

# Title 1 School-Wide Comprehensive Improvement Plan

2016-2017

**Belfast Elementary School**

**Grades K-5**

**P.O. Box G**

**Rosedale, VA 24280**

## TABLE OF CONTENTS

School Profile	Page 3
Overview of Belfast Elementary School	3
Mission Statement	3
Title I School Wide Application Study Committee	4
Overview of School Wide Program	5-9
Needs Assessment/Reform Strategies	9-17
Highly Qualified Staff	17-18
Professional Development	18
Strategies to Attract Highly Qualified Teachers	19
Strategies to increase Parental involvement	19-20
Teacher Academic Assessment Decision Making	21
Effective & Timely assistance for Students Experiencing Difficulty Mastering Standards	21
Coordination and integration of Federal, State and Local Services and Programs	22
The School Program	22
Public School Music Program	23
Physical Education Program	23
Library/Media Center	23
Speech Therapy Program	24
Guidance Program	24
Title I Technology Lab	24
Before School Tutoring Program	24
Summer School Program	24
Spelling Bee Program	25
Character Education Program	25
Forensics Program	25
Attendance Program	25
Business Partnership Program	25
Cafeteria Program	25

## **Belfast Elementary School: School Profile**

Belfast Elementary School is located on U.S. Highway 19 in Southwest Virginia. The Russell County School District is in Russell County. The district has a population of 28,897.

The Belfast Elementary building has recently been renovated and made more energy efficient with new windows, electric heating and cooling units, new flooring, and new furnishings. The school has sufficient classroom space and efficient kitchen and cafeteria space. Belfast Elementary has a modular unit that is used for physical education and has a stage in the library for school performances.

Currently the student enrollment is 82. The local economy has been dependent on the coal industry. Coal has been the economic hub of the region with agriculture playing a significant secondary role. Manufacturing and Technology Industry have begun to move into the area and will, in time, have a significant impact on the economy. As the production of coal has decreased, the unemployment rate has spiraled upward and the number of families receiving Federal and State assistance has increased. The percent of students receiving free and reduced meals at Belfast is 57%. Our student teacher ratio is 17/1.

### **Overview of Belfast Elementary School**

Belfast Elementary School was formed in 1939 and currently serves Kindergarten through grade 5 as of 2013-2014 with one principal, one assistant principal, one school resource officer, six teachers, one part-time librarian, one part-time PE teacher, one part-time PALS teacher, one part-time Title I technology teacher, one part-time guidance counselor, one part-time music teacher, plus operational staff.

### **Mission Statement**

#### **Belfast Elementary School: Excellence through Education**

Belfast Elementary's faculty and staff will strive to provide our students with quality education in a safe and fun learning environment. We seek to enable our students to continue their education at the next academic and developmental levels with excellence and to guide them in becoming responsible, contributing citizens.

**Title I School Wide Application Study Committee**

TITLE 1 SCHOOL WIDE APPLICATION STUDY COMMITTEE	PROJECT COMMITTEE FOR WRITING THE APPLICATION
Mike Puckett  Superintendent of Russell County Public Schools	Mrs. Georgia McCoy  Principal
Brenda Hess  Coordinator of Title I Programs and Supervisor of Elementary Education	Mrs. Kandy Brightbill  First Grade Teacher
Mrs. Georgia McCoy  Principal	Mrs. Jodi Davidson  Second Grade Teacher
Mrs. Heather Keen  Guidance Counselor	Ms. Peyton Gregory  Special Education Teacher
Mrs. Kathy Tiller  Librarian	Mr. Rex Parker  Physical Education Teacher
Mrs. Jennifer Price  Technology Lab Teacher	Mrs. Teresa Mercer  Second Grade Teacher
Mrs. Karen Starnes  Science Instructor	Mrs. Julie Coleman  Kindergarten Teacher
Mrs. Christy Bowman	Mrs. Terri Green

Mathematics Instructor	PALS Teacher
Ms. Penny Hudson Special Education Supervisor	Mrs. Judy Vencill Kindergarten Teacher
Mrs. Jackie Hackney Parent	Mrs. Sherry Spears Parent
Mrs. Tiffany Reece Language Arts Instructor	Mrs. Sherry Spears Parent
Mrs. Brittany Richardson Social Studies Instructor	Mrs. Brittany Richardson Social Studies Instructor
Mrs. Jennifer Price Instructional Intervention Teacher	Mrs. Cindy McGlothlin School Secretary/Bookkeeper

### **Overview of the School Wide Program**

The goal of the School Wide Program at Belfast Elementary School is to effectively coordinate all school services and provide an educational program that maximizes each student's opportunity to meet proficient or advanced levels of performance as illustrated by the Standards of Learning.

Title I funds, in combination with other Federal, State and local funds are used to support the entire educational program. These resources provide all students at Belfast Elementary School the opportunity to meet the State's student performance standards. Advancement in music knowledge, growth in music appreciation, understanding of library organization and usage, and basic understanding of the use of computers will be measured by teacher made tests, teacher observations, administrative observations, documentation of progress and participation in each area. General intellectual aptitude will be measured using Interactive Achievement scores. Exceptional talent in visual and performing arts will be measured by inviting retired teachers with experience in these areas to observe the students and help our teachers make recommendations.

The following programs are correlated with classroom instruction to enhance learning:

- **The library/ media center** provides support to the school's instructional program by providing materials for intellectual growth and leisure time enjoyment.
- **The guidance program** facilitates an effective learning climate and assists the student in developing a realistic self-concept and self-direction, self and group awareness, the capacity for effective interpersonal relationships, and effective decision-making, communication, and coping skills.
- **The public school music program** promotes the art and knowledge of music by providing educational programs that further the appreciation of music and an understanding of the importance of music in one's life.
- **The physical education program** provides physical and social environments that encourage and enable children to engage in safe and enjoyable physical activity. The program supports students' development of knowledge and skills necessary to perform a variety of physical activities, maintain physical fitness, regularly participate in physical activity, understand short and long term benefits of physical activity, and value and enjoy physical activity as an ongoing part of a healthful lifestyle.
- **The learning disabled special education program** provides monitoring and learning accommodations for students who have been determined to have a learning disability.
- Students in **the speech therapy program** receive instruction for improving language, articulation, and hearing based on their needs as demonstrated through screening procedures.
- **The forensics program** provides opportunities for students to competitively participate in prose and/or poetry reading, and/or prose and poetry composition, and public speaking.
- **The school art contest** provides students an opportunity to participate at the school level. School winners advance to the county competition. County winners advance to the regional competition.
- **Before-school tutoring** helps at-risk students improve their academic performance.
- **Education programs for the gifted students** help provide students with opportunities to develop in accordance with their potential and to the fullest extent of their abilities.

- **Spelling bees** provide enrichment for the regular curriculum in grades one through five on a school-wide level. Students have the opportunity to compete with their peers and with those from other Russell County Schools.
- **The attendance program** works to improve student attendance.
- **The Science Fair** provides students the opportunity to develop a science project and compete on the school and county level.
- **The DARE, Drug Abuse Resistance Education Program**, is an ongoing partnership between the school system and the law enforcement agencies incorporated into the fifth grade curriculum.
- **Choir** provides students at Belfast Elementary School the opportunity to develop their vocal talents. It gives them the chance to work toward higher goals, such as All-County Choir, Regional and State Concerts.
- **The SCA, Student Council Association**, represents the student body in decision making.
- **A School Prevention Specialist** from Cumberland Community Services is available for individual and small group activities to help the students to resolve conflicts, encourage self-esteem, and contact outside agencies when appropriate.
- **Summer school** provides direct and indirect instruction that help students improve their achievement levels of the SOL's in reading, writing, and math.
- **The Accelerated Reader Program** promotes academic excellence through a literature-based, reading incentive program.
- **The Business Partnership Program** develops business as a resource for Russell County Schools and allows teachers to compete for classroom mini-grants of up to \$800 per teacher to fund classroom equipment, supplies, and projects.
- **School Volunteers** provide assistance through supervision in areas such as grade level or special room activities. Volunteers are also used to judge contests and to assist in supervision of students at special times such as our Teacher Appreciation week.
- **The cafeteria program** provides a nutritious breakfast and lunch for the students and some students receive free or reduced meals based on family income.
- **The Crisis Prevention Program** works to prevent crises and prepare children and staff for natural disasters.

- **Promotion and retention procedures** allow teachers to assign grades in the evaluation of student progress.
- Good communication and relations between the school, parents, and community are achieved through **Open House opportunities**.
- **Parent Teacher Conferences** are scheduled as needed by the parent or the teacher.
- **Parent Volunteer Program** is an effective means of allowing parents and teachers to work cooperatively to complete projects that help the student body.
- The student population consists of 82 students. The faculty and staff consist of 15 full and part time personnel with no minority members.
- The faculty and staff consists of:
  - 1 principal
  - 1 assistant principal
  - 1 School Resource Officer
  - 1 secretary/bookkeeper
  - 1 part time counselor
  - 1 part time PALS teacher
  - 1 kindergarten teacher
  - 1 first grade teacher
  - 1 second grade teacher
  - 1 social studies teacher for grades 3-5
  - 2 language arts teachers for grades 3-5
  - 1 science teacher for grades 3-5
  - 1 mathematics teacher for grades 3-5
  - 1 part time technology lab instructor
  - 1 part time physical education instructor
  - 1 part time librarian
  - 1 part-time special education monitor
  - 1 custodian
  - 2 cafeteria personnel
  - 1 part time speech therapist
  - 1 part time band director
  - 1 part time music teacher

The goal of each program offered at Belfast Elementary School is to equip each student with the skills necessary to meet and exceed the State's performance standards. The School Wide Program promotes the development of innovative techniques and provides students with a positive self-concept while meeting the challenges of changing times.

Opportunities are provided for all the children at to meet proficient and advanced

levels of performance by tailoring curriculum and instruction to meet each student's ability and academic background. Needs assessment surveys and reform strategies ensure a progressive program. Student progress is tracked through SOL Tests, Interactive Achievement, mid six-weeks reports and six weeks report cards.

Instructional techniques are formatted in a manner that aligns with the *Virginia Standards of Learning Blueprint Assessments*. In reading, emphasis is centered on a sequential writing process and a sustained and structured study of literature focusing on the characteristics and needs of individual learners. Math instruction focuses on high-level math concepts such as problem solving and critical thinking. Frequent assessments aligned with the curriculum include computer-generated tests, standardized tests, and changing the format of teacher-made assessments to align with those of the *Virginia Standards of Learning*. The teachers create lesson plans based on a Russell County model and the plans are aligned with the district's curriculum and pacing guides.

Information concerning student needs is also obtained through parent/teacher conferences and teacher observation. Parents are kept informed of their child's performance through progress reports that are sent home at mid-six-weeks and at the end of the six weeks grading period. A cooperative relationship between the home and school helps support the discipline policy. Grades K through 2 are self-contained. Grades 3-5 are departmentalized with students having a language arts class, a math class, a science class, and a history class, in addition to resource classes. The students move as a group from one class to the next and the classes are planned around natural breaks in the schedule, such as physical education and lunch, to minimize the number of moves per day. Students have a daily 30-minute physical education class and four 30-minute library classes per week. All students participate in a 30 minute technology class each week. All classes have a 30 minute guidance class once a week and a 30 minute music class once a week.

Students begin arriving for school at 7:30 a.m. Teachers and administrators monitor the arrival and departure of buses and private vehicles. The majority of the students live within 30 minutes of the school. No students walk to school. Roughly 35% of the students are transported by private vehicle to school and the remainder rides the school buses. A breakfast program is made available to all students that wish to participate. At 8:30 a.m., when all teachers have arrived at school, the students are dismissed to go to their classrooms. Classes begin at 8:35 and dismissal begins at 3:15. All faculty members are assigned rotating supervisory duties from 7:30 a.m. to 8:30 a.m. and from 3:15 p.m. until the last bus departs from the school.

### **Belfast Elementary School: Needs Assessment**

Surveys were conducted during the 2012-2013 school year to determine the needs of Belfast Elementary School. The faculty and staff, parents, and students were surveyed to determine the areas needing improvement.

The parent surveys indicate a strong support for the school program. The majority of the respondents indicate that they believe students understand the behaviors they are expected to meet and have an understanding of the instructional program. The parents also indicated that the school explains to them how it is meeting national and state curriculum standards and they are made aware of the importance of the Standards of Learning. Parents feel welcome at Belfast Elementary School.

The teacher surveys indicate that the areas needing improvement are time management, opportunities for coordination and collaboration, and more professional development opportunities. The survey indicates that teachers are committed to the goals of providing a clearly defined core curriculum that supports achievement of high standards. They work to assure that the accountability requirements of the Virginia Standards of Learning are met, successful remediation is achieved, and the needs of at-risk students are addressed.

Based on the needs assessment data, the school will concentrate its instructional efforts in the areas of reading (language arts) and mathematics. The respondents believe these core areas are the most important instructional areas.

## **Reform Strategies**

### **Goals and Objectives**

Goal 1:

Addressing 3rd, 4th, & 5th Grade English

Increase student reading proficiency and achievement in fiction and nonfiction comprehension:

3rd Grade English (Current score 63% pass rate) (Goal-90%)

4th Grade English (Current score 100% pass rate) (Goal-90%)

5th Grade English (Current score 100% pass rate) (Goal-90%)

### **Strategies to address English/Reading :**

Utilize the Russell County English Curriculum Pacing Guides in grades K-5 through lesson plans and measured in teacher observations and evaluations (continuing strategy)

Implementation of the research-based Saxon Phonics reading program in grades K-2 (continuing strategy)

Require students to participate in the school-wide Accelerated Reader program (continuing strategy)

PALS assessments in grades K-3 to determine readiness and target student weaknesses

(continuing strategy)

Assess student progress using the pretest and posttest of the Interactive Achievement assessments for grades 2-5 (continuing strategy)

Use data disaggregation to monitor and modify instruction to meet student needs (new strategy)

Provide assistance in reading through the technology lab (continuing strategy)

Implement the Debbie Diller reading model in K-3 that provides whole group, small group, and literacy station instruction with professional development

Implement mid-year PALS testing to target student strengths and weaknesses (new strategy)

Use online PALS strategies to strengthen student academic skills in targeted students who need assistance (new strategy)

Provide before and after-school tutoring to meet student needs (new strategy)

**Goal 2:**

Addressing 3rd, 4th, & 5th Grade Math

Increase student math proficiency and achievement in acquiring critical thinking skills in multi-step problems and real-world situations for the VA SOL math strands in number and number sense, computation and estimation, geometry and measurement, probability and statistics, and patterns, functions and algebra.

3rd grade math (Current score 73% pass rate) (Goal-90%)

4th grade math (Current score 100% pass rate) (Goal-90%)

5th grade math (Current score 90% pass rate)(Goal-90%)

**Strategies to address math:**

The following strategies will be employed in order to meet these goals:

Utilize the Russell County Mathematics Curriculum Pacing Guides in grades K-5 through lesson plans and measured in teacher observations and evaluations (continuing strategy)

Implementation of the research-based Math Expressions (K-5) textbook series with professional development

Provide instruction that incorporates technology through the use of the Smartboard and web-based resources (continuing strategy)

Assess student progress using the pretest and post-test Interactive Achievement assessments for grades 2-5 (continuing strategy)

To use data disaggregation to initiate and continue improvement in student achievement and identify curriculum gaps (new strategy)

Provide assistance in math through the technology labs (continuing strategy)

Provide before and after-school tutoring to meet student needs (new strategy)

Use IXL and Splash Math computer programs to target deficient math skills (new strategy)

Use manipulative strategies for hands-on learning to target deficient math skills (new strategy)

**Goal 3:**

Addressing 5th Grade Science

Improve and maintain SOL test results for state accreditation at the following levels:

5th Grade Science (Current score 100% pass rate) (Goal-90%)

**Strategies to address Science:**

Utilize the Russell County Science Curriculum Pacing Guides in grades K-5 through lesson plans and measured in teacher observations and evaluations (continuing strategy)

Assess student progress using the Interactive Achievement assessments (continuing strategy)

To use data disaggregation to initiate and continue improvement in student achievement and identify curriculum gaps (continuing strategy)

Incorporate the Asset Science Kits in the everyday instruction of students (continuing strategy)

Provide before and after-school tutoring to meet student needs (new strategy)

Incorporate community programs and guest speakers into daily instructional program (new strategy)

Use more hands-on learning activities to provide a concrete model of instruction (new strategy)

**Goal 4:**

Addressing 4th Grade History

Improve and maintain SOL test results for state accreditation at the following levels:

4th Grade History (Current score 100% pass rate) (Goal-90%)

**Strategies to address History (Social Sciences):**

Utilize the Russell County History Curriculum Pacing Guides in grades K-5 through lesson plans and measured in teacher observations and evaluations (continuing strategy)

Provide instruction that incorporates technology through the use of the Smartboard and web-based resources (continuing strategy)

Assess student progress using the pretest and post-test Interactive Achievement assessments for grades 2-5 (continuing strategy)

To use data disaggregation to initiate and continue improvement in student achievement and identify curriculum gaps (continuing strategy)

Provide assistance in history through the technology labs (continuing strategy)

Provide before and after-school tutoring to meet student needs (new strategy)

Use [www.abcmouse.com](http://www.abcmouse.com) to reinforce skills students need assistance with (new strategy)

Use hands-on learning activities to provide a concrete model of instruction (new strategy)

Use more primary sources to let students assimilate information into a whole (new strategy)

**Goal 5:**

Addressing Student Attendance

Meet and maintain Annual Measurable Objectives (AMOs) in Attendance Rate at the following levels: 95%

**Strategies to address attendance:**

Provide awareness of the parent/student responsibility to ensure daily attendance through the distribution of the Russell County Student Conduct Code

Implement classroom incentives each six-weeks period to reward student attendance

Conduct parent meetings to inform them of truancy issues

**Goal 6:**

Addressing Instructional Technology

Establish a technology-enriched learning and operational environment to prepare students for success in life and work and to improve the performance and productivity of our school:

**Strategies to address instructional technology:**

To acquire new computers that will allow for Internet connectivity at Belfast Elementary School

\*Met goal November 2005

To automate the libraries at Belfast and Elk Garden Elementary Schools

\*Met goal August 2007

To provide students access to current software, web-based resources, and technological advances such as the interactive Smartboard and digital projector at Belfast Elementary and Elk Garden Elementary

\*Met goals August 2006

Purchase the *Reading for Meaning* and *Typing to Learn 3* computer software for Elk Garden Elementary

\*Met goals August 2006

Installation of Accelerated Reader program on the lab computers at Elk Garden Elementary

\*Met goal August 2005

Installation of Accelerated Reader through web-based access at Belfast Elementary and Elk Garden Elementary

\*Met goal January 2008 and August 2009

Acquire a Classroom Performance System for math students at Elk Garden

\*Met goal April 2008

Installation of power poles in the Belfast Elementary technology lab to allow for a user friendly environment and easier accessibility

\*Met goal September 2009

Provide laptops for parent/student check-out through the library at Belfast and Elk Garden to increase parent involvement with student achievement

Purchase Smartboards for every classroom.

\*Met goal January 2010

**Goal 7:**

## Addressing Professional Development

Achieve professional growth and success that will enhance the abilities of teachers and staff to provide quality, relevant instruction needed to prepare students for the 21st century:

**Strategies to address professional development:**

To provide meaningful instruction-based professional development for teachers:

To attend professional development conferences with the Title I Distinguished School funds

To use the School Improvement Questionnaire/Survey to determine areas of specific professional development needs

To encourage teacher attendance to relevant conferences to improve student learning and achievement

To provide teacher training of technology implementation within classroom

**Goal 8:**

## Addressing Community Involvement

Ensure effective participation in decision-making processes of our school:

**Strategies to address community involvement:**

Encourage participation in the monthly Parent/Teacher Association meetings through monthly memos

Maintain the Belfast Elementary webpage monthly

Publish articles in the local newspaper

Ready assignments for absent students

Provide monthly calendars for students, parents, and staff

Require student folders for daily parent examination

Provide parent/teacher conferences, SOL Night, and Title I Parental Involvement meetings

**Goal 9:**

## Addressing School Safety

Provide a safe environment for students and staff:

**Strategies to address school safety:**

Document yearly inspections by Fire Marshal

Document yearly inspections by OSHA

Document yearly cafeteria inspections by Russell County Health Department

Submit accident reports on school premises to Cathy Gent

Provide character education to students through the school's guidance counselor to address the issues of bullying

Schedule school nurse to provide instruction on good hygiene practices

Follow the Russell County School's policy on prevention of the H1N1 virus and subsequent procedures in the case of an outbreak

Provide extra personnel to inside bus duty at Belfast

Install locks on all doors and Belfast and utilize the electronic entrance system

Train four teachers at Belfast in CPR and a defibrillator

### Highly Qualified Professional Staff

- All professional staff members meet federal government guidelines for highly qualified status.
- BA or BS degrees: All faculty members
- MA or MS degrees: 3 faculty members
- Doctoral degrees: 0 faculty members

Staff experience:

- 0-5 years- 1 personnel
- 11-15 years- 3 personnel
- 21-25 years- 2 personnel
- 26-30 years- 1 personnel

### Qualified Professional Staff

All full time and part time professional staff members at Belfast-Elk Garden Elementary School meet the federal government guidelines for highly qualified status.

Georgia McCoy	Principal	MS in Administration & Supervision	PreK-12 Certification in Administration & Supervision	BA in Education Grades 4-8 Certification
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Christy Bowman	Assistant Principal	MS in Administration & Supervision PreK-12	BS in Education	Grades PreK-6 Certification
Julie Coleman	Kindergarten	BS in Education	Grades K-6 Certification	
Kandy Brightbill	1 <sup>st</sup> Grade	MA in and Certification as Reading Specialist	BS in Education Grades NK-4 Certification	
David Scammell	Part-time Physical Education	BS in Physical Education	Grades NK-12 Certification	
Karen Bostic	Part-time Librarian	BA in Education PreK-6 Certification	BA Media Specialist Grades PreK-12 Certification	
Brandon Monk	2nd Grade	BS in Interdisciplinary Studies	Grades PreK-6 Certification	
Janette Miller	Language Arts Instructor	BS in Education	Grades 4-8 Certification	
Heather Keen	Part-time Guidance Counselor	MS in School Counseling Elementary Education	PreK-12 Certification PreK-6	
Karen Starnes	Science and Math	BS in Education	Grades NK-7 Certification	
Tiffany Reece	Math and History	BA in Education	PreK-6 Certification	
Kim Hardy	Part-time PALS	BS in Education	PreK-6 Certification	
Abby Stiltner	Part-time Title I Technology	BA in Interdisciplinary Studies	Grades PreK-6 Certification	
Nakeesha Jackson	Part-time Music Instructor	BA in Music Education	Grades PreK-12 Certification	
Kelly Campbell	Part-time Band Instructor	BA in Music Education	Grades Pre-K-12	

			Certification	
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### **Professional Development**

Professional development at Belfast Elementary School is an on-going process. Numerous activities are planned and attended by the teachers and administrators at the school to keep the professional staff abreast of the up to date research findings related to their practices. Several of the professional staff development activities are repeated per grade level, however it was determined that listing each grade level and/or program separately will assist in better identifying activities teachers feel they participate in for their particular grade level. The professional development activities and/or in-service for Belfast Elementary School professional staff will include the following activities in addition to the regularly required faculty meetings:

- Southwest Virginia Community College Math Conference
- Southwest Virginia Reading Council
- Development of Pacing Guides (division)
- Technology Workshops
- PALS in-service
- Title I in-service
- Gifted Education in-service
- VASCD Conference
- Grade level meetings
- Textbook committee meetings and in-service
- Common teacher planning

The professional development plan for Belfast Elementary is ongoing and targets three areas. County-wide staff development is scheduled to address teaching techniques, *Standards of Learning* content, interpretation of test scores, matching curriculum to the *Standards of Learning*, and using test scores to plan remediation efforts. State, regional, and local conferences give teachers insight into the *Standards of Learning* to plan curriculum, and teaching techniques to reach the goals and objectives set by teachers. Finally, school-wide staff development is planned focusing on the needs of the students. Major emphasis is placed on the needs of students that are more at-risk of attaining the *Standards of Learning*.

### **Strategies to Attract Highly Qualified Teachers**

- The number one attraction is salaries. Russell County needs to be within a competitive range with our starting salary and salaries at the top of the scale.
- Manageable student/teacher ratios.
- Mentors for new teachers should be chosen carefully. Mentors should be teachers that are more progressive in their thinking and has more up to date techniques.
- Teachers should have access to the latest technologies and resources to assist them with classroom management and instruction.

- Job Fairs
- Certification and licensure partnership with local college and universities
- Tuition assistance
- Staff Development Opportunities

### **Strategies to Increase Parental Involvement**

Increasing parental involvement is one of the toughest challenges we face at Belfast Elementary School. Belfast Elementary believes positive parental involvement is essential to achieve maximum emotional, social, and academic growth and encourages participation of parents in all aspects of their child's education.

Belfast Elementary School will implement the following:

- Administer a Parent Needs Survey in the spring of each year which will provide as to the effectiveness of the school-wide program.
  - Data gathered from the surveys will be analyzed with other data from the comprehensive needs assessment to determine overall effectiveness.
- Involve parents in the development of the School-Wide Title I Plan.
  - Parent/Community Advisory Committee that will meet four times a year.
- Make available to parents and community members the School-Wide Title I Plan. The plan can be found in the following places:
  - School Website
  - School Library
  - Russell County Public Schools Central Office
- Parents are informed in the actual document and at the advisory meetings that they may make comments if they disagree with any of the content found in the Belfast Elementary School-Wide Plan.
- Arrange an annual meeting at the beginning of the school year in order to inform parents about the school-wide program and Title I requirements and offerings.
  - Invite all parents to an annual meeting held at the beginning of each year in which parents are informed of the role, rights, and responsibilities of parents in the education of their child.
- Involve parents in the planning, review, and improvement of the school-wide program.
- Provide parents information about programs, curriculum, assessment, and achievement expectations.
  - Newsletters
  - School Website
  - Text messages
  - School calendars posted on website and in student handbooks
  - E-mails
  - Telephone calls
  - Newspapers
  - Conferences
  - Open House

- Provide parents with opportunities that explain state academic and achievement standards, state assessments, and student progress.
  - Parent/Teacher Conferences
  - SOL Night
  - Parent/Community Advisory Meetings
  - Student Report Cards
  - Student Progress Reports
  - State School Report Card
  - Open House and Meet the Teacher Night
  - End of Year Parent Meeting will allow parents an opportunity to respond via surveys to effectiveness of the program and their degree of involvement in the program
  - School Website
  - Student Handbook
- Coordinate and integrate parent involvement programs/activities through the tutoring program.
- Conduct workshops/seminars to assist parents in helping their child with homework, improving their performance in the classroom, and/or behavioral issues.

### **Teachers Academic Assessment Decision Making**

- Teachers are brought together to discuss the coming year with the principal. In this discussion, teachers talk about the good and bad of the previous year and ways to improve in the coming year. If assessment scores have been returned, those will be discussed. The weaknesses and the strong points will be discussed, with the emphasis on the weaker areas. Teachers will be asked to concentrate on the weak areas during the summer and ways to improve upon these areas.
- All teachers have an opportunity to leave written suggestions on any changes that they may want the administrators to consider. The suggestions are taken into consideration when scheduling is done.
- Each teacher has the opportunity to recommend students for before-school tutoring. These students receive tutoring and assistance with homework.
- Teachers are encouraged to use the “Student Performance by Question” reports that come with SOL test results to disaggregate data and find areas of strength and areas of weakness. This applies not only to individuals but also to each teacher and each grade level.
- Teachers will be trained to access their students’ test scores (SOL scores; Interactive Achievement; PALs;) information and to interpret this data for effective instructional planning.

### **Effective and Timely Assistance for Students Experiencing Difficulty Mastering Standards**

Teachers are asked to identify students as soon as possible that are having difficulty.

Students are given pre- and post- assessments. Teachers will review previous SOL scores, pre-test assessment results, class work, test grades, and attendance records to identify struggling students. As soon as the teacher realizes there is a problem, intervention should begin. This is done at Belfast Elementary in several ways:

- Teachers will review permanent records, test information, and results from SOL testing to determine student strengths and weaknesses.
- The PALS teacher tests all students in kindergarten through third grade to determine their reading level and placement in our reading program. Students are placed by their instructional level.
- Once a student is recognized by the parents or the teacher as having difficulties, a meeting is scheduled to discuss the problem and the options available for the students.
- Students in all grade levels may be referred to the before-school program tutoring as needed. These services are available as funding permits.
- The students that are challenged are referred to our special education program. These students go through testing to determine their level of functioning or academic problem areas. If the student qualifies, they will receive instruction that is especially designed for them.
- Continue training for instructional staff in recognizing difficulties.
  - Actively participating in grade level meetings
  - Using resource people with the school, school division, and outside the division
  - Providing staff development classes and resources on strategies for teaching students who experience difficulties

### **Coordination and Integration of Federal, State, and Local Education Service and Programs**

- Title I funds provided will be used to implement and support the following for the school-wide plan:
  - Professional Development (highly qualified teachers; Differentiation of Instruction)
  - Coordinate with local colleges and universities to assist teachers with licensure and certifications
  - Technology Labs – Electronic resources to assist teachers with remediation
  - School Improvement (Adequate Yearly Progress)
  - PALs Teacher and Title I Teacher provide instruction for small, flexible groupings
  - Reduced Class Size
  - Parental Involvement
- Other local, state, and additional federal funds Belfast Elementary receives that are used to support the implementation of the School-Wide Title I Plan:

- Instructional (Local)
- Technology
- Library
- Guidance
- Speech
- Physical Education
- Workbooks
- Special Education
- Gifted Education
- Local Business Mini-grant funding varies annually
- Cumberland Mountain Mental Health Service

### **The School Program**

#### I. Goals:

The program provides opportunities that prepare each student for further education by meeting or exceeding the *Virginia Standards of Learning* in English, math, science, history and social science. The program reinforces skills previously learned and supports students in acquiring new knowledge.

#### II. Objectives:

- To attain mastery of the *Virginia Standards of Learning* in all subjects.
- To master skills and acquire knowledge that will sufficiently prepare each student to actively engage in the fourth grade curriculum.
- To provide direction and experience needed for students to become good citizens.
- To provide a safe and comfortable learning environment where all students are active participants in the total learning process.
- To encourage students to read fiction and non-fiction independently for appreciation and comprehension, including a significant number of classic works.
- To encourage students to become actively engaged in using concrete materials and appropriate technologies such as calculators and computers.
- To emphasize data analysis and experimentation.
- To relate the history of Virginia from 1607 to the present.

#### III. Synopsis:

The program provides opportunities for growth in cognitive, social, emotional and physical growth. Language arts, math, science and history are taught using a variety of instructional methods and activities. Daily physical education, weekly

music and library classes are also taught. A speech/language pathologist identifies and places qualifying students in speech programs. The student's individual needs determine the frequency and length of speech therapy sessions.

Instructional objectives are based on *Virginia Standards of Learning* for English, math, science, history and social science. Subject areas are integrated whenever possible. Textbooks are provided for all subjects.

At the second through sixth grade levels, students continue to be reflective participants in classroom discussions. The students present personal opinions and understand different points of view and analyze the effectiveness of group communication skills. Analysis of scientific explanations and comparison of math data sets require application of critical reading and reasoning skills. Students read informational text in the study of history from ancient Egypt and China to the present. Students plan, draft, revise, and edit narratives, descriptions with attention to composition and style. Available technology is used when appropriate.

Each classroom is equipped with multi-media computer and a Smart Board. The Internet and the Accelerated Reader Program can be accessed from the classroom.

Community business partners provide funding for grant applications which teachers submit each fall. Funding is used to support the classroom instruction programs.

Russell County Summer School is available to all students at Belfast Elementary School.

### **Public School Music Program**

The music program promotes knowledge and appreciation of music through choral or instrumental interests. Music is presented in grades K-5 in a 30-minute class session weekly.

### **Physical Education Program**

The physical education program promotes and health and physical activity through individual and team sports. Physical education is presented in grades K-5 in a 30-minute class session daily.

### **Library Media Center**

The library program provides support services to the school's instructional program by providing materials for intellectual growth and leisure time enjoyment. The library provides reference materials to the students and teachers. Library classes are presented in grades K-5 in a 30-minute class session four times weekly. The library

coordinates a reading incentive program for students called The Accelerated Reader where students read books and complete tests covering the material. Incentives are given to students who meet grading period goals.

### **Speech Therapy Program**

Students receive instruction for improving language, articulation, and hearing services based on screening procedures. Qualifying students in K-5 may receive speech corrective therapy. The students' progress is monitored between the therapist and the classroom teacher.

### **Guidance Program**

The elementary school guidance program develops self-concept, group awareness, effective relationships, decision-making, communication and coping skills. It is designed to promote healthy child development. Students may receive counseling in small groups or individually. Activities are designed to foster academic, personal-social, and career development. One part-time guidance teacher serves the school in a 30-minute class session once a week for grades K-5.

### **Title I Technology**

The technology program serves grades K-5 for remediation in reading and math. Data is disaggregated to determine all students' needs using PALS, Interactive Achievement, and Standards of Learning test scores. Students also learn keyboarding skills. One highly-qualified teacher serves the students for a total of 25 hours per week. Web-based programs and software is utilized for skill development in reading and math.

### **Before-School Tutoring Program**

The tutoring program is designed to help students that are struggling in the academic areas of reading and math. Teachers tutor students in grades 3-5 and the tutoring sessions focus on specific academic needs of each student.

### **Summer School Program**

The summer school program is intended to actively engage students in the learning process. Students who are not progressing in the areas of math and reading in grades K-5 are encouraged to attend the summer school program. One-on-one instruction, small group, and whole group instruction is used to assist students in progressing in the areas of reading and math. Enrichment activities are offered as well. Students attend the program for twenty days for three and one-half hours each day. The teacher ratio is approximately 10:1 to accommodate individual instruction.

### **Spelling Bee Program**

The spelling bee program provides all students in grades 1-5 the opportunity to participate in the county and regional spelling bees. The program provides enrichment to the regular curriculum.

### **Character Education**

"Character Counts" is the character education program selected by Russell County Schools. One trait of character counts is identified to concentrate on each six week. Each classroom teacher and guidance teacher is responsible for completing activities relating to trustworthiness, respect, responsibility, fairness, citizenship and caring.

### **Forensics**

The forensics program provides enrichment to all students in the area of written and oral language. Students in grades 3-5 compete at the county level in five categories. All students participate at the school level. The objective of the program is to promote student confidence and academic growth.

### **Attendance Program**

Belfast Elementary actively encourages student attendance to maintain student progress. Attendance regulations are sent home to parents at the beginning of each. Daily contact with parents is maintained to minimize truancy. Students are recognized for missing no more than two days or less.

### **Business Partnership Program**

Teachers are encouraged to participate in the Russell County Grant program provided by the business partners of Russell County. Teachers write grants totaling no more than \$400 in the areas of reading, math, science, history, and technology for classroom instructional supplies

### **Cafeteria Program**

The cafeteria program provides breakfast and lunch to students. The school meal program offers balanced, nutritious meals. All students are given the opportunity to have a meal regardless of socioeconomic levels. There are two full time cafeteria workers.

**This plan was developed within a one year period of time and has been written in an understandable format. The plan will be reviewed and revised annually and will be available to the public.**