



ACIP

Hall-Kent Elementary School

Homewood City School District

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Homewood, AL 35209

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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?

Hall-Kent Elementary School was established in 1887 and has served children in the Homewood community for over 100 years. This school, rich in tradition, serves 672 students from kindergarten through fifth grade. Hall-Kent is home to Homewood City School's preschool program, accepting all zoned students at age 3 that are eligible for special education services. Our diversity serves to enhance student learning, tolerance, and the appreciation of cultural differences. Hall-Kent Elementary School is a place where everyone learns, students and staff alike. It is our goal to provide a challenging, nurturing environment where everyone learns to value themselves and their differences as well as others.

Hall-Kent is one of three public elementary schools in Homewood, Alabama. The school is located in a diverse community and serves a variety of socio-economic groups. Residents zoned for Hall-Kent include students from well-established neighborhoods, newer subdivisions, and apartment complexes. The population diversity serves to enhance student learning, tolerance, and appreciation of cultural differences. The careful process of analyzing our school has enabled us to better understand the needs of our students and our responsibilities as educators and a school striving to help children reach their full potential.

The total enrollment for Hall-Kent Elementary School in 2018 is six hundred and seventy two, kindergarten through fifth grade students with an additional thirty students enrolled in our early intervention pre-school. Our enrollment has increased from four hundred and eighty-three students enrolled in 2011-2012. Our ethnic make-up has changed over the last fourteen years. We currently have fifty one percent Caucasian, thirty percent African-American, sixteen percent Hispanic, four percent Asian and less than one percent Other, which includes American Indian and non-specified children as compared to the 2003-2004 data of forty-seven percent Caucasian, forty-one percent African American, six percent Hispanic, five percent Asian and less than one percent other. The total gender enrollment for 2018-2019 is fifty percent girls and fifty percent boys. Of the total 2018-2019 enrollment, the percentage of low-income students on free or reduced lunch is thirty-seven percent, with thirty-two percent free and five percent reduced lunches. In grades K-5, we have eighty two percent of the students at Hall-Kent in the general education population with eleven percent receiving special education services and eight percent gifted education services. Of the total school population, eleven percent receives LEP services.

The students of Hall-Kent Elementary are residents of a suburban community with a population of 25,167. The median income in the City of Homewood is \$59,674 and the median home value is approximately \$301,583. The city has 17,711 families with an average family size of 2.33. The number of school age children in Homewood is approximately 3,900. The racial composition of Homewood is predominantly white (74%), with approximately 17% African-American, 7% Hispanic, 2% Asian, and 4% other.

At Hall-Kent Elementary School, our doors open at seven twenty-five each morning. Children go to a designated area and enjoy a few minutes of silent reading until the first bell rings at seven forty-five when a busy day of learning begins. We also offer early drop-off to parents who need early morning assistance. This free service is available at 7:10 each morning. The official school day ends at three o'clock with an extended day program offered until six o'clock pm.

The original school building burned in 1965. Since that time, there have been several buildings built and many renovations. In 1971, Homewood City Schools was established with three elementary schools. Hall-Kent serves the students on the western side of Homewood. It is a school strongly supported by the community. The school holds fond memories for many former students. Some of our parents today were former Hall-Kent students. We also have several teachers and staff members who are alumni of Homewood and Hall-Kent. Support from our PTO and the community is one of the contributing factors to the success of Hall-Kent Elementary School. Our Fall Festival is an event that is looked forward to with great anticipation every year. It is such an important part of our history as can be seen by the number of former students coming back year after year even into adulthood. From Festival proceeds, every teacher is given classroom money and the opportunity to receive more money from Academic Enhancement Grants. The PTO boosts teacher morale in many different ways. They decorate and provide a monthly birthday feast in the teachers' lounge for faculty and staff. They have a Teacher Appreciation Luncheon each year. They support the Young Authors' Conference, Festival of Arts, and Grandpals' Day. Throughout the year, they volunteer many hours of assistance to the media specialist, art teacher, classroom teachers, and to the school and the school grounds. Currently we have fifty-eight certified teachers. Our certified teachers include two EL teachers, one reading coach, two Title I teachers, one guidance counselor, two speech and language pathologists, one occupational therapists, one nurse, one technology specialist, and two certified administrators. We have twenty-three full-time instructional support staff. 39% of certified teachers are non-tenured. Fifty-three of our teachers are Caucasian, and four are African-American. We have twenty-one Caucasian instructional support staff, one Hispanic and one African-American. Of the fifty-seven faculty members, fifty-five are female and two are male.

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.

Mission Statement of Hall-Kent Elementary

The mission of Hall-Kent Elementary School is: Educate and empower all students to reach their unique potential.

Statement of Purpose of Hall-Kent Elementary School

To provide a challenging and nurturing environment where every student learns to value themselves and their differences as well as those of others.

The mission of the Homewood City Schools is to educate and empower all students to maximize their unique potential.

Who We Are: Homewood City Schools is a student-centered system enriched by tradition, vision, and compassionate spirit. Our mission is ensured by a dedicated, exemplary staff; a supportive, involved community; an appreciation for diversity; an effective use of resources; and an uncompromising commitment to excellence.

We Believe:

Diversity enriches our community and enhances learning

High expectations foster excellence

Innovation creates pathways to engagement, exploration, and relevance

A culture of support rooted in relationships

Our instructional program is a balance of traditional practices and new educational initiatives. As we continue to implement Alabama's College and Career-Ready Standards, teachers try to prepare students for the 21st century by moving instruction toward more student centered methods. Reading and Math blocks are a combination of whole group instruction as well as explicit small group instruction. In reading, teachers give students many opportunities to read, write, speak, and listen while utilizing digital tools. In math, students are not only taught procedures but math concepts as well. Our social studies and science instruction includes a variety of activities, in addition to textbook studies, AMSTI Science, including hands-on activities, research, scientific experiments, presentations and projects.

All students spend thirty minutes daily in an organized physical education program. The curriculum is designed to enhance the cognitive, motor, and physical fitness of every child and is taught by a certified P.E. teacher and a certified P.E. teacher assistant. Adaptive P.E. activities are designed and implemented to meet IEP goals of students with special needs. Students are also offered before school physical education opportunities that include the "Morning Mile Club." Students are also encouraged to participate in the Kids Mercedes Marathon program. Students run a total of 25 miles over a span of several days and run the final mile at the marathon. A district wide track meet for 5th SY 2018-2019

grade is also held yearly. Students are awarded for performance in the meet's events. Physical fitness tests are given in the fall and spring.

Student creativity is encouraged through participation in fine arts. Students in all grades attend music and art for fifty minutes each week. In music, students are involved in singing, playing instruments, moving, reading music, listening, and analyzing as they share responsibilities for creating music together. Every grade level performs for family and friends at a program each year. Selected fifth grade students participate in the states Choral Festival. In art, students are involved in activities to increase their knowledge and creative expression through drawing, painting, sculpting, as well as studying famous artists, paintings, and art forms. Students go to Spanish fifty minutes monthly. Our Spanish program increases student knowledge of the Spanish language and culture. Spanish is taught through a variety of activities including direct instruction, games, songs, computer programs, and learning stations.

Students participate for three weeks on a rotating basis in LINKS, which consists of media, taught by the media specialist, guidance/counseling/character education, taught by the school counselor; reading strategies taught by the Reading Coach. The media center and technology lab are also open for a large portion of the day for individual and/or whole class use.

Our library is an integral part of the instructional program at Hall-Kent School. Our open library is an instructional center that reflects the philosophy of the school and enriches all parts of the school's program. Our librarian, instructional assistant, and parent volunteers gather and coordinate materials for learning. The media specialist works with both teachers and students. Teachers can request specific lessons on library use and research skills to be taught as needed to enhance classroom learning. Computers are available in the media center for research and other project-based activities. Tremendous efforts are made to provide and update books, periodicals, and a wide variety of learning materials to meet the educational needs of Hall-Kent students. Students, staff, and parents are encouraged to make recommendations and requests for books and materials to supplement curriculum, provide enrichment, and meet the unique interests of students.

In order to prepare our students for the 21st Century, our technology specialist assists and encourages students and teachers with a variety of technology endeavors. Teachers meet weekly with the technology specialist during embedded staff development times for technology training. Eleven teachers are Project Based Learning (PBL) trained using the Bucke Institute Model. Teachers design and implement projects twice a year in integrating various academic areas. A 21st century skill such as communication, collaboration, creativity, or global awareness is highlighted in each project. data is collected at the beginning of the year and placed on a matrix. Students are selected to receive Tier III and Tier II services daily from a Title I teacher or a contracted tutor using a scientifically researched based program in the areas of reading and math. Our HSSP (Homewood Student Support Team) is composed of administrators, counselor, regular education teachers, and special education teachers. This team assists teachers in planning and implementing strategies for general education students who are experiencing academic or behavioral difficulties in the classroom. The purpose of this team is to help the classroom teacher develop and implement an intervention plan in the general education classroom. Each student referred is reviewed after a six-week period to assess the effectiveness of the interventions and to make decisions concerning possible special education referral or continuation of more interventions. Students in Tier III needing additional supports are invited to attend a "Homework Club" from 3:00 to 4:00 four days a week with a certified teacher.

Hall-Kent Elementary School provides special services to students who qualify according to the Alabama Administrative Code. Students accepting services receive instruction within the general education classroom setting, resource classroom, or in a self-contained special education classroom with periodic transitions to the regular classroom. Accommodations, modifications, and collaborative efforts of both

general and special education teachers afford exceptional education students the opportunity to experience success. Our school system employs an occupational therapist located at Hall-Kent faculty. We also have three speech therapists, and a special education support. There is also access to a physical therapist, and a consultant for visually hearing impaired. Services are provided for preschool age children who may be considered at risk in school and meet the guidelines for special education services. Students not qualifying for special education services or Title I Reading have opportunities for help and additional reading support. Our EL (English Learner) students receive services from one of our two EL teachers.

The gifted education program at Hall-Kent Elementary School is available for students having exceptional skills and talents in academics when compared to others of their age, experience, or environment based on IQ scores or state matrix guidelines. The classroom teacher refers students in grades three through five. Following state guidelines, all second graders go through Child Find, a screening process to determine possible candidacy. Students in grades three through five receive services in the gifted education classroom. Students identified as gifted in grade 2 are served in the regular classroom. The gifted education teacher consults with the classroom teacher. The school counselor offers a variety of guidance programs to meet the needs of all students. All students participate in large group guidance classes during LINKS.

The counselor also meets with small groups on topics such as newcomers, divorce, grief support, self-control, and social skills. Individual student needs are met on an as-needed basis. The counselor is available for parent conferences and guidance on a daily basis. The counselor also takes a group of students two times a year to Operation School Bell provided by the Assistance League of Birmingham in order to provide clothing and other needed items to students in need.

Over the last couple of years, there have been school improvements made in regard to safety. The Hall-Kent Safety Plan was revised using Virtual Alabama. Also, interior classroom locks have been installed on classroom doors allowing teachers to lock doors from inside the classroom. Monthly fire drills are conducted for fire safety awareness. Severe weather and intruder drills are conducted throughout the year to also ensure safety. Our site-based maintenance worker checks the playground weekly for safety.

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.

Teacher Achievements:

5 National Board Certified Teachers

3 teacher named Homewood City Schools Elementary Teacher of the Year and one winning District IV Teacher of the Year

School Achievements

Development of Learning Targets-The teachers in Homewood City Schools have given much time and effort to communicate concisely learning expectations for the students of Homewood. Our teachers have combined forces to define what the students of Homewood should know and be able to do at each grade level. Much research supports the importance of being clear to students and their parents regarding exactly what is to be learned. Of course, Alabama has a state course of study which defines these learning goals at each grade level. By creating learning targets specific to Homewood, our teachers have added rigor and clarity to the existing course of study. Learning targets ensure consistent expectations in teaching and learning.

Development of Standard-based Report Cards-Over the past five years, Hall-Kent has reported student learning with a newly developed report card. The report card contains 8 to 12 learning targets for reading and math. The process began with kindergarten, first grade and second grade, third grade report cards changed the following year along with fourth grade and fifth grade in the subsequent years. The emphasis has shifted from averaging tests and grades to aligning targets, curriculum, and assessments.

Positive Reinforcement in Character Education-As we reviewed our character education program, a committee evaluated the past programs and determined that it was not effective. A new Ci3T model was created for the 2017-2018 school year. On a daily basis, students can receive Patriot Pride tickets from any faculty and staff for being safe, respectful, and responsible. Students can be spotlighted for displaying a monthly character trait. These students will be recognized in an awards ceremony twice a year. The new positive reinforcement strategies will be monitored of the next several years.

Areas for improvement

To meet our goal to establish a strong foundation for lifelong learning by nurturing, guiding, and challenging students toward their maximum academic, aesthetic, physical, social, and emotional potential, the faculty and staff is striving to improve the following areas:

Math: Our K-5 teachers received four days of OGAP training from throughout the 17-18 school year. Two teachers went to OGAP training in the summer of 2018.

Science: New teachers, K-5 teachers who had to finish their AMSTI training, and teachers who changed grade levels received four days of AMSTI Science training over the last two years. This training provided our teachers with resources to use in their classrooms to meet the new Alabama Science Course of Study for science.

Additional Information

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

Hall-Kent Elementary has received grants to provide impoverished and low academically achieving students with a summer program and After-School program to attend (at no charge to the student). The program meets two times a week throughout the school year to provide assistance with homework, have afternoon snacks, and go on field trips.

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.

At the beginning of each school year, the school leadership team reviews the improvement plan for the current year. We review test scores and teacher input .

We also held parent meetings in the fall to review the proposed plan. Parents were invited to a meeting to discuss changes they would like to be made to the current plan. Suggestions were taken to revise before approving the plan.

Data Meetings were held in the fall to review standardized test scores and focus on areas of needed improvement. Throughout the school year, teachers meet in weekly grade level meetings to discuss progress toward meeting the goals in the improvement plan.

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

Title I teachers

Title I parents

Administrators

Classroom teachers

Special Education teachers

EL teachers

Reading Coach

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

Once the CIP is approved, copies are available for stakeholders to review in the office or library at anytime.

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 diagnostic

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	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?

By the end of 2018, 84% of Kindergarten students were performing at or above benchmark status on the STAR Early Literacy Assessment. 75% of First-grade students were performing at or above the benchmark on STAR Early Literacy.

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

Overall, we are seeing higher or sustained achievement in the area of math on the STAR assessment. All grade levels with the exception of 3rd and 5th increased the number of proficient students from the spring of 2017 to 2018. In math, first grade students increased their math proficiency from 67% to 68%. Second grade increased proficiency scores from 60-75%. Fourth grade increased their proficiency scores from 66-72%.

In reading, kindergarten scores have drastically improved from 65-84%, first grade from 71-75%, and 2nd grade from 46-53% proficiency from spring 2017-2018.

Which area(s) indicate the overall highest performance?

Our area of highest performance is in reading. 84% of Kindergarten students were at or above benchmark at the end of the 2017-2018 school year.

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

The assessment system has changed, therefore, we do not have to means to establish trends for subgroups.

Between which subgroups is the achievement gap closing?

The assessment system has changed, therefore, we do not have to means to establish trends for subgroups.

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

Our data for STAR reading and math and Scranton reading and math are similar in their findings.

Areas in Need of Improvement

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

Hispanic and African American students in grades 3-5 perform lower on Scantron reading and math than the rest of the population at Hall-Kent.

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

The assessment system has changed, therefore, we do not have to means to establish trends for subgroups.

Which area(s) indicate the overall lowest performance?

3rd grade math had our overall lowest performance on the Scantron assessment.

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

The assessment system has changed, therefore, we do not have to means to establish trends for subgroups.

Between which subgroups is the achievement gap becoming greater?

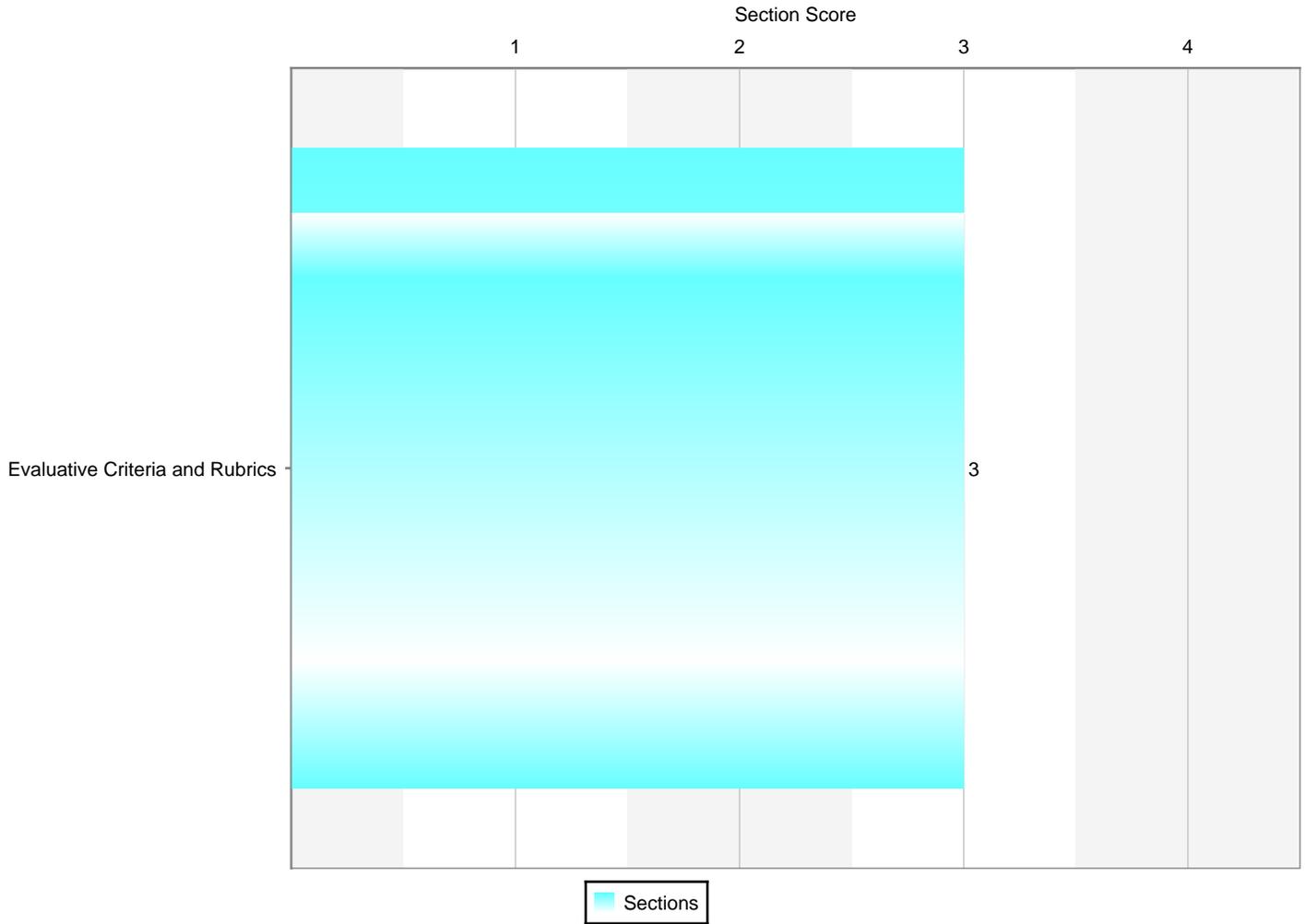
The assessment system has changed, therefore, we do not have to means to establish trends for subgroups.

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

STAR and Scantron data have similar findings for reading and math among 3-5 grade students.

Report Summary

Scores By Section



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	Instructional Leadership Team 2018-2019	2018-2019 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	Nondiscrimination Policy Attached	Nondiscrimination Policy

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	Dr. Betty Winches, Assistant Superintendent for Curriculum & Instruction Homewood Board of Education 450 Dale Avenue Homewood, AL 35209 (205)870-4203	

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	Parent Involvement Plan 2018-2010	Parent Involvement Plan

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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	English School-Parent Compact Spanish School-Parent Compact	English Compact Spanish Compact

2018-2019 ACIP Goals

Overview

Plan Name

2018-2019 ACIP Goals

Plan Description

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	During the 2018-2019 school year, all students at Hall-Kent Elementary School will be proficient in reading.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$21139
2	During the 2018-2019 school year, all students at Hall-Kent Elementary School will be proficient in math.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$21939

Goal 1: During the 2018-2019 school year, all students at Hall-Kent Elementary School will be proficient in reading.

Measurable Objective 1:

demonstrate a proficiency 3% of Third through Fifth grade students will demonstrate a reading proficiency increase in the area of "At or Above benchmark" by 05/24/2019 as measured by STAR Reading..

Strategy 1:

Reading - Professional Learning - In grade level teams, teachers will continue to emphasize independent reading time, reading choice, and learn how to conduct reading conferences during independent reading time to maximize individual student learning.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Serravallo, Jennifer, & Goldberg, Gravity. (2007). Conferring with Readers: Supporting Each Student's Growth & Independence. Portsmouth, NH: Heinemann.

Activity - Instructional Vision Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The reading team will meet once per semester. The group will discuss management with conferencing and independent reading, classroom expectations, and student motivation.	Professional Learning	08/02/2018	05/24/2019	\$0	No Funding Required	Kiana Coleman-Principal Jill Walden-Assistant Principal

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet biweekly to discuss reading strategies and best practices found in the professional literature they are reading. Teachers will have the opportunity to read a professional book of their choice on the topic of reading. Books will be ordered through Professional Development funds.	Professional Learning	05/24/2019	05/24/2019	\$400	State Funds	Principal-Kiana Coleman Assistant Principal- Jill Walden

Strategy 2:

Tiered Intervention - Identified students will meet daily for 30 minutes and receive intensive instruction from a research-based reading program.

Category: Develop/Implement Learning Supports

Research Cited: National Center on Response to Intervention. (2010, April). Essential Components of RTI--A Closer Look at Response to Intervention. Washington, DC: National Center of Response to Intervention. This brief offers information useful to schools planning RTI. It "provides a definition of RTI, reviews essential RTI components, and responds to frequently asked questions. The information presented is intended to provide educators with guidance for RTI implementation that reflects research and evidence-based practices, and supports the implementation of a comprehensive RTI framework."

Activity - Homework Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified on the Title I matrix are eligible after school for tutoring with certified classroom teachers.	Extra Curricular, Academic Support Program, Direct Instruction	09/17/2018	04/26/2019	\$2139	Title I Part A	Vickie McCarthy
Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors will teach identified students in Tier III intervention.	Academic Support Program, Direct Instruction	09/04/2018	04/26/2019	\$18600	District Funding	Contract Tutors

Goal 2: During the 2018-2019 school year, all students at Hall-Kent Elementary School will be proficient in math.

Measurable Objective 1:

demonstrate a proficiency : 3% of Third through Fifth grade students will demonstrate a math proficiency increase in the area of "At or Above benchmark" by 05/23/2019 as measured by STAR Math.

Strategy 1:

Tiered Intervention - Tutors will teach identified students in Tier III math.

Category: Develop/Implement Professional Learning and Support

Research Cited: National Center on Response to Intervention. (2010, April). Essential Components of RTI--A Closer Look at Response to Intervention. Washington, DC: National Center of Response to Intervention. This brief offers information useful to schools planning RTI. It "provides a definition of RTI, reviews essential RTI components, and responds to frequently asked questions. The information presented is intended to provide educators with guidance for RTI implementation that reflects research and evidence-based practices, and supports the implementation of a comprehensive RTI framework."

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will participate in a research-based Tier III class with a certified math teacher for 30 minutes, five days a week.	Academic Support Program, Direct Instruction	08/20/2018	05/10/2019	\$19800	District Funding	Contracted Tutors

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Activity - Homework Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified on the Title I matrix are eligible for after school tutoring taught by certified teachers.	Extra Curricular, Academic Support Program, Direct Instruction	09/17/2018	05/10/2019	\$2139	Title I Part A	Classroom Teacher

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Homework Club	Students identified on the Title I matrix are eligible for after school tutoring taught by certified teachers.	Extra Curricular, Academic Support Program, Direct Instruction	09/17/2018	05/10/2019	\$2139	Classroom Teacher
Homework Club	Students identified on the Title I matrix are eligible after school for tutoring with certified classroom teachers.	Extra Curricular, Academic Support Program, Direct Instruction	09/17/2018	04/26/2019	\$2139	Vickie McCarthy
Total					\$4278	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Vision Team	The reading team will meet once per semester. The group will discuss management with conferencing and independent reading, classroom expectations, and student motivation.	Professional Learning	08/02/2018	05/24/2019	\$0	Kiana Coleman-Principal Jill Walden-Assistant Principal
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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ACIP

Hall-Kent Elementary School

Tutoring	Tutors will teach identified students in Tier III intervention.	Academic Support Program, Direct Instruction	09/04/2018	04/26/2019	\$18600	Contract Tutors
Tutoring	Identified students will participate in a research-based Tier III class with a certified math teacher for 30 minutes, five days a week.	Academic Support Program, Direct Instruction	08/20/2018	05/10/2019	\$19800	Contracted Tutors
Total					\$38400	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Book Study	Teachers will meet biweekly to discuss reading strategies and best practices found in the professional literature they are reading. Teachers will have the opportunity to read a professional book of their choice on the topic of reading. Books will be ordered through Professional Development funds.	Professional Learning	05/24/2019	05/24/2019	\$400	Principal- Kiana Coleman Assistant Principal- Jill Walden
Total					\$400	

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?

The Instructional Leadership Team along with grade-level teams began by analyzing the standardized testing results of all students. We reviewed a variety of assessments such as Scantron, STAR Reading and Math, ACCESS, and AAA. The team discussed the areas of strengths and weaknesses within each grade level. In order to address the areas of weakness, the team developed a plan for improvement by gathering input from all stakeholders, researching possible strategies, and looking for methods to impact the overall instructional program. Once the focus was determined, the team drafted the CIP. When the draft is completed, faculty, staff, parents, and any interested stakeholders will review it and suggest needed modifications. Requested changes will be examined and decisions will be made by the school leadership team and faculty. The finalized CIP will be sent to the Homewood Board of Education for approval.

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.

For the areas of reading and math, students are identified for Title I services within the first three weeks of school. Teachers may also refer students after the first month of school when there is a need. The teacher completes a Teacher Checklist that lists the student's mastery of learning targets, current grades, standardized test data, or district benchmark assessments such as STAR Reading and Math. After the referrals are completed. The student is placed on the eligibility list in rank order. If the student falls within the range of students being served, then the student may receive Title I services.

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?

Hall-Kent does have a preschool program. We follow the Child Find Mandate. There are several ways that children may begin receiving services. Children who are receiving early intervention services may begin special education preschool services: upon their transition out of early intervention, typically at age three; Still other children are first identified and found eligible between the ages of two and five, and thus, may begin receiving services as preschoolers.

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)).

Hall-Kent uses the pullout approach to supplement core reading and math instruction. The Title I program serves as our Tier III Intervention Program. First, funds are used to pay for two teacher units. These teachers serve to deliver our intensive intervention programs for students who are identified according to the matrix. Second, Title I funds are used to pay contract tutors to deliver reading and math intervention. Teachers and tutors work with SPIRE Reading, Language Live (supplemental for 4th/5th grade students), Do the Math, and TransMath (5th grade). This intervention is in addition to their core reading, language arts, and math classroom instruction. We also offer after school Homework Club for struggling students. These students meet twice a week with a classroom teacher after school for additional assistance.

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))

Multiple criteria assessments are used for identifying students to participate in our Title I program. All data is placed in the following matrix to rank order the students by need in the areas of reading and math:

Reading

Teacher Checklist- 0-12= 0 pt; 13-18= 1pt; 19-24=2 pts; 25-30 = 3pts; 31-36 = 4pts.

Final Reading Grade- (Grades 1-5) Fall: 1= 4pts; 2= 2pts; 3= 0pts.

DIBELS K-1 (fall NWF and winter ORF) benchmark=0pt; strategic=2pts; intensive=4pts.

STAR Early Lit. 1st Grade: SS -300-487= 5 pts; 488-548= 4 pts; 549-611= 3 pts; 612-674= 2 pts; 675-774= 1 pt; 775-900= 0 pts.

STAR Reading Percentile: 2nd-5th grades: 1-10=4pts., 11-25=3pts., 26-40=2pts., 41-50= 1pt, 51-99= 0pts.

Reading Level= Year below GL = 3 pts; Semester Below GL = 2 pts; At GL = 1pt; Above GL = 0 pts.

Scantron Reading 4th and 5th grades: Ready= 0pts; Close= 2pts; NS= 4pts.

Math - First grade

Teacher Checklist - 0-12=0 pt; 13-18=1pt; 19-21=2pts; 22-24=3pts; 25-27=4pts; 28-30=5pts.

STAR Math Scaled Score - greater than 301 = 0pt; 278-301= 1pt; 254-277=2pts; 230-253=3pts; 207-229=4pts; 0-206=5pts.

Math Grade- 1=5pts; 2=3pts; 3=0pt.

Math - Second grade

Teacher Checklist - 0-12=0pt; 13-16=1pt; 17-21=2pts; 22-25=3pts; 26-29=4pts; 30-33=5pts.

STAR Math Scaled Score - greater than 535 = 0pt; 484-535 = 1pt; 430-483 = 2pts; 405-429 = 3pts; 364-404=4pts; 310-363=5pts.

Math Grade - 1=5pts; 2=3pts; 3=0pt.

Math - Third Grade

Teacher Checklist - 0-12=0pt; 13-18=1pt; 19-21=2pts; 22-24=3pts; 25-27=4pts; 28-30=5pts.

STAR Math Scaled Score - greater than 625=0pt; 582-625=1pt; 529-581=2pts; 507-528=3pts; 472-506=4pts; 423-471=5pts.

Math Grade - 1=5pts; 2=3pts; 3=0pts

Math - Fourth Grade

Teacher Checklist - 0-12=0pt; 13-18=1pt; 19-21=2pts; 22-24=3pts; 25-27=4pts; 28-30=5pts.

STAR Math Scaled Score - greater than 705=0pt; 669-705=1pt; 615-668=2pts; 592-614=3pts; 554-591=4pts; 487-553=5pts

Math Grade = 1=5pts; 2=3pts; 3=0pts;

Scanton Math 4th and 5th grades: Ready= 0 pts; Close= 2pts; NS= 4pts.

Math - Fifth Grade

Teacher Checklist - 0-12=0pt; 13-16=1pt; 17-20=2pts; 21-25=3pts; 26-29=4pts; 30-33=5pts.

STAR Math Scaled Score - greater than 768=0pt; 727-768=1pt; 672-726=2pts; 648-671=3pts; 609-647=4pts; 544-608=5pts.

Math Grades- 1=5pts, 2=3pts, 3=0pts.

An additional point will be added for English language learners, homeless, migrant, neglected, or delinquent students

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

For the areas of reading and math, students are identified for Title I services within the first three weeks of school. Teachers may also refer students after the first month of school when there is a need. The teacher completes a Teacher Checklist that lists the student's mastery of learning targets, current grades, standardized test data, or district benchmark assessments such as DIBELS or STAR Reading and Math. After the referrals are completed. The student is placed on the eligibility list in rank order. If the student falls within the range of students being served, then the student may receive Title I services.

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

Based on the matrix, students with the greatest needs attend Title I reading and math. We use a pullout approach to supplement core reading and math instruction. The Title I program serves as our Tier III Intervention Program.

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

Multiple criteria to exit is based on the length of time in intervention and the amount of progress the student has made during the time in the program. For the student to exit an intervention tier, the team will consider grades, the STAR assessments, teacher recommendations, and the RTI program placement testing.

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))

Hall-Kent uses the pullout approach to supplement core reading and math instruction. The Title I program serves as our Tier III Intervention Program. First, funds are used to pay for two teacher units. These teachers serve to deliver our intensive intervention programs for students who are identified according to the matrix. Second, Title I funds are used to pay contract tutors to deliver reading and math intervention. Teachers and tutors work with SPIRE Reading, Language Live (supplemental for 4th/5th grade students), Do the Math, and TransMath (5th grade). This intervention is in addition to their core reading, language arts, and math classroom 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?

Administrators, the reading coach, Title 1 teachers, counselor, principal, assistant principal, EL teacher, and grade level teachers analyze data through our embedded staff development time. The teams of teachers begin by taking an overall look at the school as a whole. We then disaggregate the data by specific grade levels, teachers, demographic groups, etc. The team looks at the data from many different perspectives and determines the strengths and weaknesses that are represented by the results. The teams look at the group as they progress through the grades in the testing pool as well as patterns and trends that emerge from looking at past and present data. After reviewing the data and students identified for Title I services, the team determines scheduling needs, personnel, and specific research-based program that best meets the needs of the students. Identified students are progress monitored bi-monthly to evaluate student progress.

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))

Teachers at Hall-Kent employ a variety of methods and strategies in the core academic program:

- *Guided and independent practice
- *Provide models
- *Built-in scaffolds as needed
- *Spiral teaching
- *Corrective feedback
- *Visuals and manipulatives
- *Cooperative learning
- *Physical activities to increase engagement
- *Real-world connections through Project-Based Learning

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

Extended time has helped accelerated learning for students. In reviewing students' intervention goals, the rate of improvement proves that the students are making gains over time and most are on track to accomplish the goals

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))

The master schedule is created to protect core learning instruction but also provide time for Title I services. The administration of the school will schedule instructional times and intervention times with the classroom teachers so that students served through Title I do not miss their core language arts/math times. The master schedule is created to protect core learning instruction but also provide time for Title I services.

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

Goal 1:

During the 2018-2019 school year, all students at Hall-Kent Elementary School will be proficient in reading.

Measurable Objective 1:

demonstrate a proficiency 3% of Third through Fifth grade students will demonstrate a reading proficiency increase in the area of "At or Above benchmark" by 05/24/2019 as measured by STAR Reading..

Strategy1:

Tiered Intervention - Identified students will meet daily for 30 minutes and receive intensive instruction from a research-based reading program.

Category: Develop/Implement Learning Supports

Research Cited: National Center on Response to Intervention. (2010, April). Essential Components of RTI--A Closer Look at Response to Intervention. Washington, DC: National Center of Response to Intervention. This brief offers information useful to schools planning RTI. It "provides a definition of RTI, reviews essential RTI components, and responds to frequently asked questions. The information presented is intended to provide educators with guidance for RTI implementation that reflects research and evidence-based practices, and supports the implementation of a comprehensive RTI framework."

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutors will teach identified students in Tier III intervention.	Direct Instruction Academic Support Program	09/04/2018	04/26/2019	\$18600 - District Funding	Contract Tutors

Activity - Homework Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified on the Title I matrix are eligible after school for tutoring with certified classroom teachers.	Direct Instruction Extra Curricular Academic Support Program	09/17/2018	04/26/2019	\$2139 - Title I Part A	Vickie McCarthy

Strategy2:

Reading - Professional Learning - In grade level teams, teachers will continue to emphasize independent reading time, reading choice, and learn how to conduct reading conferences during independent reading time to maximize individual student learning.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Serravallo, Jennifer, & Goldberg, Gravit. (2007). Conferring with Readers: Supporting Each Student's Growth & Independence. Portsmouth, NH: Heinemann.

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet biweekly to discuss reading strategies and best practices found in the professional literature they are reading. Teachers will have the opportunity to read a professional book of their choice on the topic of reading. Books will be ordered through Professional Development funds.	Professional Learning	05/24/2019	05/24/2019	\$400 - State Funds	Principal- Kiana Coleman Assistant Principal- Jill Walden

ACIP

Hall-Kent Elementary School

Activity - Instructional Vision Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The reading team will meet once per semester. The group will discuss management with conferencing and independent reading, classroom expectations, and student motivation.	Professional Learning	08/02/2018	05/24/2019	\$0 - No Funding Required	Kiana Coleman- Principal Jill Walden- Assistant Principal

Goal 2:

During the 2018-2019 school year, all students at Hall-Kent Elementary School will be proficient in math.

Measurable Objective 1:

demonstrate a proficiency : 3% of Third through Fifth grade students will demonstrate a math proficiency increase in the area of "At or Above benchmark" by 05/23/2019 as measured by STAR Math.

Strategy1:

Tiered Intervention - Tutors will teach identified students in Tier III math.

Category: Develop/Implement Professional Learning and Support

Research Cited: National Center on Response to Intervention. (2010, April). Essential Components of RTI--A Closer Look at Response to Intervention. Washington, DC: National Center of Response to Intervention. This brief offers information useful to schools planning RTI. It "provides a definition of RTI, reviews essential RTI components, and responds to frequently asked questions. The information presented is intended to provide educators with guidance for RTI implementation that reflects research and evidence-based practices, and supports the implementation of a comprehensive RTI framework."

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will participate in a research-based Tier III class with a certified math teacher for 30 minutes, five days a week.	Direct Instruction Academic Support Program	08/20/2018	05/10/2019	\$19800 - District Funding	Contracted Tutors

Activity - Homework Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified on the Title I matrix are eligible for after school tutoring taught by certified teachers.	Extra Curricular Academic Support Program Direct Instruction	09/17/2018	05/10/2019	\$2139 - Title I Part A	Classroom Teacher

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))

The Title I program will be coordinated with and supported by the regular education program in the following ways:

1. The administration of the school will schedule instructional times and intervention times with the classroom teachers so that students that receive Title I services do not miss their core reading/math times.
2. At the beginning of the year, the Title I teachers will meet with the faculty of the targeted grade levels to discuss the Title I plan and specifically the procedures for ranking and selecting Title I students.
3. Grade level meetings will be held with classroom teachers and administrators to discuss assessment data and progress of students.
4. At the end of the first quarter, and as appropriate, the Title I teachers will meet jointly with parents and the classroom teacher to address the needs of students.
5. Title I personnel participate in general and specific professional development opportunities to support the system's, school's, and individual's goals for professional growth.
6. Our preschool program is very involved with school activities. They participate with the school for PE, lunch, and library

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		Principal Attestation

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		Principal Attestation

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))

Weekly embedded staff development time through curriculum meetings is provided for all staff. These meetings are designed to allow collaborative time to work on a Professional Learning Plan. The system also provides professional development in July and November. These days are devoted to specific content knowledge. Title I teachers attend national conferences within their field. At Hall-Kent, we have Instructional Vision Teams based on our needs and goals for that particular year. These cross-grade level teams research best practices, implement new strategies in their classrooms, and share their findings within the school.

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.

Our most academically needy students are invited to attend Homework Club. Homework Club provides an additional opportunity to work on foundational skills with a certified teacher, three days a week, for one hour. We also have PathBlazers (online program) that can be used for any student in the areas of reading or math. We also provide the "Rise" program for our most needy students. This program is funded through grants we have received.

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))

All educational support services are available to serve any disabled, migratory, homeless, immigrant, neglected, or delinquent student. Students with disabilities and ELL students are eligible for services provided by the Title I programs in the same way as any other student. Students are given an extra point consideration on the matrix if they received EL services, homeless, migrant, delinquent, and/or any other special needs. Our EL teachers provide an annual training on understanding ACCESS scores, language proficiency, and best practices for teaching language acquisition.

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)

At the beginning of each school year, Data Meetings are held with the Instructional Leadership Team and grade-level teachers. Students are identified who are having difficulty mastering the standards at an advance or proficient level. After analyzing the data, teachers refer students who are most at risk of failing in one of the four core academic areas to the Homewood Student Support Plan (HSSP) team. The purpose of the team is to problem solve and develop an ongoing plan to capture the accommodations and interventions that a student may need.

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

Our mission is to empower every student to reach his or her unique potential. Teachers begin the year gathering a variety of data on each student. They review previous grades, standardized test data, current benchmark data, formal and informal assessments. The core reading and math blocks are designed to allow time for teachers to meet with flexible groups based on ability and learning styles. During reading and math blocks, differentiated instruction is made possible through flexible grouping, varying methods of instruction and support. Tier II is provided for students that need targeted assistance in the classroom. Teachers offer students more opportunities to practice and review.

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?

The Targeted Assistance Program are coordinated and integrate federal, state, and local services and programs. All students receive Core Tier I reading and math instruction in the regular classroom. The Title I program serves as the Tier III program. Students are working with scientifically-researched based programs for 30 to 60 minutes a day. Other students are receiving Tier II support in the classroom with the regular education teacher. Some students stay after school to receive additional support with a certified teacher in Homework Club. 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. The Title I program serves as Homewood's Tier III Intervention program. In this pullout program, teachers are working with SPIRE and Languaje Live for reading or Do the Math and TransMath during math intervention. Both are scientifically-researched based programs taught 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 receive Tier II intervention in the classroom with their regular education teacher in the areas of Reading and Math.

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))

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. Students with disabilities and ELL students are eligible for services provided by the Title I programs in the same way as any other student.

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))

N/A

Component 10: Evaluation

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

An annual evaluation will be conducted to determine the effectiveness of the Targeted Assistance Program and to identify strengths and weaknesses. Parents surveys are conducted in the spring. The Instructional Leadership Team meets to review goals from the previous school year. In the fall, the district holds a meeting with all Title I teachers at the board office. The team develops a plan of improvement by gathering input from all stakeholders, researching possible strategies, and looking for methods to impact the Targeted Assistance Program.

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?

The Instructional Leadership Team along with grade-level teams began by analyzing ASPIRE testing results of all students. Part of that evaluation involves determining the effectiveness of the Targeted Assistance Program. In the fall, the Title I teachers will meet to evaluate the strengths and weaknesses of the current TA program. The team develop a plan for improvement by gathering input from all stakeholders and looking for methods to impact academic achievement.

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?

In the annual evaluation, the team reviews the goals set for the previous year to determine if the goal was met. The team then makes recommendations for the upcoming school year. 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.

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))

In the fall, the Instructional Leadership Team will meet to evaluate the strengths and weaknesses of the current TA program, review the previous year's plan, and to give input regarding the revision of the plan. They consider parent feedback, feedback from teachers, and Scantron and ACCESS testing data.

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

We have still not closed the gap in reading. We will continue to work on reading skills especially higher levels of questioning, responding with
SY 2018-2019

evidence, and increasing the range of reading.

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

We will use STAR data this year to monitor progress due to ASPIRE changing to Scantron.

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.	43.15

Provide the number of classroom teachers.

39.65

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2148871.0

Total

2,148,871.00

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.5

Provide the number of administrators.

2

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	2148871.0

Total

2,148,871.00

Assistant Principal

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

Provide the number of Assistant Principals.

1

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	2148871.0

Total

2,148,871.00

Counselor

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

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	2148871.0

Total

2,148,871.00

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	2148871.0

Total

2,148,871.00

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 Administrators.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	2148871.0

Total 2,148,871.00

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.	2148871.0

Total

2,148,871.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	12945.0

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	12945.0

Total

12,945.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	3884.0

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.	3884.0

Total

3,884.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	1.0

Provide the number of EL Teachers.

2

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	2148871.0

Total

2,148,871.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	23131.0

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.	23131.0

Total

23,131.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	4148.0

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.	4148.0

Total

4,148.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	294879.0

Provide a brief explanation and breakdown of expenses.

2 full-time targeted assistance teachers for Title I reading & Math (Tier III intervention)

After school tutors in reading in math

Professional learning in reading and math

Summer programming for Title I students in reading and math

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	78376.0

Provide a brief explanation and a breakdown of expenses.

professional learning coordinator

State & national conferences for leadership and teachers in reading, math, and technology

Title III

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

Provide a brief explanation and a breakdown of expenses.

funds targeted to non-title schools

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 - targeted to secondary schools

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.

targeted to secondary schools

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

Provide a brief explanation and breakdown of expenses.

targeted to secondary schools

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	31557.0

Provide a brief explanation and a breakdown of expenses.

Assistance to summer rise program through extra-curricular staffing

behavioral screening

Local Funds

Label	Question	Value
1.	Provide the total	1612202.0

Provide a brief explanation and breakdown of expenses.

11 local teacher units: \$712,850

.5 Admin: \$53,217

17.03 instructional aides: \$846,135

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))

During the first two weeks of school, there will be a school wide parent night during which classroom teachers can communicate academic goals, grading, and expectations. Opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children will occur whenever parents request. Conferences between the parents, classroom teacher, Title I teachers, administrators and/or counselor can be scheduled as needed. The parents, classroom teacher, and Title I teacher meet together at the end of the first quarter for a conference. This provides the opportunity to discuss the strengths and weaknesses of the individual students. A weekly progress report is sent home in weekly folders to inform parents about their child's progress. As soon as students are identified to receive Title I intervention services, their parents will be encouraged to attend a Title I Parental Involvement Meeting, which will be offered at 3 different times of day.

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))

Parents are encouraged to attend all parent education meetings at their child's school including the Title I/Instructional Support informational meeting. We strive to schedule Parent/Teacher conferences with times advantageous to parent schedules. An annual evaluation will be conducted to determine the effectiveness of parental involvement activities and to identify barriers to greater participation by parents. Each year, the Title I parents will meet with Title I teachers to evaluate strengths and weaknesses of the current TA program. All Hall-Kent parents can access the plan to review and to give input regarding the revision of the plan. Parents are given interactive questionnaires via iPads during meetings to give feedback. They also receive a survey to evaluate the program at the end of each school year.

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))

The school district will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Weekly/Monthly communications from various schools. Elementary schools maintain a steady system ("Friday Folder") to assist parents with communications from the school and community
- Parents have options to receive information electronically or in print versions

- Communications can be sent home in multiple languages
- School/District website, including a section specifically for parent communications
- Translators are provided at all conferences and title I meetings
- Title I parents participate in a yearly survey that provides an opportunity to communicate ineffective practices

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))

At the fall parental involvement meeting parents will have the opportunity to review and discuss the draft of the Student/Parent/School Compact. During this meeting parent feedback for improvements of the compact will be noted. At the end of the first quarter parent conferences, the revised compact will be developed and signed for the individual student with input from all parties present. The following school week, the Title I teachers will discuss the compact with the Title I students. The students will have the opportunity to add items and sign the compact. Copies of the compact will be sent home to the parents and the original will stay in the Title I classrooms.

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

Parent representatives are invited to a meeting once the Continuous Improvement Plan has been completed. A team will review the plan along with parent representatives. The team will make changes as needed. A copy of the final plan will be placed in the school's front office and in the school library for parents to have access to at all times. Parents are always able to submit concerns to the plan throughout the year.

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)

The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

Activities to support the above objectives include:

- Consultations with school guidance counselors
- Consultations with district Behavioral Interventionist (LSW)
- Peer Helpers Program

- Planned programming in Title I meetings

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)

The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Activities to support the above objectives include:

- Safe and Healthy Homewood Coalition (provides data, information, and training to parents and community members concerning preventative behavioral measures (underage alcohol use; tobacco use; marijuana/drug use)
- Professional development sessions throughout the year for guidance counselors only. Topics have included suicide, communicating culturally with diverse families, and grief counseling
- Awareness bulletins related to drug and alcohol use
- Wellness Plan & Programming - the district has developed a wellness plan that has stretched involvement out of the schools and into community actions (more exercise programs; community race established). Parents have been a large part of this process
- School-wide Math Night in the winter

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)

The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- Homewood has a structured tiered intervention reading and math program in all 5 schools to assist students/families with reading and math difficulties

- The elementary "Extended Day" programs offer tutorials and study halls in the afternoons for students who participate in that program.
- The PTOS and schools share information back-and-forth between the schools and the community
- Homewood Schools has a pre-school program located at Hall-Kent for special needs students that also maintains openings for positive peer role models

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)

The school district will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Weekly/Monthly communications from various schools. Elementary schools maintain a steady system ("Friday Folder") to assist parents with communications from the school and community
- Parents have options to receive information electronically or in print versions
- Communications can be sent home in multiple languages or School/District website, including a section specifically for parent communications
- Translators are provided at all conferences and title I meetings
- Title I parents participate in a yearly survey that provides an opportunity to communicate ineffective practices

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)

Describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- Homewood Schools pay all costs related to AP testing
- Homewood Schools provided a course during school and on weekends which assist students with "test prep" for college entrance

testing

- Homewood Schools has a Life Skills Training (LST) drug education program for 6th grade students. 7th and 8th grade students are receiving "booster sessions" during this school year. Additionally, drug education programs are being piloted at the elementary and high schools. A Homewood parent who is a licensed social worker is participating in the development and evaluation of that programming.
- Title I meetings are always offered a distinct times across the work-day to accommodate parents' schedules
- Schools have parental involvement committees which evaluate and sponsor different activities and programming for parents

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))

Parent Involvement is coordinated with our EL program. Each child's LEP is developed with input from the child's parent. The two EL teachers are available before and after school to address the questions and needs of EL parents. For Parent Involvement Meetings, a translator is provided. Report cards, letters, and benchmark assessment reports are sent home in Spanish when needed.