

Silverdale Elementary  
Strategic Plan Update  
2008-2009



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## Strategic Planning Team

### Administration

Principal Mary Mills-McAllister  
Assistant Principal Carl Henderson

### Teachers

Barbara Colley  
Dawn Cowart  
Ann Ehler  
Rhonda Gregware  
LeeAnn Kitzmiller  
Leah Miser  
Tina Warner  
Tonya Taylor

### Classified Staff

Kathleen Kirtner  
Janet Morton  
Valarie Taylor  
Jack White

### Parents

Timothy Aldrich  
Ronald Bea  
Lavette Boone  
Melissa Cline  
James Kirtner  
Melanie Maleski  
Patricia Snow  
Phillip Walz

2007-2008 K-2 End-of-Year Assessment  
Proficiency Results

**Kindergarten**

<b>% of Students Proficient by Subject</b>	<b>2007-2008</b>
<b>Reading</b>	<b>86.6</b>
<b>Math</b>	<b>85.4</b>
<b>Writing</b>	<b>78.0</b>

**First Grade**

<b>% Students Proficient by Subject</b>	<b>2007-2008</b>
<b>Reading</b>	<b>83.5</b>
<b>Math</b>	<b>87.9</b>
<b>Writing</b>	<b>63.7</b>

**Second Grade**

<b>% Students Proficient by Subject</b>	<b>2007-2008</b>
<b>Reading</b>	<b>85.3</b>
<b>Math</b>	<b>72.6</b>
<b>Writing</b>	<b>42.2</b>

## 2007-2008 NC EOG Grades 3-5 Mathematics Proficiency

### Grade

<b>3rd</b>	<b>62.7</b>
<b>4th</b>	<b>42.2</b>
<b>5th</b>	<b>67.1</b>

### Writing Proficiency Grade 4

**March 2008**

**46.8%**

# Action Plans



Silverdale Elementary  
School Strategic Action Plan  
Updates 2008

<b>SDE Goal # 1 Silverdale Elementary students will be globally competitive through the mastery of a rigorous and relevant curriculum</b>	
<b>Strategy: Maintain a consistent focus on effective instruction that enables all students to achieve at high levels through the support and leadership of school and district administrators the instructional Leadership Team and all faculty and staff members.</b>	
<p><b>Desired Results:</b></p> <ul style="list-style-type: none"> <li>- At Risk students identified in primary years.</li> <li>- Decrease disparity on race, gender and Socio-economic status.</li> <li>- Lessons and classroom observations indicate a rigorous and challenging curriculum</li> <li>- Re-establish computer lab for student and teacher use</li> <li>- Utilize technology programs such as United Streaming,</li> <li>- Students will become proficient in grade appropriate informational skills</li> <li>- Teachers will plan to implement lessons that will prepare students to work and live in a globally competitive society</li> <li>- EC student achieve EOG proficiency</li> <li>- AIG students will exceed grade level expectations in reading, math ,writing and science</li> <li>- AIG students meet or exceed expected growth standard.</li> <li>• AVID Implemented in Grade 5 07-08</li> <li>• SDE receives the highest level of state recognition.</li> </ul>	<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>- K-2 Assessments</li> <li>- 3-5 Assessment Tool</li> <li>- SIMS/NCWise enrollment data</li> <li>- Pre/Post EOG data</li> <li>- Head Start data</li> <li>- Title I data</li> <li>- Grade level planning books</li> <li>- Teachers Lesson Plans</li> <li>- Staff development attendance rosters</li> <li>- Formative teacher observations</li> <li>- Evaluation of student work samples</li> <li>- Personal Education Plans</li> <li>- Individual Education Plans</li> <li>- Differentiated Education Plans (for AIG students)</li> </ul>
<p><b>Processes:</b></p> <ul style="list-style-type: none"> <li>- Meet the individual needs of students through differentiated instruction</li> <li>- Weekly grade level planning focuses on utilizing the NC Standard Course of study to guide planning and instruction of all objectives</li> <li>- Implement the service delivery for “at-risk” student described in the current Title I plan</li> <li>- Utilize tutors to provide additional instruction for Title I at risk students</li> <li>- H.O.T.S program for at-risk student in grade 5 Title I funding</li> <li>- Conduct staff development on the following topics each year             <ul style="list-style-type: none"> <li>○ Lucy Caulkins Writing, Formative Assessment</li> <li>○ Differentiated Instruction</li> <li>○ Instructional Intervention</li> <li>○ Progress Monitoring</li> <li>○ Literacy</li> </ul> </li> <li>○ Technology-Promethean Active Boards, Computers, Laptops, United Streaming, IPODS, and other topics identified by the faculty and Instructional Technology Department</li> </ul>	

**SDE Goal # 1 Silverdale Elementary students will be globally competitive through the mastery of a rigorous and relevant curriculum**

- Utilize assessment tools to monitor all students' progress and guide instruction
- Continue implementation of the Instructional Intervention Process
- Continue Latin instruction in grades 4 & 5
- Articulate the instructional needs of the student across grade levels
- Integrate the use of technology at all grade levels
- Maintain and support the Arts Education
- Develop and implement the use of math journals, science notebooks, response logs in all grade levels
- Implement [gaggle.net](http://gaggle.net)
- Research ways to implement foreign language into the curriculum.

**Resources:**

- Facilitators to train teachers in Workshop Model of instruction
- Technology Facilitator to train teachers in computer, Promethean, laptops, IPODS, United Streaming etc.
- County Office
- Professional Reading
- IT Support
- Funding to support initiatives

**End of year Annual Review, Results, Next Steps**

Summarize your results. Show trends. Were improvements made?

**2007-2008**

- PEPs were developed for all “at-risk” students
- Schedule provided common planning time for all teachers daily.
- 4<sup>th</sup> grade writing scores went up 9.7% from the previous year.
- 211 students included in the ABC Growth Model
- 84 or 39.8% of the students showed academic growth.
- 127 or 60.2% of the students did not show academic growth.
- 89 3<sup>rd</sup> grade students were in the growth model, 38 or 42.7% of the students showed academic growth. 51 or 57.3% of the students did not show academic growth. 24 females and 27 males of the 24 females-16

What are the areas for improvement? What will you do differently the next time?

**Next steps**

**2008-2009**

Continue processes as outlined.

- Areas for needed improvement after examining the EOG math scores are 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade math.
- Have Accountability and Testing Officer share and discuss EOG results with k-5 teachers.
- Examine goal summary report from EOG test and use data to guide instruction.
- Use DSSF funds to hire “at-risk” tutor for grades 3-5 during the school day.
- Utilize ENVISIONS Coach as a resource for teachers in Math/Science
- Elementary PARTNERS (Math)



were white females, of the 27 males 18 were white males, 66.7% of the 51 students that did not show growth were in the white ethnic group.

- 58 4<sup>th</sup> grade students were in the growth model, 13 or 22.4% of the students showed academic growth, 45 or 77.6 % of the students did not show academic growth, 24 females and 21 males. Of 24 females-16 were white females, Of 21 males-12 were white males, 62.2% of the 45 students that did not show growth were in the white ethnic group.

- 64 5<sup>th</sup> grade students were in the growth model, 33 or 51.6% of the students showed academic growth, 31 or 48.4% of the students did not show academic growth, 15 females and 16 males, of 15 females 9 were white females, of 16 males 12

Were white males. 67.7% of the 31 students that did not show growth were in the white ethnic group.

- Did not meet AYP in Math, met 9 out of 13 goals.
- OCS Elementary parent survey-52.46% felt their child was being taught a rigorous and relevant curriculum.
- OCS Elementary Student Survey 72.9% have a computer and internet at home.
- Instructional Intervention Process used to reduce the number of referrals to EC by 15%.
- Tutors were used for in house tutoring with DSSF funding.
- Formative assessment implemented k-5.
- 100% of the 5<sup>th</sup> grade students participate in AVID 5<sup>th</sup> grade

Training teachers grades 3-5.

- Provide a day for classroom teachers to establish Professional Learning Communities to discuss educational trends, and student performance.
- Step-Up transition from k-12.
- H.O.T.S program for grade 5 (Shared with Morton) Title I.
- Purchased Brainchild (computer program used by H.O.T.S. for 4<sup>th</sup> and 5<sup>th</sup> grade classrooms.
- Purchased Math text, kits, supplemental reading with Math themes for k-5.
- Title I teachers go into the classrooms and focus on early intervention.
- Encore teachers are tutoring students during the day in reading and math.
- Principal completed SAIL through UNC-Ch-to implement CWT.
- TWT teacher's visit other classrooms.
- Staff Development with HCE on Classroom Instruction that Works. Focus on Blooms Taxonomy.
- Team planning and lesson plans are to reflect the SCOS.
- Staff Development on Formative Assessment is needed K-5.
- AVID training needed for 4<sup>th</sup> grade teachers.
- Computer Lab restored and lessons taught by a full time teacher assistant.

**transition to middle school.**

- **100% of the staff received professional development in:  
Instructional Intervention  
Progress Monitoring  
Writing PEPs  
Instructional Technology.**
- **Award Ceremonies were held each 9 weeks to recognize acadmeci achievement.**
- **Summer Enrichment held with other Title I schools in the Whiteoak District.**
- **Partnership with Worldview initiated.**
- **Media specialist attended Worldview training.**
- **A team of teachers attended Worldview training.**

School Strategic Action Plan  
Updates 2008

**SDE Goal # 2 Silverdale Elementary School students will be led by creative, passionate and technologically skilled professionals**

**Strategy: Create and foster a workplace that attracts and retains high quality professionals; communicate and foster a climate of high expectations for employee performance.**

**Desired Results:**

- A teaching community that fosters learning and collaboration of ideas,
- A positive and enthusiastic working environment
- Orientation and mentoring opportunities are accessible
- Duty free lunch based upon the availability of staff supervision
- Increased availability of new technology for teacher and student use
- Increase in teacher retention.

**Measures:**

- Teacher Working Condition Survey results
- Teacher attendance data
- Orientation and mentoring rosters
- Teacher Individual Growth Plans
- Teacher evaluations
- Staff development participation documentation
- Schedules(articulation, planning, professional opportunities)
- Check out rosters from Media Center
- Teacher retention data

**Processes:**

- Participate in White Oak Area articulation and planning sessions
- Maintain Sunshine Committee
- Provide opportunities for Silverdale school family to celebrate milestones
- Provide opportunities for Silverdale school family to support and encourage one another
- Schedule times for between and across grade level articulation
- Schedule enrichment classes so planning time is available to all certified staff
- Conduct staff development on new technologies
- Spotlight employees and their accomplishments.
- Implementation of technology component of music program through the "Making More with Making Music Program" and the Pearson Successnet web site.

**Resources:**

- Silverdale faculty
- Schedule for social events
- Funding for incentives and recognition programs
- Funding-technology ,professional development
- Additional staff for duty-free lunch
- Onslow County Schools Job Fair
- Onslow County Beginning Teacher Orientation.

**SDE Goal # 2 Silverdale Elementary School students will be led by creative, passionate and technologically skilled professionals**

Summarize your results. Show trends. Were improvements made?	What are the areas for improvement? What will you do differently the next time?
<p>2007-2008</p> <ul style="list-style-type: none"> <li>• White Oak Area Articulation and planning sessions initiated.</li> <li>• All licensed staff received laptop computers associated trained (Tier 1 and 2 initiative).</li> <li>• All certified staff are highly qualified.</li> <li>• All teachers new to the system attended orientation.</li> <li>• TWC 94% agreed they had been assigned a mentor within their first three years of teaching in NC.</li> <li>• TWC 67% agree that their mentor was in the same building.</li> <li>• TWC 51% of the staff strongly agree that the faculty are committed to helping every student learn.</li> <li>• TWC 50% of teachers need professional development in reading strategies.</li> <li>• TWC 61% of the teachers plan to continue teaching at their current school.</li> <li>• Planning time available for all certified staff daily.</li> <li>• Staff development given on new technologies.</li> <li>• Music program “Making More with Making Music Program established.</li> <li>• Celebrations monthly of staff birthdays and perfect attendance.</li> <li>• Incentives given for perfect attendance.</li> <li>• Parking spaces for Teacher of the Year and Teacher Assistant of the Year.</li> <li>• Duty Free Lunch for all staff.</li> <li>• 100% of teachers k-5 have access to Mimios and LCD projectors.</li> <li>• Evaluation procedures were developed and implemented in a fair and equitable manner.</li> <li>• All staff wrote an Individual growth plan.</li> </ul>	<p>Next steps 2008-2009</p> <ul style="list-style-type: none"> <li>• Continue to use processes in place.</li> <li>• Find more reasons to celebrate.</li> <li>• Pay day breakfast for the staff on pay days.</li> <li>• Analyze data from school surveys in order to improve working conditions.</li> <li>• Schedule designed by school committee with cross grade representation.</li> <li>• Implement Schoolinsites.com.</li> <li>• Train more teachers as Mentors.</li> <li>• Training for gaggle.net.</li> <li>• Grant writing committee established.</li> <li>• Staff development being offered on Science and math topics.</li> <li>• Staff development on instructional strategies in reading “Words Their Way”.</li> </ul>

Silverdale Elementary  
School Strategic Action Plan  
Updates 2008

**SDE Goal # 3 Silverdale Elementary students will learn in a safe environment to be civil, healthy and productive citizens.**

**Strategy: Develop, monitor and adhere to the “Safe and Civil Schools Series” which emphasizes school-wide behavior management plans, all safe schools’ criteria and healthy child legislation.**

**Desired Results:**

- A safe environment to promote effective teaching and learning
- Students and staff feel safe at school
- Silverdale staff will encourage appropriate behavior through positive reinforcement
- Student will choose to lead a healthy life style
- The incidents of bullying will decrease
- Reduction in office referrals
- Reduction or maintain current number of out of school suspensions
- Students will choose a healthy lifestyle
- Average attendance rate no less than 95%
- Provide a safe learning and working environment.
- Apply for “Triple Safe School” status.

**Measures:**

- Climate survey data
- Common area observation
- Student attendance data
- School discipline data
- Safe school audit data
- Student attendance data
- Student checkout data

**Processes:**

- Spotlight good behavior during announcements
- Review the “Bear” Guidelines for success
- Hang banner outside of school with “Bear” Guidelines for success
- Post checkout procedures outside of school
- Continue Officer Friendly and D.A.R.E. programs
- Plan and present information sessions with students on bullying and appropriate interactions
- Reward students for perfect attendance
- Reward staff for perfect attendance
- Implement Second Step Program for positive behavior
- Expand mentoring program to include peer mentoring
- Participate in monthly Fun Run/Walk
- Student of the month-Character Traits
- Students will pass a physical fitness test
- Compliance with House Bill 1032 150 minutes of physical activity per week
- Communicate desired outcomes with parents through newsletters, and webpage.

**SDE Goal # 3 Silverdale Elementary students will learn in a safe environment to be civil, healthy and productive citizens.**

**Resources:**

- Safe and Civil Schools Common Area Policy
- Administration observation data
- Assistant Principal CHAMPS trained
- Central Office Personnel
- Funding to support the programs.

**End of year Annual Review, Results, Next Steps**

**Summarize your results. Show trends. Were improvements made?**

**2007-2008**

- Obtained triple safe school status state recognition.
- Banner hung with guidelines for success.
- All teachers were CHAMPS trained.
- All teachers trained with “energizers”.
- Monthly schoolwide walks.
- OCS Elementary Student Survey- 71.43% feel safe in the classrooms. 53.74% feel safe in the restrooms, 59.86% fee safe in the cafeteria, 53.74% feel safe in the hallways, 54.42 % feel safe on the playground, and 46.26% feel safe on the bus. 59.02% of parents feel the school is neat and clean.
- Student of the month breakfast given for character recognition
- D.A.R. E. and Officer Friendly programs in place for drug and alcohol resistance information.
- Students attendance at 96.6%.

**What are the areas for improvement? What will you do differently the next time?**

**Next steps**

**2008-2009**

- Continue with processes in place.
- First ten days of school spent reviewing rules, regulations and guidelines for success.
- Investigate ways to decrease early checkouts and tardiness.
- Investigate any grants available for funding of programs.
- Develop reward system for good behavior on the bus.
- Analyze climate survey data to determine areas of need.
- CPI, CPR, First Aid and Diabetes training for new staff.
- Energizers training for new staff.

Silverdale Elementary  
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**SDE Goal#4: Leadership will foster innovation in the Silverdale School with the cooperation of families and community partners.**

**Strategy: Create a culture that embraces change, promotes dynamic continuous improvement, and collaborates with stakeholders to discover innovative initiatives.**

**Desired Results:**

- SACS/CASI criteria are in place
- Early Interventions will reduce the drop out rate.
- Innovative programs will prepare students for college level courses
- Seek partnership with local businesses such as Pizza Hut, CiCi's and Jones Onslow.
- Increase the number of volunteers
- Conduct effective, timely parent volunteer training
- Annual strategic plan shows alignment among data, established goals, and strategies
- Occasions to celebrate with the community such as Fall Festival, and Career Day
- Partnership to ensure a quality of learning that meets the Strategic Plan for preparing students to be productive members of a 21<sup>st</sup> century society
- Silverdale Elementary adopted by a community/business/military organization

**Measures:**

- Climate survey data
- Summary Reports of Strategic Plan
- Comparison of number of Bright Ideas grants written and received
- System wide Dropout data
- System wide college-level enrollment data
- B.A.S.E.S.
- Volunteer log
- Parent conference log
- School and team newsletters
- Sign in sheets renewal credit
- Flyers and attendance logs

**Processes:**

- Utilize Title I parent liaison to conduct parent workshops on study skills, school/home partnerships.
- Utilize guidance counselor to conduct parent workshops on EOG, K-2 assessments and student success
- Utilize guidance counselor and parent liaison to provide support for students of parents on deployment
- School is used for Brownie troop meetings
- Boys Scouts visit school for recruiting purposes & serve as "Color Guards" at special events.
- Investigate implementation of a Boys and Girls Club
- Collaborate to ensure that all decisions are aligned with district's strategic plan. Investigate resources available in the community and strategies for utilizing them.
- Communicate educational information through electronic technology and other media

**sources**

- **Communicate educational information through electronic technology and other media sources**
- **Seek partnership with a community college and or university to host teacher interns.**
- **Fifth Graders attend “Career Carnival” held in cooperation with local business community.**

**Resources:**

**Funding to support programs  
Bright Ideas Grant information**

**2007-2008**

- **School open late for conferences once a semester**
- **Report card pick-up 1<sup>st</sup> and last grading period.**
- **Volunteer training offered throughout the school year.**
- **A volunteer breakfast was held twice a year.**
- **Volunteers honored for time of service. Parent**
- **Volunteer membership has increased up to 121.**
- **Title I parent Liaison, provided strategies for homework and reading. Sessions offered at night as well as during the day.**
- **Bear Boosters established to support the vision and mission of the school.**
- **Open House held 3 times a year.**
- **Music Programs held monthly.**
- **Step up Night held 2 times a year for transition from one grade level to the next.**
- **PDS partnership with UNC-W Interns on campus and field experience students.**
- **Brownie Troop has meetings on campus.**
- **Partnerships established with local businesses to obtain incentives ( i.e. Logans, CiCi and Jones Onslow).**
- **Spring Fling and Career Day-partnered with local businesses(Smithfields, Pesi, Lance, Sayland Funeral Home) for incentives.**
- **Dr. Seus Reading Celebration-Community leaders came to read with students**

**Next steps**

**2008-2009**

- **Continue Processes in place.**
- **Monthly meetings scheduled to review plan and analyze data.**
- **Title I funded parent liaison provide educational opportunities for parents in the afternoons.**
- **Step up Night for grade level transition readiness. (Pre k-k, 2-3) 5-6 (Middle school) Middle-High.**
- **SGA to begin a food drive for the Homeless Shelter.**
- **SGA to begin a drive for donations to the Women’s Shelter.**
- **Silverdale Alumni hold reunions at the school.**
- **Silverdale Alumni to apply for adopt a highway rights in front of the school.**
- **School open late monthly for conferences.**
- **Tea Time with the Principal.**
- **School website provides calendar, SIP, teacher web pages, and educational links.**
- **Investigate SDE adoption by Marine Unit for tutoring and Fun Day activities.**



Silverdale Elementary  
School Strategic Action Plan  
Updates 2008

**SDE Goal#5**

**Silverdale Elementary will be governed and supported by 21<sup>st</sup> century systems.**

**Strategy: Manage the technology resources to support the schools instructional and operational needs.**

**Desired Results:**

- Instructional and operational environments that contribute to the successful operation of the school
- Information and fiscal accountability systems are capable of collecting relevant data and reporting strategies and operational results
- School security is maintained to protect both individual and public assets
- Utilization of technology facilitator to maximum potential
- Utilization of public folders by administration

**Measures:**

- Title I Plan
- Audit and review of Title I Plan
- Lesson Plans
- Team Planning notebooks
- Adoption of long and short range capital planning
- Data from quarterly review of all processes

**Processes:**

- Use and plan budgets that improve efficiency and effective operation of the school
- Use funding to provide human resources to meet the needs of the school
- Integrate technology into the curriculum
- Educate, train, and monitor staff on technology integration
- Continue to with Media/Technology advisory committee
- Utilize computer based report cards and Report Card Maker
- Form a technology grant committee
- NC Teacher Working Conditions Survey.
- Use Report Card Maker in all grade levels
- Use electronic Gradebook software in all grade levels.

**SDE Goal#5**

Silverdale Elementary will be governed and supported by 21<sup>st</sup> century systems.

**Resources:**

- Funding
- Staff development time and funds
- Annual operational and capital funding
- Funding for tutors, substitute teachers, and assistants
- Title I audit
- Technology facilitator.

**End of year Annual Review, Results, Next Steps**

**Summarize your results. Show trends. Were improvements made?**

**2007-2008**

- Title I plan provided resources( teachers, educational programs, parent aids).
- Report card maker installed for all applicable grade levels.
- Literacy Facilitator provided assistance with formative and summative assessments and reading strategies.
- Technology facilitator provided technology training as requested by the staff.
- Professional development was provided to administration on public folders and electronic calendar.
- Technology plan developed for the year.
- TWC survey- 41% of teachers agree they have adequate space to work productively.
- TWC 50% of teachers agree that we take steps to solve problems.
- TWC 50% of teachers agree there is an atmosphere of trust and mutual respect within the school.

**What are the areas for improvement? What will you do differently the next time?**

**Next steps**

**2008-2009**

- Continue with processes in place.
- Review Title I plan and weigh options for as a Targeted Assisted School compared to School wide Title I.
- Review Title I plan and determine how to maximize resources. (Teachers, Literacy Facilitators, H.O.T.S. etc.).
- Principal Global Education Leaders Course sponsored by World View.
- Investigate ways to obtain funding for tutors during the school day.
- Investigate ways to obtain funding for Summer Enrichment.

**North Carolina Department of Public Instruction**  
**Verification of Consultation with Schools**

LEA : Onslow County LEA Code : 670  
 School : Silverdale Elementary School Code : 342  
 Principal : Mary Mills-McAllister School Phone : 910-326-5146  
 Email : mary.mcallister@onslow.k12.nc.us School FAX : 910-326-5976  
 Street Address : 841 Smith Road  
 City/State/ZIP : Maysville, NC 28555

The school currently operates a Title I program under the following model:

School wide  Targeted-Assistance

The school will operate a Title I program in the new project under the following model:

School wide  Targeted-Assistance

Is the school currently in School Improvement or on the Watch List?

Yes  No

If yes, indicate current status of school (as below):

WL	SI1	SI2	CA	R1	R2
Watch List	School Improvement (Choice)	School Improvement (Choice/SES)	Corrective Action	Restructuring Planning	Restructuring Alternate Governance

**Signatures**

The undersigned certify that the school Title I program was developed in consultation with teachers, principals, administrators (including administrators of programs described in other parts of this title), and other appropriate school personnel, and with parents of children served under this part, and one of the following:

- 1) The school-wide program plan incorporates the ten federally required components as outlined in SEC 1114 of NCLB.
- 2) The targeted-assistance program plan incorporates identification procedures to ensure that the program serves children identified as failing or at-risk of failing the State's academic achievement standards using multiple educationally related objective criteria. The program is implemented in accordance with SEC 1115 of NCLB.

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

School Improvement Team Chairperson \_\_\_\_\_ Date: \_\_\_\_\_

Parent Representative: \_\_\_\_\_ Date: \_\_\_\_\_

Title I Program Director: \_\_\_\_\_ Date: \_\_\_\_\_

### School Prioritized Plan

Based on the annual review of the school needs assessment data encompassing all domains, describe the prioritized plans for the new project year that have the greatest likelihood of ensuring that all groups of students specified in section 1111(b) (2)(C)(v) and enrolled in the school will meet the State's proficient level of achievement on the State's academic assessments. Describe three to five prioritized program goals that address identified needs. NOTE: These program goals should be included in the school's comprehensive plan for improvement and do not alone constitute a Title I plan.

Student Achievement Goals. Include Targeted Subgroup(s)	Action Step(s)	Assessment(s) and/or Other Measures Used to Determine Outcome	Timeline of Evaluation Including Interim and Final	Professional Development Needed to Support the Action Step(s)	Parental Involvement Needed to Support the Action Step(s)
Reading proficiency on average for 5 <sup>th</sup> grade students will increase by 2%.	<ul style="list-style-type: none"> <li>*HOTS Program-Brainchild</li> <li>*AIG Program</li> <li>*Tutors</li> <li>*Align PEP's and IEP's</li> <li>*AR reading</li> </ul>	Student outcomes: *IEP's and PEP's *AR goals  Teacher outcomes: *Observations *On going assessments	Student outcomes: *Every 9 weeks *AR-9 weeks  Teacher outcomes: *Daily, weekly assessments	18 hours of staff development- Assessment and Intervention Strategies Workshop	*Reading workshop to help parents assist their child in reading. *Letters and meetings to inform parents of new programs.
Math proficiency on average for 5 <sup>th</sup> grade students will increase by 4%.	<ul style="list-style-type: none"> <li>*AR math</li> <li>*Tutor</li> <li>*Successmaker (Targets students with scores of 3&amp;4)</li> <li>*Align PEP's and IEP's</li> </ul>	Student outcomes: *IEP's and PEP's *AR math goals (assessments)  Teacher outcomes: *Observations *On going math assessments	Student outcomes: *Every 9 weeks  Teacher outcomes: *Daily, weekly assessments	18 hours of staff development- Assessment and Intervention Strategies Workshop  PIMS workshop	Math workshop to help parents assist their child in math.
Reading proficiency on average for 1 <sup>st</sup> grade students will increase by 4%.	<ul style="list-style-type: none"> <li>*Paired Model for reading instruction</li> <li>*Title I reading tutor</li> <li>*Small group guided reading</li> <li>*Teach reading in content areas</li> <li>*Flexible grouping</li> <li>*AR reading</li> <li>*Align PEP's and IEP's</li> </ul>	Use the paired model class as a control group to compare growth to other 1 <sup>st</sup> grade classes .	*Every 9 weeks *Daily, weekly assessments *End of year assessment	18 hours of staff development- Assessment and Intervention Strategies Workshop	*Parent night to explain Paired Model concept. *Reading workshop to help parents assist their child in reading *Letters to inform parents of child being in the Paired Model class.
Reading proficiency on average for 2 <sup>nd</sup> grade students will increase by 4%.	<ul style="list-style-type: none"> <li>*Paired Model for reading instruction</li> <li>*Title I reading tutor</li> <li>*Small group guided reading</li> <li>*Teach reading in content areas</li> <li>*Flexible grouping</li> <li>*AR reading</li> <li>*Align PEP's and IEP'</li> </ul>	Use the paired model class as a control group to compare growth to other 2nd grade classes.	*Every 9 weeks *Daily, weekly assessments *End of year assessment	18 hours of staff development- Assessment and Intervention Strategies Workshop	*Parent night to explain Paired Model concept. *Reading workshop to help parents assist their child in reading *Letters to inform parents of child being in the Paired Model class.

**No Child Left Behind Act of 2001 (P.L. 107-110)  
2008-2009**

**ONslow COUNTY SCHOOLS**

**For Silverdale Elementary School**

**Title I  
Program Plan**

**Dr. Kay B. Gresham**

**Title I Director**

**Lee Stroud**

**Title I Coordinator**

**Due: May 16, 2008**

**to**

***Title I Office***

**THE NO CHILD LEFT BEHIND ACT OF 2001 (P.L. 107-110)  
TITLE I APPLICATION - 2008-2009**

**IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED**

School Name Mailing Address	<b>Silverdale Elementary School</b> <b>841 Smith Road</b> <b>Maysville, NC 28555</b>	
Contact Person Title Telephone Number	<b>Tonya Taylor</b> <b>Title I Teacher</b> <b>910-326-5146</b>	<b>Bobbie Wedemann</b> <b>Title I Teacher</b> <b>910-326-5146</b>

**CERTIFICATION**

Silverdale Elementary School hereby applies for a grant of federal funds to provide instructional activities and services to help disadvantaged children meet high standards as set forth in this application.

I HEREBY CERTIFY that to the best of my knowledge, the information contained in this application is correct; the school named above has authorized me as its representative to file this application; and such action is recorded in the minutes of the school's meeting held on May, 2, 2007. (Month/Day/Year)

**STATEMENT OF ASSURANCES**

Assurances are hereby provided to the Local Education Agency (LEA) that Silverdale Elementary school will:

1. make provisions to implement school wide programs in accordance with section 1114.
2. use Federal funds under this part to supplement not supplant State and local funds, consistent with section 1120A.
3. ensure that all teachers and paraprofessionals working in programs supported by funds under this part are highly qualified as consistent with section 1119.
4. annually review program effectiveness and make provisions for the implementation of school improvement procedures consistent with requirements of section 1116.
5. implement programs, activities and procedures for the involvement of parents consistent with provisions of section 1118.
6. significantly improve the quality of instruction by providing staff with substantial opportunities for professional development as required by section 1119.
7. maintain its fiscal effort in accordance with section 9521.
8. comply with comparability requirements specified in sections 1120A and 1114.
9. maintain and account for property and equipment purchased under this title consistent with the requirements of GEPA
10. prepare and disseminate school performance profile as specified in section 1111.
11. be responsible for repayment of Title I funds in the event of an audit exception. (GEPA)
12. adopt effective procedures for acquiring significant information from scientifically-based educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects. (section 1114)

Mary Mills-McAllister

Name of Principal (please print)	Signature of Principal	Date Signed
Onslow County Title I Director	Approval Date	

# COMPREHENSIVE NEEDS ASSESSMENT

Based on current data, determine the number of at risk students at each grade level.

Present Grade	Number Assessed	Number at Risk (Reading)	Number at Risk (Math)	Percentage Reading	Percentage Math
<b>Example</b>	<b>100</b>	<b>45</b>	<b>29</b>	<b>45%</b>	<b>29%</b>
<b>K</b>	<b>83</b>	<b>20</b>	<b>21</b>	<b>24%</b>	<b>25%</b>
<b>1</b>	<b>98</b>	<b>35</b>	<b>26</b>	<b>36%</b>	<b>27%</b>
<b>2</b>	<b>90</b>	<b>24</b>	<b>22</b>	<b>27%</b>	<b>24%</b>
<b>3</b>	<b>69</b>	<b>32</b>	<b>23</b>	<b>46%</b>	<b>33%</b>
<b>4</b>	<b>73</b>	<b>39</b>	<b>33</b>	<b>53%</b>	<b>45%</b>
<b>Total</b>	<b>413</b>	<b>150</b>	<b>125</b>	<b>36%</b>	<b>30%</b>

The data used to determine school need included: A comprehensive needs assessment was used to determine student readiness to perform at each grade level. K-2 Assessments for grades K-3, Student Performance Levels (teacher recommendations), previous EOG scores, PEP's and IEP's were used to determine Silverdale's at-risk students. Conferences were held with classroom teachers to discuss students on an individual basis.

## Projected Needs for 2008-2009

The school will implement a preventive program (K – 3 only)  Yes  No

	1 <sup>st</sup> Priority: Grade Level 5 <sup>th</sup>	Subject HOTS
(Paired)	2 <sup>nd</sup> Priority: Grade Level 2nd	Subject Reading
	3 <sup>rd</sup> Priority: Grade Level 3rd	Subject Reading
(Paired)	Other: Grade Level 1st	Subject Reading
	Other: Grade Level	Subject

## ESEA TITLE I PROJECT 2008-2009

### Projected Staff and Setting

Indicate the personnel and the project setting projected for next year.

Grade Served	Classes	Students Per Class	Class Time	Personnel		Project Setting
				Teacher Name	Paraprofessional Name	
*****	*****	*****	*****	Teacher Name	Paraprofessional Name	*****
K	4	3-5	30 min	Taylor		IC
K	6	1-2	15 min		Tutor	IC
1	1	Max. 22	90 min	Taylor		PM
1	6	1-3	15 min		Tutor	IC
2	1	Max. 22	90 min	Wedemann		PM
2	3	1-3	30 min		Tutor	IC
3	4	3-5	30 min	Wedemann		IC
3	3	1-3	30 min		Tutor	IC
5	2	8	60 min	Mercer		PO (HOTS)
PreK-5	n/a	n/a	n/a	Aldrich		Parent Liaison

### Project Setting

**PO** Pull-Out  
**IC** In-class  
**R** Replacement  
**E** Extended Day  
**SS** Summer School  
**PM** Paired Mode



# School-wide Class Description

(Submit one for each project setting)

## **PROGRAM ORGANIZATION**

Type of Project: Reading  
(Example: Reading, Math, Language Arts)

Project Setting: In-Class  
(Example: pull-out, in-class, replacement, etc.)

The project will be implemented by:  Teacher       Paraprofessional

The regular instructional time for the subject area addressed is 90 minutes in duration. Title I does not supplant the regular instructional time.

<b>Grades Served</b>	<b>Number Classes</b>	<b>Stud. Per Class</b>	<b>Time Per Class</b>	<b>Days Each Week</b>	<b>Personnel Name</b>	<b>Project Setting</b>
<b>K</b>	<b>4</b>	<b>3-5</b>	<b>30 min</b>	<b>M-Fr</b>	<b>Taylor</b>	<b>In-Class</b>

Explain how the Title I Personnel will implement this Type of Project to include:

### ***Participant Identification***

At-risk students will be identified through a comprehensive needs assessment that includes K-2 assessments, teacher recommendations, PEP's and previous EC testing (students who did not qualify). Kindergarten at-risk students will be selected by using print book awareness scores and recognition of upper and lower case letters based off the Kindergarten checklist. The students who are at the greatest risk of failure in reading will be selected first.

### Instructional approaches

The instructional approach that will be implemented for grade K will be a well-balanced literacy program following the workshop model. The Title I teacher will work closely with the classroom teachers. The students will work in small groups focusing on skills that are being taught in the regular classroom. Modeling will be demonstrated through shared reading of charts, big books, etc. Students will use strategies and skills learned in their independent reading activities.

### Types of materials and equipment to be used

The following instructional materials will be used to implement the balanced literacy approach; leveled text, big books, read aloud, books on tape, AR reading, magnetic letters, classroom library, phonics/word study, games along with other materials.

# School-wide Class Description

(Submit one for each project setting)

## **PROGRAM ORGANIZATION**

Type of Project: Reading  
(Example: Reading, Math, Language Arts)

Project Setting: In-Class  
(Example: pull-out, in-class, replacement, etc.)

The project will be implemented by:  Teacher      \_\_\_\_\_ Paraprofessional

The regular instructional time for the subject area addressed is 90 minutes in duration. Title I does not supplant the regular instructional time.

<b>Grades Served</b>	<b>Number Classes</b>	<b>Stud. Per Class</b>	<b>Time Per Class</b>	<b>Days Each Week</b>	<b>Personnel Name</b>	<b>Project Setting</b>
3	4	3-5	30 min	M-Fr	Wedemann	In-Class

Explain how the Title I Personnel will implement this Type of Project to include:

### ***Participant identification***

At-risk students will be identified through a comprehensive needs assessment that includes PEP's, teacher recommendations, repeaters and previous EC testing (students who did not qualify). Third Grade students will be selected based on Student Performance Levels based on the comprehensive needs assessment, prior Title I service, and K-2 Assessments. The students who are at the greatest risk of failure in reading will be selected first.

### Instructional approaches

The Title I Reading teacher will work closely with the classroom teacher to incorporate classroom strategies and activities into the Title I teacher plans. A balanced literacy approach will be implemented in the classrooms that will follow the workshop model. The Title I teacher will use literature circles, book clubs and various other strategies to promote student growth in reading fluency and comprehension. The students will be in small groups working on skills being taught in the regular classroom. Students will use strategies and skills learned in their independent reading activities.

### Types of materials and equipment to be used

The Title I teacher will incorporate various activities and strategies by using the following instructional materials to implement the balanced literacy approach; leveled books, AR Reading Literacy Tests, Test Ready, Blast Off Reading, and SRA Kits along with other materials.

# School-wide Class Description

(Submit one for each project setting)

## **PROGRAM ORGANIZATION**

Type of Project: **Reading Block**  
(Example: Reading, Math, Language Arts)

Project Setting: **Paired Model**  
(Example: pull-out, in-class, replacement, etc.)

The project will be implemented by:  **X** Teacher       Paraprofessional

The regular instructional time for the subject area addressed is   90   minutes in duration. Title I does not supplant the regular instructional time.

<b>Grades Served</b>	<b>Number Classes</b>	<b>Stud. Per Class</b>	<b>Time Per Class</b>	<b>Days Each Week</b>	<b>Personnel Name</b>	<b>Project Setting</b>
<b>1</b>	<b>1</b>	<b>Max. 22</b>	<b>90 mins.</b>	<b>5</b>	<b>Teacher (Taylor)</b>	<b>Paired (In-Class)</b>
<b>2</b>	<b>1</b>	<b>Max. 22</b>	<b>90 mins.</b>	<b>5</b>	<b>Teacher (Wedemann)</b>	<b>Paired (In-class)</b>

Explain how the Title I Personnel will implement this Type of Project to include:

### ***Participant Identification***

In the spring the Student Performance Levels along with teacher recommendations were used to identify at-risk students in reading. Students will be placed on the Multiple Selection Criteria List based on Silverdale’s comprehensive needs assessment (K-2 Assessments, prior Title I service, and student performance levels). The students who are at the greatest risk of failure in reading will be selected first.

### Instructional approaches

A maximum of 22 students identified as having the greatest need will be placed in one classroom with a regular classroom teacher and the Title I teacher during the 90 minute Reading/Language Arts Block. The regular classroom teacher on that specific grade level (paired teacher) and the Title I teacher will work with approximately 11 students each. The students who are non-Title I students will be filtered in to other classrooms on that grade level during the reading block.

The Title I program is dedicated to assisting the school in reaching the challenging performance standards for all students. The North Carolina Standard Course of Study will form the framework for instruction in all classrooms,

The paired teacher and Title I teacher will work closely to incorporate all components of the Balanced Literacy approach. Through the workshop model, students will be encouraged to read and strive for excellence. The teachers will model reading strategies and allow students gradual release to practice the strategies. Guided reading groups will

be used to teach students to apply the comprehension skills and strategies to a wide range of texts and genres.

The Word/Phonics Block will help students learn patterns of words to become better spellers and readers. They will apply these strategies learned about words in the context of real reading and writing. Word List may be individualized to better meet the needs of the students

#### Types of materials and equipment to be used

A classroom library will be established to encourage the reading of different genres and motivate students to read. The AR program will be used to provide opportunities for students to test skills in comprehension. Big books, leveled text, poems, charts, etc. will be used to promote comprehension, increase vocabulary, and build fluency skills.

Graphic Organizers will be used to help students organize thoughts and engage students. A variety of phonological and phonemic awareness materials will be used for hands-on activities along with making words activities, magnetic letters, reading rods, white boards and games.

#### Monitoring of progress/Other assessments to be used

Student progress will be monitored daily. A variety of data will be collected daily, weekly, and monthly and will be accessible for reflection to help students self-monitor and for conferences with students, parents, and administrations. K-2 Assessments will be used to determine individual reading levels, comprehension, and spelling ability. STAR Reading will be used to determine AR levels and to show growth. Interim reports and report cards will be used to record student grades and progress. PEP's will be written for all students who are at-risk. All classroom teachers will be responsible for reading grades of the students who are in their reading class.

# School-wide Class Description

(Submit one for each project setting)

## **PROGRAM ORGANIZATION**

Type of Project: Reading  
(Example: Reading, Math, Language Arts)

Project Setting: In-Class  
(Example: pull-out, in-class, replacement, etc.)

The project will be implemented by: \_\_\_\_\_ Teacher    X Paraprofessional

The regular instructional time for the subject area addressed is 90 minutes in duration. Title I does not supplant the regular instructional time.

<b>Grades Served</b>	<b>Number Classes</b>	<b>Stud. Per Class</b>	<b>Time Per Class</b>	<b>Days Each Week</b>	<b>Personnel Name</b>	<b>Project Setting</b>
<b>K</b>	<b>6</b>	<b>1-2</b>	<b>15 min</b>	<b>M-Fr</b>	<b>Tutor</b>	<b>In-Class</b>
<b>1</b>	<b>6</b>	<b>1-3</b>	<b>15 min</b>	<b>M-Fr</b>	<b>Tutor</b>	<b>In-Class</b>
<b>2</b>	<b>3</b>	<b>1-3</b>	<b>30 min</b>	<b>M-Fr</b>	<b>Tutor</b>	<b>In-Class</b>
<b>3</b>	<b>3</b>	<b>1-3</b>	<b>30 min</b>	<b>M-Fr</b>	<b>Tutor</b>	<b>In-Class</b>

Explain how the Title I Personnel will implement this Type of Project to include:

### ***Participant identification***

At-risk students will be identified through a comprehensive needs assessment that includes K-2 assessments, teacher recommendations, PEP's and previous EC testing (students who did not qualify). Kindergarten at-risk students will be selected by using print book awareness scores and recognition of upper and lower case letters based off the Kindergarten checklist. First and second grade at-risk students will be selected using Student Performance Levels based on the comprehensive needs assessment, prior Title I service, and K-2 Assessment reading level. Third grade students will be selected based on Student Performance Levels based on the comprehensive needs assessment, prior Title I service, and K-2 Assessments. Pre-EOG scores may also be utilized. The students who are at the greatest risk of failure in reading will be selected first.

### **Instructional approaches**

The Title I Reading Tutor will work closely with the Title I teacher and the classroom teacher to incorporate classroom strategies and activities into the Title I lesson plans. Skills being taught in the regular classroom will be the focus for the groups. Modeling will be demonstrated through shared reading of charts, big books, etc. Students will use strategies and skills learned in their independent reading activities. The tutor will work with the students in their regular classroom.

Types of materials and equipment to be used

The following instructional materials will be used to improve reading strategies; leveled text, big books, read aloud, books on tape, AR reading, magnetic letters, classroom libraries, phonics/word study and games along with other materials

Monitoring of progress/Other assessments to be used

The Title I teacher, tutor, and regular classroom teacher will monitor the progress of students through all components of the K-2 assessments, STAR Reading program, nine week reports, report cards, PEP's and daily monitoring of student class work.

Accelerated Reader is used throughout the school for tracking student progress and for monitoring purposes.

# School-wide Class Description

(Submit one for each project setting)

## **PROGRAM ORGANIZATION**

Type of Project: HOTS  
(Example: Reading, Math, Language Arts)

Project Setting: Pull Out  
(Example: pull-out, in-class, replacement, etc.)

The project will be implemented by:  Teacher  Paraprofessional

The regular instructional time for the subject area addressed is 60 minutes in duration. Title I does not supplant the regular instructional time.

<b>Grades Served</b>	<b>Number Classes</b>	<b>Stud. Per Class</b>	<b>Time Per Class</b>	<b>Days Each Week</b>	<b>Personnel Name</b>	<b>Project Setting</b>
<b>5</b>	<b>2</b>	<b>8</b>	<b>60 min.</b>	<b>5</b>	<b>Teacher (Mercer)</b>	<b>Pull Out</b>

Explain how the Title I Personnel will implement this Type of Project to include:

### ***Participant Identification***

Students will be identified through the Needs Assessment, EOG scores, and STAR Testing. Students will be placed on the Multiple Selection Criteria based on the school's Comprehensive Needs Assessment. The students who are at the greatest risk of failure in reading will be selected first.

### Instructional approaches

HOTS is a computer based program using sophisticated problem-solving strategies that focus on the process of learning and thinking. Students are guided to use synthesis and the integration of information in order to solve problems. HOTS uses a sequential program that utilizes seven types of lessons: Exploration, Teach the Computer, Experimental/Hypothesis, Formulation and Testing, Idea Formulation, and Development, On Our Own, Free Thinking and Invitation Day. Pleasure reading, writing, specific skill instruction, motivational activities will be used to motivate students to experience the joy of books and reading. Small groups of eight will receive individual instruction and technological support.

### Types of materials and equipment to be used

Software and hardware provided by HOTS program will be used. Accelerated Reader Books, high interest books, and materials coordinating with instruction in the classroom will also be used. Book Blast will be used to motivate students to excel in reading.

Monitoring of progress/Other assessments to be used

Student progress will be monitored daily. Parents will receive nine week progress reports. The HOTS teacher and the classroom teacher will conference with parents and students to provide input into strategies to insure student success. The HOTS teacher will monitor students' progress in the regular classroom keeping a record of student grades and STAR testing reports. Personalized student reports will be sent to parents.



# School-wide Class Description

(Submit one for each project setting)

## **PROGRAM ORGANIZATION**

Type of Project: Parent Liaison  
(Example: Reading, Math, Language Arts)

Project Setting: Schoolwide  
(Example: pull-out, in-class, replacement, etc.)

The project will be implemented by: \_\_\_\_\_Teacher     Paraprofessional

<b>Grades Served</b>	<b>Number Classes</b>	<b>Stud. Per Class</b>	<b>Time Per Class</b>	<b>Days Each Week</b>	<b>Personnel Name</b>	<b>Project Setting</b>
PreK-5	NA	NA	NA	5	Elizabeth Aldrich	Cafeteria, Library, Title I Room, Classrooms

Explain how the Title I Personnel will implement this Type of Project to include:

### ***Participant identification***

The parent liaison will work with parents of students K-5 for assistance with parenting skills as well as reading instruction skills for at-home use with their children. All parents will be invited to attend activities and workshops. Participation from parents may vary because of need, interest, and/or age appropriate activities.

### Instructional approaches

The parent liaison will have time set aside each day to plan for parent workshops, meetings, conferences, phone calls, newsletters and invitations to school events. The parent liaison will be responsible for school wide events such as Muffins for Moms/Donuts for Dads, Reading workshops, Family Nights, etc. The above activities and events will take place during the school day, after school, and in the evening.

### Types of materials and equipment to be used

The parent liaison will use a variety of materials purchased with Title I funds at the school site. These materials include resources for parents following parent workshops and meetings. Resources from the U.S. Department of Education and The National Institute for Literacy will be available for parents (Helping Your Child Become a Reader, Helping Your Child With Homework, Put Reading First-The Research Building Blocks for Teaching Children to Read, Dad’s Playbook-Coaching Kids to Read etc.) The Parent Liaison will also use resources available from the Camp Lejeune Family Readiness Office to conduct workshops on Military Deployment. Materials available at the Family Education Center will also be utilized, including videos, periodicals and books with research-based ideas for improving parent involvement at home and school.

Monitoring of progress/Other assessments to be used

At the beginning of the year, parents will be surveyed to determine the needs of their child and the needs of the parent. The Parent Liaison will document conferences, meetings, workshops, and phone calls. An evaluation will be given after workshops and meetings to get feedback from those attending.

# PARTICIPATION OF CHILDREN IN SPECIAL POPULATIONS

(Required)

## Homeless Children Attending Non-Title I Schools

1. Are there homeless children attending your school?  YES\*  NO
2. How many students are identified as homeless? 10  
(Attach a list of students)

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## Migrant Children Attending Title I Schools

3. Are there children of migrant workers, or children of former migrant workers, attending Title I schools?  YES  NO
4. How many students are identified as children of migrants? N/A  
(Attach a list of students)

## **TITLE I SCHOOLWIDE COMPONENTS** (Required)

School: Silverdale Elementary

Provide a summary of the components implemented as described in section 1114.

### **Comprehensive needs assessment:**

- Silverdale determines the specific academic needs of students who are not achieving the state's academic standards by using a comprehensive needs assessment which includes all components of the K-2 assessments, PEP information, , teacher recommendations, IIT assessments, EC testing(students who did not qualify), prior Title I service, Pre and Post EOG results and STAR testing results.

### **School reform strategies:**

- Silverdale will implement a preventative program grades K-3
- Silverdale will implement a Paired Model Approach in First and Second Grades
- Two reading tutors will assist in grades K-3
- Balanced literacy approach following the Workshop Model
- HOTS will be implemented in 5<sup>th</sup> Grade

### Highly qualified staff:

- All staff members currently employed are considered highly qualified according to state requirements.

### High quality and ongoing professional development:

- To ensure that staff is kept abreast of up-to-date research based methods to teach students, staff development will be provided. Silverdale will implement professional development activities through workshops, conferences, online/distance learning classes, college education courses, and guest speakers to align with the focus of our School Improvement Plan. These strategies that are learned will be implemented in the classrooms to impact student learning.
- At least 1% of Title I funding will be reserved for staff development
- ILT's will participate in staff development

### Teacher recruitment and placement:

- Participate in county job fair.
- County conducts a national recruitment program.
- Teachers are hired based on area of licensure.
- Teachers are placed based on licensure and experiences.

## **Components cont.**

### Parent involvement:

- To foster parent involvement, Silverdale and the central office as appropriate, will provide materials and training to help assist parents in helping to improve their child's achievement.
- Parent involvement activities are planned to recruit and inform parents on issues involving and related to the Title I program.
- Parents are on the SIP Team.
- At least 1% of the Title I budget is set aside for reasonable and necessary costs to conduct parent involvement activities.
- Parent Liaison will be contracted to improve parent/school relations.
- A Student/Parent/Teacher compact is signed to help promote student achievement.
- Conferences are held at convenient times for parents.
- Parents can participate in Bear Boosters.
- Parent Surveys will be conducted.

### Transition plans (Pre-K, Elem-Middle):

- Parents of preschool students are encouraged to attend and participate in workshops and activities provided at the school and county levels.
- The preschool teachers help students transition by visiting classrooms, allowing them to eat in the cafeteria, and attending various school activities.
- The parents of the preschool students are helped with Kindergarten registration.
- A workshop will be provided in the spring to inform parents of the expectations of Kindergarten and making a transition into the classroom. Our Parent Liaison is available as another resource.
- Staggered entrance into kindergarten.
- Students transitioning to sixth grade visit the middle school for an orientation at the end of their fifth grade year.
- The middle school band and chorus perform for fifth graders to interest them in the fine arts programs.
- The middle school will provide orientation for parents.

### Teacher Involvement in assessment use:

- Teachers determine what assessments will be used during the nine weeks.
- Teachers in grades K-5 use nine week assessments to monitor student growth.
- Teachers in grades K-5 develop various reading tests, spelling tests, etc. to monitor student progress.
- Teachers take part in high quality staff development demonstrating how to use data to drive instruction.
- Teachers receive assistance in reporting assessment data to parents.

Instruction activities for identified students:

- Early detection with classroom instructional modifications and placement in special needs classes
- Trained Parent Volunteers and Teacher Assistants working one-on-one with students in all grade levels
- Accelerated Math used in grades second through fifth
- Accelerated Reader used in grades kindergarten through fifth
- One-on-One tutoring provided by teachers as needed
- Two Title I Tutors to work with students in grades kindergarten through third
- High quality staff development such as Strategies That Work, differentiated instruction, Safe Schools Initiative, Multiple Intelligence, identifying student learning styles and modifying instruction assist teachers in teaching and addressing needs of students with different learning styles
- Scientific based research is used to guide instruction

Coordination and integration of Federal, State, and local services:

- Silverdale utilizes funds from other federal, state, and local programs such as the Knights of Columbus to help purchase classroom items for Special Need classes and the White Oak Ecumenical Ministries School Grant Program to help meet specific needs for students whose families are not able to meet those needs.
- Federal money such as Title I and Title II are combined with state Accountability and At-risk money to provide resources for the teachers, students, and parents to support learning.
- Silverdale also participates in Book It, a reading incentive program provided by Pizza Hut.
- The local Sheriff's Department provides Officer Friendly for the fifth grade D.A.R.E. program.
- The Parent Support Group (Bear Boosters) also provides various fundraisers such as a fall festival to purchase classroom materials. They also promote CiCi's Pizza Night to promote parent, student, school, and community involvement Silverdale will also utilize the use of various resources.

## **FAMILY INVOLVEMENT**

### **PROGRAM NARRATIVE**

#### **Explain how the school will convene an annual public meeting?**

Silverdale will convene an annual public meeting in the fall of the 2007 school year. This meeting will be held as a general meeting to inform parents of the school's participation in the Title I program, and the right of the parents to be involved. All parents of participating children will be invited and encouraged to attend.

#### **Explain how the school will offer meetings on a regular basis at times convenient to the families?**

Meetings will be held in the mornings, afternoons, and evenings at times that are convenient for parents. Childcare will be provided for children during the meetings if needed. Meetings will be conducted at the school and the central office. Home visits will also be made if needed.

#### **Explain how the school will involve parents in the planning, review, and improvement of Title I programs?**

Parents will be involved in planning and reviewing the Title I program. A Parent Advisory Council will be organized to provide parental input and suggestions for program improvements. Information gathered from this group will be used in improving the program and tailoring it to better meet the needs of students, parents, and teachers.

#### **Explain how the school will develop School-Parent Compacts/Family Agreement/ Partnership Agreement? (Copy Required)**

Silverdale Elementary will continue to use the Partnership Agreement. Parents are asked to share responsibility in helping promote student achievement. Each parent, student, and teacher is requested to sign the Partnership Agreement. This agreement will form a partnership between the parent, student, and the teacher. It will also outline the responsibilities of each party to improve student achievement and to achieve state standards.

## **Family Involvement cont.**

### **Explain how the school will provide parent assistance in understanding State academic content standards and student academic achievement standards?**

To help support the partnership among the school, parents, and the community, Silverdale will provide assistance to parents in understanding such topics as; the state's academic assessments, Title I requirements, how to monitor student progress, and how to work with educators to improve student achievement. This assistance will be provided through workshops, information sessions, and/or written correspondences. Group and individual conferences will be held to inform parents about academic content standards and academic achievement standards. At the beginning of the year, meetings will be conducted to explain Gateways and K-2 assessments.

### **Explain how the school will provide materials and training to help parents to work with their children to improve achievement such as literacy training and using technology, as appropriate, to foster parental involvement? (Please give examples)**

To foster parent involvement, Silverdale and the central office as appropriate, will provide materials and training to help assist parents in helping to improve their child's achievement. Parent information workshops such as Muffins for Moms and Doughnuts for Dads will be provided throughout the year. The Parent Liaison and Title I staff will provide meetings and workshops throughout the year to foster student learning. The central office provides materials such as computers, books, books on tape, and games at the Family Education Center. The school provides books on tape with a tape player. Printed materials will also be provided to inform parents.

### **Explain how the school will ensure that information related to school and parent programs, meetings and other activities is sent to parents in a format and in a language the parents can understand?**

Silverdale will ensure that information related to school and parent programs, meetings, and other activities is sent to parents in a language the parents can understand. Newsletters, notes, and other information will be sent to meet parent language needs. Information will also be translated into Spanish for Spanish families if needed.

### **Explain how the school will provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children?**

Silverdale will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. Information will be sent home in a format and language that the parent can understand. Home visits will be made if needed and a translator provided for language differences. All parent meetings will be held at a facility believed to be accessible to persons with disabilities



# Title I Program Plan

## School Vote

### 2008-2009

School: Silverdale Elementary

Date of Vote: May 2, 2008

This form is to be completed after the school votes on the Title I plan.

- |    |   |                    |
|----|---|--------------------|
| 1. | Number of Title I Planning Team Members present             | <u>6</u>           |
| 2. | Number of school staff present                              | <u>62</u>          |
| 3. | Percentage of Planning Team Members approving the plan      | <u>100%</u>        |
| 4. | Percentage of staff members approving the plan              | <u>92%</u>         |
| 5. | Date plan was shared with school staff                      | <u>May 2, 2008</u> |
| 6. | Title I Plan is incorporated in the School's Strategic Plan | <u>yes</u>         |

**A copy of the minutes and sign-in sheet from the meeting where the vote was taken must be attached.**

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**Principal's Signature**

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**Title I Representative's signature**

**Title I Staff Positions**

**School: Silverdale Elementary**

List all Title I staff positions. A job description must be on file in the Title I office for each position listed. All part-time positions funded through Title I must maintain time and effort logs monthly.

<b>Name</b>	<b>Position</b>	<b>% Employed</b>	<b>Title I Duties</b>
Tonya Taylor	Title I Teacher	100%	In class-K Paired Model-1st
Bobbie Wedemann	Title I Teacher	100%	Inclass-3 <sup>rd</sup> Paired Model 2nd
Erkison	Title I Tutor	50% (18 hrs.45 min.)	K & 3 <sup>rd</sup> In class
N/A	Title I Tutor	50% (18 hrs.45 min.)	K & 2 <sup>nd</sup> In class
Elizabeth Aldrich	Parent Liaison	50% (18 hrs.45 min.)	Work with parents and students Pre-K-5 <sup>th</sup>
Patty Mercer	HOTS Teacher	50%	5 <sup>th</sup> Grade HOTS pullout

**Silverdale Strategic Plan  
Projected Budget  
2007-2010**

<b>Funding Source</b>	<b>Description</b>	<b>Amount Budgeted</b>	<b>Purpose</b>
1.510.061.411.342.342.00	Instructional Supplies	23,652.00	Leveled text, AR tests, library books, professional texts, instructional materials, classroom furniture, technology
3.5330.050.312.342.449	Workshop Expense Title 1	2,000.00	Attendance at Workshops: Diverse Learners, Workshop Model, Accountability Conference, Closing the Gaps, Educational Strategies, Workshop materials
15930.028.312.342.342	Staff Development	2,482.00	Materials for workshops and substitutes for conferences
3.5330.050.121.342.449	Community Involvement	6,000.00	Title 1 Meetings, Book Blast, Family Math Night, Family Technology Night, Muffins for Moms, Donuts for Dads, Parent Instructional workshops
3.500.050.142.342.449	Salary, Instructional Assistant	-0-	Instructional Assistant to assist with in Kindergarten Class. November thru May
3.5330.050.121.342.449	Salary, 2 Title 1 Teachers	90,774.00	Work with At-Risk Students
3.5330.050.446.342.449	2 computers 3 printers	3,100.00	Newsletters to parents, assist with instruction
6.205.05	Staff Awards/Meetings	1,500.00	Lunches, Awards, Certificates, etc.
	DSSF	12,000.00	Tutor student with PEPs and at-risk of failing.
1.5200.072	Student Accountability	4,116.00	Tutor during school hours October 2007 thru May 2008
1.5310.069.143.342.342.000	At-Risk	8,512.00	Instructional materials, tutor during school hours
3.5200.050.143.342.449	Salary-tutor (2) Title I	21,316.00	Targeting K-2 at risk students and parent liaison
3.5330.050.126.342.449	Parent Liaison Title I	12,284.00	Schedule community events for students, parents, and staff
3.5330.050.411.342.449	Title I Instructional Supply	5,932.00	Instructional supplies to support at-risk students

# Silverdale's Terms and Acronyms Glossary

<b>Acronym</b>	<b>Term</b>
ADD/ADHD	Academically-Gifted/Academically-Intellectually Gifted
ABC/ABC'S	Accountability, Basics and Control
ACR/AC Reader	Accelerated Reader Program
AM	Accelerated Math Program
ADHD	Attention Deficit Hyperactivity Disorder
AIG	Academically Intellectually-Gifted
AM	Accelerated Math
AR	Accelerated Reader Program
A TEAM	Pre-referral committee for helping students to excel within the regular classroom or for initiating placement in an EC Program
BEAR	Be Excited About Reading
BED	Behaviorally-Emotionally Disabled
BEP	Basic Education Positions (arts, music, p.e., etc.)
CO	County Office
DOL	Daily Oral Language
DUOLOG	Reading tutoring process in the Reading Renaissance Program
EC	Exceptional Children
EMD	Educable Mentally Disabled
EOG	End-of-Grade Tests
IA	Instructional Assistants
ID	Identification
IEP	Individual Education Plan
IGP	Individual Growth Plan
LD	Learning disabled
NCDPI/DPI	NC Department of Public Instruction
NCPIMS	NC Partnership in Science and Math
NCSOS/NCSC S	NC Standard Course of Study
NSSE	National Study of School Evaluation
PE	Physical Education
PEP/PEPs	Personalized Educational Plan (s)
PR	Public Relations
RUBRICS	Scoring standards for tests, writing samples and activities
SACS	Southern Association of Colleges and Schools
SB COMMITTEE	School-based committee
SCS/NCSCOS	Standard Course of Study/North Carolina
SDPI	State Department of Public Instruction
SPC	Strategic Planning Committee
SIMS/Sims	Student Information Management System
SIP	School Improvement Plan

SOS	Save our Schools
STAR	Standardized Test for Assessment of Reading
SUCCESSMAKER	Software Program to Assist Students in Reading and Math
TA/TA's	Teacher Assistant(s)
TEAM	Together Everyone Achieves More (team at Silverdale )
THINKING MAPS	Graphic Organizer Skills
TOT	Time-on-Task
WODS	White Oak District Schools

**Building Level School Strategic Plan  
Regulatory Information and Assurance Statement  
2007-2010**

School Silverdale Elem Date Submitted 9-25-08

1. Number of School Improvement Plan Team Members 12
2. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants were elected (by secret ballot) by their respective groups to serve on the School Strategic Planning Team (SSPT).  Yes  No
3. Percentage of total school staff (see note below) approving updated plan (Number approving plan divided by number voting. If there are no changes, fill in the blank with N/A.) 99%
4. Date of vote 9-24-08
5. A secret ballot vote for staff approval of the plan was conducted. Check one:  Yes  No
6. Parents on the School Strategic Planning Team were elected by parents of children enrolled in your school. Check one:  Yes  No
7. Percentage of School Strategic Planning Team who are parents providing input in the development of the plan. (Number of parents divided by members on the team.) 50%
8. The required staff development reports have been disseminated to the appropriate persons or departments. Check one:  Yes  No
9. The dates, times, locations, and agenda items for meetings regarding our school strategic plans were publicized so as to abide by the open meetings law. Check one:  Yes  No
10. All local, state, and federal legislative regulations regarding school strategic planning were implemented as outlined in G.S. 115C.  Yes  No
11. All required local, State and Federal programs have been addressed in the School Strategic Plan.  Yes  No

Mary Mills-McAllister  
Principal's Signature

Janya Taylor  
Signature, SSPT Facilitator/Chairperson

Kathleen Fisher  
Signature of Elected Parent Representative

Timothy Alon  
Signature of Elected Parent Representative

Note: Eligible voting staff – principals, assistant principals, licensed instructional personnel, support personnel, and teacher assistants.