

2016-2017 Title I Plan for  
***Smithland Elementary School***



***2016 - 2017 Committee Members***

Natalia Botkins, Parent	Hada Ruvalcaba, Parent
Kim Brantley, ITRT	Adam Shank, Home-School Liaison
Norris Bunn, Assistant Principal	Kaila Spurlock, 2nd Grade
Mary Beth Caricofe, 1st Grade	Allison Swanson, ESL
Janis Churchill, Principal	Kim Tinkham, 3rd Grade
Tawnya Doss, Instructional Coach	Stephanie Van Nortwick, 4th Grade
Lee Purnhagen, Reading	Suzanne Webb, Kindergarten

***Meeting Dates:***

Instructional Team Leaders meet on the 4<sup>th</sup> Thursday of the month.

## I. Needs Assessment

Smithland Elementary School opened in the fall of 2008. The student population is highly diverse. 46 % of the students are English Learners. A majority of these students come from Spanish speaking families with the next highest populations of EL students coming from homes that speak Kurdish or Arabic. 74% of Smithland students are considered economically disadvantaged. Based on assessment data from PALS and reading benchmark assessments are not reading on grade level. As such, Smithland will continue to implement supplemental reading programs in Kindergarten through grade 4 to meet the needs of both tier II and tier III learners. Smithland currently employs 3.5 reading specialists and 4 ESL teachers to help students overcome the challenges they face and to be successful academically. Teacher collaboration, documentation, and assessment will drive the decision making process regarding student achievement and instructional programming through weekly grade level meetings, monthly collaboration meetings (classroom, SPED, reading, and ESL teachers) Correlate Committees, in-service training and curriculum development.

	<b>All Students</b>	<b>LEP Students</b>	<b>Students with Disabilities</b>	<b>Economically Disadvantaged</b>
Kindergarten	103	55	6	75
Grade 1	103	51	10	76
Grade 2	105	48	14	85
Grade 3	122	53	8	77
Grade 4	101	41	8	82

<p><b>PALS-K Results (Fall 2016)</b></p> <p>66% Made PALS Benchmark 34% Did Not Make PALS Benchmark</p>	<p><b>Grade 1 IRL (Fall 2016)</b></p> <p>46% Made HCPS Benchmark 54% Did Not Make HCPS Benchmark</p>	<p><b>Grade 2 IRL (Fall 2016)</b></p> <p>56% Made HCPS Benchmark 44% Did Not Make HCPS Benchmark</p>
<p><b>Grade 3 IRL (Fall 2016)</b></p> <p>64% Made HCPS Benchmark 36% Did Not Make HCPS Benchmark</p>	<p><b>Grade 4 IRL (Fall 2016)</b></p> <p>60% Made HCPS Benchmark 40% Did Not Make HCPS Benchmark</p>	

## II. Proposed Strategies to Improve Student Performance

Smithland's at-risk reader population requires a concerted effort on the part of administration and faculty to assure maximum student development in language arts. The following strategies have been implemented to facilitate student growth:

- Smithland uses Houghton Mifflin reading program, a research-based program for language arts.
- Language Arts blocks are 2.5 hours for students in kindergarten through grade 4.
- Data is collected and analyzed to determine the effectiveness of literacy instruction and to determine the appropriate assignment of resource personnel.
- Resource personnel (reading specialists, special education, ESL, and instructional assistants) are assigned based on student need with the goal of maximizing instructional time for at-risk students.
- The Fountas and Pinnell, Leveled Literacy Intervention Program is being utilized in all grades by the reading specialists. The program remediates students' literacy development in phonics, fluency, and comprehension.
- Enrichment (push-in and pull-out) is provided to students in the gifted program by the Advanced Learning and STEM Specialist.
- A Dual Language Immersion Program (K-4) develops bilingualism and biliteracy in English and Spanish by integrating Spanish-dominant students with English-dominant students. The children spend half of their day in a Spanish classroom and the other half in an English classroom where they receive instruction in and through both Spanish and English. There is a total of 2 hours of Language Arts instruction during the day.
- Smithland has an afterschool program. This program provides homework and other academic support, in addition to elective clubs, enrichment opportunities and physical fitness activities for those students who attend.
- The Instructional Coach supports classroom teachers and provides professional development opportunities.

### III. Highly Qualified Personnel

Harrisonburg City Public Schools employs highly qualified personnel. Numerous local colleges and universities promote an academic community as well as provide quality applicants for available positions. More than half of Smithland teachers hold Master's Degrees. Smithland Elementary will ensure that teachers remain highly qualified by:

- Evaluating teacher performance on a yearly basis. Tenured or non-tenured status will determine the number of observations per school year. All learning walks, observations, SMART goals, and evaluations are accessible through TalentEd.
- Compensating teachers who have earned a Master's, Educational Specialist, or Doctoral degree.
- Providing staff development based on current research and best practices to assist the instructional staff in meeting the needs of diverse learners including SPED, ESL, gifted, and at-risk students.
- Training personnel to administer assessments effectively and provide data driven instruction in all content areas.
- Requiring participation in classes, workshops, and institutes offered by the Virginia Department of Education and other educational organizations.

### IV. Ongoing Professional Development

Harrisonburg City Public Schools provides ongoing professional development through division and individual school training. The following areas specify the type of training that will be offered to Smithland's faculty and staff:

- Smithland Elementary has an LEP population of 46%. Harrisonburg City Schools requires that all professional staff take the division class called "ESL Introduction Course in Harrisonburg City Public Schools" within the first three years of employment. Classes are offered by local universities to obtain an endorsement in ESL.
- Grade level and staff meetings emphasize training in curriculum and instruction. An Instructional Coach is available to offer training to all teachers.
- Division Staff Development Days are directed by content area supervisors in the areas of preschool, special education, literacy, math, social studies, STEM, technology, science, physical education, and fine arts.

- The technology plan for the division emphasizes training teachers to apply and integrate technology throughout the curriculum. Smithland's Instructional Technology Resource Teacher provides support and training to faculty and staff in effective technology integration. Continued staff development is offered to teachers to support them in demonstrating competency in the Technology Standards for Instructional Personnel.
- SOL test results are analyzed each year to determine student performance in reading, math, and Virginia Studies. Principals and teachers use the information from SOL and benchmark tests to evaluate the use of instructional time, resources, personnel, and teaching methods. In addition, this data may be used in the development of SMART goals for grades 3-4.
- Teachers instructing gifted learners are supported by an Advanced Learning and STEM Specialist.
- New teachers are paired with mentor teachers during their first year of teaching. This allows new teachers professional growth in instruction and classroom management.
- Professional opportunities may be granted for teachers to attend conferences and workshops.
- Early release days are held monthly for teacher collaboration.

#### V. Strategies to Attract Highly Qualified Teachers

Harrisonburg City Public Schools offers the following benefits to staff:

- AFLAC offers a variety of insurance policies as a convenience to HCPS staff. Staff members receive group discount rates when premiums are payroll deducted.
- Flexible spending accounts enable employees to pay, on a pre-tax basis, for health care and/or child care not covered by other benefit plans.
- The school division pays 100% of the total health insurance premium for single subscribers.
- The school division pays the premiums for the Basic Life Insurance.
- Employees may also purchase optional dental, vision and life insurance for their spouse and dependent children. The school division contributes \$10 per month towards monthly dental insurance premium.
- All full-time staff members accrue one sick leave day for each month worked. Part-time staff members accrue a proportional number of days. Sick leave days may be used for maternity, paternity or adoption leave.

- Full-time staff members earn two personal leave days per year.
- The Superintendent may grant professional leave to teachers or administrators to attend conferences, meetings, or other activities.
- The school division offers its staff a sick leave bank whereby all contributors to the bank may benefit in case of a catastrophic ailment or injury. To be eligible to join the sick leave bank, staff must have been employed by HCPS for at least one year. Sick leave bank members may draw up to 60 days from the bank once their sick leave has been exhausted and a 30-day waiting period has expired.
- The school division provides tuition reimbursement for Teachers and Administrators of up to \$1400 for college level course(s) per school calendar year. The school division provides tuition reimbursement for Classified Staff of up to \$1400 for college level course(s) per school calendar year (must lead to a teaching license or will improve skills in the current responsibilities/assignment).
- Only full-time 250-day staff receive vacation (annual) leave, which is earned based on years of HCPS service.
- Payroll deduction for membership into the Virginia Credit Union is available.
- Employee Assistance Programs (EAPs) are employee benefit programs offered by HCPS. EAPs are intended to help employees deal with personal problems that might adversely impact their job performance, health, and well-being. EAPs generally include short-term counseling and referral services for employees and their household members.

## VI. Strategies for Parental Involvement

Smithland Elementary School is committed to providing quality education programs and establishing high levels of performance for all children. Because parent involvement and support are essential components for each child to be successful, the school is committed to establishing a home-school partnership to ensure academic success for every child.

### Assurances to Implement Parental Involvement

- An annual parent meeting is held to inform parents of their school's participation under Title I and parental involvement requirements.
- Smithland Elementary School offers multiple opportunities and various activities designed to support and encourage the involvement of all parents. These include Kindergarten Orientation, Open House, Community Events, Parent Advisory Council (PAC) meetings, PTO events, Latino Parent Group meetings, family nights, and weekend events.

- Parents are involved in planning, reviewing, and improving the Title I program through the PAC and the District Parent Advisory Committee and by participation in the yearly Title I Parent Survey.
- Parents volunteer in classrooms to provide extra support.
- The Home-School Relations Correlate Committee meets monthly to discuss strategies to support and encourage parental involvement.
- Information is provided to parents in multiple languages appropriate to the student population regarding the school-wide program.
- Opportunities for parents to share concerns, suggestions, and experiences include home visits, scheduled classroom visits, and parent-teacher conferences.
- Each teacher has a school web page.
- A School-Home Compact outlines the school's responsibility to provide quality instruction, the parent's responsibility to support their child's learning, and the child's responsibility to take ownership for his/her academic success.

## VII. Preschool Transition Initiatives

Coordination among Harrisonburg City Schools, Head Start, migrant programs, special education, Welcome Center, and preschool programs assures that students eligible for preschool programs are identified and served. Preschoolers in Smithland district are served at Stone Spring and Waterman Elementary Schools. The following is done to help in the transition from preschool to elementary schools:

1. Students and parents visit their teacher during teacher work week for an Open House.
2. Teachers send welcome letters.
3. Head Start, VPI and private preschools (if they request) visit Kindergarten classes in the spring.
4. Head Start and VPI preschoolers are included in extra-curricular activities (music, library, art, physical education and assemblies)
5. A preschool home school liaison is available to help parents with any need they may have.
6. All current preschool students experience eating in the cafeteria and learn cafeteria rules and protocol during the last weeks of school.

9. All students registering for kindergarten visit the Welcome Center to complete the registration process and participate in KIDS testing.

#### VIII. Measures to Involve Teachers in the Decisions Regarding Use of Academic Assessments

A data-driven instructional program is essential to the academic success of Smithland's students. Teachers are involved in decisions regarding how the results of academic assessments should be used to improve student performance in a number of ways:

- During grade level meetings, teachers and principals analyze assessment data, including SOL and benchmark, to determine how to improve student performance, remediate identified problem areas, and enrich student instruction. Data is used to meet the needs of benchmark, strategic, and intensive students.
- WIDA ACCESS for ELLs scores are used to determine services and accommodations for ESL students.
- Child Study Committee addresses academic and/or behavioral concerns regarding the support of individual students.
- Teachers review and implement Individualized Educational and 504 Plans for identified students.

#### IX. Activities to Ensure that Remediation will be Provided in a Timely Manner

Prompt identification of students that require remediation is a priority. A coordinated team approach to reading instruction and flexible grouping based on student assessment facilitates the identification of students experiencing difficulty with material and allows for rapid remediation for identified students.

- All grade levels have a minimum of 2 hours per day for language arts instruction and 75 minutes for math instruction.
- Resource personnel are assigned to students with the greatest need. Resource teacher assignments are flexible and change throughout the year.
- Both whole group and small group instruction takes place during the reading block. Students with greatest needs work with a reading specialist and/or SPED teacher using HCPS approved list of intervention programs.
- Students who are not performing at grade level are invited to after school programs, and/or summer school.

- ESL teachers provide additional support to assist ESL students in language arts, math, or content areas.
- Reading groups are flexible and adjusted throughout the year based on PALS scores, running records, and i-Ready diagnostic results.
- Teachers work during Collaborative Learning Team meetings to analyze assessment data. The data is used to form instructional groups, create lesson plans and activities, and select appropriate instructional materials.
- Smithland's core reading program, Houghton Mifflin Harcourt, is modified to ensure that it is appropriate for all learners.
- SOL test results are analyzed. Principals and teachers evaluate use of instructional time, resources, and practices that would increase achievement.

## X. Coordination of Services

Title I and other educational services are coordinated and integrated in the following ways:

- School-based committees coordinate services, parent involvement, staff development, and appropriate instructional activities for all learners.
- The Title I coordinator communicates with Head Start, migrant programs, special education, and preschool programs to review guidelines and explore potential collaboration of services and educational programs for eligible students and parents.
- Counselors, speech and language pathologists, ESL teachers, special education teachers, reading specialists, and school nurses serve as resources to teachers.
- Teachers participate in child study, eligibility and IEP meetings, and provide documentation as requested to support eligibility for referral and appropriate educational services.
- HCPS Welcome Center coordinates assessments with all five elementary schools for registering ESL students, preschoolers, and rising kindergartners.
- Teachers may participate in parent involvement programs.
- Resource teachers, classroom teachers, and librarian select books and materials for students with a wide range of instructional levels, interests and languages.

### Summary

Smithland Elementary School opened in August 2008. Its highly diverse, low socioeconomic and at-risk reader population requires a carefully coordinated program to assure that every child meets his or her academic potential. Smithland's administration and faculty meet the challenge by providing an effective instructional program for each child. Faculty and staff, including specialists in reading, ESL teachers, and special education teachers, are assigned based on student need. All staff work to reinforce and promote literacy skills across the curriculum. The faculty and staff are highly qualified with more than half of teachers holding Master's degrees. Varied professional development programs, together with a commitment from the City of Harrisonburg and the Harrisonburg City School Board to hire and retain highly qualified teachers assure that Smithland's students will continue to have highly qualified teachers and ancillary staff.

Smithland uses a research based reading program and devotes a minimum of 2 hours per day to language arts instruction. Students are placed in groups based on their demonstrated

academic needs. The groups are flexible and determined by a variety of formal and informal assessments administered several times throughout the year. These frequently administered assessment tools are used by faculty and administration to identify the strengths and weaknesses of students and the instructional program. Data is analyzed for the purpose of student placement and also to identify instructional areas that require modification. Alternative plans are in place for children that need more intensive reading instruction, and differentiation programs are in place to meet the needs of advanced and gifted students. A dual language immersion program started in 2010 and serves K-4.

Coordination among federal, state, and local providers occurs at all grade levels. Special attention is directed to agencies that identify and service at-risk preschool students. A transition program assists these students in making a successful move into kindergarten increasing school achievement at this critical juncture.

Smithland encourages parents to become partners in their children's education through a variety of activities ranging from parenting programs to parent-child reading programs. Parents help plan, review, and improve services offered to children through participation in a Parent Advisory Council. In this way administration, teachers, central office personnel, and parents are well prepared to meet the needs of students at Smithland Elementary School.