

**Homewood City Schools  
Title I LEA Plan  
2018-19**

In addition to the description below, the LEA Plan for Homewood City Schools consists of the following documents:

- Consolidated Application through EGAP
- Hall-Kent Elementary School ACIP Plan
- Homewood Middle School ACIP Plan

**Introduction and Overview of Program**

**Mission Statement**

The mission of the Homewood City School's Title I targeted assistance program is to support the educational mission and goals established in the Homewood City Schools Strategic Plan. **The mission of the Homewood City Schools, is to educate and empower all students to maximize their unique potential.**

**Objectives**

The objectives of Homewood City Schools Federal Programs parallel three of the goals established for the school system by the Homewood City Schools Strategic Plan.

1. All Homewood City School students will experience optimal educational growth and success, achieving more than they thought possible.
2. All Homewood City School students will complete their appropriate High School requirements for graduation.
3. All Homewood City School students will be responsible contributors to school, community and society.
4. All students involved in Homewood's Title I program will demonstrate mastery in reading and math on their end of year STAR Enterprises Assessment by the end of the 2043-15 year.

**Non-Discrimination Policy**

It is the policy of the Homewood City School Board that no person in the district shall, on the basis of race, color, disability, creed, religion, sex, age, or national origin be denied the benefits of, or be subject to discrimination in any education program of activity.

**Focus**

The federal program Title I will address these objectives with the identification of students who are at-risk academically in reading and math. These identified students will work in a scientifically research-based program in reading and/or math in order to improve their deficits. Professional development and in-service training for teachers will be provided. In addition, ongoing professional development will be led by each school's assistant principal for instruction and/or reading coach.

## **1. Participation in the Planning Process**

Every school has a team who coordinates a Homewood Student Support Plan (HSSP) designated specifically to address the needs of students at-risk for academic failure. The team may be composed of general education teachers, Title I teacher, special education teachers, administrators, the reading coach, the guidance counselor, other school personnel, and parents. These teams must review, on an on-going basis, the progress of participating children and provide identification of gaps in service. In addition, this group provides the baseline for modifications, accommodations, and addition of services for their students.

## **2. Comprehensive Needs Assessment**

In meeting the state's performance standards, Homewood City Schools uses a variety of assessments as indicators for diagnosing, teaching, and learning in the classroom and in determining the success of children served. Teacher evaluations of students address successful completion of grade level requirements in the classroom setting. A listing of the most common assessments follows:

- STAR Enterprises Benchmark Assessments in Reading and Math
- DIBELS (Reading), K-1
- Individualized testing and teacher referral
- Reading grades
- Other assessments (ie, San Diego Word List Test)
- English proficiency tests
- ELL data collection
- Student Incident Report/ Homewood Disciplinary Report (indirectly)
- Attendance Reports
- Retention Lists
- Special Education/504
- Alternative Needs Assessment
- School Counselors/Nurses Reports
- Drop-out Report
- Free and Reduced Lunch Report
- Technology Report
- Safe and Drug Free Surveys and Reports
- Disaggregated Data Information
- Surveys (program effectiveness, professional learning needs, etc.)
- School Improvement Plans
- Student/Parent Demographic Information
- Student Portfolios and Projects
- Professional Development Plans
- Highly Qualified Teacher Report
- At-Risk Surveys
- Other Sources

### **3. Eligibility**

Teachers, in consultation with parents, administrators, reading coaches, and instructional support personnel will identify all eligible children in need of services using a multi-criteria checklist. No students, including those who are migrants, homeless, or ELL, will be discriminated against in terms of potential Title support. Multi-criteria for student eligibility may include:

- STAR Enterprises
- DIBELS Assessment
- Reading level
- Instructional Support Team Referral / HSSP / Data Team
- Classroom Teacher Referral
- Eligibility for ELL services, Homeless, Migrant, Delinquent, and other special needs (extra consideration given in matrix)
- Grades
- Other Sources and Assessments (ie, San Diego Word List)

Students will be rank-ordered to reflect a prioritized list of students by academic need from highest to lowest, with all students identified in need of services being served first. Each school's "data teams" will consistently monitor student progress in order to ensure program effectiveness and student success.

### **4. Description of Poverty Criteria**

Title I federal money is earned by the Homewood City School district based on census data that determines residents who are in poverty. Schools within the district determine their percentage in poverty based on the percentage of students and families who qualify for free-and-reduced lunch services. Schools are then rank-ordered by the percentage of students and families in poverty, and Targeted Assistance Title I programming is funded for the schools with the most need. In the 2017-2018 school year, Hall-Kent Elementary School and Homewood Middle School were targeted for Title I funds.

### **5. Description of Instructional Services**

Homewood City Schools Federal Programs are consolidated and coordinated to address prevention/intervention strategies in the acquisition of high content standards and to provide educational excellence for each student. All students receive core, Tier I reading and math instruction through the regular classroom. Homewood City Schools uses the pullout approach in the Title I elementary setting to supplement core reading and math instruction for students who qualify. At Hall-Kent, Title I students participate in an after school "Homewood Club" lead by a Hall-Kent teachers 2 days each week. At the middle school, students receive support through an elective course geared strictly to Title I reading or math support. The Title I program serves as Homewood's Tier III Intervention program. In this pullout program, teachers at both HK and HMS are working with *SPIRE Reading or Language Live!*, scientifically-researched based programs for 30 to 50 minutes each day, depending on the age of the child. In addition, other students on the matrix may be served through supplemental tutorial services. Still others down the matrix at Hall-Kent receive Tier II intervention in the classroom with their regular education teacher through the Edgenuity program *PathBlazer*. At the middle school, Tier II students receive intervention services in class utilizing *Vocabulary Journey* and *VMath Live*. Students receiving extra support in Tier III Math at HMS utilize *TransMath* or *Inside Algebra*.

At the targeted assistance schools - Hall-Kent Elementary School & Homewood Middle School - each eligible child has individual assessment progress documented and housed in an assessment folder or notebook. Teachers maintain the information throughout the year and the completed information moves from one grade level to the next. Each student's progress is closely monitored. Informal observations and formal and informal assessments, such as teacher-made tests, QRI, etc. are used to assess student progress. If progress is not being made, adaptations are implemented and additional accommodations in the regular classroom may be recommended. The students will remain eligible in the program until they meet the following criteria:

- Ability to score at or above grade level work on STAR Enterprises Assessment.
- Ability to score at or above benchmark level on DIBELS assessment, K-1
- Skills necessary to perform in the regular classroom.
- The approval of the data team

The school system has strong instructional support services that provide support and structure to the regular classroom teacher. All educational support services are available, regardless of disability or national origin, for all students according to need. Locally funded instructional support teachers and aides, as well as Title I, Special Education and ELL personnel, serve any disabled, migratory, homeless, immigrant, neglected, or delinquent youth and other children at risk. These teachers and aides monitor student progress, consult with classroom teachers on effective and multiple strategies for students with activities such as homework, organizational skills, and test-taking strategies, and refer students for services to meet individual needs. As part of the instructional support services team, the English Language Learner teachers provide instruction in English for eligible students. This program is designed to help ELL students develop listening, speaking, reading, and writing skills in English to allow them to compete with their English-speaking peers academically and to participate in the mainstream activities of the school. Students with disabilities and ELL students are eligible for services provided by the Title I programs in the same way as any other student.

## **6. Coordination of the Targeted Assistance Program**

The Title I teachers at Hall-Kent Elementary and Homewood Middle School participate with the teachers, administration, and reading coaches in the development of the biennial school focus criteria through each school's Continuous Improvement Plan (CIP). The district's Director of Instructional Support works with each school's leadership team to determine the in-service activities for the school and district, focusing on total school improvement. The school leadership teams oversee the school renewal process, address school needs/concerns, ensure parent involvement activities, implement ARI and other successful reading strategies, review focus group recommendations, and monitor school schedules/calendar.

## **7. Instruction by highly qualified teachers**

All Homewood City Schools elementary teachers hold at least a valid Certificate in Early Childhood Education, Elementary Education, or an area of Special Education that includes elementary grades and is assigned to the grade(s) covered by that certificate. All Title I teachers and paraprofessionals must meet The No Child Left Behind (NCLB) Act criteria of a "highly qualified teacher" and paraprofessional standards. Homewood City Schools will continue

collaboration with universities and recruitment at colleges in order to select highly qualified teachers and will continue strategies to attract highly qualified minorities. Homewood City Schools will abide by the state and No Child Left Behind (NCLB) Act criteria for highly qualified teachers and paraprofessionals.

### **8. High-quality and on-going professional development**

Comprehensive professional development critical needs assessments are conducted at each individual school looking at standardized test scores, SACS standards, faculty surveys, inservice center surveys, and other sources. District and school leaders and committees work to ensure that data and student needs drive professional learning for Homewood City Schools.

School-based needs are reconciled against system data and are written up in the system's annual professional development plan, reflected in the EGAP needs assessment, as well as each school's ACIP Plan. Each school develops its objectives, strategies, and progress indicators. Staff development opportunities are provided at the school and system level, preparing faculty and staff members for the implementation of new programs and activities and providing in-service activities focusing on total school improvement on the specific needs of the school population.

All schools have had building level embedded time for staff development, planning school improvement projects, conducting cross grade-level meetings, and participating in other curricular activities. The system's director of instructional support works with the assistant principals for instruction and the assistant superintendent for instruction to ensure alignment of district, state, federal, and school-based needs. All Homewood City Schools elementary schools are recognized Reading Initiative Centers, and all their teachers are trained. The Homewood City Schools Professional Development Plan reflects the state's "Principles of Effective Professional Development," as aligned with the state's academic content standards and *Learning Forward*. All Title I teachers, as well as every teacher within the school district, have an annual professional development plan approved by their school principal ensuring that each teacher's plan will promote high quality instruction for students. Homewood City has a plan for the use of the Title I required 5% funds to reimburse teachers who take courses to meet the highly qualified teacher requirements. Since all Title I teachers and paraprofessionals meet HQT requirements, the plan for the reserved funds will address core academic subject teachers in Title I targeted assistance programs.

### **9. Assurance for NAEP Testing**

Homewood City Schools will participate, if selected, in the State National Assessment of Educational Progress in 4<sup>th</sup> and 8<sup>th</sup> grades, as required by federal law. These assessments are in the content areas of reading and math.

### **10. Parental Involvement**

The Homewood City School System will provide coordination, technical assistance and other support necessary to assist the Title I targeted assistance schools in implementing effective parent involvement activities to improve student academic achievement. The Homewood City Schools Title I targeted assistance schools will develop jointly with parents of participating children a written Parent Involvement Plan. A team will meet consisting of the school Title I staff, parents, the reading coach (if applicable), the federal programs coordinator, and the

principal to review, revise, and discuss the Parent Involvement Plan. The plan will be discussed at the parent informational meeting and made available to parents upon request to the principal. In an effort to develop the parent/school partnership and improve student achievement, the Title I targeted assistance schools will provide assistance to parents of participating Title I children in understanding the state's academic content and achievement standards, the assessments being used, Title I requirements, and how parents can monitor their children's progress and work with educators to improve their achievement. Additionally, the schools will provide activities, as appropriate and feasible, to assist parents to promote improved student achievement. These include:

- Encouraging parents to attend all parent education meetings at their child's school including the Title I/Instructional Support informational meeting;
- Scheduling Parent/Teacher conferences with times advantageous to parent schedules;
- Reaching out, communicating, and working effectively, responsively, and respectfully with parents as equal partners with educators;
- Ensuring, to the extent possible, that information sent home is in language and on a form that parents can understand;
- Developing, jointly, a Parent/Teacher Compact to share the responsibility for improved student academic achievement;
- Modeling reading strategies to parents;
- Providing materials and training to help parents work with their children to improve achievement;
- Providing timely information about Title I programs to parents, describing the curriculum, the student assessments and proficiency levels students are expected to meet, providing opportunities for regular meetings where parents can provide input when requested, and responding promptly to parent suggestions; and
- Providing an annual review of the parental involvement plan to determine the effectiveness.

Homewood Schools offers several avenues for increasing parental involvement and communication. Some examples include:

- Publications and other supplemental reading materials appropriate for children are provided for each Title I student to read and share with their parents;
- The Title I teacher sends home a Title I progress report (STAR Enterprises progress report) with each grading period;
- School-based parental involvement meetings focus on strategies parents can use at home to assist their children in reading development;
- The schools and district will provide training to assist teachers with strategies in providing proactive communication with parents;
- Instructional Coaches and mentors serve the fellow teachers in assisting with communication issues and strategies between school and home;
- Each elementary school sends home weekly communication to parents in a consistent, established format;
- The system's quarterly newsletter provides information on each school.
- Parents are encouraged to attend special functions at each school with their child;

- The school's guidance counselor encourages Title I students to learn citizenship attributes and positive ways to live and learn at school through character education and other proactive programs;
- The system's behavioral interventionist serves as a social work resource to all schools, assisting with community resources as needed.
- The Homewood City Schools website provides updated information concerning each school and its programs;
- Parents are active participants in the annual fundraisers and festivals for each of the elementary schools;
- Parents are encouraged to attend PTO meetings occurring monthly;
- Homewood Schools has an open door policy to encourage parents to communicate with teachers and administrators.
- Each new kindergarten student will receive a packet of educational tips for parents, which is provided on enrollment.
- Parents are encouraged to provide daily reading time at home for their child and are provided books or contacts through the school and public libraries.
- Parents are encouraged to participate in Parent/Teacher conferences. Every parent is called and a time is scheduled that is advantageous to the parent schedule.

### **11. Supplement/supplant issue**

Homewood City Schools has a district wide salary schedule, a policy to ensure equivalence among schools in teachers, administrators, and other staff, and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. The LEA has established and implemented student /instructional staff ratios and has kept documentation yearly to show compliance.

### **12. Instructional Services**

Title I Program provides instruction for reading and math while coordinating and collaborating with the classroom teacher concerning the Title I student's identified needs. Students receive thirty to fifty minutes of additional reading and/or math instruction each day through the scientifically researched based Voyager Passport program, the SRA Reading program, or Voyager-Math (V-Math). This takes place during the regular school day at a time that is least disruptive to the child's classroom schedule. This time is not during the child's reading or math instruction, so that it supplements, rather than supplants, classroom reading or math instruction. Identified Title I students may also attend a four-week summer program for reading and math instruction at the middle school.

V-Math provides support for foundational numeration and operation areas in mathematics, beginning in grade 2. SRA Reading Intervention and Voyager Passport serve as the foundation of the instructional program. Instruction targets phonological awareness, phonics, fluency, comprehension, and vocabulary.

Phonological awareness instruction is critical for the first grade students. Instructional activities especially target segmenting, blending, and isolating initial and final sounds. Instruction of phonological awareness in the other grade levels is dependent on the needs of the student.

Phonics instruction is integrated throughout the grade levels. At the first grade level, letter/sound associations are taught to mastery. In addition, regular and irregular word reading is practiced. In grades two through five, phonics skills are carefully sequenced and paced, building systematically from one skill set to the next. Students practice applying newly learned phonics skills to word reading, sentence reading, and passage reading.

Fluency instruction is designed to incorporate all of the research findings for effective instruction. The teacher models appropriate reading rate and expression and supports students in the initial reading of the daily passage. Students repeatedly read passages aloud with feedback and support to improve their reading rates. Strategies for phrasing the text are also explicitly taught to improve overall reading rate. Finally, timed readings motivate and challenge students to improve their rates while monitoring their own progress.

The Title I program addresses vocabulary instruction both directly and indirectly. A carefully planned sequence of word introduction is integrated with “Read-Alouds,” student passage reading, comprehension activities, and text discussions. This allows repeated exposure to new vocabulary in a variety of contexts using oral and written language.

Critical comprehension strategies are taught throughout the lessons, including monitoring comprehension through questioning, retelling, predicting, summarizing, generating main ideas, and making inferences. All comprehension strategies are reviewed frequently throughout the year so students are able to receive multiple practice opportunities and retain mastery. At upper elementary and middle school levels, comprehension becomes increasingly significant as the major focus of the intervention programs.

The Title I teacher will review a variety of assessment data to determine the areas of weakness for identified students. The classroom teacher, reading coach and the Title I teacher will collaboratively analyze screening, diagnostic, and progress monitoring assessments to plan for instruction that will maximize the student’s learning. Frequent progress monitoring, quarterly report cards, and spring outcome assessments will assist the school in determining if the academic needs of the students have been met.

### **13. Additional plan components**

The school’s HSSP and/or data team will monitor and evaluate students with the commitment to the mission of empowering each student to realize his or her unique potential. HSSP teams and data teams meet regularly to monitor student success and review programs including Title I. While monies are coordinated so that the most need is addressed, the Title I budget is used solely to provide additional academic support services at each identified school. The targeted assistance schools work closely, monitoring each student's progress. The ELL/Instructional Support/Title I teacher conducts benchmark assessments (STAR Renaissance Assessments) in order to monitor academic progress. These assessments are given less frequently to ALL students, so the regular education teacher has this data on the progress of Title I students. Informal observations and formal and informal assessments, such as language samples, portfolios, teacher made tests, etc. are used to assess the student's progress. If progress is not being made, adaptations to the



program for the student are made and additional accommodations in the regular classroom may be recommended.

#### **14. Homeless Students**

Homewood City Schools will set aside Title I funds each school year in order to serve homeless students within the school district. These funds will be used to provide support for students and their families with items such as school supplies, school/field trip fees, and outside materials related to school projects or events.

#### **15. Parent's Right- To-Know**

On January 8, 2002, President Bush signed into law the "No Child Left Behind Act". Under NCLB, parents in schools receiving Title I funding have a right to know the professional qualifications of their children's teacher(s). These forms will be available in the school library with the school's Continuous Improvement Plans (CIP) and will be mailed or given out at the fall Title I Parent Meeting at each school. This notice is further communicated on the annual school calendar as well as published on the district website to inform parents of the right to ask for the following information about your child's teacher(s):

- Whether the State of Alabama has licensed or qualified the teacher for the grades she or he teaches.
- Whether the teacher is teaching under an emergency permit or other provisional status through which state licensing criteria have been waived.
- The teacher's college major, whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any instructional aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.
- Whether your child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.
- If you would like to receive specific information about your child's teacher or paraprofessional, and/or receive information about the school's Title I program, please contact the principal.



