



# Title 1 Targeted Assistance Diagnostic for ACIP 2023-2024

Title 1 Targeted Assistance Diagnostic for ACIP 2023-2024

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## Instructions

Title I Targeted Assistance schools must complete all of the following sections of this ACIP diagnostic:

- **Title I Targeted Assistance Diagnostic**
- **ACIP Assurances**
- **Parent and Family Engagement Diagnostic**
- **Coordination of Resources - Comprehensive Budget Diagnostic**
- **eProve™ strategies - Goals & Plans**

*Parent Surveys must be done annually, but it can be done electronically in eProve or by paper.*

## 2023-24 Title I Targeted Assistance Diagnostic for ACIP

### Component 1: Comprehensive Needs Assessment

#### 1. How was the comprehensive needs assessment conducted?

The Instructional Leadership Team along with grade-level Professional Learning Communities (PLCs) began by analyzing the standardized testing results of all students. We reviewed a variety of assessments such as ACAP, STAR Reading and Math, ACCESS, and Alternate ACAP. 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 nine weeks of school. Teachers may also refer students for Tier III services if Tier II intervention isn't effective. 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 during Data Meetings. 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, local funds are used to pay contract tutors to deliver reading and math intervention. Teachers and tutors work with SPIRE Reading, Heggerty, Rewards, and 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. We also offer an after school reading program for students in K-3 grade that is available by invitation for qualifying students. The purpose of the tutoring program is to remediate students in the area of reading in regards to the Alabama Literacy Act to prevent retention in 3rd grade.

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))

Services were deemed appropriate based on a multiple criteria matrix (attached below). The matrix included data from a teacher recommendation checklist, STAR reading and/or math scores, and ACAP scores. All data is used to rank order the students by need in the areas of reading and math. Students who scored highest on the reading matrix or the mathematics matrix were placed in an appropriate research-based intervention.

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 nine 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 CBMs 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 process.

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, local funds are used to pay contract tutors to deliver reading and math intervention. Teachers and tutors work with SPIRE Reading, Heggerty, Rewards, Language Live (supplemental for 4th/5th grade students), Do the Math, and TransMath (5thgrade). This intervention is in addition to their core reading, language arts, and math classroom instruction.

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

Administrators, the reading coach, math coach, Title 1 teachers, counselor, EL teachers, 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. Grade level PLCs look at the data from many different perspectives and determines the strengths and weaknesses that are represented by the results. The PLCs also 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 programs that best meets the needs of the students. Identified students are progress monitored bi-monthly to evaluate student progress.

### Component 3: 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 \*Formative assessments and Pre-assessments to guide instructional practices and to differentiate for students

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 (Tier III Intervention). The assistant principal schedules 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. 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 is coordinated with and supported by the regular education program in the following ways: 1. The administration of the school schedules 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 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 PLC 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 4: 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. Teachers also meet as PLCs during their embedded time. The school system also provides professional development in July and November. These days are devoted to specific content knowledge. Title I teachers attend conferences within their field. At Hall-Kent, we have an Instructional Leadership team that focuses on areas 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 5: 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 Freckle (online program) that can be used for any student in the areas of reading or math. In addition, we provide after school reading tutoring for students that have reading deficiencies according to the Literacy Act. 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 Language 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 EL 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 grade level standards. After analyzing the data, teachers refer students who are most at risk of failing in one of the four core academic areas to the Problem Solving Team (PST). 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 maximize 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 6: Coordination and Integration of Federal, State and Local Programs and Resources

NOTE: Not all schools receive all of the funding sources mentioned.

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 coordinates and integrates federal, state, and local services and programs. All students receive Core Tier I reading and math instruction and Tier II 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 (if Tier III Reading and Math) a day. Other students are receiving Tier II support in the classroom with the regular education

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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, Rewards, Heggerty, and Language Live for reading or Do the Math and TransMath during math intervention. Both are scientifically-researched based programs taught 30 to 60 minutes (if Tier III Reading and Math) each day, depending on the age of the child. In addition, other students on the matrix may be served through supplemental tutorial services. Students further 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 EL 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 EL 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 7: 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 each year. The Instructional Leadership Team meets to review goals from the previous school year. In the fall, the district holds a Federal Programs 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 begins by analyzing ACAP and STAR 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 develops 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 process 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 meets 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, state testing results, STAR, and ACCESS testing data.

5. What objectives/critical initiatives did you change from your previous year's ACIP? Why did you delete or change these goals?

We use STAR CBM's to screen all students and to progress monitor students with reading deficiencies. This helps us track student data more efficiently for the Alabama Literacy Act. We will continue to use the STAR CBM data to monitor student growth and to remediate deficiency areas.

## ACIP Assurances

### Instructions:

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

1. The school's ACIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (Sec. 1114, (b) (2))

Upload the signature page of your ACIP committee members. Upload any additional attachments if needed regarding your ACIP.

YES

NO

N/A

### ATTACHMENTS

#### Attachment Name

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ACIP Committee Signature Page

2. 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

NO

N/A

3. 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

NO

N/A

## Parent and Family Engagement

1. 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.

2a. Describe 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.

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. Title I Parental Involvement Meetings are offered at different times of day, including before school, around lunch time, and/or the evening, to accommodate various schedules.

2b. Describe 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).

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 Targeted Assistance program. All Hall-Kent parents can access the plan to review and to give input regarding the revision of the plan. Parents are given questionnaires during meetings to give feedback. They also receive a survey to evaluate the program at the end of each school year.

2c. Describe how funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3)).

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Funds allocated for parental involvement have been used to purchase reading and math games. All Title I students receive a game to take home, then can change them out for a new game after they have played the game at home. In addition, funds have been used for flash cards, which students keep at home.

3. 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 takes the following actions to ensure that information related to the school and parent programs, meetings, and other activities, are 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:- Bi-weekly communication folders and weekly/monthly newsletters 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.

4. 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 (attached below). During this meeting parent feedback for improvements of the compact will be noted. After the parental involvement meeting, the revised compact will be developed and signed for the individual student with input from all parties. 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.

5. 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 the 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.

6a. 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.

The school 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 through the following activities:- Consultations with school guidance counselors- Consultations with district Behavioral Interventionist (LSW)- Peer Helpers Program- Planned programming in Title I meetings.

6b. 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 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.

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 through the following activities:- 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.

6c. 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 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.

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 preschool program located at Hall-Kent for special needs students that also maintains openings for positive peer role models.

6d. 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 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.

The school 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:- Bi-weekly communication folders and weekly/monthly newsletters 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.

6e. 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 such other reasonable support for parental involvement activities as parents may request.

Describing other discretionary activities that the school, 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. Title I meetings are always offered at 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.

7. 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.

## Coordination of Resources - Comprehensive Budget

Step 1: Download and complete the Comprehensive Budget Document under the Federal Programs tab found here <https://alsde.onlinehelp.cognia.org/>.

Step 2: Upload the completed Coordination of Resources - Comprehensive Budget document.


I have completed and uploaded the Coordination of Resources - Comprehensive Budget.

I have not completed and uploaded the Coordination of Resources - Comprehensive Budget.

### **ATTACHMENTS**

#### **Attachment Name**

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 Coordination of Resources - Comprehensive Budget

## eProve™ strategies: Goals & Plans

The school has completed all components of its ACIP in eProve™ strategies.

- Yes
- No

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 ACIP Committee Signature Page		<ul style="list-style-type: none"> <li>• 1</li> </ul>
 Coordination of Resources - Comprehensive Budget		<ul style="list-style-type: none"> <li>•</li> </ul>
 Fall Multicriterion Math Matrix		<ul style="list-style-type: none"> <li>•</li> </ul>
 Fall Multicriterion Reading Matrix		<ul style="list-style-type: none"> <li>•</li> </ul>
 Title I Parent Compact English and Spanish		<ul style="list-style-type: none"> <li>•</li> </ul>
 Title I Parental Involvement Plan		<ul style="list-style-type: none"> <li>•</li> </ul>