

Caldwell County Schools
2014-2015 Title I Application- Part I
K-5
PART I

School:

Horizons Elementary

School Code:

307

K-5 Comprehensive Needs Assessment Summary Sheet

School Data Focus Form

Student Data Focus Form

Parent Data Focus Form

Verification of Consultation

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K-5 Comprehensive Needs Assessment Summary

SCHOOL: Horizons Elementary CODE 307

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	7	4	57%	7	4	57%
1	9	7	78%	9	7	78%
2	7	5	71%	7	5	71%
3	5	3	60%	5	3	60%
4	3	1	33%	3	1	33%
5	9	2	22%	9	4	44%

PRIORITIZE THE STUDENT PERFORMANCE NEEDS IN THE AREAS OF READING AND MATH: Examine K-4 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	2nd	Reading & Math	K-2 Assessment, Dibels, TRC, mCLASS, EZ CBM, Star Reading, Star Math
#2	3rd	Reading & Math	Dibels, TRC, mClass, EZ CBM, RTA assessments, BOG, Star R & M, School Net assessments, EOG's
#3	4th	Reading & Math	Dibels, TRC, mClass EZ CBM, Star R & M, School Net assessments, EOG's
#4	1st	Reading & Math	K-2 Assessment, Dibels, TRC, mClass, EZ CBM
#5	5th	Reading & Math	Dibels, TRC, mClass, EZ CBM, Star R & M, School Net assessments, EOG's

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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 second grade students will increase proficiency levels in reading and math by 5% as measured by K-2 Assessment, Dibels, TRC, mCLASS, EZ CBM, Star Reading, Star Math by Spring, 2015.*

Priority Goal 2: *Rising third grade students will increase proficiency levels in reading and math by 5% as measured by Dibels, TRC, mClass, EZ CBM, RTA assessments, BOG, Star R & M, School Net assessments, EOG's by Spring, 2015.*

Priority Goal 3: *Rising fourth grade students will increase proficiency levels in reading and math by 5% as measured by Dibels, TRC, mClass, EZ CBM, Star R & M, School Net assessments, EOG's by Spring, 2015.*

Priority Goal 4: *Rising first grade students will increase proficiency levels in reading and math by 5% as measured by K-2 Assessment, Dibels, TRC, mCLASS, EZ CBM by Spring, 2015.*

Priority Goal 5: *Rising fifth grade students will increase proficiency levels in reading and math by 5% as measured by Dibels, TRC, mClass, EZ CBM, Star R & M, School Net assessments, EOG's by Spring, 2015.*

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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.

1. All K-5 students will increase 5% in reading and 5% in math based on one of the following research based assessments: AR/AM Star test, Read to Achieve Assessment Data, Schoolnet Assessments, mClass, DIBELS, EZ-CBM, TRC, K-2 Assessments, BOG's, EOG's.

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. We will use the Title I money for a Tutor that will work with individual students as well as small groups of students during the day on specific reading and math deficiencies. The tutor will progress monitor those students based on their Rtl level and Goals in order to improve reading and math proficiency levels by 5% in grades K-5.
2. We will designate a portion of the Title I funds to send 2 teachers to the state conference to learn about new research based ideas in reading and math. They will return and present to staff and parents strategies that will help improve their child's academic progress.
3. We will also designate portion of the Title I funds to purchase snack and materials for parents and families that attend the Title I Parent meetings throughout the year.

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

We will send two different teachers to the 2014-2015 Collaborative Conference in Greensboro. Due to the number of students transition in and out of Horizons during the school year our data is constantly changing. We will consistently progress monitor every student's academic needs and will target instructional practices to improve those academic deficiencies.

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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.

According to the Parent Survey results conducted in April of 2014 the majority of Horizon's parents are satisfied with the progress their child is making. We schedule Title I Parent meetings at various times throughout the school year to accommodate parent schedules. According to the parent surveys most parents stated our program meets their child's needs. Several parents expressed a desire to attend parenting skills training. All Horizons parents unable to attend the workshops offered are sent home a hard copy of the information presented in the workshop with their child on the following school day.

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

Parents want their children to improve in reading and math and feel Horizons is meeting their child's needs. Communication was mentioned in needing more notice for Parent meetings in order for them to attend parent involvement activities.

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

Parents are required to attend the initial meeting for enrolling their child at Horizons. Parents are informed during the enrollment meeting of the services offered at Horizons. Parents are also given pertinent information during this meeting regarding the behavior plan, daily communication process through the planner, homework requirements and any other information that will enhance the success of their child. We listen to the suggestions from parents during parent conferences, SIT meetings, and Title I meetings.

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

Horizons staff will be attending parenting skills training in order to become trainers. Horizons will offer parenting skills training throughout the school year as requested by the parents. We will continue to monitor student academic and behavior progress. Title I Parent Meetings will continue to be conducted at various times throughout the school year. Staff will conduct mini trainings during our Title I Parent meetings to help increase parenting skills in order for parents to successfully help their child academically and behaviorally at home. Various means of communication will be used to inform parents of Parental Involvement activities with ample notice.

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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.

Horizons teachers are 100% highly qualified. 7 full time regular education teachers, 1 full time EC teacher, 1 part time music teacher and 1 part time PE teacher. Years of experience ranges from 2- 10+. We have 2 teachers with advanced degrees.

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

Teacher's perceptions of instruction are there are a lot of assessments taking place and not enough actual teaching time to utilize assessment data to target academic needs. Communication and collaboration is sufficient at the school level.

3. 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.*

Title I funding will be used to pay for the substitutes, hotel accommodations, meals, and registration for two teachers to attend the Collaborative Conference in Greensboro. Teachers will present information gained at the conference to parents and staff during our Title I Parental Involvement meetings.

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.

Instructional supplies and instructional programs will be purchased to improve academic growth as well as teacher effectiveness. The materials and programs will be used to help enhance progress monitoring and enable teachers to target academic deficiencies more effectively.

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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)

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LEA:	Caldwell County Schools	LEA Code:	
School:	Horizons Elementary School	School Code:	307
Principal:	Teresa Hartley	School Phone:	828-726-5282
Email:	thartley@caldwellschools.com	School Fax:	828-726-5283
Street Address:	143 Cedar Valley Road		
City/State/Zip	Hudson NC 28638		

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:	Teresa Hartley	<i>Teresa Hartley</i>	Date: 5-16-14
School Improvement Team chair:	Soleil Reed	<i>Soleil Reed</i>	Date: 5-16-14
Parent Representative:	Karen Cozart	<i>Karen Cozart</i>	Date: 5-16-14
Title I Program Director:	Lesa Widener	<i>Lesa B. Widener</i>	Date: 5/16/14