

**Our Story Starts Here...**



**“A Great Place to Learn”**

**Awesome Staff, Awesome Results!**

Kristie Bracy, Principal  
Ryan Reagle, Assistant Principal

## Principal's Message

We welcome you to Silverdale Elementary School where our mission is, "Leading Today for Tomorrow's Future". It is our pleasure to serve our children as we strive to help each child achieve success academically and socially as we take pride in doing so by utilizing the 7 Habits of Highly Effective People as our tool for creating leaders in our community. We are committed to providing a strong foundation comprised of academic, interpersonal, and technological skills that will enable all students to be college and career ready. We continue to provide the highest quality education that our students deserve.

Our thoughtful educators are a professional learning community who collaborate, reflect, adapt, and focus their efforts to increase student achievement and success. Differentiated teaching and learning target student needs and will promote increased performance. Staff development is guided by our school improvement plan which targets identified needs in reading, math, and science. Consistent review of data, "teachers talking to teachers about teaching and learning," best instructional practices, as well as efforts to strengthen parent and community involvement, are reflective of our continued growth. Our highly qualified staff is committed to helping each student reach his or her potential by providing exemplary instruction and strong leadership. An emphasis on relevant and engaging learning opportunities, which are differentiated and based upon the strengths and needs of the individual student, is at the center of instruction.

As a Title I school we have additional resources and programs to provide support for student achievement. Teacher specialists to include: Literacy Coach, Instructional Coach, Digital Learning Facilitator and AIG Specialists that work together as an Instructional Support Team. Additional programs include, *Covey Leader in Me* and a daily habit time and are working toward an intervention block that includes individualized programs that foster academic success providing appropriate levels of challenge for students at all levels. We offer access to one computer lab and several mobile classroom computer carts, as well as, participation in the district 1:1 initiatives. The identified additional resources and programs are integral to our school's effectiveness in meeting children's needs.

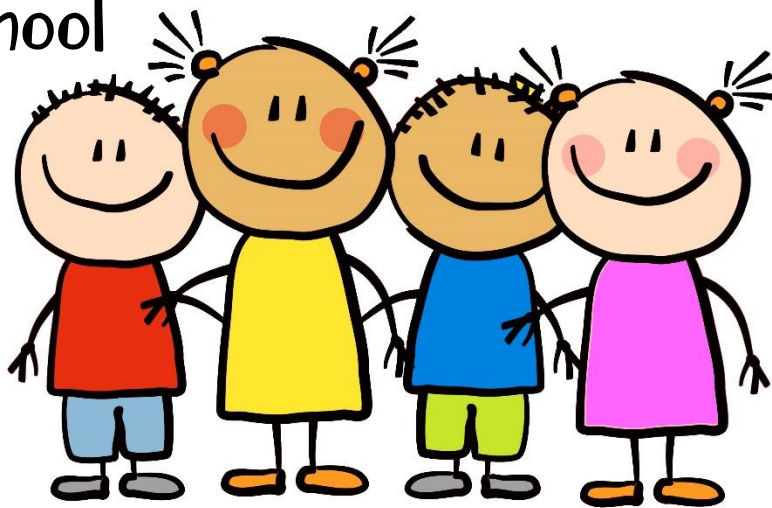
Silverdale's achievements are a result of the dedication and commitment toward teaching and learning. Our success is reflected in our recent recognition as a 2015 Covey Leader in Me Lighthouse School of Excellence. It is our goal to continue our upward growth and increased student achievement. In order to support our initiatives for continuing to create 21st century leaders our staff is committed to rigorous professional development and engagement of school level leadership action teams and PLCs. Continuous quality improvement tools and processes will support the ongoing execution, monitoring, and evaluation of our overall growth.

Silverdale Leaders are Lighting the Way,  
*Kristie Bracy, Principal*  
*Ryan Reagle, Assistant Principal*

# Silverdale Elementary School

# STRATEGIC

# PLAN 2015-2018



## Purpose

"Leading Today for Tomorrow's Future"

Be a Leader that is kind, safe and responsible the choice is yours!"

## Vision

Engaging Minds, Empowering Futures

## Mission

Providing quality teaching and learning focused on preparing leaders with the knowledge, skills and confidence to become a productive and responsible citizen.

## Motto

"A Great Place to Learn"

## Values

### High Performance

Working efficiently and effectively, with high expectations of each other, our instructional practices and our students.

### Connections

Creating positive experiences for children, students, and families through enabling choice, being responsible and caring as well as providing leadership opportunities among all.

### Innovation

Recognizing and cultivating innovation for improved outcomes.

### Accountability

Promoting evidence informed decision making, transparency and accountability.

### Our Students

Developing and empowering our student leaders through relationships based on trust, respect and valuing diversity.

## Strategic Goals

Every student at Silverdale Elementary School has a personalized education and works toward graduating from high school prepared for work, further education and citizenship as a 21<sup>st</sup> century leader.

Every student at Silverdale Elementary School has excellent educators, every day.

Silverdale Elementary school has up to date, effective, and efficient financial, business, and technology systems to serve its students, parents and educators.

Every student at Silverdale Elementary School is healthy, safe, and responsible.



**Awesome Staff, Awesome Results!**



## SDE Strategic Planning Team

### School Administrators

Kristie Bracy, Principal

Ryan Reagle, Assistant Principal

### Strategic Planning Team

Bobbie Wedemann, Chairperson

Jennifer Sierra, Kindergarten

Kristen Markle, First Grade

Dawn Cowart, Second Grade

Lindsey Link, Third Grade

Rachel Swisher, Fourth Grade

Barbara Colley, Fifth Grade

Kim Collins, Teacher Assistant

Carrie Meadows, Media Specialist/ENCORE

Lauren Patterson, Exceptional Children's

Vanessa Evans, Parent

Abbie Goins, Parent



# Silverdale Elementary

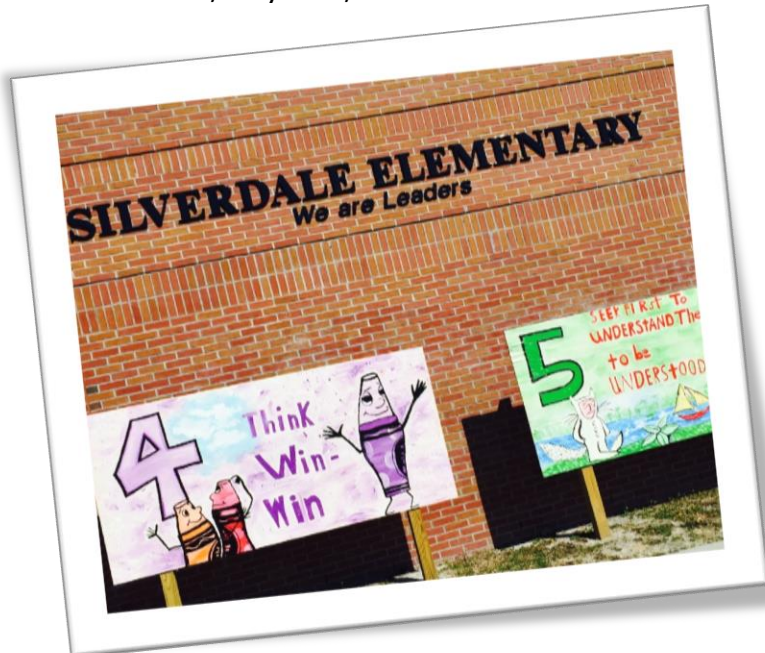
## PROFILE

2015-16

541 Smith Road, Maysville, NC 28555

910-326-5146

<http://silverdale.nc.oce.schoolinsites.com>



## School Characteristics

- Recognized as a Leader in Me Lighthouse School
- Implement the 7 Habits of Highly Effective People
- Families are federally connected as we are located near a major military base
- Title I School-wide
- Total Enrollment is 450 students
- 32 full time certified staff are employed
- One school principal and one assistant principal
- 19 K-5 teachers
- Encore Team to include: Art, Music, PE, Mandarin Chinese & Media teachers
- 2 Exceptional Children's teachers
- 1 School Counselor
- 2 Title I teachers
- Instructional Support Team is shared with another campus to include: Literacy Coach, Instructional Coach, Digital Learning Facilitator & AIG Specialists
- 1 Social Worker and EC Coach shared with additional campus' in OCS
- 6 Teacher Assistants & 1 EC Teacher Assistant
- 3 Custodians
- 1 Military Liaison Counselor
- 2 National Board Certified Teachers

## — FAST FACTS —

**Facility Opened:** 1954

**School Capacity:** 612

**Total Enrollment (K-5):** 450

**Males:** 53.4%

**Females:** 46.5%

### **Ethnicity:**

American Indian/Alaskan < 1%

Asian < 1%

Black/African American 15%

Hawaiian/Pacific Islander < 1%

Hispanic/Latino 11%

White 64%

Two or more races 9%

**Federally Connected:** 37%

### **Students Receiving Special Services:**

Free/Reduced Lunch 46%

Special Education 9%

Title I: School-wide

# Instructional Practices

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- Instruction practices align with Common Core and Standard Division Documents
- Assessments: End of Grade Tests, K-2 Assessments, District Assessment
- Technology on campus consist of: Smartboards, ELMO, net books, COW's (computers on wheels), 1:1 District Technology Initiative, wireless capabilities, one computer lab, and staff have a personal district laptop
- Leader in Me Learning Tools: *Thinking Maps*
- Student Data/Leadership Notebooks
- School-wide Literacy Plan Implementation
- Guided Reading
- Daily 5 & CAFÉ
- Daily Vocabulary: Critical Verbs & Nouns
- Reading Recovery
- Number Talk
- AVID
- Discovery Education
- Quantiles
- DEW – Drop Everything & Write
- EDMODO
- USA Test Prep
- Office 365
- Technology Programs: Moby Max, Ten Marks, Go Noodle, Raz-Kids, Class DOJO, Pebble Go, Tumble Books, Remind Message, & Destiny
- Staff Lighthouse Team & Strategic Planning
- Leadership Action Teams follow tenants of Lighthouse Requirements
- MTSS
- Professional Learning Communities among staff
- Academic Derby
- Science Olympiad
- Elementary National Honor Society
- Civic Oration
- DARE Program
- Chinese Partnership

## Additional Resources & Practices

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- Student Lighthouse Team
- Drug Prevention: Red Ribbon Week
- GOTR
- STRIDE
- Service Learning Projects
- Active PTO
- Interactive Website for volunteers: Volunteer Spot
- Community Partnerships with various churches & HEM
- Weekend Backpacks Food Program for students in need
- Safe and Civil Schools Team



# Achievement Data

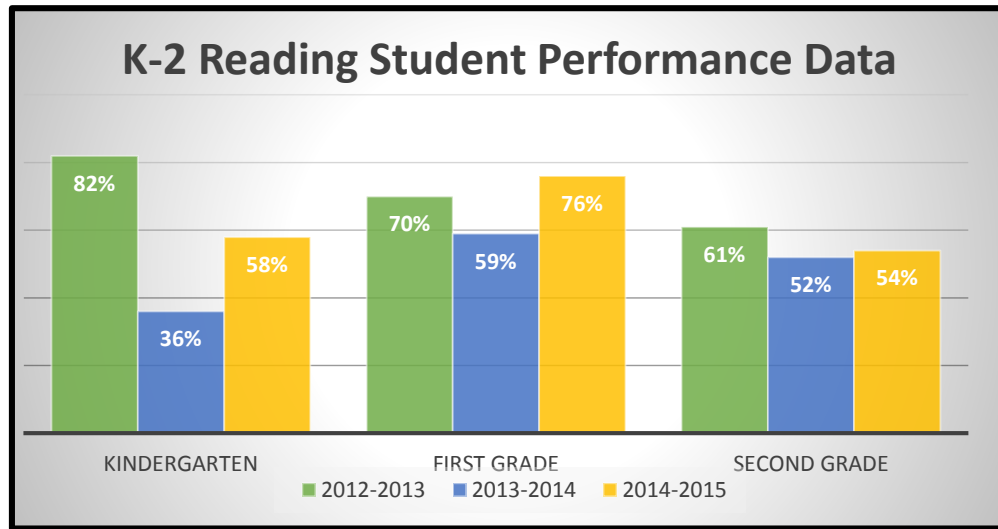
## **Overview:**

Student performance data, student and community demographic data, school characteristics

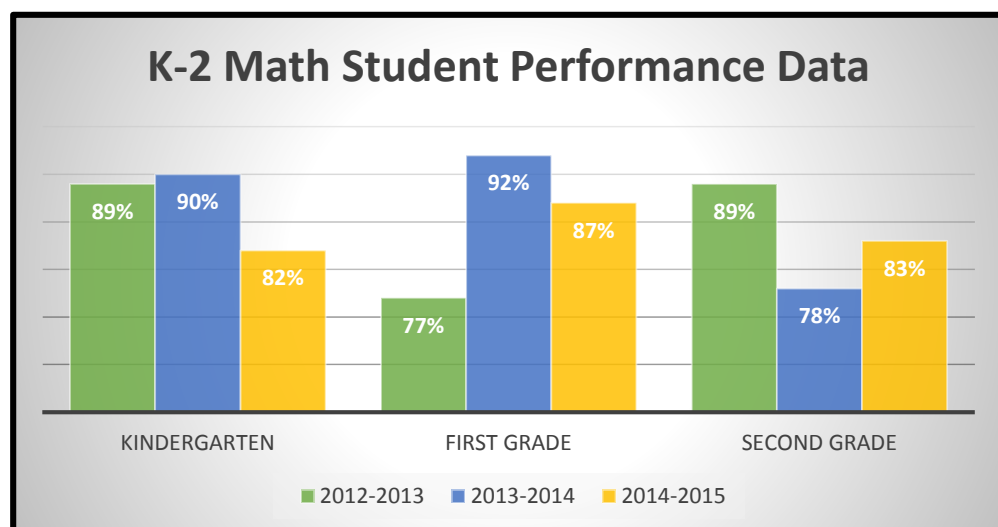
## **K-2 Student Performance Data**

In Onslow County, students in grades kindergarten through second are required to participate in K-2 state assessments to determine if they are performing at grade level. The assessments measure students learning in reading and mathematics.

*K-2 Reading performance data indicates a percentage of students on grade level to be: Kindergarten 58%, First Grade 76%, and Second Grade 54%. Data specifies that there was an increase in proficiency of all K-2 students from the previous year. However, we are challenged with the task of increasing reading performance by the end of second grade.*



*K-2 Math performance data indicates a percentage of students on grade level to be: Kindergarten 82%, First Grade 87%, and Second Grade 83%. Data specifies that there was a decrease in proficiency of all K-2 students from the previous year. Therefore, we are challenged with the task of continuing to increase math performance by the end of second grade.*



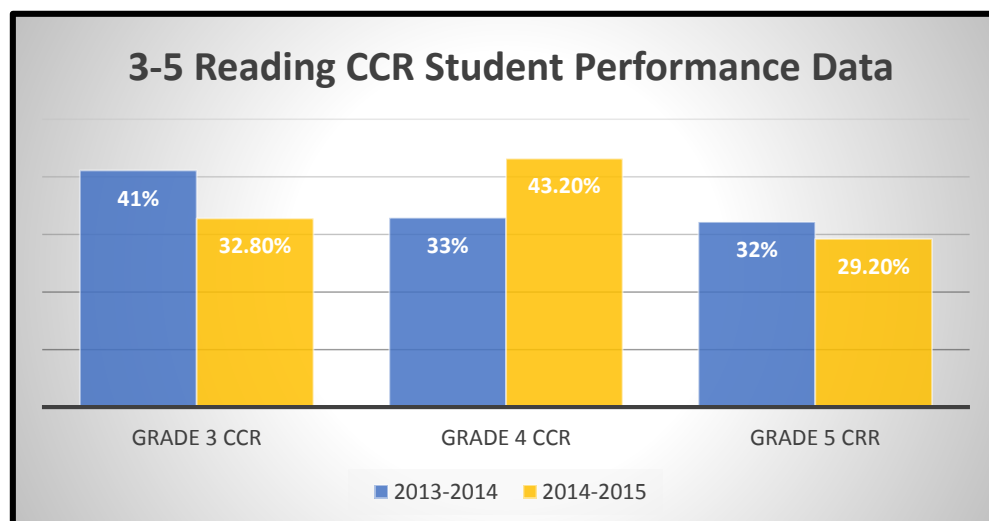
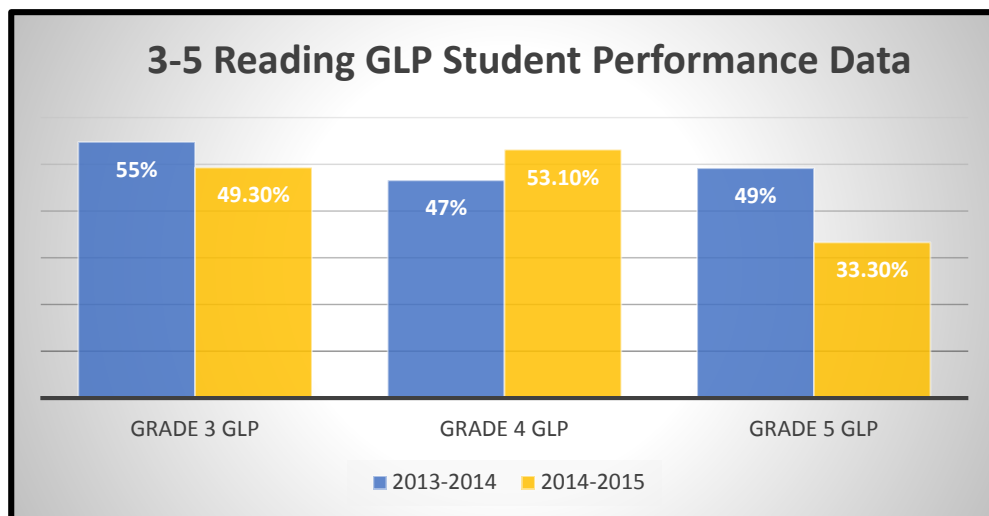
# Achievement Data

## **3-5 Student Performance Data**

In grades 3-5, district and state-wide curriculum based achievement tests are administered to measure student learning in reading, mathematics and 5<sup>th</sup> grade science. End of Grade assessments (EOG) are for the purpose of determining if students in grades 3-5 are performing with grade level proficiency (GLP) and college and career ready (CCR).

*3-5 Reading performance data indicates a percentage of students meeting GLP - grade level proficiency to be: Third Grade 49%, Fourth Grade 53%, and Fifth Grade 33%. Students meeting CCR- college career ready to be: Third Grade 32%, Fourth Grade 43%, and Fifth Grade 29%.*

*Data specifies that there was a drop in reading performance among all 3<sup>rd</sup> & 5<sup>th</sup> students, however, fourth grade showed gains. Our challenge is to increase our overall reading performance and CCR performance rate.*

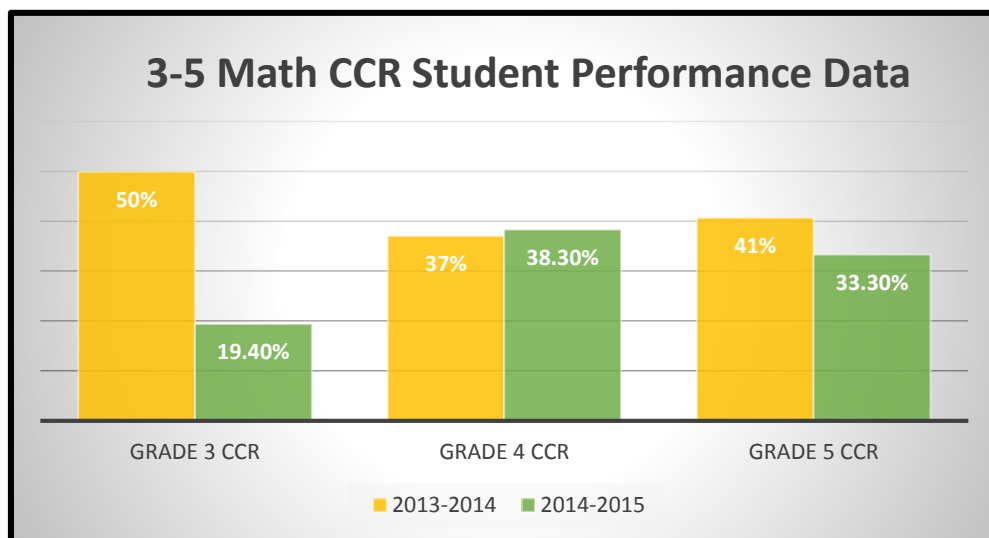
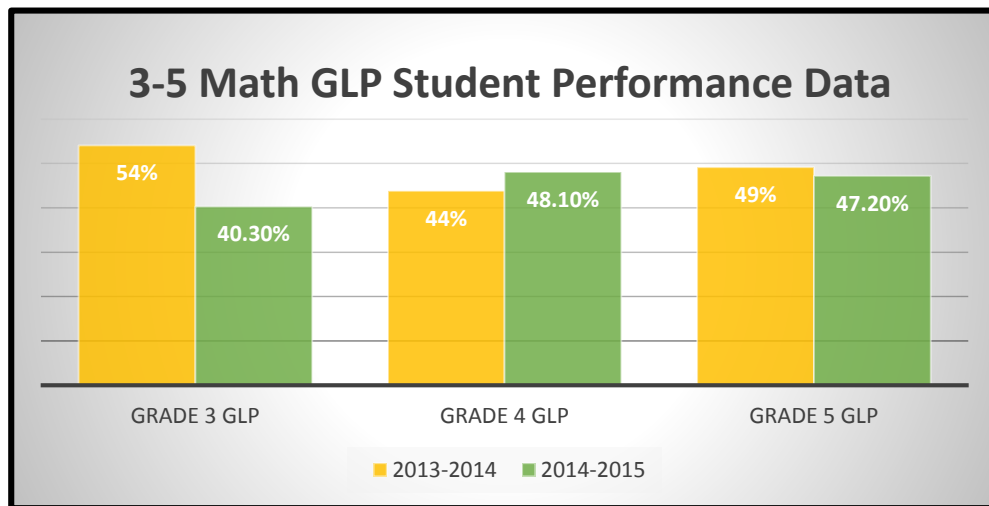




# Achievement Data

*3-5 Math performance data indicates a percentage of students meeting GLP - grade level proficiency to be: Third Grade 40%, Fourth Grade 48%, and Fifth Grade 47%. Students meeting CCR- college career ready to be: Third Grade 19%, Fourth Grade 38%, and Fifth Grade 33%.*

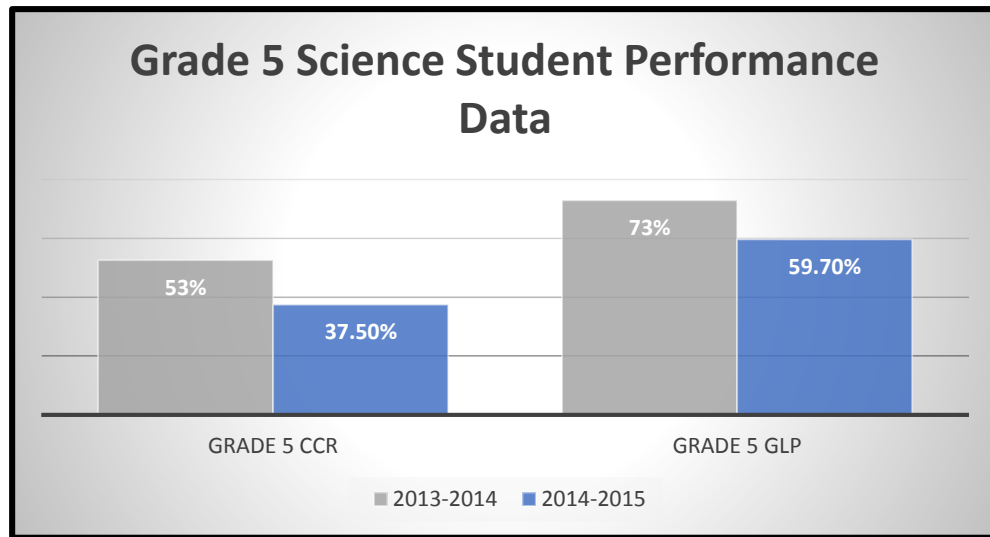
*Data specifies that there was a drop in math performance among third and fifth graders, however, fourth grade showed gains. Our challenge is to increase our overall math performance and CCR performance rate.*



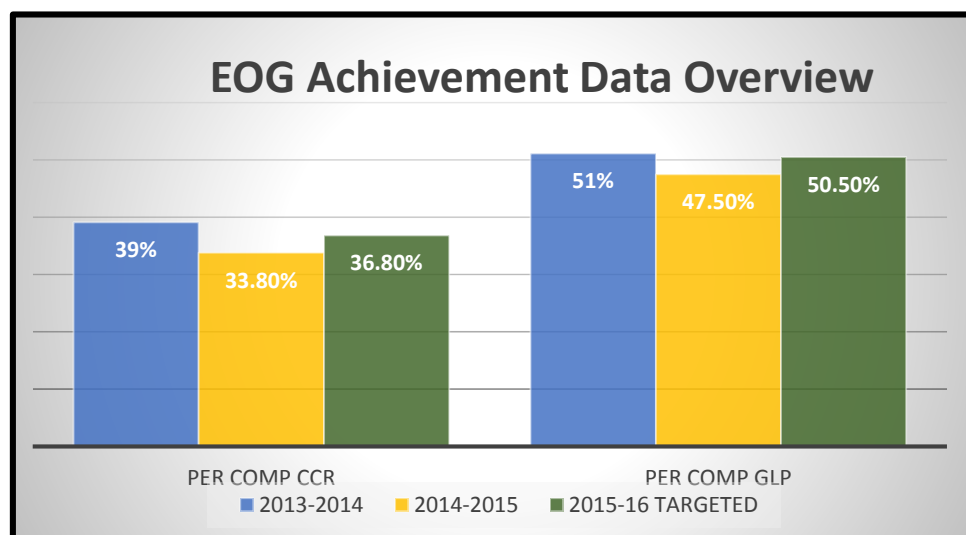
# Achievement Data

*Fifth grade Science performance data indicates a percentage of students meeting GLP - grade level proficiency to be: 59% and students meeting CCR- college career ready to be: 37%*

*Data specifies that there was a drop in overall performance. Our challenge is to increase our overall science proficiency and CCR performance rate.*



## EOG Achievement Data Overview



2014-2015 MET GROWTH

2013-2014 EXCEEDS GROWTH

## **Analysis of Performance Data**

While our performance data did not meet our expectations, we remain committed to improving our overall school performance with a focus on school performance and school growth.

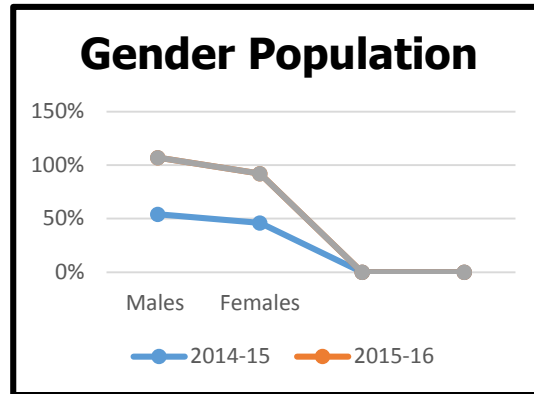
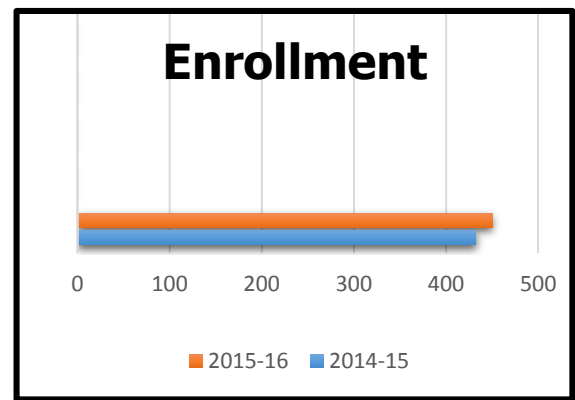
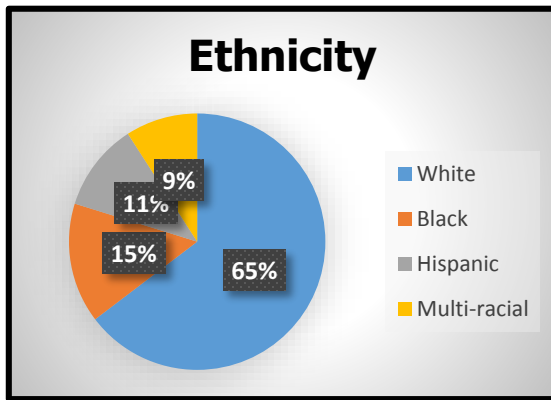
We see the need to continue to offer professional staff development to our teachers in differentiating instruction and will narrow the focus this year with PD to increase the frequency of guided reading and small flexible group instructional practices. We believe that improving our school-wide balanced literacy program will show positive results in the long-term for our students. We continue to work at improving our students' math and problem-solving skills, emphasizing real-life applications that will allow students to make a greater connection to the content and thus become more adept problem-solvers as they progress to the middle and high school levels.

Teachers will participate in extended learning opportunities as a collaborative effort toward improving teaching skills and the academic performance of students. Common learning among colleagues within grade level PLC's will be facilitated by the Instructional Support Team and Administration to analyze formative and summative assessment data in order to plan instruction that will meet individual student needs and be reflected in small group learning. This will also be an opportunity to ensure those students who are at risk are receiving the additional support to meet each student's individual needs and plan differentiated instruction to support all tiers of students.

It is our goal to demonstrate an increase of all subgroups in Math, Science and ELA with at least three points of accountability indicators on district and state assessments for improving school performance grade and school growth score.

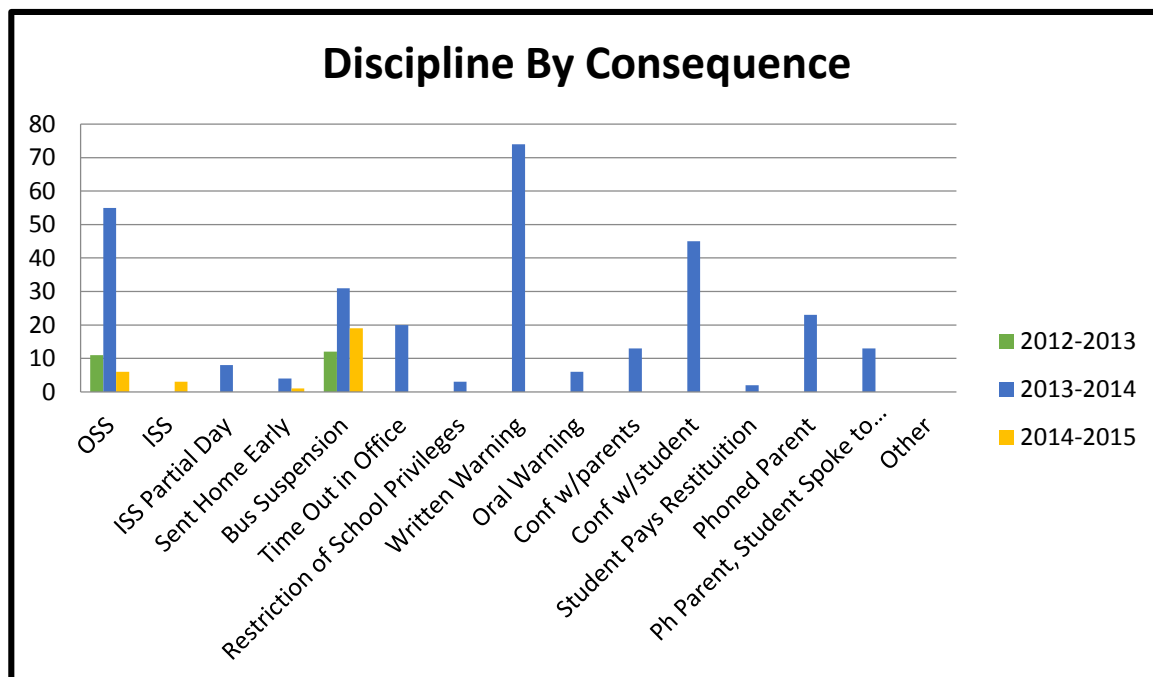
## **Student Demographics**

Total enrollment for Silverdale Elementary school is 450 with an increase from previous year at 432 students. The male population is 53.4% and the female population is 46.5%. Currently our student population includes, 64% white, 15% black, 11% Hispanic, and 9% multi-racial. Of the students attending Silverdale, 46% live at or below the poverty level as calculated by free and reduced lunch status. Federally connected population rate is 37%.

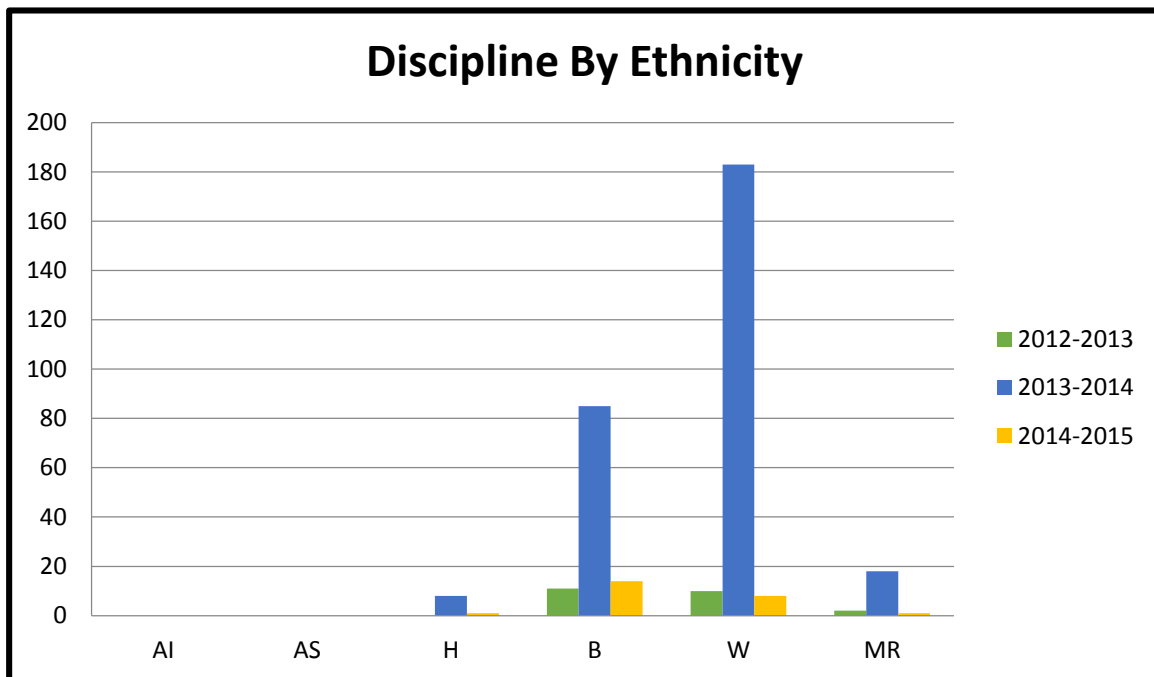


## Student Behavior Data

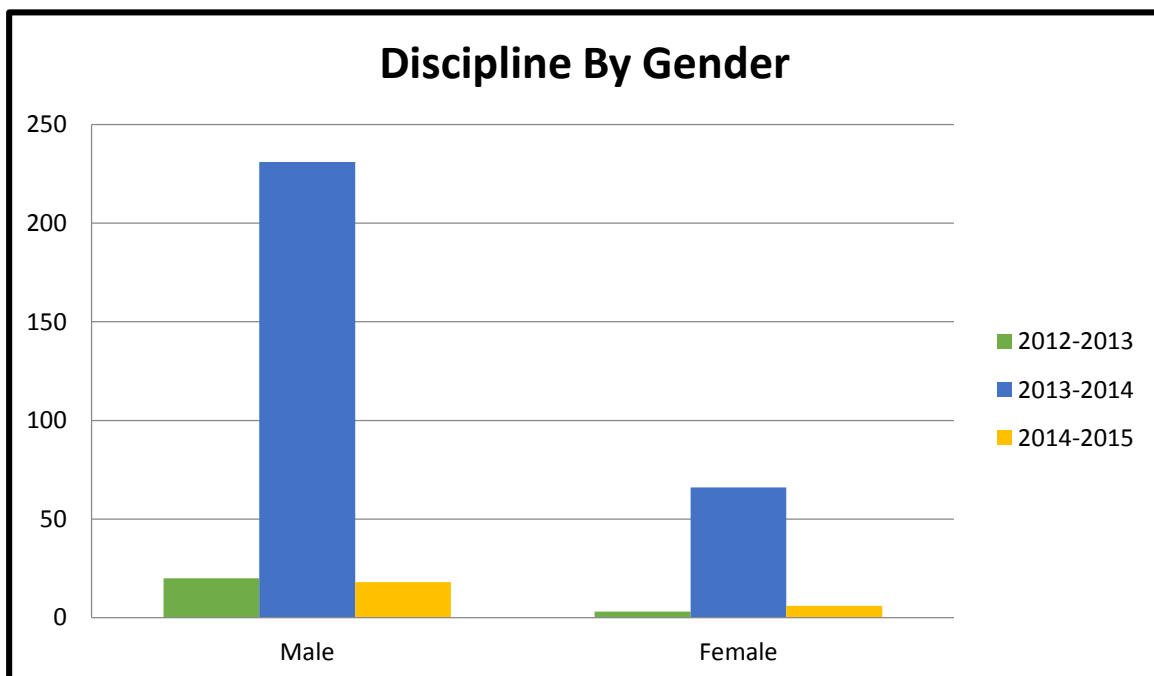
*Silverdale's overall school suspensions have dropped dramatically from the previous year. Bus suspensions also decreased from the previous year, but is our biggest area of concern moving forward. Bus drivers will be taught effective positive reinforcement strategies to aid with student discipline on the bus. Behavior contracts will also be given to each student who rides the bus.*



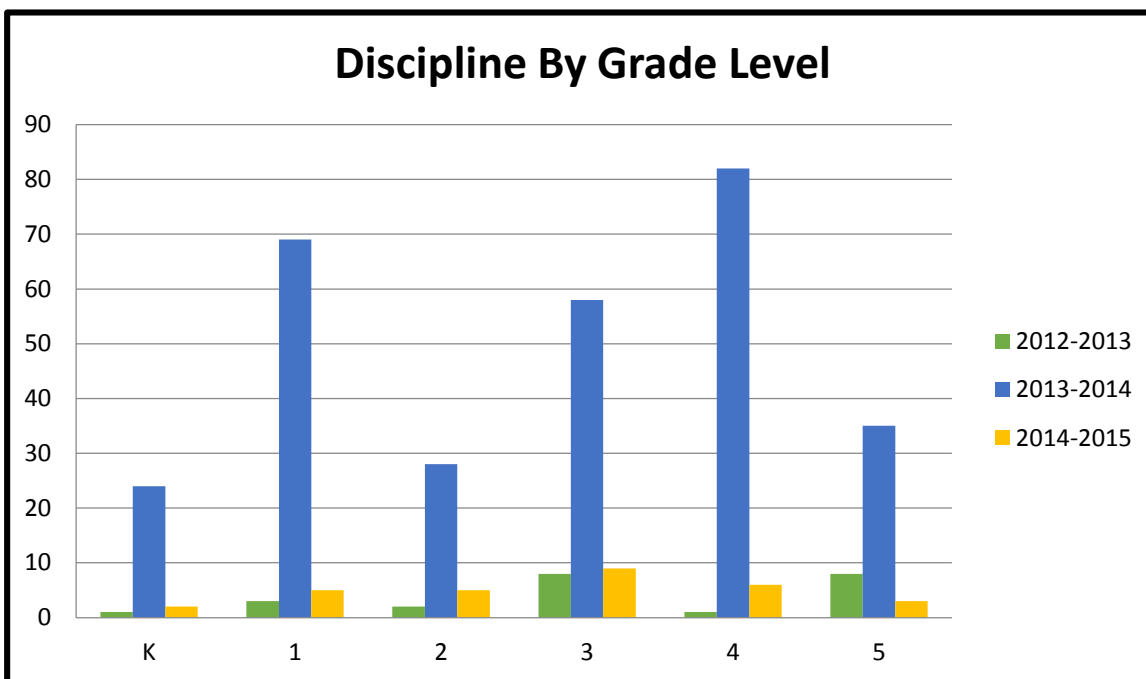
*The overall discipline had significantly decreased from the previous year. Our black and white population had the most disciplinary issues.*



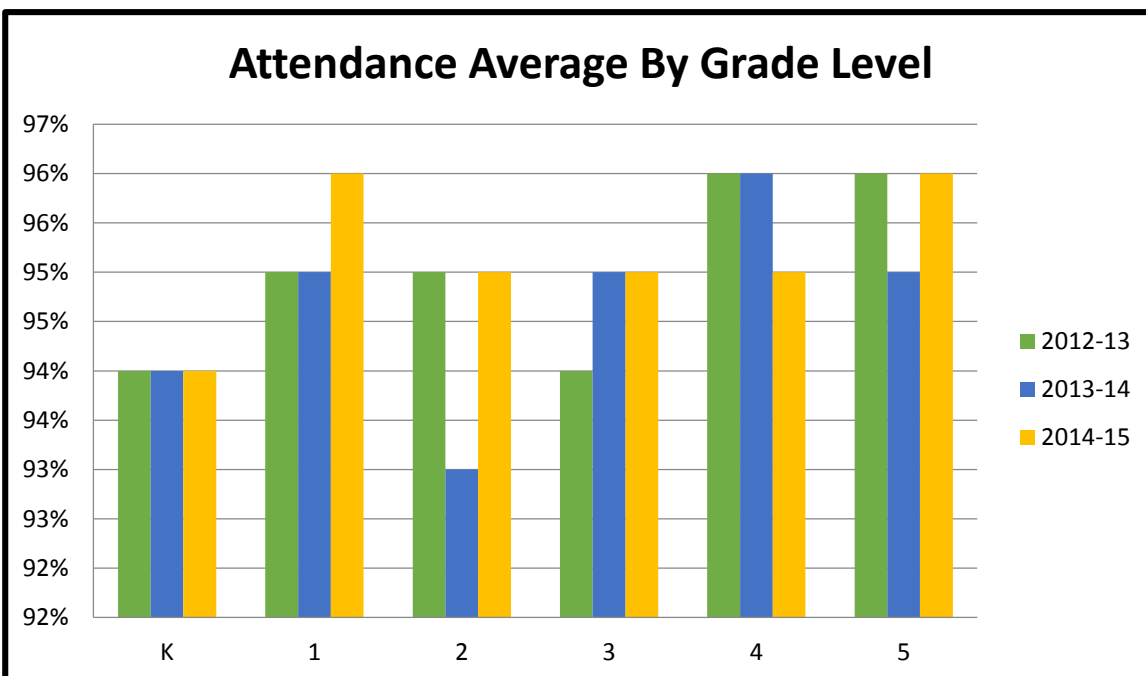
*Overall discipline has declined from the previous year. However, the male population still continues to have more discipline issues than the females.*



*Our 3<sup>rd</sup> grade students had the most overall discipline difficulties and our Kindergarten students had the least. Overall, behavior issues decreased significantly from last year.*



*Our 1st-5<sup>th</sup> grade students had 95% or better attendance last year. Kindergarten was at 94%*



## **Silverdale Elementary Priority Actions:**

Ensuring students have strong foundational skills to participate in society and the workforce is essential to securing the future of our students. Our school must have an unrelenting focus on improvement with teacher excellence at its center. Building the capacity of our teachers, raising the standards of professional practice and identifying those achieving excellence will drive improved educational outcomes at Silverdale Elementary resulting in increased school performance grade.

### **Over the life of this plan:**



## **SUCCESSFUL LEARNERS**

- Students will be at the center of decision making with a focus on improving literacy and numeracy outcomes and providing enriching learning experiences to engage and inspire our students to become lifelong learners. The unique needs of each student will be recognized to ensure their success.
- Focus on the core learning priorities (reading, writing, math and science) to ensure all students have solid foundations to effectively engage in the community.
- Teachers will improve their professional practice to ensure the needs of each student are met. Excellence in teaching will be recognized and rewarded, acknowledging that it is in the classroom where the most difference is made for students.

## **EMPOWERMENT & HIGH STANDARDS**

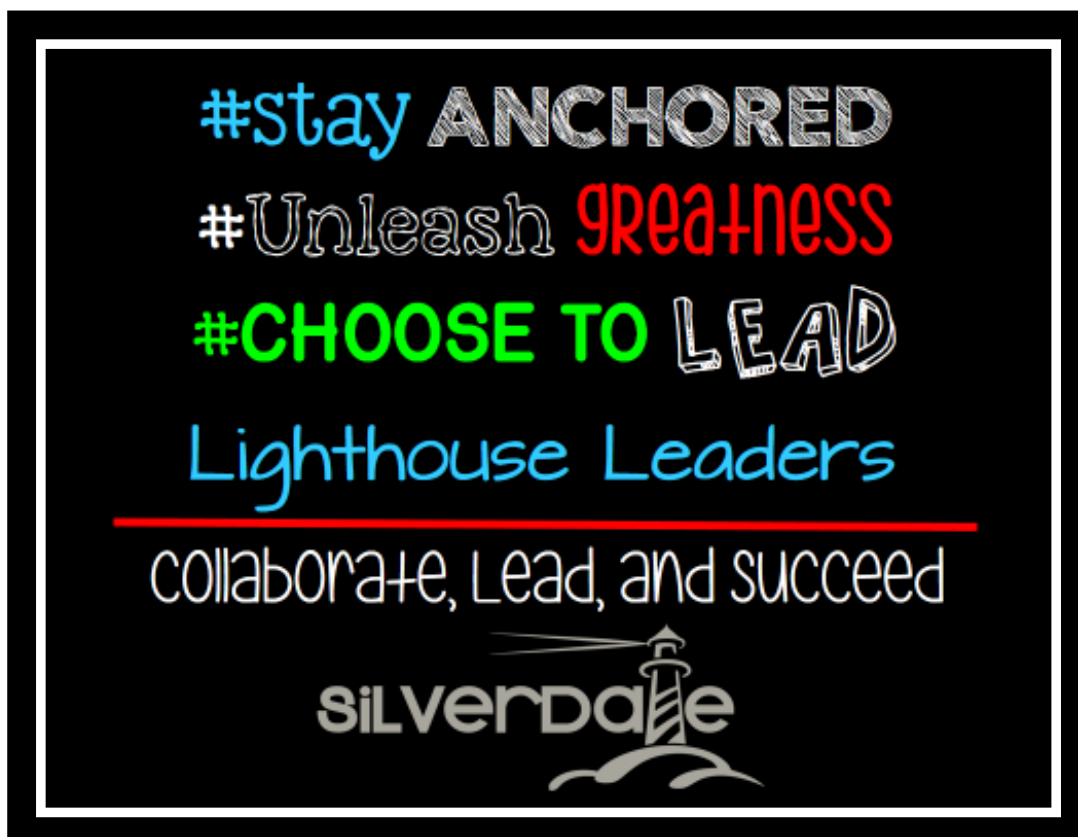
- School leaders will be empowered to make the decisions that matter about teaching and learning at SDE. Increased autonomy will be supported by our Instructional Support Team to assist in choosing the right resources and research based instructional practices to make the best decisions to improving learning outcomes and increasing school performance grade.
- Support of whole-of-school approaches that effectively target resources to meet the needs of every student.



- Evidence informed practice and collaboration driving innovation and improvement.
- Improve learning outcomes through consistent curriculum and analysis of student data to inform whole school and individual improvement strategies to increase SDE school performance data and growth score.
- Conduct reviews and administer surveys to ensure processes, school supports and operations are best practice and efficient.

## **ENGAGED PARTNERS**

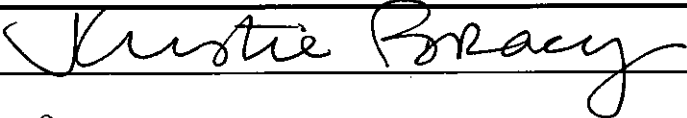
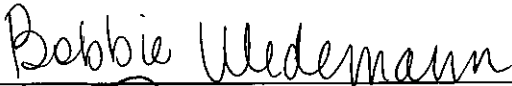

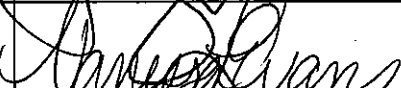
- Develop productive partnerships with parents and the community to support improved student learning opportunities and welcome parents to be actively engaged in their child's learning.
- Ensure that SDE offers a safe and disciplined environment, where students and their parents understand the expectations of our school and the responsibilities as members of the school community.



## Regulatory Information and Assurance Statement 2015-2016

<b>School:</b>	Silverdale Elementary
<b>Date Submitted:</b>	10/19/15

1	Number of Plan Team Members	14
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). <b>Mark Yes/No</b>	YES
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.	
4	Date of vote	10/16/15
5	A secret ballot vote for staff approval of the plan was conducted. <b>Mark Yes/No</b>	YES
6	Parents on the School Strategic Planning Team were elected by parents of children enrolled in your school. <b>Mark Yes/No</b>	YES
7	Percentage of School Strategic Planning Team who are parents providing input in the development of the Plan. (Number of parents divided by number of members on the team.)	YES
8	The required staff development reports have been disseminated to the appropriate persons or departments <b>Mark Yes/No</b>	YES
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. <b>Mark Yes/No</b>	YES
10	All local, state, and federal legislative regulations regarding school strategic planning were implemented as outlined in G.S. 115C. <b>Mark Yes/No</b>	YES
11	All required local, State and Federal programs have been addressed in the School Strategic Plan. <b>Mark Yes/No</b>	YES

Principal's Signature	
Signature, SSPT Facilitator/Chairperson	
Signature, Elected Parent Representative	
Signature, Elected Parent Representative	

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

**School Improvement  
Strategic Plan  
Lighthouse Leadership School**

Silverdale Elementary School  
Onslow County Schools

Mrs. Kristie Bracy, Principal  
841 Smith Road  
Maysville, NC 28555

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# Overview

## Plan Name

School Improvement

Strategic Plan

Lighthouse Leadership School

## Plan Description

A well thought out plan of action created to organize school-improvement efforts for improving both the school performance grade and school growth score and monitor progress at Silverdale Elementary School.

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Every student at Silverdale Elementary School has a personalized education and works toward graduating from high school prepared for work, further education and citizenship as a 21st century leader.	Objectives: 1 Strategies: 3 Activities: 8	Organizational	\$800
2	Every student at Silverdale Elementary School has excellent educators, every day.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$2000
3	Silverdale Elementary School has up to date, effective, and effecient financial, business,	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$5000
4	Every student at Silverdale Elementary School is healthy, safe, and responsible.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

## Goal 1: Every student at Silverdale Elementary School has a personalized education and works toward graduating from high school prepared for work, further education and citizenship as a 21st century leader.

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

demonstrate a proficiency of all subgroups in Mathematics, Science and English Language Arts by 06/07/2016 as measured by an increase of at least 3 points of all accountability indicators on district and state assessments for improving school performance grade and school growth score.

### Strategy 1:

Small Group Guided Instruction - Formative and summative assessment data will be analyzed for the purpose of improving both the school performance grade and school growth score. Data analysis of all subgroups will be a component in creating "small flexible groups" of students to provide differentiated instruction and to develop a meaningful understanding of concepts based on specific student needs as aligned with student data collection and observations.

Research Cited: Fountas & Pinnell: Guided Reading

Differentiated Instruction

LearnEd Science Notebooks

DuFour, Professional Learning Communities

MTSS: Academic Success for All Students: A Multi-Tiered Approach

Activity - Increasing student achievement & improving overall school performance through Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in extended learning opportunities as a collaborative effort toward improving teaching skills and the academic performance of students. Common learning among colleagues within grade level PLC's will be facilitated by the Instructional Support Team and Administration to analyze formative and summative assessment data in order to plan instruction that will meet individual student needs and be reflected in small group learning. This will also be an opportunity to ensure those students who are at risk are receiving the additional support to meet each student's individual needs and plan differentiated instruction to support all tiers of students. All at risk students will then be placed into intervention groups based on their individual needs supported by all certified staff. Results indication would be improvement of school performance grade and school growth score.	Professional Learning	09/14/2015	06/07/2016	\$0	Title I Schoolwide	Instructional Support Team, Teachers, and Administration
Activity - Guided Reading and Math Small Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



Engaging in collaborative planning meetings teachers along with Instructional Support Team and Administration will examine best instructional practices for English Language Arts and Mathematics in relation to student data and observations. The strategies reviewed will be implemented within reading and math small groups that focus on individual student needs to increase student growth. Additionally, teachers will strategically implement guided reading daily within a 90 minute literacy framework. The focus will be to build critical comprehension skills and making connections to other content areas and to increase performance composite of grade levels 3-5.	Direct Instruction	09/14/2015	06/07/2016	\$0	No Funding Required	Teachers, Instructional Support Staff
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Activity - Engaging in Science & Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
5th grade students will engage in digital learning utilizing LearnEd Notebooks. LearnEd Notebooks will be utilized by all students as a digital resource designed to improve student organization and create a streamlined approach to science instruction through innovative lessons digital presentations, lab activities and interactive comprehensive reviews.	Technology, Academic Support Program	09/14/2015	06/07/2016	\$800	State Funds	5th Grade Science Teacher

**Strategy 2:**

Goal Setting and Data Tracking - 100% of students will set goals, track their progress, reflect, and make decisions about their learning utilizing Data/Leadership Notebooks. Data Notebooks will contain individual goals and action plans, charts and graphs to self-monitor progress, objectives to guide goal setting, formative assessment data created by grade level teams, and opportunities for communication with parents while providing students with a clear guidance of how to enhance personal learning and be a part of improving overall school performance data of all subgroups.

Research Cited: Franklin Covey Leader in Me Program  
Student Data Notebooks

Activity - Student Data Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be held accountable for setting and tracking academic goals specific to their needs utilizing Data/Leadership Notebooks as a tool. Tracking personal data will support students in becoming coproducers of their learning and increasing achievement and proficiency targeting all subgroups.	Other - Student Accountability	09/14/2015	06/07/2016	\$0	No Funding Required	Teachers, Instructional Support Staff

Activity - Student-Led Conferences:Empowerment and Ownership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will participate in "Student-Led Conferences" between the student and their parent/guardian. The student will be accountable for leading the conference and taking responsibility for their learning by sharing their Data/Leadership Notebooks with their parent/guardian. The conference will include the student discussing collected data and reflecting upon samples of work that they have previously chosen to share. Teachers will guide students in target areas of need as data reflects and strategically work toward increased proficiency and attainment of goals.	Parent Involvement	09/14/2015	06/07/2016	\$0	No Funding Required	Teachers, Instructional Support Staff and Administration
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**Strategy 3:**

Targeted Academic Support of all subgroups: Tier 2 and Tier 3 Interventions - Tier 2 Instruction and Interventions will occur after Tier 1 Core Universal Instruction has taken place to increase school performance grade and school growth score. After gathering accurate screening data on all students, instructional teams will analyze the data, validate student needs, and match students that need support with an effective intervention model. Targeted supplemental interventions will focus on specific reading strategies to implement during guided reading and additional reading support for Tier 3 students as needed to increase student achievement.

Research Cited: Professional Learning Communities (Eaker and DuFour)

Classroom Instruction that Works (Marzano)

MTSS

Response to Intervention

Florida Center for Research Based Instruction

Activity - Intervention Planning & Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers of reading, math and science will meet with Instructional Support Team and Administration after each benchmark data collection and make decisions about core instruction. Teachers will be prepared to identify and discuss students who need Tier 2 and Tier 3 supports and establish explicit instructional goals and actions for remediation. Staff will conduct progress monitoring assessments for Tier 2 and 3 monthly.	Direct Instruction, Academic Support Program	09/14/2015	06/07/2016	\$0	No Funding Required	Teachers Instructional Support Staff and Administration

Activity - Data Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teaching staff will meet individually with administration at least 3 times a year to focus on effectiveness of teaching and learning and to review MClass, TLC's/DIBELS, USA Test Prep, and School Net data to discuss students who have been receiving Tier 2 and Tier 3 supports. Data chats will result in a determination of growth and a plan for systematic and explicit next steps for instructional practices.	Other - Teacher/Admin Collaboration	09/14/2015	06/07/2016	\$0	No Funding Required	Teachers and Administration

Activity - Targeted Student Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A tiered system of research-based interventions will be utilized to support students academic and behavioral needs. Progress will be monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions will be based on individual student response to instruction. Students identified as needing Tier 2 support will work with support staff to include Title I teachers in small flexible groups using Leveled Literacy Kits (Fontas and Pinnell) Students that continue to need additional instruction based on intervention data, will receive one-on-one targeted intervention that speaks to their specific skill deficits (tier three).	Other - MTSS, Academic Support Program	09/14/2015	06/07/2016	\$0	Title I Schoolwide	Teachers, Instructional Support Staff, Title I staff
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## Goal 2: Every student at Silverdale Elementary School has excellent educators, every day.

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

increase student growth in reading, math and science by engaging students in research-based instructional strategies by 06/07/2016 as measured by curriculum planning, formal and informal teacher evaluation, walkthroughs, ELLOT student engagement evaluation tool, student performance data and an increase in percent of teachers meeting growth on EVAAS teacher effectiveness data.

### Strategy 1:

Instructional Planning - Grade level team members will work as a collaborative group with a mindset of planning with the end in mind. Team goals will be to improve instructional planning and delivery with a focus on effective practices to meet the individual learning needs of all students.

Research Cited: Research Cited: Marzano Center

7 Principles of Effective Instruction

Differentiated Instruction

Covey: Leader in Me

Activity - Collaborating for Explicit & Effective Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in Instructional Planning sessions, PLC meetings, and Leadership Action Team meetings for the purpose of examining what is explicit instruction and effective methodology for teaching academic skills. Explicit instruction will include series of supports or scaffolds, about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target.	Professional Learning, Career Preparation/Orientation	09/14/2015	06/07/2016	\$0	No Funding Required	Teachers, and Instructional Support Staff

### Strategy 2:

Professional Growth and Leadership - All staff will be engaged in conversations through collaboration as a part of their professional responsibility in support of our school culture and climate as well as through examining teaching standards and instructional strategies through professional development and documented through staff professional growth plans.

Research Cited: Research Cited: DuFour, Professional Learning Communities

Covey, The 7 Habits of Highly Effective People

Activity - Effective Teaching Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development of all staff will take place throughout the year to include: training in using the 7 Habits of Highly Effective People to participate in implementation of the Leader in Me framework, MTSS, and research-based, best teaching practices and instructional strategies in reading, math and science.	Professional Learning, Recruitment and Retention	09/14/2015	06/07/2016	\$2000	Title I Part A	Teachers, Instructional Support Staff and Administration

### Goal 3: Silverdale Elementary School has up to date, effective, and effecient financial, business,

This plan includes progress notes which are at the very end of this document

#### Measurable Objective 1:

demonstrate a behavior that creates the conditions for staff, students and parents to work effectively together by 06/07/2016 as measured by student learning outcomes as a result of rigorous and comprehensive instruction, attendance rates, the number of interactions among stakeholders, implementation of leadership roles, survey data and self assessments.

#### Strategy 1:

Digital Classroom Management & Instructional Resources - tilization of the statewide digital resource "READY's Home Base" as an instructional improvement system and student information system for teachers, students, parents and administrators. Teachers will be able to use Home Base to access student data and to access teaching and learning resources to help improve educational outcomes for students. Students will be able to access their assignments, grades and learning activities. Parents will be able to view their child's attendance and progress, and administrators can monitor data on students, teachers and schools.

Research Cited: Research Cited: NC DPI Instructional Support Tools

Activity - Home Base Suite	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement use of the secure and comprehensive suite of digital learning tools and student information systems. Teachers will use Home Base to access student data as well as teaching and learning resources aligned with the North Carolina Standard Course of Study.	Technology, Parent Involvement	09/14/2015	06/07/2016	\$0	No Funding Required	Teachers, Instructional Support Staff, and Administration

#### Strategy 2:

Development of School Systems and Leadership - Development of School Systems and Leadership - Staff and students will continue to implement and expand The Leader In Me framework as a school-wide effort. Systems for efficiency and student achievement will be aligned with school mission and vision supporting leadership.

Research Cited: Covey Leader in Me Program Framework

School Accountability Systems

Activity - Leadership Systems	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaboratively work to develop school wide systems that encourage staff collaboration, create student leadership opportunities, involve parents and the community and other initiatives. Leadership principles will be implemented on our campus through Leadership Action Teams and Staff and Student Lighthouse Teams with a focus on aligning systems for efficiency through effective policies and practices for improved outcomes and organizational progress.	Other - Leadership, Empowerment	09/14/2015	06/07/2016	\$5000	District Funding	Teachers, Instructional Support Staff, Administration

### Strategy 3:

Technology in the Classroom - Students will be provided opportunity to be a part of technology-enriched instructional practices. Students will have access to various technologies to do meaningful work. Computer-based technologies will allow students to be administered individualized lesson sequences that can differentiate and remediate instruction according to the students' unique needs, quickly and automatically track progress, perform data analysis, and generate reports for teachers.

Activity - Tech Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have opportunity to engage in effective technology integration to deepen and enhance the learning process. Digital technology will be utilized as a means of impacting traditional ways of learning by using touch, movement, sound, and visuality. Students will have access to multiple programs to include but are not limited to: Office 365, Edmodo, Raz-Kids, Discovery Ed, Moby Max, USA Test Prep, Destiny, Tumble Books, 1:1 Initiatives, Smartboards, etc.	Technology	09/14/2015	06/07/2016	\$0	No Funding Required	Teachers and Instructional Support Staff

## Goal 4: Every student at Silverdale Elementary School is healthy, safe, and responsible.

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

demonstrate a behavior that exhibits an environment of collaboration and empowerment by 06/07/2016 as measured by AdvanED/ASSIST staff, student, and parent survey data, discipline data, lesson planning and an increase in leadership roles exhibited by all stakeholders to maintain a safe and respectful environment.

### Strategy 1:

21st Century Leadership & Life Skills - Students will engage in lessons focused on leadership development that define and illustrate the skills and knowledge students need to succeed in work, life and citizenship. Assemblies, clubs, and various school activities will be provided for students to support a culture of student empowerment based on the idea that every child can be a leader.

Research Cited: Framework for 21st Century Learning

Safe and Civil Schools

Activity - Leadership Principles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will be provided lessons aligned with the 7 Habits and based on principles of personal and interpersonal effectiveness, such as responsibility, vision, integrity, teamwork, collaboration and renewal, which are secular in nature and common to all people and cultures.	Other - Leadership: Leader In Me & the 7 Habits	09/14/2015	06/07/2016	\$0	District Funding	Teachers, Instructional Support Staff, and Administration
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Activity - Leadership Roles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Enabling students to be actively involved by taking on leadership roles. School wide leadership roles and classroom leadership roles will be implemented. All students will have the opportunity to have at least one school wide leadership role and several different classroom leadership roles. Each school wide leadership role will have an adult "leader/mentor" to help organize and facilitate the group. Staff members will volunteer to be a leader/mentor of at least one leadership role. Student leadership roles will include opportunities for students to feel successful in many ways. Finding leadership roles that use students' unique strengths and talents can turn students' feelings of frustration and a lack of confidence into feelings of success.	Extra Curricular, Other - Leadership Initiatives	09/14/2015	06/07/2016	\$0	No Funding Required	Teachers, Instructional Staff, and Administration

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Targeted Student Interventions	A tiered system of research-based interventions will be utilized to support students academic and behavioral needs. Progress will be monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions will be based on individual student response to instruction. Students identified as needing Tier 2 support will work with support staff to include Title I teachers in small flexible groups using Leveled Literacy Kits (Fontas and Pinnell) Students that continue to need additional instruction based on intervention data, will receive one-on-one targeted intervention that speaks to their specific skill deficits (tier three).	Other - MTSS, Academic Support Program	09/14/2015	06/07/2016	\$0	Teachers, Instructional Support Staff , Title I staff
Increasing student achievement & improving overall school performance through Professional Learning Communities	Teachers will participate in extended learning opportunities as a collaborative effort toward improving teaching skills and the academic performance of students. Common learning among colleagues within grade level PLC's will be facilitated by the Instructional Support Team and Administration to analyze formative and summative assessment data in order to plan instruction that will meet individual student needs and be reflected in small group learning. This will also be an opportunity to ensure those students who are at risk are receiving the additional support to meet each student's individual needs and plan differentiated instruction to support all tiers of students. All at risk students will then be placed into intervention groups based on their individual needs supported by all certified staff. Results indication would be improvement of school performance grade and school growth score.	Professional Learning	09/14/2015	06/07/2016	\$0	Instructional Support Team, Teachers, and Administration
Total					\$0	

### State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Engaging in Science & Technology	5th grade students will engage in digital learning utilizing LearnEd Notebooks. LearnEd Notebooks will be utilized by all students as a digital resource designed to improve student organization and create a streamlined approach to science instruction through innovative lessons digital presentations, lab activities and interactive comprehensive reviews.	Technology, Academic Support Program	09/14/2015	06/07/2016	\$800	5th Grade Science Teacher
<b>Total</b>					\$800	

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Conferences	All teaching staff will meet individually with administration at least 3 times a year to focus on effectiveness of teaching and learning and to review MClass, TLC's/DIBELS, USA Test Prep, and School Net data to discuss students who have been receiving Tier 2 and Tier 3 supports. Data chats will result in a determination of growth and a plan for systematic and explicit next steps for instructional practices.	Other - Teacher/Admin Collaboration	09/14/2015	06/07/2016	\$0	Teachers and Administration
Collaborating for Explicit & Effective Instruction	Teachers will participate in Instructional Planning sessions, PLC meetings, and Leadership Action Team meetings for the purpose of examining what is explicit instruction and effective methodology for teaching academic skills. Explicit instruction will include series of supports or scaffolds, about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target.	Professional Learning, Career Preparation/Orientation	09/14/2015	06/07/2016	\$0	Teachers, and Instructional Support Staff
Home Base Suite	Implement use of the secure and comprehensive suite of digital learning tools and student information systems. Teachers will use Home Base to access student data as well as teaching and learning resources aligned with the North Carolina Standard Course of Study.	Technology, Parent Involvement	09/14/2015	06/07/2016	\$0	Teachers, Instructional Support Staff, and Administration

Leadership Roles	Enabling students to be actively involved by taking on leadership roles. School wide leadership roles and classroom leadership roles will be implemented. All students will have the opportunity to have at least one school wide leadership role and several different classroom leadership roles. Each school wide leadership role will have an adult "leader/mentor" to help organize and facilitate the group. Staff members will volunteer to be a leader/mentor of at least one leadership role. Student leadership roles will include opportunities for students to feel successful in many ways. Finding leadership roles that use students' unique strengths and talents can turn students' feelings of frustration and a lack of confidence into feelings of success.	Extra Curricular, Other - Leadership Initiatives	09/14/2015	06/07/2016	\$0	Teachers, Instructional Staff, and Administration
Tech Tools	Students will have opportunity to engage in effective technology integration to deepen and enhance the learning process. Digital technology will be utilized as a means of impacting traditional ways of learning by using touch, movement, sound, and visuality. Students will have access to multiple programs to include but are not limited to: Office 365, Edmodo, Raz-Kids, Discovery Ed, Moby Max, USA Test Prep, Destiny, Tumble Books, 1:1 Initiatives, Smartboards, etc.	Technology	09/14/2015	06/07/2016	\$0	Teachers and Instructional Support Staff
Intervention Planning & Support	All teachers of reading, math and science will meet with Instructional Support Team and Administration after each benchmark data collection and make decisions about core instruction. Teachers will be prepared to identify and discuss students who need Tier 2 and Tier 3 supports and establish explicit instructional goals and actions for remediation. Staff will conduct progress monitoring assessments for Tier 2 and 3 monthly.	Direct Instruction, Academic Support Program	09/14/2015	06/07/2016	\$0	Teachers Instructional Support Staff and Administration

Student-Led Conferences: Empowerment and Ownership	Students will participate in "Student-Led Conferences" between the student and their parent/guardian. The student will be accountable for leading the conference and taking responsibility for their learning by sharing their Data/Leadership Notebooks with their parent/guardian. The conference will include the student discussing collected data and reflecting upon samples of work that they have previously chosen to share. Teachers will guide students in target areas of need as data reflects and strategically work toward increased proficiency and attainment of goals.	Parent Involvement	09/14/2015	06/07/2016	\$0	Teachers, Instructional Support Staff and Administration
Guided Reading and Math Small Groups	Engaging in collaborative planning meetings teachers along with Instructional Support Team and Administration will examine best instructional practices for English Language Arts and Mathematics in relation to student data and observations. The strategies reviewed will be implemented within reading and math small groups that focus on individual student needs to increase student growth. Additionally, teachers will strategically implement guided reading daily within a 90 minute literacy framework. The focus will be to build critical comprehension skills and making connections to other content areas and to increase performance composite of grade levels 3-5.	Direct Instruction	09/14/2015	06/07/2016	\$0	Teachers, Instructional Support Staff
Student Data Tracking	Students will be held accountable for setting and tracking academic goals specific to their needs utilizing Data/Leadership Notebooks as a tool. Tracking personal data will support students in becoming coproducers of their learning and increasing achievement and proficiency targeting all subgroups.	Other - Student Accountability	09/14/2015	06/07/2016	\$0	Teachers, Instructional Support Staff
<b>Total</b>					<b>\$0</b>	

**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Leadership Principles	Students will be provided lessons aligned with the 7 Habits and based on principles of personal and interpersonal effectiveness, such as responsibility, vision, integrity, teamwork, collaboration and renewal, which are secular in nature and common to all people and cultures.	Other - Leadership: Leader In Me & the 7 Habits	09/14/2015	06/07/2016	\$0	Teachers, Instructional Support Staff, and Administration

Leadership Systems	Staff will collaboratively work to develop school wide systems that encourage staff collaboration, create student leadership opportunities, involve parents and the community and other initiatives. Leadership principles will be implemented on our campus through Leadership Action Teams and Staff and Student Lighthouse Teams with a focus on aligning systems for efficiency through effective policies and practices for improved outcomes and organizational progress.	Other - Leadership, Empowerment	09/14/2015	06/07/2016	\$5000	Teachers, Instructional Support Staff, Administration
<b>Total</b>					\$5000	

**Title I Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Effective Teaching Practices	Professional Development of all staff will take place throughout the year to include: training in using the 7 Habits of Highly Effective People to participate in implementation of the Leader in Me framework, MTSS, and research-based, best teaching practices and instructional strategies in reading, math and science.	Professional Learning, Recruitment and Retention	09/14/2015	06/07/2016	\$2000	Teachers, Instructional Support Staff and Administration
<b>Total</b>					\$2000	

## Progress Notes

Type	Name	Status	Comments	Created On	Created By
Goal	Every student at Silverdale Elementary School has a personalized education and works toward graduating from high school prepared for work, further education and citizenship as a 21st century leader.		, “Quarterly common formative assessments and benchmarks will be reported, analyzed and shared with teachers and students. OCS will utilize this reporting mechanism to share results and next steps.	October 20, 2015	kristie bracy