.S at Barth. Dads will also be invited in for Donuts with Dad where we will again present the Watch D.O.G. Program to them. 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	09/02/2014	06/16/2016	\$200	Principal, Title I Learning Specialist, Teachers
Parent/School Transitions	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.	Parent Involvement	Tier 1	Implement	09/08/2015	06/16/2016	\$200	Principal and teachers in the transition grade levels

## School Improvement Plan

Barth Elementary School

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	09/08/2015	06/16/2016	\$10119	K-5 Teachers, Title I Staff, and Principal
MACUL Technology Conference	4 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	03/01/2016	03/31/2016	\$1200	2-4 staff members
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	09/08/2015	06/16/2016	\$10119	K-5 Teachers, Title I Staff, and Principal

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Vocabulary Word Wall	Teachers will create word walls of specific reading terms appropriate to their grade level.	Direct Instruction	Tier 1	Monitor	09/03/2013	06/16/2016	\$0	K-5 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-5 teachers, Title I staff, and principal as needed.	Professional Learning	Tier 1	Implement	09/02/2014	06/16/2016	\$0	K-5 Teachers, Title I Staff, and 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 Rtl program.	Academic Support Program	Tier 3	Implement	09/08/2015	06/16/2016	\$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	06/16/2016	\$0	K-5 Teachers, Title I Staff, Principal

## School Improvement Plan

Barth Elementary School

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	06/16/2016	\$0	K-5 Teachers, Title I Staff, and 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-5 teachers, Title I staff, and principal as needed.	Professional Learning	Tier 2	Monitor	09/02/2014	06/16/2016	\$0	K-5 Teachers, Title I Staff, Principal
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	06/16/2016	\$0	Social Worker, Principal, 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	09/02/2014	06/16/2016	\$0	K-5 Teachers, Title I Staff, Principal
Parent Support	Trainings will be provided 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	Getting Ready	09/02/2014	06/16/2016	\$0	Social Worker, Principal, Teachers
Student Academic Resource Leadership Binders	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	06/16/2016	\$0	K-5 Teachers
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. Tutoring sessions will be up to 1 hour long and students will be able to attend up to 2 sessions per week.	Academic Support Program	Tier 3	Implement	10/05/2015	06/03/2016	\$0	Title I Staff and Principal
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	09/08/2015	06/16/2016	\$0	K-5 Teachers
School & Classroom Data Walls	Teachers will create a common format for school and classroom data walls.	Behavioral Support Program	Tier 1	Getting Ready	09/02/2014	06/16/2016	\$0	Classroom Teachers

## School Improvement Plan

Barth Elementary School

Teacher Follow-up Training on Touch Math	Teachers will view the Touch Math Training DVD as often as needed to learn the proper techniques in the teaching of Touch Math to their students.	Professional Learning	Tier 2	Monitor	09/08/2015	06/16/2016	\$0	K-5 Teachers
Leader in Me Book Study	Teachers/Staff will complete a book study as a follow up to initial training of The Leader in Me program.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/16/2016	\$0	Teachers, Support Staff, Principal
Parent Technology Meeting	Parents will be invited to attend an informative meeting where they will learn how to access Study Island, Compass Learning Odyssey, RAZ-kids, and other technology at home so they can help their children practice and/or reinforce grade level reading concepts. Parents will have access to their child's username and passwords so they can use the site as their child would to further understand understand the websites.	Technology, Parent Involvement	Tier 1	Implement	09/08/2015	06/16/2016	\$0	Title I Learning Specialist, Teacher Volunteer (to present the information) and Parents
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	09/08/2015	06/16/2016	\$0	K-5 Teachers, Title I Learning Specialist, Principal
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	06/16/2016	\$0	K-5 Teachers
Parent Home Visit Project	Selected school staff will visit Barth parents at home, with permission, to support families with academic success.	Parent Involvement	Tier 1	Getting Ready	09/02/2014	06/16/2016	\$0	Selected teachers, social worker, 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-5 teachers, Title I staff, and principal as needed.	Professional Learning	Tier 1	Implement	09/02/2014	06/16/2016	\$0	K-5 Teachers, Title I Staff, 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	06/16/2016	\$0	K-5 Teachers, Title I Staff, Principal
Number of the Day	Teachers K-5 will use a number of the day to review and practice many different math vocabulary terms and math skills appropriate to their grade level.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/16/2016	\$0	K-5 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	09/02/2014	06/11/2015	\$0	K-5 Teachers

## School Improvement Plan

Barth Elementary School

Thinking Maps	Students will create Thinking Maps to help develop visual representations of broader science concepts.	Direct Instruction	Tier 1	Implement	09/03/2013	06/16/2016	\$0	K-5 Teachers, Title I Staff, and Principal
Reading Coach	The district reading coach will provide small group instruction once a week for 30-40 minutes to small groups of students in K-5 who are not meeting grade level expectations using the LLI program.	Academic Support Program	Tier 2	Implement	09/08/2015	06/16/2016	\$0	K-5 Teachers, Principal, and District Reading Coach
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	06/16/2016	\$0	Social Worker, Principal, Teachers
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. Tutoring sessions will be 1 hour long and students will be able to attend up to 2 sessions per week.	Academic Support Program	Tier 3	Implement	10/06/2015	06/03/2016	\$0	Title I Staff and 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-5 teachers, Title I staff, and principal as needed.	Professional Learning	Tier 2	Monitor	09/02/2014	06/16/2016	\$0	K-5 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	06/16/2016	\$0	K-5 Teachers, Title I Staff, and 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	06/16/2016	\$0	K-5 Teachers, Title I Staff, and Principal
Project-Based Philanthropy Unit	Students in grades K-5 will be engaged in at least one project-based philanthropy learning unit in social studies during the school year.	Community Engagement	Tier 1	Implement	09/08/2015	06/16/2016	\$0	K-5 Teachers

## School Improvement Plan

Barth Elementary School

Parent Technology Meeting	Parents will be invited to attend an informative meeting where they will learn how to access Study Island, Compass Learning Odyssey and other internet learning sites at home so they can help their children practice and/or reinforce grade level math concepts.	Technology, Parent Involvement	Tier 1	Implement	09/08/2015	06/16/2016	\$0	Title I Learning Specialist, Teacher Volunteer (to present the information) and Parents
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	09/08/2015	06/16/2016	\$0	K-5 Teachers, Title I Staff, 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	06/16/2016	\$0	K-5 Teachers, Title I Staff, and Principal
Student Academic Resource Leadership Binders	Each student in grades 1-5 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	06/16/2016	\$0	K-5 Teachers
Teacher Training on Differentiated Math Instruction	Teachers will receive training during the 2015-16 in differentiated math strategies aligned to the common core.	Professional Learning	Tier 1	Implement	09/08/2015	06/16/2016	\$0	K-5 Teachers, Title I Learning Specialist, 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	10/05/2015	05/20/2016	\$0	Title I Staff, Selected K-5 Teachers

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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 and 5 will complete an individual science fair project focusing on the scientific method.	Academic Support Program	Tier 1	Implement	04/01/2016	04/29/2016	\$400	K-5 Teachers, Principal