

Homewood City Schools

Title I LEA Plan

2024-2025

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 the Program

Mission Statement

The mission of 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 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 the 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 2024-2025 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 Title I federal program aims to help academically at-risk students in reading and math by identifying them and providing them with research-based reading and math programs to improve their skills. It also includes professional development and in-service training for teachers. Additionally, each school's assistant principal for instruction and/or reading coach will lead ongoing professional development initiatives.

1. Participation in the Planning Process

Each school has a team that coordinates a Homewood Student Support Plan (HSSP) specifically designed to address the needs of students at risk for academic failure. The team may include general education teachers, Title I teachers, special education teachers, administrators, the reading coach, the guidance counselor, other school personnel, and parents. These teams must regularly review the progress of participating children and identify any gaps in service. Additionally, this group establishes the foundation for making modifications, accommodations, and adding services for their students.

2. Comprehensive Needs Assessment

Homewood City Schools uses different assessments to meet the state's performance standards and to diagnose, teach, and measure student learning. These assessments also help in evaluating the success of the students. Teachers assess students based on their successful completion of grade-level requirements in the classroom setting. The following is a list of the most commonly used assessments:

- STAR Enterprises Benchmark Assessments in Reading and Math
- STAR Early Literacy (Reading), K-1
- Individualized testing and teacher referral
- Reading grades
- Other assessments ()
- English proficiency tests
- EL 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 will work with parents, administrators, reading coaches, and instructional support personnel to identify all eligible children in need of services using a multi-criteria checklist. No students, including those who are migrants, homeless, or English Language learners (EL), will be discriminated against in terms of potential Title support. The multi-criteria for student eligibility may include:

- STAR Enterprises
- Reading level
- Instructional Support Team Referral / PST / Data Team
- Classroom Teacher Referral
- Eligibility for EL services, Homeless, Migrant, Delinquent, and other special needs (extra consideration given in matrix)
- Grades
- Other Sources and Assessments (ie, ACAP)

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

The Homewood City School District earns Title I federal funding based on census data that identifies residents living in poverty. Each school in the district determines its poverty percentage by the number of students and families eligible for free and reduced lunch services. The schools are then ranked by poverty percentage, and Targeted Assistance Title I programming is funded for the schools with the most need. In the 2024-2025 school year, Hall-Kent Elementary School and Homewood Middle School were selected to receive Title I funds.

5. Description of Instructional Services

Homewood City Schools Federal Programs work together to implement prevention and intervention strategies to ensure that students meet high educational standards and receive a quality education. All students receive primary reading and math instruction in their regular classrooms. For Title I elementary students who qualify, the pullout approach is used to supplement core reading and math instruction. In middle school, students receive support through an elective course specifically designed for Title I reading or math support. The Title I program functions as Homewood's Tier III Intervention program. Within this pullout program, teachers at both Hall-Kent and the middle school use *SPIRE Reading* or *Language Live!*,

scientifically-researched programs, for 30 to 50 minutes each day, depending on the student's age. Additionally, other students identified in the program may receive supplemental tutorial services, and some students at Hall-Kent receive Tier II intervention in the classroom with their regular education teacher through the program *CLASSWORK*, one-on-one instruction, or small groups. At the middle school, Tier II students receive intervention services in class using *IXL* in Language Arts & Math. Students in Tier III Math at the middle school utilize *TransMath* to receive extra support.

Attention is given to students at Hall-Kent Elementary School and Homewood Middle School, where each eligible child's progress is individually assessed and documented in an assessment folder or notebook. Teachers maintain this information throughout the year and pass it on to the next grade level. Close monitoring of each student's progress takes place using informal observations and formal and informal assessments such as teacher-made tests and QRI. If a student is not making progress, adjustments are made, and additional accommodations in the regular classroom may be suggested.

The students will remain eligible for the program until they meet the following criteria:

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

The school system offers strong instructional support services that provide support and structure to regular classroom teachers. All educational support services are available to all students based on their needs, regardless of disability or national origin. Locally funded instructional support teachers and aides, as well as Title I, Special Education, and EL personnel, serve disabled, migratory, homeless, immigrant, neglected, or delinquent youth and other at-risk children. These teachers and aides monitor student progress, consult with classroom teachers on effective strategies for students, help with activities such as homework and organizational skills, and refer students for services to meet their individual needs. Additionally, the English Language Learner teachers provide instruction in English for eligible students to help them develop listening, speaking, reading, and writing skills in English to compete academically and participate in school activities. Students with disabilities and EL students are eligible for services provided by the Title I programs just like any other student.

6. Coordination of the Targeted Assistance Program

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

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. 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.

8. High-quality and ongoing professional development

Comprehensive professional development critical needs assessments are conducted at each individual school, looking at standardized test scores, accreditation standards, faculty surveys, in-service 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 the 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.

9. Assurance for NAEP Testing

If selected, Homewood City Schools will participate in the State National Assessment of Educational Progress in 4th and 8th 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 in promoting 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
- Provide an annual review of the parental involvement plan to determine its 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 Enterprise 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 for providing proactive communication with parents;
- Instructional Coaches and mentors serve 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's 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 Language Live program, the SPIRE Multisensory reading program, or Voyager-TransMath program, or the Do the Math program. 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 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.

Do the Math & TransMath provides support for foundational numeration and operation areas in mathematics, beginning in first grade. SPIRE Reading Intervention and Voyager Language Live serve as the foundation of the instructional program. Instruction targets phonological awareness, phonics, fluency, comprehension, and vocabulary.

Phonological awareness instruction is critical for 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 student's needs.

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 rates and expressions 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 the 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 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 PST and/or data team will monitor and evaluate students with a commitment to the mission of empowering each student to realize his or her unique potential. PST 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 EL/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 to serve homeless students within the district. These funds will be used to provide support for students and their families with items such as school supplies, school/field trip fees, transportation, 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.