



Title 1 Targeted Assistance Diagnostic for ACIP 2023-2024

Title 1 Targeted Assistance Diagnostic for ACIP 2023-2024

Homewood City School District
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Table of Contents

Instructions	3
2023-24 Title I Targeted Assistance Diagnostic for ACIP	4
ACIP Assurances	12
Parent and Family Engagement	13
Coordination of Resources - Comprehensive Budget	18
eProve™ strategies: Goals & Plans	19
Attachment Summary	20

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 began by analyzing standardized testing results of all students. We reviewed a variety of assessments such as STAR Reading and, ACCESS, and AAA. The team discussed the areas of strengths and weaknesses and developed a plan for improvement. 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.

The administration and teachers developed a multi-criteria matrix to identify students who are failing or are more at risk for failing to meet the standards in the four core academic areas. Most focus is placed on Reading and Mathematics. The matrix took into account students' scores on the STAR Reading and Mathematics assessments, the student's status as a member of an at-risk group, failure of a subject the previous school year, presence of a dyslexia diagnosis, and teacher recommendation. Students' scores were then placed into a spreadsheet in rank order. The students who scored the highest on the matrix were most at risk and were placed into remediation and intervention groups accordingly.

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?

N/A

Component 2: Services to Eligible Students

1. Describe what methods and instructional strategies will be used to ensure eligible children receive supplemental assistance that strengthen the academic program of the school. Such activities may include expanded learning time, before-and-after school programs, summer programs, tiered behavioral models that address behavior problems, and early intervening services coordinated with similar activities and services

carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (Sec. 1115(b)(B)(i)(ii))

Students in grades 6 through 8 that scored highest on the reading matrix receive Title I, Part A program services in reading. In reading, students primarily attend a research-based intervention program (SPIRE) provided by a Title I teacher for 45 minutes each day. Language Live or Fast Forward Reading may be provided if more applicable for the individual student than SPIRE. Further, some students are provided Linda Mood Bell reading by an exceptional education teacher rather than SPIRE where deemed appropriate by their case manager. Students in grades 6 through 8 that scored highest on the math matrix receive Title I, Part A program services in mathematics. In Mathematics, students attend a research-based intervention program provided by a Title I teacher for 45 minutes each day. TransMath is used with 6th and 7th graders, and Inside Algebra is used with 8th graders.

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. The matrix examined their failure of language arts and/or mathematics the previous school year, teacher recommendation, and average performance from August 2022 to May 2023 on STAR Reading and/or Mathematics assessments. 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))

Services were deemed appropriate based on a multiple criteria matrix. The matrix examined their failure of language arts and/or mathematics the previous school year, teacher recommendation, and average performance from August 2022 to May 2023 on STAR Reading and/or Mathematics assessments. Students who scored highest on the reading matrix or the mathematics matrix were placed in an appropriate research-based intervention.

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

Students who scored highest on the multi-criteria matrix in Reading were provided with research-based reading intervention through SPIRE, Language Live, Fast Forward, Linda Mood Bell reading, or ELL services to best target their individual needs. Students who scored highest on the multi-criteria matrix in Mathematics were provided with research-based mathematics through TransMath or Inside Algebra programs.

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

Student performance is re-assessed every two weeks. Students enrolled in Reading and/or Mathematics intervention take the STAR Reading and/or Mathematics assessment a minimum of every two weeks. If students meet their individualized goals and are showing significant progress based on the assessment and in class, they are deemed eligible to exit the program.

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))

Students who scored highest on the multi-criteria matrix in Reading were provided with research-based reading intervention through SPIRE, Language Live, Fast Forward, Linda Mood Bell reading, or ELL services to best target their individual needs. Students who scored highest on the multi-criteria matrix in Mathematics were provided with research-based mathematics intervention through TransMath or Inside Algebra. SPIRE, Language Live, TransMath, and Inside Algebra are taught by Title I teachers and tutors, and ELL is taught by a certified ELL teacher. Linda Mood Bell and Fast Forward reading programs are taught by certified special education teachers. Pull-out intervention services are taught during elective or one of the core content class periods. All students still receive instruction in Reading and Mathematics in the regular education classroom in addition to their pull-out services.

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

Homewood Middle School is committed to embracing the diversity of our community and providing a differentiated learning experience that is designed to allow each student to grow to his or her unique potential. As soon as performance data is received from the State, assessment data (ACAP), and STAR Reading and Mathematics assessments are examined to determine specific areas of strengths and weaknesses for groups of students and individually. This data is discussed at length with teachers and parents to determine strategies that result in success so that they can be included in the School Improvement Plan. For areas of weakness, strategies are developed by teams of teachers in department and instructional planning meetings to address areas of non-mastery in the general education, special education, and intervention classrooms.

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))

Differentiated instruction within the general education classroom, pull-out intervention, Tier II intervention programs, and small group Tier II instruction with tutors strengthen the core academic program of the school.

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

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

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))

In 6th and 7th grades, students are not pulled from Reading or Mathematics instruction for the entire 90 minute class period in their regular classroom to receive supplemental instruction. Students, as evidenced by their schedules, are pulled for 45 minutes at a time to receive supplemental reading and/or mathematics instruction. They are pulled from either their PE (per state waiver), elective, or half of their Language Arts, Mathematics, or Science/Social Studies block. 8th grade students are pulled from PE(per state waiver), elective or 45 minutes of their social studies or science block.

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 primary Title I, Part A instructor communicates with teachers and grade-level counselors regarding student progress and attends team, department, and professional learning community meetings. Additionally, both regular education and Title I teachers are members of the student's HSSP team, designed to work together to develop and implement a plan for providing struggling students with the most appropriate and individualized support possible.

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))

Teachers meet weekly with their academic team, grade level, and subject area peers to receive professional development, discuss data, and develop instructional plans collaboratively. Teachers receive frequent professional development on grading, increasing rigor, technology, and differentiating instruction.

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.

Teachers work with students continuously throughout the school year before and after school on an as needed basis. A computer lab is held several mornings and afternoons per week to allow students to work in online reading and math intervention programs. Further, EL support is offered before and after school daily.

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))

Procedures and personnel are in place to address challenges for all student groups. ELL students work closely with certified ELL personnel within the school building and the district employs an interpreter to communicate with the families of ELL students. Special Education teachers follow the goals and strategies developed in each student's individualized education plan. Homewood City Schools employs social workers and student assistance counselors who work in collaboration with grade-level counselors to provide services for any students who are in need of them. This includes individual and group counseling.

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)

Procedures and personnel are in place to address challenges for all student groups. ELL students work closely with certified ELL personnel within the school building. Special Education teachers follow the goals and strategies developed in each student's Individualized Education Plan. Homewood City Schools employs several social workers and student assistance counselors who work in collaboration with grade-level counselors to provide services to any students who are in need of them. This includes individual and group counseling.

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

Homewood Middle School teachers have received training in differentiated instruction, and professional development in differentiated instruction is ongoing. General education teachers differentiate regularly based on individual need, pulling students in small groups and individually to aid them in standard mastery. Further, differentiation is provided as documented on Classroom Accommodation Plans, Tier II progress monitoring documents, and HSSP documents. Additionally, tutors work in collaboration with regular education teachers to assist in the general education classroom.

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?

HMS follows all federal, state, and local laws. Teachers work diligently to ensure that students participating in the Title I programs achieve proficient or above on statewide assessments. Regular testing (STAR Reading and Mathematics assessments) ensure that student learning is continually evaluated and individual areas of weakness are addressed.

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))

HMS follows all federal, state, and local laws. Teachers work diligently to ensure that students participating in the Title I programs achieve proficient or above on statewide assessments. Regular testing (STAR Reading and Mathematics assessments) ensure that student learning is continually evaluated and individual areas of weakness are addressed. Collaboration among faculty members (ELL, Title I, interventionists, general education, and special education) is key to meeting student goals and evaluating their overall academic progress.

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)).

HMS follows all federal, state, and local laws. Teachers work diligently to ensure that students participating in the Title I programs achieve proficient or above on statewide assessments. Regular testing (STAR Reading and Mathematics assessments) ensure that student learning is continually evaluated and individual areas of weakness are addressed. Collaboration among faculty members (ELL, Title I, interventionists, general education, and special education) is key to meeting student goals and evaluating their overall academic progress. Students participate in a Life Skills program to discuss violence prevention, drugs and alcohol, peer pressure, etc.

Component 7: Evaluation

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

The Targeted Assistance program is continually evaluated through student achievement scores and progress over time. STAR Reading and Mathematics assessments are administered and evaluated every 2 weeks, and student progress on standardized testing is examined.

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 Targeted Assistance program is continually evaluated through student achievement scores and progress over time. STAR Reading and Mathematics assessments are administered and evaluated every 2 weeks, and student progress on standardized testing is examined. The Scantron test scores are an important source of data to evaluate student progress and are compared to the STAR assessment scores.

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?

The Targeted Assistance program is continually evaluated through student achievement scores and progress over time. STAR Reading and Mathematics assessments are administered and evaluated every 2 weeks, and student progress on standardized testing is examined.

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))

The Targeted Assistance program is continually evaluated through student achievement scores and progress over time. STAR Reading and Mathematics assessments are administered and evaluated every 2 weeks, and student progress on standardized testing is examined. A team consisting of teachers, administrators, counselors, and Title I teachers evaluate student progress on a regular basis to determine if they need to continue to receive services. Based on collective student progress, services are continually evaluated and changed when necessary.

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

We did not change any of the goals from the previous year.

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



HMS 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))

An annual Title I meeting will be held in the fall to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the rights of parents involved. Parents are notified of the meeting with a phone call and with a letter, which is sent home in both English and Spanish. The meeting is conducted three times throughout the day (morning, afternoon, and evening) to accommodate parent schedules. A translator is present at all three meetings.

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.

An annual Title I meeting will be held in the fall to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the rights of parents involved. Parents are notified of the meeting with a phone call and with a letter, which is sent home in both English and Spanish. The meeting is conducted three times throughout the day (morning, afternoon, and evening) to accommodate parent schedules. A translator is present at all three meetings.

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).

Parents will be offered the opportunity to be involved in the planning, review and improvement of the Title I program throughout the school year. A parent representative from HMS will attend the district Title I meeting to offer feedback. Further, parents are involved in the development of the Parent-School compact. The CIP and Parental Involvement Plan are housed in the media center and main office with a handout that allows them to leave feedback at any time.

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

Parental Involvement funds are allocated to the school by the district office. These funds have been used to purchase iPads that can be checked out for use by students, reading materials for students to take home, and to provide parent workshops.

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))

All information concerning the Title I program and student progress is sent home in both English and Spanish. Interpreters are also present at all Title I meetings and parent workshops.

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))

The initial draft of the School-Parent Compact was developed by the Title I teacher and HMS administration. The rough draft of the compact will be presented to parents at the annual Title I meeting, where they were encouraged to provide input and offer comments. Parents will be invited to take the compact home and discuss it with their child. They are also encouraged to meet with their child's teachers and Assistant Principal McBride to discuss their ideas and concerns regarding the compact. Additionally, the compact contains blank bullet points so that parents can add to the compact anything they desire. A finalized version of the compact is then sent home.

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

Parents are encouraged to discuss any dissatisfaction with the Continuous Improvement Plan with the Assistant Principal. If parents would like to submit comments anonymously, there is a sheet provided for them in the media center and main office with copies of the CIP.

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 Parent Involvement Committee, working closely with school administration, provides programs and activities that encourage and support parental involvement in the education of their child. Programs and activities are offered at various times throughout the day (morning, midday, and evening) to allow parents the greatest opportunity possible to attend. Such activities include workshops to help parents interpret standardized testing results, the adolescent brain, helping students develop study skills, and any other programs parents request. Translators are also present for EL families.

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 Parent Involvement Committee, working closely with school administration, provides programs and activities that encourage and support parental involvement in the education of their child. Programs and activities are offered at various times throughout the day (morning, midday, and evening) to allow parents the greatest opportunity possible to attend. Such activities include workshops to help parents interpret standardized testing results, the adolescent brain, helping students develop study skills, and any other programs parents request. Translators are also present for EL families.

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 Parent Involvement Committee, working closely with school administration, provides programs and activities that encourage and support parental involvement in the education of their child. Programs and activities are offered at various times throughout the day (morning, midday, and evening) to allow parents the greatest opportunity possible to attend. Such activities include workshops to help parents interpret standardized testing results, the adolescent brain, helping students develop study skills, and any other programs parents request. Translators are also present for EL families.

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 Parent Involvement Committee, working closely with school administration, provides programs and activities that encourage and support parental involvement in the education of their child. Programs and activities are offered at various times throughout the day (morning, midday, and evening) to allow parents the greatest opportunity possible to attend. Such activities include workshops to help parents interpret standardized testing results, the adolescent brain, helping students develop study skills, and any other programs parents request. Translators are also present for EL families.

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.

The Parent Involvement Committee, working closely with school administration, provides programs and activities that encourage and support parental involvement in the education of their child. Programs and activities are offered at various times throughout the day (morning, midday, and evening) to allow parents the greatest opportunity possible to attend. Such activities include workshops to help parents interpret standardized testing results, the adolescent brain, helping students develop study skills, and any other programs parents request. Translators are also present for EL families.

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))

An interpreter is present at HMS every Wednesday to call parents and translate documents regarding individual academic assessment results. All documents are sent home in both English and Spanish. STAR Reading and Mathematics Assessment reports are sent home each nine weeks, and Assistant Principal McBride has made clear to parents that she is available to meet with them regarding the report and using the report to develop strategies to help their child continue to improve.

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



 HMS Coordination of Benefits

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)
 HMS ACIP Committee Signature Page		• 1
 HMS Coordination of Benefits		•