

Caldwell County Schools
2015-2016 Title I Application- Part I
K-8
PART I

School:

Collettsville School

School Code:

308

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K-8 Comprehensive Needs Assessment Summary Sheets

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School Data Focus Form

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Student Data Focus Form

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Parent Data Focus Form

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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	30	5	17%	30	2	.07%
1	45	16	36%	45	15	33%
2	41	19	46%	41	13	32%
3	32	1	0.3%	32	1	.3%
4	39	6	15%	39	4	10%
5	27	9	33%	27	8	30%
6	35	11	31%	35	16	46%
7	52	8	15%	52	14	27%
8	36	9	25%	36	22	61%

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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 2015-2016.

Priority	Grade (Upcoming 2015-2016 School Year)	Grade Level Focus OR Subgroup Focus	Indicate any and all data sources used to determine student performance needs per priority level.
#1	2	(All) Reading	mCLASS/TRC, Star, Teacher input
#2	3	(All) Reading	mCLASS/TRC, Star, Teacher input
#3	7	(All) Math	EVAAS, Star, Teacher Input
#4			
#5			

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SCHOOL DATA FOCUS: Identify school priority goals based on the data used to determine needs for 2015-2016 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 2nd grade students will increase proficiency performance in reading by 20% (n=9) as measured by MOY results of mCLASS 2015 (35% TRC) to meet 80% foundational core by Spring 2016.

Priority Goal 2: Rising 3rd grade students will increase proficiency performance in reading by 26% (n=11) as measured by MOY results of mCLASS 2015 (46% TRC) to meet 80% foundational core by Spring 2016.

Priority Goal 3: Rising 7th grade students will increase proficiency performance in math by 6% as indicated by 2015 EVAAS Projections (54%) to meet 80% foundational core by Spring 2016.

Priority Goal 4:

Priority Goal 5:

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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 2015-2016 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. Grade 2 reading: 35% of Kindergarten students scored below proficiency in reading based on mClass TRC.
2. Grade 3 reading: 46% of grade 2 students scored below proficiency in reading based on mClass TRC.
3. Grade 7 math: 46% of grade 6 students are projected (EVAAS) to perform below proficiency on the end of grade test.
- 4.

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

Example: 1. Fourth grade reading: Title I funds will be used to reduce class size in fourth grade to lower the student to teacher ratio to 1:20. By reducing class size in fourth grade, small group instruction in reading comprehension will improve student achievement resulting in a 95% proficiency rate as measured by mClass TRC, Reading EOGs, and/or the Read to Achieve Alternative Assessment.

1. Title I funds will be used to provide supplemental materials to support grade 2 students' reading and literacy skills to meet the 80% foundational core plan.
2. Title I funds will be used to provide supplemental materials to support grade 3 students' reading and literacy skills to meet the 80% foundational core plan.
3. Title I funds will be used to provide supplemental materials to support grade 7 students' math and numeracy skills to meet the 80% foundational core plan.

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

Year 2 implementation of MTSS/RTI will be used to systematically identify student groups and provide supplemental instructional services to promote growth in targeted areas. After observing effective "Daily 5" practices at other schools, grade 1 teachers from Collettsville will be implementing "Daily 5" to provide ongoing support focused on increasing literacy skills. To support numeracy skills targeted for improvement, the i-Ready program will be used to obtain diagnostic and interim assessment data and provide individualized lessons for students based on their performance.

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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. Collettsville parents 92% (n=310) returned surveys given out. Overall, parents feel they have a good understanding of our Title I / No Child Left Behind program and they do believe the instruction/resources are meeting the needs of their child(ren). The one area that Collettsville School will focus on is to look at more effective strategies to involve stakeholders in helping to develop our School Improvement Plan as evident from parent survey question #7. 59% of parents said they were not invited to help develop the School Improvement Plan or be a part of the Parent Involvement Plan as well.
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- B. Identify needed improvements in the areas of instruction, communication, and parental involvement determined by data gathered from Title I Parent Surveys. As mentioned above, the results from Parent Survey showed Collettsville needs to do a better job ensuring parents know they are invited, welcomed, and encouraged to be a part of our School Improvement Plan. Collettsville will continue to communicate with all stakeholders via Blackboard Connect, School Website, Facebook School page, monthly newsletters, and notes in planners.
- C. Describe the process used to involve parents in the revisions of the school's Parent Involvement Plan. Parents were invited during our PAC3 Title I Reading/Culture Night on April 16, 2015 to come to our PAC4 meeting on May 14, 2015. A copy of the current 2014-2015 Parent Involvement Plan is on our school's website and a blackboard connect phone call and email (with the Parent Involvement Plan) was sent out to parents on April 13th, 14th, & 15th inviting/encouraging parents to make any changes/revisions they deemed necessary. Hard copies were also available in the office for those parents who could not print out. On May 14th, the PTO met to discuss/review/accept changes that had been sent in.
- D. Indicate the steps which will be taken to improve parental involvement in the academic success of students. Collettsville teachers will continue to encourage and educate parents on how to utilize PowerSchool and other web-based performance programs to check their child's academic progress. Looking to include a video showing a step by step tutorial on this process in next year's orientation and posting it to our school's website.
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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.

Currently, 100% of classroom teachers at Collettsville are highly qualified (n=25), 11 44% National Board Certified Teachers (n=11). 33.3% of teachers with advanced degrees (n=8). Years of teaching experience: 8% of teachers have 0-3 years of experience (n=2), 28% have 4-10 years of experience (n=7), and 64% have 10+ years of experience (n=16).

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

Based on feedback obtained at Title I meetings and school improvement planning meetings, teachers recognize the positive impact of Title I funding on our students' academic experience. Instructional time in smaller groups with additional teachers, yields improved learning gains.

3. Based on available data, detail areas for professional development which will be utilized during the 2015-2016 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.*

During the 2015-2016 school year professional development at Collettsville will focus on the use of data from multiple sources to inform instructional plans and to evaluate the effectiveness of each program relative to the targeted goals in literacy, reading and math as indicated on prioritized student performance needs.

4. 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.

Professional development will be provided incrementally throughout the year to support the use of technology in the classroom as students utilize individualized programs. Funding will be used to provide substitute teachers for classroom teachers attending training and workshops.

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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 County Public Schools</u>	LEA Code:	<u>140</u>
School:	<u>Collettsville School</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>828.758.5811</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>6-8-15</u>
School Improvement Team Chair:	<u>Jordan Borman</u>	Date:	<u>6-8-15</u>
Parent Representative:	<u>Paul Davis</u>	Date:	<u>6-8-15</u>
Title I Program Director:	<u>Lesa B. Widener</u>	Date:	<u>6/15/15</u>

PART II

School:	<div>Collettsville School</div>	School Code:	<div>308</div>
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☐ **Parent Involvement Assurance**

☐ **Copy of Parent Involvement Policy**

☐ **Schoolwide Project Schools Assurance**

☐ **School Prioritized Plan as aligned to current School Improvement Plan**

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PARENTAL INVOLVEMENT

Section 1118 of the No Child Left Behind Act (NCLB):

(a) LOCAL EDUCATIONAL AGENCY POLICY:-

(1) IN GENERAL- A local educational agency may receive funds under this part only if such agency implements programs, activities, and procedures for the involvement of parents in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

(2) WRITTEN POLICY- Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations for parent involvement, and describe how the agency will-

- (A) involve parents in the joint development of the plan under section 1112, and the process of school review and improvement under section 1116;
- (B) provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;
- (C) build the schools' and parents' capacity for strong parental involvement as described in subsection (c);
- (D) coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs;
- (E) conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section; and
- (F) involve parents in the activities of the schools served under this part.

(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-

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- (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, 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 to 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 State Education Agency (SEA) that the Local Education Agency (LEA) will ensure that each of the required components referenced above shall be included in the LEA Parent Involvement Policy and the School Parent Involvement Policy for each school served with Title I funding.

Lesa B. Widener
Signature of Title I Director

6/15/15
Date

Craig J. Jhon
Signature of Principal

6/15/15
Date

Collettsville School Parent Involvement Plan
Revised May 14, 2015

Collettsville School staff wants to build ties very early with children and their parents. Parent involvement in school is a critical component of a child's success. To that end, we welcome and encourage parent involvement. Our Title I Parent Involvement Plan includes:

- Parent Orientation (via Video Message from Mr. Styron) in August to provide parents with the opportunity to ask questions, provide feedback, and receive resources both as a whole group and in each homeroom. Parent(s)/guardian(s) will also receive in depth explanation/ description of exactly what Title I does for our school (via brochure). This video is also available on school web-site for those who were unable to attend.
- The Title I Plan will be discussed at the opening Parent-Teacher Organization (PTO) meeting as well as in subsequent meetings as needed. Title I display at every Parent Advisory Council (PAC) meeting along with invitations to participate in our school's Parent Involvement Plan. Dropbox for parent's to give feedback not only on program itself, but for ideas they have to get them more involved.
- Parent conferences are set up with parent(s)/guardian(s) as needed
- Parents are invited to participate in the School Improvement Team (SIT), the PTO Executive Board, the PTO general membership, and the Parent Advisory Council (PAC) on a regular and ongoing basis to give feedback, ask questions, and participate in school leadership.
- The Parent Volunteer Coordinator will assist teachers and volunteers by facilitating needed services at the school.
- Parents can volunteer to work inside the school tutoring students in reading and math to support the Title I plan.
- Parents sign an Accountability Pledge at the beginning of school that indicates a shared responsibility for high student academic achievement.
- At least one Title I Reading Night is scheduled every academic year to foster more reading success through parent involvement, as well as one Title I Math Night at Food Lion to provide "real-world" application of basic math skills
- A school newsletter is sent home each month with information about curriculum, student activities, and a message from the principal. Newsletter is also available on our school's homepage.
- Every spring a Title I, "No Child Left Behind" parent survey is sent home asking for your input/thoughts/ideas/evaluation/plans for helping improve our services for your child(ren).
- Students preparing to enter school are invited to participate in "Kinder Days" that focus on basic skills for new kindergarten students.

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- Rising kindergartners that have potential issues in reading and math are invited to participate in "Rising Stars," a program during the summer that helps give children a jump-start on education.
- Translators are enlisted for interpretations as specific needs arise
- AlertNow (the automated phone message system) messages are sent home, in English and Spanish, to parents on a regular basis with information regarding academics and student activities and opportunities.
- Other activities, programs, committees, volunteer opportunities, and information will be offered by the staff as appropriate throughout the year.

Information about Title I programs, services, and benefits to students can be obtained from school staff upon request. The Title I Plan is on file in the principal's office. The Title I Plan is done in the spring at the time the Title I Parent Involvement Surveys are being returned from parents to the school. This gives each parent an opportunity for input as the school wide plan is being developed.

The staff at Collettsville School remains committed to ensuring student success in partnership with parents and the community. Many opportunities to volunteer and offer input will be given to parent each academic year and parents are encouraged to participate as fully as possible.

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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 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-
 - (I) 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 program; 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 State-run preschool programs, 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 program, including programs supported under this Act, violence prevention programs, and

nutrition

program, housing programs, Head Start, adult education, vocational and technical education, and job training.

An assurance is hereby provided to the State Education Agency (SEA) that the Local Education Agency (LEA) will assist each participating school in addressing the required ten (10) components of the schoolwide model in accordance with Section 1114 of the No Child Left Behind Act (NCLB).

Lea B. Widener 6/15/15
Signature of Title I Director Date

Craig Dyer
Signature of Principal 6/15/15
Date

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SCHOOL PRIORITIZED PLAN

Based on the annual review of the school needs assessment data encompassing all domains, describe the prioritized plans for the current project year that have the greatest likelihood of ensuring that all groups of students specified in section 111(b)(2)(C)(V) and enrolled in the school will meet the State's academic assessments. Describe three to five prioritized program goals that address identified needs. Note: These program goals should be included in the school's comprehensive plan for improvement and do not alone constitute a Title I plan.

Student Achievement Goals – Include Targeted Subgroup(s)	Action Step(s)	Assessment(s) and/or Other Measures Used to Determine Outcome	Timeline of Evaluation Including Interim and Final	Professional Development Needed to Support the Action Step(s)	Parental Involvement Needed to Support the Action Step(s)
Increase reading proficiency performance of rising 2 nd grade students	Assess with mCLASS and Star screening. Data dialogue to identify strengths and areas for improvement. Analyze and discuss data across programs for reliability. Identify students with similar needs to create and plan instruction for supplemental groups. Provide supplemental	mCLASS (literacy) Star (reading) Classroom assessment	Baseline: -2015 MOY (K) Interim: -2015 EOY (K) -2016 MOY (Gr.2) Final: -2016 EOY (Gr.2)	District level training in reading and literacy instruction Instructional facilitator and school administrator will provide school level professional development in data literacy and the use of data notebooks	Ongoing communication with parents, students and teachers. Reading night sessions demonstrate resources and materials that can be used at home to support student success

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Student Achievement Goals – Include Targeted Subgroup(s)	Action Step(s)	Assessment(s) and/or Other Measures Used to Determine Outcome	Timeline of Evaluation Including Interim and Final	Professional Development Needed to Support the Action Step(s)	Parental Involvement Needed to Support the Action Step(s)
	instruction and monitor student progress. Modify plans as deemed necessary based on progress.				

Student Achievement Goals – Include Targeted Subgroup(s)	Action Step(s)	Assessment(s) and/or Other Measures Used to Determine Outcome	Timeline of Evaluation Including Interim and Final	Professional Development Needed to Support the Action Step(s)	Parental Involvement Needed to Support the Action Step(s)
Increase reading proficiency performance of rising 3 rd grade students.	Data dialogue to identify strengths and areas for improvement. Analyze and discuss data across programs for reliability. Identify students	mCLASS TRC Star screening (reading) Classroom assessment Gr. 3 EOG Reading Test	Baseline: -2015 MOY (Gr.2) Interim: -2015 EOY (Gr.2) -2016 MOY (Gr.3) Final: -2016 EOY (Gr.3) -2016 Reading EOG (Gr3)	Instructional facilitator and school administrator will provide school level professional development in data literacy and the use of data notebooks. Instructional facilitator will	Ongoing communication between parents, students and teachers Reading night sessions demonstrate resources and materials that can be

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Student Achievement Goals – Include Targeted Subgroup(s)	Action Step(s)	Assessment(s) and/or Other Measures Used to Determine Outcome	Timeline of Evaluation Including Interim and Final	Professional Development Needed to Support the Action Step(s)	Parental Involvement Needed to Support the Action Step(s)
	with similar needs to create and plan instruction for supplemental groups. Provide supplemental instruction and monitor student progress. Modify plans as deemed necessary based on progress.			provide professional development sessions to support integration of technology in the classroom.	used at home to support student success

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2015-2016 Title I Application- Part II

Student Achievement Goals – Include Targeted Subgroup(s)	Action Step(s)	Assessment(s) and/or Other Measures Used to Determine Outcome	Timeline of Evaluation Including Interim and Final	Professional Development Needed to Support the Action Step(s)	Parental Involvement Needed to Support the Action Step(s)
Increase proficiency performance of rising grade 7 students in math.	Assess with iReady diagnostic and Star screening	iReady Math	2015 EOG Math (Gr.6)	Instructional facilitator and school administrator will provide school level professional development in data literacy and the use of data notebooks.	Ongoing communication between parents, students and teachers
	Data dialogue to identify strengths and areas for improvement.	Star Math	Fall 2015 Star Screening		
	Analyze and discuss data across programs for reliability.	Grade 7 Math EOG Test	Fall 2015 iReady Diagnostic	Calculator training and math content training sessions on district wide PD days	Math night sessions demonstrate resources and materials that can be used at home to support student success
	Identify students with similar needs to create and plan instruction for supplemental groups.		Winter 2016 Star Screening		
	Provide supplemental instruction and monitor student progress. Modify		Spring iReady Spring 2016 Star 2016 EOG Math	Instructional facilitator will provide professional development sessions to support integration of technology in the classroom.	

Caldwell County Schools
2015-2016 Title I Application- Part II

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	plans as deemed necessary based on progress.				

**2015-16 Collettsville School
School Improvement Team (SIT)**

<u>PLC</u>	<u>Name</u>
K-2 Rep.	Melissa Philyaw
K-2 Alt.	Tonia Bowman
3-5 Rep.	Katie Soots
3-5 Alt.	Brandy Story
6-8 Rep.	Jenny White
6-8 Alt.	Cindi Russell
Assoc. Staff Rep.	Debbie Coffey
Assoc. Staff Alt.	Amy Jones
Resource/Encore Rep.	Amy McMasters
Resource/Encore Alt.	Kim Huffman
PTO President	James Davis
PTO Vice President	Heather Justice
PTO Secretary	Brittney Himes
PTO Treasure	Kelly Melton
Principal	Craig Styron

2015-2016
Collettsville School Improvement Team Meeting Dates
(All Meeting Start at 3:05 pm)

<u>Date</u>	<u>Location</u>
Wednesday, Sept. 2, 2015	Computer Lab
Wednesday, Oct. 7, 2015	Computer Lab
Wednesday, Nov. 4, 2015	Computer Lab
Wednesday, Dec. 2, 2015	Computer Lab
Wednesday, Jan. 6, 2016	Computer Lab
Wednesday, Feb. 3, 2016	Computer Lab
Wednesday, Mar. 2, 2016	Computer Lab
Wednesday, Apr. 6, 2016	Computer Lab
Wednesday, May, 4, 2016	Computer Lab

School Vision and Mission Statements for (Collettsville)
Vision:
Collettsville School will provide, in partnership with the community, a 21st century education. All students will have the opportunity to reach their full potential within a caring, secure learning
Mission:
The mission of Collettsville School is to equip students with 21st century skills which will allow them to function in an increasingly global environment. It is our goal to create not only outstanding students but also lifelong learners with the capabilities to function in the world they will inherit

LEA or Charter Name/Number: Select your school district/charter school

School Name/Number:

Collettsville School - 308

School Address: 4690 Collettsville School Drive, Collettsville, NC 28607

Plan Year(s): 2014-2016

Date prepared:

Principal Signature: _____

Date

Local Board Approval Signature: _____

Date

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position*	Name	Committee Position*	Name
Principal	Craig Styron		
K-2 Representative	Tonia Bowman		
3-5 Representative	Amanda Coffey		
6-8 Representative	Kim Hindman		
Associate Staff Representative	Phyllis Moody		
Encore Representative	Rhonda Ervin		
Parent Representative	James Davis		

* Add to list as needed. Each group may have more than one representative.



School Data and Summary Analysis

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

1. What does the analysis tell you about your schools strengths?

Based on review of data from 2014 EOG data, School/Student Performance, indicates overall 74% of students in grades 3-8 are performing proficiently in reading, 63% of same group performing proficiently in math. Results from the 3rd grade students indicate 68% proficiency in math and reading. Results from 4th grade indicate 70% proficiency in reading and 52% in math. Results from the 5th grade indicate 64% of students are proficient in reading and 73% in math. Results from the 6th grade indicate 81% of students are proficient in reading and 72% in math. Results from 7th grade indicate 75% of the students are proficient in reading and 59% in math. Results from 8th grade indicate 79% of students are proficient in reading and 71% in math. Review of 5th grade Science results indicate 73% of students are proficient. Results of 8th grade Science indicate 98% proficiency. Based on review of End of Year data from Reading 3D - Text Reading Comprehension, 93% of kindergarteners, 49% of 1st graders, and 80% of 2nd graders performed proficiently. Based on review of data, Collettsville met the >95% AMO target in attendance as well as all the other 22 AMO targets (1 of only 3 schools to do this). Based on results of the current NCTWCS, overall teacher satisfaction was high based on 100% strongly agree that this is a good place to work. Based on walk-throughs and classroom observations of instructional practice and student learning, teaching is differentiated in order to meet individual student needs.

2. What does the analysis tell you about your schools gaps or opportunities for improvement?

Based on review of End of Year data from Reading 3D - Text Reading Comprehension, only 49% of 1st graders performed proficiently which differs from the previous and following grades. Similarly, only 51% of 4th graders performed proficiently in reading and literacy skills based on the End of Year TRC results.

3. What data is missing, and how will you go about collecting this information for future use?

Serving as a standardized metric for performance comparison, K-2 math assessment data would be valuable in the school improvement planning process. To gain insight into K-2 math, data from the K-2 district assessments in math will be collected for detailed analysis. Incremental review of data from STAR, Study Island and Triumph learning programs, throughout the year will help us identify areas for improvement, thereby strengthening and supporting our ongoing improvement efforts.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?

Cite relevant evidence from your analysis to support these priorities.

(1) White Subgroup - Reading (AMO Data), (2) White Subgroup - Math (AMO Data), & (3) K-3 Literacy - (mClass)

Priority Goal 1 and Associated Strategies	
Plan/Do	Area for improvement and supporting data: (Grades K-2) To meet Annual Measurable Objectives (AMO) target goals in the area of Nonsense Word Fluency (NWF) in the white subgroup at Collettsville
	School Goal 1: To increase the percent of proficient K-2 students by 3% annually as measured by Text Reading Comprehension (TRC) End of Year (EOY) assessment, reaching 80% by 2016
	Supports this district goal: To increase Academic Achievement
	Target: By at least 3% (from 74% to 77%)
	Indicator: mClass
	Milestone date: 15-Jun
	Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.
	Strategy 1: <p>Strategy: Provide individualized and small group instruction in kindergarten and first grade to increase Nonsense Word Fluency (NWF).</p> <p>Action steps: Implementation of Multi-Tier System of Support (MTSS) at Collettsville School with focus on Core Instruction Push in support by exploratory faculty members, tutors, and utilize progress monitoring tools to track student performance.</p>
	Strategy 2: <p>Strategy: Provide individualized and small group instruction in first grade and second grade to increase DIBELS Oral Reading Fluency (DORF).</p> <p>Action steps: Implementation of Multi-Tier System of Support (MTSS) at Collettsville School with focus on Core Instruction. Push in support by exploratory faculty members, certified tutors, peer tutors, and utilization of progress monitoring tools to track student performance.</p>
	Strategy 3: <p>Strategy: Differentiate instruction for individual students (K-2) through the use of research-based materials/programs from mClass small group advisory to promote their reading levels.</p> <p>Action steps: Use of stations within each classroom to address individual student needs. Use of research-based materials/programs. Extend learning beyond the classroom by providing mClass materials designed for use at home.</p>

Plan/Do	How will we fund these strategies?		
	Funding source 1:	Select a funding source	Funding amount: \$0
	Funding source 2:	Select a funding source	Funding amount: \$0
	Funding source 3:	Select a funding source	Funding amount: \$0
	Funding source 4:	Select a funding source	Funding amount: \$0
	Funding source 5:	Select a funding source	Funding amount: \$0
		Total initiative funding:	\$0
	Review frequency: Quarterly		
	Assigned implementation team:		
Study	What data will be used to determine whether the strategies were deployed with fidelity?		
	Completion and progress monitoring reports from mClass will be used to ensure consistency and validity. Regular observations of classroom practices will provide insight into daily routines. Feedback will be obtained from weekly grade level meetings, faculty meetings, data PLC's and individual conferences.		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	Based on incremental review of data sources, progress will be evaluated, modifications will be applied to areas identified for improvement based on lack of progress towards meeting the goals set.		
	What does data show regarding the results of the implemented strategies?		
Act	Based upon identified results, should/how should strategies be changed?		

Priority Goal 2 and Associated Strategies		
Plan/Do	Area for improvement and supporting data: Math as measured by AMO Targets for the white subgroup To meet Annual Measurable Objectives (AMO) for the white subgroup in math (72.2% in year 2016-2017)	
	School Goal 2: Increased student achievement in math grades 3-8 (2014 - 58.9%) by 8.7% by EOG 2015 and increase an additional 4.6% by EOG 2016, meeting the the AMO target for the white subgroup in Math.	
	Supports this district goal: To increase Academic Achievement	
	Target:	Improve math achievement in grades 3-8
	Indicator:	EOG Scores
	Milestone date:	15-Jun
	Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.	
	Strategy 1:	Strategy: Utilize data from Star Math to inform instruction and curriculum decisions to differentiate instruction.
		Action steps: (1) Star Testing/Diagnostics, (2) Data Analysis Meetings, (3) Data Notebooks, & (4) Personalized Education Plan (PEP)
	Strategy 2:	Strategy: Utilize technology-based programs to provide students opportunities to practice and to refine skills.
		Action steps: Use of Study Island, Star, Moby Max, Accelerated Math (track/monitor student practice), Triumph Learning, computer lab time with core classroom teachers, & Schoolnet created assessments
	Strategy 3:	Strategy: Ensure vertical alignment of Common Core Math Standards in grades 3-8 through shared evidence of instructional strategies within the professional learning community (PLC).
		Action steps: (1) Cross grade teaching in grades 4 & 5, (2) Starting in 6th grade, teaching functions and problem-solving shortcuts, (3) Instructional time spent on open response and gridded response items, (4) Common Planning within grade levels, (5) Monthly Professional Learning Community meeting, (6) tutor to help with small group instruction, & (7) District-wide professional development

Plan/Do	How will we fund these strategies?	
	Funding source 1:	Select a funding source
	Funding source 2:	Select a funding source
	Funding source 3:	Select a funding source
	Funding source 4:	Select a funding source
	Funding source 5:	Select a funding source
		Funding amount: Funding amount: Funding amount: Funding amount: Funding amount: Total initiative funding: \$0
	Review frequency:	Select a review frequency
	Assigned implementation team:	
Study	What data will be used to determine whether the strategies were deployed with fidelity?	
	Completion and progress monitoring reports from SchoolNet, District Benchmarks, Star Math, and Study Island will be used to ensure consistency and validity. Regular observations of classroom practices will provide insight into daily routines. Feedback will be obtained from weekly grade level meetings, faculty meetings, data PLC's and individual conferences.	
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)	
	Based on incremental review of data sources, progress will be evaluated, modifications will be applied to areas identified for improvement based on lack of progress towards meeting the goals set.	
	What does data show regarding the results of the implemented strategies?	
Act	Based upon identified results, should/how should strategies be changed?	

Priority Goal 3 and Associated Strategies	
Plan/Do	Area for improvement and supporting data: Increase student attendance rates as measured by daily attendance to ensure we continue to meet the AMO target of >95%.
	School Goal 3: Increase student attendance rates (2014- 96.26%) by at least 1% annually. Supports this district goal: To provide programs and processes that support the development and growth of healthy, responsible students.
	Target: improve student attendance in grades K-8 Indicator: PowerSchool attendance reports Milestone date: 15-Jun
	Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.
	Strategy 1: Strategy: Increase stakeholders' awareness of the significance of student attendance. Action steps: (1) Use of Child Family Support Team (CFST) to locate research which illustrates the relationship between student attendance and academic achievement, (2) Summarize key facts that will be communicated to stakeholders through the use of Blackboard Connect, Social Media, Monthly Principal's Newsletter, and notes in student planners.
	Strategy 2: Strategy: Track student attendance patterns to identify areas for improvement. Action steps: (1) With the aid of CFST, review data to identify students with 18 days or more absent (10%), (2) Create excel "Watch List" of students who meet that criteria, and (3) Share information with the appropriate faculty/staff.
	Strategy 3: Strategy: Increase awareness of attendance at Collettsville. Action steps: (1) Utilize CFST to schedule parent conferences with students from the "Watch List" to promote communication between school and home, (2) Create classroom level attendance data display that will be seen by students via TV displayed in entry hall and cafeteria, (3) Individual classroom display of attendance data, (4) Teacher/Principal offers incentives for highest monthly classroom attendance rate.

Plan/Do	How will we fund these strategies?	
	Funding source 1: Select a funding source Funding source 2: Select a funding source Funding source 3: Select a funding source Funding source 4: Select a funding source Funding source 5: Select a funding source	Funding amount: Funding amount: Funding amount: Funding amount: Funding amount: Total initiative funding: \$0
	Review frequency: Select a review frequency	
	Assigned implementation team:	
Study	What data will be used to determine whether the strategies were deployed with fidelity?	
	Daily PowerSchool attendance reports.	
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) Based on incremental review of data sources, progress will be evaluated, modifications will be applied to areas identified for improvement based on lack of progress towards meeting the goals set.	
	What does data show regarding the results of the implemented strategies?	
Act	Based upon identified results, should/how should strategies be changed?	