



Mobile County

PUBLIC SCHOOLS

File includes the following documents:

MCPSS ACIP Planning Meeting Agenda & Sign-In Sheets

Parent Advisory Committee Meeting Agenda

MCPSS ACIP



Mobile County Public School System

ACIP Planning Meeting

Agenda/Sign In Sheet

Mission: The mission of the Mobile County Public School System is to graduate prepared and productive citizens.

Vision: Mobile County Public School System will become a premier educational system where students engage in multiple pathways leading to success in a global society.

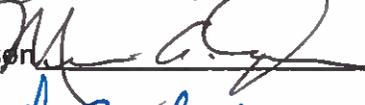
ACIP Planning Meeting

Monday, August 08, 2016

RAGA Office

9:00 A.M. – 10:00 A.M.

Invitees

Susan Hinton		Katrice Cunningham	
Merrier Jackson		Helen Miles	
Lori Zirlott		Michelle Collier	

Goal: Organize for development of MCPSS's Continuous Improvement Plan (ACIP)

- Outcomes:**
- Overview of AdvancED Accreditation Process
 - Review Timeline for External Review Process
 - Review Timeline for Internal Review Process (for local schools)
 - Review Components of Internal Review Process
 - Establish Process for Internal Review Process
 - Establish Timeline for Internal Review Process
 - Determine Individuals Responsible for Internal Review Process

- Next Steps:**
- Establish Sub-committees
 - Data Collection
 - Establish Timeline for Sub-committee Work
 - Next Meeting Date

- Handouts:**
- AdvancED Accreditation Process
 - External Review Timeline
 - Internal Review Timeline
 - 

"Where students graduate college and career ready."



Mobile County Public School System

ACIP Planning Meeting

Agenda/Sign In Sheet

Mission: The mission of the Mobile County Public School System is to graduate prepared and productive citizens.

Vision: Mobile County Public School System will become a premier educational system where students engage in multiple pathways leading to success in a global society.

ACIP Planning Meeting

Monday, August 29, 2016

RAGA Office

2:00 P.M. – 3:30 P.M.

Invitees

Susan Hinton Susan Hinton

Katrice Cunningham Katrice S. Cunningham

Merrier Jackson Merrier Jackson

Helen Miles Helen C. Miles

Lori Zirlott Lori A Zirlott

Michelle Collier Michelle Collier

Dynette Ballard Dynette Ballard

Goal: Complete ACIP Component Readiness

Outcomes: Review Each Segment of the Plan

Next Steps: Next Meeting Date

"Where students graduate college and career ready."



Mobile County Public School System ACIP Planning Meeting

Agenda/Sign In Sheet

Mission: The mission of the Mobile County Public School System is to graduate prepared and productive citizens.

Vision: Mobile County Public School System will become a premier educational system where students engage in multiple pathways leading to success in a global society.

ACIP Planning Meeting

Monday, August 15, 2016

RAGA Office

2:00 P.M. – 3:30 P.M.

Invitees

Susan Hinton	<u>Susan Hinton</u>	Katrice Cunningham	<u>Katrice S. Cunningham</u>
Merrier Jackson	<u>Merrier Jackson</u>	Helen Miles	<u>Helen C. Miles</u>
Lori Zirlott	<u>Lori A. Zirlott</u>	Michelle Collier	<u>Michelle Collier</u>
Dynette Ballard	<u>Dynette Ballard</u>		

Goal: Organize for development of MCPSS's Continuous Improvement Plan (ACIP)

Outcomes: Update on Sub-committees for Each Plan Segment

- Members
- Meeting Dates

Determine Data Collection Needs

Establish Timeline for Completion of Sub-committee Work

Next Steps: Next Meeting Date

"Where students graduate college and career ready."



Parent Advisory Committee Meeting
Division of Federal and Special Programs
Belinda W. Roberts, Executive Director
Thursday, November 10, 2016
9:00 A.M.
Professional Development Center

AGENDA

Welcome/Purpose *Belinda W. Roberts*

Assessments and Accountability *Denita Reed*

- *District Data*
- *Where to Locate Data*

District Title I Plan *Belinda W. Roberts*

District Parent Involvement Plan *Paula Reese*

- *Local School Parent Involvement Plan*

Monitoring

District Parent Support

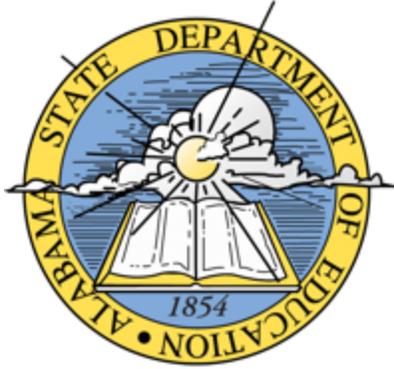
- *Parent Connect TV*
- *Parent Connect Tech Support*
- *Website*

Parent Workshops

Questions & Answers

Notes: _____

***At the end of the day, the most overwhelming key to a child's success
is the positive involvement of parents.***
~Jane D. Hull



ACIP

Mobile County Board of Education

Mrs. Martha L Peek, Superintendent
1 Magnum Pass
Mobile, AL 36618-3412

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Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system 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 system, and the kinds of programs and services that a school system implements to support student learning.

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

Description of the School System

Describe the school system'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 system serves?

"It Starts With Us" is Mobile County Public School System's mantra reflecting historic beginnings as the first education board in the state of Alabama. Mobile County Public School System (MCPSS) dates back to the year 1826 when Alabama State Legislator Willoughby Barton introduced a legislative act forming the Board of School Commissioners of Mobile County. Thirteen years later, construction on land purchased on the block between Government, Cedar, Conti, and Lawrence streets was completed, creating Barton Academy. Barton Academy became the site of a free Methodist school in 1846. The school would close its doors during the Civil War, later to reopen as a public school under a second commission in November 1852. Barton remained open as one of 71 schools in the Mobile County Public School System until 1970, when district offices relocated to the site. District office personnel would occupy this historic location for 37 years. However, in a move to centralize the location of school support services near the geographical center of the county, Barton Academy was vacated in 2007 and central office divisions were consolidated onto a single complex at 1 Magnum Pass.

A five-member board representing five different geographic locations governs MCPSS. Their constituents elect board members every six years on a staggered schedule, during the November general election. The board operates in a transparent and deliberate manner to uphold Mobile County Public School System's mission and vision and assess the academic, financial and operational performance of the system. With an annual budget of \$670 million, the board works with the superintendent to accomplish its mission and vision based on a body of performance data.

Mobile County Public School System's superintendent is chosen by a vote of the Board of School Commissioners. The superintendent then enters into a contract with the board for a duration of service, and amount of pay, determined by the board. Capably and effectively serving the system for several decades, Mrs. Martha Peek, Mobile County Public School System's superintendent, has served as a teacher, assistant principal, principal, assistant superintendent and deputy superintendent. Selected as superintendent in 2012, Mrs. Peek is the first female superintendent of the Mobile County Public School System.

The Mobile County Public School System employs 7,086 employees, making it the largest employer in Mobile County, and the fifth largest employer in the state of Alabama. Nearly 60 percent of employees are Caucasian (58 percent, or 4,142 people), while 39 percent of employees are African-American. A total of 2.3 percent of employees are Hispanic, Asian American Indian/Alaskan Native or an unknown race. Mobile County residents are about 60 percent Caucasian and 35 percent African-American, so the racial breakdown of MCPSS employees closely matches the racial breakdown of the county at large.

Approximately 80 percent of employees are female, and 20 percent of employees are male. Six is the average number of service years for all employees and it is common to meet an employee who has served the district for 20 or more years.

MCPSS divides employees into two classifications: Certified or classified. Certified employees are those who have obtained educational certification such as teachers, administrators, improvement specialists, curriculum supervisors, and district support staff. Classified employees include custodians, bus drivers, maintenance workers, secretaries, and most technology and television studio staff. There are 4,002 certified employees and 3,084 classified employees in the district. More than 50 percent of MCPSS employees are teachers who have attained the following education and certification levels:

- 184 6-Year degrees (4.6 percent)
- 2,189 Master's degrees (54.8 percent)
- 1,585 Bachelor's degrees (39.6 percent)
- 56 National Board Certified Teachers

The most recent data indicates that 3,948 (99 percent) of the district's 3,994 teachers have earned No Child Left Behind's (NCLB) Highly Qualified (HQ) status. Extensive plans, funded through a \$50,000 Title I budget, are in place to support teachers in acquiring HQ status. Principals and central office staff closely monitor strategies and action steps.

MCPSS is the largest school system in the state of Alabama, with 88 schools and 56,398 students currently enrolled ranking it 75th in the nation in student enrollment. Comparable in size to the state of Rhode Island, MCPSS covers more than 1,644 square miles in 11 incorporated cities within urban, suburban, and rural communities. Mobile County's location in the southwestern corner of Alabama offers many unique features, advantages and some challenges. Mobile County borders mixed pine and hardwood forests to the north, Dauphin Island and the Gulf of Mexico to the south, rural farmland and new suburban development to the west, and Mobile Bay and the Mobile River Delta to the east. The Mobile River Delta is the second largest river delta and wetland in the United States, and includes a wide variety of habitats and a vast array of fish, reptiles, amphibians and mammals. With its proximity to rail, interstates 10 and 65, and a deep-water channel in Mobile Bay, Mobile is a successful port city, with deep ties to shipbuilding, agriculture, seafood harvesting, coal transport, steel, aircraft and chemical manufacturing industries. Container ships from across the world are routinely off-loaded at the Alabama State Port Authority, located on the Mobile River. An international cruise line scheduled to return to the city of Mobile in November 2016, and will ultimately increase tourism and provide financial support to Mobile County.

Mobile County is home to multiple post-secondary institutions, including the University of South Alabama, University of Mobile, Spring Hill College, and Bishop State Community College. These institutions provide learning opportunities for MCPSS graduates, and supply the district with well-prepared employees. According to the 2014 United States Census, an estimated 415,123 residents live in Mobile County. Census data further indicates that among Mobile County's residents, 26.2 percent of residents 25 years old and older have attained a bachelor's degree or higher indicating growth in education attainment by residents since 2010.

Mobile County's mixture of urban, suburban and rural communities presents a variety of challenges and opportunities. With the vast range of communities and needs, one could say there are almost three districts in one: an urban center with some schools experiencing population declines; a suburban area with considerable growth and development, with schools that are facing some overpopulation; and rural areas with consistent populations but some of the same social challenges as the urban center.

With a median household income of \$43,028 and a per capita income of \$22,501, 19.8 percent of Mobile County's residents live below the poverty line (Census Bureau, 2015). This high poverty rate suggests that a significant number of MCPSS students may reside in food-insecure homes, placing them at greater risk of experiencing childhood hunger, which creates barriers to learning. In fact, 72 percent of MCPSS students are economically disadvantaged, indicative of an escalating homeless rate whereby approximately one in 10 students are homeless under the McKinney-Vento Act and 97 percent of all schools receive Title I funding. To offset the potentially negative impact of poverty on educational attainment, MCPSS expends \$8,847.50 per pupil annually, to engage learners in high quality instruction and assessments. These funds also allow MCPSS to develop systems of support to address barriers to teaching and learning. Additionally, MCPSS has increased student access to school meals through the Community Eligibility Provision (CEP) of the Healthy Hunger-Free Kids Act of 2010. Participation in CEP allows MCPSS to offer healthy, free breakfast and lunch to all students. Mobile County's Child Nutrition Program also provides nutritious meals through its summer feeding program and "backpack meals" for students in need. Mobile County Public School System employs three social workers to promote school attendance, and provide financial support, transportation and school uniforms. Working in conjunction with the Mobile County District Attorney's Office, local law enforcement, healthcare professionals, mental

health agencies, and a myriad of other social service organizations, MCPSS social workers coordinate services through the Helping Families Initiative (HFI) to assist students and their families.

Mobile County's population is comprised of 60.3 percent Caucasian, 35.3 percent African-American, 2.6% Hispanic, 1.9% Asian, 1.5% two or more races, and 1.0% Native American (U.S. Census, 2015). In many ways, Mobile County Public School System's student population mirrors the diversity of the county. Student enrollment data indicates that 41.68 percent of students are Caucasian, 49.19 percent are African-American, 2.99 percent are Asian or Pacific Islanders, 1.18 percent are American Indian/Alaskan Native, and 5.66 percent identified themselves as other. According to the U.S. Census, Alabama had the second highest growth nationally among the Hispanic population between the years 2000-2010. Although actual numbers have been modest in southern Alabama, Mobile saw a 103.31 percent increase in the Hispanic and/or Latino population within the same years. In fact, data indicates that the Mobile County Public School System's students speak 100 different languages, and 3.91 percent of all households report speaking a language other than English. During the period of 2000 to 2010, the county saw a 22.64 percent population increase among Native Americans; 11.77 percent population increase among Asians; 4.99 percent population increase among African-Americans; and a 14.99 percent population decline among Caucasians.

Overall, however, student enrollment is declining. Trend data indicates that between the period of 2011-2015 student enrollment declined from 58,756 students in grades K-12 to 56,240. A decline was noted among Asian, African-American, American Indian and Caucasian students. Caucasians and African-Americans had the largest declines with 6.8 percent and 6.6 percent, respectively. A significant increase in enrollment, however, was noted among the Hispanic student population. From 2011-2012 to 2015-2016, there was a 36 percent increase in Hispanic student enrollment, resulting in a significant increase in enrollment of Hispanic students, some of whom are considered English Language Learners, requiring intense academic support. This data parallels other demographic data that indicates a decline in the percentage of residents under 18 years of age, and a population increase among all groups except Caucasian only.

System's Purpose

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

As an educational institution for more than 190 years, MCPSS has deep roots in the community, and remains vested in the success of its community-world by graduating prepared and productive citizens. Under the direction of the board and superintendent, Mobile County Public School System completed its first internal strategic plan in 2015. The strategic plan provides a deliberate process for making and carrying out decisions, and measuring decision outcomes against a predetermined set of performance criterion. In revisiting vision and purpose, the following stakeholder groups participated in an internal analysis and prioritization of the system's strengths, weaknesses, opportunities and threats:

- Leadership Team
- Community and Business Leaders
- Central Office Employees
- Students

The steering committee and implementation team conducted a series of meetings to analyze AdvancED Stakeholder Survey Data and vet Mobile County Public School System's mission, vision, and core beliefs.

MISSION STATEMENT

The mission of Mobile County Public School System is to graduate prepared and productive citizens.

VISION STATEMENT

Mobile County Public School System will become a premier educational system where students engage in multiple pathways leading to success in a global society.

CORE BELIEFS

1. We believe our primary purpose is to educate all students to become productive citizens; and we are committed to making this the priority over all other system functions.
2. We believe all employees are professionals who share in the responsibility for the success of our students; and we are committed to recruiting, employing, developing and retaining employees who are effective in achieving our mission.
3. We believe in safe, secure and productive environments for learning and working; and we are committed to providing quality and equitable settings that ensure students and employees reach their potential.
4. We believe the success of our schools is enhanced by the support and partnerships of the community; and we are committed to informing and engaging our community through communication, transparency and accountability.

ENGAGED LEARNERS

Goal I: Graduate college and career ready students.

Priorities

1. Improve curriculum, instruction and assessment practices to support teacher effectiveness and student learning.
2. Provide college and career readiness preparation for all students.

3. Differentiate the educational experience to effectively engage, appropriately challenge and ensure mastery for every student.

QUALITY PROFESSIONALS

Goal II: Recruit, employ, develop and retain professionals who are effective in achieving our mission.

Priorities

1. Engage central office employees in professional development related to district goals and expectations.
(Required - All divisions must have action steps)
2. Foster a culture of relevant and effective professional growth among all employees. (Required - All divisions must have action steps)
3. Strengthen the system's ability to attract, recruit and retain highly effective leaders, teachers and support staff through an efficient recruitment and hiring process.

EMERGING TECHNOLOGIES

Goal III: Use emerging technologies to support teaching, learning and work.

Priorities

1. Provide scalable infrastructure to support teaching, learning and operational needs.
2. Provide and maintain multiple platforms to support teaching, learning and organizational needs.
3. Provide and support end-user devices and software that adapts to technological change.

ORGANIZATIONAL AND SUPPORT SYSTEMS

Goal IV: Provide safe, supportive and equitable environments.

Priorities

1. Remove barriers to student success.
2. Maintain facilities, services and equipment creating a safe, clean and healthy environment.
3. Ensure equitable access to support services and other resources.

SOUND FISCAL MANAGEMENT

Goal V: Manage financial resources responsibly and transparently.

Priorities

1. Align resources for maximum impact on student learning.
2. Ensure financial stability and growth through effective stewardship of financial assets.
3. Plan capacity for facilities and make design choices that are consistent with effective approaches to teaching, learning and the future of the school system.

COMMUNITY PARTNERSHIPS

Goal VI: Communicate with employees and community to inform, engage and ensure accountability.

Priorities

1. Foster community trust through timely and transparent communication.
2. Engage community through regular dialogue and sustainable partnership
3. Develop an internal communication plan that promotes a culture of pride and teamwork.
(Required - All divisions must have action steps)

student success, none is more impactful than quality professionals are. Research suggests that collective teacher efficacy and teacher credibility have a significantly higher effect on student achievement than almost any other instructional tools or strategies (Hattie, 2009). Mobile County Public School System understands that teacher quality matters, and is committed to recruiting, developing and retaining professionals who are effective in achieving our mission.

In 2013, with the adoption of new Alabama College and Career Readiness Standards and the ACT suite of assessment products, a dramatic shift was underway in how effective teaching and student knowledge are evaluated. To support teachers through this transitional period, the following professional learning opportunities were provided:

- Math, Literacy, English/Language Arts and Science College and Career Readiness Standards
- K-12 Digital Literacy Program
- Content Area Training for Department Chairs
- Rtl Including Use of Baseline Data, Cycle of Instruction, PST Meetings and Progress Monitoring
- Positive Behavior Support
- ACT Aspire Professional Development
- Rigor, Relevance, and Student Engagement Summer PD for Administrators
- Sondax System Training
- Traits Writing
- SREB Math Design Collaborative Training
- Common Formative Assessment (CFA) Training
- Adoption of the Alabama First Class Pre-K Program
- Dyslexia Simulation Training

In addition, the following initiatives and resources were made readily available to schools:

- Signature Academies
- School-wide Discipline Plans
- Reteach/Retest Policy
- Behavior 360
- District Attendance Plan
- School Team Visits
- Instructional Guides for All Content Areas
- Site-Based Management with Schools of Innovation Program
- District Literacy Coaches

As effective instructional leaders, the need for administrators to acquire full knowledge of the new standards, learn how to connect assessments to these standards and evaluate the degree of rigor found in both, was vital in providing supportive leadership for teachers. Administrative support was provided through instructional leadership coaching. Consultants worked collaboratively with local leaders in the development and implementation of focused action plans, data review and a systematic process to monitor instruction. This ambitious professional learning opportunity included up to two volunteer teachers from each of our 88 schools. Local leaders worked with the volunteer teachers to determine a need, the focus, and the indicator. Each principal conducted walkthroughs with the support of the Scholastic Achievement Partners (SAP) coach in volunteer classrooms to collect and analyze data, and then provide feedback to the volunteer teachers. Online principal surveys were conducted twice during the 2014-15 school year, to gather feedback on the Collaborative Instructional Review (CIR) process.

Principal Online Survey	Agree/Strongly	Agree
	1st Survey (56 Respondents)	2nd Survey (76 Respondents)
1. My coaching session provided useful information that I could immediately begin using in my school.	82%	99%
2. The support I received met my expectations. If not, why?	60.7%	95%
3. My Scholastic Achievement Partners consultant provided personalized support based on my unique needs.	83.9%	92%
4. All of my questions were answered in a clear and complete manner.	83.9%	94.8%

MCPSS continued to provide high quality professional development to local school administrators, their learning teams and certified Academic Affairs staff in the form of Common Formative Assessments (CFAs). With the goal of equipping local schools with the tools and support to align curriculum, instruction and assessments to the new standards, school administrators, along with their learning teams and district personnel, worked collaboratively to gain a deeper understanding of common formative assessments. Initial training began during the summer of 2015, that fall, both initial and certification trainings were made available to teachers, district literacy coaches and administrators.

Mobile County Public School System is anchored in a strategic vision focused on maximizing success for all students:

"Mobile County Public School System will become a premier educational system where students engage in multiple pathways leading to success in a global society,"

Deeply rooted in this vision, is an understanding of the diversity that exists among learners, and the system's collective responsibility to provide quality options and equitable opportunities for all graduates. At its core, this vision necessitates abandonment of a "one size fits all" approach to teaching and learning, for a more inclusive and outward expansion of opportunities for students through personalized pathways. Evidence of this transformative pathway to student achievement is the system's Signature Academies.

Signature Academies are small learning communities that afford students in grades 10-12 the opportunity to participate in real world, hands-on assignments, connected to a specific career theme. Career themes were selected based on relevant career opportunities in the Mobile County area, with significant, ongoing input from local business and industry leaders. These themed academies vary among each of the 12 high school campuses and include Allied Health, Aviation and Aerospace, Advanced Manufacturing, Coastal Studies and Advanced Information Technology. Each academy provides paid and unpaid internships, externships for teachers, job shadowing, workplace tours, worksite training, business mentors, and soft skills and mock job interview training.

In addition to the 12 Signature Academy options, MCPSS offers the following educational pathways:

- Envision, an online learning program which features home computer-based courses
- Seven magnet school programs
- Two Pre-International Baccalaureate schools
- Two International Baccalaureate schools
- One AP Capstone School

- One Cambridge University School
- University of Alabama's Early College at Murphy High School
- 40 Schools of Innovation
- Two career technical education centers
- Two schools serving students with special needs
- Evening programs at multiple locations for credit recovery

Providing effective systems of support to eliminate barriers to student success is an essential component of a premier educational system. To this end, MCPSS has implemented several programs and processes that provide for early identification and intervention for struggling and/or at-risk students. Teachers use progress monitoring and analyze student data to drive instructional practices, and work with school leadership teams and district staff, use the following strategies/resources:

- STAR Reading and Math
- Early Literacy data
- Cycle of Instruction
- Formative assessments
- Cumulative assessments
- End-of-Quarter Tests
- ACT for grade 11
- ACT Aspire for grades 3-8 and 10
- ACT WorkKeys
- Pyramid of Intervention
- Response to Instruction and/or Intervention (RtI)
- Pupil Support Teams (PST)
- Credit Recovery
- 5th Block remediation or enrichment
- Extended day and Saturday school programs
- Twilight School
- Behavior 360

Engaging the community through regular dialogue and sustainable partnerships is a priority and MCPSS has cultivated unique collaborative partnerships between local business and industry. These partnerships are central to the strategic direction of the system. One such example is the district's relationship with the Mobile Area Chamber of Commerce. MCPSS serves five of the six chambers of commerce that operate within Mobile County: The Mobile Area, Dauphin Island, Tillman's Corner, Bayou La Batre, and Prichard chambers. Additionally, the superintendent sits on the board of the Mobile Area Chamber of Commerce (MACC), and school commissioners are invited to the monthly meetings of the chamber. Over the past several years, the superintendent has implemented a Business Advisory Council to develop relationships with local business and industry leaders. Information gathered drives curriculum and other programmatic decisions, ensuring that students are college and career ready, and prepared to serve the local workforce.

The Mobile Area Education Foundation (MAEF), a non-profit organization dedicated to improving local public schools, is a strong advocate of MCPSS. MAEF works with, but is independent of, the school system. Many initiatives between MCPSS and MAEF are in place to enhance the district's academic program. Engaging Youth in Engineering (EYE), Evening Educational Options Program (EEOP), Graduation Advocates, Partners in Education, RAMP-UP, Reading Buddies and Wouldn't it Be Cool are just some of the programs supported by MAEF. MAEF also supported the Yes We Can campaign in 2011, which culminated in the successful renewal of an important local tax referendum.

MCPSS has developed and nurtured strong partnerships with local colleges and universities. The Dean of University of South Alabama's (USA) College of Education, MCPSS superintendent, members of the Mobile Area Chamber of Commerce and other community stakeholders joined MAEF to form the Education Commission. During regular meetings, this commission collaborates to create a successful transition for students from Pre-K through grade 12, to post-secondary education and training programs and ultimately into the workforce. The superintendent also serves on the South Alabama Research and In-Service Center's (SARIC) board, aiding in setting policy, approving staff development programs, ensuring accountability, and providing guidance to ensure that SARIC efforts are aligned with local school district needs.

The MCPSS Division of Career and Technical Education (CTE) has done an outstanding job in developing relationships with local businesses. These opportunities connect classroom learning with practical, relevant, real-world experience. A comprehensive Workforce Development Plan and a Career and Technical Education Plan, are in place to guide students' career paths beginning with career exploration in elementary school. Alabama Power, Austal USA, VT-MAE, Evonik, Outokumpu, Mobile Infirmery Health System and the Mobile Airport Authority, along with other local businesses and industries, are integral to the success of the Career and Technical education program.

Obtaining one or more approved career credentials is one of six college- and career-ready indicators set by the Alabama State Department of Education. The other five graduation-ready indicators include obtaining a benchmark score on any section of the ACT; earning benchmark level on the ACT WorkKeys; earning approved, transcribed college or postsecondary credit while in high school through Advanced Placement or dual enrollment; and acceptance for enlistment in the U.S. military. As the district's mission is to graduate prepared and productive citizens, it is imperative that students not only graduate, but also graduate having met one or more of the college- and career-ready indicators.

In 2015, MCPSS graduates experienced a 34.5 percent increase in the number of students earning industry-certified career credentials (from 7,307 in 2014 to 10,723 in 2016). Industry certified career credentials include the following:

- Dual enrollment college credit in technical fields
- NCCR (Construction) credentials
- CNA (Certified Nurse Assistant)
- OSHA 10-hour safety card
- Microsoft Office Specialist
- AWS(welding)

Notable Achievements and Areas of Improvement

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

Through the strategic use of innovation and planning, MCPSS has expanded quality educational opportunities for all students and has increased its high school graduation rate, thus making this its most notable achievement of the last three years. Other achievements and areas of improvement include:

- Established a Signature Academy in each of the 12 high schools.
- Developed 40 Schools of Innovation, featuring site-based management by administrators and a school leadership team.
- Adopted of the lauded Alabama First Class Pre-K program and expansion to nearly 60 pre-k units across the system.
- Offered Advanced Placement courses in all 12 high schools.
- Increased the number of AP exams taken annually, and number of AP Scholars (197 in 2016, up from 180 in 2015).
- Awarded Torchbearer School awards multiple times. Fifteen of our schools have won Torchbearer School awards, some of them multiple times, totaling more than any other system statewide (awarded to high-poverty schools with high-performing students).
- Earned National Blue Ribbon School awards multiple times. Three more schools - Council, Old Shell Road and Clark Shaw - earned National Blue Ribbon School awards within the last three years. Overall, 12 MCPSS schools have earned the award 13 times - one received it twice.
- Increased in career credentials earned, from more than 7,000 in 2014 to 10,723 in 2016.
- Increased the system's high school graduation rate annually, from 75 percent in 2013 to 82 percent in 2014 and 86 percent in 2015.
- Increased the scholarship dollars annually awarded to students. Scholarships totaling \$72 million were awarded in 2014, \$97 million in 2015 and more than \$116 million in 2016.
- Used state funds to provide system-wide literacy coaches who provide direct job-embedded support and professional development to teachers and principals.
- Implemented a digital literacy project that provides professional development designed to promote the use of digital media to deliver real world, project-based learning experiences.
- Reduced student suspension and expulsion rates.
- Reduced student absences and tardiness.
- Increased safety measures on school buses, including video cameras and bus tracking devices.
- Decreased school bus fuel costs and improved environmental stewardship by investment in propane-powered school buses.
- Served breakfast and lunch at no cost to students with the USDA funding. We were also the first school system in Alabama to have all campuses meet the Healthier U.S. Schools Challenge by serving more fruits, vegetables and whole grains and by promoting physical activity.
- Developed of internal and external communication plans.
- Redesigned system and school web sites, as well as vastly increased use of social media and e-newsletters to communicate with stakeholders.
- Revitalized MCPSS television network with system-relevant content provided to stakeholders 24 hours per day, 365 days per year.

- Provided Microsoft Office software provided to all students and employees free of charge, for business and personal use, with SY 2016-2017

one terabyte of cloud storage.

- Installed of SMART boards in all classrooms.
- Expanded the MiDevice/Bring Your Own Device program across the system, which increases use of technology in classrooms.
- Embarked on a \$100 million construction campaign, largest in the history of MCPSS, which includes building new schools and wings, renovating current schools and adding auditoriums, athletic fields and multi-purpose buildings at schools across the system.
- Committed system-wide to wise stewardship of resources through partnership with Cenergistic to save energy in all schools and offices.
- Received consistently favorable financial audit results.

Over the past three years, MCPSS has achieved many benchmarks and targets as part of the continuous cycle of improvement. As we continue on this journey of continuous improvement, we have identified several specific goals:

- Increasing literacy and math skills in kindergarten through fifth grade, as evidenced by STAR Reading and Math data (with annual assessments for progress monitoring in fall, winter and spring).
- Increasing the system's graduation rate to 90 percent or better.
- Ensuring all students receive high quality, individualized instruction that is rigorous, relevant and aligned to assessments.
- Retaining instructional leaders (administrators) and teachers who are committed to students' achievement and who believe all students can learn.
- Establishing a reserve of one month's operating expenses as required by state law.
- Continuing to remove barriers to learning by ensuring students' basic needs (food, clothing, and transportation) are met, allowing learning to occur.
- Maintaining funding for construction, renovation and maintenance of schools to provide safe, clean, equitable learning environments.

Additional Information

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

Mobile County Public School System embraces and supports public education throughout the state of Alabama including quality public charter schools as a choice for students and their families. As a stakeholder in the community, we understand the diversity that exist among learners and the need to provide quality pathways and equitable opportunities, that ensures college and career readiness for all graduates.

In 2014, amid a myriad of external factors influencing how the system operates, such as:

- Mobile's slow recovery from the fiscal impact of the worst financial crisis in modern history
- The opening of Saraland, Satsuma, and Chickasaw school systems
- Alabama School Choice and Student Opportunity Act (Act 2015-3)
- Alabama Accountability Act (which allowed public funds to be used for private schooling)

Mobile County Public School System made the decision to undergo the arduous process of revisiting vision and purpose to ensure success amid the complexities of change. A year later, in 2015, MCPSS completed its first-ever internally generated strategic plan, which was cause for celebration. Hundreds of division and departmental employees gathered at informational meetings to learn firsthand the system's strategic goals. Division leaders laid the foundation for a shared direction and common language and employees began to embrace the shared vision, mission and goals of MCPSS.

The current plan is less porous and concentrates on six goals and 18 focus areas that dictate all operations of the system. MCPSS employees are now able to connect their work responsibilities, to the goals set forth in the Mobile County Public School System's Strategic Plan. This gives MCPSS employees true ownership of the plan, and holds employees fully accountable for its success.

Under the umbrella of the strategic plan, employees began the internal review process and developed our first Assist Continuous Improvement Plan (ACIP). As a result, our system is now able to codify our continuous improvement plan against our strategic plan, thus connecting the work throughout our system with equal focus on the process as well as the outcome.

As the system carefully plans and sets goals to meet students' needs, a significant demographic shift in Alabama's Hispanic population drew attention to a specific subgroup of students in our area. Statistics indicate Alabama's Hispanic population grew 145% between 2000 and 2010, recording the nation's second-largest percentage growth during that period, according to analysis of U.S. Census by the Pew Research Center. South Carolina was the only state ahead of Alabama. In 2000 to 2012, the trend continued with Alabama experiencing a 157% increase in the Hispanic population.

Although actual numbers have been modest in southern Alabama, Mobile saw a 103.31% increase in the Hispanic and/or Latino population within the same period. Data further suggests that Hispanics immigrating to Alabama are also more likely to be foreign-born which may affect language proficiency rates. English proficiency data suggest the following:

- About 12.3 million Hispanics ages five and older (26%) speak English at home exclusively. That share is 39% among the U.S. born and four percent among the foreign born.

- Some 35.5 million Latinos ages 5 and older (74%) say they speak a language other than English at home, whether or not they

also speak English at home. Among them, 35.3 million say the other language they speak is Spanish.

- Among Hispanics (ages 5 and older) who speak a language other than English at home, 56% report speaking English very well.
- One-third of all Hispanics (33%) say they do not speak English very well. Among immigrant Latinos, a language gap exists between children and adults. Some 70% of immigrant children between ages five and 17 say they speak only English or speak English very well. By comparison, just 32% of immigrant adults say they speak English or speak English very well.

The rise in Hispanic immigrants will result in an increase in English Language Learners (ELLs) in the public school system. MCPSS is fortunate to have a program and staff devoted to the academic success of ELL and migrant students. In fact, Mobile's seafood industry served as a magnet for the influx of Vietnamese, Cambodian and Laotian families dating back to the 1970s. MCPSS will plan diligently to identify and employ research-based strategies for the effective teaching of Hispanic students and partner with families and communities to promote their involvement in the education of their student.

Executive Summary Committee

A facilitator, appointed to guide the development of Mobile County Public School System's Executive Summary, was named to serve on the Assist Continuous Improvement Plan (ACIP) committee. Following her appointment, an ad-hoc sub-committee was formed to write the Executive Summary. Invitations to assist were extended to selected sub-committee members based upon their professional knowledge, ability to problem-solve, and overall commitment to the system and to developing a quality product. A series of meetings was held to facilitate the process. Committee members were responsible for various aspects of the summary. Input and feedback was solicited from outside sources to assist in the process, and sub-committee members provided voice as part of editing the information that would be included.

Mobile County Public School System extends its gratitude to the Executive Summary Sub-committee for their hard work and commitment to our system.

Mike Herndon, Public Relations Specialist

Merrier A. Jackson, Research and Development Specialist

Naomi James, Secretary to Assistant Superintendent

Joy McGough, Executive Secretary to Chief Academic Officer

Improvement Plan Stakeholder Involvement

DRAFT

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.

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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.

In August 2014, Mobile County Public School System (MCPSS) began work on the development of its strategic plan. The purpose of the MCPSS' Strategic Planning was to devise a systematic approach that would guide purpose and direction throughout our system; necessitate the use of data to drive decisions; and produce measurable outcomes that would increase student achievement. The Office of Research, Assessments, Grants, and Accountability was designated to lead the district through the planning process. The Strategic Planning Committee was comprised to two standing sub-committees: the Steering and Implementation Committees. Each committee was formed in March 2015. The Steering Committee was comprised largely of members of the Superintendent's Leadership Team. The Steering Committee's charge was provide direction, review survey data, review and revise the mission and vision, identify areas of focus, strategic goals, and actions over the course of the plan. The second standing committee, the Implementation Committee, was representative of each department within our system. Its chief goal was the successful implementation of the strategic plan through recommendations and communications with members within their respective departments.

The strategic planning process would include participation from student, parent, and business stakeholder groups. Stakeholder Feedback Diagnostic Data was used to provide perceptions data, while standing committees such as the Superintendent's Student Advisory Committee and the Leadership Roundtable would provide opportunities for two-way communication during the planning process. Strength, Weakness, Opportunities, and Threats (SWOT) Analysis were completed by both committees. SWOT Analyses were also completed by the Board, Steering Committee, and the Implementation Committee.

The MCPSS Strategic Plan was completed in June 2016. Shortly thereafter, mandatory training sessions were conducted for all central office employees. The Strategic Plan Awareness Training was designed to introduce attendees to the process involved in the development of Mobile County Public Schools' Strategic Plan including its vision, mission, beliefs and commitments, goals, and priorities. Lastly, a comprehensive communication plan was developed and implemented to engage our community and promote a culture of pride and teamwork.

Operationalization of the Strategic Plan was manifested through the district's Continuous Improvement Plan (CIP). The CIP was develop by the Continuous Improvement Planning Committee. Members were selected based on their knowledge and skill set needed to complete the task. Each committee member would establish a subcommittee responsible for each area of the plan: Executive Summary, Student Performance Diagnostic, Stakeholder Feedback Diagnostic, and Objectives/Goals/Action Steps. Stakeholder Involvement would be completed collaboratively by the ACIP Planning Committee.

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

Operationalization of the Strategic Plan was manifested through the alignment of the four goals in the district's Continuous Improvement Plan (CIP) and local schools' ACIP to the Strategic Plan. The CIP was develop by the ACIP Planning Committee. Members of the ACIP

Committee were selected based on their knowledge and skill set needed to complete the task. Each committee member would establish a subcommittee responsible for each area of the plan: Executive Summary, Student Performance Diagnostic, Stakeholder Feedback Diagnostic, and Objectives/Goals/Action Steps. Stakeholder Involvement would be completed collaboratively by the ACIP Planning Committee.

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

A comprehensive communication plan was developed by the Department of Communication and implemented to fidelity. Evidence of the communication plan includes MCPSS' web page redesign, signage seen throughout the system, and public meeting to inform the public. Mandatory training sessions were also conducted for all central office employees. The Strategic Plan Awareness Training was designed to introduce attendees to the process involved in the development of Mobile County Public Schools' Strategic Plan including its vision, mission, beliefs and commitments, goals, and priorities.

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Stakeholder Feedback Diagnostic

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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.

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Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		MCPSS stakeholder feedback MCPSS stakeholder feedback by year and standard

DRAFT

Evaluative Criteria and Rubrics

	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	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 acceptably analyzed and presented with reasonable clarity.	Level 3

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Areas of Notable Achievement

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

Standard One - Purpose and Direction Summary

Stakeholder Feedback data has identified Purpose and Direction as an area of strength for the Mobile County Public School System in 2016. The most recent survey results identifies the following areas as strengths among the various stakeholder subgroups:

- Parents: "Our school's purpose statement is clearly focused on student success." - 90.31% Strongly Agree/Agree
- Middle/High: "In my school, a high quality education is offered." - 75.03% Strongly Agree/Agree
- Elementary: "In my school my principal and teachers want every student to learn." - 97.43% Strongly Agree/Agree

Standard Two - Governance and Leadership Summary

Stakeholder Feedback data has identified Governance and Leadership as an area of strength for the Mobile County Public School System in 2016. The most recent survey results identifies the following areas as strengths among the various stakeholder subgroups:

- Parents: Our school has high expectations for students in all classes. - 89.82% Strongly Agree/Agree
- Middle/High: In my school, the principal and teachers have high expectations of me. - 76.03% Strongly Agree/Agree
- Elementary: "In my school my teachers want me to do my best work." - 98.08% Strongly Agree/Agree

Standard Three - Teaching and Assessing for Learning Summary

Stakeholder Feedback data has identified Teaching and Assessing for Learning as an area of strength for the Mobile County Public School System in 2016. The most recent survey results identifies the following areas as strengths among the various stakeholder subgroups:

- Parents: "My child know the expectations for learning in all classes." - 91.47% Strongly Agree/Agree
- Middle/High: "All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught." - 74.61% Strongly Agree/Agree
- Elementary: "My teachers tell me how I should behave and do my work." - 94.85% Strongly Agree/Agree

Standard Four - Resources and Support Systems Summary

Stakeholder Feedback data has identified Resources and Support Systems as an area of strength for the Mobile County Public School System in 2016. The most recent survey results identifies the following areas as strengths among the various stakeholder subgroups:

- Parents: "Our school provides a safe learning environment." - 88.81% Strongly Agree/Agree
- Middle/High: "In my school, I have access to counseling, career planning, and other programs to help me in school." - 72.12% Strongly Agree/Agree
- Elementary: "My teacher tells me when I do good work." - 96.52% Strongly Agree/Agree

Standard Five - Using Results for Continuous Improvement Summary

Stakeholder Feedback data has identified Using Results for Continuous Improvement as an area of strength for the Mobile County Public School System in 2016. The most recent survey results identifies the following areas as strengths among the various stakeholder subgroups:

- Parents: "My child is prepared for success in the next school year." - 86.86% Strongly Agree/Agree
- Middle/High: "My school prepares me for success in the next school year." - 74.08% Strongly Agree/Agree
- Elementary: "My principal and teachers help me to be ready for the next grade." - 95.72% Strongly Agree/Agree

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

Survey responses regarding purpose and direction are showing a trend towards increasing stakeholder satisfaction among all groups. This is noted by the increase in responses marked strongly agree or agree. Parents and students all agree that schools want students to learn and are clearly focused on student success.

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

Survey responses regarding purpose and direction are showing a trend towards increasing stakeholder satisfaction among all groups. This is noted by the increase in responses marked strongly agree or agree. Parents and students all agree that schools want students to learn and are clearly focused on student success.

DRAFT

Areas in Need of Improvement

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

Standard One - Purpose and Direction Summary

Stakeholder Feedback data has identified areas of concern as identified by the 2016-17 Stakeholder Diagnostic:

- Parents: "Our school's purpose statement is formally reviewed and revised with involvement from parents." - 79.9% Strongly Agree/Agree
- Middle/High: "In my school, all students are treated with respect." - 42.73% Strongly Agree/Agree
- Elementary: "In my school my principal and teachers want every student to learn." - 93.92% Strongly Agree/Agree

Standard Two - Governance and Leadership Summary

Stakeholder Feedback data has identified Governance and Leadership as an areas of concern as identified by the 2016-17 Stakeholder Diagnostic:

- Parents: Our school's governing body does not interfere with the operation or leadership of our school." - 74.63% Strongly Agree/Agree
- Middle/High: "In my school, all students are treated with respect." - 36.65% Strongly Agree/Agree
- Elementary: In my school students treat adults with respect." - 66.81% Strongly Agree/Agree

Standard Three - Teaching and Assessing for Learning Summary

Stakeholder Feedback data has identified Teaching and Assessing for Learning as an area of concern as identified by the 2016-17 Stakeholder Diagnostic:

- Parents: "All of my child's teachers meet his/her learning needs by individualizing instruction." - 78.41% Strongly Agree/Agree
- Middle/High: "My school offers opportunities for my family to become involved in school activities and my learning." - 58.76% Strongly Agree/Agree
- Elementary: "My teachers ask my family to come to school activities." - 62.18% Strongly Agree/Agree

Standard Four - Resources and Support Systems Summary

Stakeholder Feedback data has identified Resources and Support Systems as an areas of concern as identified by the 2016-17 Stakeholder Diagnostic were as follows:

- Parents: "Our school ensures the effective use of financial resources." - 78.8% Strongly Agree/Agree
- Middle/High: "In my school, students respect the property of others." - 34.3% Strongly Agree/Agree
- Elementary: "My school is safe and clean." - 82.04% Strongly Agree/Agree

Standard Five - Using Results for Continuous Improvement Summary

Stakeholder Feedback data has identified Using Results for Continuous Improvement as an area of concern as identified by the 2016-17 Stakeholder Diagnostic were as follows:

- Parents: "My child has administrators and teachers that monitor and inform me of his/her learning progress." - 84.07% Strongly Agree/Agree
- Middle/High: "My school considers students' opinions when planning ways to improve the school." - 50.12% Strongly Agree/Agree
- Elementary: "My principal and teachers ask me what I think about school." - 61.64% Strongly Agree/Agree

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

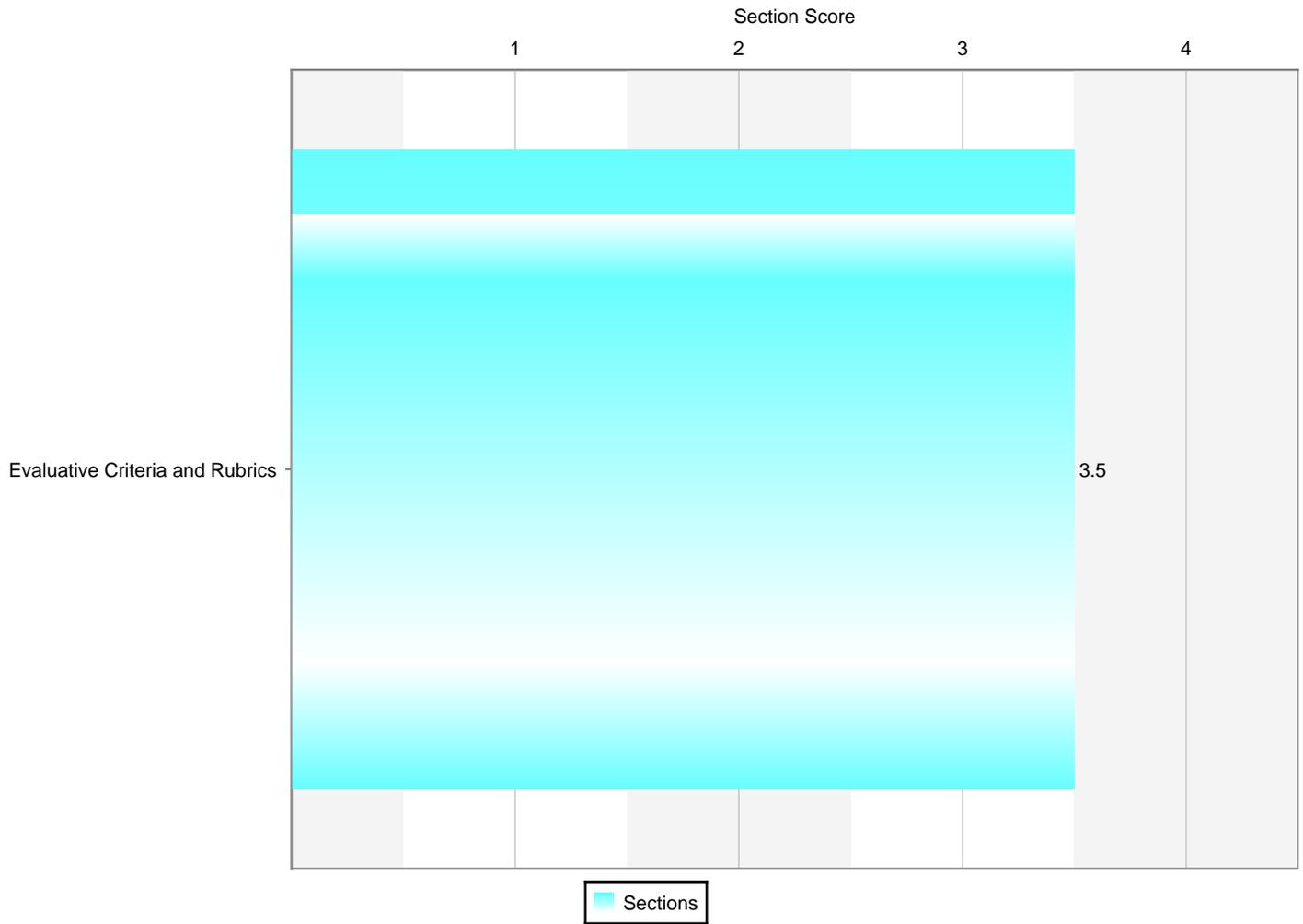
What are the implications for these stakeholder perceptions?

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

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Report Summary

Scores By Section



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Student Performance Diagnostic

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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.

DRAFT

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Diagnostic Summative Data Review

DRAFT

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	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 demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

- ACT Aspire (Grades 3-8 and 10) - For the district, the percent of students proficient in all grade levels (3-8) increased in both reading and math. Students in grade 3 performed at the national average and students in grades 4 and 5 performed above the national average in reading. Students in grades 3-7 performed above the national average in math.

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

- ACT Aspire (Grades 3-8 and 10) -

o Reading - the percentage of students scoring close and in need of support decreased, while the percentage of students scoring ready increased:

In Need of Support 37.3% - 36.6% proficient

Close 28.3% - 27.9% proficient

Ready 22.4% - 23.6% proficient

o Math - The percentage of students scoring in need of support decreased, while the percentage of students scoring ready and exceeding increased:

In need of Support 22% - 19%

Ready 29% - 32%

Exceeding 11% - 13%

- ACT with Writing (Grade 11) - The percentage of students who met the ACT College Readiness benchmarks increased in Math (14% to 15%), reading (21% to 23%), and science (12% to 17%). Also, the percentage of students who met all four subject benchmarks, increased from 7% to 9%.

Which area(s) indicate the overall highest performance?

- ACT Aspire (Grades 3-8 and 10) -

o Reading - Grade 8 - 42% proficient

o Math Grade 3 - 54.2% proficient

- ACT with Writing (Grade 11) - 35% of students met the ACT College Readiness Benchmark in English.

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

- o ACT Aspire (Grades 3-8 and 10) - EL students have shown an overall increase in performance. In reading, EL students in grades 3-7 have shown an increase, and EL students in grades 3, 5, and 7 have shown an increase in math.
- ACT with Writing (Grade 11) - Black/African American students' composite average increased from 15.6 to 15.8, American Indian/Alaskan Native increased from 16.7 to 16.8, and Asian students' composite average increased from 19.5 to 19.9.

Between which subgroups is the achievement gap closing?

- ACT Aspire (Grades 3-8 and 10) -
 - o Reading - Black students have shown a positive trend in the percentage of students scoring proficient over the last three years (20.2%, 23.1% and 24.7%) as compared to the all students percent proficient of 35.5% for 2016
 - o Math - Black students have shown a positive trend in the percentage of students scoring proficient over the last three years (25.8%, 29.9% and 30.5%) as compared to the all students percent proficient 40.5% for 2016

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

STAR is used as a diagnostic tool in both reading and math. When looking at STAR predictions for ACT Aspire readiness benchmarks, students who were performing above grade level were predicted to benchmark on the ACT Aspire. When comparing ACT Aspire predictions from the STAR test with actual ACT Aspire results, the percentage of students who benchmarked was within 5 percentage points.

Areas in Need of Improvement

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

- ACT Aspire (Grades 3-8 and 10) - Although students in grades 3, 5, and 7 showed growth over the previous year, their level of performance in reading is lower than the other grade levels. Students in grades 7 and 8 showed growth over the previous year, however, their level of performance in math is lower than the other grade levels. Students in grade 10 performed below the expected level in both reading and math. Students in grades 6-8 and 10 performed below the national average in reading and students in grades 8 and 10 performed below the national average in math.
- ACT with Writing (Grade 11) - Although students have made slight gains in all content areas on the ACT, the average ACT score for each subject test as well as the composite score continues to be below the state average.

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

- ACT Aspire (Grades 3-8 and 10) -
 - o Reading - When looking at the same group of students over time, in the area of reading students in grade 5 (35% proficient) during the 2016 school year scored lower than they did the previous year as 4th grade students (40% proficient). Students in grade 7 (32% proficient) during the 2016 school year scored lower than they did the previous year as 6th grade students (38% proficient).
 - o Math - When looking at the same group of students over time, in the area of math students in grade 7 (35% proficient) during the 2016 school year scored lower than they did the previous year as 6th grade students (46% proficient). Students in grade 8 (28% proficient) during the 2016 school year scored lower than they did the previous year as 7th grade students (30% proficient).
- ACT with Writing (Grade 11) - The percent of students who met the college readiness benchmark in English decreased from 37% in 2015 to 35% in 2016.

Which area(s) indicate the overall lowest performance?

- ACT Aspire (Grades 3-8 and 10) -
 - o Reading - Grade 10 - 24%
 - o Math - Grade 10 - 11%
- ACT with Writing (Grade 11) - The average ACT score for English is 16.3.

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

- ACT Aspire (Grades 3-8 and 10) - There are no subgroups that show a negative trend.

- ACT with Writing (Grade 11) - The average ACT score for Native Hawaiian/Other Pacific Islander students decreased from 16.8 in 2015 to 15.8 in 2016 and Hispanic students decreased from 18.1 in 2015 to 17.8 in 2016.

Between which subgroups is the achievement gap becoming greater?

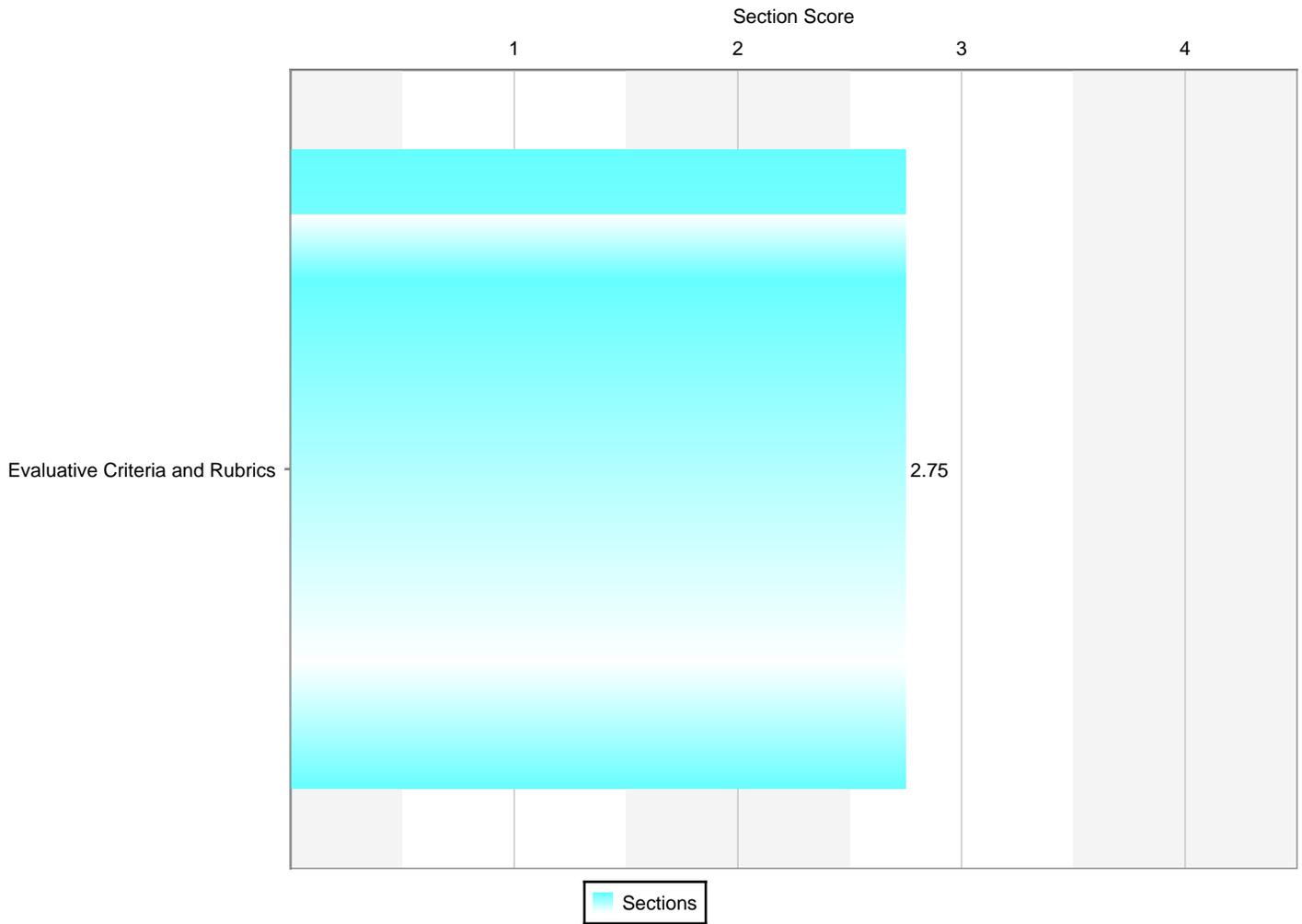
- ACT Aspire (Grades 3-8 and 10) - There are no subgroups that show the achievement gap becoming greater.
- ACT with Writing (Grade 11) - The achievement gap between Native Hawaiian/Other Pacific Islander students has increased.

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

STAR is used as a diagnostic tool in both reading and math. When looking at STAR predictions for ACT Aspire readiness benchmarks, students who were performing below grade level were not predicted to benchmark on the ACT Aspire. When comparing ACT Aspire predictions from the STAR test with actual ACT Aspire results, the percentage of students who did not benchmark was within 5 percentage points.

Report Summary

Scores By Section



D

ACIP Assurances

DRAFT

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.

DRAFT

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, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.			

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.			

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.			

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.			

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 (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.			

District ACIP 2016-17

DRAFT

Overview

Plan Name

District ACIP 2016-17

Plan Description

2016-2017

DRAFT

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	ENGAGED LEARNERS: Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas	Objectives: 2 Strategies: 2 Activities: 7	Organizational	\$1133215
2	QUALITY PROFESSIONALS: Prepare and support teachers and leaders to graduate college and career ready students	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$916356
3	EMERGING TECHNOLOGIES: Provide digital tools and resources to all educators and students.	Objectives: 2 Strategies: 4 Activities: 4	Organizational	\$3547358
4	OPERATIONAL AND SUPPORT SYSTEMS: Prepare and support students through student support services.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$48195927
5	LOCAL INDICATOR: Enhance student engagement in digital literacy tools and resources through participation in the Digital Literacy Project (DLP)	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$50000

Goal 1: ENGAGED LEARNERS: Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas

Measurable Objective 1:

achieve college and career readiness by increasing the high school graduation rate by 08/01/2017 as measured by the percent of students with on time graduation.

Strategy 1:

Curriculum Instruction and Assessment Practices - Provide curriculum instruction and assessment practices that support teacher effectiveness as evidenced by the following: proficiency rates for End-of-Quarter tests and Common Formative Assessments/ unit tests, writing date reports, pre-and post-tasks data reports, usage rates for STEMscopes, Moodle, and AMSTI/SIM, Star testing, and Periodic Assessments.

Category: Develop/Implement College and Career Ready Standards

Research Cited: esearch - Alabama Plan 2020, CCRS (ELA, Mathematics, Science, and Social Studies), and Larry Ainsworth, 2013, p. XV

Activity - Science COS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
100% of K-12 science teachers will implement the new Alabama Course of Study science standards by June 1, 2017 as measured by STEMscopes, Moodle, or AMSTI/SIM usage. Schools: All Schools	Academic Support Program	08/10/2016	06/01/2017	\$67403	District Funding, Title I Part D, Title I Part A	Curriculum Coordinators: Helen Miles and Toni Worsham

Activity - Pacing Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement the pre-K-12 instructional pacing guides. Design, support, and monitor the implementation of the pre-K-12 Instructional guides and district-wide initiatives for student success in all core content areas. Schools: All Schools	Academic Support Program	08/10/2016	06/01/2017	\$1065807	Title I Part A, District Funding, Title II Part A	Curriculum and Instruction Coordinators: Helen Miles and Toni Worsham

Measurable Objective 2:

increase student growth and achieve college and career readiness by increasing the high school graduation rate by 08/04/2017 as measured by increasing the percent of students benchmarking by 4%.

Strategy 1:

College and Career Ready - Prepare all students to be College and Career Ready as evidenced by an increase of 4% of students who benchmark by August 2017

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Plan 2020

Activity - Provide curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide curriculum that specifically prepares all students for post-secondary education and careers. Schools: All Schools	Career Preparation/Orientation, Academic Support Program	08/10/2016	06/01/2017	\$1	District Funding	Curriculum and Instruction Coordinators: Helen Miles and Toni Worsham

ACIP

Mobile County Board of Education

Activity - Increase Enrollment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase enrollment in courses that lead toward college readiness (honors and Advanced Placement classes in high school). Schools: All Schools	Career Preparation/Orientation, Academic Support Program	08/10/2016	06/01/2017	\$1	District Funding	Curriculum and Instruction Coordinators: Helen Miles and Toni Worsham

Activity - ACPS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fully implement the Alabama Career Planning System (ACPS). Schools: All Schools	Career Preparation/Orientation, Academic Support Program	08/10/2016	06/01/2017	\$1	General Fund	Work Force Development Assistant Superintendent, Larry Mouton

Activity - College and Career Pathway	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure all students have a college and career pathway specific for their post-secondary plans. Schools: All Schools	Career Preparation/Orientation, Academic Support Program	08/10/2016	06/01/2017	\$1	General Fund	Work Force Development Assistant Superintendent, Larry Mouton

Activity - Awareness Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Develop and implement a comprehensive awareness program targeting students, families and community that emphasizes career pathways, college-articulated credit, college entrance, internships, cooperative work experiences, industry certification, pre-apprenticeship, dual enrollment and Signature Academies.	Career Preparation/Orientation, Parent Involvement, Academic Support Program	08/10/2016	06/01/2017	\$1	General Fund	Work Force Development Assistant Superintendent, Larry Mouton
Schools: All Schools						

Goal 2: QUALITY PROFESSIONALS: Prepare and support teachers and leaders to graduate college and career ready students

Measurable Objective 1:

achieve college and career readiness by increasing the number of students meeting benchmark goals by 4% by 06/01/2017 as measured by DIBELS, STAR reading/math reports, and Aspire and college readiness indicators: WorkKeys, ACT, Advanced Placement, Dual Enrollment, CRI, and military enrollment..

Strategy 1:

Effective Instruction - Provide professional development in effective instruction to support all students

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Plan 2020, SREB 2006, Scholastic, 2013

Activity - Rigor and Relevance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development to core teachers and inclusion teachers on research based instructional strategies and rigorous and relevant instruction.	Career Preparation/Orientation, Academic Support Program	08/10/2016	06/01/2017	\$305452	Title I Part A, District Funding, Title II Part A	Curriculum and Instruction Coordinators: Helen Miles and Toni Worsham
Schools: All Schools						

Activity - Content Area PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development on unit/lesson planning in all content areas. Schools: All Schools	Academic Support Program	08/10/2016	08/10/2017	\$305452	Title I Part A, District Funding, Title II Part A	Curriculum and Instruction Coordinators: Helen Miles and Toni Worsham

Activity - Leadership PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide leadership training to all administrators, department heads, lead teachers, athletic directors, coaches, librarians and curriculum academy teachers. Schools: All Schools	Academic Support Program	08/10/2016	08/10/2017	\$305452	Title I Part A, Title II Part A, District Funding	Curriculum and Instruction Coordinators: Helen Miles and Toni Worsham

Goal 3: EMERGING TECHNOLOGIES: Provide digital tools and resources to all educators and students.

Measurable Objective 1:

increase student growth by ensuring students/educators have access to a comprehensive infrastructure for learning and productivity using digital tools, when and where they need it in order to fully support a society of learners in which learning is life-long and life-wide. by 06/01/2017 as measured by technology inventory, network traffic, MiDevice network reports.

Strategy 1:

BYOD policies and procedures - Develop guidance documents to assist the districts in developing policies for student use of both district-owned and mobile devices belonging to the student (BYOD).

Category: Other - Technology Plan goals/objectives

Research Cited: Alabama Plan 2020

Activity - Becoming a BYOD work sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership teams will work to create guidelines and best practices specific to their school's plans for technology, including BYOD classrooms. Schools: All Schools	Technology, Policy and Process	08/10/2016	08/10/2017	\$250001	Title II Part A, District Funding	Technology Division and Department of Instructional Technology Resource Teachers

Strategy 2:

Devices - Work to provide funding for an ICD for every student and educator through district, school, and other funding and also Bring Your Own Device options for student use.

Category: Other - Technology Plan goals/objectives

Research Cited: Alabama Plan 2020

Activity - Devices (District and BYOD)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assist schools in implementation of BYOD classroom roll out. Assist with budgeting for supplemental devices for schools in need. Provide devices when budget permits. Schools: All Schools	Technology	08/10/2016	08/10/2017	\$1300000	State Funds	Technology Division and Instructional Technology Resource Teachers

Strategy 3:

Wireless Network - Improve and maintain the wireless network for all schools to become BYOD.

Category: Align Fiscal Resources

Research Cited: PLAN 2020

Activity - Wireless Network	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Improve, maintain and upgrade wireless network Schools: All Schools	Technology	08/15/2016	08/11/2017	\$1039848	USAC Technology	Executive Director and Instructional Technology Coordinator

Measurable Objective 2:

increase student growth through the promotion of and use of high-quality, cost-effective, complete and supplemental managed interactive, digital content curriculum materials and text aligned with Alabama's College-and Career-Ready Standards. by 08/10/2017 as measured by network traffic, user reports, resources accessed and utilized.

Strategy 1:

District resources - Utilize the www.mcps.com resources and guidance documents to support the conversion from print-to-digital content, mobile learning (BYOD) and district-owned devices, customized learning, and all administrative and support services.

Category: Other - Technology Plan goals/objectives

Research Cited: Alabama Plan 2020

Activity - Digital curriculum and resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Promote the use of high-quality, cost-effective, complete and supplemental managed interactive, digital content curriculum materials and text aligned with Alabama's College-and Career-Ready Standards. Schools: All Schools	Technology	08/10/2016	08/10/2017	\$957509	District Funding	Technology Division and Instructional Technology Resource Teachers

Goal 4: OPERATIONAL AND SUPPORT SYSTEMS: Prepare and support students through student support services.

Measurable Objective 1:

increase student growth by reducing barriers to student achievement by 06/01/2017 as measured by by 06/01/2017 as measured by graduation rate, attendance reports, and discipline reports.

Strategy 1:

Services to remove barriers - Services to remove barriers will include:

Assign attendance officers to high school cohort team/feeder pattern

Continue educational opportunities through Envision, Pathway, Twilight, POINTE, ReDirect, Credit Recovery and EEOP.

Increase checking chronic ailment letters with medical care giver for legitimacy.

Improve the identification process and provide homeless the educational services to students who need them

Hiring of additional social worker, district registrar and an itinerant registrar (to serve as substitute for vacancies).

Category: Develop/Implement Learning Supports

Research Cited: PLAN 2020

Activity - Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assign attendance officers to their high school cohort team/feeder pattern. Social workers are assigned to schools to provide assistance with the varied needs of students and parents. (Homeless, etc). Support also includes funding of extended day programs, summer school and transportation for magnet schools and middle schools. Schools: All Schools	Parent Involvement, Academic Support Program, Community Engagement	08/15/2016	06/02/2017	\$48195927	Title I Part A, General Fund, District Funding	Executive Director Student Services

ACIP

Mobile County Board of Education

Activity - Partnerships	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Increase partnerships with community agencies to provide assistance in the areas of need (FIT, CAB, Helping Families, Transition team, Alta-Pointe, The Bridge, Strickland Youth Center. CAPPII (Anger Management Program) STAR Academy (located at Pathway) Decrease student and service provider ratio at the schools.</p> <p>Schools: All Schools</p>	Parent Involvement, Academic Support Program, Behavioral Support Program, Community Engagement	08/15/2016	06/02/2017	\$0	No Funding Required	Executive Director of Student Services

Activity - Realign resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>These services are to include: Increase community agency in providing services at or near schools Reevaluate how the at-risk funding is begin utilized Enhance partnerships with community agencies to increase their presence in the schools to deter deviant behavior Assign transition teams for students with attendance and behavior issues Reorganize nursing staff to include two lead nurses as well as provide funding for substitute RNs and LPNs.</p> <p>Schools: All Schools</p>	Other - Fiscal Management	08/15/2016	06/02/2017	\$0	No Funding Required	Executive Director of Student Services

Activity - Processes and Procedures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>These services to include: Utilize online registration Attendance zone transfer requests are approved online Attendance, grades and discipline are online Wireless technology in schools and on buses; stop arm security cameras on all buses Improve website to be more user friendly (attendance zones) Student Support Services Handbook and Code of Conduct are available online Automated absentee telephone calls Attendance letters are sent home for unexcused absences and tardies</p> <p>Schools: All Schools</p>	Technology, Parent Involvement, Academic Support Program, Community Engagement	08/15/2016	06/02/2017	\$0	No Funding Required	Executive Director of Student Services
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Goal 5: LOCAL INDICATOR: Enhance student engagement in digital literacy tools and resources through participation in the Digital Literacy Project (DLP)

Measurable Objective 1:

demonstrate a proficiency in technology in DLP schools by broadening and expanding student access and use of appropriate digital literacy tools by 3% from 208,935 to 215,203 by 06/02/2017 as measured by the Discovery Education usage report.

Strategy 1:

Access to Digital Literacy Resources - 1. Expand access and quantity of free or district provided, high-quality, engaging, standards-based, digital media resources for students.

2. Provide collaborative professional development opportunities for teachers to develop learning strategies for students to learn from fellow students through the safe use of appropriate collaborative applications as well as Internet-based educational social media.

Category: Other - Digital Literacy

Research Cited: Plan 2020

Activity - Digital Literacy Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Mobile County Board of Education

<p>1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes.</p> <p>Schools: McDavid-Jones Elementary School, North Mobile County K-8, Elsie Collier Elementary School, Florence Howard Elementary School, Forest Hill Elementary School, J.E. Turner Elementary School, Kate Shepard Elementary School, Morningside Elementary School, Baker High School, Olive J. Dodge Elementary School, C.L. Scarborough Middle School, Katherine H. Hankins Middle School, Old Shell Road School of Creative and Performing Arts, Cora Castlen Elementary School, W. H. Leinkauf Elementary School, Dunbar Magnet School of Creative and Performing Arts, Mary B. Austin Elementary School, Cranford Burns Middle School, Peter F. Alba Middle School, Collins-Rhodes Elementary, Mary G. Montgomery High School, Wilmer Elementary School, W. C. Griggs Elementary School, E. R. Dickson Elementary School, E.S. Chastang Middle School, Allentown Elementary School, Bernice J. Causey Middle School, Semmes Elementary School, Theodore High School, Elizabeth Fonde Elementary School, Tanner-Williams Elementary School, Whitley Elementary School, Erwin Craighead Elementary School, Nan Gray Davis Elementary School, Taylor-White Elementary School, Semmes Middle School, John L. Leflore High School, C.F. Vigor High School, Indian Springs Elementary School, Saint Elmo Elementary School, Dixon Elementary School, Mattie Thomas Blount High School, Eichold-Mertz Magnet School of Math, Science & Technology, Pearl Haskew Elementary School, Jeremiah A. Denton, Jr. Middle School, Grand Bay Middle School, Maryvale Elementary School, Pauline O'Rourke Elementary School, Clark-Shaw Magnet School, Hollinger's Island Elementary School, W.P. Davidson High School</p>	<p>Technology, Academic Support Program, Professional Learning</p>	<p>08/10/2016</p>	<p>06/02/2017</p>	<p>\$50000</p>	<p>Title II Part D</p>	<p>Instructional Technology and Library Media</p>
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part D

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Science COS	100% of K-12 science teachers will implement the new Alabama Course of Study science standards by June 1, 2017 as measured by STEMscopes, Moodle, or AMSTI/SIM usage.	Academic Support Program	08/10/2016	06/01/2017	\$24660	Curriculum Coordinators: Helen Miles and Toni Worsham
Total					\$24660	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Science COS	100% of K-12 science teachers will implement the new Alabama Course of Study science standards by June 1, 2017 as measured by STEMscopes, Moodle, or AMSTI/SIM usage.	Academic Support Program	08/10/2016	06/01/2017	\$40260	Curriculum Coordinators: Helen Miles and Toni Worsham
Rigor and Revelance	Provide professional development to core teachers and inclusion teachers on research based instructional strategies and rigorous and relevant instruction.	Career Preparation/Orientation, Academic Support Program	08/10/2016	06/01/2017	\$200634	Curriculum and Instruction Coordinators: Helen Miles and Toni Worsham
Leadership PD	Provide leadership training to all administrators, department heads, lead teachers, athletic directors, coaches, librarians and curriculum academy teachers.	Academic Support Program	08/10/2016	08/10/2017	\$200634	Curriculum and Instruction Coordinators: Helen Miles and Toni Worsham
Support	Assign attendance officers to their high school cohort team/feeder pattern. Social workers are assigned to schools to provide assistance with the varied needs of students and parents. (Homeless, etc). Support also includes funding of extended day programs, summer school and transportation for magnet schools and middle schools.	Parent Involvement, Academic Support Program, Community Engagement	08/15/2016	06/02/2017	\$2364708	Executive Director Student Services

ACIP

Mobile County Board of Education

Pacing Guides	Implement the pre-K-12 instructional pacing guides. Design, support, and monitor the implementation of the pre-K-12 Instructional guides and district-wide initiatives for student success in all core content areas.	Academic Support Program	08/10/2016	06/01/2017	\$785993	Curriculum and Instruction Coordinators: Helen Miles and Toni Worsham
Content Area PD	Provide professional development on unit/lesson planning in all content areas.	Academic Support Program	08/10/2016	08/10/2017	\$200634	Curriculum and Instruction Coordinators: Helen Miles and Toni Worsham
Total					\$3792863	

USAC Technology

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Wireless Network	Improve, maintain and upgrade wireless network	Technology	08/15/2016	08/11/2017	\$1039848	Executive Director and Instructional Technology Coordinator
Total					\$1039848	

Title II Part D

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes.	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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ACIP

Mobile County Board of Education

Partnerships	Increase partnerships with community agencies to provide assistance in the areas of need (FIT, CAB, Helping Families, Transition team, Alta-Pointe, The Bridge, Strickland Youth Center. CAPPII (Anger Management Program) STAR Academy (located at Pathway) Decrease student and service provider ratio at the schools.	Parent Involvement, Academic Support Program, Behavioral Support Program, Community Engagement	08/15/2016	06/02/2017	\$0	Executive Director of Student Services
Realign resources	These services are to include: Increase community agency in providing services at or near schools Reevaluate how the at-risk funding is begin utilized Enhance partnerships with community agencies to increase their presence in the schools to deter deviant behavior Assign transition teams for students with attendance and behavior issues Reorganize nursing staff to include two lead nurses as well as provide funding for substitute RNs and LPNs.	Other - Fiscal Management	08/15/2016	06/02/2017	\$0	Executive Director of Student Services
Processes and Procedures	These services to include: Utilize online registration Attendance zone transfer requests are approved online Attendance, grades and discipline are online Wireless technology in schools and on buses; stop arm security cameras on all buses Improve website to be more user friendly (attendance zones) Student Support Services Handbook and Code of Conduct are available online Automated absentee telephone calls Attendance letters are sent home for unexcused absences and tardies	Technology, Parent Involvement, Academic Support Program, Community Engagement	08/15/2016	06/02/2017	\$0	Executive Director of Student Services
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Provide curriculum	Provide curriculum that specifically prepares all students for post- secondary education and careers.	Career Preparation/Orientation, Academic Support Program	08/10/2016	06/01/2017	\$1	Curriculum and Instruction Coordinators: Helen Miles and Toni Worsham

ACIP

Mobile County Board of Education

Science COS	100% of K-12 science teachers will implement the new Alabama Course of Study science standards by June 1, 2017 as measured by STEMscopes, Moodle, or AMSTI/SIM usage.	Academic Support Program	08/10/2016	06/01/2017	\$2483	Curriculum Coordinators: Helen Miles and Toni Worsham
Becoming a BYOD work sessions	School leadership teams will work to create guidelines and best practices specific to their school's plans for technology, including BYOD classrooms.	Technology, Policy and Process	08/10/2016	08/10/2017	\$1	Technology Division and Department of Instructional Technology Resource Teachers
Support	Assign attendance officers to their high school cohort team/feeder pattern. Social workers are assigned to schools to provide assistance with the varied needs of students and parents. (Homeless, etc). Support also includes funding of extended day programs, summer school and transportation for magnet schools and middle schools.	Parent Involvement, Academic Support Program, Community Engagement	08/15/2016	06/02/2017	\$45394237	Executive Director Student Services
Rigor and Revelance	Provide professional development to core teachers and inclusion teachers on research based instructional strategies and rigorous and relevant instruction.	Career Preparation/Orientation, Academic Support Program	08/10/2016	06/01/2017	\$84184	Curriculum and Instruction Coordinators: Helen Miles and Toni Worsham
Leadership PD	Provide leadership training to all administrators, department heads, lead teachers, athletic directors, coaches, librarians and curriculum academy teachers.	Academic Support Program	08/10/2016	08/10/2017	\$84184	Curriculum and Instruction Coordinators: Helen Miles and Toni Worsham
Content Area PD	Provide professional development on unit/lesson planning in all content areas.	Academic Support Program	08/10/2016	08/10/2017	\$84184	Curriculum and Instruction Coordinators: Helen Miles and Toni Worsham
Increase Enrollment	Increase enrollment in courses that lead toward college readiness (honors and Advanced Placement classes in high school).	Career Preparation/Orientation, Academic Support Program	08/10/2016	06/01/2017	\$1	Curriculum and Instruction Coordinators: Helen Miles and Toni Worsham

ACIP

Mobile County Board of Education

Pacing Guides	Implement the pre-K-12 instructional pacing guides. Design, support, and monitor the implementation of the pre-K-12 Instructional guides and district-wide initiatives for student success in all core content areas.	Academic Support Program	08/10/2016	06/01/2017	\$84189	Curriculum and Instruction Coordinators: Helen Miles and Toni Worsham
Digital curriculum and resources	Promote the use of high-quality, cost-effective, complete and supplemental managed interactive, digital content curriculum materials and text aligned with Alabama's College-and Career-Ready Standards.	Technology	08/10/2016	08/10/2017	\$957509	Technology Division and Instructional Technology Resource Teachers
Total					\$46690973	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Devices (District and BYOD)	Assist schools in implementation of BYOD classroom roll out. Assist with budgeting for supplemental devices for schools in need. Provide devices when budget permits.	Technology	08/10/2016	08/10/2017	\$1300000	Technology Division and Instructional Technology Resource Teachers
Total					\$1300000	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Content Area PD	Provide professional development on unit/lesson planning in all content areas.	Academic Support Program	08/10/2016	08/10/2017	\$20634	Curriculum and Instruction Coordinators: Helen Miles and Toni Worsham
Becoming a BYOD work sessions	School leadership teams will work to create guidelines and best practices specific to their school's plans for technology, including BYOD classrooms.	Technology, Policy and Process	08/10/2016	08/10/2017	\$250000	Technology Division and Department of Instructional Technology Resource Teachers

ACIP

Mobile County Board of Education

Leadership PD	Provide leadership training to all administrators, department heads, lead teachers, athletic directors, coaches, librarians and curriculum academy teachers.	Academic Support Program	08/10/2016	08/10/2017	\$20634	Curriculum and Instruction Coordinators: Helen Miles and Toni Worsham
Rigor and Revelance	Provide professional development to core teachers and inclusion teachers on research based instructional strategies and rigorous and relevant instruction.	Career Preparation/Orientation, Academic Support Program	08/10/2016	06/01/2017	\$20634	Curriculum and Instruction Coordinators: Helen Miles and Toni Worsham
Pacing Guides	Implement the pre-K-12 instructional pacing guides. Design, support, and monitor the implementation of the pre-K-12 Instructional guides and district-wide initiatives for student success in all core content areas.	Academic Support Program	08/10/2016	06/01/2017	\$195625	Curriculum and Instruction Coordinators: Helen Miles and Toni Worsham
Total					\$507527	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ACPS	Fully implement the Alabama Career Planning System (ACPS).	Career Preparation/Orientation, Academic Support Program	08/10/2016	06/01/2017	\$1	Work Force Development Assistant Superintendent, Larry Mouton
Support	Assign attendance officers to their high school cohort team/feeder pattern. Social workers are assigned to schools to provide assistance with the varied needs of students and parents. (Homeless, etc). Support also includes funding of extended day programs, summer school and transportation for magnet schools and middle schools.	Parent Involvement, Academic Support Program, Community Engagement	08/15/2016	06/02/2017	\$436982	Executive Director Student Services
Awareness Program	Develop and implement a comprehensive awareness program targeting students, families and community that emphasizes career pathways, college-articulated credit, college entrance, internships, cooperative work experiences, industry certification, pre-apprenticeship, dual enrollment and Signature Academies.	Career Preparation/Orientation, Parent Involvement, Academic Support Program	08/10/2016	06/01/2017	\$1	Work Force Development Assistant Superintendent, Larry Mouton

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Mobile County Board of Education

College and Career Pathway	Ensure all students have a college and career pathway specific for their post-secondary plans.	Career Preparation/Orientation, Academic Support Program	08/10/2016	06/01/2017	\$1	Work Force Development Assistant Superintendent, Larry Mouton
					Total	\$436985

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Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Science COS	100% of K-12 science teachers will implement the new Alabama Course of Study science standards by June 1, 2017 as measured by STEMscopes, Moodle, or AMSTI/SIM usage.	Academic Support Program	08/10/2016	06/01/2017	\$67403	Curriculum Coordinators: Helen Miles and Toni Worsham
Pacing Guides	Implement the pre-K-12 instructional pacing guides. Design, support, and monitor the implementation of the pre-K-12 Instructional guides and district-wide initiatives for student success in all core content areas.	Academic Support Program	08/10/2016	06/01/2017	\$1065807	Curriculum and Instruction Coordinators: Helen Miles and Toni Worsham
Provide curriculum	Provide curriculum that specifically prepares all students for post-secondary education and careers.	Career Preparation/Orientation, Academic Support Program	08/10/2016	06/01/2017	\$1	Curriculum and Instruction Coordinators: Helen Miles and Toni Worsham
Increase Enrollment	Increase enrollment in courses that lead toward college readiness (honors and Advanced Placement classes in high school).	Career Preparation/Orientation, Academic Support Program	08/10/2016	06/01/2017	\$1	Curriculum and Instruction Coordinators: Helen Miles and Toni Worsham
ACPS	Fully implement the Alabama Career Planning System (ACPS).	Career Preparation/Orientation, Academic Support Program	08/10/2016	06/01/2017	\$1	Work Force Development Assistant Superintendent, Larry Mouton
College and Career Pathway	Ensure all students have a college and career pathway specific for their post-secondary plans.	Career Preparation/Orientation, Academic Support Program	08/10/2016	06/01/2017	\$1	Work Force Development Assistant Superintendent, Larry Mouton

ACIP

Mobile County Board of Education

Awareness Program	Develop and implement a comprehensive awareness program targeting students, families and community that emphasizes career pathways, college-articulated credit, college entrance, internships, cooperative work experiences, industry certification, pre-apprenticeship, dual enrollment and Signature Academies.	Career Preparation/Orientation, Parent Involvement, Academic Support Program	08/10/2016	06/01/2017	\$1	Work Force Development Assistant Superintendent, Larry Mouton
Rigor and Relevance	Provide professional development to core teachers and inclusion teachers on research based instructional strategies and rigorous and relevant instruction.	Career Preparation/Orientation, Academic Support Program	08/10/2016	06/01/2017	\$305452	Curriculum and Instruction Coordinators: Helen Miles and Toni Worsham
Content Area PD	Provide professional development on unit/lesson planning in all content areas.	Academic Support Program	08/10/2016	08/10/2017	\$305452	Curriculum and Instruction Coordinators: Helen Miles and Toni Worsham
Leadership PD	Provide leadership training to all administrators, department heads, lead teachers, athletic directors, coaches, librarians and curriculum academy teachers.	Academic Support Program	08/10/2016	08/10/2017	\$305452	Curriculum and Instruction Coordinators: Helen Miles and Toni Worsham
Becoming a BYOD work sessions	School leadership teams will work to create guidelines and best practices specific to their school's plans for technology, including BYOD classrooms.	Technology, Policy and Process	08/10/2016	08/10/2017	\$250001	Technology Division and Department of Instructional Technology Resource Teachers
Devices (District and BYOD)	Assist schools in implementation of BYOD classroom roll out. Assist with budgeting for supplemental devices for schools in need. Provide devices when budget permits.	Technology	08/10/2016	08/10/2017	\$1300000	Technology Division and Instructional Technology Resource Teachers
Digital curriculum and resources	Promote the use of high-quality, cost-effective, complete and supplemental managed interactive, digital content curriculum materials and text aligned with Alabama's College-and Career-Ready Standards.	Technology	08/10/2016	08/10/2017	\$957509	Technology Division and Instructional Technology Resource Teachers

ACIP

Mobile County Board of Education

Wireless Network	Improve, maintain and upgrade wireless network	Technology	08/15/2016	08/11/2017	\$1039848	Executive Director and Instructional Technology Coordinator
Support	Assign attendance officers to their high school cohort team/feeder pattern. Social workers are assigned to schools to provide assistance with the varied needs of students and parents. (Homeless, etc). Support also includes funding of extended day programs, summer school and transportation for magnet schools and middle schools.	Parent Involvement, Academic Support Program, Community Engagement	08/15/2016	06/02/2017	\$48195927	Executive Director Student Services
Partnerships	Increase partnerships with community agencies to provide assistance in the areas of need (FIT, CAB, Helping Families, Transition team, Alta-Pointe, The Bridge, Strickland Youth Center. CAPPII (Anger Management Program) STAR Academy (located at Pathway) Decrease student and service provider ratio at the schools.	Parent Involvement, Academic Support Program, Behavioral Support Program, Community Engagement	08/15/2016	06/02/2017	\$0	Executive Director of Student Services
Realign resources	These services are to include: Increase community agency in providing services at or near schools Reevaluate how the at-risk funding is begin utilized Enhance partnerships with community agencies to increase their presence in the schools to deter deviant behavior Assign transition teams for students with attendance and behavior issues Reorganize nursing staff to include two lead nurses as well as provide funding for substitute RNs and LPNs.	Other - Fiscal Management	08/15/2016	06/02/2017	\$0	Executive Director of Student Services
Processes and Procedures	These services to include: Utilize online registration Attendance zone transfer requests are approved online Attendance, grades and discipline are online Wireless technology in schools and on buses; stop arm security cameras on all buses Improve website to be more user friendly (attendance zones) Student Support Services Handbook and Code of Conduct are available online Automated absentee telephone calls Attendance letters are sent home for unexcused absences and tardies	Technology, Parent Involvement, Academic Support Program, Community Engagement	08/15/2016	06/02/2017	\$0	Executive Director of Student Services
Total					\$53792856	

Wilmer Elementary School

ACIP

Mobile County Board of Education

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes.	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Whitley Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes.	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

W.P. Davidson High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes.	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

W. H. Leinkauf Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

W. C. Griggs Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Theodore High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Taylor-White Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Tanner-Williams Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Semmes Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Semmes Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Saint Elmo Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Peter F. Alba Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Pearl Haskew Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Pauline O'Rourke Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Olive J. Dodge Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Old Shell Road School of Creative and Performing Arts

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

North Mobile County K-8

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Nan Gray Davis Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Morningside Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes.	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

McDavid-Jones Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes.	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Mattie Thomas Blount High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes.	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Maryvale Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Mary G. Montgomery High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Mary B. Austin Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Katherine H. Hankins Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Kate Shepard Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

John L. Leflore High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Jeremiah A. Denton, Jr. Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

J.E. Turner Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Indian Springs Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Hollinger's Island Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Grand Bay Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Forest Hill Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Florence Howard Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Erwin Craighead Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Elsie Collier Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Elizabeth Fonde Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Eichold-Mertz Magnet School of Math, Science & Technology

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

E.S. Chastang Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

E. R. Dickson Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Dunbar Magnet School of Creative and Performing Arts

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Dixon Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Cranford Burns Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Cora Castlen Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Collins-Rhodes Elementary

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Clark-Shaw Magnet School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

C.L. Scarborough Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

C.F. Vigor High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Bernice J. Causey Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Baker High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	

Allentown Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Implementation	<ol style="list-style-type: none"> 1. Create a Digital Literacy Team at each participating school (3 core teachers, 1 media specialist and principal). 2. Provide intentional professional development and coaching for DLP school teams. 3. Provide follow-up professional development and coaching for DLP school teams. 4. Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. 	Technology, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$50000	Instructional Technology and Library Media
Total					\$50000	