

Smyrna School District Program Plans

North Smyrna Elementary School

2021-2022 School Year

Administrators: Amber Augustus and Mandi Noll

Comprehensive Needs Assessment

- *What are the areas of need for the school? What data sources were used to make these decisions? What staff and external stakeholders were involved in the process?*
 - Areas of Need
 - Literacy
 - Phonological awareness & understanding strategies to teach phonics in K-1- ARC data/Google Assessment
 - Writing K-3
 - Planning and integrating authentic writing conferences
 - Kindergarten shift of higher expectations for science of reading strategies for getting to 2G level instead of 1G
 - Using the components of ARC that reflect standards based grading of student performance (What to grade? When to grade? How to grade?)
 - Early Childhood- Stronger literacy program to prepare them for kindergarten
 - Spanish Immersion - Promoting literacy skills using new curriculum and following a period of time in which students had limited immersive experiences in the Spanish language
 - CLP - Unique Learning System usage for student growth (particularly as students are transitioning out of CLP)
 - Math
 - Using Bridges in a manner that promotes student autonomy and growth
 - Using data from assessments to promote learning
 - Using the components of Bridges that reflect standards based reporting of student performance in our standards based report cards
 - CLP - increased use of Bridges
 - Early Childhood
 - Collaboration
 - Professional Development
 - Curriculum-mapping
 - Science

- Integrating literacy/ARC with science units?
 - Are we doing this? What does this look like? Full understanding that teaching reading standards/objectives is different from teaching science standards/objectives.
- MTSS
 - Understanding and implementing new state MTSS regulations
 - Process for identifying SEL interventions- who, when, how?
- Social/emotional support for students
- Data Sources:
 - Spring 2021 3rd grade SBAC data declined from previous years
 - Teacher schedules have limited time devoted to writing in past year
 - SchoolPace
 - Bridges Number Corner assessments
- Stakeholders: NSE Administrators, SSD Curriculum Office

Schoolwide Reform Strategies

- *What reform strategies will be implemented to address the school's needs? Provide a description of how and when. Focus on strengthening core academic programs and the use of research-based interventions that provide opportunities for all students to achieve, with a focus on low-achieving, at-risk students of target populations.*
 - Literacy
 - Teachers will continue to learn about the continuum of reading, and learn more effective strategies for phonological and phonemic awareness development through scheduled PLC and inservice time.
 - Continued implementation of ARC Core and IRLA. Teacher schedules will include a designated time devoted to students reading at their individual level 30 minutes a day and a writing block. Teachers will continue to design equitable conferring schedules and using data to adjust schedules and instructional practices as needed. Teachers will incorporate writing conferencing with students. Data on student performance will be captured in SchoolPace and addressed during Reading PLCs and data meetings. Students will have access to varied texts that reflect multiple cultures and perspectives to promote interest and equity.
 - Ongoing ARC Coaching & Leadership coaching
 - Conferencing schedules prioritize more frequent check-ins with low-achieving, at-risk students
 - System 44, iReady, and iRead curriculums are used with struggling readers.
 - Math
 - Provide professional development for newer teachers

- Math PLCs will incorporate review of math assessment data with an emphasis on planning subsequent instruction.
- Early Childhood
 - NSE Admin will be working with Special Services to plan for professional development opportunities for EC staff.
 - EC teachers will collaborate with their age-level team on a curriculum map for their program.
- Science
 - NSE Admin and teachers will collaborate with the Smyrna School District Science Specialist to ensure science curriculum is implemented in each grade level.
- MTSS
 - SEL look for tool will be utilized to identify students in need of support.
 - Monthly data meetings will be held to identify students in need, determine plans for support, and reviewing student progress.
- Social/emotional support for students
 - All classrooms will implement morning meetings designed to address emotional and mental well-being through mindfulness practices and community building.
 - All classrooms will be provided with sensory tools.

Instruction by Highly Qualified Teachers

- *Describe the process used to ensure that only highly-qualified staff are hired for core-content areas? How are specialists effectively implemented to maximize their influence on at-risk students?*
 - Hiring
 - The hiring process places a high value on selecting candidates who are highly certified. Only candidates with the required certification(s) and desired qualifications will be interviewed and hired when positions become available. This applies to both teaching staff and paraprofessionals.
 - DEEDS is referenced to affirm the certification of applicants.
 - Staff who are not currently highly qualified are enrolled in ARTC programs and supported by NSE admin and Central Office personnel in their pursuit of full certification in the content areas in which they are teaching.
 - Specialists
 - Specialists customize their daily schedules based on data collected to identify the most at-risk students and prioritize time with those students in a small group setting.
 - Specialists attend all PLCs related to their content areas and data meetings to support teachers in their work with at-risk students.
 - Specialists meet monthly with administrators for data review and brainstorm sessions to determine next steps for at-risk students.

- Specialists support professional development efforts by participating in and leading sessions centered on improving Tier 1 core instruction for all students.
- Specialists provide information on instruction (tips, updates, etc.) to all staff in the staff weekly.

High-Quality, Ongoing Professional Development

- *All staff require high-quality, on-going professional development to enable all students to achieve. Describe the professional development required to address the school's needs?*
 - Responsive Classroom - creating a classroom and school community that accepts and includes all individuals and their social, emotional, and mental needs with methods and strategies to create a classroom culture and restore the classroom community when needed.
 - Bridges - new staff/newer staff & EC, next level support for veteran teachers to ensure use of best practices
 - ARC Coaching- targeted & focused
 - ARC Leadership Coaching
 - Continued professional development and support for teachers on standards based grading and the redesigned SSD K-5 report card.
 - Spanish Immersion - ongoing professional development and coaching provided by Delaware Department of Education for immersion teachers and their English language partners. Teachers will be provided with training and support on their curriculum.
 - NSE administrators participate in IPAC professional development provided by DOE quarterly to support the implementation of the Spanish Immersion program.
 - NSE administrators collaborate with SSD Curriculum office to address professional development needs.

Recruitment and Retention of Highly Qualified Teachers

- *Describe the strategies used to attract and retain effective, highly-qualified teachers.*
 - Immersion teachers -
 - Work with DOE in the hiring of Spanish Immersion teachers
 - Supporting certification efforts to retain them.
 - Retention: Thwarting all future attempts by Stephanie Smeltzer to steal staff members.

Parent Involvement

- *A schoolwide program must (1) involve parents in planning of school wide programs, (2) have a parental involvement policy that includes strategies to increase parental involvement, and (3) provide individual*

student academic assessment results, including an interpretation of those results to parents. Describe how, when, and where this requirement is met.

- *(1) Involve parents in planning of school-wide programs*
 - Parent Teacher Organization
 - Meets monthly to discuss, plan, and coordinate school events and activities
 - Fundraisers to support students and school-wide events
 - Title 1 Family Nights
 - Coordinated by Reading & Math Specialist, yearly
 - Focuses on standards-based activities to inform families of instructional programs
- *(2) have a parental involvement policy that includes strategies to increase parental involvement*
 - Smyrna Messenger
 - NSES Social Media Accounts: Twitter, Facebook
 - Monthly NSE newsletter for parents - North's News
 - School-wide Remind App for families
 - Classroom Communication:
 - Google Sites Website (& Google Classroom)
 - Communication App (Dojo, Remind, SeeSaw) to maintain communication between parents
 - Alert Now Calls
 - Scheduled calls for IPR, Report Cards
 - Each student/family was assigned a SSD Gmail account.
- *(3) provide individual student academic assessment results, including an interpretation of those results to parents*
 - Parent-Teacher conferences are held in November each year to discuss student progress and performance. Additional conferences are scheduled by teacher and/or parent request.
 - Parents have access to Home Access Center to review student performance in real time.
 - Each trimester, parents are notified of students' performance. Additionally, three times a year, parents will receive SchoolPace & Frontline Reports to disclose student performance and progress.
 - Parents receive yearly DOE reports on SBAC, APPL, and ACCESS scores, which also provides explanation of what the scores mean.

Coordination with Early Childhood Programs

- *Describe the coordination that occurs between elementary school and early childhood programs. How is data shared and utilized to facilitate an effective transition?*
 - Early Childhood Program Coordinator provides information on incoming KN students (including transportation needs) with each building.

- Early Childhood teachers provide feedback on students to support successful placements in kindergarten.
- Recurring meetings with Early Childhood Program Coordinator, Special Services, and NSE admin to support student progress through the Early Childhood program and placement in kindergarten.
- NSE PAC team includes an Early Childhood teacher to support the collaboration between EC and K3.
- NSE Extended Day EC teachers work with KN CLP teachers to support student needs through communication, review of student performance, and sharing of strategies.

Teacher Involvement in Assessment Decisions

- *Describe how teachers are involved in the decision-making process. In particular, what role do teachers play in the use of academic assessments to provide information on, and to improve, the achievement of individual students, and the overall instructional program.*
 - PLC Meetings
 - Meetings held weekly with a designated focus. Sessions have included the following:
 - Data (PST), Curriculum-Based, Benchmarks/Grades
 - PLC Lead Meetings
 - Grade level leads meet monthly at Smyrna School District Central Office to discuss and learn about upcoming curricular initiatives and updates. Representatives share PLC lead topic information with grade level teams.
 - Special Education Teacher Council
 - Building representatives meet monthly with other members of the Smyrna School District to stay informed on SE policies and practices, and any imperative updates that impact the special education process and education of students with IEPs.
 - Principal Advisory Committee
 - PAC meets monthly. Within the group includes NSE administrators, grade level chairs, and the instructional specialists. These meetings are reserved to discuss ideas related to school events, upcoming professional development,
 - Specialists' Meetings
 - Monthly scheduled meetings with varying departments, including Early Childhood, Related Services, and building Instructional Specialists to maintain communication on student data and actionable next steps.
 - Collaboration between teachers, building specialists, and SSD curriculum specialists in the assessment creation and implementation process

Additional Timely Assistance

- *How will students not yet proficient be provided additional timely assistance? What supports will be provided to identified subgroups?*
 - Teachers implement flexible groups within instructional times.
 - All students receive IRLA conferencing geared to their learning needs and scheduled according to student performance.
 - District special education interventionists support selected special education students in the areas of reading and math.
 - EL specialist pushes into classrooms to support identified EL students.
 - Related Arts teachers and Early Childhood teachers push into classrooms at assigned times (such as Eagle Reading) to support students
 - The Smyrna School District Wraparound Program will offer students additional opportunities for learning before and after school.

Coordination with Federal, State and Local Services

- *Explain how the schoolwide program is aligned and coordinated with other services and programs provided by federal, state, and local resources.*
 - Spanish Immersion program
 - McKinney-Vento
 - CEP program through Child Nutrition
 - CACFP afternoon snack program through Child Nutrition