

Barbour School
Title I Plan
For FY19
for
Board Approval - June 26, 2018

Title I Plan Components and Prompts to Meet the ESEA, as Amended by the ESSA April 2017

1. Comprehensive Needs Assessment – a sample will be emailed. Also, consider the work your school completes as part of the SMART SIP Cycle process.

<https://docs.google.com/a/rps205.com/spreadsheets/d/1jjXzPpnmZl4G78QjFXCBSRB9bB4Zt8amCgs4oAnCBY/edit?usp=sharing>

2. List other special or support programs offered at your school.
 - a. Artsonia
 - b. Aesthetics club
 - c. Student Council
 - d. Yearbook
 - e. Robotics club
 - f. Newspaper club
 - g. soccer
 - h. volleyball
 - i. track
 - j. basketball
 - k. tennis
 - l. boy scouts
 - m. girl scouts
 - n. golf
 - o. after school program (Northwest Community)
 - p. raz-kids
 - q. moby max
 - r. extra math
 - s. after school readers theatre
 - t. Student of the month
 - u. prodigy math
 - v. discovery education
 - w. scholastic in Spanish
 - x. Achieve3000
 - y. Read 180
 - z. classDojo
 - aa. second step,
 - bb. reading coach
 - cc. tutors
 - dd. Accelerated reader
 - ee. student ambassadors
 - ff. Dreambox

- gg. Thinking Maps
3. Describe schoolwide improvement or reform strategies in narrative forms, to include:
- a. Opportunities for all students, including each of the subgroups (SPED/ELL/LOW INCOME)
 - i. We are providing PBIS- targeted behaviors to improve on throughout the school year and we are adding behavior of the month, roll out stations, jean days, and a PBIS store.
 - ii. We are providing expanded sports programs and we are going to offer sports at other schools if we don't offer at Barbour
 - iii. We are providing after school activities such as clubs and we are adding more enrichment activities to include but not be limited to activities such as reader's theatre, robotics club, and aesthetics club to promote higher thinking opportunities.
 - iv. Title 1 tutors will be utilized in all grades with students that are struggling with math and reading before and/or after school.
 - v. After school tutoring will be offered through by teachers paid for through Title 1 funds. The tutoring will focus on reading and math.
 - vi. Thinking Maps training will be utilized to raise academic achievement of all students.
 - b. Methods and strategies to strengthen and enrich the program
 - i. Integrated literacy professional development will be offered to strengthen the teachers understanding of how to incorporate literacy into other subjects in order to create more time for structured interventions since the reading scores are lower according to MAP.
 - ii. PBIS training will be offered to the PBIS team and then to the entire school facilitated by the PBIS team to create an atmosphere of success in order to increase the academic scores of the students.
 - iii. Guided reading professional development will be offered to strengthen the teachers tier one and tier two teaching strategies since the reading scores demonstrate a need for improving the reading scores.
 - iv. Bridging professional development will be offered to strengthen Barbour's program in regards to connecting both languages for student success in reading and math.
 - v. Units of study professional development will be offered to teachers to better create a writing structure to allow the students to be successful.
 - vi. Thinking Maps training will be offered to the teachers to properly implement the program for all students to make academic gains.
 - vii.
 - c. Ways to address students' needs, especially those at risk of failing
 - i. We have created a WIN (What I need) Time for our middle school students that focuses on students individual needs, utilize tutors and Title I teacher when available to work with students on the skills that they are lacking, focus on PBIS in order to create a more conducive environment for students to learn, and we are beginning an MTSS system in different

grade levels (2, 5, 8) to focus on math to strengthen the school's math scores. We need counselors to assist our at risk population, in grades K-8, dealing with issues outside of school since we are a very high title one school and lack the necessary school wide resources to assist the students in need. Programs such as but not limited to Second Step can be utilized to reach the students as well as guest speakers for students grades K-8 and their parents on how to focus on academics.

- ii. Initial PBIS assemblies will be utilized to begin the school year with a proper mental mind set with the students in regards to behavior and academics.
4. Describe your school's mental health, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside of the academic subject areas. –
- a. We utilize PBIS with our students and staff. This program assists teachers in creating a positive atmosphere for the students to succeed. This allows students to stay in the classroom more frequently in order to improve their math and reading. A social worker or counselor is needed to help assist with issues outside of the school. We are lacking certain school wide supports such as a counselor, social worker, social emotional support programs, and training for teachers that would assist the students in being successful during the school year at home and at school. Title 1 funds could be utilized for the purchase of the materials, guest speakers, training, as well as support from a social worker and/or counselor. Buddy reading is a resource that we use with our students. This resource allows students to become more familiar with the each other and allows the younger students to see the importance of reading.
5. Describe any activities regarding the preparation for and awareness of postsecondary education and career. This area may include Advanced Placement, IB, and other like programs.
- a. Alma Mater day weekly where staff wears their college apparel. The students in the school become aware of the different colleges available and the importance of attending college.
 - b. Bulletin boards with teacher universities are utilized to demonstrate to the students that there are colleges in other countries that develop very competent careers. Title 1 funds can be utilized for the materials to promote this activity.
 - c. College and career Mondays in middle school is utilized during the student's WIN time. This is a district program that is supported by the teachers and the district office. Guest speakers will be brought in to speak with students to promote college and careers with the help from Title 1 funds.
 - d. Junior achievement works with our school throughout the year to speak with students and staff on the importance of going to college and the different types of careers that a college degree can lead to. This will help focus the students throughout the school on their growth.
 - e. We would like to have a college and career fair for all students in the building that would allow us to reach all students on a more formal basis and introduce

- the students to more options as they continue to grow as young adults. Title 1 funds can be utilized for the materials to promote this activity.
- f. High school graduate alumni came back to walk through school to demonstrate to all students that they can be successful and that a high school education is important to be able to attend the college that they want.
 - g. Alumni spoke to 8th graders about the issues and chances in high school and the importance of being a good student.
 - h. Eighth graders go to a special program at a college sponsored by the Latino Coalition. Title One could pay for the transportation. The program identifies key areas for students to focus on academically to be successful in college.
6. Describe any activities regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, and how your school coordinates such with IDEA services.
- a. PBIS is utilized on a daily basis to demonstrate the positives of good behavior. Title 1 funds can be utilized for the materials to promote this program and to get more teachers trained properly.
 - b. We have one day of social work service which does not allow us to attend to many of the social and behavior issues within the school which leads to lower student scores on reading and math. During our team meetings, we discuss such students and how we can assist them throughout the school day.
 - c. Behavior RTI/MTSS materials will be implemented this school year. This will allow students to be introduced to a more structured behavior program once the students become eligible. Second step, guest speakers, and possible field trips will be utilized to implement the behavior RTI/MTSS, possibly supported by Title 1 funds. These students will be identified and discussed during problem solving team meetings.
 - d. A social worker is needed more frequently to assist our high needs population in order to improve their scores in reading and math. Title 1 funds can be utilized to help increase the amount of social work time students will receive.
 - e. Tutors, paid for through Title 1 funds, keep track of progress monitoring data with students that they see and bring that data to the problem solving team to try and identify students early to begin interventions.
 - f. Title One teacher paid through Title One funds to assist teachers in the education of students, small group usage, as well as progress monitoring and assessing students on a weekly basis.
 - g. Classroom teachers, administration, the Title One teacher, Tutors, and psychologist meet monthly on students that need extra assistance in order to try and identify students earlier for interventions.
7. Describe any activities regarding professional development to improve instruction and use of data.
- a. NWEA trainers will come to the school to train teachers on the proper reports to use to dissect the data and improve instruction.

- b. SMART Learning systems will be utilized to create short term goals related to the overall SMART goals to demonstrate gains throughout the year. SMART trainers from district will be utilized when necessary.
 - c. Kindergarten state conference will be attended by the kindergarten teachers to improve instruction in reading, math and writing to assist the younger students in developing their base knowledge.
 - d. NWEA fusion will be attended by several Barbour stakeholders for get a firm grasp on the MAP assessment and reports. The team will then return and train the current staff on the findings.
 - e. Daily five/café conference will be identified and one member from each team K-5 will attend to bring information back to the rest of their team members. A formal training will take place by those teachers with their teams.
 - f. Thinking Maps training for the entire staff to better utilize the program to fidelity.
8. Describe any activities regarding strategies for assisting preschool students transition from EC programming to the elementary school program.
- a. We are going to welcome/introduce parents and students to kindergarten by providing them research based training/kits/books etc.
 - b. We have an open house/orientation for incoming kindergarten students and parents before school starts. This open house will be utilized to introduce parents to the expectations of kindergarten and to supply them with beginning materials such as but not limited to early reading books, strategies for assisting the students, and basic supplies.
9. Describe any activities to ensure all students are taught by effective (report coming out), experienced teachers who are licensed in the areas for which they are teaching.
- a. Provide a monthly session with new teachers and an identified staff peer mentor teacher.
 - b. Book study will be done on the Growth Mindset and the Five Levers to assist teachers in their thinking regarding education. This will be done during PLC time.
 - c. Conferences regarding classroom management/dual language theories and teaching strategies will be found and attended by teachers with less than two years' experience at Barbour to improve practices being utilized.
 - d. Teachers taking classes at a higher education institution will have some of the supply cost paid (books/supplies/materials etc.) in order to improve instructional practice.
 - e. Provide subs for teachers to observe others to help increase the awareness of teaching strategies throughout the building.
 - f. Vertical alignment/horizontal alignment PD time will be incorporated into the PLC structure and allow grade level teams to work with others and align the curriculum as well as for better instructional ideas.
 - g. New teacher survival kit will be created to assist new teachers with materials such as but not limited to navigating the classroom environment, classroom management, and teaching strategies.
10. Describe any activities and/or approaches to support homeless children and youth.

- a. Help with pay for uniforms and extracurricular activities to include them in all school wide activities.
 - b. Ensure that they will have sufficient supplies for the students by purchasing materials such as but not limited to pencils, notebooks, binders, etc..
 - c. Welcome kit for at risk students will be created to assist students with daily everyday activities at Barbour. The kit will include but not be limited to school supplies, uniforms, and daily hygiene products.
 - d. Supplies for the nurse to include but not be limited to hygiene products, undergarments, and toiletries to assist with daily activities.
11. Describe any activities and/or approaches to engage parents in their child's education and school. –
- a. Family reading night to give parents strategies and supplies to help their students at home with reading.
 - b. Volunteer training to help volunteers identify what needs to be done in the classrooms, throughout the school, and how to conduct themselves while working with students.
 - c. Math night to help parents understand how to talk to students regarding math and to offer different supplies to assist students and parents at home.
 - d. Science night to help parents understand how to talk to students regarding science and to offer different supplies and strategies to assist students and parents at home.
 - e. Fine arts night to demonstrate the importance of the fine arts in a child's life and how that links to academic success.
 - f. Books for parents to read to their students in order for the students to get at least the twenty minutes of reading each day.
 - g. Author series book sets to help supplement the classroom library and to celebrate each of the author's lives throughout the year in order to create a more sustainable reading atmosphere.
12. Describe any activities and/or approaches to meaningfully engage stakeholders in the development of your school's Title I Plan.
- a. Parents of current students were members of the team that created plan. Their voices were heard and ideas implemented into the plan when the meeting was held.
 - b. Parents of alumni were members of the team that created the plan. Their voices were heard and ideas implemented into the plan when the meeting was held.
 - c. Teachers were members of the team that created the plan. Their voices were heard and ideas implemented into the plan when the meeting was held.