

Caldwell County Schools
2014-2015 Title I Application- Part I
K-8
PART I

School: **School Code:**

- K-8 Comprehensive Needs Assessment Summary Sheets**
- School Data Focus Form**
- Student Data Focus Form**
- Parent Data Focus Form**
- Verification of Consultation**

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K-8 Comprehensive Needs Assessment Summary

SCHOOL: Collettsville School **CODE** 308

SUMMARIZE THE STUDENT PERFORMANCE RESULTS: Complete the table below to summarize the reported needs by grade level.

Current Grade/ and or subgroup	Reading			Math		
	# of Students	# At Risk	% At Risk	# of Students	# At Risk	% At Risk
K	43	4	9%	43	1	1%
1	38	21	51%	38	18	47%
2	30	4	13%	30	4	13%
3	40	15	38%	40	13	33%
4	29	11	38%	29	11	38%
5	34	14	41%	34	9	26%
6	53	18	35%	53	23	44%
7	33	13	41%	33	20	62%
8	48	13	28%	48	21	45%

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PRIORITIZE THE STUDENT PERFORMANCE NEEDS IN THE AREAS OF READING AND MATH: Examine K-7 data to complete the priority assessment for 2014-2015.

Priority	Grade (Upcoming 2014-2015 School Year)	Grade Level Focus OR Subgroup Focus	Indicate any and all data sources used to determine student performance needs per priority level.
#1	8 th	Math	EVAAS, STAR, Teacher input/grades, Study Island, Benchmark exams
#2	6 th	Reading	EVAAS, STAR, Teacher input/grades, Study Island, Benchmark exams
#3	6 th	Math	EVAAS, STAR, Teacher input/grades, Study Island, Benchmark exams
#4	4 th	Reading	DIBELS, TRC, Classwork
#5	1 st	Reading	DIBELS, TRC, Classwork

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SCHOOL DATA FOCUS: Identify school priority goals based on the data used to determine needs for 2014-2015 regarding Title I funds. The number of **measurable goals** should match the Priorities listed on the Comprehensive Needs Summary Sheet (previous) and should also match prioritized school goals in the School Improvement Plan. Measurable goals should resemble SMART (Specific, Measurable, Attainable, Relevant, Timebound) Goals.

Example: *Rising fourth grade students will increase proficiency levels in reading by 10% as measured by mClass TRC, Reading EOGs, and/or the Read to Achieve Alternative Assessment by spring, 2015.*

Priority Goal 1: Rising 8th grade students will increase the 2013 NCE Gain (-5.8), as measured by EVAAS, indicating end of grade math progress for students by 33% each year to obtain NCE Gain -1.96 by the end of year 2015.

Priority Goal 2: Rising 6th grade students will increase the 2013 NCE Gain (-5.1), as measured by EVAAS, indicating end of grade reading progress for students by 33% each year to obtain NCE Gain -1.96 by the end of year 2015.

Priority Goal 3: Rising 6th grade students will increase the 2013 NCE Gain (-2.3), as measured by EVAAS, indicating end of grade math progress for students by 10% each year to obtain NCE Gain -1.96 by the end of year 2015.

Priority Goal 4: Rising 4th grade students will increase the 2013 percent proficiency (BOY=18%) as measured by mClass TRC by 20% each year.

Priority Goal 5: Rising 2nd grade students will increase the 2013 percent proficiency (BOY=49%) as measured by mClass TRC by 10% each year.

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STUDENT DATA FOCUS: Complete the following student data focuses based on your school's comprehensive needs assessment summary and identified priorities.

a) Select the focus of the Title I Plan for 2014-2015 below.

Reading only Math only Both Reading and Math

b) Indicate specific data that supports the decisions for each priority by priority.

Example: 1. Fourth grade reading: 15% of third grade students scored below proficiency in reading based on *mClass* scores and BOG scores.

1. Gr. 8 Math: 2013 NCE Gain (-5.8), as measured by EVAAS for students currently enrolled in grade 6.
2. Gr. 6 Reading: 2013 NCE Gain (-5.1), as measured by EVAAS for students currently enrolled in grade 5.
3. Gr. 6 Math: 2013 NCE Gain (-.3), as measured by EVAAS for students currently enrolled in grade 5.
4. Gr. 4 Reading: BOY proficiency rates (18%) as measured by TRC for students currently enrolled in grade 3.
5. Gr. 2 Reading: BOY proficiency rates (49%) as measured by TRC for students currently enrolled in grade 1.

c) Identify how Title I funds will be used to improve student data outcomes and how that improvement will be measured.

1. Grade 8 Math- Title I funds will be used to support intervention (technology, materials, small groups, tutoring and remediation) to increase the 2013 NCE Gain (-5.8), as measured by EVAAS, indicating end of grade math progress for grade 8 students by 33% each year to obtain NCE Gain - 1.96 by the end of year 2015.
2. Grade 6 Reading- Title I funds will be used to support intervention (technology, materials, small groups, tutoring and remediation) to increase the 2013 NCE Gain (-5.1), as measured by EVAAS, indicating end of grade reading progress for grade 6 students by 33% each year to obtain NCE Gain -1.96 by the end of year 2015.
3. Grade 6 Math- Title I funds will be used to support intervention (technology, materials, small groups, tutoring and remediation) to increase the 2013 NCE Gain (-2.3), as measured by EVAAS, indicating end of grade math progress for grade 6 students by 10% each year to obtain NCE Gain - 1.96 by the end of year 2015.
4. Grade 4 Reading- Title I funds will be used to support intervention (materials, technology, small groups, tutoring and remediation) to increase the 2013 percent proficiency (BOY=18%) as measured by *mClass TRC* by 20% each year for students currently enrolled in grade 3.
5. Grade 2 Reading- Title I funds will be used to support intervention (materials, technology, small groups, tutoring and remediation) to increase the grade 2 2013 percent proficiency (BOY=49%) as measured by *mClass TRC* by 20% each year for students currently enrolled in grade 2.

d) Strategize and detail what will be done differently (from last year) based on the current needs assessment and priority data.

Strategies for 2014-2015 will emphasize differentiated, individualized instruction through the increased use of facilitators for remediation and enrichment, use of enhanced technology based programs and research based practices to support the use of standards based materials.

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PARENT DATA FOCUS: Determine the parent focus component of the Title I Plan utilizing data gathered from the results of the Annual Title I Parent Survey and Parent Input through the School Improvement Team as well as PTO/PTA.

A. Determine parents' perceptions concerning instruction, communication, and parental involvement in the school's Title I Program.

Analysis indicates 88% of parents (n=302) returned surveys. Based on the results of the survey, parents are satisfied with the Title I services including instruction, communication and opportunities for parental involvement.

B. Identify needed improvements in the areas of instruction, communication, and parental involvement determined by data gathered from Title I Parent Surveys.

Although only 16% (n=37) of surveyed parents said they attended the workshops, analysis of the survey responses indicates 82% of parents (n=126) said the workshops were held at a convenient time and place.

C. Describe the process used to involve parents in the revisions of the school's Parent Involvement Plan.

Announcements were made through notes in student planners, Black Board system, school newsletter and the school web site to invite parents to participate.

D. Indicate the steps which will be taken to improve parental involvement in the academic success of students.

Increased communication through multimedia will be used to increase parent involvement. This change is based on analysis of responses which indicate only 43% (n=91) of parents surveyed said they were invited to assist with the SIP, PIP or Safety Plan.

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TEACHER DATA FOCUS: Complete the following teacher data focuses based on your school's comprehensive needs assessment summary and identified priorities.

1. Outline teacher demographics such as number of teachers, years of teaching experience, number of teachers holding advanced degrees, National Board Certified Teachers, and percentage of highly-qualified teachers.

All 100% of the teachers at CES are highly qualified. Of the 21 teachers at CES, 71% have 10+ years of experience, 29% have 4-10 years of experience. Additionally, 29% hold advanced degrees and 12 out of the 21 faculty members are National Board Certified.

6. Determine teachers' perceptions of instruction, communication, and collaboration in the school's Title I Program.

Based on feedback from data day discussions, grade level meetings and individual conferences, teachers feel informed about decisions made around the Title I program plan for CES.

7. Based on available data, detail areas for professional development which will be utilized during the 2014-2015 school year through Title I funding including substitutes for staff development. *Indicate how the professional development activities will be measured to determine impact on student achievement.*

Based on feedback from individual teacher and grade level group interviews, additional PD will be provided in data literacy and RTI implementation. Additional PD will support the increased use of technology based programs for individualized instruction. PD activities will be measured through the program usage data, surveys and participant feedback.

8. Indicate any additional activities or resources acquired through Title I funding intended to impact teachers detailing how such activities and/or resources will improve teacher effectiveness.

Additional programs and PD focused on content knowledge and data literacy will help teachers collect and utilize a variety of assessment data to drive instruction. Small group instruction, enrichment and remediation will be provided through tutors. Students' literacy skills will be targeted through the use of programs such as Moby Max, Reading A-Z, Study Island, Triumph Learning, Reading Eggs, etc...

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**North Carolina Department of Public Instruction
Verification of Consultation with Schools**

(Complete one for each Title I School. Please print or type all information)

LEA:	<u>Caldwell</u>	LEA Code:	<u>140</u>
School:	<u>Collettsville</u>	School Code:	<u>308</u>
Principal:	<u>Craig Styron</u>	School Phone:	<u>828-754-6913</u>
Email:	<u>cstyron@caldwellschools.com</u>	School Fax:	<u>828-758-5800</u>
Street Address:	<u>4690 Collettsville School Drive</u>		
City/State/Zip	<u>Collettsville, NC 28611</u>		

Signatures

The undersigned certify that the school Title I program was developed in consultation with teachers, principals, administrators (including administrators of programs described in other parts of this title), and other appropriate school personnel, and with parents of children under this part, and one of the following:

- 1) The schoolwide program plan incorporates the ten federally required components as outlined in SEC 1114 of NCLB.
- 2) The targeted-assistance program plan incorporates identification procedures to ensure that the program serves children identified as failing or at-risk of failing the State's academic achievement standards using multiple educationally related objective criteria.

Principal:	<u>Craig Styron</u>	Date:	<u>5/14/14</u>
School Improvement Team Chair:	<u>Elizabeth Davis</u>	<u>Carolyn Lail</u>	Date: <u>5/14/14</u>
Parent Representative:	<u>Trina Rader</u>	Date:	<u>5/14/14</u>
Title I Program Director:	<u>Lesa Widener</u>	Date:	<u>5/19/14</u>