



ACIP

Homewood Middle School

Homewood City School District

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Homewood Middle School, located in Jefferson County, is part of an independent school district in Homewood, Alabama, a suburb community of the Greater Birmingham Metropolitan area. Homewood Middle School is the only middle school feeding Homewood City School District's one high school (Homewood High School). Homewood Middle School is fed by three elementary schools (Shades Cahaba Elementary, Hall Kent Elementary, and Edgewood Elementary), each with its own unique characteristics and culture.

Homewood Middle School serves approximately 1030 students in grades six through eight with 84 certified faculty members and numerous additional support staff. Our student body is extremely diverse, with nearly 23 languages spoken within our student body. Approximately 57% of our students are Caucasian, 22% are African American, 11% are Hispanic, and 10% are another ethnicity. Homewood Middle is a Title I school, with approximately 30% of our students receiving free or reduced-price meals. Approximately 33% of our student body is transient.

Homewood Middle School has been at its current location off Valley Avenue for eleven years in a LEAD facility that promotes green initiatives for conservation and efficient management of resources. During the 2013-2014 school year, Homewood Middle School was proud to be recognized as a United States Department of Education Green Ribbon School.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Homewood City Schools is to educate and empower all students to maximize their unique potential. We embrace our diversity and value the experiences it provides all students in Homewood to accept others, honor difference, and collaborate within our community to achieve our mission. Homewood Middle School offers a rigorous curriculum in core academic courses, as well as a variety of elective choices include Fine Arts, STEM courses, athletics, Robotics, and academic teams to aid students in identifying their interests and talents. HCS is a school system that embraces and is guided by the principles in the district strategic plan.

Homewood Middle School and Homewood City Schools hold students to extremely high standards and offer them an exceptional educational experience, based upon their individual needs. Students are expected to enroll in Algebra I in 8th grade rather than Pre-Algebra, and a math team course is offered in both 7th and 8th grades if students desire an even greater challenge. Additionally, 8th grade students have the option of registering for Pre-AP English. For students who exceed standards, have demonstrated mastery through assessment of required standards, or need an additional challenge, HCS has an Enrichment program and acceleration plan in place. Homewood Middle School also provides both individual and small-group support to students who are struggling academically or socially. Mathematics and reading tutors are available daily to provide support within the general education classroom and through small group pullout. Further, research-based programs such as Vocabulary Journey, VMath Live, SPIRE, Language Live, TransMath, Inside Algebra, Linda Mood Bell reading, and Fast Forward are available. Two counselors are also on staff to offer academic support, social skills training, individual and group counseling sessions, and guidance lessons. Finally, students are offered EL support and instruction, computer lab before and after school, and course information on teachers' courses in Schoology.

Homewood City Schools is guided by a commitment to our Strategic Plan and has adopted the following belief statements:

1. Diversity enriches our community and enhances learning
2. High expectations foster excellence
3. Innovation creates pathways to engagement, exploration, and relevance
4. A culture of support rooted in relationships

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

All of Homewood Middle School's teachers are highly qualified, and the majority hold advanced degrees. Fourteen HMS teachers are National Board Certified. HMS continues to strive to improve the number of National Board Certified teachers by offering monetary incentives and providing support to teachers who are going through the certification process with mentors.

The Homewood Middle School administration, faculty, and staff have worked diligently the past few years to improve students' reading and mathematics skills. The daily class schedule reflects this, as it is organized to emphasize literacy and numeracy. According to data from STAR reading and mathematics assessments, all grade levels meet or exceed the expected level of performance.

Homewood Middle School clubs and organizations are successful on both a state and national level. During the 2013-2014 school year, Homewood Middle School and the HMS Environmental Club were recognized as a United States Department of Education Green Ribbon School for their efforts with the community garden and recycling program. Our band and choir programs are consistently honored with superior rankings at state competitions. Additionally, for the twelfth year in a row, Homewood has been named one of the Best 100 Communities for Music Education by the NAMM Foundation, which recognizes schools and districts that are committed to providing students with access to comprehensive music education. Further, the math teams for each grade level are often in the top five in the state, with individual students earning top ten awards. Finally, the HMS Robotics teams regularly wins first place in competitions.

Additional Information

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

Homewood Middle School continues to find unique ways to incorporate technology into the daily culture of the school. We currently implement a Bring Your Own Device policy among students. Our school and district also have adopted an online platform for learning (Schoology) and Google Apps for Education that expand beyond the school day and assist with collaboration. Each HCS school houses a technology specialist to assist teachers with finding innovative ways to incorporate technology into their daily instruction, particularly emphasizing the development of student skills and opportunities to engage with technology.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Teachers were asked to volunteer for service on the Continuous Improvement Team. The CIP is a truly collaborative effort, and all teachers are involved in developing the goals, strategies, and action steps included in the plan.

All teachers participate in department meetings, technology meetings, and instructional planning one day each week. This time is built into the school day at Homewood Middle School, with each teacher having approximately 90 minutes per day without students. In instructional planning meetings, which include all faculty members and administrators, teachers were given a summary of data that included STAR assessment scores and Scantron scores. After discussing the data, teachers broke in to departments to further analyze the data for their area of responsibility and develop goals, strategies, and action steps for their area to be included in the Continuous Improvement Plan.

Parental involvement is high at Homewood Middle School. The parent representative for the CIP team currently has one student enrolled in Homewood Middle School and is very involved in both the community and the school. Several teachers on the CIP team are also parents of HMS students. Additionally, the CIP is shared at a Parent-Teacher Organization meeting and is always available in the media center for parents to read and provide feedback.

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

Teachers were asked to volunteer for service on the CIP team. A group that included representatives from all grade levels and subject areas, including electives, special education, and Title I, was chosen. Additionally, all counselors and administrators served on the team. Although the CIP was written primarily by the team, the plan was a collaborative effort, and all teachers and faculty members were involved in its development.

All teachers participate in department meetings, technology meetings, and instructional planning one day each week. In instructional planning meetings, which include all faculty members and administrators, teachers were given a summary of data that included STAR assessment scores and Scantron scores. After discussing the data, teachers broke in to departments to further analyze the data for their area of responsibility and develop goals, strategies, and action steps for their area to be included in the Continuous Improvement Plan.

Parental involvement is high at Homewood Middle School. The parent representative for the CIP team currently has one student at HMS and is very involved in both the school and the community. Several of the teachers on the CIP team are also parents of HMS students. The CIP is shared with parents in a Parent-Teacher Organization meeting and Title I parent sessions. Further, a copy is always available in the media center for parents to read and provide feedback.

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

The final improvement plan is discussed regularly with administration, faculty, and staff members in department and instructional planning meetings. The CIP was communicated to parents and community members in Parent-Teacher Organization meetings and Title I parent sessions. Three Title I meetings were held (morning, afternoon, and evening) to accommodate a variety of schedules. The CIP is available in the media center and in the main office for parents and community members to review and provide feedback at any time.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		HMS Data Summary 18-19

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

When looking at the total group of students as assessed by STAR Mathematics, all grade levels show a mathematics grade equivalency at or above grade level during the last school year.

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

When looking at the total group of students as assessed by STAR Mathematics, all grade levels show a mathematics grade equivalency at or above grade level during the last school year.

Which area(s) indicate the overall highest performance?

According to the 2017-18 STAR data, 90% of HMS students scored above the 25th percentile in Math.

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

Because the assessment program has recently changed from ASPIRE to Scantron, we do not have data to support a trend for any subgroup.

Between which subgroups is the achievement gap closing?

Because the assessment program has recently changed from ASPIRE to Scantron, we do not have data to support a trend for any subgroup.

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

Our Scantron data and STAR Reading and Mathematics assessments all show similar findings.

Areas in Need of Improvement

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

According to the 17-18 Scantron Data, African American and Hispanic students' average scaled score was below the overall student average scaled score in Reading and Math.

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

Because the assessment program has recently changed from ASPIRE to Scantron, we do not have data to support a trend for any subgroup.

Which area(s) indicate the overall lowest performance?

According to the 2017-18 STAR data, an overall lower performance in Reading was indicated by the fact that 17% of students scored below the 25th percentile in Reading, while only 10% of students scored below the 25th percentile in Math.

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

Because the assessment program has recently changed from ASPIRE to Scantron, we do not have data to support a trend for any subgroup.

Between which subgroups is the achievement gap becoming greater?

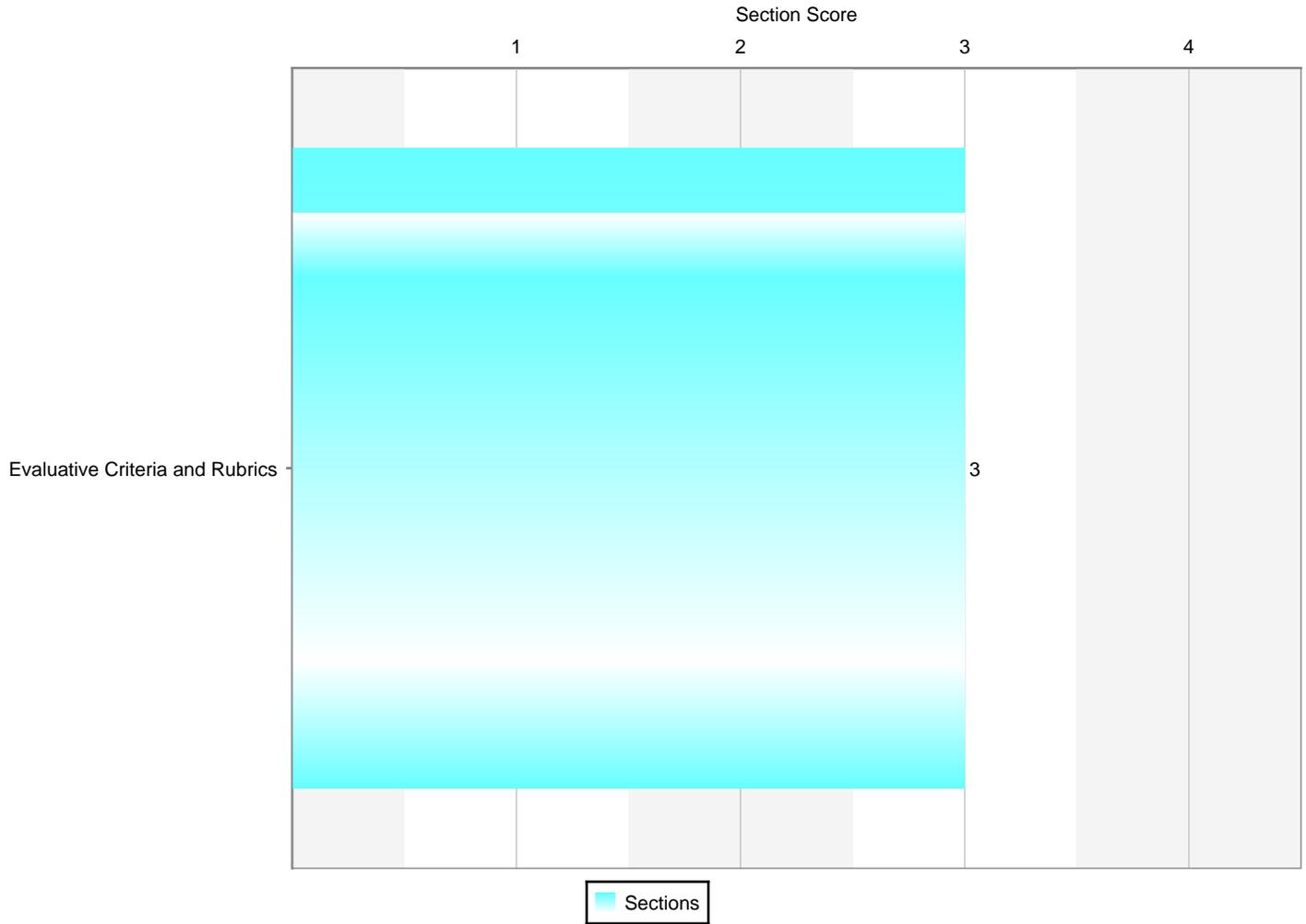
Because the assessment program has recently changed from ASPIRE to Scantron, we do not have data to support a trend for any subgroup.

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

Findings are consistent among STAR Reading and Mathematics assessment data and Scantron data.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		School Improvement Plan Team 18-19

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		non-discrimination policy 18-19

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Dr. Betty Winches, Assistant Superintendent for Curriculum and Instruction 450 Dale Avenue Homewood, Alabama (205)-870-0803	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes		Parent Involvement Plan 2018-19

ACIP

Homewood Middle School

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes		Title I Parent Compact 18-19

Goals and Plans for ACIP 18-19

Overview

Plan Name

Goals and Plans for ACIP 18-19

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Homewood Middle School students will be proficient in Reading.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$2139
2	Homewood Middle School students will be proficient in Reading.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$60000

Goal 1: Homewood Middle School students will be proficient in Reading.

Measurable Objective 1:

demonstrate a proficiency : 3% of 6-8 grade students will demonstrate a reading proficiency increase in the area At of Above Benchmark. by 05/23/2019 as measured by STAR Reading.

Strategy 1:

Intervention - Teachers and Administrators will identify students for Tier II and Tier III Reading

Category: Develop/Implement Professional Learning and Support

Activity - Tier II Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students complete 100 minutes per week of research-based vocabulary program during class, as well as during before and after school computer lab.	Academic Support Program	08/20/2018	05/23/2019	\$2139	Title I Part A	Language Arts teachers and Computer Lab Teacher

Goal 2: Homewood Middle School students will be proficient in Reading.

Measurable Objective 1:

demonstrate a proficiency : 3% of 6-8 grade students will demonstrate a reading proficiency increase in the area At of Above Benchmark. by 05/23/2019 as measured by STAR Reading.

Strategy 1:

Intervention - Students will be pulled out for 45 minutes per day for participation in small group, research-based reading intervention program

Category: Develop/Implement Professional Learning and Support

Activity - Tier III Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
45 minute daily, small group, research-based reading intervention program	Academic Support Program	08/13/2018	05/23/2019	\$60000	Title I Part A	Tier III Reading Intervention Teacher

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier III Reading Intervention	45 minute daily, small group, research-based reading intervention program	Academic Support Program	08/13/2018	05/23/2019	\$60000	Tier III Reading Intervention Teacher
Tier II Reading Intervention	Students complete 100 minutes per week of research-based vocabulary program during class, as well as during before and after school computer lab.	Academic Support Program	08/20/2018	05/23/2019	\$2139	Language Arts teachers and Computer Lab Teacher
Total					\$62139	

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Accreditation Survey Analysis

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Parents, students, and staff all indicated a high level of satisfaction with Standard 4: Resources and Support Systems. For example, 96% of parents, 91% of students, and 96% of staff feel that the school maintains facilities that support student learning. Further, parents and staff indicated a high level of approval of the protection of instructional time. Others areas in which Homewood Middle School scored well with parents, staff, and students were setting high expectations for all students and having a purpose statement clearly focused on student success. However, staff and students scored the school higher in these areas than did parents. The school also was scored well in the are of technology integration

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Areas of particular stakeholder satisfaction and approval as indicated by stakeholder surveys include: high expectations for all students and a purpose statement clearly focused on student success, technology integration, protection of instructional time, and facilities.

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

These findings are consistent from other stakeholder feedback sources such as the PRIDE survey.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Areas that indicate the overall lowest level of satisfaction are individualizing instruction (Staff: 4.06; Parents: 3.22; and Students: 3.37) and collecting input from stakeholders (Staff: 4.17 and Parents: 3.56).

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Areas that indicate the overall lowest level of satisfaction are individualizing instruction and collecting input from stakeholders.

What are the implications for these stakeholder perceptions?

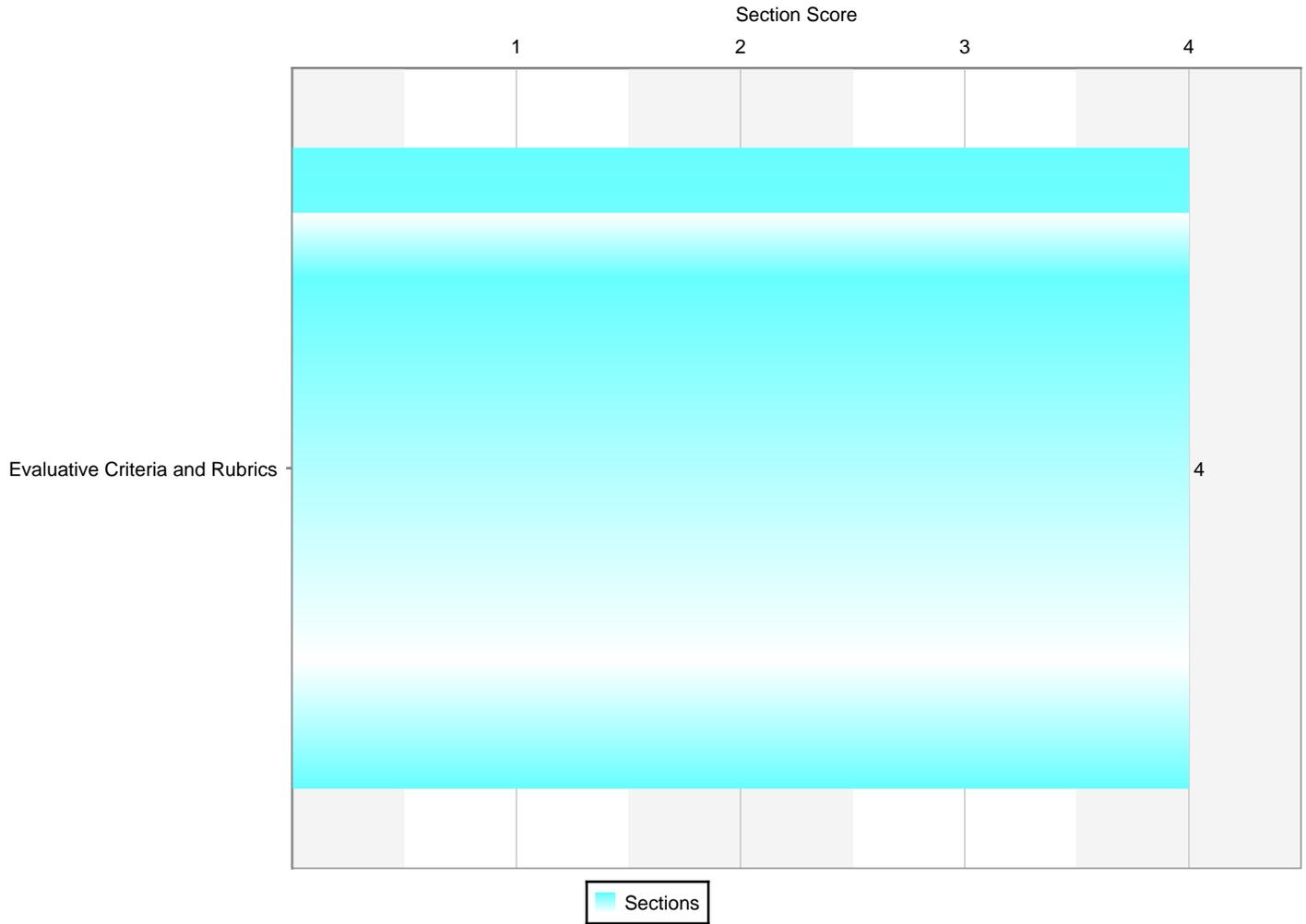
Because of the results of these stakeholder surveys, all faculty members have included differentiated instruction in their Professional Learning Plans, and it will be our primary focus for the 2014-2015 school year. Further, HMS is making a conscious effort to increase parental involvement and opportunities for stakeholder input.

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

These findings are consistent with other stakeholder feedback sources such as accreditation reports from the 2013-2014 school year and the PRIDE survey.

Report Summary

Scores By Section



Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The Instructional Leadership Team began by analyzing standardized testing results of all students. We reviewed a variety of assessments such as Scantron, STAR Reading and Math, ACCESS, and AAA. The team discussed the areas of strengths and weaknesses 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, Scantron scores, 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?

Homewood Middle School serves grades 6-8.

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 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 matrix receive Title I, Part A program services in mathematics. In Mathematics, students attend a research-based intervention program provided by Title I tutors 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 performance on the Scantron Reading and/or Mathematics tests, failure of language arts and/or mathematics the previous school year, teacher recommendation, and average performance from January 2018 to August 2018 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 completed by the Title I teacher and the Assistant Principal for Curriculum and Instruction. The matrix examined their performance on a mathematics and/or reading ASPIRE assessment, failure of reading and/or mathematics the previous school year, teacher recommendation, and average performance from January 2018 through September 2018 on the STAR reading and/or mathematics assessment. Students who scored highest on the reading and/or the mathematics matrix were placed in 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.

Component 3: Incorporated Into Existing School Program Planning

1. 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 (ASPIRE), 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 4: Instructional Strategies

1. What evidence indicates effective methods and instructional strategies are in place at the school that help provide an accelerated, high-quality curriculum? (Sec. 1115)(b)(2)(G)(i))

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 elective or half of their Language Arts or Mathematics block. 8th grade students are pulled from elective or 45 minutes of their social studies or science block.

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

Goal 1:

Homewood Middle School students will be proficient in Reading.

Measurable Objective 1:

demonstrate a proficiency : 3% of 6-8 grade students will demonstrate a reading proficiency increase in the area At or Above Benchmark. by 05/23/2019 as measured by STAR Reading.

Strategy1:

Intervention - Teachers and Administrators will identify students for Tier II and Tier III Reading

Category: Develop/Implement Professional Learning and Support

Research Cited:

ACIP

Homewood Middle School

Activity - Tier II Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students complete 100 minutes per week of research-based vocabulary program during class, as well as during before and after school computer lab.	Academic Support Program	08/20/2018	05/23/2019	\$2139 - Title I Part A	Language Arts teachers and Computer Lab Teacher

Goal 2:

Homewood Middle School students will be proficient in Reading.

Measurable Objective 1:

demonstrate a proficiency : 3% of 6-8 grade students will demonstrate a reading proficiency increase in the area At of Above Benchmark. by 05/23/2019 as measured by STAR Reading.

Strategy1:

Intervention - Students will be pulled out for 45 minutes per day for participation in small group, research-based reading intervention program

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Tier III Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
45 minute daily, small group, research-based reading intervention program	Academic Support Program	08/13/2018	05/23/2019	\$60000 - Title I Part A	Tier III Reading Intervention Teacher

Component 5: Title I and Regular Education Coordination

1. How does coordination with the regular classroom program occur, including transition strategies, which may include services to assist preschool children in the transition from early childhood programs to elementary school programs? (Sec. 1115(C)(b)(2)(C))

The 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 6: Instruction by Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements? What action is being taken to meet this requirement?	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

Component 7: High Quality and Ongoing Professional Development

1. How does the school provide professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program? (Sec. 1115)(b)(2)(D))

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 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills beyond the regular school day.

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 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 a social worker who works 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 a social worker who works 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 9: Coordination and Integration of Federal, State and Local Programs and Resources

1. How does the Targeted Assistance program coordinate and integrate federal, state, and local services and programs to ensure that participating students achieve proficient or above on statewide assessments?

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. HMS also participates in the Homewood Movement, which emphasizes wellness and nutrition.

Component 10: 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 progress of eligible children, and revise the targeted assistance program if necessary, based on the evaluation, to ensure continuous improvement of students in the Targeted Assistance program? (Sec. 1115(b)(2)(G)(iii))

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 evaluated student progress on a regular basis to determine if they need to continue to receive services. Based on collective student progress, service are continually evaluated and changed when necessary.

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

No.

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

We changed from a Math goal to a reading goal due to the fact that we had a larger percentage of students scoring below the 25th percentile in reading than in Math.

Coordination of Resources - Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program.

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	47.71

Provide the number of classroom teachers.

47.71

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2764333.0

Total

2,764,333.00

Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	2764333.0

Total

2,764,333.00

Assistant Principal

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

Provide the number of Assistant Principals.

1.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	2764333.0

Total

2,764,333.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	2.0

Provide the number of Counselors.

2

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	2764333.0

Total

2,764,333.00

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	2.0

Total

2.00

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Administrators.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total 0.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total

0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	15963.0

Total

15,963.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	4789.0

Total

4,789.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total

0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	28524.0

Total

28,524.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	5115.0

Total

5,115.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	254763.0

Provide a brief explanation and breakdown of expenses.

1 targeted assistance Title I Reading Teacher

1 math tutor

Tier II Instructional support

professional learning in reading and math

Title II

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

Provide a brief explanation and a breakdown of expenses.

professional learning in reading, math, science, and technology
instructional leadership
national and state conferences; consultants and presenters

Title III

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

Provide a brief explanation and a breakdown of expenses.

funds targeted to non-Title I schools

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

n/a

Title V

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	30897.0

Provide a brief explanation and breakdown of expenses.

(funds held at central office; shared with high school)
professional learning for career tech
instructional materials

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	30897.0

Provide a brief explanation and breakdown of expenses.

(funds held at central office & shared with high school program)
materials, supplies, equipment for career tech
professional learning

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

Provide a brief explanation and breakdown of expenses.

n/a

Other

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

Provide a brief explanation and a breakdown of expenses.

contract mental health
behavioral screeners
technology / STEM
professional learning - guidance

Local Funds

Label	Question	Value
1.	Provide the total	2300634.0

Provide a brief explanation and breakdown of expenses.

19.89 teacher units: \$1,273,204

.6 counselor: \$27,212

.50 admin: \$56,838

17 instructional aides: \$943,380

Parent and Family Engagement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

Parent and Family Engagement

Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

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.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

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.
2. 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.
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 by students, reading materials for students to take home, and to provide parent workshops.

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.

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 York 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.

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 Assistant Principal York. 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

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

The 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.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

The 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.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

The 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.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

The 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.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

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.

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 York 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.