



HARTSELLE
CITY SCHOOLS

**Inspiring and Preparing *ALL* Students
for
Learning, Leadership, and Life.**

Hartselle City Schools

**Evaluation of
2019-2020 Programs and Goals**

**Plans for
2020-2021 Programs and Goals**

**Title I Consolidated:
Parent and Family Engagement: The Annual Evaluation**

What were our student achievement goals this year?

Reading and Math at FEB and CL, our two Title I Schools. See the Program Evaluation Report for details.

How did we work as partners with parents in meeting those goals?

Parent conferences, event nights, PTO meetings and reports of progress, parents involved in Spring 2020 (COVID) Google Meets, personal contacts during Spring 2020

How can we improve with actively involving parents in the activities of our schools?

Based on COVID survey feedback, parents were pleased with our outreach and contacts during COVID. A variation on that model would likely be well-received

Do we have any barriers to parent and family engagement that need to be addressed?

1. Poor contact data. We must be more proactive in securing updated phone numbers.
2. Early, positive interactions with teachers.
3. Early, positive interactions with principals.
4. Teachers need to be reminded that REMIND can translate urgent messages to non-English speaking parents.

How are we ensuring the distribution of our LEA and school parent and family engagement policy to all Title I parents?

All are notified on numerous occasions, and the plan is easily found on-line and in schools.

How can we improve on training that is offered to parents: To help them work with their child at home? To help them to be active partners in LEA and school decision-making?

Because we have had excellent parent participation in IEPs via Google Meet, we should consider “hosting” some of our family nights via Google Meet once all Chromebooks are delivered and we are 1:1.

How can we improve on training that we offer school staff/teachers to help them to work more effectively with parents?

Teachers are receiving “reminder training” regarding Chapter 10 of the EL Toolkit. Variations on this can apply to all parents.

Based on these evaluation findings, what changes do we want to make to our parent and family engagement policy for next year?

Add a virtual piece with more training and Q and A sessions and to permit more positive interactions.

Title I Consolidated Spending 2019-2020

Teacher salaries were funded in order to reduce class sizes and offer opportunities for more personalized instruction.

Crestline:

Whole or Portions of salaries of
1.00 Reading Intervention

0.89 3rd Grade

3rd Grade Reading Scores as of Mid-Year Checkpoint on STAR Assessment of Reading:

BOY % Reading on or above grade level = 28% * MOY % Reading on or above grade level = 52%

OVERALL (K and 1) DIBELS: BOY % = 45% MOY % = 59%

OVERALL (2 and 3) STAR: BOY% = 55% MOY % = 95%

Title I Consolidated Spending 2019-2020

Teacher salaries were funded in order to reduce class sizes and offer opportunities for more personalized instruction.

F.E. Burleson:

Whole or Portions of salaries of	
0.50 Intervention (Retired Teacher Contract)	1.00 Kindergarten
1.00 2nd Grade	0.08 1st Grade

Kindergarten Reading Scores as of Mid-Year Checkpoint on DIBELS Assessment of Reading:

BOY % Reading on or above grade level = 22%	MOY % Reading on or above grade level = 20%
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1st Grade DIBELS Assessment of Reading:

BOY % Reading on or above grade level = 41%	MOY % Reading on or above grade level = 42%
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2nd Grade STAR Assessment of Reading:

BOY % Reading on or above grade level = 30%	MOY % Reading on or above grade level = 41%
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We know these scores increased by End-of-Year (EOY), and we would typically use those scores to measure growth. But students took their EOY tests virtually, and many scores seemed inflated. Though the EOY test scores would have looked better, teachers and principals felt more comfortable using the MOY scores to consider strategies for next year.

Title II Spending 2019-2020

HCS used most of its Title II money to support class size reduction in Grade 6 math. The new math standards require students to choose a math path when they are in junior high school. Essentially , they choose a math pathway that ends in calculus or one that ends in Algebra II/ Trig.

Efforts to reduce class size in Grade 6 were aimed at addressing the math gaps of students who might choose the higher math pathway if they could have a bit more math success and math confidence.

1.00 Teacher Unit

Data:

Scantron Express Data

As of Fall Benchmark- 59/125 met grade level benchmark 47.2% (October)

As of Winter Benchmark- 57/118 met grade level benchmark 48.3% (February)

English Learners-

HCS does not receive Title III funds.

It is the intent of the Hartselle City Board of Education that every student with a primary home language other than English who is identified as a Language Learner be provided with the opportunity to participate in an English as a Second Language program.

- English Learners (ELs) are identified at the point of enrollment. All enrolling students are given the “Home Language Survey” to identify those whose home language is something other than English.
- Students’ language proficiency is assessed using the W-APT (WIDA-ACCESS online placement test), and instructional decisions for the student are made based on the results of that assessment. HCS strives to enable the EL student to become competent in listening, speaking, reading and writing in the English language. Instruction shall emphasize the acquisition and mastery of English to enable EL students to participate fully in the benefits of public education.
- ACCESS 2.0 (Assessing Comprehension and Communication in English State-to-State) for ELs is administered annually to all English Language Learners in Kindergarten through 12th grade. The ACCESS 2.0 assessment will assess the language students need to process or produce in various school contexts. Each assessment item and task will target at least one of the five WIDA Standards:
 - Social and Instructional Language
 - Language of Language Arts
 - Language of Mathematics
 - Language of Science
 - Language of Social Studies

EL students’ composite score on the ACCESS 2.0 must be a 4.8 or higher to exit the EL program. An Exit Letter verifies this.

English Learners- Overall Scores on Spring 2020 ACCESS

	1- Entering	2- Emerging	3- Developing	4- Expanding	5- Bridging	6- Reaching
Count of Students Across All Grade Levels and Clusters	3	3	12	4	1	0

2020-2021- HCS has 59 English Learners.

21 of these are active. 3/21 have an IEP.

23 of these have officially exited. 3/23 have an IEP. 5/23 are in the Gifted program.

15 of these are NOM PHLOTE. 2/15 are in the gifted program.

(National Origin Minority Primary Home Language Other Than English)

ACCESS Scores:

1/21 exited with a 5.2

13/21 increased

3/21 decreased

1/21 remained the same

3/21 took for the first time

Things we know to be true:

- Students who come to us in K and 1 grow proficient at a faster rate than those who come to us later.
- Students who come to us in K and 1 and stay with us graduate.
- Students who are involved in activities/ extracurriculars have more social interactions in addition to their academic interactions. This variety of interactions empowers them to grow proficient at a faster rate than those students who do not get involved.
- Engaged parents are a difference-maker with English Learners just as they are with all students.

Title IV-A Spending 2019-2020

HCS used its Title IV-A allocation toward the salary and benefits of a district-level Registered Nurse who supervises each building-level nurse and the care of all HCS students with the greatest needs.

We used the funds in this way to:

1. Provide more consistency of care across the district for our medically fragile students. A district level professional was able to oversee the training of school level nurses and to ensure that Care Plans were being followed. This RN can also worked with substitute nurses to provide a continuity of medical care for these students.
2. In addition to those medically fragile students, this medical professional was able to address the needs of many students with diabetes, asthma, severe food allergies, and other serious medical conditions. Having a “point person” in the care of these students ensured their safety.

Our goal was to improve the attendance of those medically fragile/ serious condition students by first acting to better address their health issues and then being able to offer peace of mind to parents that their medically fragile/ serious condition students would be well cared-for. COVID skewed a complete assessment of those attendance numbers.

Thank goodness we had a District RN, though. We didn't know planning for and addressing COVID was in our future when we allocated these funds!

State At-Risk Funds

In 2019-2020, HCS used these funds to place an employee in the In-School Intervention (ISI) classroom.

This placement allows this classroom to exist, and the presence of this classroom means students who might otherwise face out-of-school suspension are kept in school with teachers and assignments.

This employee is additionally charged with reaching out to this student in an effort to help the student learn self-regulation skills and find a more productive path.

Absenteeism, truancy, medical issues, social/emotional issues, academic issues, home and family issues... all of these increase a student's risk of dropping out of school or of making it to graduation but without the needed skills to be college or career ready.

This use of at-risk funds is one part of the remedy to a complex problem.

State “High Hopes” At-Risk Funds

These are State funds and not Federal funds, and they are part of a competitive grant.

HCS received funding in 2018-2019 to send 5 teachers through their first year of Multisensory Structured Language Education (MSLE) training. This 2-year, intensive program equips teachers with strategies for instructing students with reading struggles/dyslexic tendencies.

In 2019-2020, HCS again received the funding to send that same cohort of teachers through their second year of training.

This better equipped our teachers to address struggling readers and then, when the Alabama Literacy Act was introduced, we began the re-training process of teachers with several already skilled.

Proposed spending of funds
available for the
2020-2021 School Year...

CARES Act Funding

This is the funding received from the Federal Government to use toward Covid-19-related expenses. HCS was **allocated \$1,234,787.00**

The following were considered in the determination of the best use of these funds:

1. Unexpected, virus-related, expenses incurred in Spring 2020.
2. Feedback from Parents and Students regarding safety and wellness strategies during a school re-opening.
3. Feedback from Parents and Students regarding distance learning and tech needs in the event of an additional school closure period.
4. Feedback from Principals, Teachers, and Staff regarding safety and wellness strategies during a school re-opening.
5. Feedback from the Tech Coordinator, Teachers, and Staff regarding distance learning programs and tech needs in the event of an additional school closure period or individual student quarantine periods.
6. Feedback from the CNP Coordinator regarding the safe preparation and serving of food.
7. Feedback from the district-level RN regarding general best practices.
8. Feedback from the Superintendent, the Central Office staff, and the Board of Education.

Federal Cares Act Funding Associated with COVID-19 Recovery:

GEERS Funding with a \$206,957.00 allocation:

mClass Reading for Tier II (struggling) K-4 readers

GoFormative for 2nd-12th students (aligns with State-purchased Schools PLP)

Elementary/ ARI-aligned Summer Literacy Camp for Summers 2020, 2021, 2022, and 2023

ESSER Funding with a \$244,222.00 allocation:

631 Chromebooks to move toward the 1:1 Tech Initiative

Freckle virtual learning program for all K-4 students in reading and math

Cleaning and sanitization products

Benefit costs for the District Nurse who worked Summer 2020 even though she is a 9 month employee

Health and Wellness Funding with a \$322,662.00:

School-level nurses' salaries

UV Lights for sanitization

Screening equipment (thermometers/ scanners)

Development of isolation areas/ sick bays in school health rooms

Mental Health resources

Remote Learning Funding with a \$460,946.00 allocation:

MacBooks to enable teachers to teach traditionally, virtually, and to record lessons for quarantined students

258 Chromebooks

iPads (SpEd)

Dell Computers (Career Tech)

Title I Consolidated

(HCS's Title I Schools are FEB and CES)

Allocation: \$301,602.00

Budget and Rationale for 2020-2021

HCS focuses on teacher salaries in order to reduce class sizes and offer opportunities for more personalized instruction. Approximately \$250.00 will be set aside for homeless students.

In 2020-2021 we propose funding classrooms in grades 1 and 2 at Crestline and at F.E. Burleson.

Why grades 1 and 2? These early grades are key to developing literacy skills. Alabama's Literacy Act is a piece of what drives this decision.

Why not K? Early scores in K are not always indicative of deficiencies. They sometimes reveal a simple lack of exposure to literature or early literacy skills. K students are the easiest to move to proficiency.

What about COVID Slide? That's certainly a piece here. Are students struggling because they did not grasp taught K or 1 material, or are they struggling because they were not taught *often* enough to fully grasp the material? That is what HCS is attempting to learn and address through this grade 1 and 2 focus.

Title I Consolidated
(HCS's Title I Schools are FEB and CES)

Allocation: \$301,602.00

Monies set aside:

\$250.00 for Homeless students' needs.

\$12,646.00 is set aside to meet administrative costs.

\$12,351.00 is set aside to meet indirect costs.

And \$276,350.00 remains for building allocations.

Title II-A Supporting Effective Instruction

Allocation: \$67,388.00

**Teacher Salary and Benefits- \$63,068.00
Development-**

Administration of Funds-

Professional

Budget and Rationale for 2020-2021

Process--

Review winter formative testing data from elementary schools

Consider informal teacher talk/concerns re: student needs/ COVID Slide

Review Spring 2020 survey data

Discuss overall PLP areas for teacher growth and PD

Consider potential class sizes

Consider PD teacher-surveys from Spring 2019

Consider computer science pathways and HCS qualified teachers for class options

Discuss impact of teacher mentoring program on bringing new teachers to proficiency

Consider shift to new Math Course of Study and impact on students choosing a math pathway in junior high and high school.

Discuss impact of teacher development on customized learning and student engagement... Removing Barriers to Enrollment, Engagement, and Academic Progress.

Priorities:

Class Size Reduction: Allows for more productive small group minutes because groups can be smaller and more teacher attention can be given to individuals. The new math standards have pathways for students in junior high and high school. A student whose math skills are weak in grade 7 and who may consider the less rigorous math track (ie. the culminating, senior year math course would NOT be calculus) may be better equipped to make the choice with more personalized instruction in grade 6.

Additionally, there are issues with COVID Slide that the classroom teacher must address.

And so HCS proposes the funding of Hartselle Intermediate School: Grade 6 Math

The **Professional Development** piece of the Title II-A will align with the reading content outlined under Title I Consolidated or teacher preparation for the new Math Standards outlined above.

Title IV-A

HCS proposes that its Title IV-A allocation of \$22,674.00 be used toward the salary and benefits of a district-level Registered Nurse who supervises each building-level nurse and the care of all HCS students with the greatest needs.

We wish to fund the district-level Registered Nurse for the following reasons:

1. Covid-19 has introduced a new obstacle to our overall wellness strategies. It is prudent to have a medical professional overseeing the development of and implementation of strategies designed to mitigate the impact of the virus.
2. Across the district we have several medically fragile students. A district level professional is needed to oversee the training of school level nurses and to ensure that Care Plans are being followed. This RN can also work with substitute nurses to provide a continuity of medical care for these students.
3. In addition to those medically fragile students, we have many students with diabetes, asthma, severe food allergies, and other serious medical conditions. Having a “point person” in the care of these children ensures their safety.

As before, our goal is to increase the attendance of these students in our traditional classrooms.

The HCS Plan for English Learners

HCS will continue to support ELs through appropriate screenings, instruction, support, and regular assessing. We will continue to align our practices with those set forth in the WIDA Can Do Descriptors and our standards for performance with those in the WIDA Standards.

We will work to remove barriers to enrollment, engagement, and academic excellence. We will reach out to the families of ELs just as we reach out to all families.

We will continue to evaluate our students and our practices as we seek parity of involvement and engagement together with proficiency in the acquisition of language.

The HCS Plan for Students in the Foster Care System

HCS is part of a consortium with Morgan County Schools and Decatur City Schools and all agree to basic tenets of service for students in foster care. Because these students are often very fragile upon arrival to their foster homes, and because more upheaval and change often creates more stress for these students, this consortium agrees that... based on the recommendations of a committee that determines what is educationally best for these students.... the students can remain in their home schools no matter the address of the foster home, or they can move to the school within the address of the foster home no matter the address prior to being placed in foster care. Transportation is also arranged and funded when needed.

There are other pieces to the full plan, but this one impacts barriers to enrollment.

The HCS Plan for Homeless Students

HCS aligns its policies with the McKinney-Vento Act and its practices with recommendations that align with the act.

Fixed * Regular * Adequate

Living where?

Money issues?

Abandonment?

By choice?

Stable?

Abuse?

Has there been a crisis?

Is this a typical home?

Basic needs met?

There are other pieces to the full plan, but the goal is to remove barriers to enrollment, engagement, transportation, school breakfasts and lunches, and academic success.

The HCS Plan for Students Who Are Found to be Neglected or Delinquent

In alignment with ESSA and with Alabama's Compulsory Attendance Law, HCS uses the State's guide for assisting students as they move **from** school to a facility/home or back **to** school from a facility/home.

Because we now have Mental Health Coordinator who who oversees and reaches out to our at-risk students, we will have additional support for these students in our efforts to remove barriers to enrollment, engagement, and academic progress.

State At-Risk Funds for 2020-2021

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