

Identify a specific goal:

The selection of an Online Professional Development Tool to be used to enhance the skills of teachers and ultimately increase student achievement, such as:

- **Heinemann Digital Campus Courses for teachers complete with videos of authors teaching model lessons, example of student work, opportunities for feedback, and readings from Heinemann texts (presented by expert authors).**
- **Knowledge Delivery Systems – online strategic professional development. Research based courses available 24/7 and aligned with state standards. Course Presenters such as Marzano, Ruby Payne, DuFour’s, and Charlotte Danielson and others.**
- **Scholastics (Nextpert) – Next Generation Instruction to help teachers select courses to improve their practice. Blended Professional Support: Job embedded coaching, High Quality Lessons, RB Instructional Strategies/Practices, Assessment Building Wizards, and more.**
- **ASCD (PD Online) – Job embedded courses that link to real world practices. A variety of topics such as Common Core State Standards, differentiated instruction, leadership, technology, and more.**
- **PD360 - Common Core 360™, the Common Core Standards implementation product in the Educator Effectiveness System, offers a comprehensive set of tools and resources that walks you through every step of Common Core implementation, and has been featured by the Fordham Institute as a prime example of a successful resource for implementing the Common Core Standards. Common Core 360 contains the largest library of Common Core training videos available with over 300 videos and counting (new videos are added every two months).**
- **Technology Integration – Synergetics Diversified Computer Services to align technology tools with curriculum for increased student achievement by connecting technology and media to specific content strands and objectives. Providing teachers with technology Professional Growth Courses designed to increase student engagement and maximize instructional time. Examples include the following: Math to the Max with Common Core Standards; Technology Integration with ELA for Common Core; 21st Century Science; Social Studies 2.0**

- **Curriculum and Assessment Management – Smart Solutions, Think Link, Global Scholars, Data Works, Information Transport Solutions (ITS)**

Mobile County Public School System

November 16, 2018

SY 2016-2018

Identify a specific goal:

To provide teachers with the following:

- **Integration and alignment - access to instructional resources for implementing the College and Career Ready Standards.**
- **Technology – embedding available technology in classroom instruction to impact student instruction and learning(technology rich learning activities for students) by ensuring educators are capable of using technology in the classroom**
- **Higher Order Thinking Skills – instructional strategies to help teachers progress a specific standard/objective through the levels of Web/Hess providing instruction for students at all levels as well as rigor.**

How was the goal identified? What specific data was used?

ACT ASPIRE and ACT scores indicate the following:

In 2016, 48% of 4th grade students and 72% of 8th grade students were not proficient in Math on the ACT Aspire; 59% of 4th grade students and 58% of 8th grade students were not proficient in Reading; 15% of 11th grade students benchmarked in Math on the ACT *with* Writing and 23% were proficient in Reading.

List the strategies and activities or action steps that will be planned to accomplish the goal.

Schools will use a variety of professional development models to increase teachers' knowledge and skills in teaching **College and Career Ready** Reading and Math such as the following:

- Professional learning communities (PLC's) with regular and special education teachers meeting together for data analysis, review of student work, and intervention planning;
- Teachers and administrators will engage in intentional, on-going, and systemic training for CCRS
- Instructional strategies (Rigorous Instruction, Engaging and Effective Teaching Practices, and Web/Hess Professional Development).
- Technology-based programs such as STAR Reading/Math, Accelerated Reader, as well as, Reading measurement (DIBELS and STAR)
- ESL instructional strategies, and differentiated instruction strategies for addressing special needs learners.
- ARI Reading Specialist – works with Tier 2 schools focusing on third grade reading; and provide system-wide training on quality instruction and assessment
- Conferences:

These professional development opportunities are scheduled from October, 2016 until July, 2018. Specific dates vary from school to school.

1. Who is responsible for monitoring progress and sustaining effort?

- Curriculum supervisors and curriculum coordinators
- Special Education Specialists
- ESL Coordinator
- Principals
- School’s ACIP Committee members
- the Assistant Superintendents Pre-K – 12
- Chief Academic Officer and Superintendent

2. How will the goal be evaluated? Include an explanation of progress monitoring that will be done throughout the year.

- School-developed End of Quarter Tests (EQTs) for all core-subjects
- STAR Testing
- Common Formative Assessments
- ACT Interim assessments provide a formative measure of student academic progress
- ASPIRE and ACT provide summative measures of student progress.
- Each school holds grade-level/content-based data meetings in collaboration with special education personnel on a regular basis to allow these professional learning communities to analyze data for specific deficiencies and to develop individual and small group interventions.

3. Budget and Funding Source(s):

Title I	
Title II	
Title II - Technology	
Local	
Reading Total	\$

1. Identify a specific goal: (identify content areas, grades, and subgroups)

The Mobile County Public School System will develop Teacher Leaders who are knowledgeable of the CCRS and will provide job embedded guidance to teachers in their schools as well as collaborative support for Administrators, in an effort to enhance their knowledge and leadership skills while preparing them to be future school administrators.

2. How was the goal identified? What specific data was used?

This goal was first indicated by the Leadership members who found it hard to fill rapidly growing administrator vacancies with limited number of qualified applicants interviewed. Based on the district’s accountability data and estimates from the Human Resources Division that indicated the district was in need of a succession plan due to the median age of about 50 for both principals and assistant principals.

3. List the strategies and activities or action steps that will be planned to accomplish the goal. Include a specific time line.

The Mobile County Public School System will established a system of Leadership Programs to enhance the leadership knowledge and skills of teacher leaders and aspiring administrators.

4. Who is responsible for monitoring progress and sustaining effort?

The district’s Executive Leadership, PreK – 12 Assistant Superintendents, the Staff Development Coordinator, and the Principals are responsible for monitoring progress and sustaining this leadership development effort.

5. How will the goal be evaluated? Include an explanation of progress monitoring that will be done throughout the year.

District Succession Plan for Administrators: An increased pool of qualified applicants applying for Assistant Principal Positions and ultimately Principal Positions.

6. Budget and Funding Source(s):

<i>Title II</i>	\$
<i>Leadership Total</i>	\$

LEA EQUITY PLAN

Revised June 2016

LEA Mobile County Public Schools	Contact person completing form (print or type)Phone #251-221-4650 John Powell
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Equitable distribution is the strategic placement of teachers in order to insure that poor or minority children are not taught by inexperienced or out-of-field teachers at higher rates than are other children.

Analyze district teacher data to determine if inequities exist in assignment of inexperienced or out of field teachers within the LEA in regard to the distribution of teachers in high/poverty/high minority versus low poverty/low minority schools.

1. Provide a description of any inequities in the assignment of inexperienced or out of field teachers within the LEA in regard to the distribution of teachers in high/poverty/high minority versus low poverty/low minority schools.

Occasionally it is difficult to attract certified Math and Science teachers to high/poverty/high minority schools and neighborhoods.

2. Describe the immediate and long term strategies the LEA will implement to ensure that poor and minority students and those in schools identified for improvement are not taught by inexperienced or out-of-field teachers at higher rates than other students. Include a description of how financial resources and staff will be allocated to those schools.

Strategies may include: *Reassignment of teacher to ensure equity, recruitment programs to increase the number of experienced highly qualified teachers, improvement of school climate, financial incentives provided to increase number of highly qualified teachers, other incentives provided to increase number of highly qualified teachers, other(provide detail).*

<i>LEA Actions</i>	<i>Resources (Fund Source/ \$\$)</i>
<ul style="list-style-type: none"> • The MCPSS District is offering \$10,000 Signing Bonuses to certified Math and Science teachers to work in hard-to-fill high/poverty/high minority schools. The bonuses are paid out over a three-year period. • Personnel Administrators in Human Resources go on recruiting trips seeking college graduated certified Math and Science teachers. The recruiters visit area colleges and particularly visit colleges with high minority student populations urging them to teach in our schools. • Mentoring of inexperienced teachers is done by retired system teachers to assist the new teachers in becoming successful. • Tutoring of higher grade Elementary Teachers is done to help prepare them for the Middle School Praxis so that they may become certified Math Middle School Teachers. • Advertising is done in print and electronic media as well as social media, seeking math and science teachers for the district. • From time to time entire schools are re-staffed in an effort to be sure that the entire school is staffed by Highly Qualified and efficient teachers. New principals are placed in those schools so as to help affect a more positive school climate. 	<p>Title II \$30,000</p> <p>Title II \$7,000</p> <p>Title I \$10,500</p> <p>Title I \$11,000</p> <p>Title II \$7,000</p> <p>No additional funding</p>

3. Evaluation: Provide a description of how the LEA will evaluate the effectiveness of these strategies.

The Human Resources Division keeps statistics on the number of vacancies in the system each school year on the opening day of school. We will be able to tell the success of the program by looking at the number of science and math teachers hired in contrast with the number of opening of school vacancies in science and math.

The number of elementary teachers gaining additional teacher certification in math is easily measured from year to year.

The success of the mentoring of the new inexperienced teachers can be measured by determining how many teachers return for their second year as well as the summative evaluations of those teachers from year to year.

Mobile County Public School System
Division of Federal and Special Programs

Title I Plan



2016-2017

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Documentation of Process:

The planning process used each year for the Mobile County Public School System's (MCPSS) Title I program begins with a review of the data with the district's Federal Programs Advisory Committee. The Advisory Committee includes community stakeholders, parents, regular program and special education teachers, counselors, and administrators. The Advisory Committee meets yearly. The planning process includes a review of the district's Comprehensive Needs Assessment (CNA).

Participants are encouraged to speak freely and to make suggestions for the improvement or revision of the Title I plan. They are invited to offer constructive criticisms that they believe will be pertinent to the instructional program in Mobile County. At the end of the second meeting, feedback on current school year Title I activities is solicited. The committee is encouraged to make recommendations for program changes for the next school year. The suggestions are used to make adjustments or improvements as needed.

After the plan has been reviewed and concerns are addressed, the plan is submitted to the Superintendent and the Federal Programs Executive Director for approval. If further discussion is required, an additional meeting is scheduled to provide clarity.

In addition, **each** school is required to develop **an ASSIST Continuous Improvement Plan (ACIP)**. School Improvement specialists from the Federal Programs office are assigned to assist the schools in the development of the ACIP. The ACIP is electronic and is stored on the AdvancED ASSIST platform. The ACIP is available to parents and the general public for review upon request.

Title I, Part A: Improving the Academic Achievement of the Disadvantaged:

The purpose of the Title I, Part A program is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education, and reach, at a minimum, proficiency on state academic achievement standards and state academic assessments. The use of data and data driven processes assist with the early identification of students experiencing academic difficulties and provide instructional assistance to help these students. Funds in a Title I program are used to supplement the regular educational program and may not be used to provide services that are otherwise required by law to be made available to children. These funds are used to supplement services already offered by the district.

The Mobile County Public School System serves seventy-nine (79) Title I schools. Seventy – nine Title I schools operate as schoolwide schools. In addition, the district operates a Just 4 Developmental Laboratory for four-year olds across the district. Title I set-aside funds are used to support this Lab.

A. High Quality Academic Assessments:

MCPSS utilizes teacher made End of Quarter Tests (EQT) as an additional academic indicator to measure progress for the district. The EQTs contain questions relating to the objectives that have been taught during that quarter for a specific course. The EQTs are administered according to the MCPSS countywide schedule at the end of each quarter. Students in kindergarten through grade 5 are tested in the areas of reading and mathematics at the end of each quarter.

The science EQT is administered in grades 4-5. Students in grades 6-12 take EQTs in language

arts, mathematics, science, social studies, some fine art courses and JROTC. In grades K-3, the EQT counts 10% of the quarter average. In grades 4-12, the EQT counts as 20% of the quarter average.

The EQT results are used to improve student achievement by:

- providing teachers with data regarding students who did not master specific skills and need intervention;
- focusing re-teaching and tutoring efforts by using student specific information;
- providing principals with specific assessment information about specific courses in their schools;
- providing administrators with information needed to develop appropriate staff development opportunities;
- providing parents with information regarding their child's level of proficiency on objectives taught;
- providing formative assessments for teachers;
- assessing the effectiveness of the strategies contained in the Continuous Improvement Plan;
- identifying potential gaps in instruction for the school/grade/content areas.

B. Additional Indicators:

MCPSS utilizes Minimum Assessment Targets established by the district. A school dashboard is used to record and compare state and local goals. In addition to accountability data and EQT data, Common Formative Assessments (CFAs), Star Reading and Math, attendance, discipline data and other school level data are used to measure progress. Each quarter applicable data is updated.

C. Additional Educational Assistance:

All Mobile County schools offer additional academic assistance to children. In addition to utilizing extended learning through before/after and Saturday school programs, extended year or summer school programs, creative scheduling allows extra time to provide additional assistance to students to meet standards.

Mobile County provides a number of opportunities for struggling students to receive additional academic assistance {Re-Direct and Twilight (LEA funded), Reteach/Retest, Credit Recovery, Summer School, Saturday School}. The district's needs assessment reveals that students face many challenges and are lagging behind in reading and mathematics. State, local, and federal funds are consolidated to provide struggling students with additional educational assistance and the opportunity to obtain a high-quality education, and reach, at a minimum, proficiency on state academic achievement standards and state academic assessments. Following are some of the initiatives that offer additional opportunities for struggling students:

Engaging Youth in Engineering Program (EYE)

MCPSS in conjunction with the Mobile Area Education Foundation has established an **Engaging Youth in Engineering Program (EYE)**, a K-12 Workforce and Economic Development Initiative that is used in several elementary and middle schools. This program utilizes engineering challenges to motivate students to select higher level mathematics and

science courses in high school. There is a strong science component with requirements of additional science coursework and math enrichment activities.

ESL Program

Mobile County has approximately 2500 students who speak a language other than English and are provided additional academic support services. Again, Mobile County consolidates state, local and federal funds to fund ESL teachers that provide additional academic assistance to struggling ESL students.

Credit Recovery Program

Credit Recovery is a course-specific, skill-based extended learning opportunity for students who have been unsuccessful in mastering content or skills required to receive course credit or earn promotion. Credit Recovery is a teacher-assisted computer-based program (GradPoint). Credit Recovery courses are based on deficiencies rather than a repeat of the entire course or courses failed. Students are eligible for credit recovery if the final grade in the course is between 45% - 59%.

Skinny Block Classes

The Mobile County Public School System is committed to increasing the graduation rate for students in twelve high schools. In an effort to make the best use of the high school block schedule, a five block school day with four eighty-five minute blocks and one forty-five minute block is utilized. At the end of each semester, students could receive 4.5 credits. This schedule allows a response to instruction by ensuring a structured time to re-teach, intervene, enrich, and recover credits, based on the needs of the students.

D. Coordination of Title I, Part A Program with Title II Program:

The purpose of Title II, Part A is to increase student achievement by improving teacher and principal quality and by increasing the number of highly qualified teachers in classrooms. This is accomplished by preparing, training, and recruiting high-quality teachers and principals. Title II funds, coupled with Title I, Part A funds are used to fund professional development activities that support district initiatives and local schools as described throughout this document. Local Schools have an opportunity to apply for Title II Grants to address the professional development needs of their schools. Sixty-Seven Title II Grants were awarded for FY 2015-16 and Forty – Three in 2016-17. The district also coordinates professional development programs to provide opportunities that:

- focuses on preparing, training, and recruiting high-quality teachers and principals;
- allows for increased flexibility.

District Initiatives:

Mathematics Design Collaborative (MDC – Grade 4 - 10)

Algebra Nation

Discovery Education

Common Formative Assessments

New Principal Mentoring

New Teacher Mentoring

New Teacher Academy
Review 360
Literacy Plan
SREB Readiness Courses
SONDAY System
Traits Writing
Wonders Reading Program

Class-size Reduction:

There are approximately 20 teachers paid from Title II funds that are placed in high-poverty, low-achieving Title I schools for the purpose of reducing class size. The Title II program also funds a .5 supervisor and clerk that is responsible for the recruitment and retention of highly qualified teachers.

Technology:

Title I schools in Mobile County have invested thousands of dollars in technology. To maximize the use of this technology, the district employs six Technology Resource Teachers (TRTs) that are assigned to schools. These consulting teachers provide consistent and on-going professional development to classroom teachers in the appropriate use of technology as well as methods for incorporating the use of technology in their classrooms to improve student achievement.

E. Coordination of Other Educational Services Transition Activities:

Special Populations of Students:

The MCPSS has approximately 2500 limited English proficient students; approximately 400 Migrant students; approximately 5000 Homeless children and approximately 250 neglected and 100 delinquent students. The Executive Director over Federal Programs meets regularly with Division Heads through the entitlement process mid-year and end of year reviews to ensure that services are coordinated and these special populations of students receive adequate and meaningful services. The Special Education Executive Director, the Neglected and Delinquent Manager, Indian Education Liaison, the Migrant/ELL Coordinator, and the Homeless/Foster Care Staff regularly review data and monitor progress to ensure that these special populations of children have a fair, equal, and significant opportunity to obtain a high-quality education, and reach, at a minimum, proficiency on state academic achievement standards and state academic assessments.

Transitions:

Title I schools are required to conduct transition activities with other pre-kindergarten programs. The schools describe activities in their ACIP plans. We also encourage grade to grade transitional programs. The Federal Programs specialists monitor the plans and ensure that transition activities are implemented as described in the ACIP plans. Each school's transition activities support preschool, kindergarten, grade to grade and school to school transition activities as applicable. The district provides transition support and materials for child care, families, community stakeholders and Head Start to better transition students into Pre-K and kindergarten. Schools also provide "summer bridging and postsecondary transition activities. Materials to support these transition areas are also available at the district.

F. NAEP Assurance:

The MCPSS has and will continue to participate in the National Assessment of Educational Progress as requested.

G. Poverty Level Criteria:

MCPSS Federal Programs identifies schools to receive Title I federal funds based on the threshold of 35% and above Poverty Rate based on Direct Certification numbers (Community Eligibility Provision - CEP).

H. Targeted Assistance Schools:

The district currently has no Targeted Assistance Schools.

I. General Program Description including Neglected and Delinquent Programs:

a) GENERAL PROGRAM DESCRIPTION

The Alabama Department of Education requires any school that falls into one or more of the following categories to complete a Continuous Improvement Plan (ACIP):

- Schools that are designated for school improvement
- Schools that receive Title I funds (regardless of Title I status) or

The ACIP plan includes:

Executive Summary
Stakeholder Involvement
Student Performance Data
ACIP Assurances
Goals and Plans
Stakeholder Feedback Diagnostics
Strategies to Increase Parental Involvement
Title I/Targeted Assistance Diagnostics
Coordination of Resources

Schools develop their ACIPs based on the results of their needs assessment since needs among the schools in the district are not the same. Personnel from the central office monitor the development and implementation of the plans.

Budget information indicates that a large percentage of the schools' Title I funds are used for salaries and fringe benefits at the school level. Personnel include reading and math remediation teachers, attendance aides, and parental involvement specialists. Remaining funds are used for extended learning, professional development, supplemental materials, technology, and equipment.

b) GENERAL DESCRIPTION OF NEGLECTED AND DELINQUENT PROGRAM

The purpose of the Neglected or Delinquent Program is to support the operation of locally operated children's residential or correctional facilities and to:

- carry out high quality programs to prepare children and youth for secondary school completion, training, employment, or further education;
- provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment;
- operate programs in local schools for children and youth returning from correctional facilities, and programs which may serve at-risk children and youth.

Program Overview

Individualized educational opportunities and therapeutic intervention are offered to students to assist with successful transitions back to the community and the Mobile County Public Schools. Residential and emergency shelter care provides transitional and preventive treatment to abused children. Students are given training in pre-employability skills to promote a smooth transition into the work place.

All elementary, middle, and high schools have designated N or D School Contacts who serve as liaisons to the N or D agencies to facilitate the transition and academic needs of students returning from correctional facilities, the sharing of student assessments and academic records, improved communication between schools and N or D agencies, and action needed to respond to the immediate individual needs of N or D students.

Use of Funds

- Individualized testing and placement into individualized educational programs;
- Pre-employment skill training;
- GED preparation and testing;
- Academic credit for coursework completion
- Credit Recovery Program
- Extended Learning Opportunities

J. Title I, Part C: Migrant Education Program:

The purpose of the migrant education program is to provide migratory children and youth with appropriate educational and supportive services to help reduce educational disruptions that result from repeated moves. It also ensures that they meet challenging state content standards to prepare them for postsecondary education and employment.

Description

Schools enrolling migrant students employ a variety of strategies to meet the unique needs of migrants at each school. However, the overarching goals of the program at each school are to prepare students for academic success and help reduce the educational disruptions resulting from repeated moves. All Migrant program services begin with identification and recruitment of the migrant students who are then enrolled in the Alabama MIS 2000 database. Instructional and support services are then planned to meet the identified needs of the students.

Services/Activities to Migrant Students:

Extended Day Programs
Summer academic and enrichment programs
Parental Involvement activities
Family Literacy activities
ACT Preparation
School Supplies
GED assistance for Out of School Youth

Parental Involvement

Parents receive a translated pamphlet explaining the goals and activities of the Migrant program. Migrant parents are invited to participate in a minimum of two (2) Parent Advisory Committee meetings each year in which they have an opportunity to review the Migrant program budget and activities, data indicating Migrant student progress, and to make suggestions. School information is translated through the TransAct Translation Library and with the assistance of Migrant and Title III paid interpreters.

K. Pre-Kindergarten Program:

The purpose of Pre-Kindergarten is to provide educationally disadvantaged students with readiness skills enabling them to be successful at the next developmental level.

Philosophy

We believe young children should be involved in direct, hands-on experiences with people, objects, ideas, and events. Children's intellectual, social, emotional and physical development occurs naturally when they are engaged in active learning opportunities of exploration and discovery. Adults facilitate child-initiated activities that promote investigation, decision-making, cooperation, persistence and problem solving.

Services/Activities Available

The Mobile County Public School System serves at-risk children and their families in 58 pre-kindergarten classrooms at 32 high-poverty elementary school sites in the district. One of the thirty-two sites is The Just 4 Developmental Laboratory an early childhood center. Approximately eighteen (18) four-year olds, a teacher, and an assistant are placed in each Pre-K classroom. There are 1042 children currently provided Pre-K services. We also partner with Head Start and Home Instruction for Preschool Parents (Hippy) programs. We have five Title I schools with 12 Head Start classrooms onsite. There are 216 students participating in the Head Start program onsite at the five schools.

The Pre-Kindergarten program provides families and children with many experiences including:

- Parental involvement opportunities
- Health screenings (dental and vision)
- Field trips
- Parenting classes
- Movement classes
- Intervention referrals
- After school care (selected sites);
- Technology

L. School Improvement:

Although states are responsible for monitoring progress, schools and local educational agencies (LEAs) play the major roles in working toward proficiency for all students in core academic subjects. LEAs bear the primary responsibility for providing technical assistance to a school identified as Priority or Focus. The LEAs works collaboratively with the ALSDE to provide ongoing support to schools as identified by their Continuous Improvement Plan (ACIP). Federal Program and other Central Office administrators for the 2016-2017 school year will assist schools in gathering and interpreting test data, compiling longitudinal information, identifying strengths and weaknesses and addressing their needs by utilizing School Improvement funds and other resources appropriately.

District Improvement Goal(s)

Our district's strategy is anchored to a simple but bold vision – that every school will be a thriving school that prepares every student to graduate from high school ready for college, career and community.

The improvement process begins with the development of the ACIP. The ACIP is the schools' plan for improvement. All schools are required to establish school-based ACIP committees and the committees assist with the development of the ACIP. The ACIP committee is made up of administrators, regular and special education teachers, counselors, and community members, including parents. The first step in the continuous improvement process begins with the ACIP committee conducting a Comprehensive Needs Assessment (CNA). Principals at elementary, middle, and high schools are responsible for regularly meeting with the ACIP committee to assess needs at the building level, including input on instructional practice, data analysis, staff development needs, budgeting and community engagement activities.

The ACIP Committee, in collaboration with central office support, develop objectives, strategies and activities needed for student improvement. The school develops research-based strategies and activities, and aligns resources to address identified needs based on the focus areas identified at the system level. Completed plans are reviewed at the central office. The plans are closely reviewed to ensure that schools have developed plans that address the prioritized, data-driven needs of the schools. Plans are reviewed and amended as necessary by the district and school ACIP committee.

M. School Choice and Supplementary Educational Services:

N. Recruiting/Retaining Teachers:

Mobile County Public Schools (MCPSS) strives to attract and retain the highest quality employees who are capable and motivated to educate students. During 2016-17 transition year from NCLB to ESSA, the LEA must ensure that all teachers charged to Title I, Part A funds meet applicable state certification and licensure requirements.

The Human Resources Department recruits the highest quality employees to our district. The district also provides professional development opportunities through Academics Affairs which includes the Curriculum and Instruction Department, Special Education and district Staff Development opportunities that address teacher mentoring, programs that support new teachers

and ensures that schools provide in-house professional development in order to attract and maintain qualified staff. The district has set-aside \$30,000 in Title I funding and \$100,000 in Title II funds for teacher incentives/bonuses in hard to staff schools to assist in these efforts.

O. Homeless Education Program:

The purpose of the homeless education program is implement the provisions of the McKinney Vento Homeless Assistance Act which requires MCPSS to provide homeless and unaccompanied children and youth with appropriate educational and supportive services to ensure equal access to schools, help reduce educational disruptions, address attendance and other problems arising from repeated moves, and ensure that they participate in and meet challenging state content standards that will prepare them for postsecondary education and employment.

Philosophy/Goal

The main objectives of the homeless education program are to ensure:

- immediate enrollment of homeless and unaccompanied children and youth to decrease loss of instruction time
- educational stability & continuity in their “school of origin” (school attending before becoming homeless)
- access to appropriate and extracurricular services to ensure academic success

By addressing the specific and particular physical, educational, emotional and developmental needs of homeless and unaccompanied children and youth, we can illustrate to homeless students and parents that education is the key to break the cycle of homelessness.

Description

Services funded under Homeless Education are multi-faceted, including educational, supportive and advocacy efforts by the district’s homeless liaison social workers, who are based at Central Office and assigned to collaborate with all schools and community agencies who serve homeless families. The district liaisons developed a student residency questionnaire which is used in all schools’ registration packets as a tool to increase identification and decrease stigmatization of homeless children and youth. Instructional and supportive services are then implemented to address the needs of identified students. Each school registrar maintains a current list of identified students and the Homeless Education Program also maintains this list in INow and shares it with the Child & Nutrition Program on a weekly basis to ensure that all identified students are receiving free breakfast/lunch.

Services to Homeless and Unaccompanied Children and Youth

- Uniforms & School Supplies
- Free breakfast and lunch program
- Counseling Services (including Domestic Violence prevention & counseling)
- Before/After School Childcare fee assistance
- School/Document Fees
- Preschool Placement Assistance
- Medical/Dental referrals & assistance

- Community Referrals for housing (including shelters), food & clothing
- Tutoring Assistance
- Summer Enrichment Activities/Summer School
- Transportation Assistance/Bus Passes

Services to Local Schools

Each school is assigned a homeless education liaison social worker to provide case-by-case consultation, address crises at the local school level and address the educational and supportive needs of identified homeless and unaccompanied children and youth. Liaisons conduct annual professional development activities for central office and local school employees to ensure correct application and implementation of the McKinney-Vento Homeless Education Assistance Act. An annually-updated PowerPoint is available for all faculty and staff and liaisons are available to present this information at faculty meetings.

Parental Involvement

Parents receive a description of the services offered AND the rights of homeless children, youth and parents in the annually-updated MCPSS Student Handbook and Code of Conduct. Additionally, informational posters are displayed at each school to define “homeless” as it relates to students and parents, listing phone numbers for MCPSS liaisons and the Alabama State Department of Education homeless education coordinator. Liaisons invite parents to serve on the annual advisory committee to assist in developing the LEA’s plan to meet homeless students’ needs.

P. Children in Foster Care:

The Ensuring Educational Stability for children in Foster Care provisions take effect on December 10, 2016.

- Children in Foster care remain in the school of origin unless there is a determination that it is not in his or her best interest.
- If it is in the best interest of the child to leave the school of origin, the child must be enrolled immediately in the new school even if they do not have the required documentation. The enrolling school shall immediately contact the school last attended to obtain the child’s records.
- LEAs must collaborate with Child Welfare Agencies (CWA) to implement clear written procedures for how transportation will be provided, arranged, and funded for the duration of a child’s time in foster care.

Q. Parental Involvement Program:

Students must meet challenging state academic achievement and content standards. The purpose of the Title I Parenting Program is to enhance and support family education services for thousands of eligible families across Mobile County through workshops, parent training, conferences, communications and distribution of parent instructional materials. Under the new law, funds may also be used to promote, implement, or expand public school choice. Each participating Title I school convenes an annual parent meeting to explain Title I and the local Title I programs. The district provides each Title I School a separate allocation for parenting which is

used to implement parental involvement activities. Each eligible school develops, in conjunction with parents, a local school parental involvement policy and a school-parent compact. The LEA has developed, also with the involvement of parents, a district parental involvement policy to build capacity for involvement.

Parental Involvement Plan

The Mobile County Public School System is committed to a quality education for all students. In support of strengthening student academic achievement, the Mobile County Public School System has developed jointly with, agree on with, and distributed to, parents of participating children a written parental involvement plan that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) (LEA parental involvement plan).

The Mobile County Public School System agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this LEA parental involvement plan into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:
Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) *that parents play an integral role in assisting their child's learning;*

(B) *that parents are encouraged to be actively involved in their child's education at school;*

- (C) *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) *the carrying out of other activities, such as those described in section 1118 of the ESEA.*

- The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
- Central office personnel will coordinate/communicate regularly with administrators and teachers to keep them apprised of federal guidelines, testing information, professional development opportunities and other parenting issues in order to provide school personnel with information they need to communicate to parents. In addition, central office personnel will be available to meet with school personnel and parents as requested to provide technical assistance, support, and/or training. Central office personnel will provide assistance and support during scheduled site visits.
- The Mobile County Public School System's District Parent Advisory Committee which consists of parents from a representative number of schools will participate in decision making for the district while providing feedback from local schools regarding Parental Involvement and the district's Title I program. The district Parent Advisory Committee will meet quarterly. The Mobile County Public School System's website "For Parents" has information posted for all parents including the Parent Advisory Committee meeting dates and contact information for members. The district's quarterly "Parent Connect" magazine will provide information to parents and encourage parent involvement. The district's informative TV show, "Parent Connect" provides information and guests to provide information to keep parents informed and empowered.
- The school district will coordinate and integrate parental involvement strategies through the Home Instruction Program for Preschool Youngsters (HIPPY), and Head Start Programs; as well as the Office of School Readiness "First Class" Pre-K. Parents are encouraged to participate in all parental involvement activities that occur in the system. "Be There", a campaign to inspire parents to become more involved in their children's education will be emphasized. Encouragement for parents to "Be There" for their children, to encourage confident, high achieving students in our schools.
- The school district will provide professional development for parents on how to effectively communicate with schools. "Workshops on Wheels" will provide parent training at individual schools to address student achievement; workshops such as, test prep, partnership conferences, DIBELS, ACT, ASPIRE , Transition for Special Needs students, grade to grade transitions, Alabama College and Career Ready Standards (Common Core) etc. Professional development will also be provided for teachers and staff on actively involving parents, teacher response time and parent communication. New Teacher Orientation will also include professional development for new teachers on how to effectively communicate with parents.
- The Mobile County Public School System's focus for the 2016-2017 school year is Alabama College and Career Ready Standards, ASIPRE, ACT and attendance. Parent meetings will be held through the district to provide training and assistance with common core, ASPIRE and ACT along with available resources. Technology will continue to be a focus in order to bring parents into 21st Century Learning; including: basic computer usage, INOW, online curriculum programs, SCHOOLinSITES, online registration and district parent communication tools. The district will implement an on-site "Parent Connect Café" in the Academic Affairs building which will have computer stations available for parents during central office hours.
- Central office personnel will coordinate the parent-teacher-student partnership conference that take place in the fall of each year. Parents are provided reports on their child's expectations and actual progress on various assessments and supports that effect student achievement such as attendance. Schools are expected to have 95% or better participation in parent-teacher-student partnership conferences.

- The school district will utilize the Continuous Improvement Review process to identify barriers to greater participation and assess the effectiveness of the parental involvement plan, activities, procedures, and policies as they relate to continuous improvement of parent involvement in schools. This also allows for parent participation in the continuous improvement plan process.
- The school district will provide parent program managers, parent organizers and school improvement specialists to provide technical assistance to all Title I schools to ensure the implementation of effective strategies to improve parental involvement. Local schools may fund parent organizers to ensure the implementation of effective strategies to improve parental involvement. The English Language division's Bilingual/Migrant Parent Specialist will provide additional assistance and support to migrant and English Language Learners.
- Participating schools will submit quarterly baseline data reports to the central office to use in conjunction with the Continuous Improvement Plan (CIP) so that it promotes more specifically the improvement of student academic achievement. MCPSS will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement plan. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities. The school district will use the findings of the evaluation about its parental involvement plan and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies
- The school district's Office of Home-School-Community Involvement will build the schools' and parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership among the schools involved, parents, and the community. Volunteers are solicited from community organizations to act as mentors and tutors. The establishment of parent resource centers in participating schools is strongly encouraged by the school district along with a district Parent Resource Center. October is set aside as "Parental Involvement" month, with statewide parenting day celebrated on Monday, October 17, 2016.
- The district's quarterly Parent University or Parent Academy is designed to communicate with and engage parents and families in small breakout sessions on how to be more involved as partners in the educational process of their children, will provide materials and training to parents of identified students with attendance, truancy and/or discipline concerns to decrease the number of school suspensions and/or referrals, also increase student attendance. This is a collaborative effort between the school district, Mobile County Health Department, Drug Education Council, Helping Families Early Warning Truancy Program and the Juvenile Court System of Mobile County. This year the district in partnership with Augusta Evans will host a "Transition Fair" for parents of district special needs juniors, seniors and transitioning 18-21 year olds from Evans and all high schools.

The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the district, as appropriate, in understanding topics such as the following:

- the State's College and Career Ready Standards;
- the student academic achievement standards;
- the State and local academic assessments including alternate assessments,
- the requirements of Title I Part A;
- how to monitor their child's progress; and
- how to work with educators.

The school district will, with the assistance of its schools, provide the following support to further foster parental involvement: materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, the use of technology, as appropriate, and to further foster parental involvement, by:

- local school, district supports and student achievement
- materials in a language parents can understand
- curriculum updates and student progress
- partnership conferences
- a welcoming and supportive environment
- providing timely responses to parents' suggestions
- providing family learning nights (literacy and math) and GED training
- technology training
- make and take

The school district ensures that a comprehensive system wide process has been implemented for developing Continuous Improvement Plans; Adaptive System of School Improvement Support Tools (ASSIST). A local school committee is established, parents, community leaders, secondary students and appropriate school personnel are represented on this committee. Continuous Improvement Plans are reviewed and available for public review upon request

R. Parents Right-To-Know:

The purpose of the Parents-Right-To-Know section of the *Elementary Secondary Education Act* is to assist state and local educational agencies in promoting parental and community participation.

Description:

Title I Parents-Right-To-Know section holds schools accountable for improving the academic achievement of all students. The *Elementary Secondary Education Act* allows for parents to be made aware of teacher/paraprofessional accountability, improving the quality of teachers, and providing high-quality language instruction educational programs.

Rights:

(A) QUALIFICATIONS - At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:

- (i) Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- (ii) Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
- (iii) The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.

(iv) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

(B) ADDITIONAL INFORMATION- In addition to the information that parents may request

under subparagraph (A), a school that receives funds under this part shall provide to each individual parent—

(i) Information on the level of achievement of the parent's child in each of the State academic assessments as required under this part.

(C) FORMAT- The notice and information provided to parents under this paragraph shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

S. Extended School Support:

All participating Title I schools offer supplementary extended learning support services/opportunities. Schools are required to describe the types of services offered in their ACIPs which are monitored by assigned central office personnel.

MCPSS has five 21st Century Community Learning Center programs. The sites are Spencer-Westlawn Elementary, Craighead Elementary, Calcedavear Elementary, Leinkauf Elementary, and Bryant High School. Each school uses their grant funds to provide students with after school academics and activities. Three of the schools are in year 3 of a 3 year grant and two are in year 1 of a 3 year grant (Leinkauf and Bryant).

Additionally, Title I funds are generally used to support summer school programs. MCPSS offered a summer school program for failing Title I students in Grades 5- 12 and an enhancement opportunity for At-risk students entering grades 5, 7-8, and 9-10.