



SUMMERSILL ELEMENTARY
SCHOOL

STRATEGIC PLAN

2007 – 2010



Summersill Elementary School

Principal
Linda Kopec

Assistant Principal
Betty Wilson

Administrative Staff
Jamie Bright

Receptionist
Jennifer Fountain

SIMS Operator
Terri Lee

Counselor
Brenna Johnson

School Social Worker
Donna Beswetherick

School Nurse
Lisa Williams



Principal's Message

In order to provide the best educational practices for all of our students, Summersill Elementary School has established a three-year strategic plan. This plan is based upon the premise of continuous improvement and effective implementation and review of the processes outlined in the plan. We firmly believe in our total school program and its ability to continue to lead Onslow County Schools and our students into the 21st century. Our ultimate goal is to educate each student to the optimum of his/her ability. Summersill Elementary “nurtures the whole child by seeing every person as a teacher, every place as a classroom, every experience as a lesson, and every child as a promise”. Summersill Eagles are soaring into excellence!



School Contacts

| | |
|----------------------------|---------------------|
| Academic Derby | Susan Ciampa |
| Art | Tracy Sorensen |
| BT Coordinator | Betty Wilson |
| Civic Oration | Adrienne Willaford |
| DARE/Drug Education | Sonya Chouinard |
| Health/P.E. | Greg Gibson |
| Literacy | Brenda Hensley |
| Math | Deborah Filomena |
| Science | Shannon Medina |
| Social Studies | Gail Myer |
| Media | Ann Stutler |
| Music | Barbara VanHemel |
| Officer Friendly | Debbie Ulmer |
| Character Education | Brenna Johnson |
| Safe/Civil | Linda Kopec |
| Exceptional Children | Frances Osborn |
| Instructional Intervention | Sue Lynn Whitehurst |
| Staff Development | Linda Kopec |
| Test Data Analyst | Linda Kopec |
| Kindergarten | Rhonda Harrison |
| 1 st Grade | Carol Shaw |
| 2 nd Grade | Jennifer Kinosh |
| 3 rd Grade | Tara Sydes |
| 4 th Grade | Leighla Roper |
| 5 th Grade | Janette Bledsoe |

SCHOOL SUMMARY

**Demographic Profile
Executive Summary**

Introduction

An overview of student achievement performance data, student and community demographic data, school characteristics and stakeholder perspectives on the quality of education is provided. A summary of school data is provided in graph or table form.

Student Performance Data

The state of North Carolina administers an end of grade assessment (EOG) in grade three, four and five. The end of grade assessments includes testing in math and reading and writing in grade four. Local assessments are conducted in reading, writing and math for kindergarten through second grade and in writing in grades three and five.

With the passage of No Child Left Behind schools are also held accountable for subgroups of students. Each subgroup must have forty students in order for NCLB to count the subgroup. Subgroups vary from school to school. Not all of Summerville's ethnic groups have forty students; therefore are not counted as a subgroup for NCLB.

Summerville Elementary School met 21 of 21 target goals for the 2006-2007 school year. (Figure 1) Math continues to be an area of concern for our black students. Also reading at grades three and five did not meet expected growth. Fifth grade reading has been a concern for the past two years. Efforts to improve these areas are addressed in our strategic plan.

The 2006 -2007 school year showed continuing growth for our students. Approximately eighty-nine percent of our third grade students achieved proficiency in reading. 86.7 percent of our fourth grade and 89.7% of our fifth grade students were proficient. Overall proficiency in reading for grades three through five was at 88.5 percent. In the area of math our students also demonstrated improvement. Scores were as follows: 83.2 % of third graders, 66.7% of fourth graders and 72.8% of fifth graders were on or above grade level. Attendance was at 97.0%. Overall, Summerville School Elementary had a performance composite of 77.4%, met expected growth and is a School of Progress. (Figures 2 -7)

K-2 Assessment Data

Eighty-seven percent of our students were on grade level in reading for the 2006-2007 school year, above the county average of eighty-four percent. Math was also above county averages at an 86.3 proficiency level. Writing, while above county averages, was our lowest area with 79.8 percent of our students performing on or above grade level. (Figures 9 – 11)

Attendance

The attendance of students affects instructional continuity and student performance. Overall attendance was an area of strength for Summerville students. Ninety-seven percent of our students were present throughout the school year. Early check-outs and tardies continue to be an area of concern. (Figure 12)

Discipline

Student discipline referrals decreased in the 2006-2007 school year. Student referrals decreased from 132 in the 2005-2006 school year to 48 in the 2006-2007 school year. Out of school suspensions were also decreased by over fifty percent from 36 in 2005-2006 to 17 in 2006-2007. The implementation of the Safe and Civil Schools guidelines and procedures contributed to the decrease in student referrals. (Figure 13 – 15)

School Characteristics

Summersill Elementary School is nestled between subdivisions on Summersill School Road. Summersill opened its doors for children on May 18, 1969. Our school was named after Mrs. Estelle Summersill. She taught in Onslow County Schools for twenty-five years.

Over the past thirty-eight years, Summersill has grown to meet the needs of the children in the Summersill community. Our school continues to grow. Enrollment is currently at 766 students, an increase of about twenty students from this same time last school year. Our school is slated for additional space for our cafeteria and approximately seven more classrooms. Summersill serves a very diverse population. Approximately fifty percent of our students have a military connection. (Figure 16) Since the war with Iraq we have had students enroll and withdraw depending on their family circumstances. Fifty percent of our students are minorities. Approximately forty percent receive free or reduced lunch. The staff considers our diverse population when planning to meet all student needs. Annual data collected on students suspended from school, number of honor roll students, students being served by the AIG and EC programs, students participating in English as a second language program as well as students receiving free and reduced lunch has been used to develop strategies in the action plan. Strategies for safe schools address the need to monitor student tardies and early checkouts as well as the need for a school-wide behavior management approach through the implementation of the Safe and Civil Schools Program.

Summersill has a strong instructional team of energetic teachers and staff who are focused on the task of school improvement. Currently Summersill employs 57 certified employees. A summary of the data related to the demographic profile of teachers by levels of education, average years of teaching, average teacher age and ethnicity are displayed in graph format. We have added seventeen new staff members this school year to our Summersill family. (Figures 17 and 18)

| Area | SubGroup | Target Goal Expected 04-05 | Actual Goal 04-05 | Target Goal Expected 05-06 | Actual Goal 05-06 | Targeted Goal Expected 06-07 | Actual Goal 06-07 |
|------|----------|----------------------------|-------------------|----------------------------|-------------------|------------------------------|-------------------|
| H | BLACK | 81 | 87.3 | 65.8 | 47.1 | 65.8 | 58.6 |
| | SED | 81 | 87.6 | 65.8 | 55.3 | 65.8 | 64.7 |
| | MULT | 81 | Insuff. Data | 65.8 | Insuff. Data | 65.8 | 73.6 |
| | SWD | 81 | Insuff. Data | 65.8 | Insuff. Data | 65.8 | Insuff. Data |
| | TOT | 81 | 91.9 | 65.8 | 62.9 | 65.8 | 74.2 |
| | WHITE | 81 | 96.3 | 65.8 | 68.0 | 65.8 | 79.6 |
| ING | BLACK | 76.7 | 79.4 | 76.7 | 77.9 | 76.7 | 79.8 |
| | SED | 76.7 | 76.2 | 76.7 | 78.0 | 76.7 | 82.9 |
| | MULT | 76.7 | Insuff. Data | 76.7 | 82.9 | 76.7 | 84.7 |
| | SWD | 76.7 | Insuff. Data | 76.7 | Insuff. Data | 76.7 | Insuff. Data |
| | TOT | 76.7 | 85.6 | 76.7 | 84.8 | 76.7 | 88.5 |
| | WHITE | 76.7 | 89.0 | 76.7 | 88.6 | 76.7 | 93.1 |

3rd Grade Math

Number and Percent of Students At or Above Achievement Level III

| Student Subgroup | 2005 – 2006 | | | 2006 - 2007 | | |
|--------------------------------|-------------------------|----------------|-------------------------|-------------------------|----------------|-------------------------|
| | # At or Above Level III | # Valid Scores | % At or Above Level III | # At or Above Level III | # Valid Scores | % At or Above Level III |
| All Students | 74 | 119 | 62.2% | 104 | 125 | 83.2% |
| Female | 42 | 67 | 62.7% | 59 | 74 | 79.7% |
| Male | 32 | 52 | 61.5% | 45 | 51 | 88.2% |
| Black | 13 | 26 | 50.0% | 19 | 27 | 70.4% |
| Hispanic | 4 | 9 | 44.4% | 5 | 6 | 83.3% |
| Multi-Racial | 10 | 17 | 58.8% | 20 | 24 | 83.3% |
| White | 44 | 61 | 72.1% | 59 | 66 | 89.4% |
| Female-Black | 8 | 18 | 44.4% | 11 | 16 | 68.8% |
| Female- Hispanic | 3 | 5 | 60.0% | * | * | * |
| Female – Multi-Racial | 2 | 7 | 28.6% | 13 | 17 | 76.5% |
| Female-White | 27 | 34 | 79.4% | 32 | 36 | 88.9% |
| Male – White | 17 | 27 | 63.0% | 27 | 30 | 90.0% |
| Male – Black | 5 | 8 | 62.5% | 8 | 11 | 72.7% |
| Male- Multi-Racial | 8 | 10 | 80.0% | | 7 | >=95% |
| Economically Disadvantaged | 22 | 45 | 48.9% | 39 | 48 | 81.3% |
| Not Economically Disadvantaged | 52 | 74 | 70.3% | 65 | 77 | 84.4% |

| | | | | | | |
|----------------------------|----|-----|-------|-----|-----|-------|
| Not LEP | 73 | 116 | 62.9% | 103 | 124 | 83.1% |
| Students with Disabilities | 2 | 12 | 16.7% | 4 | 11 | 36.4% |
| Non-Disabled Students | 72 | 107 | 67.3% | 100 | 114 | 87.7% |
| Academically Gifted | | 9 | >=95% | * | * | * |
| Specific Learning Disabled | 1 | 6 | 16.7% | * | * | * |

*Indicates that the student population in the subgroup is too small to report the value

The percentage and number of students are not shown if the percentage is greater than 95 percent or less than 5 percent

Subgroups with no data are not shown in the table above

4th Grade Math

Number and Percent of Students At or Above Achievement Level III

| Student Subgroup | 2005 – 2006 | | | 2006 - 2007 | | |
|--------------------------------|-------------------------|----------------|-------------------------|-------------------------|----------------|-------------------------|
| | # At or Above Level III | # Valid Scores | % At or Above Level III | # At or Above Level III | # Valid Scores | % At or Above Level III |
| All Students | 66 | 116 | 56.9% | 82 | 123 | 66.7% |
| Female | 28 | 50 | 56.0% | 42 | 66 | 63.6% |
| Male | 38 | 66 | 57.6% | 40 | 57 | 70.2% |
| Black | 7 | 24 | 29.2% | 12 | 28 | 42.9% |
| Hispanic | 4 | 8 | 50.0% | 9 | 11 | 81.8% |
| Multi-Racial | 12 | 17 | 70.6% | 11 | 18 | 61.1% |
| White | 43 | 65 | 66.2% | 45 | 59 | 76.3% |
| Female-Black | 3 | 8 | 37.5% | 5 | 16 | 31.3% |
| Female- Hispanic | 2 | 5 | 40.0% | 5 | 6 | 83.3% |
| Female – Multi-Racial | 8 | 11 | 72.7% | 2 | 6 | 33.3% |
| Female-White | 15 | 24 | 62.5% | 27 | 34 | 79.4% |
| Male – White | 28 | 41 | 68.3% | 18 | 25 | 72.0% |
| Male – Black | 4 | 16 | 25.0% | 7 | 12 | 58.3% |
| Male-Hispanic | * | * | * | 4 | 5 | 80.0% |
| Male- Multi-Racial | 4 | 6 | 66.7% | 9 | 12 | 75.0% |
| Economically Disadvantaged | 20 | 40 | 50.0% | 24 | 44 | 54.5% |
| Not Economically Disadvantaged | 46 | 76 | 60.5% | 58 | 79 | 73.4% |
| Not LEP | 66 | 116 | 56.9% | 79 | 120 | 65.8% |
| Students with Disabilities | 4 | 16 | 25.0% | 4 | 13 | 30.8% |
| Non-Disabled Students | 62 | 100 | 62.0% | 78 | 110 | 70.9% |

| | | | | | | |
|----------------------------|--|----|-------|---|----|-------|
| Academically Gifted | | 15 | >=95% | | 13 | >=95% |
| Specific Learning Disabled | | 5 | <=5% | 3 | 8 | 37.5% |

*Indicates that the student population in the subgroup is too small to report the value

The percentage and number of students are not shown if the percentage is greater than 95 percent or less than 5 percent

Subgroups with no data are not shown in the table above

4th Grade Reading

Number and Percent of Students At or Above Achievement Level III

| Student Subgroup | 2005 – 2006 | | | 2006 - 2007 | | |
|--------------------------------|-------------------------|----------------|-------------------------|-------------------------|----------------|-------------------------|
| | # At or Above Level III | # Valid Scores | % At or Above Level III | # At or Above Level III | # Valid Scores | % At or Above Level III |
| All Students | 95 | 116 | 81.9% | 107 | 123 | 87.0% |
| Female | 45 | 50 | 90.0% | 62 | 66 | 93.9% |
| Male | 50 | 66 | 75.8% | 45 | 57 | 78.9% |
| Black | 18 | 24 | 75.0% | 23 | 28 | 82.1% |
| Hispanic | 7 | 8 | 87.5% | 9 | 11 | 81.8% |
| Multi-Racial | 14 | 17 | 82.4% | 14 | 18 | 77.8% |
| White | 56 | 65 | 86.2% | 54 | 59 | 91.5% |
| Female-Black | | 8 | >=95% | 15 | 16 | 93.8% |
| Female- Hispanic | | 5 | >=95% | | 6 | >=95% |
| Female – Multi-Racial | 10 | 11 | 90.9% | 4 | 6 | 66.7% |
| Female-White | 22 | 24 | 91.7% | | 34 | >=95% |
| Male – Black | 10 | 16 | 62.5% | 8 | 12 | 66.7% |
| Male – Hispanic | * | * | * | 4 | 5 | 60.0% |
| Male- Multi-Racial | 4 | 6 | 66.7% | 10 | 12 | 83.3% |
| Male – White | 34 | 41 | 82.9% | 21 | 25 | 84.0% |
| Economically Disadvantaged | 31 | 40 | 77.5% | 35 | 44 | 79.5% |
| Not Economically Disadvantaged | 64 | 76 | 84.2% | 72 | 79 | 91.1% |
| Not LEP | 95 | 116 | 81.9% | 105 | 120 | 87.5% |
| Students with Disabilities | 6 | 16 | 37.5% | 5 | 13 | 38.5% |
| Non-Disabled Students | 89 | 100 | 89.0% | 102 | 110 | 92.7% |
| Academically Gifted | | 15 | >=95% | | 13 | >=95% |
| Specific Learning Disabled | 1 | 5 | 20.0% | 2 | 8 | 25.0% |

*Indicates that the student population in the subgroup is too small to report the value

The percentage and number of students are not shown if the percentage is greater than 95 percent or less than 5 percent

Subgroups with no data are not shown in the table above

5th Grade Math

Number and Percent of Students At or Above Achievement Level III

| Student Subgroup | 2005 – 2006 | | | 2006 - 2007 | | |
|--------------------------------|-------------------------|----------------|-------------------------|-------------------------|----------------|-------------------------|
| | # At or Above Level III | # Valid Scores | % At or Above Level III | # At or Above Level III | # Valid Scores | % At or Above Level III |
| All Students | 65 | 110 | 59.1% | 78 | 107 | 72.9% |
| Female | 31 | 53 | 58.5% | 40 | 50 | 80.0% |
| Male | 34 | 57 | 59.6% | 38 | 57 | 66.7% |
| Black | 9 | 23 | 39.1% | 15 | 24 | 62.5% |
| Hispanic | 5 | 6 | 83.3% | 9 | 10 | 90.0% |
| Multi-Racial | 9 | 12 | 75.0% | 13 | 17 | 76.5% |
| White | 41 | 67 | 61.2% | 38 | 52 | 73.1% |
| Female-Black | 4 | 11 | 36.4% | 6 | 10 | 60.0% |
| Female- Hispanic | * | * | * | | 6 | >=95% |
| Female – Multi-Racial | 3 | 5 | 60.0% | 10 | 11 | 90.9% |
| Female-White | 21 | 34 | 61.8% | 15 | 19 | 78.9% |
| Male – White | 20 | 33 | 60.65 | 23 | 33 | 69.7% |
| Male – Black | 5 | 12 | 41.7% | 9 | 14 | 64.3% |
| Male- Multi-Racial | 6 | 7 | 85.7% | 3 | 6 | 50.0% |
| Economically Disadvantaged | 27 | 45 | 60.0% | 26 | 44 | 59.1% |
| Not Economically Disadvantaged | 38 | 65 | 58.5% | 52 | 63 | 82.5% |
| Not LEP | 65 | 110 | 59.1% | 78 | 107 | 72.9% |
| Students with Disabilities | 2 | 9 | 22.2% | 4 | 11 | 36.4% |
| Non-Disabled Students | 63 | 101 | 62.4% | 74 | 96 | 77.1% |
| Academically Gifted | | 15 | >=95% | * | 16 | >=95% |
| Specific Learning Disabled | * | * | * | 1 | 5 | 20.0% |

*Indicates that the student population in the subgroup is too small to report the value

The percentage and number of students are not shown if the percentage is greater than 95 percent or less than 5 percent

Subgroups with no data are not shown in the table above

5th Grade Reading

Number and Percent of Students At or Above Achievement Level III

2005 – 2006

2006 - 2007

| Student Subgroup | # At or Above Level III | # Valid Scores | % At or Above Level III | # At or Above Level III | # Valid Scores | % At or Above Level III |
|--------------------------------|-------------------------|----------------|-------------------------|-------------------------|----------------|-------------------------|
| All Students | 95 | 110 | 86.4% | 96 | 107 | 89.7% |
| Female | 46 | 53 | 86.8 | | 50 | >=95% |
| Male | 49 | 57 | 86.0% | 47 | 57 | 82.5% |
| Black | 17 | 23 | 73.9% | 20 | 24 | 83.3% |
| Hispanic | 5 | 6 | 83.3% | 9 | 10 | 90.0% |
| Multi-Racial | 10 | 12 | 83.3% | 14 | 17 | 82.4% |
| White | 61 | 67 | 91.0% | | 52 | >=95% |
| Female-Black | 9 | 11 | 81.8% | | 10 | >=95% |
| Female- Hispanic | | | | | 6 | >=95% |
| Female – Multi-Racial | 3 | 5 | 60.0% | | 11 | >=95% |
| Female-White | 31 | 34 | 91.2% | | 19 | >=95% |
| Male – Black | 8 | 12 | 66.7% | 10 | 14 | 71.4% |
| Male- Multi-Racial | | 7 | >=95% | 3 | 6 | 50.0% |
| Male – White | 30 | 33 | 90.9% | 31 | 33 | 93.9% |
| Economically Disadvantaged | 34 | 45 | 75.6% | 36 | 44 | 81.8% |
| Not Economically Disadvantaged | 61 | 65 | 93.8% | | 63 | >=95% |
| Not LEP | 95 | 110 | 86.4 | 96 | 107 | 89.7% |
| Students with Disabilities | 3 | 9 | 33.3% | 6 | 11 | 54.5% |
| Non-Disabled Students | 92 | 101 | 91.1% | 90 | 96 | 93.8% |
| Academically Gifted | | 15 | >=95% | | 16 | >=95% |
| Specific Learning Disabled | * | * | * | 1 | 5 | 20.0% |

*Indicates that the student population in the subgroup is too small to report the value

The percentage and number of students are not shown if the percentage is greater than 95 percent or less than 5 percent

Subgroups with no data are not shown in the table above

Headcount for Special Education

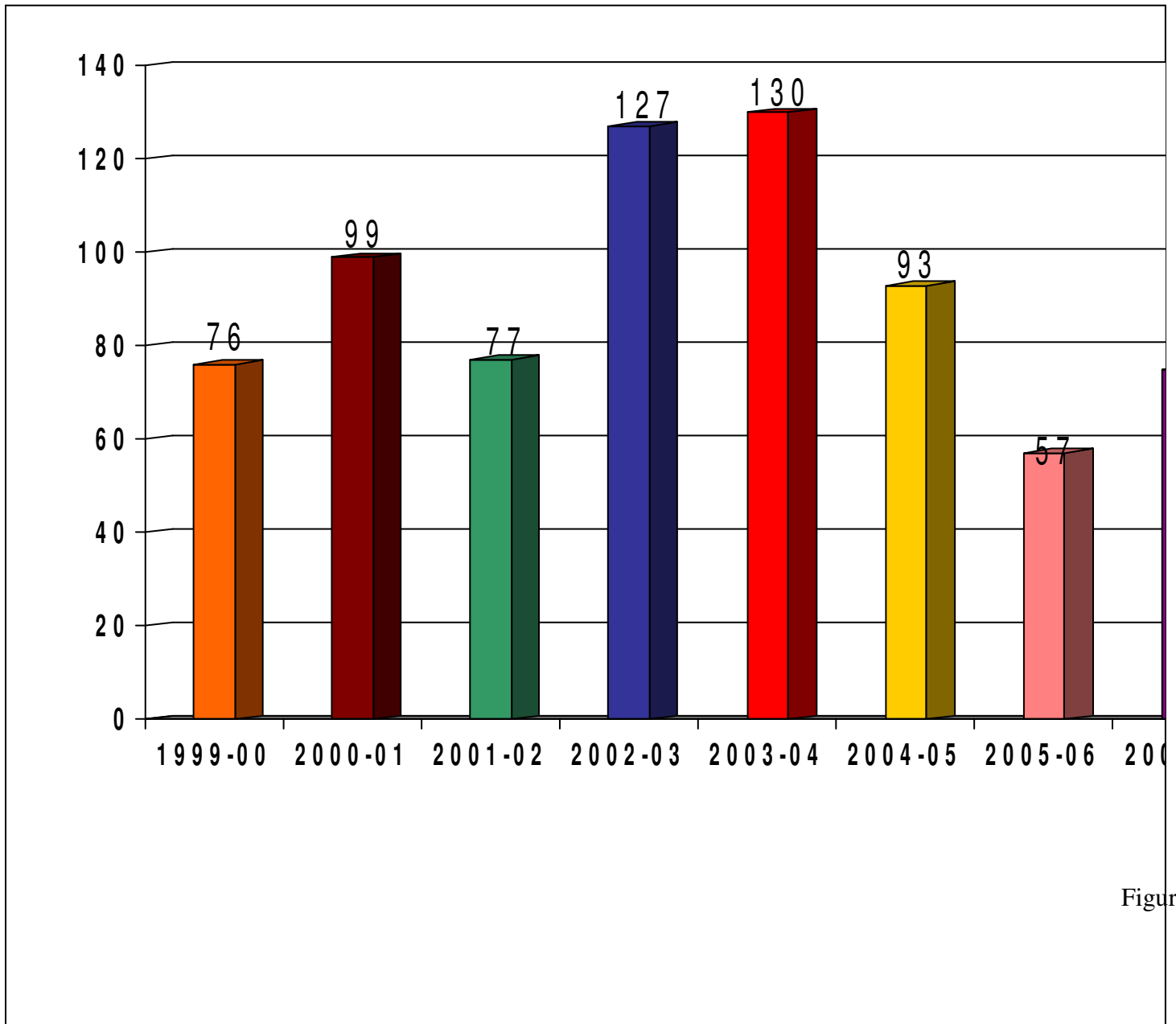
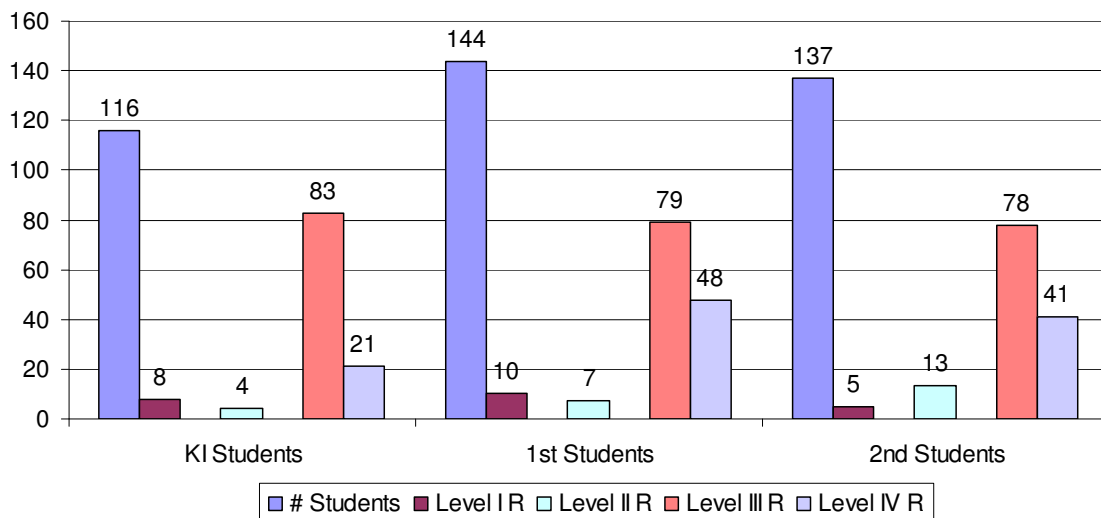
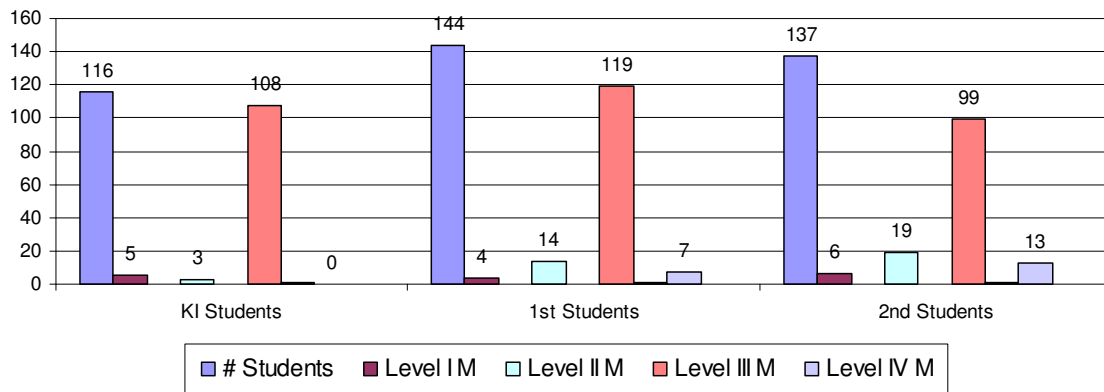
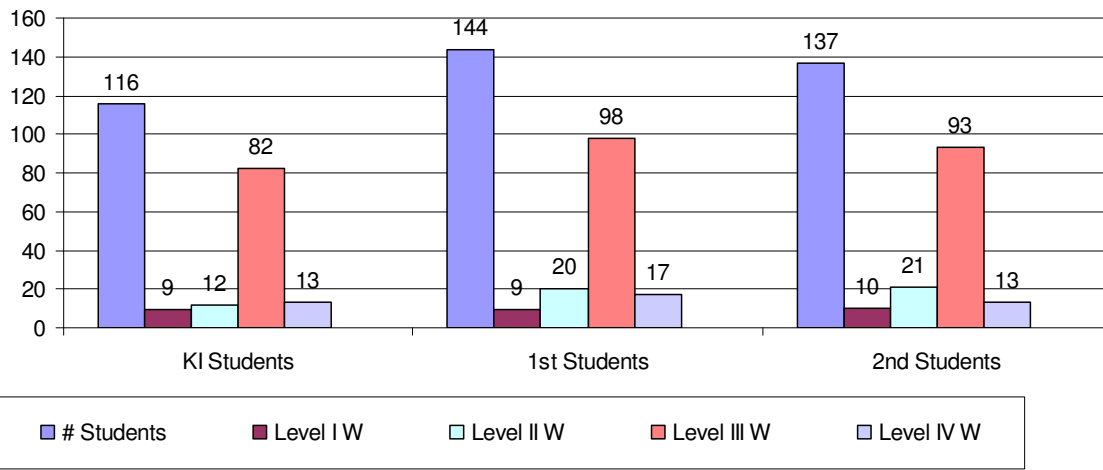
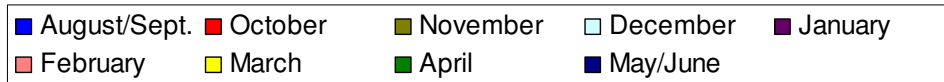
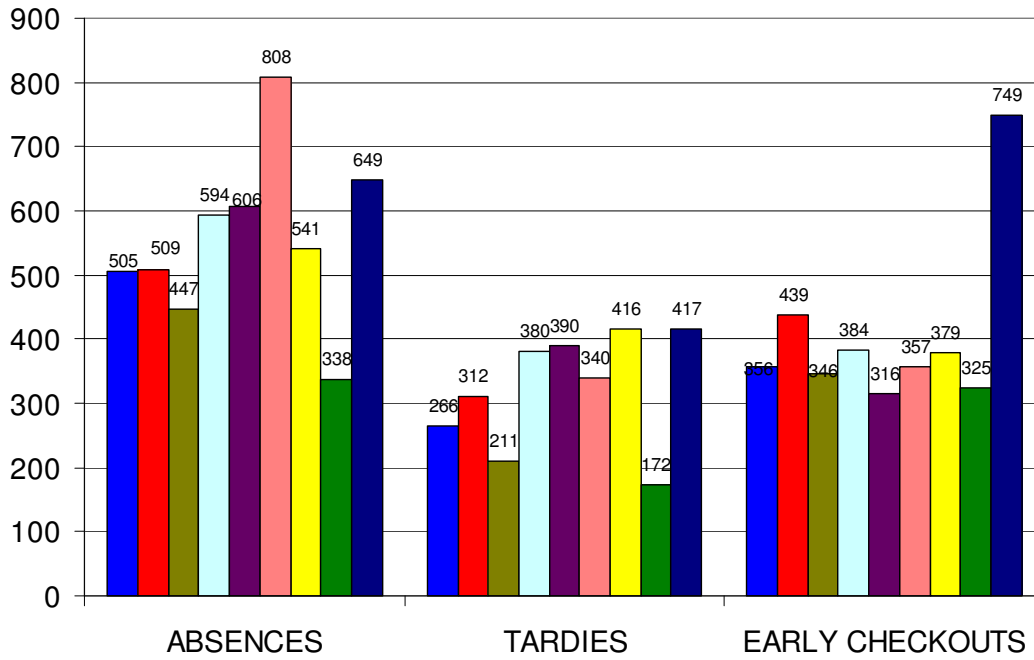


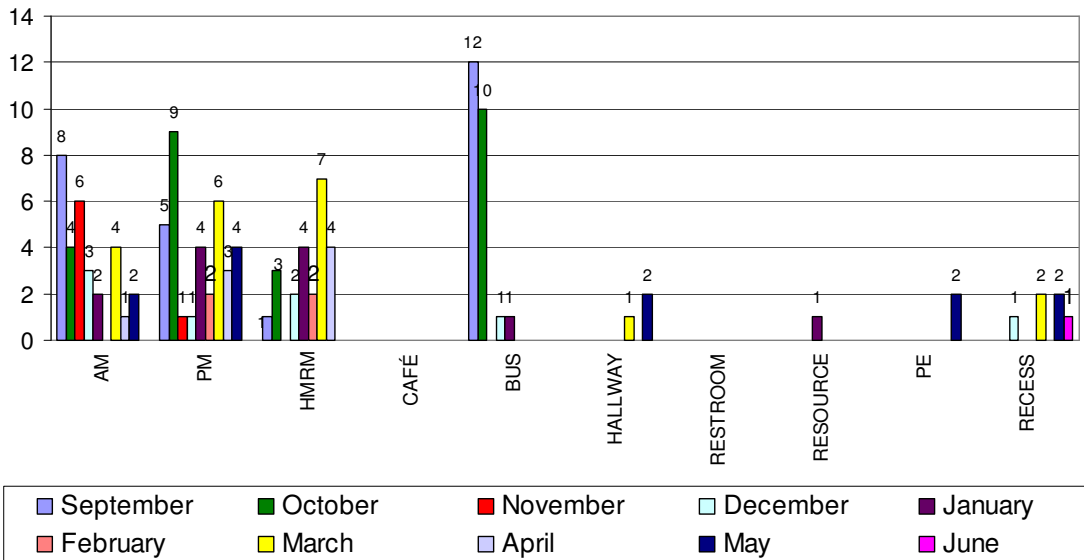
Figure 8



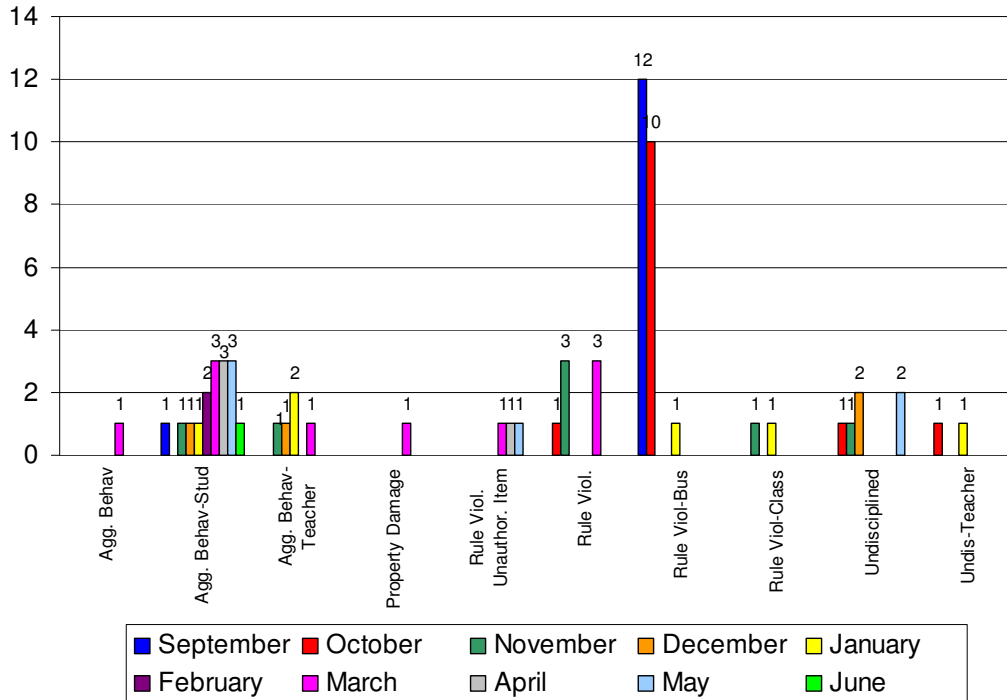
SUMMERSILL ELEMENTARY STUDENT ATTENDANCE 2006/07



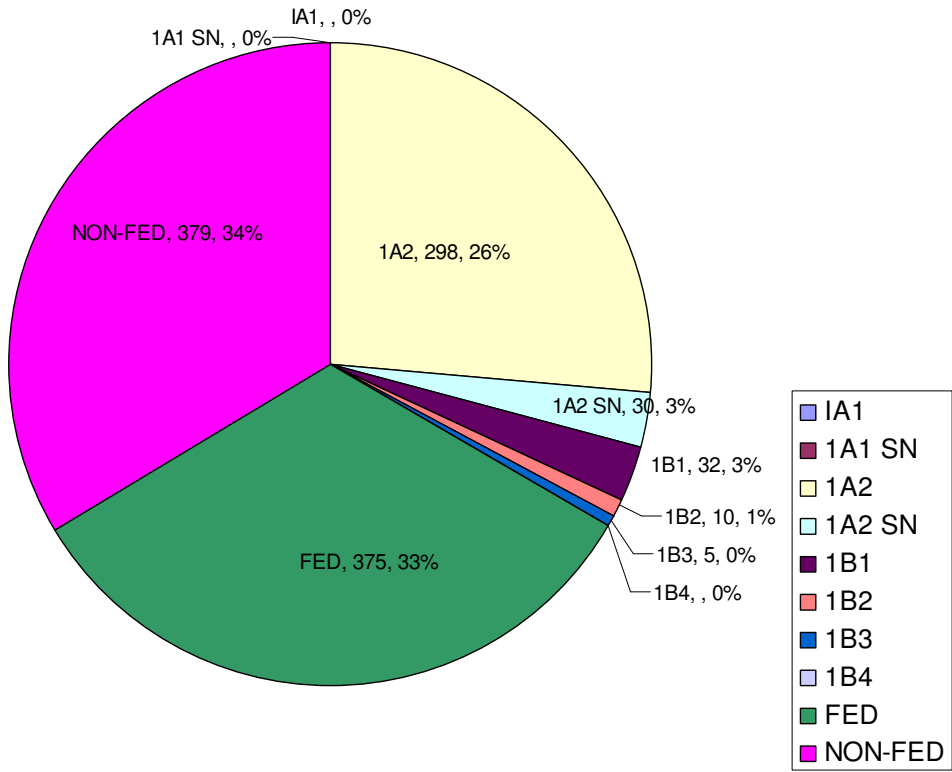
**Summersill Elementary
Discipline by Location/Time
2006/07**



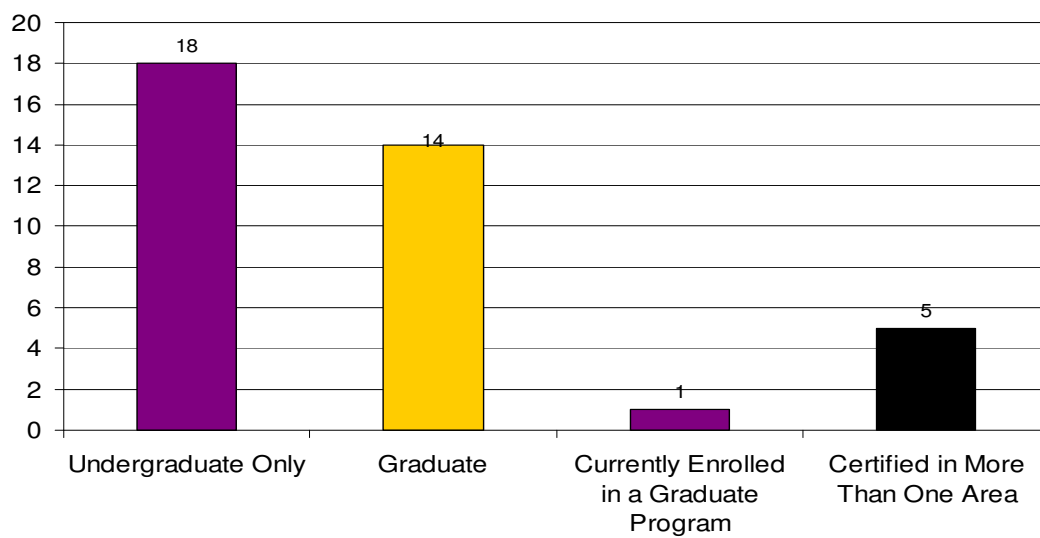
Summersill Elementary Discipline Incidents 2006/07



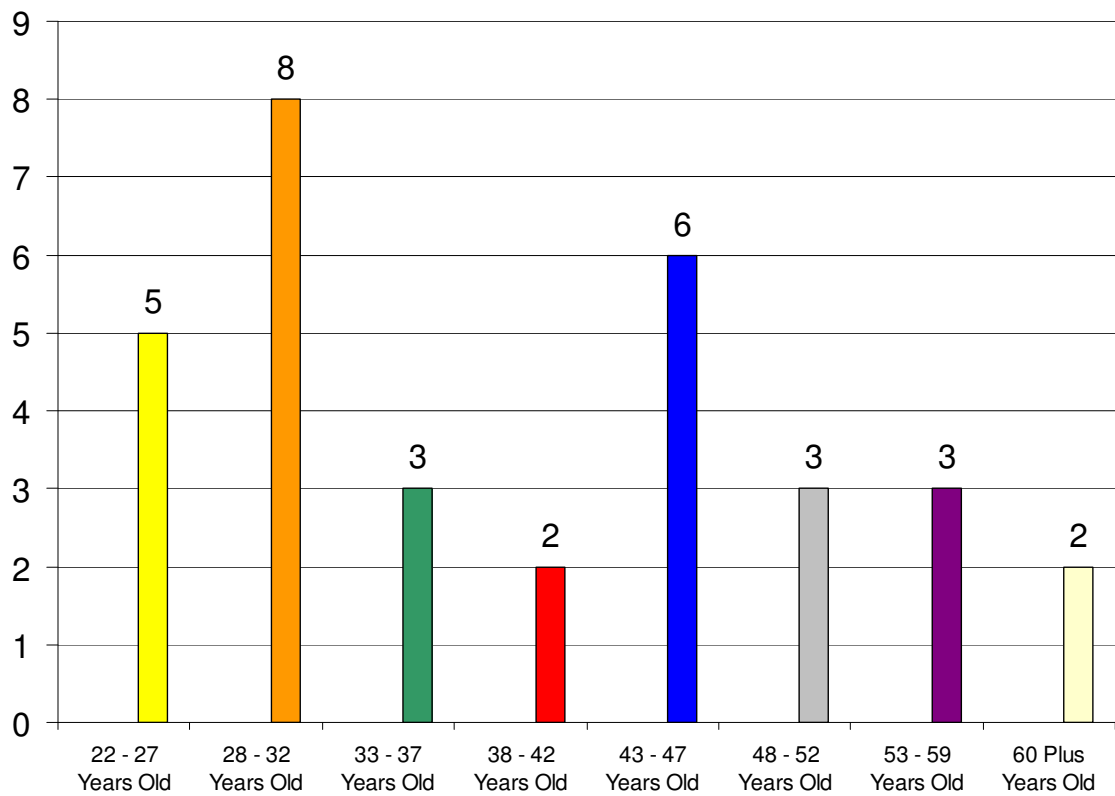
FEDERAL CARDS
2006 - 2007



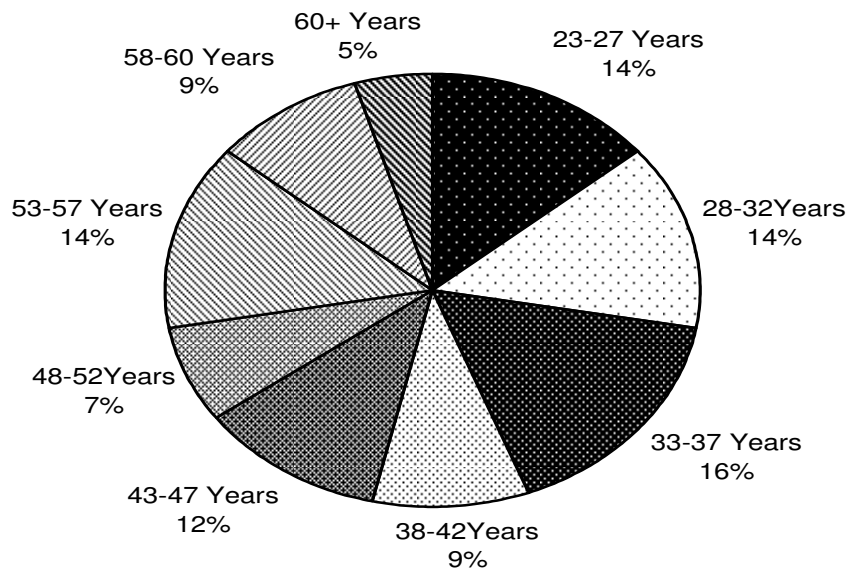
TEACHER EDUCATION LEVEL



TEACHER AGE



Summersill Elementary School
 Teacher Age and Years of Experience
 2007 - 2008



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The Strategic Planning Process

The School Improvement Team (SIT) is comprised of staff members and parents. Each grade level, enrichment teachers, and classified staff select their representatives every two years. Parents are nominated by the SIT and then voted on by the members in attendance at a fall PTO meeting. Parents are a significant part of our planning process. The parents serve a two year varying term and serve on school task forces.

The SIT serves as a representative body of all customers – internal and external. Their role is to collect and analyze data for decision making. The SIT gathers input from parents and staff members to assist in developing strategies, implementation and revising the school improvement plan. Their key role in school improvement is to function as facilitators.

The SIT began its journey for developing a new three year plan when the new principal, assistant principal and teacher representatives met over the summer. Team members also attended a meeting with representatives from Onslow County Schools during the summer. During these meeting times, brainstorming and sharing of ideas gave these representatives ideas to take back to their colleagues on developing a new vision, mission and beliefs, as well as strategies for the upcoming three year plan.

During the first week of school the SIT and the principal met with the entire staff to develop a new vision, mission and belief statements. The staff explored what their core values are and how these values can be integrated into a new vision, mission and belief statements. Using Quality tools the staff generated what they felt should be included in a new vision, mission and belief statements. The SIT gathered their input and then the staff will vote to approve them.

As teams, the staff and our administrative staff then shared AYP data, EOG data and climate survey data. Each team met and generated strategies for school improvement. The SIT compiled the strategies to create the strategic plan. The staff will vote on the new three year plan.

Task forces will be developed for each strategy/area in the plan. Staff members and parents will select the area they would like to work on during the coming school year. The SIT members will serve as chairpersons for the task forces.

Peer review teams with representatives from other Onslow County Schools and members of the Onslow County Schools staff review, analyze and provide feedback regarding the strategic plan. The Onslow County Board of Education leads our journey in school improvement by formulating a visionary mission, setting high standards for all schools and supporting school based decision making. Schools in the Jacksonville district are committed to aligning their educational programs kindergarten through twelfth grade. The district's goal is to strive for a seamless educational experience for all students to ensure they will be successful citizens once they graduate from Onslow County Schools.

Summersill Elementary School
School Improvement Team Members
2007 – 2008

Parents:

Angela Roed
Cheryl Kidd
Marsha Jewell
Niki Myers
Christina Bates
Christina Creighton
Scott Furtney
Nancy Kings
Russell LeMasters
Juaranita Briggs
Melissa Pellegrin

Staff:

Darlene Tucker
Kathleen Lester
Tammy Ingram
Kim Sandy
Gail Myer
Brenda Hensley * Chairperson
Ann Stutler
Frances Osborn
Joan Colallio

Betty Wilson
Linda Kopec

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|--|
| Stakeholder Perspective on the Quality of Education |
|--|

A local climate survey was conducted of Summersill's parents, students and staff at the end of the 2006-2007 school year. The survey reflects parental, student and teacher attitudes toward our school, teachers and administration. The survey revealed the following findings:

Parents:

Favorable:

- 94.5% of SSE parents indicated that their students feel safe at school
- 98.3% of parents indicated the school is neat and clean
- 97.63 responded that their students had been taught the rules and expectations for behavior
- 95.25% of them believed that the rules and expectations promote safety and learning
- 94.58% of parents felt welcomed, treated with respect and encouraged to come back to school

Areas of Need:

- 34.58 % gave the school an overall rating of "A"
- 84.75% felt students are well behaved
- 57.29% stated they volunteer at the school or in their child's classroom

Staff:

Favorable:

- 97.74% of SSE staff indicated they work to ensure the safety of students in common areas
- 98.5% believe the school is neat and clean
- 92.96% responded that they believe the school has high expectations for students
- 97.18% of staff feels that families who visit the school are welcomed, treated with respect and encouraged to come back

Areas of Need:

- 46.48% gave the school an overall rating of "A"
- 80.28% felt they receive sufficient support to deal with discipline problems
- 78.87% believe that students treat staff members with respect

Students:

Favorable:

98.9% of SSE students indicated they feel safe at school in the school common areas

90.3% believe the school is neat and clean

89.34% responded that the school rules promote safety and learning

Areas of Need:

31.47% gave the school an overall rating of “A”

64.98% stated they felt safe on the playground

87.72% felt that students treat each other respectfully

Regulatory Information and Assurance Statement 2007-2010

School Summersill Elementary Date Submitted September 27, 2007

1. Number of School Improvement Plan Team Members 27
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.) 100%
4. Date of note 9/24/07
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.) 51%
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

Linda Kiper

Principal's Signature

Brenda Henley

Signature, SSPT Facilitator/Chairperson

Scott Furnley

Naeny King

Juarnatta Briggs

Signature of Elected Parent Representative

Signature of Elected Parent Representative

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

ACTION PLAN

Summersill Elementary School
“Soaring Into Excellence”
2007 – 2010



MISSION

Working together as a community, Summersill Elementary’s mission is to ensure a positive, safe environment and prepare students to be globally competitive in an ever-changing society.

VISION

The vision of Summersill Elementary is to be a community of lifelong learners in which all students assume responsibility for their learning.

BELIEFS

All students can learn.

Every child is a unique individual with special gifts and talents.

Teachers, staff and administration have a commitment to lifelong learning.

Class environments should inspire learning.

Teachers, staff and administration are a voice for the children to ensure their everyday needs are addressed.

Staff members are continually reviewing data to design instruction to reach the diverse needs of all learners where they may excel above their expected growth.

A variety of instructional strategies should meet the needs of diverse learners and further the education of the whole child.

OCS Goal # _1_: Summersill students will be globally competitive through the mastery of a rigorous and relevant curriculum

Strategy: A. Expand learning opportunities through a consistently focused curriculum utilizing inquiry-based instruction where every student excels in a rigorous and relevant learning environment

Desired Results:

*Students in grades K – 5 demonstrate proficiency in each state-required assessment

*Students demonstrate skills in the use and

Measures:

K – 5 assessments

EOGs/Writing Tests

9 week assessments

OCS Goal # _1_: Summersill students will be globally competitive through the mastery of a rigorous and relevant curriculum

| | |
|---------------------------|---|
| application of technology | Math Profiles – K - 5 Orchard Data Acc Math Data Staff development rosters |
|---------------------------|---|

- Processes:
1. Implement “Empowering Writers” Program
 2. Continue implementation of Lucy Caulkin’s Writing Resources
 3. Explore implementation of AVID at 5th grade
 4. Implement the IMPACT Model
 5. Attendance at the NC Math Conference
 6. Explore use of Ipods in the classroom
 7. Curriculum mapping K – 5
 8. Continue participation in Teachers’ Academy
 9. Review and expand implementation of Workshop model for Reading, Math and Writing
 10. Teacher observations of “model literacy classrooms”
 11. Provide staff development on assessments and benchmarking
 12. Provide opportunities for Latin training for AIG cluster group teachers
 13. Provide opportunity for 5th grade students to participate in orchestra
 14. ESL students requiring services will be served by ESL tutors
 15. Administrators and staff will participate in World View/LEARN NC sponsored workshops
 16. Explore epals program
 17. Provide opportunities for staff and students to become multi-culturally competent and to develop the skills to make global connections with the world
 18. Explore foreign language programs for students
 19. Partner with local colleges and universities for student visits
 20. Explore IB collaboration with NWPMS
 21. Provide staff development in inquiry-based learning, learning styles and student goal-setting
 22. Purchase and provide training for the Teacher’s Desk Reference

Resources:

Staff development/Workshops
 Flexible scheduling for data desegregation
 Technology training (Promethean boards, Ipods)
 World View/LEARN NC
 Teacher’s Desk Reference

End of year Annual Review, Results, Next Steps

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| Summarize your results. Show trends. Were improvements made? | What are the areas for improvement? What will you do differently the next time? |
| 2007-2008 | Next steps |

OCS Goal # _1_: Summersill students will be globally competitive through the mastery of a rigorous and relevant curriculum

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OCS Goal # _1_: Summersill students will be globally competitive through the mastery of a rigorous and relevant curriculum

Strategy: B. Identified subgroups of students with needs for achieving growth will receive specialized instruction and remediation at appropriate levels

Desired Results:
All at-risk students (EC, Title 1, Black males) will achieve proficiency on all state assessments.

Measures:
PEPs
IEPs
K – 5 Assessments
EOGs/Writing tests

- Processes:**
1. Title 1 teachers will implement the Onslow County 1st Grade Reading Initiative
 2. EC, Title 1 and AIG teachers will utilize the Inclusion model
 3. Provide training with Hear Our Cry: Boys in Crisis
 4. Implement benchmarking for grades K – 5
 5. Conduct Parent workshops on helping with homework, understanding the curriculum, and other areas of interest
 6. Study/Explore supplemental reading and math programs (i.e. Reading A – Z, Timez Attack)
 7. Utilize Literacy Specialist and Technology Specialist to enhance services
 8. Implement Touch Math program in EC Program
 9. Provide tutoring before and after school for remediation

OCS Goal # _1_: Summersill students will be globally competitive through the mastery of a rigorous and relevant curriculum

- 10. Explore purchase of Education City
- 11. Utilize II Team to provide intervention strategies for at risk students

Resources:

- Purchase materials for staff development
- Purchase supplemental materials
- Purchase Touch Math program
- Staff development on benchmarking
- Hire Tutors
- Use of effective scheduling for inclusion/pull-out services
- II Team

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?

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

2007-2008

Next steps

OCS Goal # _2_: Summersill Elementary School and students will be led by creative, passionate, and technology skilled professionals

Strategy: Create, support and encourage a workplace in which the staff members are dedicated to continuous professional growth in order to meet the demands of a progressive and technology based society

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| <p>Desired Results:</p> <ul style="list-style-type: none"> * Evaluations of employees are conducted according to state and Federal guidelines * Morale is increased in the workplace * Employee attrition rate decreases * Decrease in number of employee absences (baseline – 365 in 2006-2007) * Maintain and encourage highly qualified staff to continue personal learning and achievement * Master teachers will provide support for beginning teachers * Each student has access to personalized learning and to qualified, caring adults | <p>Measures:</p> <ul style="list-style-type: none"> Teacher Working Conditions Survey End of Year BT Survey Rate of employee absenteeism Rate of employee attrition Climate Surveys Staff Development Reports Orientation and Mentor Logs Staff Meeting Agendas Informal Staff Surveys IGP Completion CWT Data |
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- Processes:
1. Monthly BT/Mentor Meetings
 2. NTLB Club/Walking Club
 3. Increase number of mentors and teachers trained in TPAI
 4. Staff Recognition Program
 5. Share best practices at staff meetings
 6. Provide a minimum of 5 hours a week of planning time
 7. Utilize community builders at staff meetings
 8. Weekly checkups with staff by administration
 9. Encourage staff members to participate in staff development opportunities (i.e. Teacher Academy, Elementary Institute, etc.)

OCS Goal # _2_: Summersill Elementary School and students will be led by creative, passionate, and technology skilled professionals

11. Encourage teachers to pursue higher education and NBCT certification
12. Provide staff development opportunities for classified staff
13. IGPs will be developed based upon relevant school data/teacher interests
14. Grade Levels will host a monthly breakfast (Fabulous Fridays)
15. Participate in the Flu Shot Program and other Employee Health Programs
16. Staff members will participate in and support various charities (Red Cross, Relay for Life, United Way, Christmas Cheer, etc)
17. Implement CWT Model
18. The Technology Facilitator will provide training in Promethean Board, Report Card Maker and Grade Book to all classroom teachers
19. Increase the number of teacher webpages
20. The Technology Facilitator will provide training to all classified staff on the Electronic Timecard
21. Provide training for and implementation of United Streaming
22. Implement use of IPODs in instruction
23. Investigate a parent tutorial for upcoming assignments on school website
24. Explore possibility of emailing parents progress and report cards
25. Develop a teacher rating scale for parents

Resources:

Funding for staff recognition program
 Funding for supplies/materials for meetings
 Staff development funding
 Technology Facilitator
 IT Staff

End of year Annual Review, Results, Next Steps

Summarize your results. Show trends. Were improvements made?

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

2007-2008

Next steps

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| OCS Goal # _3_: Summersill students will learn in a safe environment to be civil, healthy and productive citizens | |
| Strategy: A. Implement, monitor and evaluate programs to ensure healthy choices by all students | |
| Desired Results: * All students will participate in a minimum of 150 minutes of physical activity on a weekly basis * Increase number of students passing physical fitness assessments *Reduce number of incidents of student tobacco, alcohol and drug use | Measures: School climate surveys SIMS Attendance data Physical Fitness report |
| Processes: 1. Promote the selection of nutritious food choices in accordance with state nutritional standards 2. Begin SAVE (Students Against Violence Everywhere) Chapter 3. Provide resources for physical activities 4. Monitor student attendance data 5. Provide lessons on healthy choices/decision making/drug education to all students 6. Continue school health and wellness program 7. Implement Conflict Manager Program for 4 th /5 th grade students 8. Provide instruction to students so they are able to solve problems collaboratively with individuals from diverse cultures | |
| Resources: Funding and materials for SAVE Chapter Guidance resources Materials and supplies for physical activity Incentives for school health and wellness program DARE/Officer Friendly Community Guest Speakers | |
| End of year Annual Review, Results, Next Steps | |
| Summarize your results. Show trends. Were improvements made? | What are the areas for improvement? What will you do differently the next time? |
| 2007-2008 | Next steps |

OCS Goal # 3: Summersill students will learn in a safe environment to be civil, healthy and productive citizens

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| OCS Goal # _3_: Summersill students will learn in a safe environment to be civil, healthy and productive citizens | |
| Strategy: B. Develop and implement policies, procedures and programs to provide for the safety and well being of all students | |
| <p>Desired Results:</p> <ul style="list-style-type: none"> * Decrease in the number of students referred for discipline * Decrease number of out-of-school suspensions * Decrease the number of tardies, early check-outs, and absences * Increase in number of students, parents and staff feeling safe at school * Meet all safe school audit criteria | <p>Measures:</p> <ul style="list-style-type: none"> Safe Schools Audit data Monthly discipline reports School Climate Surveys SIMS Attendance Reports Staff development rosters |
| <p>Processes:</p> <ol style="list-style-type: none"> 1. Implement CHAMPS program 2. Monitor school-wide/common-area procedures and evaluate for effectiveness 3. Provide lessons on character education 4. Provide monthly recognition programs (academic, character, art, music, P.E., and most effort) 5. Annual review of crisis plan 6. Conduct school drills (Fall and Spring) – Lock Down, Shelter in Place, etc. 7. Provide ParaPro training for classified personnel 8. Staff will participate in CPR, First Aid, Diabetes, Seizure, and CPI Training 9. Purchase more walkie-talkies for classrooms 10. Coordinate with district Safety Officer, Safe Schools Coordinator and Sheriff’s Dept. for campus safety evaluation | |
| <p>Resources:</p> <p>Staff development Collaboration with sheriff’s department for drills Purchase materials for character education Purchase CHAMPS materials Incentives/Awards for incentive program</p> | |
| End of year Annual Review, Results, Next Steps | |
| Summarize your results. Show trends. Were improvements made? | What are the areas for improvement? What will you do differently the next time? |
| 2007-2008 | Next steps |

OCS Goal # _3_: Summersill students will learn in a safe environment to be civil, healthy and productive citizens

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OCS Goal # 4 : Leadership will foster innovation in Summersill Elementary School in cooperation with families and community partners

Strategy: Develop and implement programs/procedures to encourage parental and community involvement that focus on continuous school improvement

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| <p>Desired Results:</p> <ul style="list-style-type: none"> * Each student is actively engaged in learning and is connected to the school and the broader community * Increase number of school volunteers * Survey results indicate satisfaction with school leadership * Parents/Guardians have a minimum of 2 teacher initiated contacts annually * Increase collaboration with parents, businesses, educational institutions and other civic organizations * Increase PTO membership | <p>Measures:</p> <ul style="list-style-type: none"> Volunteer Log Parent Sign-In/Conference Sheets BASES reports Climate Survey Data UNC-W/CCCC/ECU contacts |
|---|---|

- Processes:
1. Establish a Neighbor Community Watch
 2. Develop a pen-pal/visitation program with local seniors
 3. Design a Career Day Program
 4. Provide Curricular themed Family Nights
 5. Parental workshops will be provided based on a parental survey of needs
 6. Continue partnership with UNC-W/ECU and CCCC
 7. Develop partnerships with local businesses
 8. Apply for Bright Ideas and other Grants
 9. Invite Community Guest Speakers to support Curriculum
 10. Publish a monthly parent newsletter (class and school-wide)
 11. Continue annual Veterans Day program
 12. Explore and encourage the implementation of home visits
 13. Use of Alert Now system to communicate regularly with parents
 14. Implement 5th grade notebooks
 15. Use of email and E-connect Program to communicate with parents and other community partners
 16. Partner with local colleges and universities for student visits

Resources:

- Funding for parent workshop/Family Night materials
- Funding for refreshments
- Funding for stamps/materials for Pen-Pal program
- Copying expenses
- Bright Ideas and other Grants
- Teacher Cadets
- Weekly Folders

End of year Annual Review, Results, Next Steps

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| <p>Summarize your results. Show trends. Were improvements made?</p> | <p>What are the areas for improvement? What will you do differently the next time?</p> |
| <p>2007-2008</p> | <p>Next steps</p> |

OCS Goal # _4_: Leadership will foster innovation in Summersill Elementary School in cooperation with families and community partners

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OCS Goal # _5_: Summersill Elementary School will be supported by effective and efficient systems

Strategy: A. Involve all personnel in providing a safe, clean and orderly learning environment

OCS Goal # _5_: Summersill Elementary School will be supported by effective and efficient systems

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| <p>Desired Results: * Meet or exceed standards on Onslow Co School Custodial Inspection Form, Fire Inspection, and Playground Safety Inspections * Maintain Grade "A" in the cafeteria</p> | <p>Measures: Inspection Data Climate Survey Data Meeting Agendas</p> |
|--|---|

- Processes:
1. Conduct regularly scheduled meetings with custodial staff
 2. Familiarize all staff members with OCS Custodial Checklist
 3. Articulate with the cafeteria supervisor
 4. Teachers and students provide a "clutter-free" room
 5. Honor a "Classroom of the Week" to be selected by custodial staff

Resources:
 OCS Maintenance Dept
 OCS Food Services Dept
 Safety Officer/Fire Marshall
 Custodial Staff
 Bulletin Board for Classroom of the Week

End of year Annual Review, Results, Next Steps

| Summarize your results. Show trends. Were improvements made? | What are the areas for improvement? What will you do differently the next time? |
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| 2007-2008 | Next steps |

OCS Goal # _5_: Summersill Elementary School will be supported by effective and efficient systems

Strategy: B. Implement and promote stronger inter- and intra-departmental communication

OCS Goal # _5_: Summersill Elementary School will be supported by effective and efficient systems

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| <p>Desired Results: * Increase efficiency of work orders * Increase effective communication between all staff</p> | <p>Measures: Work Order Logs Climate Survey data Custodial Notebook</p> |
|---|--|

- Processes:
1. Utilize IT Repair Forms
 2. Designate a central person for work-order requests and disseminate information to staff
 3. Establish a custodial work request notebook
 4. Collaborate with IT Dept to make United Streaming more accessible for all classrooms
 5. Provide at least five hours of planning per week with at least one duty free lunch period
 6. Increase use of Public Folders
 7. Develop and maintain a school-wide Master Calendar through Microsoft Outlook

Resources:
 IT Department
 OCS Maintenance Dept
 Custodial Staff
 Funding for Aver keys

End of year Annual Review, Results, Next Steps

| 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> | <p>Next steps</p> |



2007 - 2008 Projected Budget



Summersill Elementary School Strategic Plan 2007 - 2008 Budget

Goal #: 1

A: Expand learning opportunities through a consistently focused curriculum utilizing inquiry-based instruction where every student excels in a rigorous and relevant learning environment

| Items for Purchase | Budgeted Amount | Source of Funding | Purpose |
|----------------------------|------------------------|--------------------------|------------------------------------|
| NC Math Conference | \$400.00 | Professional Development | Teachers learn new math strategies |
| Promethean Boards | \$24,000 | Instructional Supplies | Teacher strategies/Technology |
| Empowering Writers Program | \$400.00 | At Risk | New writing program K - 5 |

B: Identified subgroups of students with needs for achieving growth will receive specialized instruction and remediation at appropriate levels

| Items for Purchase | Budgeted Amount | Source of Funding | Purpose |
|------------------------------|------------------------|--------------------------|-----------------------------------|
| Hear Our Cry: Boys in Crisis | \$300.00 | Professional Development | Teacher staff development |
| Tutors | \$8000.00 | Accountability | Provide remediation |
| Parent Workshop materials | \$200.00 | Low Wealth | Inform parents on circular issues |
| Touch Math materials | \$300.00 | Accountability | Tool for classroom instruction |

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|-------------------------|-----------|---------|---|
| Orchard Program renewal | \$2000.00 | At Risk | Computer program to enhance instruction |
|-------------------------|-----------|---------|---|

Goal 2: Creative, passionate, and technologically skilled professionals

Create, support and encourage a workplace in which the staff members are dedicated to continuous professional growth in order to meets the demands of a progressive and technology-based society

| Items for Purchase | Budgeted Amount | Source of Funding | Purpose |
|--------------------------------|------------------------|--------------------------|--|
| Staff Recognition Products | \$300.00 | Instructional Supplies | Provide support and recognition to staff |
| NC Educational Tools Materials | \$1000.00 | Instructional Supplies | Provide materials to enhance classroom instruction and encourage the development of higher order thinking skills |
| Staff Development Materials | \$500.00 | Professional Development | Provide on-site staff development |
| LCD Projectors | 1500.00 | Instructional Supplies | Provide materials to enhance classroom instruction |
| Mimio Technology | 1200.00 | Instructional Supplies | Provide materials to enhance classroom instruction |

Goal 3: Civil, healthy, and productive citizens

A: Implement, monitor and evaluate programs to ensure healthy choices by all students

| Items for Purchase | Budgeted Amount | Source of Funding | Purpose |
|-----------------------------|------------------------|--------------------------|--|
| SAVE Materials | \$250.00 | Safe Schools | Begin a SAVE chapter |
| Guidance Materials | \$500.00 | Instructional Supplies | Provide resources to classroom teachers and school counselor |
| Physical Activity Resources | \$200.00 | Low Wealth | Provide resources to teachers for physical activities |

B: Develop and implement policies, procedures and programs to provide for the safety and well being of all students

| | | | |
|------------------------|----------|------------------------|---|
| CHAMPS books | \$300.00 | Safe Schools | Provide classroom resources to teachers |
| Character Ed Materials | \$200.00 | Instructional Supplies | Counselor resource |

Goal 4: Leadership will foster innovation

Develop and implement programs and procedures to encourage parental and community involvement that focuses on continuous school improvement

| Items for Purchase | Budgeted Amount | Source of Funding | Purpose |
|---------------------------------|------------------------|--------------------------|--|
| Parent Workshop/Family Nights | \$300.00 | Low Wealth | Provide services to parents |
| Pen Pal Program Supplies | \$100.00 | Instructional Supplies | Community Outreach |
| 5 th Grade Notebooks | \$250.00 | At Risk | Provide communication tool for parents/teachers/students |

Goal 5: Effective and efficient systems

Implement and promote stronger inter and intra departmental communication

| Items for Purchase | Budgeted Amount | Source of Funding | Purpose |
|------------------------------|------------------------|--------------------------|--|
| Recognition Program Supplies | \$300.00 | Low Wealth | Promote safety |
| AVER Keys | \$1000.00 | Instructional Supplies | Teacher resource for technology in the classroom |

