

HOOVER CITY SCHOOLS

LEA Title I Targeted Assistance Plan Educational Services 2019 - 2020

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TARGETED ASSISTANCE PLAN

Hoover City Schools (158)

Superintendent: Dr. Kathy Murphy

Title I Coordinator: Dr. Debra Walker Smith

Title I TA Schools:

Green Valley Elementary (350)

Principal: Mrs. Amy Gregory

Rocky Ridge Elementary (760)

Principal: Dr. Dil Uswatte

Trace Crossings Elementary (820)

Principal: Mr. Quincy Collins

Shades Mountain Elementary (810)

Principal: Mrs. Melissa Hadder

Gwin Elementary (365)

Principal: Dr. Kimberly White

Simmons Middle School (425)

Principal: Mr. Kevin Erwin

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Introduction and Overview of Program

The LEA Title I Plan is reviewed yearly and revisions are made after the district analyzes test scores.

Hoover City Schools Priority Statements 2019-2020

1. Teachers will utilize data from the RtI process to assist students in demonstrating a proficiency by being "on track" to meeting individual growth targets.
 2. Curriculum and instructional practices will be aligned to the Alabama Courses of Study to support student proficiency
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3. Cultivate a positive school climate that creates the necessary conditions for teaching and learning
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Title I Local Educational Agency Plan
As Required Under Section 1112

2a. Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students.

Section 1112(b)(1)(B)

Hoover City Schools administers the following classroom-based assessments to progress monitor student growth: Fast Bridge, Istation, SRI/SMI (Math and Read 180), and Scantron.

System-wide and individual school results are disseminated to the schools by the central office administrators. Individual student progress is reported to parents through teacher/parent conferences, mid-grading period progress reports, report cards and the signed return of student performance activities. Open houses, PTO/PTA meetings, district and school level parent seminars, and parenting activities which focus on instructional strategies are additional ways of informing parents on interpretation of test data, school improvement programs and supplemental services. The results of all state mandated assessments are distributed to families in a timely manner after receipt.

Central office administrators present an analysis of the test data to the Hoover Parent Teacher Council, The Hoover Board of Education, and at individual school faculty and

parent meetings. The Hoover Parent Teacher Council meets each month to discuss all aspects of student learning.

Title I TA schools use evidence-based instructional materials for teaching reading and/or mathematics. Istation is used at all Title I schools for Tier II and Tier III intervention support. All elementary schools use PNOA for math intervention.

2b. Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by identifying students who may be at risk for academic failure.

Section 1112(b)(1)(C)

Each school has a Continuous Improvement Committee (CIP) that meets regularly to review data, develop the annual ACIP, monitor its effectiveness, and make needed adjustments to ensure that all students meet the state's achievement standards. Schools use Problem Solving Teams (PST), English Learners (EL) committees, and IEP teams to discuss at-risk students and to determine the most appropriate educational plan for each student.

- **to effectively identify students who may be at-risk for reading failure or who are having difficulty reading through the use of screening, and classroom-based instructional reading assessments as defined under Section 1208;**

The Hoover City School District has developed a Response to Instruction (RtI) plan that all elementary schools follow. The reading assessment component of this plan includes the use of universal screeners, progress monitoring, and benchmark assessments.

2c. Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards.

Section 1112(b)(1)(D)

Intervention in reading and math is provided through Tiers II and III through the elementary RtI plan. Supplemental reading and/or mathematics instruction is provided in Title I schools through additional hired staff funded by the school's Title I allocation. Twelve full time teachers, and one paraprofessional are paid with consolidated Title I funds to provide specific one-on-one remediation instruction, small group instruction, and/or tutoring within the classroom setting. English learners are supported through EL instruction in all schools with additional financial assistance from Title III, state, and local funds. All elementary schools are Alabama Reading Initiative sites which have reading coaches who provide professional development and coaching for teachers in addition to providing in-class assistance. Each Title I TA school has a Continuous Improvement Plan (CIP) which outlines specific details of support as the needs among the schools in the district are not the same. The district does not supplant services or staff with federal funds. Services and staff are supplemental and provide students with remediation opportunities which are not funded through local or state funds.

2d. Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Section 1112(b)(2)

Staff professional development activities for Title I schools are correlated to each school's specific identified needs related to instructional improvement as identified through school-based needs assessments, teacher evaluations, teacher surveys, parent surveys, and moving students from basic to proficient and advanced levels of performance through evaluation of student assessment data. Disaggregating assessment data at the district and local school(s) identify specific academic weaknesses, drive curriculum decisions, and direct decisions made on the types of high quality, sustained professional development based on the state's professional development standards. The federal programs director is a member of the LEA planning team for professional development.

Title II and Title III funds are used to support local school needs as well as those more global instructional improvement needs identified by high-stakes tests. Title I staff are eligible to participate in activities provided from all federal funding sources. Appropriate staff development is selected to support the activities described in the individual schools' improvement plans. The Hoover City School District has developed and implemented a plan to ensure that all teachers in all schools meet the state's rigorous certification requirements. Goals and strategies for each plan developed for the individual school mirror the goals and strategies for the district so that there is no fragmentation of services.

2e. Describe how the local educational agency will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Section 1112(b)(3)

Hoover City Schools is fortunate to have a large applicant pool for every position posted. The personnel in Human Resources review each applicant's certification status, and provides a list to administrators of those approved for interview. This screening process ensures that all teachers meet the state's certification requirements. Therefore, no disparities result for any subgroups of our student population being taught by ineffective, inexperienced, or out-of-field teachers.

2f Describe how the local educational agency will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d), School Support and Improvement Activities for schools identified as 1) Comprehensive Support and/or 2) Targeted Support.

Section 1112(b)(4)

Hoover City Schools currently doesn't have any schools identified as in need of comprehensive or targeted support. If this status should change, the district will implement all requirements associated with this designation to provide support for students to reach/exceed state required academic benchmarks.

2g. Describe the poverty criteria that will be used to select school attendance areas under Section 1113, Section 1113 states an LEA may only use Title I funds in an eligible school attendance area (ESEA Section 1113(a)(1)), which is a school attendance area in which the percentage of children from low-income families is:

- At least as high as the percentage of children from low-income families served by the LEA as a whole;
 - At least as high as the percentage of children from low-income families in the grade span in which the school is located; or
 - At least 35 percent, (ESEA Section 1113(a)(2)) Except as provided below, if Title I funds are insufficient to serve all eligible school attendance areas, an LEA must:
 - Annually rank, without regard to grade spans, eligible school attendance areas in which the percentage of children from low-income families exceeds 75 percent (the “75 percent poverty threshold”) from highest to lowest according to poverty percentage; and
 - Serve the eligible school attendance areas in rank order, (*ESEA Section 1113(a)(3)). For determining the number of children from low-income families in a secondary school, an LEA may estimate that number by applying the average percentage of students from low-income families in the elementary school attendance areas that feed into the secondary school to the number of students enrolled in school.
 - Before the LEA may use feeder patterns to determine the poverty percentage of secondary schools; the LEA must notify its secondary schools to inform them of the option; a majority of its secondary schools must approve the use of feeder patterns. (ESEA Sections 1113(a)(5)(B) & (C),) and LEA may lower the poverty threshold to 50 percent for high schools served by the LEA. (ESEA Section 1113(a)(3)(B))
- Section 1112(b)(5)

The poverty criteria used to select schools for Title I funds is based on the number of children eligible for free/reduced meals under the National School Lunch Act. Schools are determined eligible based on the district’s average percentage of poverty of the children from low-income families as it compares to total school enrollment. Schools are eligible to receive Title I funds based on the percentage of low-income families. Schools are listed in rank order based on poverty percentages and receive funds based on highest percentage of free/reduced lunch funds. The delivery location for Title I funds and services may change from year to year based on the free/reduced lunch data which defines the rank order of the individual schools.

2h. Describe the nature of the programs to be conducted by such agency’s schools under sections Schoolwide (Section 1114) and Targeted Assistance (Section 1115) and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected or delinquent children in community day school programs.

Section 1112(b)(6)

A student is identified as neglected through the state defined at-risk factors by the school or central office staff. Assessments are used for placement in the various school programs.

Delinquent students are identified through the enrollment/withdrawal procedure at the local school. A child who has been removed from the home setting due to Department of Human Resources or court involvement is enrolled immediately in lieu of having enrollment documents. The child is automatically approved for free/reduced lunch, and the school staff works directly with the court system and other designated agencies on the development of an educational plan. If the child is placed in a facility outside the district attendance area that offers an educational component, the child is withdrawn from school and then re-enrolled with the acceptance of grades and work completed during the placement. Hoover City School District does not have any facilities in the attendance area for neglected or delinquent students.

For the 2019-2020 school year, six schools, Green Valley Elementary, Trace Crossings Elementary, Rocky Ridge Elementary, Shades Mountain Elementary, Gwin Elementary, and Simmons Middle School will receive Title I Targeted Assistance funds.

Approximately 365 students will be served this year by consolidated Title I funds.

Eligible students at each school are identified as those failing or are at-risk of failing to meet the local and state achievement standards. A triangulated, multi-criteria process is used utilizing summative and formative assessment as well as teacher surveys and input to create a rank order of service. The data is input into an Excel spreadsheet utilizing predetermined weights. Each school conducts a needs assessment annually to determine target subjects. All students are evaluated for Title I services, and those who indicate the highest need on the ranking sheet are identified to receive supplemental services funded by Title I funds in either reading or mathematics.

Once students have been identified for Title I services, school staff meet with the parents of the selected students to review test scores, provide input on the Title I Parental

Involvement Plan, review and sign the Parent Compact, and sign permission for their child to receive Title I services. Parents are informed of the school's curriculum offerings, instructional strategies, and how they can support their children at home. They are encouraged to work with their child at home on the academic remediation materials, and are provided numerous opportunities to participate in parent meetings to learn strategies so they can become active partners in the learning process at home. The Title I schools hold an annual Title I parent meeting, and the CIP is reviewed by parents.

- 2i. Describe the services the local educational agency will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.).**
Section 1112(b)(8)

The Homeless Policy assures there are no enrollment barriers for students who wish to attend a school in the Hoover City School District. Homeless students are identified through the enrollment procedure and on the enrollment form. It is the responsibility of the school enrollment personnel and/or school principal to report to the attendance coordinator, who also serves as the homeless liaison any student that may qualify as homeless. A student's parent or guardian must verify the student is being housed or sheltered in the Hoover district if not previously enrolled in the district. If previously enrolled, the homeless liaison completes an investigation and then aligns services, which may include transportation, depending on the family needs and situation. Funds to aid students who are homeless are found in the Title I set-aside. The amount of the homeless set-aside is discussed at the Federal Programs Advisory Committee Meeting. Homeless funds purchase needed classroom supplies, pay school fees, field trips, and athletic fees in order that the student has the opportunity to participate in all school activities.

- 2j. Describe, if applicable, how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs.**
Section 1112(b)(9)

The Hoover City School District does not have *Even Start*, *Head Start*, or *Early Reading First* programs in any school.

Hoover City Schools was awarded five First-Class Pre-K programs during the 2019-2020 school year. These programs are located at the following schools: Greystone Elementary, South Shades Crest Elementary, Gwin Elementary, Green Valley Elementary, and Rocky Ridge Elementary. Students were randomly selected via a lottery. The district welcomes this program, and the Director of Federal Programs and the Director of the First-Class Pre-K program work collaborative to ensure all guidelines are followed. An annual meeting will be held in the spring to assist with transitioning students into Kindergarten.

2k. Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

Section 1112(b)(10)(A)

The Hoover City Schools District Leadership Team was formed to ensure that all children meet the state's challenging content and performance standards. Supplemental services within the Hoover City School District are coordinated through the leadership team which focuses their efforts on curriculum and instruction, data assessment, and analyzing the current effectiveness of current programs. Team members include district administrators, program coordinators, and directors. This team meets monthly to review how to provide the most efficient and effective means of services to all students with specific emphasis given to subgroups of children identified in need of remediation.

Members of the Leadership Team are also on the Hoover Parent Teacher Council, (HPTC) which is comprised of approximately 35-40 parents who meet monthly and hear reports from the superintendent, assistant superintendents, curriculum directors, special education coordinator, test coordinator, federal programs director and school

administrators. The HPTC parent group is involved in all aspects of collaborative programming.

All district staff and administrators participate in the district and local school planning teams and recognize that school academic improvement and academic improvement planning are integral influences of the yearly Title I planning process for students in Title I school(s). The resources provided by Title I funds are directed to targeted students. Coordination of all programs and services is achieved through reviewing assessment data from analyzed data. Collaboration of resources and personnel provides the most direct and appropriate services to students identified in need of specific remediation assistance. Assistance is provided through supplemental services, supplemental materials/supplies, and additional personnel assistance. A triangulated, multi-criteria process is used utilizing summative and formative assessment as well as teacher surveys and input to create a rank order of service. The data is input into an Excel spreadsheet utilizing predetermined weights. All assistance is provided with regard to the original and primary source of support for the identified student(s).

The Hoover City Board of Education's Title I LEA Plan provides a specific framework for federal program guidance. This guidance encourages collaboration, establishes local school guidance, integrates parental support and training, and provides essential information on management. The consolidated plan is a framework for determining how resources of federal programs will be used. It is developed through a collaborative effort across all federal programs, along with parent and administrator input, and it integrates federal program goals with state and federal legislation. Funding from federal programs addresses students not achieving grade level benchmarks in the areas of reading and math as identified on the district's yearly test scores. The Title(s) I, II, III, and the coordinators of Career Technical Education plan resources in joint meetings after reviewing data analysis. This year all coordinators worked together to identify goals, strategies and actions plans for the consolidated application for federal funds.

Inclusion of special needs students in Title I TA schools assures that Title I funds further supplement existing resources to each student. Children with special needs are eligible for Title I services based on the rank-ordering process and by recommendations made by the IEP team. The Hoover City School District does not receive funds from part A of Title VII, but the plans are in place should that designation change in any given year.

2l. Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through coordination with institutions of higher education, employers, and other local partners.

Section 1112(b)(10)(B)

Hoover City Schools uses the advisory committees associated with its career and technical education academies to assist in the successful transitioning of students. The College and Career Counselor and Career Coach collaborate with appropriate building and district administrators, teachers and business and industry partners to coordinate a plan for post-secondary education and/or career opportunities.

2m. Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Section 1112(b)(11)

School counselors, administrators, general education teachers and specialty teachers when appropriate (special education, gifted, and English as a Second Language) meet to discuss the appropriate supports needed for success during annual transition meetings. This vertical collaboration helps to provide students with the best academic plan that is aligned with academic need and student interest. Career counselors and the Career Coach assist students in developing a four-year plan that is reviewed and adjusted annually.

2n. Describe how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of student, as defined in Section 1111(c)(2) (economically

disadvantaged; students from major racial and ethnic groups; children with disabilities; and English learners).

Section 1112(b)(12)(A)

Hoover City Schools utilizes Positive Behavioral Interventions and Supports (PBIS) to reduce the overuse of discipline practices that remove students from their classrooms. This additional support to schools and teachers assists by providing an evidence-based three-tiered framework to improve discipline practices. Discipline data is disaggregated and reviewed by subgroup to ensure appropriate measures are being used with all stakeholder groups (economically disadvantaged, students from major racial and ethnic groups, children with disabilities, and English learners).

2o. Describe if determined appropriate by the local educational agency, how such agency will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State.

Section 1112(b)(12)(B)

Hoover City Schools is privileged to have career academies that are supported by business and industry partners. These academies were chosen due to high skill/high demand/high wage data that was received from the Alabama State Department of Education's Career and Technical Education Department. During the 2019-2020 school year, the Riverchase Career Connection Center opened to provide additional career and technical education opportunities for students. These programs are supported by Carl D. Perkins, and state and local funds.

2p. If determined appropriate by the local educational agency, describe how such agency will support programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

Section 1112(b)(13)(A)

Hoover City Schools has a dynamic Cooperative Education Program at Hoover High School and Spain Park High School. These programs provide opportunities for student to work with and be mentored by industry partners while receiving academic credit. These work-based learning opportunities are supported by Carl D. Perkin's, as well as state and local funds.

2q. Describe any other information on how the local educational agency proposes to use funds to meet the purpose of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist

schools in identifying and serving gifted and talented students.
Section 1112(b)(13)(B)

Hoover City Schools has a very robust gifted and talented program. However, this program is not funded by any federal funds.

2r. Describe any other information on how the local educational agency proposes to use funds to meet the purpose of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.
Section 1112(b)(7)

Hoover City Schools is extremely proud of its library programs. These programs provide an opportunity for students to develop digital literacy skills and supports academic achievement. However, these programs are not funded by federal funds.

2s. Describe the strategy the local educational agency will use to implement effective parent and family engagement under
Section 1116.

District-wide parent and family engagement activities are planned through the Hoover Parent Teacher Committee (HPTC) which is comprised of approximately 30-40 parents representing every school in the district. This committee meets once a month with the superintendent, assistant superintendents, program coordinators, and directors. Parents participate in academic and auxiliary program planning at the individual school level. Each school plans activities for parent education in academic curriculum, test interpretation and ways to actively participate in helping all children in the school achieve academic success. Interpreters are present at many of the parent meetings, and letters sent home to parents about parent involvement activities are written in a language they can understand. A resource list of interpreters in various languages is sent to each building principal each year. Funds to have letters, handbooks, policies, and discipline procedure translated are paid to individual interpreters from local funds or are done on a volunteer basis.

Hoover City Schools has a Parent and Family Engagement Plan that covers all requirements of *ESSA*. Each Title I school has a parent and family engagement plan and a school-parent compact that are revised each year by a committee which includes Title I and other parents in the identified school.

Each Title I school participates in a district Annual Title I Parent Meeting in September. At this meeting, parents review and are given access to the Federal Requirements Section (Part V) and the Parental Involvement Plan (Part VI) of the school's Continuous Improvement Plan (CIP) (electronically or paper if requested). They are provided information for the LEA Parent and Family Engagement Plan and are encouraged to review the LEA Title I Plan. Parents are also given copies of the Parents Right to Know document. The LEA Title I Plan, the LEA Parental Involvement Plan, and the Parents Right to Know document are also posted on the Hoover City Schools web site. Each school's ACIP is posted on the school web site. Also, parents are given copies of the school-parent compact, which includes the required components. These documents are retained at the school for use by teachers working with Title I participating families. Parents are active participants in the planning and review process of the school-parent compacts annually.

In addition to the local school parent meetings and activities, the federal programs director and Title I teachers host district parent meetings to provide information to parents to support parent instruction at home. Communication between school and home is also supplemented and enhanced with additional meetings and communication from the Title I teacher throughout the school year. Each Title I school has a parent resource center. Title I funds are used to purchase materials and instructional tools for parent use.