

School Improvement Plan
2005-2008
SY 2005-2006
SY 2006-2007
SY 2007-2008

Smyrna Elementary School
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School Improvement Team Members:

Team Member	Represents
Heather Dietzler	School Principal
Allison Ballou	Assistant Principal
Charlotte Austin	Classroom Teacher Grade: 1
Rolanda Golden	Classroom Teacher Grade: 3
Barbara Pigott	Classroom Teacher Grade: 5
Margery Misenheimer	Classroom Teacher Grade: 6-8 Science
Julie Pittman	Classroom Teacher Grade: 6-8 Resource
Norma Fulton	Certified Support Staff Media
Debbie Butcher	Certified Support Staff Counselor
Cathy White	SIMS Operator
Tom Caron	Teacher Title I
Teresa Gillikin	Parent Grade: 1
Michelle Pittman	Parent Grade: 1 & 3
Lisa Kittrell	Central Office

- Representatives of classroom teachers, certified support staff, and teacher assistants elected by secret ballot
- All grades or departments must be represented
- Representative of parents of children enrolled in your school elected by PTO, PTA, parent advisory or other parent group. (Parent representatives must reflect the racial and socio-economic composition of the student population)
- Central Office representative is CO liaison assigned to your school.

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**Annual Plans must be re-written each year.*

Part 1: Profile

A. Executive Summary

Introduction:

The purpose of our school improvement plan is to provide stakeholders an overview of how Smyrna Elementary School will achieve and maintain excellence in education. Included in this overview are documents noting student performance data, student and community demographic data, school characteristics, stake-holder perspectives on the quality of education at Smyrna Elementary School. Appropriate data and information is presented to determine the strengths and areas of needed growth within the school's total program.

1. Student Performance Data

North Carolina uses the ABC's accountability model to report student "Growth Gains" and "Proficiency Rate" on the End of Grade Mathematics and Reading Tests in grades three through eight with grade 3, 5 and 8 designated as eighth grade years. Writing is assessed in grades four and seven. Algebra One and Computer Skills are tested in the eighth grade. Historical data from the ABC Accountability Reports for the last six years is presented in this section.

Academic Area: Reading

Students Tested: All Students grades 3rd through 8th

Test Years Included: May of 1999 through May of 2004

In the academic area of reading students in 3rd-8th grade at Smyrna Elementary School have made consistent growth since 1999. Student growth in the area of reading reflects the individual growth for each student in the area of reading. Historically, third graders gain between 1.0 and 3.0 points in their scores that reflect growth. Fourth graders at Smyrna Elementary have shown three years of minimal growth (1999-2001) followed by three years of a loss in growth expectations, while fifth graders have shown a mix of results from gains of 4.0 to negative 2.0 which reveals no pattern in data analysis. Sixth through eighth graders show hardly any gains in reading (Table 2). Smyrna Elementary School has made tremendous proficiency gains in reading for the last 6 years. Proficiency, students scoring level III or IV, in reading in 1999 was 70 %. This percentage has risen to a high of 90% in 2002 and is currently at 87.3% in the year 2004.

Academic Area: MathStudents Tested: All Students grades 3rd through 8thTest Years Included: May of 1999 through May of 2004

In the academic area of math students in 3rd-8th grade at Smyrna Elementary School have made consistent growth since 1999. Student growth in the area of math reflects the individual growth for each student in the area of math. Historically, third graders gain up to 3.3 points in their scores which reflect growth. Fourth graders at Smyrna Elementary have shown six years of incredible growth in math, while fifth graders have shown four years of growth gains with two years of a loss in growth, 6-8th grade growth scores reveal consistent patterns in that typically 8th grade shows a regression (Table 3). Smyrna Elementary School has made great proficiency gains in math for the last 6 years. Proficiency, students scoring level III or IV, in reading in 1999 was 88 %. This percentage has risen to a high of 94% in 2002 and is currently at 94.5% in the year 2004.

The combination of reading and math proficiency (Figure 1 & 2) in the years 1999 – 2003 have been rewarded by the state in categories of Exemplary and High Growth. In 2004 a slight drop in reading scores left our total proficiency .03% short of expected growth.

Academic Area: WritingStudents Tested: All Students grades 4th and 7thTest Years Included: May of 1999 through May of 2004

Fourth grade writing scores (Figure 3) have shown increased proficiency, scoring 2.5 or higher, during these testing years. Seventh grade students led the county in the spring 1999 with 87.9% students proficient and in 2000 with 86.4% of the students scoring proficient in writing. However, in the spring of 2002, 42.5% of our fourth grade students scored 2.5 or higher and 53.3% of our seventh graders scored 2.5 or higher. Writing scores dropped for both Smyrna students and North Carolina students in 2002.

Academic Area: TechnologyStudents Tested: All Students in grade 8.Test Years Included: May of 1999 through May of 2004

Computer Skills are tested in the fall of a student's eighth grade year. The test measures both computer literacy and performance. Greater than 90% of our students have passed the computer test in the last five years. In 2004 96% of all eighth graders passed the computer performance test and 97% passed the competency test on the first administration. Currently, 2005, 100% eighth grade students have passed the performance test and all but 2 have passed the competency test.

The state and county focus on standardized testing in grades three through eight. However, Carteret County requires that kindergarten through third grade do classroom assessments in language arts and mathematics. Smyrna Elementary average mathematics assessment scores are slightly lower than the county average and are slightly lower to the county averages in reading (Data taken 3/04/05, Figure 4).



2. Student and Community Demographic Data

The educational level of the parents shows sixteen percent of the parents did not complete high school, forty-eight percent graduated from high school and thirty-two percent completed educational programs after high school.

Attendance (Figure 10) rates have averaged 93.5% for the last three years. This figure is below the county and state averages. Students miss school because parents check them out to go to town, to keep appointments, run errands and shop. Tardiness to school continues to be a problem; however, a new tardy policy implemented during the 2001 – 2002 school year helped to reduce the number of students arriving tardy to school.

Discipline (Figure 11) issues have been addressed the last four years with higher expectations for student behaviors, Safe Schools Plan and consistent support from all stakeholders. The total number of days students were suspended for misbehavior has decreased from 178 in 2003 to 104 in 2004.



3. School Characteristics

The total enrollment of Smyrna Elementary School has fluctuated from 320-380 students since 1998. Last year enrollment decreased by twenty students and is now 311. Our More at Four pre-kindergarten class serves twelve students. Presently our primary program (K-3) class size averages twenty (20) students. In grades four through eight, class size averages twenty-three (23) students.

The school campus consists of four buildings built on thirty-eight acres of land. Primary, elementary, middle school programs and the cafeteria are housed in each of these separate buildings. The buildings are connected by covered walkways. The school opened in 1923 as a high school. Later, it served grades one through twelve until 1965 when high school students were assigned to East Carteret High School. Three buildings have been replaced over the years. The only original building is the cafeteria. It once served as a vocations shop for the high school. The gym and middle school buildings have been built in the last ten years. The old gym was destroyed by fire in the late 1980's.

In 1998 the new middle school and administrative building opened. It has serious humidity problems. Large dehumidifiers and fifty-gallon trashcans are placed in most of the classrooms, media center and office area. The dehumidifiers are used when the air conditioners are running to help control mildew problems. Noise from the dehumidifiers is disruptive during class instruction. Large amounts of money are needed to replace the heating and air conditioning system. The present system is unable to efficiently control the humidity problems or effectively control balanced room temperatures.

Smyrna Elementary School is made up of a committed staff with a range of experience from two to thirty-four years. The average years of experience are fourteen. Twenty-nine percent have less than nine years experience. Thirty-nine percent have between ten and nineteen years experience. Another thirty-two percent have twenty plus years of experience. One administrator and one part-time administrator are assigned to the school. Twenty faculty members have advanced degrees. Seven staff members are Nationally Board Certified. One secretary and a SIMS Data Manager staff the front office. Seven teacher assistants support the instructional program.

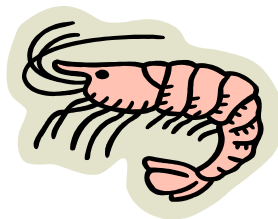
Forty-five percent of the staff grew up in the Downeast area of Carteret County. The staff has remained stable over the last four years with few turnovers due to reassignment and retirement.

Smyrna Elementary School offers a variety of extra curriculum activities to the middle school grades. Currently Smyrna offers Band, President's Academic and Physical Fitness Programs, Quiz Bowl, Battle of the Books, Yearbook, Geography Bee and the Science Olympiad.

Volleyball, soccer, softball and baseball are offered to the three downeast middle schools as combined teams. Basketball is offered to Smyrna and Harkers Island students. Boy / Girl Scouts and 4H Club are available to students in third, fourth and fifth grade through community organizations. Smyrna Elementary School has a Parent, Teacher Organization that provides programs and special activities throughout the year. The Fall Festival, Awards Programs and Academic Banquet have been annual events since 1999.

The Parks and Recreation Department of Carteret County run a basketball league in the gym at night and on Saturdays during the winter months.

Duke University has formed a partnership with Smyrna Elementary through the Duke Marine Laboratory and the science teacher. Materials, speakers, field trips and a Science Camp for eighth grade students provided by this program have strengthened our middle school science program.



4. Stakeholder Perspectives on the Quality of Education

Smyrna Elementary School utilizes the Carteret County Opinion Inventory in the spring to gather information from students, teachers, parents and community members about the perceptions concerning the quality of education at our school. Each statement was ranked on a scale of (5) strongly agree, (4) agree, (3) neutral, (2) disagree, (1) strongly disagree. The survey revealed the following findings. The surveys used to gather feedback from the stakeholders is essential to get an idea of where our school is in the hearts and minds of the community. In the four main categories of the survey, the percentage of participants who agree / strongly agree was tabulated and reflected in this improvement plan (Figure 5-9).

The most improvement in the four areas was in safe and orderly environment. In this standard, each respondent category

had a higher percentage than last year who agree/strongly agree that SES is safe and orderly. The area that still reflects the greatest need for improvement is keeping the building well maintained. Although the percent of respondents who agree / strongly agree is high, it is still the lowest category of the four. This is an area we are consistently working to improve.

B. Report of the Profile Data

Smyrna Elementary School utilized the following data to support this School Improvement Plan. Data is listed as it appears in this document.

Figure 1 – Combined Proficiency Reading and Math

Figure 2 – Students scoring Level III / IV Reading and Math

Table 1 – Success in Achieving Expected Growth in Reading

Table 2 – Grade Level Reading Comparison

Table 3 - Success in Achieving Expected Growth in Math

Table 4 - Grade Level Math Comparison

Figure 3 – Writing Proficiency Patterns Grade 4th and 7th ‘93-‘02

Figure 3-1 Writing Scores 4th and 7th grade 2004

Figure 4 – Current K-3 Assessment Percentages

Figure 5 – Opinion Survey 2004-2005 Results

Figure 6 - Opinion Survey Comparison – Parents feel welcome,

Figure 7 - Opinion Survey Comparison – Safe and orderly,

Figure 8 - Opinion Survey Comparison – Building is well maintained,

Figure 9 - Opinion Survey Comparison – Appropriate curriculum,

Figure 10 – Attendance Patterns

Figure 11 – Discipline Patterns

Table 5 – Smyrna K-3 Sub group Report

Combined Proficiency in Reading and Math
Figure 1

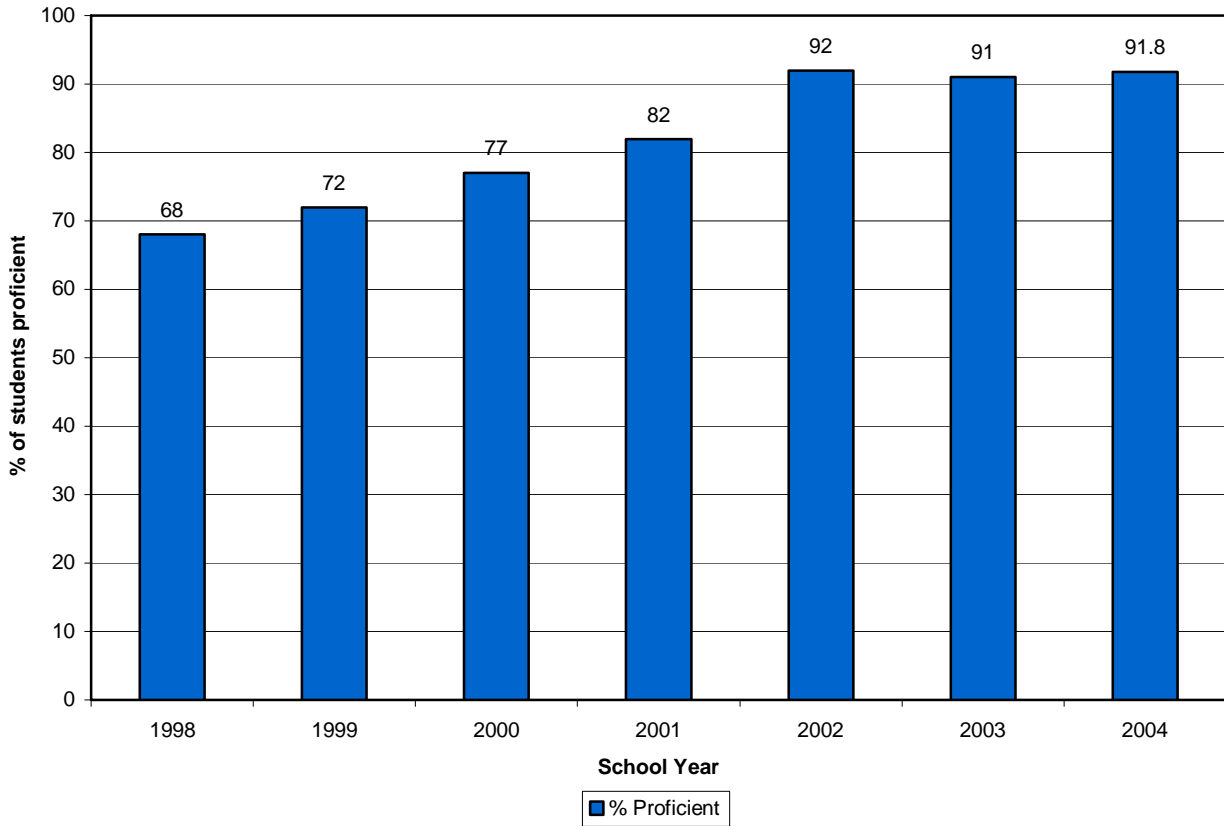
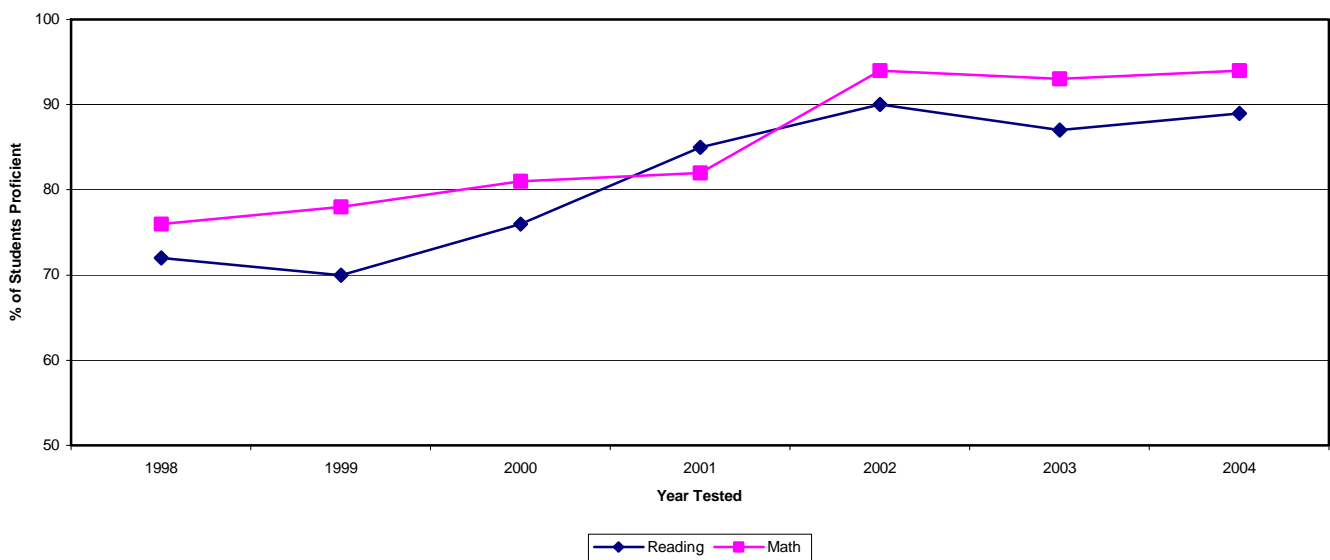


Figure 2
Student Scoring Level III or IV



Success in Achieving Expected Growth in Reading

Table 1

Year	3rd	4th	5th	6th	7th	8th
1998-1999	-0.8	+0.5	+0.6	+0.3	+1.1	0.0
1999-2000	+1.0	+1.9	-0.3	-1.7	+0.4	+0.1
2000-2001	+1.3	+0.1	+4.0	-1.3	+0.5	0.0
2001-2002	+2.6	-0.3	+0.6	-1.3	-0.5	+0.1
2002-2003	+2.5	-0.2	-2.0	-2.0	+1.0	-0.9
2003-2004	+3.1	-1.1	-1.6	-2.8	+1.7	-1.9
2004-2005						

Success in Achieving Expected Growth in Math

Table 3

Year	3rd	4th	5th	6th	7th	8th
1998-1999	-2.0	+4.0	+3.4	-2.1	+1.6	-1.2
1999-2000	+0.4	+4.9	+3.5	-2.3	+0.1	-2.2
2000-2001	+1.5	+4.0	+0.6	-.57	+2.8	-4.0
2001-2002	+3.3	+4.3	0.0	+3.5	+2.7	-0.5
2002-2003	+2.6	+5.9	+1.4	+2.9	+1.0	+0.9
2003-2004	+3.0	+3.7	-1.7	+2.0	-0.9	-0.6
2004-2005						

Writing Proficiency 2004
Figure 3-1

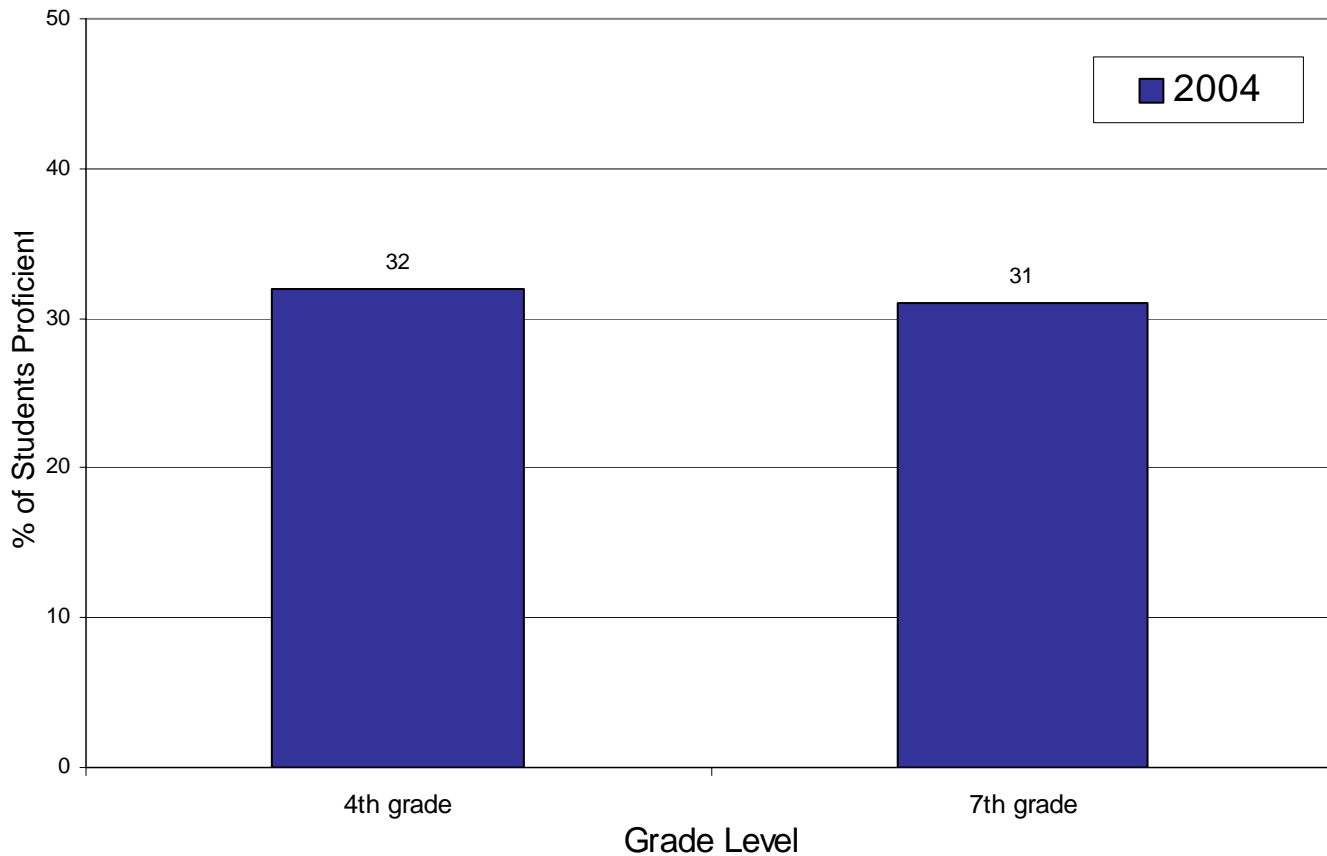
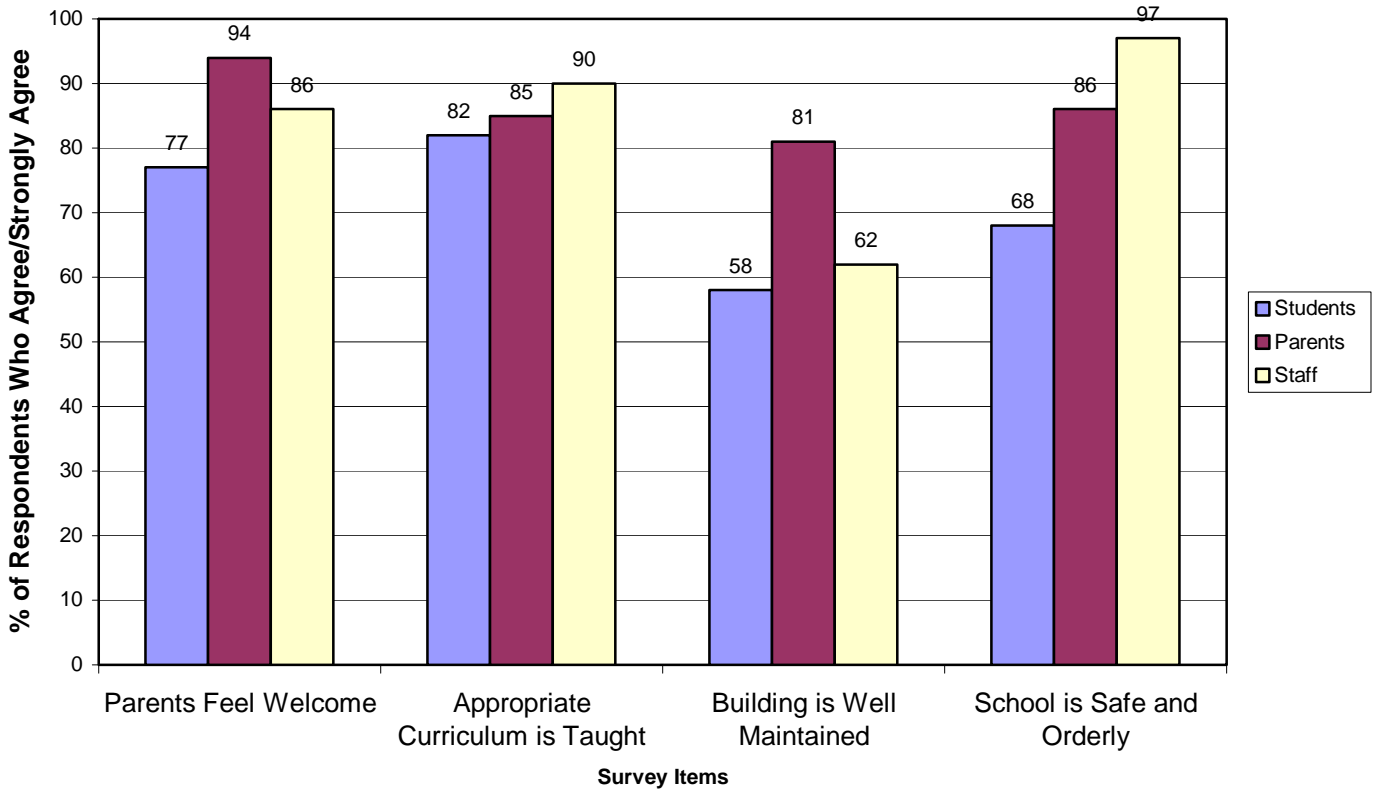
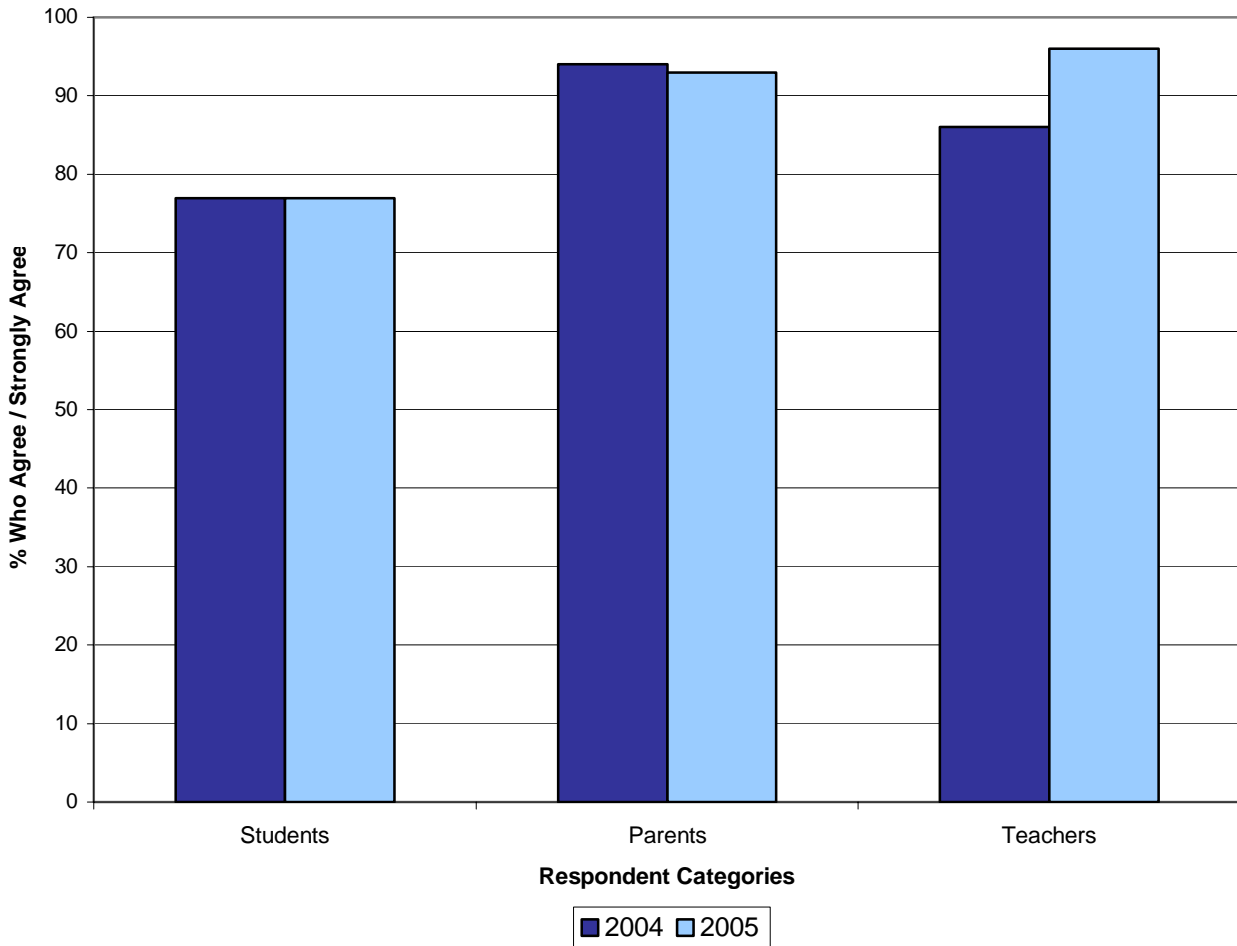


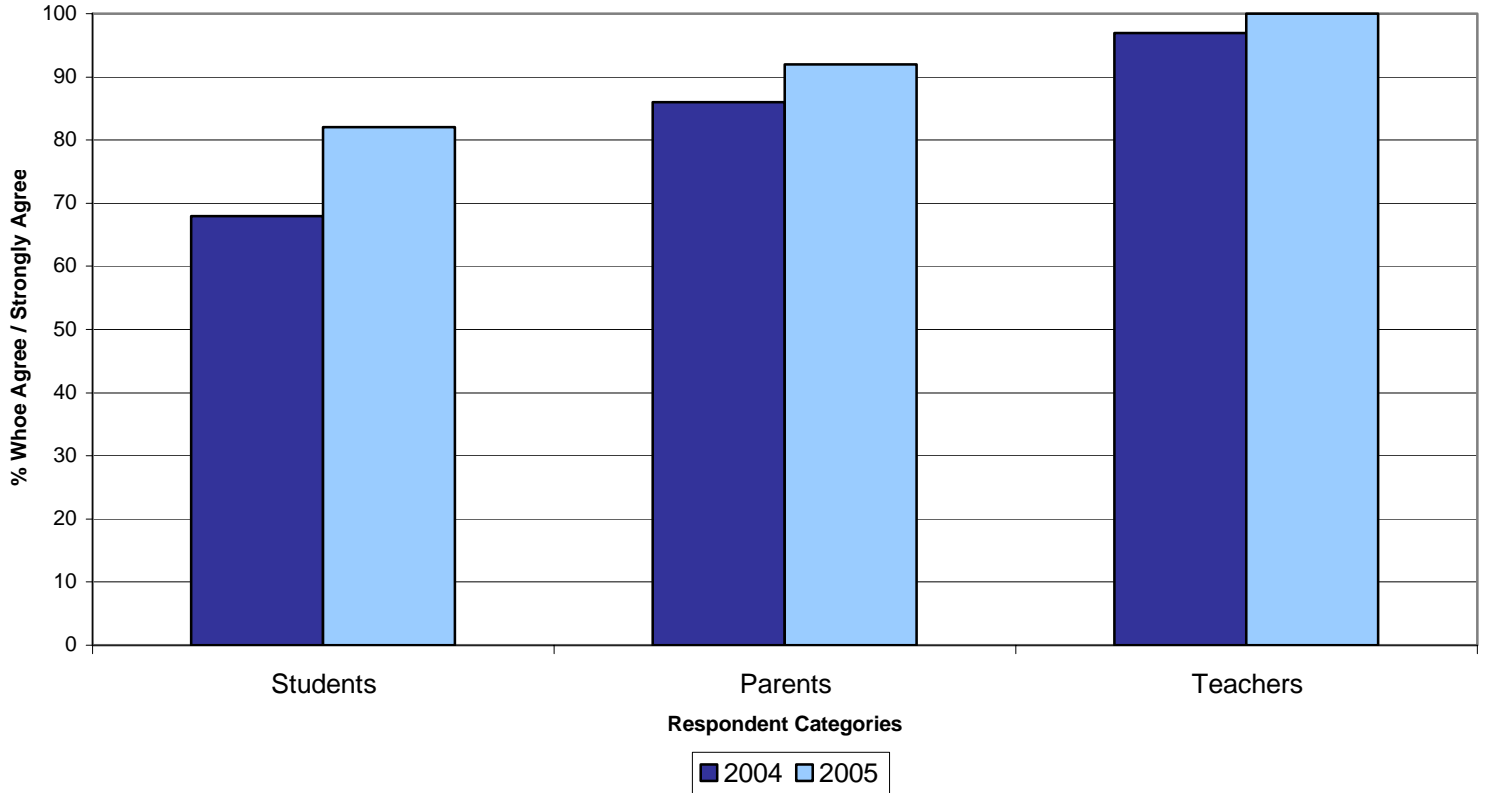
Figure 4
Opinion Survey 2003



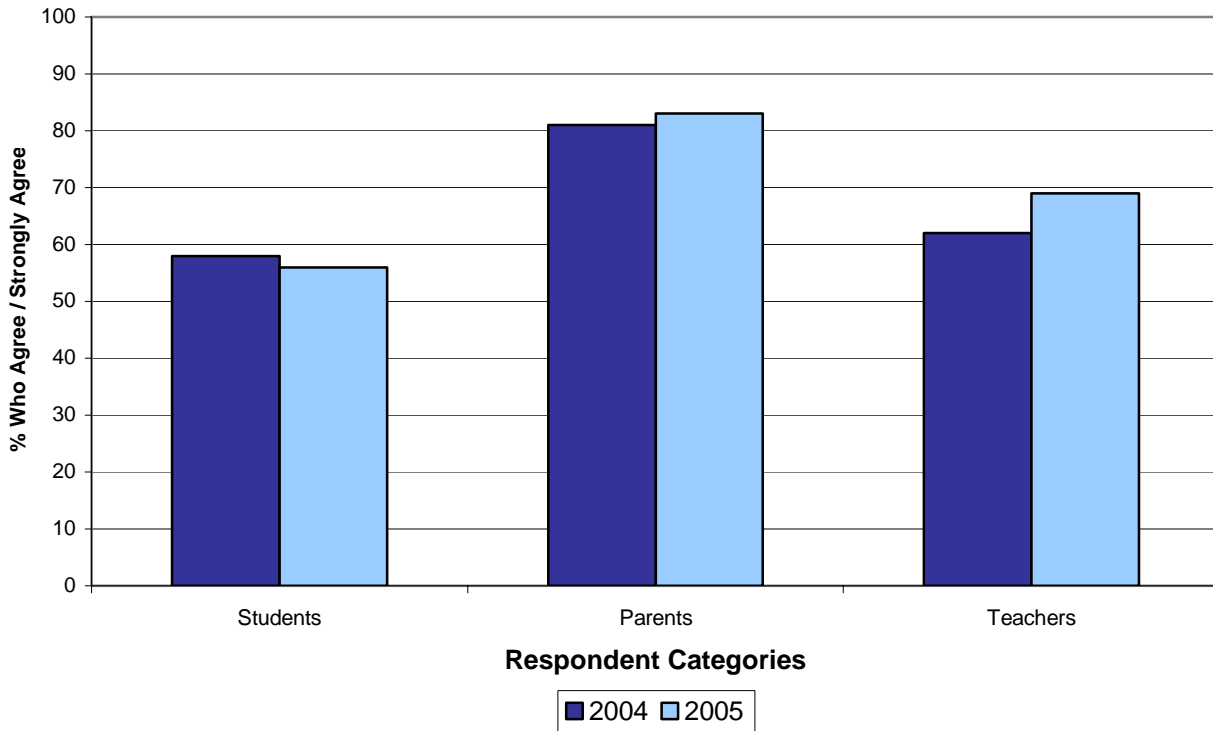
Opinion Survey Comparison 03-04 to 04-05
Parents feel welcome at Smyrna School...



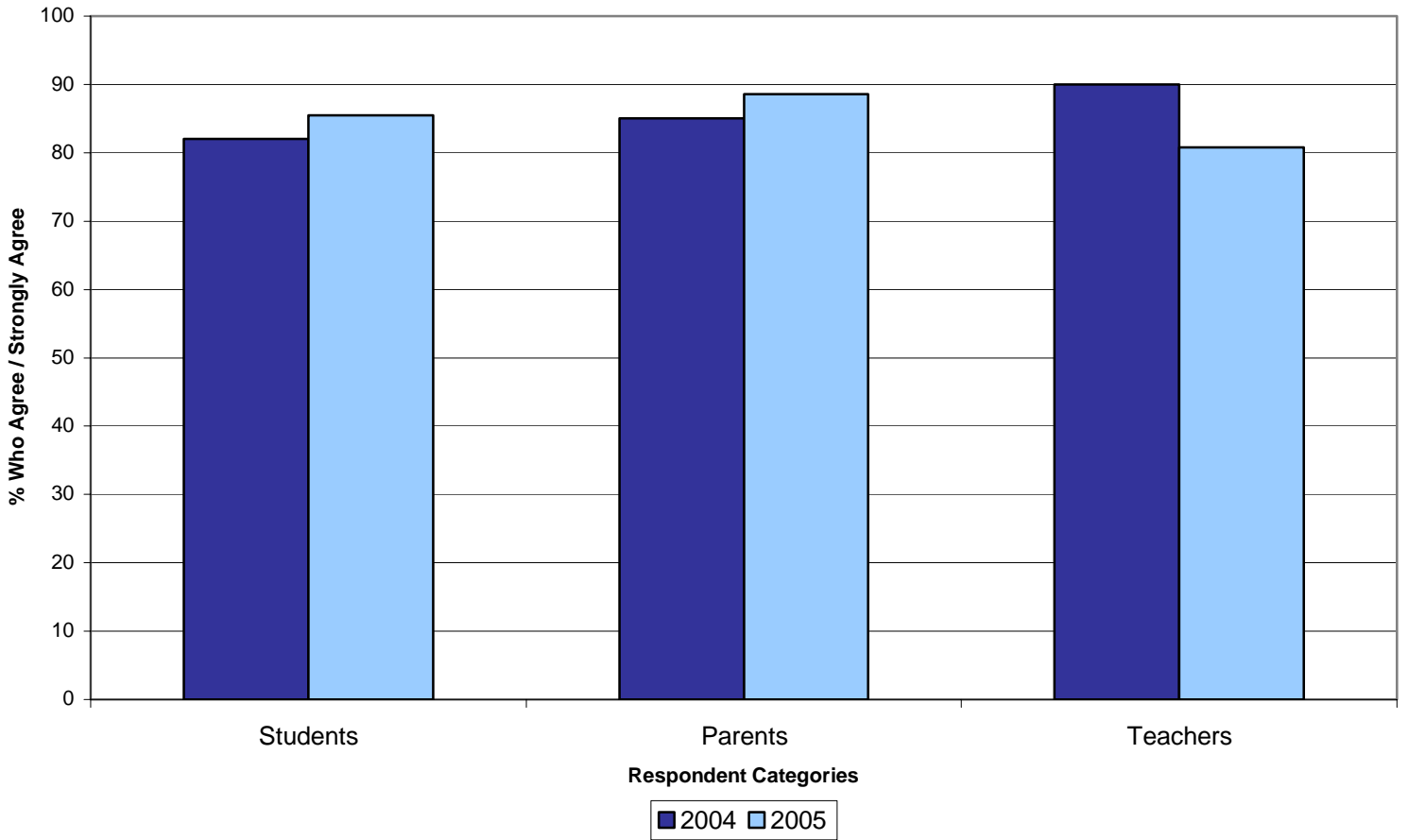
**Opinion Survey Comparison 03-04 to 04-05
Smyrna School is a safe and orderly environment...**



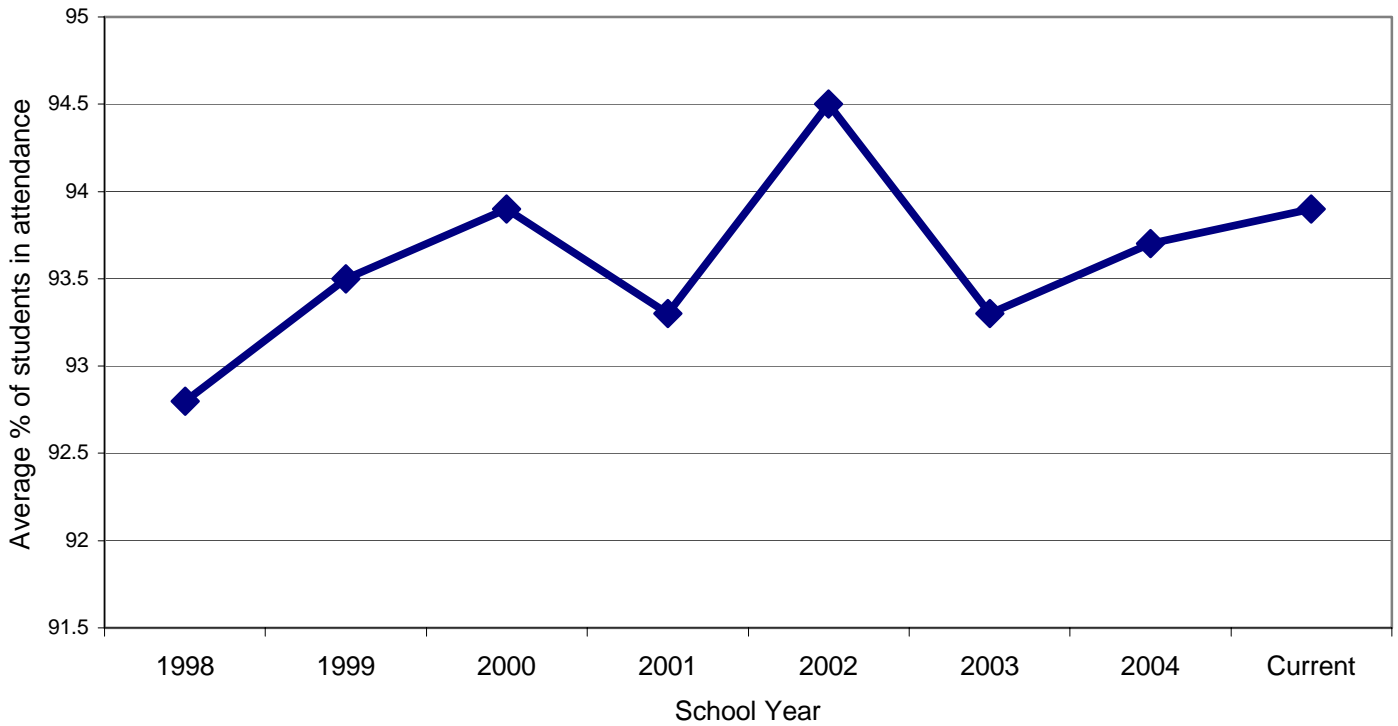
Opinion Survey Comparison 03-04 to 04-05
The Smyrna School building is well maintained...



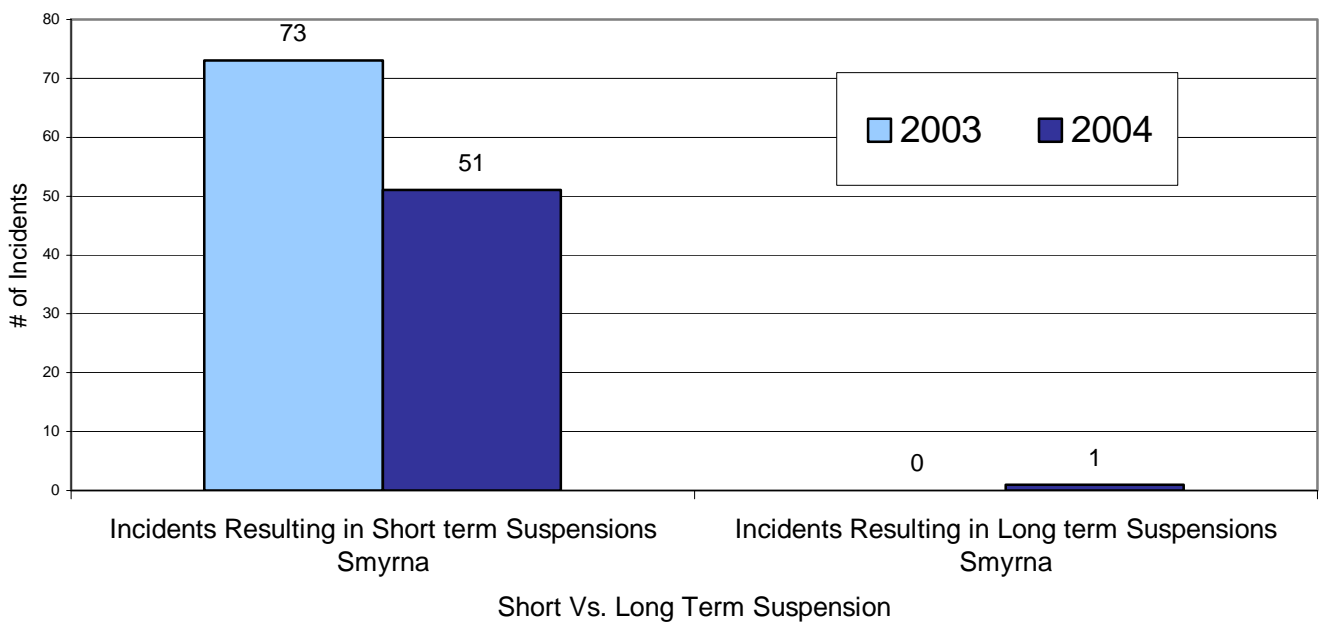
Opinion Survey Comparison 03-04 to 04-05
An appropriate curriculum is taught at Smyrna School...



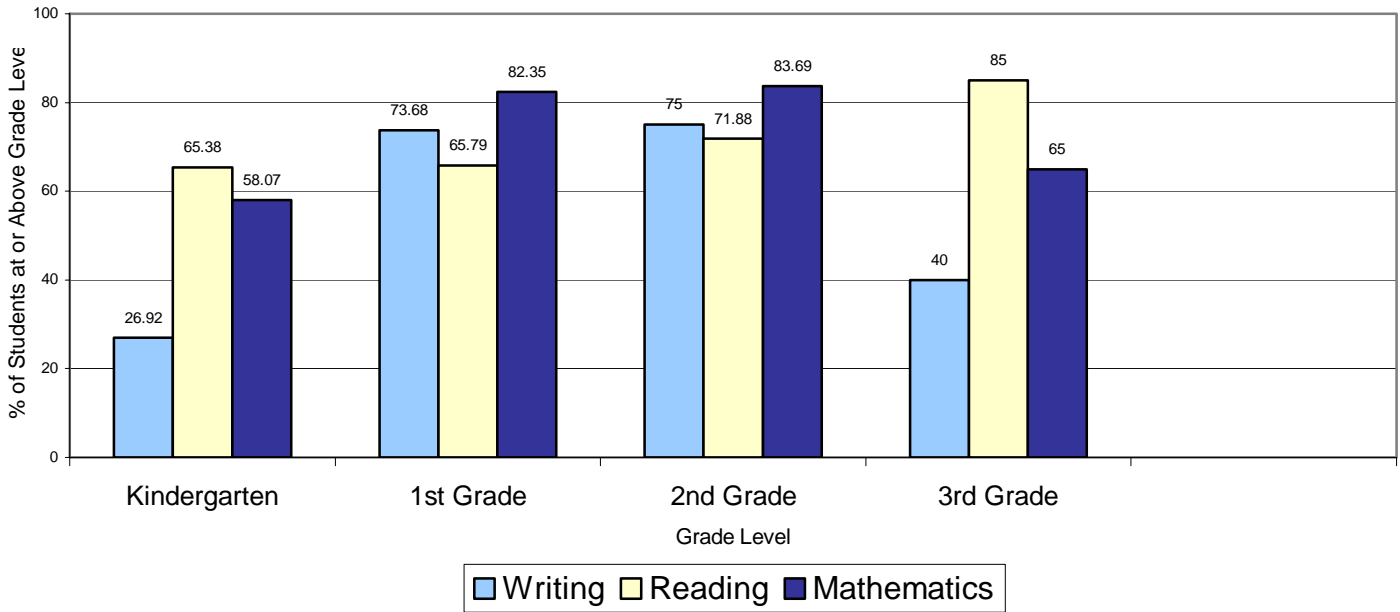
Average Attendance
Figure 10



Discipline Incidents Resulting in Suspension
Figure 11



K-3 Assessment Data 3/4/05
Figure 4



Part 2: Beliefs and Mission

Overview: Narrative Description of the Process of Defining the School's Beliefs and Mission

The importance of gathering input from all staff members is a priority. When establishing our vision and beliefs every school employee was asked to write their beliefs and a vision about education and turn them in. This was done in an anonymous manner to allow for a criticism free atmosphere. Those beliefs and vision statements were compiled onto two respective lists of beliefs and visions. The Building Leadership Team then read these beliefs and vision statements and by process of communication and collaboration selected the top ten beliefs of Smyrna Elementary School employees and a vision that encompasses these beliefs.

The mission of Smyrna Elementary school was established previously and still represents the beliefs of the staff of Smyrna Elementary school therefore the mission remains the same.

Our Vision and Mission

It is the vision of Smyrna Elementary School to be a safe, supportive, learning environment where students, staff and parents work together to ensure success, educating the whole person through academics and the arts.

It is the mission of Smyrna Elementary School to prepare students to succeed in a changing world.

Support + Effort = Success

February 2005

The Community of Smyrna Elementary School Believes:

- We believe children should be actively engaged in their learning.
- We believe children need a stimulating but structured environment in which to learn.
- We believe we need to focus on the physical, social and emotional growth and stability of our students as well as their cognitive development.
- We believe all children are capable of learning; however, not all children learn at the same rate or in the same way.
- We believe the smaller the class size, the more individual attention each child receives, the more learning takes place.
- We believe children need a safe, nurturing environment to maximize learning.
- We believe high expectations promote learning.
- We believe parents must partner with educators to promote education and social responsibility.
- We believe children learn best when material is presented in a variety of modalities.
- We believe children must be responsible for their own learning.



February 2005

Part 3: Desired Results for Student Learning

High Student Achievement and Performance

- The ABC assessment results outlines different areas that need focus and specific strategies to increase student growth and proficiency. It is the desire of Smyrna Elementary school to provide all students with the necessary educational activities to reach individual student growth standards in the areas of math, reading, writing, science and technology.
- Our analysis revealed the implementation of a consistent outlined program that celebrates the achievements of student learning and teacher enhancement would strengthen and accentuate a positive atmosphere of our school. This would improve and promote a positive moral of both student and teachers.

Efficient, Effective and Accountable Operations

- Through safety inspections, health inspections, & health room visits, it is obvious that we need to rectify the mold and mildew problem in the gymnasium. This task alone will make a considerable difference in providing quality facilities for students, staff and the community.
- Through the Computer Utilization Reports we have discovered the technology within the school is outdated and needs replacing. Feedback from the survey indicates most of the difficulty in our technology department comes from outdated or un-useable equipment. Updating what we currently have will enable us to meet the goal of keeping our technology relevant.

Quality Teachers, Staff and Administrators

- Historically, staff at Smyrna Elementary has been stable and rarely transfers to another “more convenient” school. To ensure highly qualified staff, principal attendance at

recruiting fairs and team interviews is essential.

- Maintaining quality staff can be achieved through well planned and relevant staff development. Teachers need equal opportunity to attend staff development and follow up from previous staff development sessions must take place.

Effective Communication and Involvement Among Stakeholders

- Attendance at functions after school need more support from parents. Building an interactive relationship will be a challenge but can be accomplished. To do this we will involve parents more often in the simplest tasks. We will personally invite parents to functions and open those lines of communication. Working closely with the PTO president, we will put in place strategies to promote parent participation.
- Home/School communication can be enhanced through more teacher websites and the promotion of those websites. Current websites are successful if they are up-to-date and relevant. Parent communication logs will need to be established to track the types of interaction and how often.

Optimal Learning Environment

- To help balance the learning environment Smyrna Elementary School needs to develop a more consistent discipline system. In order to do this, teachers must be willing to work toward a common goal. Implementation of a more structured character education plan would help create an environment of positive behaviors.
- Data indicates significant desire and need for more full time staff to assist in critical areas such as a full time nurse, additional teacher assistants, a testing coordinator, etc. We will work at better utilizing our current allotted staff until we can expand our staff.

Desired Results for Student Learning and Indicators of Student Achievement	
Desired Results for Student Learning	<u>Indicators</u>
<ul style="list-style-type: none"> ▪ High Student Performance and Achievement 	<ul style="list-style-type: none"> ▪ Third through eighth students make the established growth for reading and math each year. ▪ Fourth and seventh grade students perform proficiently on the writing test. ▪ Eighth grade students pass the established computer performance and competency test.
<ul style="list-style-type: none"> ▪ Efficient, Effective and Accountable Operations 	<ul style="list-style-type: none"> ▪ Updated playground equipment to ensure safety ▪ No mold or mildew in the school ▪ Computers and printers will be replaced with more up-to-date equipment. Eighth grade students pass the established computer performance and competency test. ▪ Drop off / Pick up area will be less hazardous.
<ul style="list-style-type: none"> ▪ Quality Teachers, Staff and Administrators 	<ul style="list-style-type: none"> ▪ All staff will meet No Child Left Behind certification requirements. ▪ All staff will participate in quality staff development and earn the required amount or more credits prior to license renewal. ▪ Percentage of teachers with a post baccalaureate and National Board Certification will increase. ▪ Additional teacher positions will be added to support learning.
<ul style="list-style-type: none"> ▪ Effective Communication and Involvement Among Stakeholders 	<ul style="list-style-type: none"> ▪ Parent participation within the school program will increase as evidenced through sign-in rosters. ▪ Use of the internet teacher website will enhance communication as evidenced through number of hits. ▪ Technology support system will be established to enhance internet communication for teachers. ▪ Parents will have more information resources within the school when questions arise.
<ul style="list-style-type: none"> ▪ Optimal Learning Environment 	<ul style="list-style-type: none"> ▪ State testing scores will reflect an increase in student proficiency in reading, math, writing, science and technology. ▪ Discipline referrals will decline. ▪ Student and Staff moral will become more optimistic. ▪ Students and teachers will become healthier by participating in a health challenge.

Analysis of Student Learning Needs: Description of Students' Current Level of Achievement of the Desired Results for Their learning

The Building Leadership Team has worked together with the staff, administrators and advisory council to develop a shared vision for student learning that is stated as desired results for student learning.

The analysis of student achievement data and profile data has indicated a substantial growth in the level of proficiency of the students at Smyrna Elementary in a relatively short period of time. Currently the proficiency level of the students at Smyrna Elementary has leveled off at an impressive percentage in all assessed areas. Our desired result for student learning is to continue to increase our proficiency percentage rate each year until we meet the state set standards.

Our data shows significant weakness in the area of sixth and eighth grade reading and eighth grade math. Questions arise in our analysis about sixth grade; Is there a lack of growth because it is a transition year to the middle school concept? The eighth grade question; Are eighth graders performing their best or are they tired of the testing and ready for high school? Because our students are essentially the same group from kindergarten through eighth grade, in the same school with the same teachers, what is causing performance patterns in specific grade levels? (Table 1 & 3)

Based upon the current data our desired result for student learning is to pinpoint the causes of little or no growth in reading, math, writing and technology. To find why these trends are taking shape and help our students in those areas become successful.

Part 4: Analysis of Effectiveness

Introduction

We began our analysis of effectiveness by first reviewing the data collected in part 1 of this school improvement plan and the data from our Carteret County School Stakeholder survey.

The information gathered revealed there were several areas that Smyrna Elementary School is effective. The five aims of the school improvement plan have brought to light both strengths and weaknesses. In the area of staff, it has been revealed that Smyrna Elementary School retains a high percentage of dedicated teachers from year to year and less than 5% of our staff needs further training to meet the standards of highly qualified.

According to our data, our school is a safer environment now than it has ever been. Discipline incidents have declined and students are gaining a deeper respect for themselves, for their teachers and for each other.

Student performance data has shown an increase in the percentage of students proficient in reading and math combined. Although Smyrna Elementary School Students fell .03 of a point short of meeting expected growth, more students met their growth this year than last. Those who did not meet growth fell short by a larger margin than last year.

When reviewing the collected data, staff members quickly noticed strengths and weakness that have been identified in the summary of strengths and weaknesses.

SUMMARY OF STRENGTHS AND SUPPORTING EVIDENCE	
<u>Areas of Strengths</u>	<u>Evidence</u>
Dedicated and Highly Qualified Staff	<ul style="list-style-type: none"> ▪ Majority of staff members have worked at Smyrna Elementary School for five or more years. ▪ Minimal staff members need further credits to meet standards.
Security has been enhanced and school wide discipline has decreased with the implementation of surveillance cameras and a school wide incentive program.	<ul style="list-style-type: none"> ▪ Up-to-Date alarm system. ▪ Eight camera security system recently installed – discipline referrals dropping. ▪ Reliable staff to assure building is secure as evidenced by Sheriff’s Department checks. ▪ Discipline reports
Student Performance is maintaining at a high level. Currently eighth grade had 100% of students pass the computer performance test and had 97% pass the competency test.	<ul style="list-style-type: none"> ▪ End-of-Grade Math Scores ▪ End-of-Grade Reading Scores ▪ 4th & 7th writing scores ▪ 8th grade computer scores ▪ End-of-Grade Science scores (in upcoming years)
Although we are a small school with limited resources we offer many extra curricular activities for our students.	<ul style="list-style-type: none"> ▪ Student participation in: <ul style="list-style-type: none"> ▪ Battle of the Books ▪ Science Olympiad ▪ Geography Bee ▪ Quiz Bowl ▪ Soccer ▪ Football ▪ Volleyball ▪ Basketball ▪ Softball ▪ Baseball ▪ Competitive Concert Band ▪ Track and Field
Campus beautification projects are changing the atmosphere of the school and attitudes in general.	<ul style="list-style-type: none"> ▪ New murals are being added to the halls. ▪ Custodial staff is beginning to plan for enhancement through more thorough cleaning. ▪ Students are held responsible for the cleanliness of the school.

SUMMARY OF LIMITATIONS AND SUPPORTING EVIDENCE	
<u>Areas in Need of Improvement</u>	<u>Evidence</u>
Lack of technology support limits use and effectiveness.	<ul style="list-style-type: none"> ▪ Wait time to get software or hardware problems corrected averages two weeks. There is not adequate personnel to shorten this wait time. ▪ Computer Technician is needed more often than is currently assigned. ▪ More technology is being surplused than is replaced – Technology report ▪ Current age of hardware is over 7 years old.
Common planning time is virtually impossible due to limited encore classes and staffing.	<ul style="list-style-type: none"> ▪ Student schedules evidence this inadequacy. ▪ Additional personnel is needed; K-5 PE teacher, Middle School Life Skills teacher
Parent involvement is limited to a <u>few</u> specific parents.	<ul style="list-style-type: none"> ▪ The shortage of proctors during testing is evidence of this. ▪ Lack of parent volunteers who signup during fall festival, teachers have their family members help and typically work with no assistance from parents.
Lack of full time teacher assistants in grades k-3. Currently the requirement is one teacher assistant for classes with 16 or more students. This is not the most effective formula. Currently we share 2 teacher assistants for four classrooms that have an average of 21 students in them.	<ul style="list-style-type: none"> ▪ Class assignments of teacher assistants / class roster. Eight classes K-3 and 6 teacher assistants.
Technology upgrades and personnel are needed and are essential to have an effective program and maintain the high quality of education and results in the testing program.	<ul style="list-style-type: none"> ▪ Schedule of instructional tech. facilitator is not reliable. ▪ Wait time on software installation slows instruction

Priorities for Improvement:

▪ **to build on the school's strengths**

1. Continue building a dedicated and highly qualified staff. A dedicated, strong staff is essential to the learning program. Teachers make the difference.
2. Supplement the new security system with additional hardware to cover the entire campus. Continue to refine the discipline system to be more effective and reach those students we have not.
3. Continue to implement new learning strategies to support individual student growth.
4. Compliment current student programs with additional support and incentives.
5. Continue school beautification so that staff and student moral is positive and focuses on the good of others.

▪ **to address limitations and areas in need of improvement**

1. Build on current technology support to enhance the current technology program.
2. Increase common planning time to allow for more interactive lessons and support instruction between teachers and grade levels.
3. Increase parent involvement to a level that at least each classroom has 3 active parents.
4. Increase teacher assistants to allow for every K-3 classroom to have one instructional assistant to support individual instruction.
5. Upgrade technology hardware and services to enhance the learning program.

Part 5: Action Plans/Action Steps

Introduction

Five action plans have been developed to address the goal areas identified for our school improvement plan. North Carolina goals for students and Carteret County goals are included in this plan. Strategies that will strengthen and expand instructional and organizational strategies to support learning needs of Smyrna Elementary School students are included. Staff development in several areas will align with the desired results for student learning. The action plans include action steps that will assist Smyrna Elementary School to utilize collaborative networks to support and expand student learning.

Action plans were reviewed by the Building Leadership Team to ensure they supported the school's profile, beliefs and mission, desired results for student learning, and analysis of instructional and organizational effectiveness. Copies of the plan were provided to the faculty and staff to review and critique. Suggestions were reviewed and then the final revisions were made.

The five action plans are outlined in the following pages. The plans include strategic aims, goals, action steps, resources, timelines, and responsible parties. Evaluation of the action plans follow action plan #5.

ACTION PLAN - #1

Strategic Aim for Student Learning: **High Student Performance and Achievement**

Goal Statements:

- Provide a comprehensive curriculum and a support system that meets the needs of all students.
- Promote extra curricular activities for the development of the whole child.
- Align resources with system needs and state and federal mandates.
- Provide a wide range of activities aimed at promoting and celebrating student achievement.

ACTION STEPS	TIMELINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE
1.Examine the academic schedules to accommodate teacher planning and remediation.	By May of 2008	Faculty / staff Remediation Budget Archival schedules Request of additional staff	Representatives from each grade level / building. Administration
2. Reevaluate the use of facilities for instructional purposes	By May of 2008	Existing building map Current room assignments	Representatives from each grade level / building. Administration
3. Provide middle school students with increased math instruction.	By May of 2008	Additional math teacher Faculty Scheduling committee	All teachers. Administration
4. Reorganize and implement Character Education program	By May of 2008	Incentive Supplies	All teachers. Administration Parents

ACTION PLAN - # 2

Strategic Aim for Student Learning: **Efficient, Effective and Accountable Operations**

Goal Statements:

- Promote and maintain efficient management and operations across the school.
- Demonstrate accountability for all budgeted and expended funds.
- Maintain and provide quality facilities across the campus.
- Maintain technology and upgrade annually.

ACTION STEPS	TIMELINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE
1a. Employ a full time on site technology person. 1b. Replace technology hardware and software that is outdated and /or damaged	By May of 2008	Personnel Funding Technology Funds Hardware Software Programs	Board of Education Principal Technology Committee Principal
2. Update playground equipment to meet safety guidelines in safe school plan.	By May of 2008	Funding	BLT Principal
3. Alleviate mold and mildew problems throughout the school to meet safe school guidelines.	By May of 2008	Cleaning supplies Equipment to reach ceiling	CCS Maintenance Dept. Principal Safety Committee

ACTION PLAN - #3

Strategic Aims for Student Learning: **Quality Teachers, Staff and Administrators**

Goal Statements:

- Recruit and retain a diverse team of highly qualified teachers, staff and administrators.
- Add positions in order to meet state mandates and to support and enhance the curriculum.
- Restore lost positions due to budget cuts.
- Support the professional growth of teachers, staff and administrators.

ACTION STEPS	TIMELINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE
1. Interview extensively to assure quality personnel is hired	By November 2008.	County website Interview Panel time Position salary	Administration Personnel Office Interview Panel
2. Plan staff development sharing sessions to educate more staff members about new strategies learned at attended sessions in order to help close achievement gaps.	By May of 2008	Staff Dev. Funds Time for Sessions	All Staff Members Administrators
3. Use staff development funds to provide release time to attend workshops with colleagues and visit other classrooms.	By May of 2008	Staff development funds Program Presentations	All Staff Members Administrators

ACTION PLAN - #4

Strategic Aim for Student Learning: **Effective Communication and Involvement Among Stakeholders**

Goal Statements:

- Continue to build positive working relationships and open communications with all government and community entities.
- Involve family and community in our school.
- Develop and maintain mutually supportive relationships with the business community.
- Promote strong collaborative networks among our public school teachers, staff and administrators.

ACTION STEPS	TIMELINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE
1. Teachers will develop a parent contact system appropriate to the grade level and classroom needs, encouraging classroom involvement.	By May 2008	Time	All Teachers Administrators
2. Increase technology support for faculty to enhance internet communication / websites.	By May 2008	Current Staff Experts Technology Facilitator Position Computer Hardware	Teachers Administrator Tech Facilitator School Board
3. Promote parental involvement in school by hosting events showcasing student work. Create a calendar of events.	By May 2008	Staff Program Information Supply Funds Parent Involvement Money	Parents Teachers Administrator

ACTION PLAN - #5

Strategic Aim for Student Learning: **Optimal Learning Environment**

Goal Statements:

- Provide a safe and orderly learning environment.
- Provide a learning environment designed to enhance student and employee mental and physical health.
- Provide class size conducive to learning.

ACTION STEPS	TIMELINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE
1. Employ highly qualified additional personnel to fill positions currently lacking – full time nurse, additional teacher assistants, technology facilitator, school based testing coordinator.	By May 2008	Salary funding per position	Staff Administrator Central Office Personnel School Board
2. Enhance student health by scheduling daily physical education classes which will assist in meeting new state education guidelines and support healthy active kids.	By May 2008	Additional Time allotted for class Additional PE teacher	Administrator Scheduling Committee
3. Develop school-wide discipline guidelines that all teachers implement that significantly increases student monitoring.	By May of 2008	Time to develop plan Funding for additional Cameras	All Staff Administration Resource Officer Crisis Team

**Means of Evaluating the Effectiveness of the School
Improvement Plan**

A. Plan for Evaluating the Target Area Goals for Student Learning

Aim #1: High Student Performance and Achievement

- To evaluate this aim we will analyze end-of-grade test scores and retention percentages. Tracking the number of students on the reward trips, on the honor roll and principals list and our high achievers will also allow us to track percentage of student successes. We will also track our writing scores and our computers skills test results. We will observe and document the effectiveness of the character education program.

Aim #2: Efficient, Effective and Accountable Operations

- To evaluate this aim we will study reports on accidents, illness, opinion surveys and inventory the items that were updated or completed. Review of the spending and how funds are utilized will assist in determining if the action steps were efficient and effective.

Aim #3: Quality Teachers, Staff and Administrators

- This Aim will be evaluated by using results from our Carteret County Opinion survey. The information gathered by the SEA system questionnaires will also be used to evaluate the effectiveness of our staff development. Teacher renewal and non-renewal will be a predictor of the effectiveness of a newly adopted interviewing process.

Aim #4: Effective Communication and Involvement Among Stakeholders

- This aim will be evaluated through the number of interactions and hits to our school and teacher websites. The number of volunteers will be tracked and compared to the number of previous volunteers, with an increase in percentage of volunteers would indicate degrees of success. Attendance in PTO meetings and Advisory Council meetings will be used to measure involvement. This will be done through sign in sheets in the office, classrooms and at school events.

Aim #5: Optimal Learning Environment

- To create an optimal learning environment and measure effectiveness we will track EOG scores, K-2 assessments, see a decrease in discipline referrals, have more effective communication and a rise in the number of volunteers and in attendance at after school functions. The physical appearance will be enhanced and teacher and student moral will be optimistic as measured by the Carteret County Opinion Survey.

B. Plan for Documenting Improvement in Effectiveness

- Pre /Post analysis of responses to the Carteret County School Opinion Survey. Using comparison of responses from spring of one year to the spring of the next.
- Comparison of North Carolina testing data: reading, math, writing, computer and science. This will be analyzed each spring.
- Collection of discipline data and incidents for comparison of severity and frequency.
- Collection and comparison of attendance data. Noting absences and tardies from year to year.
- Collection and analysis of CCC, Edutest and AR reports to track student growth through out the year.

C. Plan for Evaluating the Extent of Implementation and Effectiveness of the School Improvement Plan

- Staff evaluation of staff development programs to be done when the activity is complete. This will be reviewed and presented to the staff by the person who attended the activity
- Periodic discussion at staff meetings of the effectiveness of the action plans.
- Checklist of all strategies will be given to all teachers and staff members to use as strategies are implemented. The checklist will be part of each teacher's IGP and will be collected and analyzed for implementation.
- Observations of classroom instruction to determine the extent of implementation and effectiveness of the strategies for improvement.
- Survey students, parents, and ALL staff to determine the effectiveness of the action plans.

Indices for the following plans guide the reader to actions and strategies embedded in the SIP that fulfill the criteria requirements for each of the following plans:

Character Education Plan Index

Character education is essential in school. Our Character Education plan is referenced in action plan 1, step 4 and action plan 3 step 3. It is important that our school reorganizes and implement the character education plan so that all students receive consistent character education each year.

Closing the Achievement Gap Plan Index

Our Closing the Achievement Gap Plan is referenced in action plan 1, step 1, 2 and 3 and action plan 3, step 3. It is important that our school recognize that even though we have few minorities, our gaps lie within gender and in special education and that all students need to achieve at the state standard level.

Healthy, Active Students Plan Index

Healthy Active Students Plan is essential in school. Our Healthy Active Students Plan is referenced in action plan 5, step 2. It is important that our school implement the Healthy Active Students Plan so that all students understand how important it is to take care of their health.

School Improvement Plan for 160 - 332
(and Action Plan for Healthy Students in Safe, Orderly and Caring Schools)

LEA: Carteret County Schools
 School: Smyrna Elementary School

Strategic Priority: Healthy Students in Safe, Orderly and Caring Schools

School Improvement Objective: Student knowledge will increase in social and self awareness through assertive teaching.

Please record your action steps.

Strategy	Not Yet Addressed (What is your plan?)	In Progress (Please describe.)	Need Assistance (Please describe.)	NA (Provide explanation.)
Ensure all students have recess and / or physical activity during the school day and that it is not taken away as punishment. Indicate if this is in progress or not yet addressed.		<i>All students have some type of unstructured free activity time within the school day.</i>		

Strategy	Yes	No	Time over 180 days
Provide physical education for every student taught by a physical education teacher. Check the appropriate “yes” or “no” box and list the exact number of minutes in PE over the 180-day school year.	<i>Physical education is taught to all students over the 180 days</i>		<i>k-5grade 3,510 minutes/year 45 minutes- 3 days per week for 26 weeks 6-8 grade – 40 minutes 5 days per week. 36,000 minutes/year</i>
Provide physical activity and/or recess for every student. List the exact number of minutes		<i>Not daily and times vary from day to day.</i>	<i>Approximately 126,000 minutes/year 10 minutes per day.</i>

provided for recess and/or physical activity over the 180-day school year.			
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Strategy	Not Yet Addressed		In Progress	Need Assistance (Please describe.)
Implement a coordinated school health program. Indicate if this is in progress or not yet addressed by the school.			<i>Provided through k-5 classroom teachers and 6-8 PE teacher.</i>	
	At Our School	In Our LEA	Unsure	Need Assistance (Please describe.)
We have a School Health Advisory Council. Check all that apply.	Yes, a School Health Advisory was established fall 2004	Yes, a School Health Advisory was established fall 2003		
What other areas of Coordinated School Health Programs are you working on implementing in your school? Please explain.	A third grade teacher is pursuing a grant for a walking track for the students for a Walk Across America Program.			

Summary due dates:

- July 15, 2004 Summary of School Action Plans. School action plans should be available upon request.
- July 15, 2005 Summary of School Progress Reports due in Raleigh from the LEA.
- July 15, 2006 Summary of School Progress Reports due in Raleigh from the LEA.
- July 15, 2007 Summary of Schools' Completion of Implementation of the HSP-S-000 Healthy Active Children policy.

*Remediation Budget Plan Index

Remediation Plan is essential in helping our students that represent the learning gap. Our Remediation Plan is referenced in action plan 1, step 1. Remediation is essential in giving those students who need more attention in a subject area the instruction needed to help them achieve.

Remediation Budget for 2004-2005 Smyrna Elementary School

Account Code	Description	Amount
1.5200.072.143.332	Salary – tutors	\$10,200.00
1.5910.072.211.332	FICA	\$780.00
1.5910.072.221.332	Retirement	\$593.00
1.5200.072.411.332	Supplies	\$1,452.00
	Total	\$13,025.00

Students who are identified by classroom teachers will receive individualized tutoring in the areas of math and reading. Tutoring will be held three days per week with each student receiving one hour per day per subject. Time is scheduled during elective classes with student and parent permission. Tutors hired are former teachers with excellent communication and behavior management skills.

Safe School Plan Index

The Safe School Plan is essential for staff to know what to do to keep our schools safe. Our Safe School Plan is referenced in action plan 2, step 2 and 3, action plan 5, step 1 and 3. Safety in our school is a priority. There are some concerns that we are working on that will require the assistance and support of the county.

Safe School Building Plan

Identifying Information

School: Smyrna Elementary School
 Principal: Lillie C. Miller
 Assistant Principal(s): Nick Verrelli

I.(a.1) Person responsible for implementing the plan: Heather Dietzler

I.(a.2) Responsibilities of person named in I.(a.1): The principal provides instructional leadership and supervision to all personnel assigned to building.

II. Below is a list of district policies, statements, plans and procedures that promote safe and orderly schools, and which provide assistance for students who are at risk of academic failure or engage in disruptive and disorderly conduct:

School Board policies:

Section	Descriptor
JFA	Student Due Process Rights
JFC	Code of Student Conduct
JFCA	Student Expulsion
JFCC	Student Conduct on School Buses
JFG	Interrogations and Searches
JFGB	Investigations and Arrests
JFGC	School Search and Seizure
JGA	Student Discipline, Corporal Punishment
JGD	Student Suspension

Additional documents:

- *A Parent's Guide to Carteret County Schools Policies and Procedures* (Provides parents the most pertinent school board regulations governing student conduct and related matters in question and answer format.)
- *Student Assistance Team Procedures* (Explains how students are referred, screened, and provided special services.)

- *Section 504 Carteret County Schools Procedures Manual*
(Describes how students with disabilities outside the scope of special education are identified and provided accommodations.)
- *Carteret County Schools Emergency Response Plan*
(Contains confidential procedures for internal school use when responding to crises and disasters.)

III. Methods for sharing plan with parents and other members of the community

The Safe School Building Plan is part of the School Improvement Plan and is available to the public as part of this document.

IV.(a1) Outline of standards of behavior for students, plus related consequences for not adhering to the standards

Carteret County Schools' staff realizes the need for a safe and orderly environment. In response to the action taken in recent years by the North Carolina General Assembly, the school system has adopted a Zero Tolerance position. Zero Tolerance applies to "Students that bring illegal drugs/weapons/dangerous explosives or substances that are used to alter the mind or mood or who are involved in illegal activities as established by the N.C. General Statutes at any school, school sponsored activity or function." In addition, the school principal has the responsibility to report to law enforcement acts of violence, drug possession, or possession of a weapon as dictated by N.C. General Statutes.

Definitions and consequences applied to serious acts of misconduct are thoroughly outlined in the Board of Education's Code of Student Conduct. This is clearly stipulated in School Board Policy JFC, termed Student Code of Conduct, and has been presented for students and parents in a more "user friendly" handbook entitled "A Parent's Guide to Carteret County Schools Policies and Procedures." Depending on the specific infraction, serious misconduct can result in student short- and long-term suspension from school, suspension for 365 days, or expulsion. At the same time, student due process rights are respected. These rights are stipulated in section JFA, Student Due Process Rights. Finally, bus discipline is always of concern, and student conduct on school buses is outlined in a separate policy statement, JFCC, Student Conduct on School Buses.

IV.(a2) Consequences for students under the age of 13 who physically assault and seriously injure a teacher or other individual on school property or at a school-sponsored or school-related activity

Students under age 13 years who physically assault a school official, employee or volunteer, or who physically assault and cause serious injury to another student under circumstances as described above shall be reported to law enforcement and long-term suspended for the remainder of the school year.

V. Outline of responsibilities of the following personnel in the development and implementation of the safe school plan for the district, to include appropriate disciplinary actions for failure to carry out responsibilities

A. The Principal

- provides leadership in developing and implementing the local school's Safe School Plan,

- ensures that the school and all classrooms have clearly stated rules for student conduct communicated to students and parents,
- provides appropriate disciplinary consequences for students who disrupt classrooms and violate school rules,
- arranges alternative placements for seriously disruptive students (as available) in accordance with state law and local school board policy, and
- reports all criminal acts as stipulated by G.S. 115-C288(g).

Failure to carry out these responsibilities will result in the principal preparing a detailed plan to correct deficiencies, accompanied by implementation timelines, to be submitted to the superintendent for review and approval/revision.

B. Assistant Principal(s), when available, carry out and assist the principal with the above duties, as assigned by the building principal. Failure to carry out responsibilities shall be dealt with in personal conferences with the principal, and through development of a written plan where deficiencies are serious and/or chronic.

C. Teachers

- provide their students with a set of clearly defined classroom rules,
- define consequences for the violation of classroom rules which are consistent with Board policy,
- enforce classroom and school rules consistently and fairly, and
- comply with principal requests to assist in devising and implementing the local school's Safe School Plan.

Failure to carry out these responsibilities will be addressed by the building principal, with corrective steps incorporated in the teacher's professional development plan.

D. Instructional Support Personnel

- demonstrate a knowledge of school rules and disciplinary standards,
- report observed disciplinary infractions to appropriate personnel when they do not have cause to directly intervene, and
- assist school personnel in imposing disciplinary sanctions and restoring order as this becomes necessary.

Failure to carry out these responsibilities will result in a conference with the support personnel's immediate supervisor and development of a written plan that includes corrective steps and implementation timelines.

VI. Students at risk of academic failure or exhibiting disruptive or disorderly behavior

a) Procedures for identifying and serving at-risk students

The school has a Student Assistance Team that accepts referrals for students who are exhibiting academic and/or behavioral difficulties. Teams meet regularly to gather information on a referred student, clarify the nature of the referral concern, and establish a behavior plan that will improve student academic performance and/or behavior. Students who fail to respond to interventions and who are suspected of having disabilities are referred for further evaluation and possible eligibility for special education services. Students who are disabled but ineligible for special education under the Individuals with Disabilities Education

Act are considered for services under a Section 504 Individual Accommodation Plan.

b) Methods used to assess student needs

Student needs may be screened through performance on state-mandated end-of-grade/end-of-course tests, locally developed tests, achievement inventories, aptitude screening, classroom observations, parent reports, or behavior rating scales. More in-depth psychological and academic assessments are completed, when needed. The assistance team develops a Functional Behavior Analysis for those students who exhibit severely disruptive behavior of a chronic nature. This Functional Behavior Analysis incorporates information gathered through observational assessment, a developmental history, and a series of teacher/team reports. This information is designed to identify the conditions and consequences that control disruptive behavior, with this information used to develop a systematic behavior management plan.

VII. Measurable objectives for safe and orderly schools

- a) School violence incidents (exclusive of alcohol and controlled substances) as reported on the annual School Crime and Violence Report will fall below 3.5 incidents per 1,000 students **or** show a reduction from the previous year.
- b) Controlled substance and alcohol possession incidents as reported on the annual School Crime and Violence Report will fall below 6 incidents per 1,000 students **or** demonstrate a reduction from the previous year.
- c) Using the school district's annual student survey, 60% or more of the respondents will report positive (agreement) ratings on trust and citizenship items **or** positive ratings will increase from the previous school year.
- d) Annual student suspension days will fall below the rate of 40 days per 100 students **or** cumulative student suspension days will decrease from the previous school year.

VIII. Staff development plan for safe and orderly schools

Please refer to the staff development section of the School Improvement Plan.

IX. Plan for working effectively with local law enforcement and court officials to ensure that schools are safe and that laws are enforced

The school works with law enforcement officials in several ways:

- The building principal reports to law enforcement all criminal acts which occur on school property, as stipulated by G.S. 115-C288(g) and the State Board of Education. Reported criminal acts include but are not limited to:
 - assault resulting in serious injury
 - assault involving use of a weapon
 - assault on school personnel not resulting in serious injury

- bomb threat
- burning of a school building
- death by other than natural causes
- kidnapping
- possession of an alcoholic beverage
- possession of a controlled substance in violation of the law
- possession of a firearm or powerful explosive
- possession of a weapon other than a firearm
- rape
- robbery with a dangerous weapon
- robbery without a dangerous weapon
- sexual assault (other than rape or sexual offense)
- sexual offense
- taking indecent liberties with a minor

X. Methods of dealing with emergencies

The school has a current school crisis plan and a core team prepared to respond to emergencies.

XI. Methods of providing a safe physical environment

The school has well-maintained facilities and grounds. Traffic upon and immediately leading to school premises is directed before and after school. Within the school, clear patterns and rules for student movement have been established, and student supervision is provided during lunch periods, assemblies, and other times when larger numbers of students congregate on school premises.

Access to the school is controlled by directing all visitors to first report to the office. Such notices are posted on all main entryways to the building, and school personnel are instructed to support this provision. In addition, a communication system is in place for reporting suspected security violations.

XII. Detailed statement of the planned use of funds allocated this school year for at-risk students, alternative schools, or both

	Programs/Activities	Amount
Building and Grounds	Purchase and installation of video surveillance system	\$9,000 +
Instr. Supply / Grant from EMC	Peer Mediation training and implementation of program Bully Proofing our School implementation	Both programs \$3,500

XIII. Programs, strategies, and activities at the school that promote good behavior and citizenship throughout the school year

Smyrna recognizes students for good behavior through assemblies and reward trips. Students are held to very high expectations to qualify for these trips. The behavior point system is consistent through out the school.

XIV. Actions taken by the principal/assistant principal to deal with inappropriate, violent, and disruptive student behaviors in a timely and effective manner

Evidence is available as part of the school's Disciplinary Data Collection Form (DDCF) report, which provides a comprehensive log of serious student offenses and actions taken for each offense.

Staff Development Plans Index

The Staff Development Plan is essential for staff growth. Our Staff Development Plan is referenced in action plan 3, step 2 and 4. Recently we have begun sharing sessions during our faculty meetings. Teachers who attend staff development share what was learned, how it will be used, and why it will increase student performance. It is either recommended or not for others to attend.

**Smyrna Elementary School
Staff Development Plan
2005-2008**

Strategic Aim for Student Learning:

- **High Student Performance and Achievement**
- **Efficient, Effective and Accountable Operations**
- **Quality Teachers, Staff and Administrators**
- **Effective Communication and Involvement Among Stakeholders**
- **Optimal Learning Environment**

Staff Development Activity	Time Line	Persons Responsible	Budget Amount
Continue Developing skills in teaching writing through the Empowering Writers Staff Development that began in 2004-2005.	To Be Scheduled	Kindergarten through 5 th grade teachers Middle School ELA teachers	To Be Determined
Enhance the use of Thinking Maps through follow up Staff Development	To Be Scheduled	All Staff Elem Director (facilitator)	\$ 0.00
Differentiation Discussion Groups for K-5 teachers in the Down East Schools	Twice yearly per grade level configuration	K-5 Teachers and Assistants Elem Director (facilitator)	\$ 0.00
Attend various reading, writing and math workshops, grade level specific, to meet the needs of all learners.	TBA	All Staff	To Be Determined
Video Streaming Follow up	To Be Scheduled	All teachers 3-8 Tech Facilitator	To Be Determined
Math / Technology Connection with text books	To Be Scheduled	Math Teachers Tech Facilitator	To Be Determined
Continued training on technology programs: EETT Digital Cameras, CCC, Microsoft Excel, Power Point	One Per month, TBA	All Staff Tech Facilitator	Cost of program EETT
Science / Technology Connection with new text books	To Be Scheduled	Science Teachers Tech Facilitator	To Be Determined

***Annual Title I Schoolwide Plans (Elementary Schools Only)**

- 1. Comprehensive Needs Assessment** – Assessing the needs of the students is completed through many techniques. With third through eighth grade students we assess by using end of grade test scores, course of study teacher made assessments, online test assessments, edutest, computer curriculum corporation programs, writing tests and test magic. The kindergarten through second grade we use the Carteret County assessment program which assess reading, writing and math. Through these assessments we find the needs of Smyrna Elementary students. *(Action Plan #1, step #1 & #3)*
- 2. School Reform Strategies** – Include long term and short term strategies for students that include the use of Orton-Gillingham, Reading lab, inclusion, one on one instruction, bag of books, LANGUAGE! Program, best practices, tutorials and literature circles. *(Action Plan #1, step #1 & #3)*
- 3. Instruction By Highly Qualified Teachers** – With the implementation of No Child Left Behind we will assure that all of our teachers are highly qualified or will obtain that status within the time frame appropriated. Not only will they be highly qualified by the standards set in national legislation but by higher standards set at Smyrna Elementary school using the formative observation instrument. *(Action Plan #1, step #1; Action Plan #3, step #2 & #3; Action Plan #4, step #2)*
- 4. Highly Qualified and Ongoing Professional Development** – Teachers engaged in highly qualified professional development not only become stronger teachers, but model to students how to be lifelong learners. We will utilize outside trainers as well as experts within the county. *(Action Plan #1, step #1; Action Plan #3, step #2 & #3; Action Plan #4, step #2)*
- 5. Strategies to Attract Highly Qualified Teachers to High Needs Schools** – It is essential for the school administration to attend interview sessions, job fairs and recruiting sessions at colleges. Maintaining an interesting and accurate website has worked and it will continue to be a strategy we use to attract teachers. *(Action Plan #3, step #1; Action Plan #5, step 1)*

- 6. Including Decisions Regarding the Use of Assessments** – In the era of accountability using assessment information to make decisions is mandatory. Assessment data has driven this school improvement plan. Every action step is linked to some sort of assessment data, but particularly student achievement. (*Action Plan #1, all steps*)
- 7. Strategies to Increase Parent Involvement** – Parent involvement, although limited last year, has increased this year. (*Action Plan #4, step #1 & #3*)
- 8. Preschool Transitional Strategies** – Our exceptional preschool program allows for students to schedule time with their parents to visit the kindergarten classrooms in May. This allows for both parent and child to see what kindergarten is all about. They can make one scheduled visit or many depending on the student needs. This is followed with teacher visits at the home during the summer.
- 9. Activities for Children Experiencing Difficulties** - Include long term and short term strategies for students that include the use of our student assistance team to provide the teacher with strategies that may or may not include the following; Orton-Gillingham, Reading lab, inclusion, one on one instruction, bag of books, LANGUAGE! Program, best practices, tutorials and literature circles. (*Action Plan #1, step #1 & #3*)
- 10. Coordination and Integration of Federal, State and Local Services** - Resources obtained through federal, state and local services are helpful but limited. We will take advantage of these services by serving all students and integrating programs so that each program compliments one another. Teachers and students are best served by the maximization of resources and proper planning of programs. (*Action Plan 1 through 5*)

Appendix A: Waivers 2005-2008

Request for Waivers

Law, regulation, or policy from which an exemption is requested.	Describe the waiver you are requesting	State how the waiver will be used.	State how the waiver will promote achievement of Performance goals.
G.S.115C-301. This requirement limits class size and the number of students contacted per day restrictions (Grades 4-12)	Class Size	To accommodate student population expansion during the school year and specific instructional programs	Addresses academic/instructional needs. Allows flexibility in differentiated instruction
Approved by G. S. 115C-105.25	Textbook/Supplies	Transfer classroom/instructional supply dollars to textbook dollars and textbook dollars to classroom/instructional dollars.	Will allow flexibility to purchase tests or supplies to support academic growth.
Approved by G.S. 115C-105.25	Support Personnel Positions to Teacher Positions	Transfer Non-instructional Support Personnel positions to teacher positions	Provide flexibility to hire more teachers if needed.
Approved by G.S. 115C-105.25	Teacher position to instructional supply	Transfer classroom teacher positions to classroom/instructional supply dollars.	Provide flexibility to convert hired positions to instructional supply dollars for the school.
Approved by 115C-98 Class Size	Textbook Adoption	Select, procure, and use textbooks that have not been adopted by the State Board of Education for use throughout the LEA.	Provide flexibility to use alternative text if better suited to meet the needs of our student population.

Appendix B: **Voting Results**

100% of the eligible school staff voted to approve this school improvement plan on

April 4, 2005
month/day/year

Principal's signature