ACIP

Horizon Elementary School

Madison City Schools

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Madison, AL 35758

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Horizon Elementary School is located in Madison City. The 23.3 square miles is in Madison County west of Huntsville and just north of the Tennessee River. It is one of the fastest growing cities in the southeast. Madison has approximately 48,861 citizens. Horizon is one of seven elementary schools located in Madison City. Horizon currently has an enrollment of 618 students and employs approximately 70 faculty and staff. Twenty-nine percent of Horizon's population is classified at poverty level. Madison is part of a high tech community on the fringe of Research Park and Redstone Arsenal with 69% of the residents holding a bachelor's degree or higher (national average 22.3%). This creates a unique backdrop to our rather high poverty level. Based on the ADA report dated September 26, 2018, the ethnicity of students at Horizon Elementary School is 67% White, 12% African-American, 4% Multi-race (2 or more races), 8% Asian, 4%Hispanic, 1% American Indian/Pacific Islander, and 1% American Indian or Alaska Native. Among this population, 22.34% receive free and/or reduced lunch. Our current average daily attendance thus far this school year is 94.98%. The faculty and staff at Horizon Elementary School are committed to establishing and sustaining an atmosphere where success and leadership are cultivated. It is the goal of the faculty and staff at Horizon Elementary School to inspire learners and leaders for a lifetime. Student achievement is clearly evident in annual summative assessment scores. The excellence in education at Horizon Elementary School is a direct result of the teachers' dedication to the students. Our faculty and staff, which is one of our greatest strengths, consists of 43 teachers, 2 administrators and 29 support staff members. Our faculty has an average of 10 years of experience. Graduate degrees have been earned by 68% of the faculty. Teachers have many opportunities to continue to develop within their discipline in that Madison City Schools provides various professional development sessions throughout the school year. This year Madison City School's restructured the grade levels in the elementary and middle schools. Sixth grade is no longer in the elementary school. Even though we lost four sixth grade units, our student population has continued to rise in the lower grades. We had a small rezoning and the subdivision behind the school has now been fully developed. The larger number of younger students is changing the dynamics of our school.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

At Horizon Elementary School our purpose is entrenched in what we believe. It is our belief that:

- learning is a life-long process for everyone

- teachers, administrators, parents and the community must work together to advance the school's mission

- each student is a valued individual with unique social, emotional, physical and intellectual needs

- students learn best when actively engaged in the learning process and challenged by appropriate activities

These beliefs are the foundational blocks upon which we developed our vision, mission and motto.

Horizon Elementary School's vision is "To inspire learners and leaders for a lifetime." Our mission statement is "As Horizon leaders, we will inspire others by what we say and what we do." Our motto is "Lead to Succeed." We want all stakeholders to know, understand and contribute to the fulfillment of our vision and mission. As such, our vision, mission and motto are written in student friendly terms that are easy to read and understand, yet embody our beliefs. Many programs are provided for Horizon Elementary students that help to build community, reinforce students' interests, maximize the effect of programs and resources currently available, strengthen core curriculum, and provide community outreach. The programs occur at different times throughout the day. It is our intention to set high expectations for all learners and offer programs that will assist students in meeting and/or exceeding those expectations. We address the needs of our "at risk" as well as accelerated learners in several ways. We examine achievement scores and progress monitoring data, review teacher recommendations and observations and convene RTI2. When students are not demonstrating success in the classroom, they are referred to RTI2 for development of an intervention plan, instructional strategies and accommodations. These plans are implemented for eight weeks with a progress check at the four week mark in efforts to help students achieve established goals and become successful in the classroom. Soaring Eagles Tutoring (Title I) services are offered to qualifying students. The Soaring Eagle students meet four to five days per week for forty-five minutes for Tier III instruction in reading and/or math. The student ratio for this instruction is on average 4:1. Other programs are offered at Horizon that extend student learning through enrichment. Horizon's school store is run by students in the morning before school starts. The money earned at the school store is used to sponsor field trip scholarships. Yearbook students work with parents as well as teacher sponsors to create the school yearbook. Students can be found taking pictures at school events and each are responsible for specific pages. A Student Lighthouse Team helps in various ways within the school which helps to build community and leadership skills. Safety patrol students monitor hallways, help in carline, conduct tours and escort visitors around the school, and help with dismissal. Accountability buddies are upper and lower grade classes that partner their students for reading and community. EcoKids is a service-oriented class for gifted students. They work to educate the students and faculty of Horizon about environmental issues. They sponsor Fun Forest day and conduct classes in the outdoor classroom. They plan and sponsor pet day where younger students learn about pet care. Something more that we are tremendously proud of at Horizon Elementary School is our co-curricular programs and offerings. We have produced award-winning LEGO Robotics teams, Destination Imagination Teams, Future City Teams, Math Teams, Green Car Team and Chess Teams. Our students have participated in and won various visual arts contests and our chorus has consistently delivered entertainment for our PTA meetings and assemblies throughout the school year. We feel this helps students be a part of the total school experience and provides opportunities for them to showcase their talents in non-academic arenas as well.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Horizon Elementary School has had many notable achievements within the past three years. The most recent achievement was our first grade teacher, Mrs. Pam Weaver, won Madison City School's Teacher of the Year. Horizon was selected as Niche Best School's #2 in the Huntsville Area and #4 in the state of Alabama. In 2018 Horizon achieved The Leader in Me Lighthouse Certification Status. Our sixth grade science teacher won the Milken Educator Award in 2016. Our library media program was awarded the Ann Marie Pipkin Technology Award for Leadership in Innovative Educational Technologies. Both the fifth and sixth grade lego robotics teams placed first at the state competition in select categories. Three of Horizon's Destination Imagination teams competed and won at the state level and two of the teams competed at the Global competition. In 2016 Horizon created and participated in Green Car Team. We were one of three elementary schools to participate in the Green Car Competition. This year marks the second year of archery as an activity in which students may participate. In 2015 Horizon PTA received an award for National PTA School of Excellence. The award recognizes schools that demonstrate a commitment in partnering with their PTA and families in achieving excellence.

In Spring of 2018 Horizon Elementary students in grade three - sixth were administered the Scantron mathematics and reading assessment. In addition, fifth grade took the Scantron comprehensive science assessment. 72% of third grade students preformed at levels three and four in math, but only 61% of third grade students preformed at three and four in third grade reading. 58% of fourth grade students preformed at levels three and four in math, but 79% of fourth grade students preformed at three and four in fourth grade reading. 69% of fifth grade students preformed at levels three and four in math, but only 68% of fifth grade students preformed at three and four in fifth grade reading. 74% of sixth grade students preformed at levels three and four in math, but only 71% of sixth grade students preformed at three and four in sixth grade reading. In fifth grade 66% of the students scored at level three and four on the comprehensive science portion of the Scantron test. We had single digits in three out of four grades for level one in both math and reading with third grade being the only grade with double digits of 10% in level one math and 17% in level one reading. This 17% in Scantron reading is supported by a 19% in urgent intervention on the May test of STAR Reading at Horizon for third grade, and the 10% on Scantron Math is supported by an 8% in urgent intervention on the May test of Star Math at Horizon.

At Horizon, we are very proud of the many ways we extend the learning of our students through enrichment and extracurricular opportunities both within and outside the classroom setting. We are in the fifth year of Spanish lessons for students in kindergarten through fourth grade. Our Science Fair winners have won various places at the North Alabama Regional Science and Engineering Fair and the Alabama Science and Engineering Fair for the past 12 years, including Grand Award for Junior Section. Horizon students have the opportunity to participate in chorus, track club, Student Lighthouse Team, Destination Imagination (DI), math team, chess club, Yearbook, Future City Team, Broadcasting Team, safety patrol, PE aides, and Lego Robotics. We now have three advanced math classes in fifth grade. This teacher was hired by the system.

Horizon Elementary School was recognized for the following notable awards:

- 2018 Madison City Teacher of the Year- Mrs. Pam Weaver

- 2019 Niche Best School's # 2 in Huntsville Area and #4 in Alabama

- 2018 Niche Best Schools

- 2018 Lighthouse Certification

- 2018 Two National Board Certified Teachers

- 2016 Milken Science Award

- 2015 Ann Marie Pipkin Technology Award for Leadership in Innovative Educational Technologies

- 2015 National PTA School of Excellence

- Multiple grants awared to various teachers

Additionally, in the spring of 2015, the Destination Imagination Team received a monetary gift from Rep. Mac McCutcheon for the program. The Stock Market Game student teams have consistently placed in the top ten in the North Region of the Alabama SMG. In the past, our eight teams have placed in the top twenty. The Chess teams have won trophies at various events. Recently an individual placed sixth at the 2016 Madison Chess tournament. Horizon values the partnerships that it has established with the community. As a result of those partnerships, students have been able to continue participation in various activities. For the past eleven years, the Association of Unmanned Vehicle Systems International--Pathfinder Chapter (AUVSI) has awarded grants to Horizon for the promotion of the Robotics program. Horizon's greatest partnership is with its parents! We value the dedication of our parents in working with us to make our school great. Horizon was the first Madison City School to implement the WATCH DOGS (Dads of Great Students) program. We have dads that volunteer regularly at Horizon. They assist with the carline, cafeteria, and volunteer to help teachers in various ways throughout the school year. Our PTA has also been instrumental in helping us achieve success in many endeavors. Our PTA also supports our day-to-day operations by volunteering in classrooms, providing duty-free lunch for teachers, and raising funds to support various programs. Last school year, our PTA's fundraising efforts were earmarked for playground improvement. Our PTA hosts others events that keep parents connected and informed about the happenings at Horizon to include; monthly PTA meetings, "Koffee and Kleenex"- an informal question and answer breakfast for new kindergarten parents, Scholastic Book Fair, "Coffee and Conversation" with the principal, fall festival, our sixth-grade Sports Spectacular and our annual Leadership Day.

Horizon has always embraced the latest and greatest technology. Horizon has multiple small groups sets of iPads available for teachers to checkout for classroom use. The media center has 18 computers with internet access. iPads are used in the media center to handle the overflow of students using technology in the media center. Horizon has a total of six Laptop carts with 30 computers each. Each grade level has a cart to share. All teachers have a laptop computer. Through VMWare software, all students and faculty have access to an array of digital resources both at school and at home. These include a student's online folder, Wonders (Reading Textbook Resources), and Envision (Math Textbook Resources). In the next three years, Horizon will continue to strive to build a culture of learners and leaders. We will establish and maintain high expectations for success of all students. We will give our best efforts to closing the achievement gaps that currently exist for our African American and poverty subgroups. We will increase our communication and outreach through parental involvement and community partnerships.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Horizon Elementary School is a Leader in Me school. For the past seven years, the faculty has been involved in on-going training for the establishment of the Leader in Me culture through understanding and adoption of the 7 Habits of Highly Effective People by Stephen Covey. As a result of the training, our students are being immersed in the 7 Habits and learning to become better learners and leaders. This past year we achieved the Leader in Me Lighthouse Certification status. Our goal for implementing this program is to increase student self-confidence, improve the school culture, increase teacher and student pride, improve parent satisfaction, reduce discipline problems and focus on twenty-first century skills. The 7 Habits help us to inspire greatness one child at a time. For the past two years we have held a Leadership Day. Visitors move from classroom to classroom to experience the leadership environment. This highlights all of the amazing things we have accomplished as a school of leaders. Leadership Day also gives us an opportunity to use the life skills we have learned, such as greeting people with eye contact and a firm handshake, public speaking, and showing how setting goals and tracking data have helped achievement.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The faculty met as a group and reviewed the data. Grade level strengths and weaknesses were analyzed. CIP team met to determine school-wide goals. The CIP team met with parent representatives and parent comments from parent-teacher conferences were used to determine goals. The faculty as a whole approved the school-wide goals. We have an open door policy and respond to any verbal and written concerns. Parents are very active in the school (including chaperoning field trips, reading to classes, conferences, etc.) Community stakeholders are involved in our school monthly with our Enrichment program working with students and parents. Feedback from all stakeholders was considered in the improvement planning process.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Faculty and staff reviewed all data and helped to generate the plan for improvement. Parents' concerns for improvements in reading were considered in the tutoring program as well as the structuring of RTI (Response to Intervention and Instruction). This structure will include a focus on Tier I and Tier II instruction as well as identifying students with print interferences. In addition, parents are invited to attend RTI meetings concerning their child. Communication between home and school continues through out the RTI/title I process as parents are informed of the students progress in Title I every 4 weeks with a progress report. Community stakeholders help with funding through our PTA.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Final improvement plan will be available to all stakeholders through an online process. Additional paper copies will be available at the front desk of the school. The district dashboard is available online for all stakeholders to review and is updated with current available data. In addition through the new structure of RTI parents of students enrolled in tutoring for print interferences or in the RTI process will be informed every 4 weeks of the students' progress.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Document

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	**Response**	**Rating**
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	**Response**	**Rating**
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	**Response**	**Rating**
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	**Response**	**Rating**
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

In the Spring of 2018, 79% of fourth grade students at Horizon Elementary achieved either a Level III or Level IV on the Reading portion of the Spring SCANTRON testing.

In the Spring of 2018, 72% of third grade students at Horizon Elementary achieved either a Level III or Level IV on the Math portion of the Spring SCANTRON testing.

In the Fall of 2018-19, the first grade and second grade students at Horizon Elementary demonstrated a majority of the students were at or above benchmark on STAR Reading.

Grade one-55%

Grade two-55%

In the Fall of 2018-19, the third grade, fourth grade, and fifth grade students at Horizon Elementary demonstrated a majority of the students were at or above benchmark on STAR Math.

Grade three-63%

Grade four- 63%

Grade five- 62%

Describe the area(s) that show a positive trend in performance.

Beginning of the year STAR Math scores increase from first grade through fourth grade (53%,56%,63%,63%).

Beginning of the year STAR Reading scores consistently show 50% or more of the students at benchmark (55%,55%,51%,51%,51%)in grades one through five.

Which area(s) indicate the overall highest performance?

An overall area of highest performance is third grade math. This is indicated by the Spring SCANTRON score of 72% of the students at Levels III and IV. This area of highest performance is further indicated by the Fall STAR Math score of 63% in fourth grade. The Fall score in the fourth grade indicates the students' ability to sustain the material through the "summer slide". Furthermore, the STAR Math score accounts for the slight variation in students tested and two different test measures (STAR vs SCANTRON).

Which subgroup(s) show a trend toward increasing performance?

STAR reading data for the year 2015-2016 and 2016-2017 were analyzed and determined areas of increasing performance among the

poverty sub-group and the gifted subgroup. When analyzing the poverty subgroup in 2015 STAR Reading scores indicated a scale score of 458. The scale score grew to 463 in 2016. STAR Math scores in 2015 eight students were at the 7.0 or above grade equivalency. In 2016 this number grew to 24 students at 7.0 or above equivalency. When analyzing the gifted subgroup in 2015 STAR Reading the instructional reading level was 5.8. This number grew to 6.6 in 2016. The STAR Reading scare score in 2015 was 737. This score grew to 870 in 2016. In STAR Math in 2015 no students were above the 7.9 GE but in 2016 28 students were at 8.9 GE or above. Also, in 2015 the average GE in STAR Math was 5.8. This number grew to 7.3 in 2016.

Between which subgroups is the achievement gap closing?

Poverty students increased proficiency in reading. In 2015 the gap between poverty and non-poverty students at the 50 percentile or above in STAR Reading was 17.3. In 2016 the gap poverty and non-poverty at the 50 percentile or above was 17.2. Therefor the gap declined by.1.

Which of the above reported findings are consistent with findings from other data sources?

The 2018-2019 Fall DIBELS Next assessments, using recommended goals, 55% of Horizon's first grade students scored at Core on nonsense word fluency whole words read. Which parallels 55% of the students benchmarking on the Fall STAR Reading. The 2018-2019 Fall DIBELS Next assessments, using recommended goals, 53% of Horizon's second grade students scored at Core on Oral Reading Fluency which is similar to 55% on the of the students benchmarking on the Fall STAR Reading. In 2015-2016 the National Percentile rank for Math on the ACT Aspire in 4th Grade was 45%. The 4th Grade at Horizon Elementary scored 81%. Therefore they were above the National Percentile Rank. In 2015-2016 the 4th Grade at Horizon scored a 71% on the Reading portion of the ACT Aspire. This was higher than the National Percentile of 37%. In 2015-2016 the 3rd Grade at Horizon scored a 83% on the Math portion of the ACT Aspire and a 74% on the Reading portion. The National Percentages for the third grade were 50% and 34% respectively. In 2015-2016 the 5th Grade at Horizon scored a 79% on the Math portion of the ACT Aspire and a 81% on the Reading portion. The National Percentages for the fifth grade were 40% and 33% respectively.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

In the spring of 2018:

Third grade: 17% of students scored at level 1 on Spring Scantron Reading test.

Fourth grade: 41% of students scored at level 2 on Spring Scantron Math test

In the Fall of 2018-2019 school year, 32% of kindergarten students were below the 40th percentile on STAR EL and 43% of kindergarten students scored at benchmark or above on STAR EL.

Fall 2018-2019 DIBELS Next Assessment, using recommended goals, demonstrated a below level performance in grades second and third on accuracy portion of The Oral Reading Fluency Test. In second grade only 29% of the students scored at CORE, with 46% scoring Strategic and 26% scoring Intensive. In third grade 36% scored CORE and 27% scored Strategic with 36% scoring Intensive.

Describe the area(s) that show a negative trend in performance.

In the Fall of 2018-2019, grades one through five consistently had more than 20% of the grade level population score below the 40th percentile in STAR Reading. The percentages are as follows:

Grade one: 24%

Grade two: 27%

Grade three: 27%

Grade four: 27%

Grade five: 27%

STAR Reading test in 2017-2018 in grades one, two, and three while showing growth between the beginning of the year and the end of the year were still below district growth for the year.

We were below district as follows:

Grade one: 7%

Grade two: 9%

Grade three: 12%

STAR Math test in 2017-2018 in all grades, while showing growth between the beginning of the year and the end of the year, were still below district growth for the year.

We were below district as follows:

Grade one: 6%

Grade two: 9%

Grade three: 5%

Grade four: 2%

Grade five: 3%

Which area(s) indicate the overall lowest performance?

Spring 2018 Scantron data and 2017-2018 STAR Reading and Math data indicated the overall lowest performance is third grade at Horizon Elementary. The 2018 Reading Scantron administered in the spring indicates third grade had 17% of the students performing at Level one. This performance is low when compared with Fourth grade's 6% at Level one and Fifth grade's 5% at level one.

The 2018 Math Scantron administered in the spring indicates third grade had 10% of the students performing at Level one. This performance is low when compared with Fourth grade's 1% at Level one and Fifth grade's 2% at level one.

Based on this data the 2017-2018 third grade at Horizon has a 10% or above percentage of emerging learners in both reading and math. STAR Reading data for the 2017- 2018 school year indicates Horizon's third grade was below the district percent Benchmark and was also the lowest third grade of seven elementary schools in the system. At the beginning of the year 45% (54% District) of the students were at Benchmark on STAR Reading. At the end of the year 53% (65% District) of the students were at Benchmark on STAR Reading. In addition, on DIBELS Next Oral Reading Fluency Spring test 2018 54% of the students were Core for Oral Reading Fluency, 16% Strategic, and 30% Intensive. For Oral Reading Fluency Accuracy 55% were Core, 45% were Intensive. This data indicates that third grade in 2017-2018 had the overall lowest reading performance.

Which subgroup(s) show a trend toward decreasing performance?

 Last year in the fall of 2017 the third grade at Horizon had 26% of the students score in Urgent Intervention on STAR Reading. This group had decreased to 19% by Spring of 2018. However, in the fall of this year (2018) the fourth grade at Horizon had 18% of the students score at the Urgent Intervention level.

In addition, the Spring 2018 administration of SCANTRON found 17% of the then third grade students performing at Level I or Emerging Learner.

Even though Horizon has been through a district rezoning and had a decrease in free/reduced lunch from 29% to 22% between the 2017-18 school year and the 2018-19 school year, the data for the intensive group/lowest performing students in the fourth grade (2018-19) continues to indicate a decrease or no change in performance.

The DIBELS Next assessment further supports this statement:

Grade One 2015-16   Oral Reading Fluency 15% Intensive

Grade Two 2016-17   Oral Reading Fluency 23% Intensive

Grade Three 2017-18   Oral Reading Fluency 30% Intensive

Between which subgroups is the achievement gap becoming greater?

The current Fourth grade at Horizon Elementary has 11 students that qualify for an IEP. In addition, at least 6 of the students are EL. This group of students originally entered Horizon in the Fall of 2014 as Kindergarten students. Between 2017-18 and 2018-19, the district conducted a small rezoning. In addition, we have year to year transitions and student population movement. However, the majority of the original group of students has remained intact. The historical data for the DIBELS Next assessment demonstrates a gap increasing among the lower 25% of the student population in the current fourth grade at Horizon.

The data is as follows:

2014-15 Letter Naming Fluency 20%   Intensive

2015-16 Oral Reading Fluency   15%   Intensive   Accuracy 19% Intensive

2016-17 Oral Reading Fluency   23% Intensive   Accuracy 38% Intensive

2017-18 Oral Reading Fluency   30% Intensive   Accuracy 45% Intensive

***All scores are based on Spring DIBELS Next ***

Which of the above reported findings are consistent with findings from other data sources?

In the Fall of 2018-2019 school year, 32% of Kindergarten students were below the 40th percentile on STAR EL and 43% of Kindergarten students scored at benchmark or above on STAR EL. This data is consistent with Fall 2018 DIBELS Next Kindergarten data which demonstrated 38% of the students were at Core on First Sound Fluency and 37% were at Core on Letter Naming Fluency.

By the end of the school year 2018-2019 the EL students currently enrolled to the new school year at Horizon were at 85% proficiency on Star Reading and 79% proficiency on Star Math.

SCANTRON 2018 spring testing of the third grade supports the DIBELS next data for third grade. 30% of the students were Intensive for DIBELS and 39% were in Levels I and II for SCANTRON. In addition, 2017-18 STAR Reading and Math data demonstrated an overall trend of scoring below the district percentage. This was consistent with beginning of the year STAR Reading and Math scores for 2018-19 that demonstrated an overall decline in each grade level as listed below:

STAR Reading % at or above Benchmark:

Grade 2 - 55% decreased from 77% at the end of Grade 1

Grade 3 - 51% decreased from 63% at the end of Grade 2

Grade 4- 51% decreased from 53% at the end of Grade 3

Grade 5- 51% decreased from 67% at the end of Grade 4

STAR Math % at or above Benchmark

Grade 2 - 56% decreased from 74% at the end of Grade 1

Grade 3 - 63% decreased from 66% at the end of Grade 2

Grade 4- 63% decreased from 71% at the end of Grade 3

Grade 5- 62% decreased from 76% at the end of Grade 4

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics

3.5
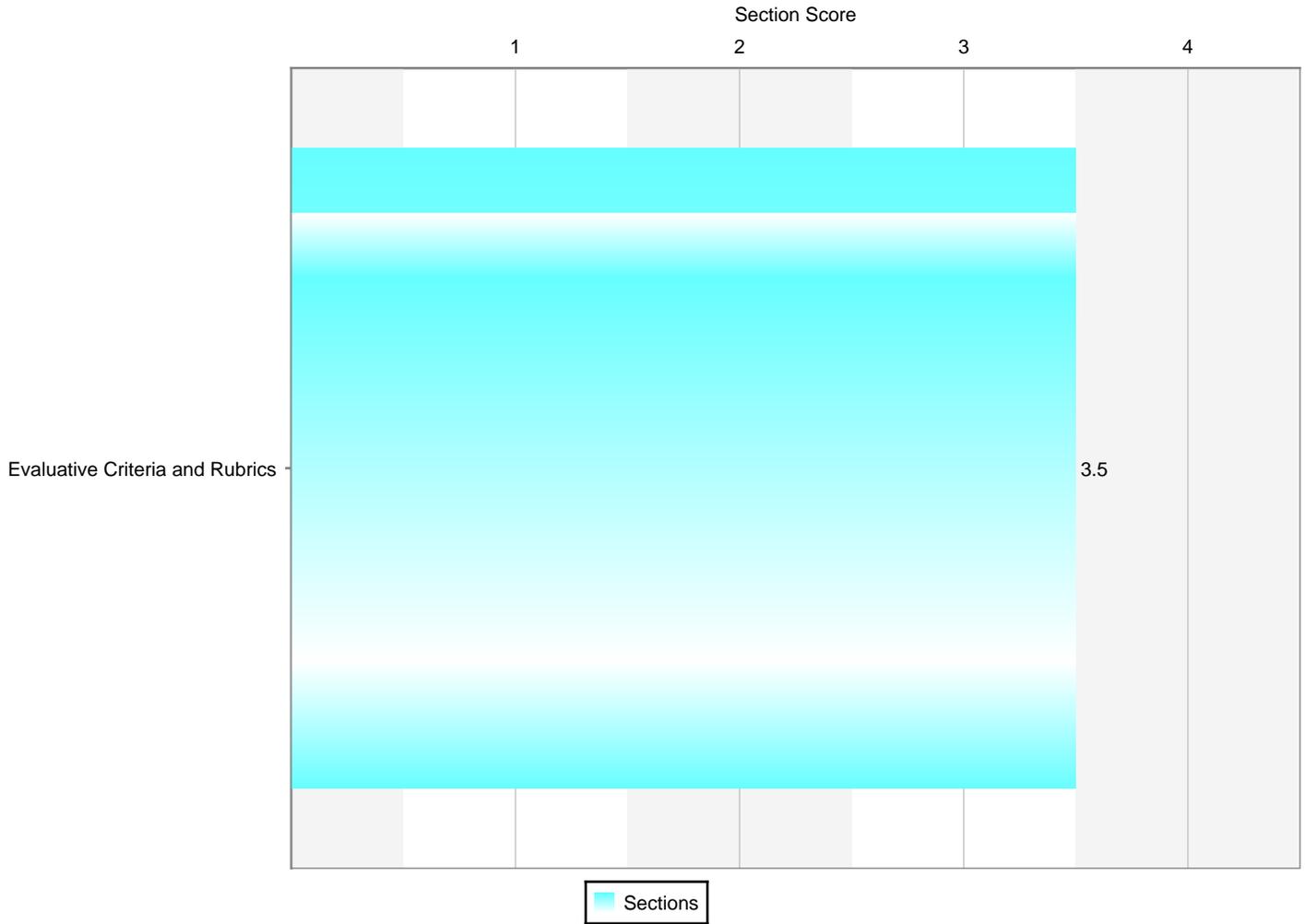
Sections

ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Principal-Rodney K. Richardson Assistant Principal- Tammy Jones Instructional Partner-Margaret Maynard Counselor-Jennifer Walker Media Specialist-Gina Ashley Parent-Lara Baswell Teacher- Lucy Pavao	Instructional Leadership Team

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mr. Rodney K Richardson Principal 7855 Madison Pike Madison, AL 35758 256-464-3614 Mr. John Jones Personnel & Title IX Coordinator 211 Celtic Drive Madison, AL 35758 256-464-8370	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes		Horizon Elementary Parent Involvement

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes		Compact Title 1 2018-2019

Plan for ACIP 2018-2019

Overview

Plan Name

Plan for ACIP 2018-2019

Plan Description

Improved student engagement as measured by attendance

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Improved student engagement as measured by attendance	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
2	2018-19 Horizon Reading Goal	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$56524
3	2018-19 Horizon Math Goal	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$27293

Goal 1: Improved student engagement as measured by attendance

Measurable Objective 1:

collaborate to create and implement standards-based lessons with clear goals and quality questions that emphasize close reading of text by 05/22/2019 as measured by increased attendance and increased STAR Reading scores..

Strategy 1:

Close Reading with Quality Questioning - Action Plan:

Teachers will attend Professional Development sessions on Close Reading/Quality Questions led

by the Reading Coach and Admin. The materials needed to complete this will be copies of articles on Close Reading and the power point created by Madison City

Reading Coaches and District administrators.

After participating in the reading and discussing of parts of "Text Dependent Questions" by Fisher and Frey, teachers will

view Close Reading Model lessons of grade level shared text. Next, teachers will collaboratively plan Close Reading lessons on a different grade level shared text.

Finally, teachers will continue to collaboratively plan and implement close reading lessons. The materials needed will be grade level text for close reading lessons and

the close reading planning tool.

Category: Develop/Implement College and Career Ready Standards
Research Cited: Text Dependent Questions by Fisher and Frey

Activity - Close Reading Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attend Professional Development on Close Reading/Quality Questions led by the Reading Coach and Admin. Read and discuss parts of "Text Dependent Questions" by Fisher and Frey. Participate in Close Reading Model lesson of grade level shared text.	Professional Learning	10/01/2018	05/22/2019	$0	No Funding Required	Administration, Reading Coach, and grade level teachers

Activity - Close Reading Collaboratively Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaboratively plan Close Reading lesson of another grade level shared text. Assist in the implementation of a collaboratively planned close reading lesson.	Direct Instruction	10/01/2018	05/22/2019	$0	No Funding Required	Grade Level, Administration, Reading Coach

Goal 2: 2018-19 Horizon Reading Goal

Measurable Objective 1:

increase student growth at the Benchmark level or Above Benchmark level by 2% in grades 1-5 by 05/22/2019 as measured by STAR Reading .

Strategy 1:

Multi Sensory Instruction - At least five tutors will be hired. The tutors will be employed 19 hours a week. They will work with 2-5 students for 45 minutes a day using the SPIRE program to meet instructional needs of students with Print Interferences. If a student does not have Print Interferences the tutors will use the Okapi program.

Category: Develop/Implement Learning Supports
Research Cited: S.P.I.R.E.® 3rd EDITION
(SPECIALIZED PROGRAM INDIVIDUALIZING READING EXCELLENCE)
Sheila Clark-Edmands, M.S.Ed., Orton-Gillingham Fellow
By Ernest Balajthy, Ed.D

Activity - Multi Sensory Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group, explicit instruction will be given to students who qualify with Print Interferences using the SPIRE program. Students needing reading instruction without Print Interferences will use OKAPI. In addition, SPIRE requires a significant amount of copying as well as consumable materials. These materials utilize the Title I materials and supplies budget.	Tutoring	10/01/2018	05/22/2019	$54722	Title I Part A, Title I Part A	Administration and tutors

Activity - Professional Development for Tutors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors will be given the opportunity to attend training on the SPIRE program or other programs that are purchased for the purpose of improving reading/math instruction.	Professional Learning	10/01/2018	05/22/2019	$500	Title I Part A	Administration

Activity - Parent Engagement Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once a semester the parents of Title I students will be invited to attend a parent engagement event. These events will focus on improving student performance in reading and math.	Parent Involvement	10/01/2018	05/22/2019	$1302	Title I Part A	Administration

Goal 3: 2018-19 Horizon Math Goal

Measurable Objective 1:

 increase student growth at the Benchmark Level or Above Benchmark Level by 2% in grades 1-5 by 05/22/2019 as measured by STAR Math.

Strategy 1:

Explicit Math Instruction - At least five tutors will be hired. These tutors will work 19 hours a week with groups of two to five students using the Vmath program. The Vmath program is a targeted math intervention program focusing on explicit instruction and the use of manipulative and visual representations.

Category: Develop/Implement Learning Supports

Research Cited: Jones, J. C. (2012). Visualizing elementary and middle school mathematics methods. Hoboken, NJ: Wiley

Activity - Explicit Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Explicit math instruction using manipulatives and visuals in small groups. In addition students/tutor will utilize the computer component for Vmath.	Tutoring	10/01/2018	05/22/2019	$27293	Title I Part A, Title I Part A	Administration and Tutors

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Close Reading Collaboratively Plan	Collaboratively plan Close Reading lesson of another grade level shared text. Assist in the implementation of a collaboratively planned close reading lesson.	Direct Instruction	10/01/2018	05/22/2019	$0	Grade Level, Administration, Reading Coach
Close Reading Professional Development	Attend Professional Development on Close Reading/Quality Questions led by the Reading Coach and Admin. Read and discuss parts of "Text Dependent Questions" by Fisher and Frey. Participate in Close Reading Model lesson of grade level shared text.	Professional Learning	10/01/2018	05/22/2019	$0	Administration, Reading Coach, and grade level teachers
				Total	$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Explicit Math Instruction	Explicit math instruction using manipulatives and visuals in small groups. In addition students/tutor will utilize the computer component for Vmath.	Tutoring	10/01/2018	05/22/2019	$26793	Administration and Tutors
Multi Sensory Instruction	Small group, explicit instruction will be given to students who qualify with Print Interferences using the SPIRE program. Students needing reading instruction without Print Interferences will use OKAPI. In addition, SPIRE requires a significant amount of copying as well as consumable materials. These materials utilize the Title I materials and supplies budget.	Tutoring	10/01/2018	05/22/2019	$53587	Administration and tutors
Professional Development for Tutors	Tutors will be given the opportunity to attend training on the SPIRE program or other programs that are purchased for the purpose of improving reading/math instruction.	Professional Learning	10/01/2018	05/22/2019	$500	Administration

Multi Sensory Instruction	Small group, explicit instruction will be given to students who qualify with Print Interferences using the SPIRE program. Students needing reading instruction without Print Interferences will use OKAPI. In addition, SPIRE requires a significant amount of copying as well as consumable materials. These materials utilize the Title I materials and supplies budget.	Tutoring	10/01/2018	05/22/2019	$1135	Administration and tutors
Explicit Math Instruction	Explicit math instruction using manipulatives and visuals in small groups. In addition students/tutor will utilize the computer component for Vmath.	Tutoring	10/01/2018	05/22/2019	$500	Administration and Tutors
Parent Engagement Night	Once a semester the parents of Title I students will be invited to attend a parent engagement event. These events will focus on improving student performance in reading and math.	Parent Involvement	10/01/2018	05/22/2019	$1302	Administration
				Total	$83817	

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Title 1 Parent Survey Summary

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

98% of the parents felt encouraged to be involved in the school and welcome in the school. 99% of the respondents felt they could reach their child's classroom teachers and 98% of respondents said the teachers were interested and cooperative. 92% of parents understand the report cards and test scores.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Parents consistently feel welcome in the school as noted by parent comments such as wanting to observe and volunteer in the classrooms.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

A growing number of parents are volunteering throughout the school as evidenced by our Watch Dogs (Dads of Good Students) program increasing in participation. Also, daily office sign-in logs for visitors demonstrate consistent growth for volunteers inside classrooms.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Only 39% of parents responded positively that the Title 1 School/Parent Compact assist in your supporting your child in school. This was a low level of satisfaction in comparison to the overall high level of satisfaction on the rest of the surveys.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Only 39% of parents responded positively that the Title 1 School/Parent Compact assist in your supporting your child in school. This was a low level of satisfaction in comparison to the overall high level of satisfaction on the rest of the surveys.

What are the implications for these stakeholder perceptions?

Due to the lower degree of satisfaction of the stakeholders that the Title 1 School/Parent Compact assist in your supporting your child in school , we now send a progress report every 4 weeks detailing the child's progress. Teachers contact parents about RTI and parents are invited to an initial meeting to discuss the student. In addition, Title 1 tutors email or conference with parents when needed concerning a child's progress in the Title 1 program.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Madison City Schools' RTI plan includes sending progress reports every 4 weeks in order to update parents about a child's progress. Horizon's Title 1 program follows this same plan.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.5
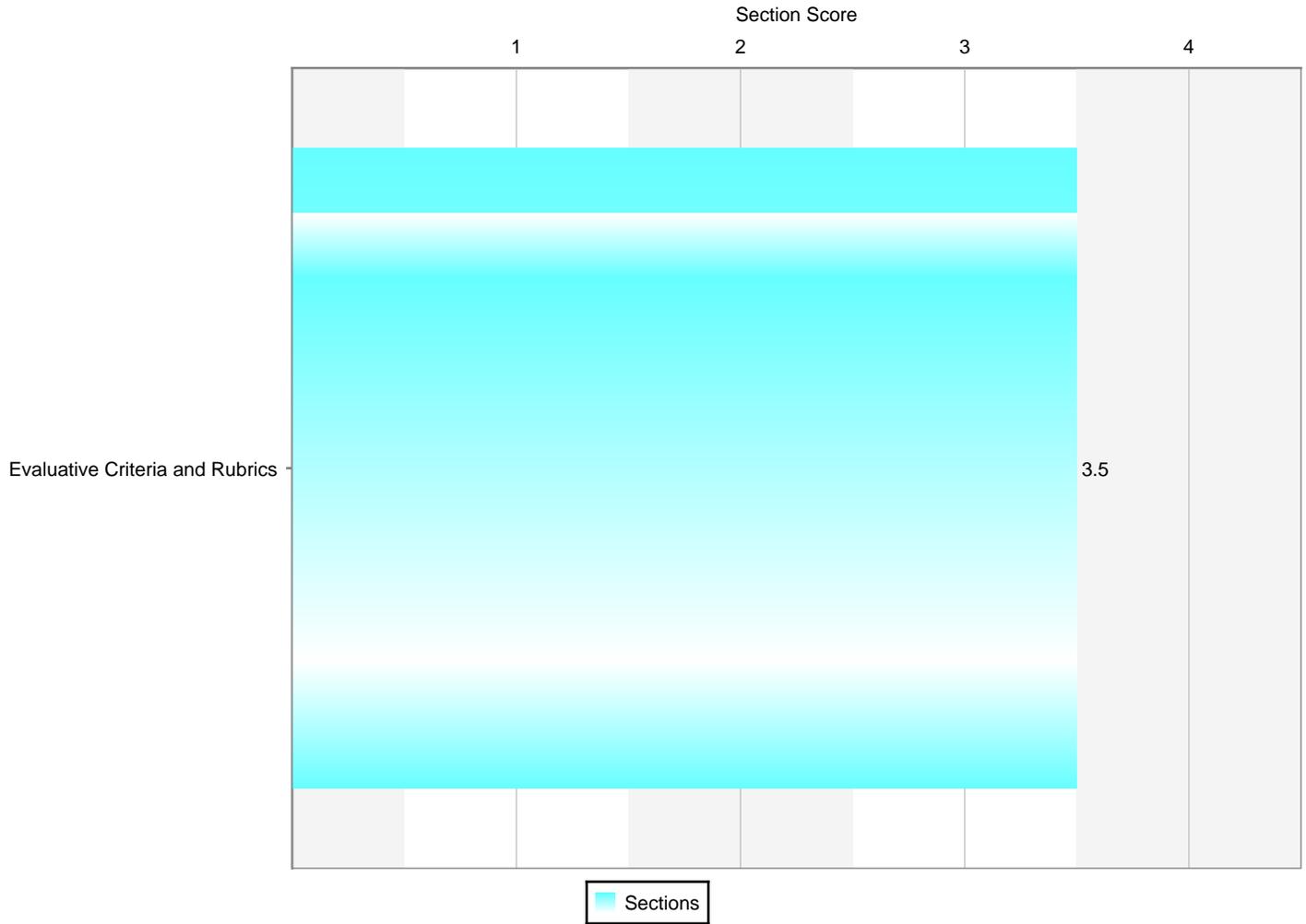
Sections

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

In August of 2018, all students were administered the STAR Reading and STAR Math assessment. The Kindergarten was administered the STAR Early Literacy assessment. After this assessment was given, reports were printed that indicated if students were Urgent Intervention, Intervention, On Watch, Benchmark or Above Benchmark. All students listed in the Urgent Intervention group were given 50 points on the Title I ranking sheets. Students listed on the Intervention list were given 25 points, and students listed on the On Watch group were given 10 points. In First grade many of the students are unable to take the STAR Reading tests in August when the test is first administered. Therefore, we administer the test again in late September and determine if any more students need to be added to the ranking sheets and assigned points. The students also take the DIBELS Next assessment in August and are assigned points on the ranking sheets according to their scores on this assessment as well. Other items such as free/reduced lunch status, military, homeless, etc. also effect ranking sheet points. In addition, teachers are personally asked during grade level meetings and data meetings for further recommendations of students for the Title I program. Each of these students are considered on the ranking sheet.

2. Describe the process used to determine which students will be served. Eligible students should be those who are failing or most at risk of failing to meet the challenging State academic standards.

STAR tests were given in August and again 4 more times throughout the year. Each time students below the Urgent Intervention level which is 25% or lower would be further evaluated for Print Interference. DIBELS was used in combination with STAR results if a student was below 92% accurate on DIBELS then 3 grade level appropriate screeners would be administered. If a student did not pass the screeners they would be enrolled in SPIRE pending parent signatures on all appropriate paperwork and meetings. If screeners were passed, but a student was still found to be at risk then Okapi was available through Title Assisted tutoring.The Leadership Team used a multiple criteria ranking log to determine students with highest need. Multiple criteria included socioeconomic status, military status, STAR results, and ASPIRE eligibility. Based on the high student needs in reading, the School Leadership Team decided to prioritize resources for reading only.

3. For schools with Preschool through Grade 2: What criteria were used to identify young students who are failing or most at risk of failing to meet the state's challenging content and student performance standards?

Horizon does not have a Preschool. However, we use the following procedure for identifying students in grades Kindergarten through 2: STAR tests were given in August and again 4 more times throughout the year. Each time students below the Urgent Intervention level which is 25% or lower would be further evaluated for Print Interferences. DIBELS was used in combination with STAR results if a student was below 92% accurate on DIBELS then 3 grade level appropriate screeners would be administered. If a student did not pass the screeners they would be enrolled in SPIRE pending parent signatures on all appropriate paperwork and meetings. If screeners were passed, but a student was still found to be at risk then Okapi was available through Title Assisted tutoring. Students in Kindergarten began this process in December to allow time for adjustment from home to school environment. The Leadership Team used a multiple criteria ranking log to determine students with highest need. Multiple criteria included socioeconomic status, military status, STAR results, and SPIRE eligibility. Based on the high student needs in reading, the School Leadership Team decided to prioritize resources for reading only.

Component 2: Services to Eligible Students

1. Describe what methods and instructional strategies will be used to ensure eligible children receive supplemental assistance that strengthen the academic program of the school. Such activities may include expanded learning time, before-and after school programs, summer programs, tiered behavioral models that address behavior problems, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (Sec. 1115(b)(B)(i)(ii)).

Students qualifying for Title I services using the ranking system receive tutoring services three to five times weekly in a small group setting.The instruction is implemented by a highly qualified teacher. The students also receive small group instruction from the highly qualified classroom teacher. Those receiving tutoring five days a week are instructed using a Tier 3 program, SPIRE. Those receiving tutoring three times a week are instructed based in reading using Okapi to address reading comprehension deficits.

2. What were the established multiple and educationally related objective criteria that ensured the needs assessment process was consistently used to identify students by grade level and content area who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas? (Sec. 1115(b)(2))

The faculty at Horizon Elementary School continuously collects, analyzes and applies learning from a range of data sources, including making comparison of data and locating trends in the data to make decisions concerning student learning and instruction. Data is reviewed by considering growth between assessment timeframes, growth from one year to the next year, proficiency percentages across grade levels and demographic percentages of proficiency across multiple assessment measures. We use date to adjust instruction when student growth is not observed. Reports reviewed are generated from Renaissance Place (STAR reports), DIBELS Next, and the SCANTRON website as well as CLASSWORKS. The staff reviews weekly unit/benchmark/teacher-made assessments and progress monitoring associated with DIBELS Next to
make immediate changes in their instruction. Outcomes from the math nine weeks assessments, standard math checks, and fact fluency drills are reflected upon by each teacher individually and as a grade level team. All data sources are used by teachers to group students into small groups providing differentiated instruction and assignments. Parents can monitor progress by reviewing weekly Wednesday take home folders containing graded papers and updates from the teacher, progress reports sent to the parents every 4 ½ weeks in grades K-2 and every 3 weeks in grades 3-6. Parents also have daily access to the INOW/Chalkable Parent Portal to review grades as the teacher inputs new assignments into the online gradebook. Students not making progress after receiving classroom interventions are referred to the RTI2 Team for the possible development of an intervention plan. The committee meets every Tuesday to discuss the progress of individual students. If progress is not being made, the interventions are adjusted and a possible referral to the Special Education eligibility committee is considered. In addition, all students are considered for Title I services using a specific ranking document. The ranking document includes a ranking for reading and another ranking for math. The reading ranking includes STAR Reading and DIBELS NEXT assessment results, socio-economic status and military status. The math ranking includes STAR Math assessment results, socio-economic status and military status. Those highest on the ranking qualify for Title I tutoring services.

3. Describe the process for determining student eligibility, indicating the ranking of students and cut-off scores. (Sec. 1115(C)(B))

All students are considered for Title I services using a specific ranking document. The ranking document includes a ranking for reading and

another ranking for math. The reading ranking includes STAR Reading and DIBELS NEXT assessment results, socio-economic status andmilitary status. The math ranking includes STAR Math assessment results, socio-economic status and military status.

Those highest on the ranking qualify for Title I tutoring services. The cut-off score is determined by the number of students scoring highest on the ranking. We want to service as many students as possible while also maintaining manageable small group numbers. Once parent permission is granted, the students receive additional instruction focusing on the need in a small group setting five or three times weekly. Each data point is reflected upon individually and holistically as we strive to make decisions impacting instruction.

During the ranking process this year, we had a high number of students with need in Reading. Our data along with the ranking sheet verified this finding.

4. How are students with the greatest needs receiving services?

The students with the greatest needs receive services five times weekly by a highly qualified teacher in a small group setting. The reading tutors instruct the students using a Tier 3 program, SPIRE. A few students with greatest need in reading comprehension receive services three times a week by a highly qualified tutor in Okapi.The math tutors instruct the students using a Tier 3 program, VMath.

Progrss Reports are sent home to parents every 4 weeks.

5. What are the multiple criteria by which students may exit the program?

Since the students in the program are identified with the greatest need, they must meet five data points in order to exit SPIRE. The students may exit the program when they reach benchmark on the DIBELS NEXT assessment and/or STAR reading assessment. In addition, students reaching SPIRE grade level benchmarks are also considered and compared to other benchmark assessments. Students may also exit when their ranking scores decrease below the cut-off score throughout the school year when service re-evaluations take place.

6. Describe program resources used to help participating children meet the State's challenging academic standards. Resources may include programs, activities, and academic courses necessary to provide a well-rounded education. (Sec. 1115 (b)(A))

The Wonders reading program by McGraw-Hill is used in all Tier I and Tier II instruction to address the State's standards. The Tier III programs used are SPIRE as well as OKAPI. All of these resources along with STAR reading assessments are used five times a week. ENvision is the math program used along with STAR math assessments. Horizon uses ENvision in Tier I and II instruction. VMath (Voyager) is used for Tier III math instruction.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing School Improvement planning process?

Program planning for eligible students is incorporated into the existing School Improvement planning due to the goal established to improve proficiency in STAR Reading. Implementing the strategies designed for the goal will include the students eligible for Title I services. The students eligible for Title I services will also receive small group tutoring services three to five times weekly in addition to the classroom implementation of goal strategies. We utilize our Title I funding to hire certified tutors to work with our most at-risk students and purchase effective resources for the tutors to use with the students.

Component 4: Instructional Strategies

1. What evidence indicates effective methods and instructional strategies are in place at the school that help provide an accelerated, high-quality curriculum? (Sec. 1115)(b)(2)(G)(i))

Effective methods and instructional strategies that are scientifically based research that strengthen the core academic program of the school (WONDERS for reading and Envision for math) include Explicit Tier 1 whole group and small group instruction including guided practice techniques, quality questioning, formative assessments and timely feedback. Tier 2 instruction includes the same strategies and compliments Tier 1 instruction. Both Tier I and Tier II include the Gradual Release of Responsibility. The Title I tutors provide an additional Tier of small group instruction using SPIRE and OKAPI and VMath..

2. What evidence indicates that extended (supplemental) learning time helps an accelerated quality curriculum?

Data points from previous school years and the current school year indicate supplemental learning helps to accelerate a quality curriculum. Growth of individual students has been documented using this method overtime. SPIRE has research to support growth with 45 minutes of daily instruction.
In 2017-18, Horizon's Title students in Grade 2 had an 80 SGP and a +100 Scale Score for the year on STAR Math.
In 2017-18, Horizon's Title students in Grade 3 had a 41 SGP and a +153 Scale Score for the year on STAR Math.
Both of these grades demonstrated positive growth in their Scale Score and their SGP was above the 40 percentile.

In STAR Reading for the 2017-18 school year, Horizon's Title I students had the following positive results:
Grade 1 - SGP 54 and Scale Score of +140
Grade 2 - SGP 50 and Scale Score of +139
Grade 3 - SGP 78 and Scale Score of +92

3. What evidence is available to show how the school minimizes the removal of children from the regular classroom during regular school hours for instruction provided under this part (e.g. extended learning opportunities)? (Sec. 1115(2)(b)(2)(G)(ii))

Teachers' classroom schedules illustrate that students are not pulled from their regular classroom during Tier 1 whole group or small group instruction to receive supplemental instruction. The students are pulled during independent or station time for an additional small group of instruction from the certified tutor. Kindergarten students are often scheduled during nap/center time.

4. English Language Proficiency Goal (Should address identified weaknesses and gaps):

Goal 1:
Improve reading proficiency

Measurable Objective 1:

increase student growth Improve reading proficiency in STAR Reading by 05/24/2019 as measured by 80% of All Students will increase student growth to 80% in Reading by 05/22/2019 as measured by STAR (grades 1-5) and STAR EL (K)..

Strategy1:

Explicit Reading Instruction - The Wonders reading program will be used for Tier I whole group and Tier I small group reading instruction. The classroom instruction will demonstrate explicit reading instruction through the use of the gradual release model of "I do, we do, y'all do, and you do." Teacher lesson plans as well as administrative walkthroughs will provide evidence.

Category: Develop/Implement Learning Supports

Research Cited: Effective Reading Instruction for Struggling Readers: The Role of Direct/Explicit Teaching

William H. Rupley , Timothy R. Blair & William D. Nichols

Page 125-138 | Published online: 25 Mar 2009

Activity - Faculty Training on RTI2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The faculty will participate in a series of professional development meetings ranging in time from 1-3 hours. The focus will be the Response to Instruction and Intervention and the new School Support Team for academic and behavioral referrals.	Professional Learning	09/10/2018	05/24/2019	$0 - No Funding Required	Administrators, Counselor, Instructional Partner, and Teachers

Component 5: Title I and Regular Education Coordination

1. How does coordination with the regular classroom program occur, including transition strategies, which may include services to assist preschool children in the transition from early childhood programs to elementary school programs? (Sec. 1115(C)(b)(2)(C))

Ongoing coordination between the regular education and supplemental Title I, Part A program occur throughout the school year by sharing and discussing Title I progress monitoring results during weekly conversations, email correspondences, grade level meetings, RTI2 meetings and RTI2 progress reports. STAR Reading and Math data can be reviewed by the classroom teacher. Monthly progress reports are submitted to the classroom teacher by the Title I tutor for review. The classroom teacher, in turn, sends the progress report home to the parent in the student's Wednesday folder. Tutor training sessions and meetings as well as a tutor/trainer Q&A have taken place throughout the school year to ensure progress is being made and instruction is consistent and meeting high expectations.

Pre-K Transition to Kindergarten:

The Madison City School System, with grants from the Alabama Department of Early Childhood Education in coordination with Title I, has developed a high quality First Class Pre-K program for four year olds. These resources provide an important opportunity for our LEA to offer and expand a high-quality Pre-k program that all children need as the first step in a successful education. Madison City School District operates 11 First Class Pre-K classrooms.

The delivery approach implemented to meet these expectations and commitments include opportunities for active learning in which children construct knowledge by establishing a supportive climate based on positive adult-child interactions, involving families in the preschool setting and creating teamwork among teachers, a task force, health professionals, outside agencies and school administration.

The Alabama Department of Early Childhood Education monitors and provides technical assistance to certify that The Alabama High Quality Pre-Kindergarten Standards are met by the district Pre-K program. Several indicators are used as multiple criteria (evidence-based STAR Early Literacy screener, parent interview, teacher judgement/developmental screener) for selecting children to attend this program at the Madison City First Class Pre-K Center. Transitional plans for children as they move from preschool to kindergarten provide continuity in their educational experience. Procedures and strategies used for Pre-K to K transition are in accordance with Title I Regulations. Pre-K teachers and administrator collaborate to ensure continuity of services to students as they transition to kindergarten. Parents receive necessary information and training to understand kindergarten preparedness and help with this transition. EL parents receive additional support in a language they can understand. Pre-K students go on a field trip to kindergarten to experience K-5 school setting and observe K students and schedule in action in a first-hand manner.

Additionally, district registration forms have a section for parents to provide information concerning prior Head Start participation. Those students who have previously attended Head Start receive points for prior intervention when being considered for Title I services. If the student who attended Head Start does not qualify for services upon enrollment, they are monitored for a two year period by the general education and Title I interventionists.

Elementary to Middle School Transition:

Transition to the middle school is facilitated by yearly field trips to acclimate the rising sixth grade students to the middle school environment. During the field trip, the rising sixth graders learn about class selection, club offerings, and schedules among a variety of other topics. After

the middle school field trip, the middle school administration and counselor visit Horizon and assist the fifth grade students in completing their registration packets for the upcoming sixth grade year. A Parent Information Night is held at the middle school for all rising sixth grade students' parents. This informational meeting orients the parents to the middle school and registration. In addition, transitional meetings between the elementary school teachers and middle school teachers are held for any student with special needs and accommodations.

Component 6: Instruction by Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements? What action is being taken to meet this requirement?	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

Component 7: High Quality and Ongoing Professional Development

1. How does the school provide professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program? (Sec. 1115)(b)(2)(D))

The faculty at Horizon Elementary School has various opportunities to participate in ongoing professional development enhancing their skills to instruct children in the Title I program as well as the regular education program. Although the Horizon faculty has been fully engaged in Leader in Me training and implementation this year and last, teachers have participated regularly in instructional meetings to review data and determine next steps. RTI2 training has occurred to learn about planning and implementation of Tiered instruction. During the current school year, K-3 teachers are implementing the Alabama Reading Initiative Retooling Training using the Phonics Framework completed during the previous school year. Discussions to clarify any information are being held during grade level meetings as well as during individual feedback sessions.. Teachers new to the school completed the training throughout the current school year. Teachers, Administrators and the Instructional Partner have teamed to plan, implement, observe, and offer feedback concerning phonics instruction. Administrators, Instructional Partner, and Title I tutors as well as 2 classroom teachers have participated in SPIRE training.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills beyond the regular school day.

All students have access to Math Facts in a Flash, the Wonders reading book, STRIDE, and Envision math book online to complete additional practice at home after school hours. Each teacher provides a weekly newsletter to communicate to all parents the skills of focus for each subject during the current week. Homework practice is sent home matching the skills taught in class is sent home nightly/weekly.Teachers welcome parent conferences to provide additional details to help parents help their children at home. Horizon Elementary School also hosts a Curriculum Night each fall to provide an overview of the grade level curriculum to the parents. The principal uses imessenger to email important information to parents. Horizon's website as well as the PTA website are used to communicate school events and messages to parents and students.

2. Describe procedures used to address challenges for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students. (Sec. 1115(c)(2)(A-E))

The faculty at Horizon Elementary School continuously collects, analyzes and applies learning from a range of data sources, including making comparison of data and locating trends in the data to make decisions concerning student learning, instruction, program evaluation and organizational conditions. Teachers meet regularly to review data with administration and the instructional partner as well as independently as a grade level. Data is reviewed by considering growth between assessment timeframes, growth from one year to the next year, proficiency percentages across grade levels and demographics percentages of proficiency across multiple assessment measures. The data guides changes in instructional pacing and/or programs when outcomes of the assessments are not showing trends of student growth. Reports reviewed are generated from Renaissance Place (STAR reading/math reports), and DIBELS Next. The staff reviews weekly unit/benchmark/teacher-made assessments and progress monitoring associated with DIBELS Next to make immediate changes in their instruction. Outcomes from the math nine weeks assessments, standard math checks, and fact fluency drills are reflected upon by each teacher individually and as a grade level team. Teachers serving English Learners use scores from last ACCESS test to identify the English language proficiency level of each student in all four language domains (listening, speaking, reading and writing). Accommodations are listed in the L-IEP and lessons address WIDA standards based on the Can do Descriptors guidelines. All data sources are used by teachers to group students into small groups providing differentiated instruction and assignments. Parents can also monitor progress by reviewing weekly folders containing graded papers and updates from the teacher, progress reports sent to the parents every 4 and 8 weeks. Parents also

have daily access to the INOW Parent Portal to review grades as the teacher inputs new assignments into the online gradebook. Students not making progress after receiving classroom interventions are referred to the RTI Team for the development of an intervention plan. The committee meets every four weeks to discuss the progress of individual students. If progress is not being made, the interventions are adjusted and a possible referral to the Special Education eligibility committee is considered. In addition, all students are considered for Title I services using a specific ranking document. The ranking document includes a ranking for reading and another ranking for math. The reading ranking includes STAR Reading and DIBELS NEXT assessment results, socio-economic status and military status. The math ranking includes STAR Math assessment results, socio-economic status and military status. Those highest on the ranking qualify for Title I tutoring services. After parent permission is granted, the students receive additional instruction. Each

ACIP data point is reflected upon individually and holistically as we strive to make decisions impacting instruction.

3. Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency. (N/A for Elementary Schools)

This section is not applicable at to Horizon Elementary School population.

4. How are students' individual needs being addressed through differentiated instruction in the classroom?

The faculty at Horizon Elementary School analyzes data from a range of sources sources, including making comparison of data and locating trends in the data to make decisions concerning student learning, instruction, program evaluation and organizational conditions. Teachers meet to review data with the instructional partner as well as independently as a grade level. Data is reviewed by considering growth between assessment time frames, growth from one year to the next year, proficiency percentages across grade levels and demographics percentages of proficiency across multiple assessment measures. The data guides changes in instructional pacing and/or programs when outcomes of the assessments are not showing trends of student growth. Reports reviewed are generated from Renaissance Place (STAR reading/math reports), DIBELS Next, and the ACT Aspire website. The staff reviews weekly unit/benchmark/teacher-made assessments and progress monitoring associated with DIBELS Next to make immediate changes in their instruction. Outcomes from the math nine weeks assessments, standard math checks, and fact fluency drills are reflected upon by each teacher individually and as a grade level team. All data sources are used by teachers to group students into small groups providing differentiated instruction and assignments. Parents can also monitor progress by reviewing Wednesday take home folders containing graded papers and updates from the teacher, progress reports sent to the parents every 4 weeks in grades K-2 and every 3 weeks in grades 3-6. Parents also have daily access to the INOW Parent Portal to review grades as the teacher inputs new assignments into the online gradebook. Students not making progress after receiving classroom interventions are referred to the RTI Team for the development of an intervention plan. The committee meets every week to discuss the progress of individual students. If progress is not being made, the interventions are adjusted and a possible referral to the Special Education eligibility committee is considered. In addition, all students are considered for Title I services using a specific ranking document. The ranking document includes a ranking for reading and another ranking for math. The reading ranking includes STAR Reading and DIBELS NEXT assessment results, socio-economic status and military status. The math ranking includes STAR Math assessment results, socio-economic status and military status.Those highest on the ranking qualify for Title I tutoring services. After parent permission is granted, the students receive additional instruction. Each data point is reflected upon individually and holistically as we strive to make decisions impacting instruction.

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources

1. How does the Targeted Assistance program coordinate and integrate federal, state, and local services and programs to ensure that participating students achieve proficient or above on statewide assessments?

Title I services are provided to qualifying students in a small group setting outside of the general education classroom three to five times a week. The SPIRE program is used five times a week and the OKAPI program is taught three times a week and focus on standards students are not mastering in Tier I and Tier II instruction. These programs also focus on standards and skills not mastered by students in previous years.

2. List the State, Federal and local programs that are consolidated/coordinated in the Targeted Assistance program and describe how all programs and resources are coordinated and integrated toward the achievement of the Targeted Assistance goals. (Sec. 1115(b)(3))

Several monetary sources are integrated into the financial management and instructional program at Horizon. Types of funds are Title I, Title II, and Title III. All funds support the CIP goals involving RTI2 training and increasing reading achievement.

3. If appropriate and applicable, how does the school coordinate and integrate Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d). (Sec. 1115(b)(2)(F))

Title I funds are used to pay for teachers to supplement the regular academic program during tutoring services offered during school. Title II funds are used to provide professional development for the faculty staff of the school. Title III funds contribute to the school having access to an EL Teacher. Homeless funds are used to assist families in need. General funds from the district and school level contribute to the overall instructional program at the school.Horizon coordinates and integrates funds from the Child Nutrition Program to provide breakfast and lunch daily to students. Students are provided an opportunity to apply for Free/Reduced priced lunches and applications are processed at the central office to determine eligibility.

While no funds are received for violence prevention, efforts at the school level focus on maintaining healthy and safe environments. All other funding sources mentioned in the question are not applicable to Horizon. All faculty will participate in suicide prevention training later this year

Component 10: Evaluation

1. How does the school evaluate the implementation of the Targeted Assistance program?

Data is analyzed to determine our goals and our action plan for the year. The School Leadership Committee then meets to determine eligibility criteria and assessment tools that will be considered when determining participation in the program. By September, all parents have received a written invitation to attend the Annual Title 1 Parent Meeting to describe the purpose of the program. The District wide Plan is viewed and summary of data, strengths and weaknesses are discussed, EL curricula, as well as how academic goals will be addressed is viewed via PowerPoint. The Parental Involvement Plan and the School-ParentCompact is examined. Parent/School communication is key so imessenger and a principal's newsletter are established as tools to keep everyone informed of school events. Assessment data is analyzed and compared with previous data to determine adequate progress.Student progress is monitored and parents are kept informed of their child's achievement and are notified when additional academic assistance is necessary. Parents of Title I students are made aware of supplies, games, etc. available for use in the Title I room.

2. How does the school evaluate the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement?

During grade level instructional data meetings and RTI2 meetings, faculty members disaggregate data from STAR reading/math and DIBELS Next results to identify areas of strengths and weaknesses for the purpose of developing an action plan for the current school year. In order to provide appropriate differentiated instruction for all student's data is analyzed from multiple sources. SGP's created by STAR data is used to determine growth of individual students.

3. How does the school determine whether the Targeted Assistance program has been effective in increasing the achievement of students who are furthest from achieving the standards?

Teachers along with the School Leadership team analyze data in grade level meetings as well as RTI2 meetings to determine growth and adjust goals and differentiate instruction accordingly. SGPs generated by STAR testing are used to determine individual growth of students in the Title I program. This data is dis-aggregated by grade level, tutor name, subject, etc. These details help the School Leadership team to determine whether the program has been effective.

4. What process is followed by the school to revise the plan on an ongoing basis, review the progress of eligible children, and revise the targeted assistance program if necessary, based on the evaluation, to ensure continuous improvement of students in the Targeted Assistance program? (Sec. 1115(b)(2)(G)(iii))

Parent surveys are conducted in the spring to evaluate the effectiveness of the program. The results of the surveys are analyzed and the information that is obtained is used to address any concern of stakeholders. Multiple assessment results are monitored to ensure continuous improvement. Each August/September the School Leadership Team reviews the previous years plan and data to determine what if any revisions are needed.

5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.

Yes, and in addition we are working on the goal of increasing the reading skills (fluency, accuracy and automaticity) of our students facing the challenges of print interference. We will be using the SPIRE program.

6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?

We are working to increase the reading skills of our students facing the challenges of print interferences by using the SPIRE program.

Coordination of Resources - Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program.

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	41.18

Provide the number of classroom teachers.

34.37

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1903300.7

Total   1,903,300.70

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.0

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	100678.84

Total   100,678.84

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.5

Provide the number of Assistant Principals.

0.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	36318.86

Total   36,318.86

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.0

Provide the number of Counselors.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	60346.26

Total   60,346.26

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	1.0

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	62799.25

Total   62,799.25

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Adminstrators.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total   0.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total   0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	13290.0

Total   13,290.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	3987.0

Total   3,987.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0.0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total   0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	21536.0

Total   21,536.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	4259.0

Total   4,259.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	83817.25

Provide a brief explanation and breakdown of expenses.

Tutoring salary and benefits 80,380.00

Computer and hardware 500.02

Materials and supplies/software 1,134.80

Professional Development 500.00

Parent Involvement 1,302.43

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	48534.33

Provide a brief explanation and a breakdown of expenses.

Class size reduction

Fourth grade .75 teacher salary and benefits

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

n/a

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

n/a

Title V

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

n/a

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

n/a

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

n/a

Local Funds

Label	Question	Value
1.	Provide the total	274763.03

Provide a brief explanation and breakdown of expenses.

4.4 Teachers 238449.17

.5 Administrator 36318.86

Parent and Family Engagement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

Parent and Family Engagement

Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

The district held a Title I parent meeting at Heritage Elementary on Sep. 25th. Horizon held all day parent meetings on Oct. 8th and 9t to explain the Title 1 program. The program includes a SDE Powerpoint, Consolidated Title 1 Plan, LEA Parent and Family Engagement Policy, Parent-School Compact and Parent Survey.

Describe: 1) How there will be a flexible number and format of parent meetings offered, 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; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

Additionally, the first Monday of every month Title 1 parents are invited to meetings prior to the school-wide PTA meeting and parent meetings are offered during the school day. Parents are included in RTI meetings. They are a part of the eligibility process.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

Initial contact with parents concerning a students enrollment in Title 1 is between the classroom teacher and the parent. This contact is preferably done face-to-face, but if necessary due to a parent schedule meetings can be done by phone or email. This contact is to discuss assessment data for placement in Title 1. The parent is also invited to attend RTI meetings to learn about Title 1 programs that will provide Tier lll intervention for their student. Every 4 weeks the parent will be sent a copy of a progress report from Title 1 outlining the student's progress. When necessary we utilize our EL teacher to assist with communication with parents with limited English language proficiency by providing interpreters on site or by phone. Parents are invited to system-wide meetings (ie Dyslexia Lunch and Learn) to gather further understanding of the programs utilized in Title 1.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

The school parent compact is updated yearly. The compact is sent home with all Title 1 students every year. Even if a student has participated in Title 1 in previous years. A new compact must be signed and returned before participating in the new year.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

A copy of the ACIP plan is on file in the school main office and in the media center. Stakeholders may view the plan and offer comments and suggestions for improvement on the comment form located in the front pocket of the notebook. These comment forms are to be submitted to the administration.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

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.   (Describe)

PTA is using Facebook Live to broadcast and record meetings for stakeholders that are not able to attend meetings. PTA is also using Facebook and Twitter to communicate and share events. Teachers hold a minimum of two conferences yearly. Parents are encouraged to volunteer in classrooms and participate in school events. Parents are participating in RTI meetings. The Lighthouse Team provides parent training at Curriculum Night and at PTA meetings. These are also broadcast and recorded through Facebook for those who are not able to attend. Parents were invited to learn about assistive technology at the systemwide Dyslexia Lunch and Learn, as well as the SPIRE program and research related to reading difficulties. EL parent and Family engagement nights are planned twice a year to provide materials, information, access to community resources aimed to help parents with services and strategies to support the academic achievements of their children while maintaining the native language spoken at home.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school 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. (Describe)

Parents are encouraged to volunteer in classrooms and participate in school events. Parents are participating in RTI meetings. The Lighthouse Team provides parent training at Curriculum Night and at PTA meetings. These are also broadcast and recorded through Facebook for those who are not able to attend. Parents were invited to learn about assistive technology at the systemwide Dyslexia Lunch and Learn, as well as the SPIRE program and research related to reading difficulties.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal 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.(Describe)

Horizon offers resources in the media center that parents are encouraged to borrow. In addition, parents are encouraged to use the resources offered to use the resources provided by the Huntsville-Madison County Public Library. These resources can be combined with Title 1 materials that can be sent home with students participating in the program. We also have access to resources in our area such as NOVA counseling, medical services, and weekend snack-pack program that are made available to families.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

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. (Describe)

Meeting notices are sent in a variety of ways. (ie school messenger, emails from teachers, text messages from teachers, Group-Me, Facebook, Twitter, and paper flyers). Teachers have access to TransACT to send parent notification and other federally required communications in multiple languages. Also, teachers can easily communicate with parents with limited English Language proficiency through translated text messages using the TalkingPoints APP.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

On occasion transportation and child-care will be provided if needed.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members 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. (See ESSA Sec. 1117(f))

Our PTA is offering meeting in the standard face-to-face format as well as using available technology to provide Facebook Live. This allows for stakeholders who are unable to attend meetings in the traditional format to attend the meeting in a non-traditional format, (ie parents with disabilities, parents with small children, and our parents who serving at various posts in the military) The school uses a variety of ways to send information to parents including email, school messenger, and text messages. When needed EL teachers or Google Translator is utilized in order to make these documents available and user friendly to all our stakeholders.