ACIP

Silverhill Elementary School

Baldwin County Board of Education

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Silverhill, AL 36576-3852

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Silverhill Elementary is a school within the Baldwin County Public School system. Our system size is 30, 725. Silverhill Elementary School Bulldogs continues to serve as a small elementary school (431 students)for the community of Silverhill, AL. The schools' students matriculate thru Central Baldwin Middle School and Robertsdale High School. The rural Title 1 school is comprised of many two-parent working-class families. Many of the faculty call Silverhill or the neighboring towns of Robertsdale and Fairhope home. Parents and grandparents attend school functions. The general family economic status allows Silverhill Elementary School to remain a Targeted Assisted Title I School. Currently, forty eight (52%) percent of our students pay for their meals while fifty two percent (48%) receive free or reduced meals. In the past three years there has been a shift in male/female ratios. In addition, an increase in Hispanic ethnicity has occurred.

All teachers are Highly Qualified with a majority having attained Masters Degrees, and two completing course work above the Masters level. Teaching units between grades kindergarten through sixth have been shuffled back and forth to accommodate the instructional needs of the students. Currently, we have one PreK teaching unit, three teaching units for grades Kindergarten - grade 2, four units in third grade. 2 units in fourth grade and 3 units in fifth and sixth grades. At this time, fifth and six grades are departmentalized for math, history, and science. For the past three years, we have employed certified teachers as tutors for at-risk students.

The demographic data for the community has changed very little in the past three years. Many of the Silverhill families are Cze'choslov'akian or Swedish decent and have lived in the community for generations.

Two challenges associated with the community the school serves are High School Drop out rate (29%) and English Proficiency (indicated on the ACCESS for ELL's in the area of writing). The school and the First Baptist Church provide assistance with English proficiency. In addition, the community offers GED mastery classes.

The following information is a snapshot of Silverhill Elementary's demographic highlights: * 205 students Free/Reduced Lunch

* 417 students are White

* 19 students are Black

* 46 students are Hispanic

* 12 students are Multi-raced

* 3 Students are American Indian

* 4 Students are Asian

Historical Look At Silverhill Elementary

In 1902 the state paid a Silverhill teacher to teach 25 students. A two-story school was later built in 1907 and a second teacher was hired. (That building now sits across the street from the current Silverhill School. It was renovated and turned into a home. The school built in 1928 was destroyed by fire in 1955. The front wing of our current school was built in 1956 to replace the building destroyed by fire.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Silverhill Elementary is incorporating the 7 Habits of Highly Effective Students throughout the school day. It is proving to be a wonderful addition to the school climate. The common vocabulary and goals are having a very positive effect on the students and campus atmosphere. The following were written by faculty, parents, and students to describe the goals of Silverhill Elementary: Beliefs

We believe...All students are able to learn. Students learn best when actively involved. Students learn in a variety of ways. High expectations promote student learning. Each student is a valued individual with unique physical, social, emotional, and intellectual needs. Students should be treated with respect and dignity. Students, school personnel, parents, and community share the responsibility for a safe, positive, comfortable, learning environment. Student learning is a continuous process.

School Motto

Learn, Lead, Love, Together

Mission Statement

Love, Learn, Lead Together

Incentives are given to students and/or classes in acknowledgement of students understanding of the school's mission, vision, values, and beliefs. Student incentives include, but are not limited to; Principals Treasure Chest, Classroom of the Day, quarterly activity for good behavior, ongoing AR rewards, quarterly honor roll receptions, as well as end of the year recognition award program for those students who have maintained and met expectations of Silverhill Elementary School.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Mathemematics is a notable areas of achievement on the Aspire assessment. Grade 3 improved above the 50th percentile in all areas but Geometry. Grade 4 improved Foundation and Justification and Explanation areas, as did grade 6.

Noted areas of achievement/ improvement for Silvehill Elementary School over the last three years include, but are not limited to:

1.Identification and integration of emerging technology into the teaching of all content areas.

2.No student took AAA.

3.Ongoing participation of professional development in technology programs has kept teachers up to date on technology trends. 4.The use of programs such as Think Central, Compass Learning, STAR, Accelerated Reader, Discovery Education, and iStation have helped teachers prepare for instruction, differentiate instruction, and analyze data.

5.Teachers have a great understanding and application of the Common Core Readiness Standards.

6.Classrooms are equipped with limited Ipads, Smart Boards, Projectors, Digital Cameras, and a variety of technological equipment. Noted areas of improvement that Silverhill Elementary

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Silverhill Elementary is an extraordinary school with a caring faculty. The school community enjoys very few discipline referrals, school interruptions, or other negative behaviors by its students. Silverhill Elementary enjoys a 1:1 technology community featuring MacBook Airs. Teachers have dedicated extended time for professional development and best practices implementation in their classrooms.

Leader In Me
Silverhill Elementary is in its first year of the implementation of Franklin Covey's Leader In Me. The Leader in Me is Franklin Covey's whole school transformation process. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a
leader.
The Leader in Me is aligned with best-in-class content and concepts practiced by global education thought leaders. It provides a logical, sequential and balanced process to help schools proactively design the culture that reflects their vision of the ideal school.
The Leader in Me is also aligned to many national and state academic standards, including Common Core
standards. The process teaches students the skills needed for academic success in any setting. These skills include critical thinking, goal setting, listening and speaking, self-directed learning, presentation-making and the ability to work in groups. We feel the school-to-home connection is a tremendous asset to us as well.

Silverhill Heritage Day
The Silverhill Community enjoys wonderful day-long celebration of their European heritage. We open our school for the many events held during the week.
http://blog.al.com/live/2010/10/silverhill_heritage_day_celebr_1.html

Mardi Gras is a family affair!
The Silverhill community enjoys a close relationship with its only in town school. Families are invited to participate in the annual Mardi Gras parade sponsored by the school. Decorated wagons and bicycles are the rule. This event is enjoyed by all.

We Give Back
Each Friday we provide the Backpack Program for our needy families. With the assistance of The Junior League of Mobile, we provide our students with additional food each weekend. The participating families
are very appreciative for the extra help in feeding their children. Our Peer Helpers assist our school counselor in readying and delivering these products to our students' backpacks each Friday.

PEER HELPERS
This past year our Peer Helpers collected 30 bicycles for our local charity Ridden Word. This charity refurbished bicycles for people who need transportation. A group of volunteers meetsevery Tuesday and Thursday evening to work on bicycles, including breaking down and parting
out old bicycles, and fixing others.

Read Across America!

Each March we invite community leaders to our school to take part in our reading celebration. We enjoy the participants sharing their favorite stories with our students.

Annual Veteran's Day Program

The students in the Gifted Program sponsor a Veteran's Day Assembly where local Veteran's are honored during a student-led assembly.

Students Donate Food

Thanksgiving food donations help our area food bank provide food for local families in need.

Honey Bee Festival

Silverhill students participate in the annual Honey Bee Festival 5K. This annual event is a fundraiser for the Central Baldwin Education Foundation. Our students participate fully as this wonderful group of educational volunteers presents our staff with grants each year. The Foundation provides opportunities for teachers and staff to develop innovative projects through grants; to invest in programs and enrichment activities that have a positive impact on student success; to encourage a continued interest in and support of public education through a network of businesses, individual and community involvement; and to seek and cultivate funding sources for educational excellence.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The Student Advisory Committee, Parent Advisory Committee, and Grade Span Members are asked to serve in a capacity that will encourage improvements in the functions and operations of Silverhill Elementary School. In an effort to create the best possible learning environment for all students, these committee members establish, review, and/or revise guidelines and procedures. For the SAC, members are elected by their respective peer groups at the school, in a fair manner, to serve. The PAC is appropriately balanced with teachers, education support employees, parents, and other business and community citizens who are representative of the community at large. Grade Span Members include Silverhill School Educators who work with the students daily and know their needs. The feedback from these meetings assist in preparing the proposed School Improvement Plan, including improvement strategies and measures. The Vision and Mission will be reviewed and priorities for goals and objectives to be included in the School Improvement Plan will be developed. Meetings are held monthly or quarterly.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Representatives from stakeholder groups that participated in the development of the improvement plan include individuals that reflect the makeup of the school's demographics. Their responsibilities to develop the plan included: 1)Assessing the need for improvement at the school using district and state goals as a guide and by reviewing student performance data; 2) Prioritizing the school's needs; 3) Indicating problems and barriers that underlie the needed improvements and their causes; 4) Identifying and evaluating possible solutions and developing strategies to accomplish the needed improvements; 5) Establishing what will be done, when it will be done, who will complete each task, and what resources are needed; 6) Specifying precisely the results (outcomes) needed to achieve and how they will be measured; 7) Determining which indicators of success will serve as "adequate progress" for strategies in the plan; and 8) Deciding how success will be measured. This work was accomplished in various formats (e.g. Grade Spans, groups, committees, individually, etc.).

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan will be released to community shareholders for open-ended input. The School Improvement Plan will be submitted to the District School Improvement Plan Facilitator. Finally, the School Board will approve the School Improvement Plan. The approved School Improvement Plan will be shared with the school community and will be implemented and monitored for effectiveness (throughout the school year). Grade Span Members and others will review mid-year or quarterly progress, implementation of plan, and adjust interventions when necessary. The School Improvement Plan will be evaluated goal-by-goal for level of success in meeting and completing objectives. Following final evaluation, the school improvement planning process continues as in previous year.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	The attached documents are summative assessments that fully align with the Alabama Course of Study and the Career and Readiness Standards. The summative assessment, ACT Aspire, are provided by the Alabama State Department of Education. Attached you will also find Scantron Performance Series benchmark results for the 2015-16 year (fall and mid-year). These diagnostic documents are used to analyze our student data while providing a path for instruction and student performance improvement. Two school-wide formative assessments are given. (February, March) The results attached below.	AMO state caculations 2015 ACT Aspire results Mid-year reading performance Mid-year math performance Mid-year Math Summary Mid-year Reading Summary Mid-year Reading Performance K-1 Mid-Year Reading Foundation Gains Mid-year Math Gains Mid-year Reading Gains Brochure-School Information Formative Assessment Results

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	**Response**	**Rating**
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	**Response**	**Rating**
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	**Response**	**Rating**
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	**Response**	**Rating**
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

We found the mathematics areas for all grade levels was considerably higher than reading. Of particular note was grade 6 in mathematics. The math grade 6 benchmark score was highest at 61.53 %. Grade 6 also showed marked increases in the following areas Grade Level Progress (2013--14-39% to 2014-15 53%; Statistics and Probability 2013-14 36% and 2014-15 67%. Grade 3 showed a remarkable improvement in the area of Justification and Explanation and Measurement and Data (2013-14 42% and 1014-15 64%)

In reading we noticed an improvement in grade 6 in Craft and Structure (2013-14 54% and 2014-15 73%); Overall reading (2013-14-54% and 2014-15 61%)

Our 2015-16 fall progress monitoring test showed starting performance levels for all students was varied and not adequate.

No grade levels were performing above expected levels of performance: Reading: Grade 2 mean 2009 (mid-range); Grade 3 mean 2262 (below mid-range); Grade 4 mean 2426 (below mid-range); Grade 5 mean2618 (below mid-range); Grade 6 mean 2709 (below mid-range)

Math: Grade 2 mean1994 (below mid-range); Grade 3 mean 2125 (below mid-range); Grade 4 mean 2287 (below mid-range); Grade 5 mean 2390 (below mid-range); Grade 6 mean 2452 (below LOW range)

ELL-63% of ELLs met adequate progress in language acquisition. The goal in 2015 is 53%. 62% of the ELLs who participated in ACCESS testing did meet APLA Requirements (AMAO-A goal was 53% for 2014-2015). Of the 20 ELLs at Silverhill Elementary, 25% exited the program and therefore met AMAO-B as the goal for 2014-2015 was 19%.

Describe the area(s) that show a positive trend in performance.

On the Aspire 2015 assessment, higher-order skill areas in reading and math show improvement. We are showing steady growth in better depth of knowledge area scores. A three in point increase was noted in the 2014-15 Asprire Reading mean for our special education students in grades 4-5 and an average increase of five points in grades 5 and 6.

Our special education students increased the mean score in 2014-15nAspire Math in grades 3-6. The span of improvement was great-6% - 67% across the grades.

Our ELL population shows that 63% of ELLs met adequate progress in language acquisition. The goal in 2015 is 53%. 62% of the ELLs who participated in ACCESS testing did meet APLA Requirements (AMAO-A goal was 53% for 2014-2015). Elementary, 25% exited the program and therefore met AMAO-B as the goal for 2014-2015 was 19%.

Which area(s) indicate the overall highest performance?

The overall highest performance school-wide were the following. Math: Numbers Based 10; grades 3 & 4

Reading: Craft and Structure; grades 3 & 4

Of the 20 ELLs at Silverhill

Fall progress monitoring using Scantron showed that the highest math performance group was grade 2 with 50 %. In in reading grade 6 performed in the 67 percentile.

Math: Grade 2 mean 1994 (below mid-range); Grade 3 2125 (below mid-range); Grade 4 2287 (below mid-range); Grade 5 2390 (below mid-range); Grade 6 2452 (below LOW range)

Which subgroup(s) show a trend toward increasing performance?

On the Math Aspire in the area of Justification & Explanation, (process of mathematics) we noticed an improvement in grades 3, 4, & 6.
Grade 3 2013-14 42% and 2014-15 64%; grade 4 2013-14 27% and 2014-15 48%; grade 6 39% and 2014-15 53%.
On the Reading Aspire in the area of Craft and Structure,we noticed an improvement in grade 4. 2013-14 23% and 2014-15 34%.

Between which subgroups is the achievement gap closing?

The subgroup data is showing a trend in achievement in our special education subgroup. The performance on the 2014-15 Aspire Reading
assessment as compared to the 2013-14 Aspire Reading assessment showed a 3 point improvement in grades 3 and 4. Grades 5 and 6
improved on average 5 points. The special education subgroup improved in math on the 2014-15 Aspire assessment as compared to the
2013-14 assessment in grades 3-6. The improvement range was noted across grade levels as 7-67% for individual students. ELL student
scores showed that 63% of ELLs met adequate progress in language acquisition. The goal in 2015 is 53%. 62% of the ELLs who participated
in ACCESS testing did meet APLA Requirements (AMAO-A goal was 53% for 2014-2015). Of the 20 ELLs at Silverhill Elementary, 25%
exited the program and therefore met AMAO-B as the goal for 2014-2015 was 19%.

Which of the above reported findings are consistent with findings from other data sources?

Spring 2015 Aspire Data correlated very well with iStation Reading Progress monitoring data in 2014-15. The iStation Reading area was
more inflated than the actual Aspire Reading Data, however. The math iStation Data as compared to the math Aspire was accurate. 2015-16
Fall Math Scantron progress monitoring shows a gap between grade 2 and 3 in reading. Strengthening foundational skills may assist in
improving this area. We feel like the 2015-16 Fall Reading Scantron Data reflects the low performance of students in the intermediate
grades.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Reading across all grade levels were below expected levels of performance. Especially Key Ideas and Details. We expected that area to hold steady and not decline.

In Fall Scantron assessment all areas were below expectations.

Reading: Grade 2 mean 2009 (mid-range); Grade 3 2262 (below mid-range); Grade 4 2426 (below mid-range); Grade 5 2618 (below mid-range); Grade 6 2709 (below mid-range)

Math: Grade 2 mean1994 (below mid-range); Grade 3 2125 (below mid-range); Grade 4 2287 (below mid-range); Grade 5 2390 (below mid-range); Grade 6 2452 (below LOW range)

Describe the area(s) that show a negative trend in performance.

Aspire: Math: Grade 4 and 5 show a decrease in Grade Level Progress. A large gap is noticed in math from grade 3 to grade 4. The area of Measurement and Data showed the greatest decline, especially in grades 3 & 4.

Reading: Grade 4 and grade 5 show a decrease in Overall Reading with particular note to Key Ideas and Details in grades 3, 5, & 6. Grade 6 showed a decline in Craft and Structure. Grade 6 still showed that the benchmark was 54% proficiency.

Which area(s) indicate the overall lowest performance?

Aspire 2015:

Overall Reading was the overall lowest performance area. Grade 3 31%; Grade 4 31%; Grade 5 20%; and Grade 6 at 53% (decline of 8%).

Math subgroups performing well below the general education population are White Males (-10.10), Black Males (-22.46), Latino Students (-18.29), and IEP Students (-47.13). Notable low performing groups were IEP students, 4th grade females, 5th grade white and Latino males.

Scantron 2015-16:

Grades 2 & 6 performed the lowest in reading and math .

Reading: Grade 2 mean 2009 (mid-range); Grade 3 2262 (below mid-range); Grade 4 2426 (below mid-range); Grade 5 2618 (below mid-range); Grade 6 2709 (below mid-range)

Math: Grade 2 mean 1994 (below mid-range); Grade 3 2125 (below mid-range); Grade 4 2287 (below mid-range); Grade 5 2390 (below mid-range); Grade 6 2452 (below LOW range)

Annual Needs Improvement by subgroups: Hispanics Reading 5.17%, Math 4.44%; Poverty Reading 2.78%, Math 2.45%; Special Education Reading 4.73%, Math 5.61%.

Which subgroup(s) show a trend toward decreasing performance?

2014 and 2015 Aspire data in Mathematics Number and Operations-Fractions showed a declining trend in grades 3,4,and 5.2014 and 2015 Aspire data in Reading showed a declining trend in grades 3,4,5, & 6

The subgroups area show a significant gap in math performance is our Black students and our Latino Students. (All Reading 48.47, Blacks 33.33, Latinos 37.50)

Between which subgroups is the achievement gap becoming greater?

The 2013 ARMT Plus showed that Silverhill school had a gap in Special Education Students thus we earned the status of Focus School. The 2015 subgroup data suggests that the gap remains. Performance gap of 47.13% for all grade levels.

Which of the above reported findings are consistent with findings from other data sources?

The progress monitoring K-2 Compass and 3-6 Performance Series tools concluded that foundations in mathematics and overall reading depressed domain areas are in agreement. The subgroup Special Education continues to need support and a focus effort in closing the gap in learning for these students.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3
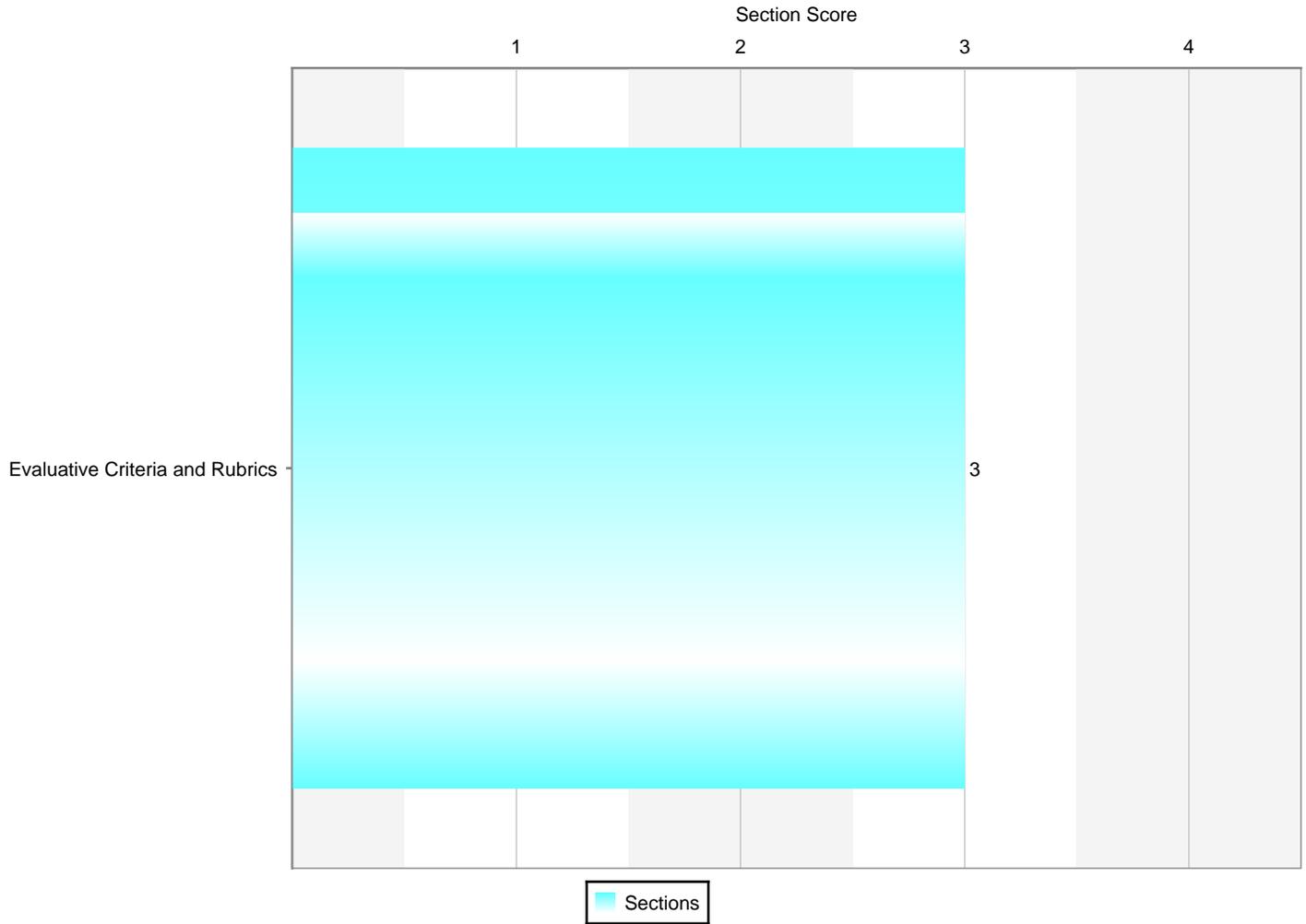
Sections

ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		Signatures Counselor not available

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		BCBE Non-Discrimination Policy

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes		Contact Information

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes		Page 2 Page 6 Page 5 Page 4 Strategies to Increase Parent Involvement Parent Involvement LEA Plan page 3

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes		Student Parent Compact

ACIP 2015-16

Overview

Plan Name

ACIP 2015-16

Plan Description

This plan will guide us to support and improve the student performance in math and reading.

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	All faculty will be trained in and implement stage 1 of The Leader In Me program. All students at Silverhill Elementary will have a Leadership Notebook.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$4468
2	Students at Silverhill Elementary will increase their reading stamina to 20 minutes per setting.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
3	Implement explicit, intensive, rigorous instruction through the use of research-based strategies in every classroom daily to focus on the language and goals of Math and the Math Aspire Assessment.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$7159
4	Implement explicit, intensive, rigorous instruction through the use of research-based strategies in every classroom daily to focus on language and goals of Reading and Reading Aprire Assessments.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$68301
5	All students at Silverhill Elementary will monitor their learning data while utilizing Leadership Notebooks. (Leader In Me)	Objectives: 1 Strategies: 1 Activities: 1	Academic	$1200

Goal 1: All faculty will be trained in and implement stage 1 of The Leader In Me program. All students at Silverhill Elementary will have a Leadership Notebook.

Measurable Objective 1:

demonstrate a proficiency   implementing The Leader In Me principles in their classrooms and student leadership notebooks. by 09/01/2015 as measured by measured by evidence of the following recorded ongoing information to be included in the student leadership notebook: attendance data sheet, behavior data sheet, progress monitoring data sheet. A communication sheet will be sent home separately.   .

Status	Progress Notes	Created On	Created By
Not Met	9 Discipline Referrals in Inow for 1st Semester	March 16, 2016	Jennifer Bedgood

Strategy 1:

Developing and Implementing Leadership Notebooks - Each teacher issues a notebook to each child during the first week of school. The students will be given explicit instruction as to how each of the monitoring tools will work for that teacher's class. Procedures will be set up for the daily, weekly, and monthly use of the monitoring tools present in the binders. The teacher will have created or used data collection devices from the web site The Leader In Me.

Category:

Research Cited: Safer, Nancy, and Steve Flieshmann. "Membership." Educational Leadership:How Schools Improve:How Student Progress Monitoring Improves Instruction. Educational Leadership, 1 Feb. 2005. Web. 31 Aug. 2015.

Status	Progress Notes	Created On	Created By
N/A	The Lighthouse Team meets weekly/biweekly to discuss and determine the instruments of the Leadership Notebooks. They also evaluate the effectiveness of the current level of implementation of the Leader in Me program and the notebooks.	March 17, 2016	Jennifer Bedgood
N/A	02/22/16 - Faculty and administration discussion on the use of the Leadership Notebooks. Determining the instruments that best meet the grade bands for the upcoming year.	March 17, 2016	Jennifer Bedgood

Activity - Leadership Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers attended a two day summer training at our school. We researched and adopted the various tools we would need K, 1-2, and 3-6 for our Leadership Notebooks. Materials were ordered and prepared prior to the first day of the 2016 school year. The Leader In Me program by Steven Covey was chosen to spearhead our efforts.	Community Engagement, Academic Support Program, Behavioral Support Program, Parent Involvement	08/17/2015	05/25/2016	$4468	Title I Part A	Lighthouse Staff: Debbie McGough, Sally Labak, Karen Kaiser, Becky O'Brian, Amy Krob, Lauree Johnson; Classroom teachers

Status	Progress Notes	Created On	Created By
In Progress	Notebooks have been made for each student. Data is collected daily, weekly, and monthly.	August 31, 2015	Janice Simon

Goal 2: Students at Silverhill Elementary will increase their reading stamina to 20 minutes per setting.

Status	Progress Notes	Created On	Created By
N/A	Teachers are graphing the increase in student stamina to make explicit to students what 20 minutes of focus and tenacity in reading look like.	September 24, 2015	Janice Simon

Measurable Objective 1:

A total of 300 First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a behavior in the tenacity and stamina of reading actively (silently) in Reading by 01/05/2016 as measured by a graph chart in each classroom to represent the amount of time the students can sustain the task of silent reading.

Strategy 1:

Building your Stamina - Each classroom is using the Close Reading strategy to build comprehension amongst our students. We have observed that our students inability to remain on task for sustained time is interfering with their ability to comprehend and reach the appropriate depth of knowledge the skill/area of work require. Therefore, each Grade 1-6 classroom will begin working on increasing their ability to stay on task while reading by incremental times..example grade 1 will increase at a rate of 2-3 mins per setting. Grade 6 will increase by 5 minutes until the goal is met. The goal is set at 20 minutes. This activity will be monitored by the teacher and charted for the entire class. Should a personal chart be needed for RTI, the teacher will create that for the student's data notebook.

Category:

Research Cited: Sanden, Sherry. "Out of the Shadow of SSR: Real Teachers' Classroom Independent Reading Practices." NCTE.ORG. University of Pennseylvania, Language Arts, 2014. Web. 14 Sept. 2015.

Status	Progress Notes		Created On	Created By
N/A	07/15/2015 07/16/2015 "Making" A Great Start! Resource for this goal http://learn.bcbe.org/pluginfile.php/785987/mod_resource/content/1/Beginning%20Reading%20Module.pdf ARI Reading strengthening		March 16, 2016	Jennifer Bedgood

Activity - SSR-Mindful Approach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support students in achieving a 20 minutes period where they are independent readers. Often using Closed Reading as a strategy for comprehension and staying on task.	Academic Support Program, Behavioral Support Program	09/07/2015	05/31/2016	$0	No Funding Required	All teachers are responsible for creating the classroom environment for meaningful silent sustained reading. The teachers are responsible to instruct students on close reading skills. The teachers will guide students to use appropriate strategies.

Status	Progress Notes	Created On	Created By
In Progress	Classroom Monitoring through class chart - indicates strength of stamina for the goal to be 20 minutes. Charts are available in each homeroom - Grades K - 6.	March 17, 2016	Jennifer Bedgood

Goal 3: Implement explicit, intensive, rigorous instruction through the use of research-based strategies in every classroom daily to focus on the language and goals of Math and the Math Aspire Assessment.

Status	Progress Notes	Created On	Created By
N/A	We are unable to purchase IXL for our school this year. $40k was diverted to Central Baldwin Middle School and the IXL bid showed a price increase three times that of last year's purchase price. Teachers are aware of the situation and are using free sites such as Compass and Xtra Math. A few teachers are writing grants in hopes of receiving the funds for IXL.	October 23, 2015	Janice Simon

Measurable Objective 1:

A 2% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency   in Mathematics by 04/15/2015 as measured by Scantron progress monitoring tool. All Students (AIN 1.86), Hispanics (AIN 4.44), Poverty (AIN 2.42), Special Education (5.61), and White (1.53) in Mathematics by 04/22/2016 as measured by Monthly progress monitoring at the school level will guide instruction. The district will monitor progress three times during the school year. .

Status	Progress Notes	Created On	Created By
Not Met	11/02/2015 Inspecting the Aspire Professional Development - all teachers	March 16, 2016	Jennifer Bedgood

Strategy 1:

CCRS lessons with manipulatives/IXL/Odyssey - Students will use CCRS lessons and manipulatives to support learning math concepts at least three times per week in the classroom. The students will use the online site to practice non-proficient and proficient Academic areas of math. Sites: Scantron Learning Odyssey and IXL Math. Teachers will utilize web-based sites IXL and Scantron to scaffold, reinforce, differentiate, and tutor students. Part-time Instructors will be utilized to conduct tutorial scaffolding lessons and strategies in tier 2 & 3 small groups or general ed class settings.

Category:

Research Cited: Grouws, Douglas. "Improving Student Achievement in Mathematics." International Academy of Education. University of Illinois, Chicago, 2014. Web. 15 Sept. 2015.

Status	Progress Notes	Created On	Created By
N/A	07/15/2015 07/16/2015 "Making" A Great Start!: Used Amsti resource-demonstration by Amsti teacher and interactive practice with participants.	March 16, 2016	Jennifer Bedgood

| N/A | 11/09/15   Laura Ruth Hunter, AMSTI-USA committed to work with our teacher-leaders in core mathematics. These teachers will be attending trainings with Mrs. Hunter. Calendar of events with Mrs. Moorer and Mrs. Simon. | March 16, 2016 | Jennifer Bedgood |

Activity - Intervention/Differentiation IXL Scantron Odyssey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher-directed Intervention small group strategies will be used to reinforce math concepts as needed by all students and especially Tier 2 and 3 students. n - The Compass Math project monitoring tool will be used to name the grade level Tier 2 and 3 students in mathematics. Technology enhanced intervention and differentiation: The Scantron path-directed lessons will be used in small and whole group to remediate the skill area as well as progress above grade level for differentiation of math domain areas. IXL Math will be used by teachers to support intervention in any skill area needed. Part-time instructors will be utilized to assist in small group tier 2 & 3 tutoring and general ed classroom.	Academic Support Program, Technology, Tutoring, Direct Instruction	09/07/2015	05/31/2016	$7159	Title I Part A	Pamela Moorer, Classroom Teacher, Reading Coach, Part-time Instructors

Status	Progress Notes	Created On	Created By
Completed	December Training - teaching the reports to use to determine instructional needs	March 17, 2016	Jennifer Bedgood
Completed	August - Compass Training provided by District	March 17, 2016	Jennifer Bedgood

Goal 4: Implement explicit, intensive, rigorous instruction through the use of research-based strategies in every classroom daily to focus on language and goals of Reading and Reading Aprire Assessments.

Measurable Objective 1:

A 2% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency n overall reading (AIN 2.1); Hispanics (AIN 5.17); Poverty(AIN 2.78); Special Education (AIN4.73), White (AIN 1.62) in Reading by 04/15/2015 in Reading by 09/07/2015 as measured by n overall reading in Reading by progress monitoring ..

Status	Progress Notes	Created On	Created By
Not Met	11/02/2015 Inspecting the Aspire professional development - all teachers	March 16, 2016	Jennifer Bedgood

Strategy 1:

Dip In To Reading - Students work in IXL Language and Scantron Odyssey Reading in prescribed areas of need. Teachers will use teacher-directed materials to lead small groups in remediation in non- proficient reading skill areas, both tier 2 & 3. Students will utilize IXL Language and Scantron Odyssey in assisting them in meeting the objective. Part-time instructors will tutor students based on goals set by a collaboration of classroom teacher and the part-time instructor. Students will then work with the teacher and the part-time instructor to reach their goal.

Category:

Research Cited: Carbo, Marie. "Best Practices for Achieving High, Rapid Reading Gains." Www.naesp.com. Principal, 1 Nov. 2007. Web. 15 Sept. 2015.

Status	Progress Notes	Created On	Created By
N/A	9/17/15 - Professional Development on DOK Level Questioning in the classroom and the DOK awareness on ACT Aspire	March 16, 2016	Jennifer Bedgood

Activity - Teacher-Directed Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will conduct Tier II/III Teacher-directred remediation of non-proficient areas in reading. Parti-time instructors will provide support for tier 2 & 3 students' area of need.	Academic Support Program, Direct Instruction	09/01/2015	05/31/2016	$68301	Title I Part A	Pamela Moorer, Reading Coach, Classroom Teachers, Part-time Instructors

Status	Progress Notes	Created On	Created By
In Progress	ReadWorks.org materials were utilized for modeling and instructing Depth of Knowledge and utilizing Lexile texts. Inquiry-based questioning utilized in the classroom.	March 17, 2016	Jennifer Bedgood
Completed	10/12/2015 Instructional Resources to Improving Reading and Math Instructions (Flipbooks)	March 17, 2016	Jennifer Bedgood
Completed	07/15/2015 and 07/16/2015 "Making" A Great Start! - Revisited ARI; created core pacing guide and intervention framework	March 16, 2016	Jennifer Bedgood

Goal 5: All students at Silverhill Elementary will monitor their learning data while utilizing Leadership Notebooks. (Leader In Me)

Status	Progress Notes	Created On	Created By
N/A	Our school's Mid-year data is promising in both reading and math areas. I have attached the Mid-year reports to the plan.	February 15, 2016	Janice Simon
N/A	This is an organizational goal.	September 29, 2015	Janice Simon

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will complete a portfolio or performance of their data profile weekly and update as needed. in Practical Living by 09/07/2015 as measured by completion of data devices, daily, weekly, monthly.

Strategy 1:

Leadership Notebook Monitoring - Leadership Notebooks - Each teacher issues a notebook to each child during the first week of school. The students will be given

explicit instruction as to how each of the monitoring tools will work for that teacher's class. Procedures will be set for the daily, weekly, and monthly use of the

monitoring tools in attendance and academia.

Category:

Research Cited: afer, Nancy, and Steve Flieshmann. "Membership." Educational Leadership:How Schools Improve:How Student Progress Monitoring Improves

Instruction. Educational Leadership, 1 Feb. 2005. Web. 31 Aug. 2015.

Activity - Leadership Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Background: Teachers attended a two day summer training at our school. We researched and adopted the various tools we would need K, 1-2, and 3-6 for our Leadership Notebooks. Materials were ordered and prepared prior to the first day of the 2016 school year. The Leader In Me program by Stephen Covey was chosen to spearhead our efforts. Grade level spans agreed on the tools to fit their curriculum. These tools include behavior, attendance, and academic measures.	Academic Support Program, Behavioral Support Program, Parent Involvement	09/07/2015	05/31/2016	$1200	Title I Part A	Pamela Moorer, Reading Coach, Faculty, Students

Status	Progress Notes	Created On	Created By
Completed	Notebooks were used in parent conferences to show strengths and weaknesses - Monday, March 14	March 17, 2016	Jennifer Bedgood
Completed	10/02/2015 - Train the Trainer - Compass Learning Reporting Training	March 16, 2016	Jennifer Bedgood
Completed	8/14/15 - All Teachers - COMPASS Fast Track Beginning Training (LXYE & SVL)	March 16, 2016	Jennifer Bedgood

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SSR-Mindful Approach	Support students in achieving a 20 minutes period where they are independent readers. Often using Closed Reading as a strategy for comprehension and staying on task.	Academic Support Program, Behavioral Support Program	09/07/2015	05/31/2016	$0	All teachers are responsible for creating the classroom environment for meaningful silent sustained reading. The teachers are responsible to instruct students on close reading skills. The teachers will guide students to use appropriate strategies.
				Total	$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Leadership Notebooks	Teachers attended a two day summer training at our school. We researched and adopted the various tools we would need K, 1-2, and 3-6 for our Leadership Notebooks. Materials were ordered and prepared prior to the first day of the 2016 school year. The Leader In Me program by Steven Covey was chosen to spearhead our efforts.	Community Engagement, Academic Support Program, Behavioral Support Program, Parent Involvement	08/17/2015	05/25/2016	$4468	Lighthouse Staff: Debbie McGough, Sally Labak, Karen Kaiser, Becky O'Brian, Amy Krob, Lauree Johnson; Classroom teachers
Leadership Notebooks	Background: Teachers attended a two day summer training at our school. We researched and adopted the various tools we would need K, 1-2, and 3-6 for our Leadership Notebooks. Materials were ordered and prepared prior to the first day of the 2016 school year. The Leader In Me program by Stephen Covey was chosen to spearhead our efforts. Grade level spans agreed on the tools to fit their curriculum. These tools include behavior, attendance, and academic measures.	Academic Support Program, Behavioral Support Program, Parent Involvement	09/07/2015	05/31/2016	$1200	Pamela Moorer, Reading Coach, Faculty, Students
Teacher-Directed Activities	Classroom teachers will conduct Tier II/III Teacher-directred remediation of non-proficient areas in reading. Parti-time instructors will provide support for tier 2 & 3 students' area of need.	Academic Support Program, Direct Instruction	09/01/2015	05/31/2016	$68301	Pamela Moorer, Reading Coach, Classroom Teachers, Part-time Instructors
Intervention/Differentiation IXL Scantron Odyssey	Teacher-directed Intervention small group strategies will be used to reinforce math concepts as needed by all students and especially Tier 2 and 3 students. n - The Compass Math project monitoring tool will be used to name the grade level Tier 2 and 3 students in mathematics. Technology enhanced intervention and differentiation: The Scantron path-directed lessons will be used in small and whole group to remediate the skill area as well as progress above grade level for differentiation of math domain areas. IXL Math will be used by teachers to support intervention in any skill area needed. Part-time instructors will be utilized to assist in small group tier 2 & 3 tutoring and general ed classroom.	Academic Support Program, Technology, Tutoring, Direct Instruction	09/07/2015	05/31/2016	$7159	Pamela Moorer, Classroom Teacher, Reading Coach, Part-time Instructors
				Total	$81128	

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	We used the completed 2013-14 data survey. We have also conducted a Title 1 Diagnostic Parent Survey. Unfortunately, we had only 9 parents respond.	Title 1 Diagnostic Parent Survey Title 1 Diagnostic Parent Survey Title 1 Diagnostic Parent Survey

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Areas that indicate the overall highest level of satisfaction or approval are:

Early Elementary students reported that teachers were fair, cared about their learning, wanted them to do their best, and to learn new things. Elementary students said that the teachers and principal wanted them all to learn and do their very best and they feel prepared for the next gras level. The students also like that there are many places in the school for learning to take place. Parents reported that the school maintains and communicates a purpose and direction for high expectations for teaching and learning. The teachers are highly qualified, implement the school's instructional process, support learning, and share beliefs and value about teaching and learning.

Staff Surveys show that the staff is committed to a culture that is based on common beliefs about teaching and learning. The school supports challenging, equitable educational programs and learning experiences that include achievement of learning, thinking and life skills for students. The school's leadership implements continuous improvement processes that provide clear direction for improving conditions that support student learning.

The Title 1 Diagnostic Parent Survey highest level of satisfaction or approval is in the area of teacher communication. Parents feel that they can reach their child's teacher and communicate clearly with the teacher.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

The results are based on 2013-2014 Stakeholder Survey.

According to the Title 1 Diagnostic Parent Survey, surveyed parents overwhelmingly feel welcome in our schools. They further indicated that they knew the school's academic goals and feel that the school encourages parent involvement.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

All findings are consistent with the survey.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Areas that indicate the lowest level of satisfaction:

Early Elementary indicate that students want teachers to make them think more and for teachers to tell them what is expected of them every day at school.

Elementary students want the principal/teachers to ask them what they think of school, ask parents to come to school activities, and to provide more computers to help them learn.

Parents are concerned that the governing body does not operate responsibly or effectively. Another concern indicated was that instructional time, material resources, and fiscal resources are insufficient to support he purpose and direction of the learning in school.

Staff surveys indicate that weaknesses include the lack of mentoring and support teams for new teachers and the lack of meaningful engagement of families in the learning process of the students. Staff is also concerned that instructional time, material resources and fiscal resources are insufficient to support learning.

The Title 1 Diagnostic Parent Survey indicated that an awareness of volunteer opportunities, Title 1 services in reading assistance, and exactly what Title 1 means needs to be expressed to the stakeholders. Parents also are not aware of what referral programs are available outside of the school for their families. Question: Do you know about the school's referral program to community services outside of the school? (Such services may be adult literacy programs, social services, health services, GED, adult career development, etc.)

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

This is the first time for this program so there are no trends.

TheTitle 1 Diagnostic Parent survey indicated that an awareness of volunteer opportunities, Title 1 services in reading assistance, and exactly what Title 1 means needs to be expressed to the stakeholders.

What are the implications for these stakeholder perceptions?

Instructional time interruptions are a concern amongst the staff. The Staff needs to communicate their feelings to the stakeholders to protect instructional time.

The stakeholders perceive that we are doing a good job of educating their child. Stakeholders need more information regarding Title 1 and extended programs that are available.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The findings were consistent with the survey.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.5
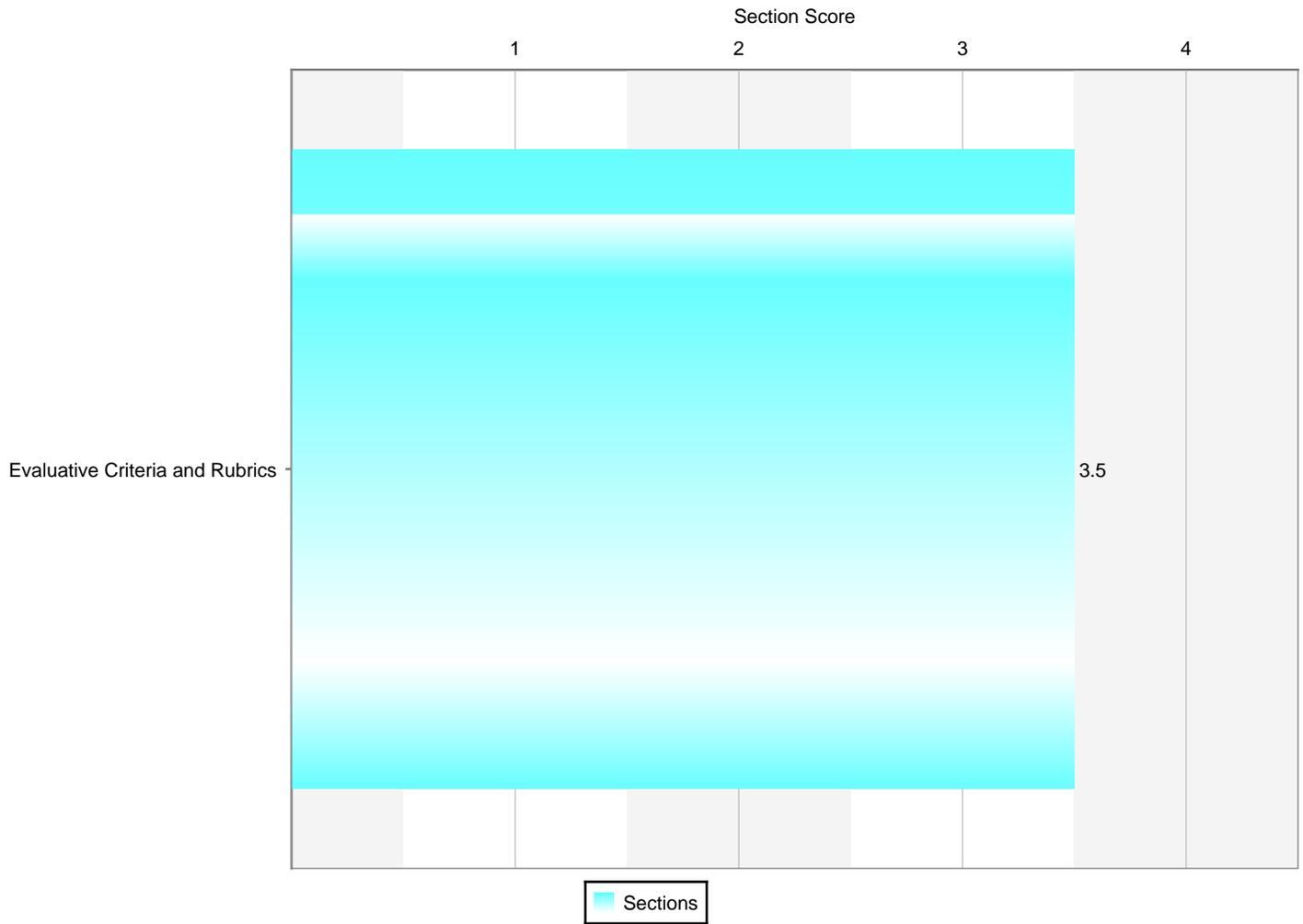
Sections

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

A survey link was provided on our web site and sent via email to stakeholders. Notices with information about the survey, where to take the survey, and how the survey results will be used were sent home two weeks prior to submit ion date by every student.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

Our district provided professional development to outline the new procedures for RTI. The Reading Coach then conducted a professional development workshop for our teachers on Oct. 12. The procedure for RTI was then communicated. There will be monthly All Student Data Meetings and Sped Data Meetings.

Tier 2

K-1

Scoring -1 on Campass Learning Pathblazer (allowing for teacher discretion here-is child 2 & 3)

Teacher Observation

EL stuggles

 Failing Dibles benchmark

Gr 2-6:

Failing classroom grades

Teacher Observation

EL struggles

Scoring between the 11-25th percentile on Scantron benchmark

 Gr 4-6: In addition to Scantron

Scoring at Level N and/or C on ACT Aspire

Tier 3

K-1

Scoring below benchmark for Dibles

Scoring -1 on Compass Pathblazer

2-6

Scoring below the 10th percentile on Scantron/Compass formative benchmark assessments

Grades 4-8

Scoring level N on ACT Aspire

Failing grades that are based on non-attainment of required CCRS standards (current and previous years)

So,

***TEACHER TO provide Tier 3 while PTI (or students are at enrichment) provides enrichment for other students. Must be additional dip for these students NOT during core instruction.

2014-15 Aspire data concludes the following sub groups need to improve in the Annual Improvement Needed (ANI): Hispanic Reading 5.17% and Math 4.44% ; Special Education Reading 4. 73% and Math 5.61%.

3. For schools with Preschool through Grade 2: What criteria were used to identify young students who are failing or most at risk of failing to meet the state's challenging content and student performance standards?

Pre-K students use a universal screener for their program in the spring prior to a fall start.

K-1

Scoring -1 on Campass Learning Pathblazer (allowing for teacher discretion here-is child 2 & 3)

Teacher Observation

ELL

 Failing Dibles benchark

Grade 2

Failing Dibles benchcmark

Failing classroom grades

Teacher Observation

ELL

Scoring between the 11-25th percentile on Scantron benchmark

Component 2: Services to Eligible Students

1. What Title I, Part A program services are provided to ensure eligible children receive supplemental assistance?

Obligations to serve all eligible children, including economically disadvantage, disabled, migrant, ESL, Homeless, or neglected and delinquent children are met. Silverhill Elementary serve a number of students who do not demonstrate proficiency in the areas of reading and math on the ACT Aspire. Academic assistance and intervention for these students are provided within the school day. This time of review and remediation to target specific skills has proven to be effective. The Silverhill Staff strives to create an environment of improved teaching and learning for all children, particularly those who are furthest from meeting the State's challenging content and performance standards. A key to accomplishing this goal is focusing on teaching and learning -- coordinating students' educational programs and employing effective strategies for improving student achievement.

In consultation with our district, we determine the uses of funds that best meet the needs of the students in ways that make the most sense for our students. The staff then determines the needs to be met and the amount of funds available. For example, reading and math intervention services are offered to all grades, along with an intensive professional development component. Title I funds are used to pay the salaries of instructional staff who work with those students having academic difficulties, including ESL students. Part-time Intervention Teachers are supported by Title I Funds. These part-time instructors are Highly Qualified and spend significant time with the regular teacher coordinating Title I and regular services for the students. Teachers meet with students identified as "at risk" on a regular basis, reviewing their grades, and assisting them in developing goals towards academic success. Students with special needs are served in the least restrictive environment with teachers who have been trained to deliver instruction through a variety of co-teaching models. ESL instruction is provided for students with limited English proficiency, and a homeless liaison works with schools to accommodate needs that may otherwise go unmet.

2. What were the established multiple and educationally related objective criteria that ensured the needs assessment process was consistently used to identify students by grade level and content area who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

The educationally related objective criteria were decided upon at the state, district, and school level. The state and district level criteria are dictated to us and we adhere to it.   At the local level we are using the student data, the Course of Study and the Common Core standards to drive instruction and intervention. For example, students with any interference to learning be it a skill or objective, or have failing grades in an area may be referred for additional services provided by our part-time instructors or additional web-based applications available at any time. Procedures are in place for RTI to meet the needs of our students. The Aspire 2014-15 data indicates students who are performing below the benchmark for their grade level. Students who score in either the Needs Support or Close range will gain instructional support.

3. Describe the process for determining student eligibility, indicating the ranking of students and cut-off scores.

Students who have displayed a consistent lack of proficiency in Tier 1 instruction may be referred in any or one of the following ways:
Tier 2

K-1

Scoring -1 on Campass Learning Pathblazer (allowing for teacher discretion here-is child 2 & 3)

Teacher Observation

EL stuggles

Failing Dibles benchark

Gr 2-6:

Failing classroom grades

Teacher Observation

EL struggles

Scoring between the 11-25th percentile on Scantron benchmark

Gr 4-6: In addition to Scantron

Scoring at Level N and/or C on ACT Aspire

Tier 3

K-1

Scoring below benchmark for Dibles

Scoring -1 on Compass Pathblazer

2-6

Scoring below the 10th percentile on Scantron/Compass formative benchmark assessments

Grades 4-8

Scoring level N on ACT Aspire

Failing grades that are based on non-attainment of required CCRS standards (current and previous years)

So,

***TEACHER TO provide Tier 3 while PTI (or students are at enrichment) provides enrichment for other students. Must be additional dip for these students NOT during core instruction.

(Grade 5 & 6 we will need to talk about this--I have an idea)

4. How are students with the greatest needs receiving services?

Students' needs are addressed by the classroom teacher in Tiers 1, 2, and 3. Additional intervention and support services may be provided by the part-time employees during the school day. (We have three part-time employees- one for the following grade clusters (K-2; 3-4; 5-6). Special Education students are served by the general ed teacher, part-time employees, and the special education teacher as the IEP dictates.

5. What are the multiple criteria by which students may exit the program?

Students may exit the program in the following ways:

Student may be declared proficient in the domain or skill area via:

Aspire

Scantron assessments of targeted area using other tools designed to create mastery (IXL Math and Language, Triumph benchmark assessments by skill, web-based tools, teacher-created tools)

Mastery of COS and CCRS in the classroom

Improvement to grade C or better

Observation

Special Education student reevaluation declare student to no longer need services.

6. What program's resources are used to help participating children meet State's challenging student academic achievement standards?

The following resources are used to help participating children meet the state's challenging student academic achievement standards:

Math: Go Math, Common Core Coach and Support (Triumph), Math constructed response Milawaukee Partnership in Mathematics, EngageNY, Khan Academy, Compass Learning, Performance Series-Pathblazer, Teaching Channel, IXL, Flip Book (ALSDE), Sumdog, and teacher-made materials.

Reading: Pearson Realize, Common Core Coach and Support (Triumph), ReadWorks.org, Maryland Schools Consttructed Response, Portland Schools Close Reading, EQUIP, EngageNY, Performance Series, Scantron, PathBlazer, Teaching Channel, IXL, Flip Book (ALSDE), and teacher-made materials.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing School Improvement planning process?

The program for eligible students is a part of Plan 2015-16 in this document. Goals, objectives, and actives are set to support these student. The Leadership Team determined the goals and objectives based upon all available student data (attached to the portfolio) to make decisions and incorporations of instruction and instructional materials to support student success.

Component 4: Instructional Strategies

1. Describe effective methods and instructional strategies that are scientifically based research that strengthen the core academic program of the school.

As noted on a previous indicator, we are using many available materials to assist our students. We are using the close reading strategy in all subject areas to help our students' comprehension. Modeling, creating, and practicing in informational and literary texts in a daily expectation of our teachers' instruction. We are also incorporation the Alabama Reading Initiative best practices in our daily routines for instructing in reading. Our math area is supported by our inclusion of many investigations (AMSTI) best practices. These practices include before, during, and after strategies to assist students in comprehension of math concepts. After-school math PLP meetings are used to identify areas that need instructional strength. Professional development by our AMSTI representative is often solicited to lead our professional development.

2. Which research-based methods and strategies in the plan increase the quality and quantity of instruction for eligible students?

Goal 1:

Implement explicit, intensive, rigorous instruction through the use of research-based strategies in every classroom daily to focus on language and goals of Reading and Reading Aprire assessment.

Measurable Objective 1:

5% of All Students will demonstrate a proficiency in overall reading in Reading by 04/15/2015 as measured by progress monitoring .

Strategy1:

Vocabulary Breakdown - Students will practice language arts vocabulary skills using IXL Language online resource. Teacher-directed lessons will be used in small group to accommodate and personalize vocabulary learning for all students.

Category:

Research Cited: Sweeny, Sheelah, and Pamela Mason. "Research-based Practices in Vocabulary Instruction: An Analysis of What Works in Grades PreK-12." Research-based Practices in Vocabulary Instruction: An Analysis of What Works in Grades PreK-12. Research-based Practices in Vocabulary Instruction: An Analysis of What Works in Grades PreK-12, n.d. Web. 29 Sept. 2014. <http://massreading.org/wp-content/uploads/2013/08/vocpaper.pdf>.

Activity - IXL Language Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use IXL Language in grades 2-6 to practice vocabulary skills knowledge and application.	Academic Support Program	10/15/2014	05/13/2015	$2234 - Title I Part A	Classroom teachers will be responsible for planning the student-intervention and practice using IXL Language.

Strategy2:

Apps Skills Practice - Students will work in iStation in prescribed areas of need. Teachers will use teacher-directed materials to lead small groups in remediation in non-proficient reading skill areas. Students will utilize IXL Language, Accelerated Reader, and Get Waggle in assisting them in meeting the objective.

Category:

Research Cited: Patarapichayatham, Istation Reading Growth Study Grades 1 – 8. "Istation Reading Growth Study Grades 1 – 8." Istation Reading Growth Study Grades 1 – 8. Southern Methodist University, n.d. Web. 29 Sept. 2014. <https://www.istation.com/Content/downloads/studies/G1-8_TX_Growth.pdf>.

Activity - Teacher-directed Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will conduct Tier II/III Teacher-directred remediation of non-proficient areas in reading. Parti-time instructors will provide support for students in any tier.	Direct Instruction	09/29/2014	05/13/2015	$36000 - Title I Part A	Classroom teacher, Reading Coach, and Part-time Instructor

Goal 2:

Implement explicit, intensive, rigorous instruction through the use of research-based strategies in every classroom daily to focus on the language and goals of Math Aspire. Use manipulatives to reinforce skills previously taught.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in math. in Mathematics by 04/15/2015 as measured by Scantron progress monitoring tool.

Strategy1:

Math Intervention - Students will practice non-proficient math areas on IXL Math web site a minimum of 10 minutes per day. Students will also use Go Math!. Students will use the path created in Scantron via the Performance portal to improve proficiency in math.

Category:

Research Cited: "A Study of Student Achievement, Teacher Perceptions, and IXL Math." Emperical Education Emperical Education, Inc (2012): n. pag. http://www.ixl.com/research/IXL-Research-Study-2013.pdf. Web. 29 Sept. 2014.

Activity - IXL Math Practice/Scantron	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students will use the online site to practice non-proficient and proficient areas of math. Sites: Scantron Learning Odyssey and IXL Math	Academic Support Program	10/01/2014	05/27/2015	$2500 - Title I Part A	Classroom teachers

Goal 3:

All faculty will be trained in and implement stage 1 of The Leader In Me program. All students at Silverhill Elementary will have a Leadership Notebook.

Measurable Objective 1:

demonstrate a proficiency   implementing The Leader In Me principles in their classrooms and student leadership notebooks. by 09/01/2015 as measured by measured by evidence of the following recorded ongoing information to be included in the student leadership notebook: attendance data sheet, behavior data sheet, progress monitoring data sheet. A communication sheet will be sent home separately.   .

Strategy1:

Developing and Implementing Leadership Notebooks - Each teacher issues a notebook to each child during the first week of school. The students will be given explicit instruction as to how each of the monitoring tools will work for that teacher's class. Procedures will be set up for the daily, weekly, and monthly use of the monitoring tools present in the binders. The teacher will have created or used data collection devices from the web site The Leader In Me.

Category:

Research Cited: Safer, Nancy, and Steve Flieshmann. "Membership." Educational Leadership:How Schools Improve:How Student Progress Monitoring Improves Instruction. Educational Leadership, 1 Feb. 2005. Web. 31 Aug. 2015.

Activity - Leadership Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers attended a two day summer training at our school. We researched and adopted the various tools we would need K, 1-2, and 3-6 for our Leadership Notebooks. Materials were ordered and prepared prior to the first day of the 2016 school year. The Leader In Me program by Steven Covey was chosen to spearhead our efforts.	Behavioral Support Program Parent Involvement Academic Support Program Community Engagement	08/17/2015	05/25/2016	$4468 - Title I Part A	Lighthouse Staff: Debbie McGough, Sally Labak, Karen Kaiser, Becky O'Brian, Amy Krob, Lauree Johnson; Classroom teachers

Goal 4:

Students at Silverhill Elementary will increase their reading stamina to 20 minutes per setting.

Measurable Objective 1:

A total of 300 First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a behavior in the tenacity and stamina of reading actively (silently) in Reading by 01/05/2016 as measured by a graph chart in each classroom to represent the amount of time the students can sustain the task of silent reading.

Strategy1:

Building your Stamina - Each classroom is using the Close Reading strategy to build comprehension amongst our students. We have observed that our students inability to remain on task for sustained time is interfering with their ability to comprehend and reach the appropriate depth of knowledge the skill/area of work require. Therefore, each Grade 1-6 classroom will begin working on increasing their ability to stay on task while reading by incremental times..example grade 1 will increase at a rate of 2-3 mins per setting. Grade 6 will increase by 5 minutes until the goal is met. The goal is set at 20 minutes. This activity will be monitored by the teacher and charted for the entire class. Should a personal chart be needed for RTI, the teacher will create that for the student's data notebook.

Category:

Research Cited: Sanden, Sherry. "Out of the Shadow of SSR: Real Teachers' Classroom Independent Reading Practices." NCTE.ORG.

University of Pennseylvania, Language Arts, 2014. Web. 14 Sept. 2015.

Activity - SSR-Mindful Approach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support students in achieving a 20 minutes period where they are independent readers. Often using Closed Reading as a strategy for comprehension and staying on task.	Behavioral Support Program Academic Support Program	09/07/2015	05/31/2016	$0 - No Funding Required	All teachers are responsible for creating the classroom environment for meaningful silent sustained reading. The teachers are responsible to instruct students on close reading skills. The teachers will guide students to use appropriate strategies.

Goal 5:

Implement explicit, intensive, rigorous instruction through the use of research-based strategies in every classroom daily to focus on the language and goals of Math and the Math Aspire Assessment.

Measurable Objective 1:

A 2% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency   in Mathematics by 04/15/2015 as measured by Scantron progress monitoring tool. All Students (AIN 1.86), Hispanics (AIN 4.44), Poverty (AIN 2.42), Special Education (5.61), and White (1.53) in Mathematics by 04/22/2016 as measured by Monthly progress monitoring at the school level will guide instruction. The district will monitor progress three times during the school year. .

Strategy1:

CCRS lessons with manipulatives/IXL/Odyssey - Students will use CCRS lessons and manipulatives to support learning math concepts at least three times per week in the classroom. The students will use the online site to practice non-proficient and proficient Academic areas of math. Sites: Scantron Learning Odyssey and IXL Math. Teachers will utilize web-based sites IXL and Scantron to scaffold, reinforce, differentiate, and tutor students. Part-time Instructors will be utilized to conduct tutorial scaffolding lessons and strategies in tier 2 & 3 small groups or general ed class settings.

Category:

Research Cited: Grouws, Douglas. "Improving Student Achievement in Mathematics." International Academy of Education. University of Illinois, Chicago, 2014. Web. 15 Sept. 2015.

Activity - Intervention/Differentiation IXL Scantron Odyssey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher-directed Intervention small group strategies will be used to reinforce math concepts as needed by all students and especially Tier 2 and 3 students. n - The Compass Math project monitoring tool will be used to name the grade level Tier 2 and 3 students in mathematics. Technology enhanced intervention and differentiation: The Scantron path-directed lessons will be used in small and whole group to remediate the skill area as well as progress above grade level for differentiation of math domain areas. IXL Math will be used by teachers to support intervention in any skill area needed. Part-time instructors will be utilized to assist in small group tier 2 & 3 tutoring and general ed classroom.	Academic Support Program Tutoring Technology Direct Instruction	09/07/2015	05/31/2016	$7159 - Title I Part A	Pamela Moorer, Classroom Teacher, Reading Coach, Part-time Instructors

Goal 6:

Implement explicit, intensive, rigorous instruction through the use of research-based strategies in every classroom daily to focus on language and goals of Reading and Reading Aprire Assessments.

Measurable Objective 1:

A 2% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency n overall reading (AIN 2.1); Hispanics (AIN 5.17); Poverty(AIN 2.78); Special Education (AIN4.73), White (AIN 1.62) in Reading by 04/15/2015 in Reading by 09/07/2015 as measured by n overall reading in Reading by progress monitoring ..

Strategy1:

Dip In To Reading - Students work in IXL Language and Scantron Odyssey Reading in prescribed areas of need. Teachers will use teacher-directed materials to lead small groups in remediation in non- proficient reading skill areas, both tier 2 & 3. Students will utilize IXL Language and Scantron Odyssey in assisting them in meeting the objective. Part-time instructors will tutor students based on goals set by a collaboration of classroom teacher and the part-time instructor. Students will then work with the teacher and the part-time instructor to reach their goal.

Category:

Research Cited: Carbo, Marie. "Best Practices for Achieving High, Rapid Reading Gains." Www.naesp.com. Principal, 1 Nov. 2007. Web. 15 Sept. 2015.

Activity - Teacher-Directed Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will conduct Tier II/III Teacher-directred remediation of non-proficient areas in reading. Parti-time instructors will provide support for tier 2 & 3 students' area of need.	Direct Instruction Academic Support Program	09/01/2015	05/31/2016	$68301 - Title I Part A	Pamela Moorer, Reading Coach, Classroom Teachers, Part-time Instructors

Goal 7:

All students at Silverhill Elementary will monitor their learning data while utilizing Leadership Notebooks. (Leader In Me)

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will complete a portfolio or performance of their data profile weekly and update as needed. in Practical Living by 09/07/2015 as measured by completion of data devices, daily, weekly, monthly.

Strategy1:

Leadership Notebook Monitoring - Leadership Notebooks - Each teacher issues a notebook to each child during the first week of school. The students will be given explicit instruction as to how each of the monitoring tools will work for that teacher's class. Procedures will be set for the daily, weekly, and monthly use of the monitoring tools in attendance and academia.

Category:

Research Cited: afer, Nancy, and Steve Flieshmann. "Membership." Educational Leadership:How Schools Improve:How Student Progress Monitoring Improves Instruction. Educational Leadership, 1 Feb. 2005. Web. 31 Aug. 2015.

Activity - Leadership Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Background: Teachers attended a two day summer training at our school. We researched and adopted the various tools we would need K, 1-2, and 3-6 for our Leadership Notebooks. Materials were ordered and prepared prior to the first day of the 2016 school year. The Leader In Me program by Stephen Covey was chosen to spearhead our efforts. Grade level spans agreed on the tools to fit their curriculum. These tools include behavior, attendance, and academic measures.	Behavioral Support Program Academic Support Program Parent Involvement	09/07/2015	05/31/2016	$1200 - Title I Part A	Pamela Moorer, Reading Coach, Faculty, Students

3. What evidence indicates that extended (supplemental) learning time helps an accelerated quality curriculum?

Our data meetings are used to identify an area of need for a particular student. The student goal is decided, focus is set, and corrective support is instigated. Additional instruction is provided by the teacher and often an additional instructional time will be provided by the part-time instructor as well. Progress monitoring shows that students with adequate support over time are more proficient The trend of improvement is noted on the Aspire 2014-15 assessment.

4. What evidence indicates that students are rarely pulled from their regular classroom to receive supplemental instruction (e.g. extended learning opportunities)?

Our part-time instructors and teachers area aware of our procedure(s) to include the student needing assistance in all phases of instruction. Students are not to be removed from a classroom except in the most extreme circumstance. Therefore, enrichment time or very-short turn-around teaching conducted in the room or nearby may occur. If the child leaves the room only enrichment or lateral instruction may occur. The teacher may, however leave the room with the students to conduct tier 3 intervention while the part-time instructor or enrichment person is int he room with the other students. Teachers and Part-time Instructors complete goal and skill focus plans for each child. These professionals then document each time the student receives additional instruction.

5. English Language Proficiency Goal (Should address identified weaknesses and gaps):

Goal 1:

Implement explicit, intensive, rigorous instruction through the use of research-based strategies in every classroom daily to focus on language and goals of Reading and Reading Aprire assessment.

Measurable Objective 1:

5% of All Students will demonstrate a proficiency in overall reading in Reading by 04/15/2015 as measured by progress monitoring .

Strategy1:

Apps Skills Practice - Students will work in iStation in prescribed areas of need. Teachers will use teacher-directed materials to lead small groups in remediation in non-proficient reading skill areas. Students will utilize IXL Language, Accelerated Reader, and Get Waggle in assisting them in meeting the objective.

Category:

Research Cited: Patarapichayatham, Istation Reading Growth Study Grades 1 – 8. "Istation Reading Growth Study Grades 1 – 8." Istation Reading Growth Study Grades 1 – 8. Southern Methodist University, n.d. Web. 29 Sept. 2014.
<https://www.istation.com/Content/downloads/studies/G1-8_TX_Growth.pdf>.

Activity - Teacher-directed Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will conduct Tier II/III Teacher-directred remediation of non-proficient areas in reading. Parti-time instructors will provide support for students in any tier.	Direct Instruction	09/29/2014	05/13/2015	$36000 - Title I Part A	Classroom teacher, Reading Coach, and Part-time Instructor

Strategy2:

Vocabulary Breakdown - Students will practice language arts vocabulary skills using IXL Language online resource. Teacher-directed lessons will be used in small group to accommodate and personalize vocabulary learning for all students.

Category:

Research Cited: Sweeny, Sheelah, and Pamela Mason. "Research-based Practices in Vocabulary Instruction: An Analysis of What Works in Grades PreK-12." Research-based Practices in Vocabulary Instruction: An Analysis of What Works in Grades PreK-12. Research-based Practices in Vocabulary Instruction: An Analysis of What Works in Grades PreK-12, n.d. Web. 29 Sept. 2014. <http://massreading.org/wp-content/uploads/2013/08/vocpaper.pdf>.

Activity - IXL Language Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use IXL Language in grades 2-6 to practice vocabulary skills knowledge and application.	Academic Support Program	10/15/2014	05/13/2015	$2234 - Title I Part A	Classroom teachers will be responsible for planning the student-intervention and practice using IXL Language.

Goal 2:

Implement explicit, intensive, rigorous instruction through the use of research-based strategies in every classroom daily to focus on the language and goals of Math Aspire. Use manipulatives to reinforce skills previously taught.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in math. in Mathematics by 04/15/2015 as measured by Scantron progress monitoring tool.

Strategy1:

Math Intervention - Students will practice non-proficient math areas on IXL Math web site a minimum of 10 minutes per day. Students will also use Go Math!. Students will use the path created in Scantron via the Performance portal to improve proficiency in math.
Category:
Research Cited: "A Study of Student Achievement, Teacher Perceptions, and IXL Math." Emperical Education Emperical Education, Inc (2012): n. pag. http://www.ixl.com/research/IXL-Research-Study-2013.pdf. Web. 29 Sept. 2014.

Activity - IXL Math Practice/Scantron	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students will use the online site to practice non-proficient and proficient areas of math. Sites: Scantron Learning Odyssey and IXL Math	Academic Support Program	10/01/2014	05/27/2015	$2500 - Title I Part A	Classroom teachers

Strategy2:

Teacher-directed Intervention - The Compass Math project monitoring tool will be used to name the grade level Tier 2 and 3 students in mathematics. The Scantron path-directed lessons will be used in small and whole group to remediate the skill area. IXL Math will be used by teachers to support intervention in any skill area needed.
Category:
Research Cited: "A Study of Student Achievement, Teacher Perceptions, and IXL Math." Emperical Education Emperical Education, Inc (2012): n. pag. http://www.ixl.com/research/IXL-Research-Study-2013.pdf. Web. 29 Sept. 2014.

Activity - Teacher-directed Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This activity will work with a student in the area of need in mathematics. Teacher/Part-time Instructor will pull aside small groups of students with like skill clusters or one-on-one to remediate non-profienct area. Students will use MobyMax and IXL Math as support.	Academic Support Program	10/01/2014	05/13/2015	$1850 - Title I Part A $599 - Title I Part A	Classroom teacher, Part-time instructor

Goal 3:

Students at Silverhill Elementary will increase their reading stamina to 20 minutes per setting.

Measurable Objective 1:

A total of 300 First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a behavior in the tenacity and stamina of reading actively (silently) in Reading by 01/05/2016 as measured by a graph chart in each classroom to represent the amount of time the students can sustain the task of silent reading.

Strategy1:

Building your Stamina - Each classroom is using the Close Reading strategy to build comprehension amongst our students. We have observed that our students inability to remain on task for sustained time is interfering with their ability to comprehend and reach the appropriate depth of knowledge the skill/area of work require. Therefore, each Grade 1-6 classroom will begin working on increasing their ability to stay on task while reading by incremental times..example grade 1 will increase at a rate of 2-3 mins per setting. Grade 6 will increase by 5 minutes until the goal is met. The goal is set at 20 minutes. This activity will be monitored by the teacher and charted for the entire class. Should a personal chart be needed for RTI, the teacher will create that for the student's data notebook.

Category:

Research Cited: Sanden, Sherry. "Out of the Shadow of SSR: Real Teachers' Classroom Independent Reading Practices." NCTE.ORG. University of Pennseylvania, Language Arts, 2014. Web. 14 Sept. 2015.

Activity - SSR-Mindful Approach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support students in achieving a 20 minutes period where they are independent readers. Often using Closed Reading as a strategy for comprehension and staying on task.	Academic Support Program Behavioral Support Program	09/07/2015	05/31/2016	$0 - No Funding Required	All teachers are responsible for creating the classroom environment for meaningful silent sustained reading. The teachers are responsible to instruct students on close reading skills. The teachers will guide students to use appropriate strategies.

Goal 4:

Implement explicit, intensive, rigorous instruction through the use of research-based strategies in every classroom daily to focus on the language and goals of Math and the Math Aspire Assessment.

Measurable Objective 1:

A 2% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency   in Mathematics by 04/15/2015 as measured by Scantron progress monitoring tool. All Students (AIN 1.86), Hispanics (AIN 4.44), Poverty (AIN 2.42), Special Education (5.61), and White (1.53) in Mathematics by 04/22/2016 as measured by Monthly progress monitoring at the school level will guide instruction. The district will monitor progress three times during the school year. .

Strategy1:

CCRS lessons with manipulatives/IXL/Odyssey - Students will use CCRS lessons and manipulatives to support learning math concepts at least three times per week in the classroom. The students will use the online site to practice non-proficient and proficient Academic areas of

math. Sites: Scantron Learning Odyssey and IXL Math. Teachers will utilize web-based sites IXL and Scantron to scaffold, reinforce, differentiate, and tutor students. Part-time Instructors will be utilized to conduct tutorial scaffolding lessons and strategies in tier 2 & 3 small groups or general ed class settings.

Category:

Research Cited: Grouws, Douglas. "Improving Student Achievement in Mathematics." International Academy of Education. University of Illinois, Chicago, 2014. Web. 15 Sept. 2015.

Activity - Intervention/Differentiation IXL Scantron Odyssey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher-directed Intervention small group strategies will be used to reinforce math concepts as needed by all students and especially Tier 2 and 3 students. n - The Compass Math project monitoring tool will be used to name the grade level Tier 2 and 3 students in mathematics. Technology enhanced intervention and differentiation: The Scantron path-directed lessons will be used in small and whole group to remediate the skill area as well as progress above grade level for differentiation of math domain areas. IXL Math will be used by teachers to support intervention in any skill area needed. Part-time instructors will be utilized to assist in small group tier 2 & 3 tutoring and general ed classroom.	Direct Instruction Tutoring Academic Support Program Technology	09/07/2015	05/31/2016	$7159 - Title I Part A	Pamela Moorer, Classroom Teacher, Reading Coach, Part-time Instructors

Goal 5:

Implement explicit, intensive, rigorous instruction through the use of research-based strategies in every classroom daily to focus on language and goals of Reading and Reading Aprire Assessments.

Measurable Objective 1:

A 2% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency n overall reading (AIN 2.1); Hispanics (AIN 5.17); Poverty(AIN 2.78); Special Education (AIN4.73), White (AIN 1.62) in Reading by 04/15/2015 in Reading by 09/07/2015 as measured by n overall reading in Reading by progress monitoring ..

Strategy1:

Dip In To Reading - Students work in IXL Language and Scantron Odyssey Reading in prescribed areas of need. Teachers will use teacher-directed materials to lead small groups in remediation in non- proficient reading skill areas, both tier 2 & 3. Students will utilize IXL Language and Scantron Odyssey in assisting them in meeting the objective. Part-time instructors will tutor students based on goals set by a collaboration of classroom teacher and the part-time instructor. Students will then work with the teacher and the part-time instructor to reach their goal.

Category:

Research Cited: Carbo, Marie. "Best Practices for Achieving High, Rapid Reading Gains." Www.naesp.com. Principal, 1 Nov. 2007. Web. 15 Sept. 2015.

Activity - Teacher-Directed Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will conduct Tier II/III Teacher-dirctred remediation of non-proficient areas in reading. Parti-time instructors will provide support for tier 2 & 3 students' area of need.	Academic Support Program Direct Instruction	09/01/2015	05/31/2016	$68301 - Title I Part A	Pamela Moorer, Reading Coach, Classroom Teachers, Part-time Instructors

Component 5: Title I and Regular Education Coordination

1. How does coordination with the regular classroom program occur, including transition strategies, which may include services to assist preschool children in the transition from early childhood programs to elementary school programs?

All assessment of Pre-K students is done through Teaching Strategies GOLD. The primary purposes of the GOLD assessment system are to help teachers

*observe and document children's development and learning over time

*support, guide, and inform planning and instruction

*identify children who might benefit from special help, screening or further evaluation

*report and communicate with family members and others

The secondary purposes are to help teachers

*collect and gather outcome information as one part of a larger accountability system.

 *provide reports to administrators to guide program planning and professional development   opportunities.

Thirty six objectives are organized into 9 areas of development and learning. The first 4 are major areas of child development and learning

*Social - Emotional

*Physical

*Language

*Cognitive

The content learning that is usually identified in early learning standards are organized in the following five areas:

*Literacy

*Mathematics

*Science and Technology

*Social Studies

*The Arts

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified? What action is being taken to meet this requirement.	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified? What action is being taken to meet this requirement?	Yes		

Component 7: High Quality and Ongoing Professional Development

1. Describe opportunities for high-quality ongoing professional development for teachers and other staff who work with participating children in the Title I program or in the regular education program.

Scheduled professional development occurs frequently with the staff. The staff meets twice per year for one-half day professional development supported with Title 1 program funds. Materials for the development in the area of professional development are provided with Title1 funds. Substitutes are provided during the school day for the teachers to attend the meetings.

Creative scheduling allow our teachers longer breaks on Fridays so that professional development, grade-level meetings,curriculum planning, and extended planning may occur.

After-school meetings are conducted (if needed) on the first and/or second Monday to any and all meetings and professional development dictated by our state, district, ASIP Plan, principal, or reading coach.

The staff also used two flex days (mandatory) in the summer for professional development.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills beyond the regular school day.

Before the start of school, Title I Instructors willingly provide students with an additional opportunity to receive support and reinforcement of academic skills prior to the start of our regular school day. Additionally, Title I Funds are earmarked to support afterschool tutoring in the areas of reading and math. Summer opportunities are also extended to the students needing support and intervention in the areas of reading and math. This instruction, in a small group setting, is delivered by a Highly Qualified Teacher.

2. Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

While we do consult our sub-group data to ensure we are deeply looking at that data, all children's needs are met using the same criteria as set in our RTI procedures and the guidelines provided by the federal government concerning Title1, and Special Education students. In addition, we have an ELL resource teacher who meets with our non-English speaking students regularly to support their instruction.

3. Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency. (N/A for Elementary Schools)

Resources are readily available for our Special Populations. Through our counselor, the needs of our disadvantaged families are met. Sources of help to provide temporary support for low income and the economically disadvantage families with children are identified. There are services for basic need assistance through a network of service agencies that serve our target population groups. These services include emergency food, clothing, furniture, and winter outerwear for the children, health services, and even educational materials which provide opportunities for the children to improve their academics. Small group counseling is also offered to provide an opportunity for meaningful encouragement as assistance in working toward personal goals for the family is accomplished.

4. What is the process to identify students who experience difficulty mastering the State's academic assessment standards at an advanced or proficient level?

The principal and reading coach receive the school data in July. The data is reviewed and disaggregated by grade level, teacher, and sub-groups. The grade levels set action goals and plans for reading and math using the grade level data. The individual instructors use the RTI standard to create tier groups to ensure additional intervention for non-proficient students. The ELL consultant sets goals and makes plans for the eligible Hispanic students. The special education department creates IEP with students and guardians. The IEP team is then created

for that student where the plan is reviewed and agreed upon.

5. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

The instructional framework to meet the needs of our students is as follows:

Non-proficient students receive additional help from the teacher who provides whole-group general education instruction, small group tiered instruction, and one-on-one instruction. In addition, the student may receive instruction and support from the part-time instructor, and a peer group or individual. The part-time instructor support is provided on a minimum 2-day per week schedule for students. Special Education students are provided the time as dictated in the IEP. All students receive turn-around instruction from the general educator.

Special Education, non-proficient students will receive the above services, plus additional services from the special education instructor as deemed needed by the students' IEP.

6. How are students' individual needs being addressed through differentiated instruction in the classroom?

Students receive differentiated instruction in reading in all grades in small group instruction. Small group instruction is for advance, on, and below grade-level students. These instructional models can be in a center, teacher-directed, provided by the gifted instructor, or the part-time instructor.

Students participate in a daily differentiated path in reading and math through Compass Odyssey Learning program.

Progress monitoring with Scantron allow for monthly information about student progress and a fluid program to assist students to learn at their very best pace.

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources

1. How does the Targeted Assistance program coordinate and integrate federal, state, and local services and programs to ensure that participating students achieve proficient or above on statewide assessments?

The Targeted Assistance program coordinate and integrate federal, state, and local services and programs to ensure that participating students achieve proficient or above on statewide assessments in the following ways:
- Minimize removal of children from the regular classroom during regular school hours, to the extent possible.
- Provide services to assist preschool children in the transition from early childhood programs.
- Use funds only for services that supplement, and do not supplant, the services that would be provided, in the absence of the Title I funds, from non-Federal sources.
- Provide instruction by highly qualified teachers.
- Reserve sufficient funds to provide professional development for Title I teachers and paraprofessionals.
- Provide strategies to increase parental involvemen.t
- Review the progress of participating children on an ongoing basis, and revise the
 program, as necessary, to provide additional assistance to children not making sufficient
progress to meet the state's challenging academic standards.
- Integrate Title I staff into the regular school program as well as school planning and improvement efforts.
- Ensure that Title I staff can participate in general professional development activities.

2. In what ways are the programs are coordinated and integrated toward the achievement of the Targeted Assistance goals?

Our programs are coordinated and integrated toward the achievement of the Targeted Assistance goals following the criteria in our Response To Instruction as directed by the State of Alabama's Department of Education. The following areas also coordinate and integrate our programs:
- Minimize removal of children from the regular classroom during regular school hours, to the extent possible.
- Provide services to assist preschool children in the transition from early childhood programs.
- Use funds only for services that supplement, and do not supplant, the services that would be provided, in the absence of the Title I funds, from non-Federal sources.
- Provide instruction by highly qualified teachers.
- Reserve sufficient funds to provide professional development for Title I teachers and paraprofessionals.
- Provide strategies to increase parental involvemen.t
- Review the progress of participating children on an ongoing basis, and revise the
 program, as necessary, to provide additional assistance to children not making sufficient
progress to meet the state's challenging academic standards.
- Integrate Title I staff into the regular school program as well as school planning and improvement efforts.
- Ensure that Title I staff can participate in general professional development activities.

3. List the State, Federal and local programs that are consolidated/coordinated in the Targeted Assistance program and describe how all programs and resources are coordinated and integrated toward the achievement of the Targeted Assistance goals.

The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately, and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

Silverhill School has a cohesive plan for instruction and learning that serves as the basis for teachers' and students' active involvement in the construction and application of knowledge. The curriculum is aligned with, and references the appropriate learning standards, Alabama College and Career Ready Standards, and grade level content expectations, while addressing unique educational needs. The curriculum is provided to staff, students, and parents in a manner that they can understand. Intentional processes and practices are used by the teachers to facilitate high levels of student learning. Processes are used to plan, monitor, reflect and refine instruction that support high expectations for all students. Instructional practices are used to facilitate student learning. Multiple sources of evidence to monitor student achievement are systematically gathered and communicated to be used by staff, students, and parents to improve student achievement.

4. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the Targeted Assistance goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Violence Prevention Programs are targeted through our counseling services. As needed, funds are earmarked to support the achievement of a safe, bully-free environment. Programs and people are resourceful means of educating our students in the targeted area.

Component 10: Evaluation

1. How does the school evaluate the implementation of the Targeted Assistance program?

Title I resources are used to enhance the entire school program, along with other state and local funds. We use computer assisted instruction in math, reading and language arts. Available programs include, but are not limited to: Odysseyware, STAR Reading, Accelerated Reader, and Coach Common Core. Retired teachers are used with targeted students to increase their chances of success. An Intervention Teacher was hired to narrow the achievement gap. Title I Funds are used to supplement the regular educational program. Technology, art, keyboarding, and band are offered to all students. These opportunities are provided for our students and are evaluated closely by monitoring and gathering feedback from stakeholders.

2. How does the school evaluate the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement?

The school faculty evaluates the results of the sub group performance not he ACT Aspire assessment. Action plans are created to use the data to drive instruction. Action goals are set at the school and at each grade level. Strategies are created to meet the needs of the students. Compass Odyssey Learning is also used to monitor student progress. Compass Odyssey Learning is also used as a practice support site for students.

3. How does the school determine whether the Targeted Assistance program has been effective in increasing the achievement of students who are furthest from achieving the standards?

The school year's academic goals are used to see if the sub-groups met the criteria for improvement set out in the previous plan. Individual, sub-group, grade level, and school-wide assessments are reviewed and analyzed.

4. What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the Targeted Assistance program?

Adjustments are made to the school-wide plan are based on the needs exhibited in our end-of-the-year ACT Aspire assessment and progress monitoring. Concerns are brought to monthly data meetings for a team approach to corrective actions and turn-around training.

5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.

Yes, there are two
1) Implement explicit, intensive, rigorous instruction through the use of research-based strategies in every classroom daily to focus on language and goals of Reading and Reading Aprire assessment. We improved 6.7% in math on the Aspire assessment. We are improving on our ability to facilitate small group instruction, Close Reading strategies, constructed response modeling, ensure that we are using "math language", and are providing concept building core lessons.

2)Implement explicit, intensive, rigorous instruction through the use of research-based strategies in every classroom daily to focus on the language and goals of Math and the Math Aspire Assessment. We improved 4% in reading on the Aspire assessment. We are continuing to focus on Close Reading strategies, ARI Reading Best Practices, small group instruction, differentiating reading, using talk moves to connect information, and Lexiled text.   We are adding more focus on Lexiled text and including the use of ReadWorks text, and Compass Learning to support deeper learning.

6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?

The following goals were deleted from this year's CIP for the following reasons:

1)All teachers will integrate technology in the classroom curriculum. We met this goal as all teachers use technology during instruction throughout the day.

2)Teachers will facilitate and improve the use of telecommunications networks (phone/Internet/email) among educators, students, and parents/community to improve learning. We met this goal, Many teachers have FaceBook pages, Remind101, and web page sites for parents.

Coordination of Resources - Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program.

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	24.47	23.78	1,208,850.00
Administrator Units	1.00	1	85,964.00
Assistant Principal	0.00	0	0.00
Counselor	0.50	.5	23,782.00
Librarian	1.00	1	50,311.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	1,720.00
Professional Development	0.00	0	1,720.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	10,081.00
Library Enhancement	0.00	0	573.00
Totals			1,383,001.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	113395.46

Provide a brief explanation and breakdown of expenses.

Amendment #1

Personnel - Teacher/Part Time Tutor $58,445.32

Instructional Purchased Services $5,500

Instructional Materials $7,480.58

Parental Involvement $1,578.18

Professional Development $21,730.90

Equipment Lease $6,500

Extended Day $1,435.40

Carryover

Instructional Materials/Equipment $10,725.08

Label	Question	Value
1.	ARRA Funds Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Services provided - fund not allocated directly to schools

Title III

Label	Question	Value
1.	For English Language Learners Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Services provided - not directly allocated to schools

Title IV

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title VI

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	23800.0

Provide a brief explanation and breakdown of expenses

As received:

Combined Budget of Revenues, Expenditures, and Changes in Fund Balances, Governmental and Expendable Trust Funds, Fiscal Year

Ended September 30, 2016

Revenues received totaled $9500.

Expenditures are for instructional services, instructional support services, operations and maintenance, auxiliary services, general

administrative services, capital outlay, and debt services.

Strategies to Increase Parental Involvement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

Strategies to Increase Parental Involvement

1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved.

Silverhill Elementary held a Title 1 Parent Meeting on September 10, 2015 to invite parents' participation in the school and to inform them of the Title 1 requirements.

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.

1.) Parent-Teacher conferences are expected. Teachers are urged to telephone and conference with parents early in the year. A scheduled Open House provides the opportunity for teachers to explain programs and procedures and to enlist parent support. Also, at that time, teachers explain how easy it is to set up individual conferences during planning periods or after school. Teachers are expected to meet with parents at least one time a year and keep a log of all conferences. Meeting times will be scheduled to offer flexibility to parents.
2.) Prior to the annual meeting, a copy of the parental involvement plan for Silverhill Elementary School and a letter explaining Title I will be sent to all parents. At the annual meeting, all parents will be given the opportunity to ask questions and make suggestions for the Title I program.
3.) Silverhill Elementary School allocates funds for parental involvement activities. These funds are used to help promote meetings and activities. All these are available to Silverhill

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.

Parents are sent a letter explaining our Title I school wide program and curriculum. These letters are provided in a language that can be understood and details the meaning and requirements of a Title I School. Later in the year, Parent Surveys are provided to capture the knowledge base of our stakeholders as it pertains to Title I. Improvements in our efforts to collaborate and communicate effectively are made based on the survey results.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).

At the annual Title I Parent Meeting, the school parent compact is reviewed. Parents are asked to give input and suggestions for revisions or improvements. This compact, which is included in the beginning of school enrollment packet, details the responsibilities of Silverhill Elementary School parents, staff and students.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

Parents are included in the Continuous Improvement Plan's writing process. The Continuous Improvement Plan will be available on Silverhill Elementary School's website with a link for making comments and suggestions to the plan. Parents will also be given an opportunity to submit comments of dissatisfaction to the administration at any time throughout the year.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

Training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards will be provided. The requirements of State and local academic assessments, Title I, and how to monitor their child's progress and work with teachers to improve the level of achievement will be discussed.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

Parents are invited to attend Parent Meetings that address the Title One requirements, College and Career Ready Standards (CCRS), Response to Intervention (RtI), and ACT Aspire results. Parent conferences are flexible; teachers and faculty are available upon request to assist parents in the understanding of individual student results. Parents are encouraged to use INOW Parent Portal to allow them direct access to their child's grades. We also send home weekly folders to provide communication with parents concerning their child's grades and

behavior, as well as, information regarding upcoming school events.

Silverhill Elementary will support our parents in their effort to be more involved in their child's education. The faculty and staff will make every effort to either assist the parent in the manner needed or to refer the parent to the correct person. It is our goal to make sure parents have the assistance needed in a timely manner.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

Silverhill Elementary School's counselor provides parents with a written explanation of the state's academic content standards and local academic assessments. Title I requirements are explained through the School-Parent compact and at the annual parent meeting. The Parent Liaison provides parents with ways to monitor their child's progress and ways to work with teachers to improve the achievement of their children through parent meetings.

Silverhill Elementary School has its own parent information center within the school. The center houses free materials (in English and Spanish) for parents to learn how they can help their child be successful. The Parent Liaison conducts parent training sessions.

Silverhill Elementary School will continue to work with teachers through in-service, faculty meetings, and grade level meetings to emphasize the importance of parental involvement and that parents are our partners. This year our teachers will continue to correspond with parents through weekly signed papers, monthly newsletters, personal contacts, conferences, results of individual state assessments, and homework assignment sheets.

Parents of ESL students are encouraged to become active participants in their child's education. School communications are sent home in the parent's native language. Silverhill Elementary School has access to a language translation program. An effort will be made to send home information on all school meetings in the home language of students.

Every effort is made to work with parents in meeting their requests as related to their involvement in their children's education.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

Silverhill Elementary School's counselor provides parents with a written explanation of the state's academic content standards and local academic assessments. Title I requirements are explained through the School-Parent compact and at the annual parent meeting. The Parent Liaison provides parents with ways to monitor their child's progress and ways to work with teachers to improve the achievement of Silverhill

Elementary School their children through parent meetings.

Silverhill Elementary School has its own parent information center within the school. The center houses free materials (in English and Spanish) for parents to learn how they can help their child be successful. The Parent Liaison conducts parent training sessions.

Silverhill Elementary School will continue to work with teachers through in-service, faculty meetings, and grade level meetings to emphasize the importance of parental involvement and that parents are our partners. This year our teachers will continue to correspond with parents through weekly signed papers, monthly newsletters, personal contacts, conferences, results of individual state assessments, and homework assignment sheets.

Parents of ESL students are encouraged to become active participants in their child's education. School communications are sent home in the parent's native language. Silverhill Elementary School has access to a language translation program. An effort will be made to send home information on all school meetings in the home language of students.

Every effort is made to work with parents in meeting their requests as related to their involvement in their children's education.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

Silverhill Elementary School's counselor provides parents with a written explanation of the state's academic content standards, state student academic achievement standards, and state and local academic assessments. Title I requirements are explained through the School-Parent compact and at the annual parent meeting. The Parent Liaison provides parents with ways to monitor their child's progress and ways to work with teachers to improve the achievement of their children through parent meetings.

Silverhill Elementary School will continue to work with teachers through in-service, faculty meetings, and grade level meetings to emphasize the importance of parental involvement and that parents are our partners. This year our teachers will continue to correspond with parents through weekly signed papers, monthly newsletters, personal contacts, conferences, results of individual state assessments, and homework assignment sheets.

Parents of ESL students are encouraged to become active participants in their child's education. School communications are sent home in the parent's native language. Silverhill Elementary School has a teacher who works with ESL students and communicates with parents. SES has 2 special education teachers who assist with specific learning needs. Parents of special education students are encouraged to meet with teachers to collaborate regarding individualized educational planning. SES has a parent literacy center located in the counselor's office. The center includes information in English and Spanish.

SES has access to a language translation program. An effort will be made to send home information on all school meetings in the home language of students.

6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

Parents are invited to attend Parent Meetings that address the Title One requirements, College and Career Ready Standards (CCRS), Response to Intervention (RtI), and ACT Aspire results. Parent conferences are flexible; teachers and faculty are available upon request to assist parents in the understanding of individual student results. Parents are encouraged to use INOW Parent Portal to allow them direct access to their child's grades. We also send home weekly folders to provide communication with parents concerning their child's grades and behavior, as well as, information regarding upcoming school events.

Materials purchased will be located in the Parent Resource Center. Computers are available for parent use in the computer lab. Faculty and staff are prepared to assist parents at flexible times to ensure training in the use of technology. Parents will be encouraged to utilize the resources available to them by the following: school website, school newsletters, teacher web pages, INOW, and weekly folders.

Professional Development will be implemented to encourage school personnel with new ideas on how to reach out to parents as equal partners. Teachers are encouraged to attend all school functions and to be available to parents at various times. The data from parent surveys will be used as a reference to keep open communication between parents and the school.

Parents, grandparents, and family members are welcomed to visit throughout the school year. During the first week of school parents are encouraged to assist in the transition period. In September, Silverhill Elementary celebrates "Grandparents Day". Grandparents are invited to eat breakfast with their grandchild. Parents have access to INOW and the teachers' web page, which allows them to be well informed of their child's grades and teacher expectations. Silverhill Elementary has a Parent Resource Center where parents have access to materials to work at home with their child. Additionally, Silverhill Elementary provides a variety of opportunities for students and parents to be involved beyond the regular school hours. These may include ASCC, Subway Supper, programs, talent shows, and fundraisers.

There are many methods utilized to make sure parents at Silverhill Elementary School are well informed of upcoming events. These methods include, but not limited to, Parent Link, monthly newsletters, report cards, progress reports, weekly folders, teacher web pages, and school websites. Students are also encouraged to have a planner in which they write daily assignments (classwork and homework), as well as upcoming events. A calendar is created and sent home bi-monthly.

Silverhill Elementary will support our parents in their effort to be more involved in their child's education. The faculty and staff will make every effort to either assist the parent in the manner needed or to refer the parent to the correct person. It is our goal to make sure parents have the assistance needed in a timely manner.

7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

Silverhill Elementary School has access to a language translation program. An effort will be made, to the extent practicable, to send home all pertinent school information and reports in a format and language that parents can understand .