

Approved
6-30-19

Silverdale Elementary School

Schoolwide Title I Program Application & Planning Document 2019-2020

**Due to Title I Office
By June 15, 2019**

**Dwayne Snowden
Director of Federal Programs**

**Tanya Smith
Administrative Assistant**

**Elementary and Secondary Education Act
TITLE I APPLICATION - 2019-2020
IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED**

School Name:	Silverdale Elementary
Mailing Address:	841 Smith Rd. Maysville NC 28555
Contact Person:	Crystal Howard
Title:	Principal
Telephone Number:	9103265146

CERTIFICATION

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

I HEREBY CERTIFY that to the best of my knowledge, the information contained in this application is correct; the school named above has authorized me as its representative to file this application; and such action is recorded in the minutes of the school's meeting held on June 1, 2018. (Month/Day/Year)

STATEMENT OF ASSURANCES

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

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

Crystal Howard
Name of Principal (please print)

Crystal Howard
Signature of Principal

6/18/19
Date Signed

Dorothy Snow
Onslow County Director of Federal Programs

6-30-19
Approval Date

SCHOOLWIDE PROJECT SCHOOLS

All activities in schoolwide projects should reflect the statutory requirement that schools particularly address the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards as determined by the comprehensive needs assessment of the school, and that each school address the ten (10) required schoolwide components in accordance with SEC 1114 of NCLB:

(b) COMPONENTS OF A SCHOOLWIDE PROGRAM-

(1) IN GENERAL- A schoolwide program shall include the following components:

(A) A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).

(B) Schoolwide reform strategies that —

(i) provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D);

(ii) use effective methods and instructional strategies that are based on scientifically based research that —

24. strengthen the core academic program in the school;

(ii) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and

(iii) include strategies for meeting the educational needs of historically underserved populations;

(iii)(i) include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include —

(aa) counseling, pupil services, and mentoring services;

(bb) college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and

(cc) the integration of vocational and technical education programs; and

(ii) address how the school will determine if such needs have been met; and

(iv) are consistent with, and are designed to implement, the State and local improvement plans, if any.

(C) Instruction by highly qualified teachers.

(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

(F) Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.

(G) Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

(H) Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

(I) Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

(J) Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

An assurance is hereby provided this School has addressed the required ten (10) components of the schoolwide model in accordance with Section 1114 of the No Child Left Behind Act (NCLB).

Principal Signature: _____

Howard

Date: _____

6/18/17

SEC. 1118. PARENTAL INVOLVEMENT

(b) SCHOOL PARENTAL INVOLVEMENT POLICY-

(1) **IN GENERAL-** Each school served under this part shall jointly develop with, and distribute to, parents of participating children a **written parental involvement policy, agreed on by such parents,** that shall describe the means for carrying out the requirements of subsections (c) through (f).

(c) POLICY INVOLVEMENT- Each school served under this part shall —

(1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

(2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

(3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

(4) provide parents of participating children —

(A) timely information about programs under this part;

(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and

(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

(5) if the schoolwide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT- As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall —

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum —

(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

(B) frequent reports to parents on their children's progress; and

(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

(e) **BUILDING CAPACITY FOR INVOLVEMENT**- To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part —

- (1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, 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 this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- (2) 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;
- (3) shall educate teachers, pupil services personnel, principals, and other 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;
- (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other 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;
- (5) 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;
- (6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- (7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
- (8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- (9) may train parents to enhance the involvement of other parents;
- (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- (11) may adopt and implement model approaches to improving parental involvement;
- (12) may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;
- (13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
- (14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

(f) **ACCESSIBILITY**— In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

An assurance is hereby provided to the Local Education Agency (LEA) that the School will ensure that each of the required components referenced above shall be included in the School Parent Involvement Policy.

Principal Signature: _____

Howard

Date: _____

6/18/19

Title I Staff Positions and Program Organization

School Silverdale

Salaried Staff Positions (include teachers, assistants, and any other employee whose pay is based on the salary schedule)

Name	Position (see below)	Percent Employed	Grade(s) Served	Setting (see below)	Description of Duties (see below)
Brooke Donnelly	Instructional Coach	100% (50/50 with CO)	K-5	PO/IC	*provide small group reading instruction and PD for staff

*Positions should not contain Title I in the position name. Examples of possible positions include classroom teacher, resource/enrichment teacher, reading teacher, math teacher, teacher assistant, literacy/instructional coach, etc.

**To fill a staff position, please refer to the procedures in the Title I administrative handbook located in public folders.

***Please note, a job description must be on file in the Title I office for each position listed.

Project Settings:

- PO Pull-out
- IC In class
- Rep Replacement
- CSR Class Size Reduction

- E Extended Learning
- O Other

Title I Staff Positions and Program Organization

School Silverdale

Part-time/Hourly Positions (includes tutors and all other employees paid by the hour)

Name	Position (see below)	Hour per Week	Hourly Rate	Grade(s) Served	Description of Duties (see below) (if not employed for full year, please include start date)
New hire	Reading tutor	15	\$25.00	K-5	*Provide small-group math instruction
New hire	Reading tutor	15	\$25.00	K-3	*Provide small-group math instruction

- *Positions should not contain Title I in the position name. Examples of possible positions include reading tutor, math tutor, and parent liaison.
- **To fill a staff position, please refer to the procedures in the Title I administrative handbook located in public folders.
- ***Please note, a job description must be on file in the Title I office for each position listed.
- ****Please remember, all hourly employees must complete and submit a monthly time sheet.

Spring Needs Assessment

1. Please list the top three prioritized areas of need identified in the Spring Needs Assessment that are addressed in the 2018-2019 Title I Application and Planning Document.

Reading proficiency (grades K-5)

Math proficiency (grades 3-5)

Writing proficiency (grades K-3)

2. Please list all data sources used in determining the initial list of prioritized needs in completing the 2018-2019 Title I Application and Planning Document

K-2 Benchmarks (Writing, Reading, and Math)

MClass Data (K-3)

Reading EOG scores (3-5)

Math EOG scores (3-5)

AdvancED staff survey

3. List any other factors that were considered when determining the list of prioritized needs for the 2018-2019 Title I Application and Planning Document.

We considered an increased number of new teachers beginning at SDE for the 19-20 school year and historical data that revealed trends in student needs.

PARTICIPATION OF CHILDREN IN SPECIAL POPULATIONS
(Required)

Homeless Children Attending Non-Title I Schools

1. Are there homeless children attending your school? YES NO

2. How many students are identified as homeless? 3

Migrant Children Attending Title I Schools

3. Are there children of migrant workers, or children of former migrant workers, attending Title I schools? YES NO

4. How many students are identified as children of migrants? _____
(Attach a list of students)

