



# **LEA Title I Plan**

**Madison City Schools  
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Madison, AL 35758  
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**Dr. Dee O. Fowler  
Superintendent**

**Sharon Willis  
Federal Programs Coordinator**

**LEA Title I Plan**

The Title I Advisory Council will meet annually to review, revise, and update the LEA Title I Plan and to make budgetary decisions. The Federal Programs Coordinator will monitor the program throughout the school year working collaboratively with the local school administrators, Title I interventionists, teachers, parents, and community representatives. The Federal Programs Coordinator is responsible for scheduling the annual committee meeting. The committee members are responsible for attending the meetings, sharing ideas, and giving input.

LEA Title I Committee Member Signatures:

Federal Programs Coordinator: Sharon Willis

School Administrators: Rodney Richardson, Principal, Horizon Elementary  
Sheryl Lewis, Principal, St. John's Catholic School  
Kacy McKay, Assistant Principal, Mill Creek Elementary  
Deidra Willis, Director of Education, Sequel TSI

Parents: Sonya Eames

Title I Tutors/  
Interventionists      Kelly DesRochers, Madison Elementary  
   Lisa Koerlin, Mill Creek Elementary

TAP Advisors:            Susan Simon, Bob Jones High School  
   Karen Sargent, Bob Jones High School

Counselors:              Demetria Freeman, Heritage Elementary  
   Patti Beale, Horizon Elementary  
   Cindy Perry, Columbia Elementary  
   Joy Barnes, Madison Elementary  
   Cindy Davis, Mill Creek Elementary  
   Kelle Moody, Discovery Middle  
   Karen Clayton, Liberty Middle  
   Johnny Fowler, Bob Jones High School  
   Pam Hendrix, Bob Jones High School  
   Patti Piro, Bob Jones High School  
   George Cruz, James Clemens High School  
   Lana Meskunas, James Clemens High School  
   Heather Porter, James Clemens High School & The Academy  
   Rosalyn Smith, James Clemens High School  
   Sheila Roberts, College Advisor  
   Candace Taylor, Intern

Copies of this document will be available at the Madison City Schools Teacher Resource Center, all Title I Targeted Assistance schools will send copies home with Title I students, and will be accessible to parents on-line at the Madison City Schools website.

## Coordination of Title I with other Subgrants

For 2014-2015, there are four (4) Title I Targeted Assistance (TA) schools: Heritage, Horizon, Madison and Mill Creek. Development of Title I Plans for the district and local schools is achieved through thorough review of all funding sources while ensuring that Title I funds and resources are disbursed according to the federal guidelines.

A 2014-15 comparability report shows that all Title I Targeted Assistance schools receive services comparable to one another. (*See Appendix A*) Each Title I Targeted Assistance school has the number of teacher units it earned from the previous year and class sizes are consistent across the district.

Madison City Schools conducts strategic and capital planning annually. As part of this planning, representatives from all attendance zones work together to ensure coordination of services under specific program guidelines.

Local, state, and federal funds are used to support the academic achievement of children at risk. Federal funding (Title I) is used to supplement the school's existing programs. These funds are used for...

- Identifying students experiencing academic difficulties and providing timely assistance to help these students' meet the State's challenging content standards.
- Purchasing supplemental staff/programs/materials/supplies
- Conducting Parental Involvement meetings/trainings/activities
- Recruiting/Hiring/Retaining Highly Qualified Teachers

### Components of the LEA Title I Plan A. High Quality Academic Assessments

To determine the success of children served in Title I Targeted Assistance schools in meeting the State student academic achievement standards and to provide information to teachers, parents, and students on the progress being made toward meeting the standards, the six (4) elementary TA schools administer the following assessments as required by the Alabama State Department of Education (ALSDE):

1. *ACT ASPIRE – Reading and Math* – GR 3-6
2. *ACT ASPIRE – Science* – GR 5
3. *Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS)* – GR 3-6
4. *Alabama Alternate Assessment (AAA)* – GR 3-6

In addition to the state-mandated assessments, Madison City Schools TA schools administer several high-quality student academic assessments. The additional assessments are used to assist in diagnosing, teaching, and learning in the classroom to best enable all students (including Title I students) to be successful while accessing the general curriculum. The results of several locally administered assessments contribute to the identification of students who are experiencing difficulty with academics or may be at risk of math and/or reading failure and are used as an indicator when ranking students for Title I eligibility. Other assessments include but are not limited to the following:

Assessment	Heritage	Horizon	Madison	Mill Creek
Dynamic Inventory of Basic Early Literacy Skills (DIBELS NEXT)	X	X	X	X
Progress Monitoring (DIBELS NEXT)	X	X	X	X
STAR Reading	X	X	X	X
Fry Sight Word Assessment	X	X	X	X
Fry Multi-syllabic Word Assessment	X	X	X	X
McGraw-Hill "Wonders"	X	X	X	X
Envision Math	X	X	X	X
STAR Math	X	X	X	X

Administration of the above assessments provides consistency within the Title I Targeted Assistance schools and assists in the identification of students that are at-risk academically. The Title I Intervention Specialist (TIS) at each TA school is made aware of the assessment results. The TIS participates in grade level data meetings where each at-risk student is identified. As part of the team, they assist with the identification of developmentally appropriate scientific research-based (SRB) strategies to be used with at-risk students. The information gathered at the data meetings also gives the local Pupil Support Team (PST) members additional information in determining the need for further testing to determine if a child meets eligibility requirements for special services.

Parents are made aware of test results through the dissemination of parent reports. In addition, during parent conferences results are reviewed with all parents. Parents of Title I students are provided a copy of their child's scores (if such a report is generated). In addition, parents are provided training on how to interpret the scores. They are also made aware of the grade specific content standards their child is required to master.

All Title I students are monitored regularly. The progress of students in kindergarten through third grade that are rated "at-risk" on the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS NEXT) is monitored each week. All K-1 grade students in Madison City Schools receive a progress report every four weeks. Students in grades 2- 6 receive a progress report every three weeks. Title I interventionists collaborate with general education teachers in the reporting of progress for these documents which serve as written communication to parents.

## B. Other Indicators

Madison City Schools considers student attendance when ranking students for Title I eligibility.

### **C. Additional Educational Assistance**

Madison City Schools uses local funding to provide opportunities for students during the summer. Math Camp is a program provided for elementary students.

Title III funds are used to provide a four week summer program for entering kindergarteners through 2<sup>nd</sup> grade found eligible to receive EL services based on the results of the required screener. The classes are taught by certified EL teachers and certified Pre K teachers.

Receiving Title I services does not preclude Title I students from participating in other programs such as gifted, special education, or extracurricular activities.

### **D. Coordination with Title II**

Each TA school conducts a needs assessment survey of teachers, parents, and students. In addition to the TA Title I survey, all teachers participate in Educate Alabama which promotes and supports the effective preparation, development, and evaluation of Alabama's teachers. Professional development is provided based on the information garnered from Educate Alabama and the teachers' needs as indicated in the Professional Learning Plans (PLP). Continuous Improvement Plans are another source of information used to determine system professional development needs.

The Madison City Schools system does not transfer funds from Title II to Title I; however, the LEA uses professional development needs identified by using TA schools' needs assessments and Professional Learning Plans (PLP) of individual teachers to determine how Title II funds may be used to supplement state and local funds. Determination of the professional development focus is based on the results of these surveys in conjunction with current research and other available data such as standardized test scores, written and verbal feedback from professional development activities on evaluation forms, and follow-up sessions. In addition, prioritization of needs is determined using these same sources.

Title II funds are also used to build the school's capacity for strong parental involvement. To that end, local, state, and federal funds are used to help teachers acquire understanding in such topics as the State's student academic achievement standards and State and local academic assessments so that such information may be provided to parents of children served. Title I and Title II funds may be set aside annually to help teachers in all schools, including Title I Targeted Assistance schools, to become highly qualified. (Currently one hundred percent (100%) of all teachers in the Title I Targeted Assistance schools are highly qualified).

### **E. Coordination with other LEA or School Services**

The Madison City Schools coordinates and integrates Title I services with other system and community services. The Madison Headstart program registration information is provided for the community on the Madison City Schools Education Television (ETV) provided by WOW Cable

company channel 75. Parents are told the requirements for registration as well as where to submit the application for registration. This information scrolls continuously on the television channel.

Registration forms for the elementary schools have a section for parents to provide information concerning prior Head Start participation. Those students who have previously attended Head Start receive points for prior intervention when being considered for Title I services. If the student does not qualify for services upon enrollment, they are monitored for a two year period by the general education and Title I interventionists.

The English Learner program also employs six locally funded teachers that work with EL students on a daily basis. These TESOL certified teachers provide services in small groups or in inclusive environments. They also collaborate closely with general education teachers to provide support to them as the EL students acquire English.

Students who are English Learners (EL), have disabilities, are migratory, neglected or delinquent, homeless, or are an unaccompanied youth are provided the same opportunity to participate in Title I as general education students who have none of the classifications above. Specifically, Title I funds are set aside annually to meet the needs of homeless students across the district. All programs serving these special populations are coordinated with Title I in order to increase overall program effectiveness, eliminate duplication of services, and reduce fragmentation of the instructional program.

#### **F. Participation in National Assessment of Educational Progress**

In compliance with section 411(b)(2) of the National Education Statistics Act of 1994, all schools in the Madison City Schools district (whether they receive Title I funds or not) participate, if selected, in the National Assessment of Educational Progress (NAEP) in grades 4, 8, and 12. For the 2014-2015 school year, Heritage Elementary and Horizon Elementary were selected to participate in the NAEP assessment.

#### **G. Poverty Criteria Used in School Selection**

Four elementary schools provide Title I Targeted Assistance services. In determining which school to serve, the elementary schools are placed in rank order based on the number of low income families in their school zones. Funding is provided based on the percentage of children from low income families served by each school. Funding is then allocated to the schools so that those with the greatest needs receive more funding as reflected by the per pupil allocation (PPA).

As required under section 1113 of NCLB, Title I funds are used only in eligible school attendance areas. All children who are served by the designated Title I Targeted Assistance school(s) reside in that school's geographical area as determined by the LEA.

#### **H. Identification of Eligible Students**

Madison City Title I Targeted Assistance schools use multiple criteria for determining Title I eligibility. (*See Appendix B*) These criteria include academic indicators, socioeconomic status, prior intervention status, attendance, and teacher/parent referral. In addition, a variety of assessment instruments appropriate for each grade level are used to obtain information. For students transferring into the school system, every effort is made to use comparable instruments.

As data becomes available from additional sources of information, it is utilized to assist in identifying those students most at risk. Schools also use the local Pupil Support Team (PST) to provide recommendations for Title I services.

Once students are identified for screening, individual data for each student is gathered and compiled on a spreadsheet. Each indicator has a weighted value based on a rubric. Scores are totaled for students and then ranked based on the total from most to least amount of points earned. Title I interventionists and administrators then review and seek input from the general education teacher(s). In cases where the general education teacher feels the ranking does not adequately reflect the student's current needs, they are asked to place that information in writing. Additional consideration is then given to that student.

Once the final ranking has occurred, parents are provided information concerning Title I and acceptance or refusal is obtained in writing. If parents accept the Title I services, a school-parent compact is signed.

Students are monitored through out the school year and are removed from Title I based on a joint decision between Title I interventionists, general education teachers, parents, and local school administration. Students exiting the program are monitored to ensure exited Title I students can meet the challenging state academic standards.

### **I. Description of Title I Targeted Assistance Programs**

Description of the nature of the programs to be conducted by such agency's school under the:

- Schoolwide Program – Madison City Schools does not have Schoolwide Title I.
- Targeted Assistance Program
- Educational services for children living in neglected or delinquent institutions or community day school programs, if applicable

Only eligible Title I students receive services from highly qualified Title I interventionists through various models including pullout, small group, one-on-one, and teacher consultation. Instruction in reading and/or math is accelerated, based on student weaknesses using scientifically based research strategies that include the Alabama Reading Initiative (ARI), Alabama Math, Science and Technology Initiative (AMSTI), International Reading Association standards (IRA), National Council of Teachers of Mathematics (NCTM) standards, and National Science Teachers Association (NSTA) standards. Systematic progress monitoring, progress reports, report cards, state assessments, observational data, and an array of other measures are used to document progress.

Students that reside at Sequel TSI of Madison, a facility for neglected and delinquent youth have various levels of need. In order for these students to meet the state performance standards, comprehensive instruction based on the Alabama Courses of Study for all academic core subjects, along with vocational classes, is provided. Accelerated and advanced curricula are offered when appropriate. General education and special education curricula are also offered. Individual tutoring for remediation is available after regular school hours for students who need additional help.

In addition to academic core subject courses, the instructional program at Sequel TSI of Madison also includes classes in Life Skills, Financial Management, Daily Living Skills, Hygiene,

Communication Skills, Career-Readiness Skills, Anger Management, Conflict Resolution Skills, Diet and Nutrition, Relationship Skills, Stress Management, Building Self-Esteem Skills, Character Education and Substance Abuse Prevention Skills. Scientific based research programs are used to meet all academic needs of students who reside at Sequel TSI of Madison. Classes are kept small, ranging from 8 to 12 students, in order to help students make a successful transition back to their home schools or to a step-down program.

**Private schools** in the area are contacted via letter prior to the first budget planning meeting. The letter sent details the requirements for private school participation in the Madison City Schools Title I program. Administrators of the private schools are asked to denote their participation or non-participation in Title I.

Should private schools elect to participate in the Title I program, they will be asked to provide the names, addresses, and public school attendance zones of students in need of services. Through timely and meaningful consultation, Madison City Schools will work with the private schools to identify eligible students and develop, implement, assess, and review equitable programming. Madison City Schools will be responsible for contracts and will retain administrative control over Title I funds allocated for services provided private school students including materials and equipment. Those schools that elect not to participate will continue to be contacted annually to ensure they are offered the opportunity to participate in Title I.

Private schools are provided timely and meaningful consultation by Madison City Schools. Should the private school feel they were not granted this opportunity, they may contact the Federal Programs Director for Madison City Schools at (256) 464-8370. If the dispute cannot be resolved at the local level, the private school may file a complaint with the Alabama State Department of Education at (334) 242-8199.

### **J. Migratory**

Upon enrollment, all Madison City Schools parents complete a registration packet. The registration packet includes an Employment Survey that helps in the identification of students who may be migratory or formerly migratory. Currently there are no students that meet the qualifications to be declared as migrant or formerly migrant attending Madison City Schools. If migrant or former migrant student(s) do enroll, they will be screened for Title I eligibility. Those students who do not qualify will be monitored closely by the Title I interventionists and general education teachers for possible future services. Others who are eligible to receive Title I will be enrolled and will receive services comparable to all other populations in the school system.

### **K. Preschool Programs**

The Madison City School System, with grants from the Alabama Office of School Readiness in coordination with Title I, has developed a high quality pre-k program for four year olds. These resources provide an important opportunity for our LEA to offer and expand a high-quality pre-k program that all children need as the first step in a successful education.

The delivery approach implemented to meet these expectations and commitments include opportunities for active learning in which children construct knowledge by establishing a supportive climate based on positive adult-child interactions, involving families in the preschool

setting and creating teamwork among teachers, a task force, health professionals, outside agencies and school administration.

OSR monitors and provides technical assistance to certify that The Alabama High Quality Pre-Kindergarten Standards are met. Several indicators are used as criterion for selecting children to attend this program at the Madison City Schools First Class Pre-K Center. Transitional plans for children as they move from preschool to kindergarten provide continuity in their educational experience. Procedures and strategies for transition are in accordance with Title I Regulations: Improving America's Schools Act of 1994.

### **L. Assistance for Low Achieving Schools**

In compliance with section 1116 of NCLB, should a local school fail to meet Adequate Yearly Progress (AYP) as determined by State standards, Madison City Schools will develop or revise a School Improvement Plan in consultation with parents, school staff, outside experts, and the LEA. The plan will cover a 2-year period and will address the following:

1. Incorporation of strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement.
2. Adoption of policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all subgroups of students will meet the State's proficient level of achievement on the State academic assessment by 2014.
3. Provision of an assurance that the school will spend not less than 10 percent of Title I funds for each fiscal year that the school is in improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development that:
  - Directly addresses the academic achievement problem that caused the school to be identified for improvement.
  - Meets the requirements for professional development activities in that the training may be classified as being of high quality.
  - Is provided in a manner that affords increased opportunity for participating in that professional development.
4. Specification of how the funds will be allocated to activities most likely to increase student academic achievement.
5. Establishment of specific annual, measurable objectives for continuous and substantial progress by each subgroup.
6. Description of how the school will provide written notice about the identification to parents of each student enrolled in the school, in a format and, to the extent practicable in a language that the parents can understand.
7. Specification of the responsibilities of the school, the LEA, and the State Educational Agency (SEA).
8. Inclusion of strategies to promote effective parental involvement in the school.
9. Incorporation, as appropriate, of activities before school, after school, during the summer, and during any extension of the school year.
10. Incorporation of a teacher mentoring program.

## **M. School Choice and Supplemental Services**

If a school does not make Adequate Yearly Progress (AYP) for two consecutive years, the district will offer public school choice. No later than the first day of school, Madison City Schools will notify the parents of the students of the option to transfer to another public school served by the district that has not been identified for school improvement. Priority will be given to the lowest achieving children from low-income families.

Parent notification will include an explanation of what the identification means, how the school compares in terms of academic achievement to other schools, the reasons for the identification, what school improvement steps will be taken, what the district and state will do to assist, an explanation of how the parents can become involved in addressing the academic issues that caused the identification, and the option to transfer their child to a higher performing local school.

For schools that do not make AYP for three consecutive years, the district will continue to offer public school choice and will add the provision of supplemental services. For those students who are eligible for supplemental services, Madison City Schools will provide at a minimum, annual notice to parents of the available services including the approved providers with a description of the services. Supplemental service providers shall be required to demonstrate a record of effectiveness and must be approved by the Alabama State Department of Education. If requested, the district will assist parents in choosing a provider. The district will also apply fair and equitable procedures for securing services with providers and enter into an agreement with the selected agency. Confidentiality of students receiving supplemental services will be maintained. Supplemental services will also be offered after two years of not making AYP in lieu of school choice.

## **N. Highly Qualified Teachers**

Madison City Schools adheres to the highly qualified standards defined by the Alabama State Department of Education for teachers and paraprofessionals. All current and future Title I interventionists are required to meet highly qualified standards. In addition, any paraprofessionals, that may become employed, will be required to meet highly qualified standards. All future Title I paraprofessionals will be under the direct supervision of the administrators at Title I Targeted Assistance schools. The administrators will ensure that services provided to students utilizing paraprofessionals are provided under the direct supervision of a highly qualified teacher.

Current job postings state that those eligible for the position must meet highly qualified standards. This information is verified through the Personnel Department prior to School Board action on employment.

Prior to when 100% of our teachers in the Title I schools were highly qualified, Title I funds were set aside to assist teachers in meeting highly qualified standards. Teachers received reimbursement for satisfactory completion of coursework or for passing the Praxis II in accordance with Madison City Schools' procedures. Information concerning the reimbursement procedures was made available on the system employee web site and through the Director of Federal Programs.

## **O. Homeless Children**

Through compliance with the policy of the district, Madison City Schools eliminated enrollment barriers for students who are homeless. (*See Appendix C*) The district acknowledges the rights of homeless students to enroll in school regardless of residential status, and to the extent possible honor the placement request of the parent/guardian or unaccompanied youth under the No Child Left Behind Act (NCLB) of 2001.

Any and all disputes will be handled according to the Madison City Schools Dispute Resolution Procedure for Homeless, Migratory, Immigrant and Limited English Proficient Students. (*See Appendix D*)

In satisfying the intent of NCLB regarding homeless students, the system has done the following:

1. Appointed a system liaison to act on behalf of students and families.
2. Enacted procedures to ensure the timely identification of such children within the LEA.
3. Increased the awareness among school personnel, parents, and community agencies of student/family rights and LEA responsibilities regarding services available to these children.

To facilitate the immediate enrollment of homeless students or unaccompanied youth in school, the Madison City Schools:

1. Trains all school enrollment staff, secretaries, guidance counselors, and principals on the legal requirements regarding immediate enrollment.
2. Removes all barriers to immediate enrollment and contacts the previous school for records and assistance with placement decisions. (*See Appendix C*)
3. Assists in obtaining immunizations or medical records.
4. Informs families and youth in a language they can understand or in an accessible format, as appropriate, of their right to attend either their school of origin or a local school.
5. Helps to coordinate transportation services for homeless children.
6. Informs parents of the strategies for effectively resolving enrollment disputes.

## **P. Parental Involvement**

Pursuant to the No Child Left Behind Act of 2001, the Madison City Board of Education is committed to parent involvement and ensures that parents of children who are being served in the Title I Program have an adequate opportunity to participate in the design and implementation of the LEA Title I Parental Involvement Plan per Section 1118. (*See Appendix E*)

The Madison City School District also ensures that a minimum of one percent of the total District Title I allocation is used to implement Parental Involvement and that 95% of these funds are spent at the school level. These funds are used to provide activities designed to assist with family literacy and improve parenting skills. The Title I Advisory Council which includes administrators, teachers, and parents determine how the parental involvement funds are used.

Title I parents are provided an opportunity to participate in the revision of the Parental Involvement Plan annually. They are invited to serve on the Title I Advisory Council. Following the revision of the plan, in accordance with NCLB, the plan is distributed to each parent. The

distribution occurs at an annual Title I parent meeting or copies are sent home with students. If the Parental Involvement Plan or LEA Title I Plan is not satisfactory to parents of participating children, they are encouraged to submit their concerns in writing to the Federal Programs Director.

Title I Intervention Specialists help to disseminate information and assist with the distribution of the Parent Involvement Plan. Title I parents are offered training on literacy skills, child development, homework assistance, etc. Additionally, Title I parents receive information about programs or other school activities, in a timely manner in an effort to remove barriers that limit parental involvement.

The Madison City School District will build capacity for parental involvement by involving parents in the joint development of the Parental Involvement Plan by:

1. Inviting Title I parents to be part of each school improvement committee with the given task of developing individual Title I School Plans and parent involvement procedures.
2. Convening district Title I Advisory Committee meetings and school annual parent meetings to inform parents of their schools' participation in the development of the Parent Involvement Plan and their right to be involved.
3. Employing a Parental Involvement Support specialist to serve as a liaison for meeting the needs of students between school, home and community agencies.

The Madison City School District will provide coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement programs by:

1. Providing materials and training not otherwise available to help parents with their child's achievement.
2. Educating teachers, pupil services personnel, administrators, and staff on how to reach out to parents, communicate with parents and work with parents as equal partners.
3. Ensuring, to the extent possible, that information is sent home in a language and form that parents can understand.
4. Providing information on literacy training to the community.
5. Ensuring school-parent compacts are being used to outline responsibilities of the school, staff, parents, and students in striving to raise student achievement and explain how an effective home-school partnership will be developed.

The Madison City School District will build the school(s) capacity for strong parent involvement by:

1. Providing assistance to participating parents in such areas as understanding the state and local content standards and individual student achievement regarding these standards.
2. Providing resources for parents to learn about child development, child rearing issues, and student achievement that are designed to help parents become full partners in the education of their child.
3. Involving parents in the development, implementation, and participation in professional development activities to improve the effectiveness of instruction and services to participating children.

4. Coordinating and integrating parent involvement strategies with available community resources such as Head Start (when applicable).
5. Ensuring, to the extent possible, that information is sent home in a language and form that parents can understand.
6. Providing information on literacy training that is available in the community.
7. Approving reasonable and necessary expenses associated with parent involvement activities, including transportation and child care costs, to enable parents to participate in school related meetings and training sessions.
8. Encouraging the formation of partnerships: parents to parents, parents to school, and parents to community.
9. Scheduling meetings at a variety of times, such as mornings and evenings, in order to maximize the opportunities for parents to participate in school related activities/conferences with the option for in-home conferences as needed.
10. Adopting and implementing scientifically based research programs for improving parent involvement as needed.
11. Conducting district Title I Advisory Committee meetings.
12. Providing any reasonable support for parent involvement activities at the request of a participating Title I parent.

To help all children achieve the state's high standards, the Madison City Title I Targeted Assistance schools will use the School-Parent Compact, which will be updated annually, to build and foster the development of a school-parent partnership. (*See Appendix F*) The parents, child, and teachers will share responsibility for improved student academic achievement.

### **Q. Parents' Right To Know**

At the beginning of each school year, the Madison City Schools will notify parents of each of the children receiving Title I services that they may request information on the professional qualifications of their child's teacher(s). The information will include, at a minimum, the following:

- Whether a teacher has met Alabama qualification and licensing criteria to obtain the highly qualified status for their grade levels and the subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under an emergency or other provisional status through which Alabama qualification or licensing criteria have been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Whether the child has been provided services by paraprofessionals and, if so, their qualifications.

Parents will also be made aware when their child has been assigned, or has been taught for four consecutive weeks by a teacher who is not highly qualified.

The Madison City School District will also conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the Parent Involvement Plan and Parent Involvement Policy.

## **R. After-School and Summer School Support**

### **Tutoring Program**

Madison City Schools has implemented tutoring programs in the elementary schools to assist students with reading and /or math in grades K-6. Each school provides tutoring with some schools offering tutoring during the school day and some offering tutoring before school and/or after school. Tutoring sessions range from 30 minutes to 90 minutes and occur from two to five times a week. Tutoring programs focus on small group and individual instruction and assist students with skill and strategy development. On average, small groups consist of 4 students. Those qualifying for this program receive assistance from a certified, highly qualified teacher or a certified paraprofessional who is under the direction of a highly qualified teacher.

Students are selected based on multiple academic data sources including DIBELS Next, STAR Early Literacy, STAR Reading, and STAR Math. Students also receive consideration based on poverty, military, special education, and EL support. A ranking system using points allocated for each of the criteria above determines a total point value for each student. Students are then ranked according to the point values to determine which students are most in need of services. The students are then grouped based on specific interferences for reading and math according to the baseline data gathered for individual students using DIBELS and STAR. Students are ranked at the beginning of the year and mid-year.

Progress is monitored periodically throughout the year using DIBELS Next and STAR assessments and re-evaluated mid-year to determine future needs. The at-risk criteria for the STAR assessment include students in the categories of Urgent Intervention, Intervention, and On Watch. The at-risk criteria for the DIBELS Next assessment include students in the categories of Intensive and Strategic. The student may exit the program if he/she:

- No longer meets the at-risk criteria according to the post tests administered (DIBELS Next and/or STAR), and
- Scores in the categories of At/Above Benchmark on STAR and Core on DIBELS Next.

### **EL Summer School**

In the summer, Madison City School System offers a free program for English Learners from grades PreK-2. The purpose of the program is to provide language instruction for students who qualify for EL services, are exposed to a second language in the home or are considered an immigrant. The program will offer a variety of enjoyable and developmentally appropriate activities designed to increase language acquisition. Certified EL and Pre-K teachers will provide instruction. The program runs 4 consecutive weeks on Monday-Thursday from 8:00-12:00.

# Appendix A

## Madison City Schools 2014-2015 Comparability

Madison City has four Title I TA schools with grades KG-6. The table below compares student/instructional staff ratios for the small and large Title I schools and the Non-Title I school.

Title I is not offered at the middle or high school(s).

School	Grade Span	Student Enrollment	FTE Instructional Staff	Student/ Instructional Staff Ratio	Comparable?
<b>Elementary Schools (Greater than 600)</b>					
Heritage Elementary <i>Title I TA</i>	KG - 6	745	35	21.29	Yes
Horizon Elementary <i>Title I TA</i>	KG - 6	611	31	19.71	Yes
Mill Creek Elementary <i>Title I TA</i>	KG-6	830	37	22.43	Yes
Columbia Elementary	KG-6	745	35	21.29	Yes
Rainbow Elementary	KG-6	710	32	22.19	Yes
<b>TOTAL</b>		<b>3,641</b>	<b>170</b>	<b>21.41</b>	
<b>90% of Student/Instructional Staff Ratio</b>					
<b>110% of Student/Instructional Staff Ratio</b>					
<b>Elementary Schools (599 or Less)</b>					
Madison Elementary <i>Title I TA</i>	KG – 6	567	28	20.25	Yes
West Madison Elementary	KG-6	455	22	20.68	Yes
<b>TOTAL</b>		<b>1,022</b>	<b>50</b>	<b>20.44</b>	
<b>90% of Student/Instructional Staff Ratio</b>					
<b>110% of Student/Instructional Staff Ratio</b>					

\*In order to be comparable, the student/instructional staff ratio for each Title I TA elementary school with 600 or more students must fall between 19.27 (21.41 X 0.9) and 23.66 (21.41 x 1.1)

\*In order to be comparable, the student/instructional staff ratio for each Title I elementary school with 599 or less must fall between 18.40 (20.44 X 0.9) and 22.48 (20.44 X 1.1).

# Appendix B

## TITLE I RUBRIC FOR ELIGIBILITY RANKING

TITLE I RANKING INDICATORS			
Revised 2014-15			
<b>KINDERGARTEN - 6TH</b>			
Socio-Economic Status	Free	Reduced	
	5	3	
Military Status	YES	NO	
	3	0	
ATTENDANCE (1st - 6th)	10 days or less	11-30 days	31+ days
	5	3	1
PRIOR INTERVENTION (Last 18 mos.)	YES	NO	
	KINDERGARTEN		
	10	0	
	1ST - 6TH		
	5	0	
<b>KINDERGARTEN</b>			
DIBELS NEXT	At Risk	Some Risk	Low Risk
	50	25	0
EARLY LITERACY	12 mos. below	6 mos. below	0-5 mos. Below
	50	25	0
<b>1ST - 3RD</b>			
DIBELS NEXT	At Risk	Some Risk	Low Risk
	50	25	0
STAR	Urgent Intervention	Intervention	On Watch
	50	25	10
<b>4th - 6th</b>			
DIBELS NEXT	At Risk	Some Risk	Low Risk
	50	25	0
STAR	Urgent	Intervention	On Watch
	50	25	10

# Appendix C

## SCHOOL BOARD POLICIES

### 6.1.2 Admission to Schools

- c. Admission Policy for Homeless, Migratory, Immigrant, and Limited English Proficient Students – Pursuant to the requirements of the Elementary and Secondary Education Act as amended by the 2001 No Child Left Behind Act and the McKinney-Vento Homeless Education Act of 2001, all homeless, migrant, immigrant, and English language learners must have equal access to the same free appropriate public education, including public preschool education, provided to other children and youth. This shall be the policy of the Madison City School System. Such children will be provided the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated.

The enrollment of homeless, migrant, immigrant, and limited English proficient children and youth shall not be denied or delayed due to any of the following barriers:

- Lack of birth certificate
- Lack of school records or transcripts
- Lack of immunization or health records
- Lack of proof of residency
- Lack of transportation
- Guardianship or custody requirements
- Lack of social security card

Students enrolling without a social security number will be assigned a temporary number by the Attendance supervisor.

# Appendix D

## Dispute Resolution Procedure for Homeless, Migratory, Immigrant, and Limited English Proficient Students

**Dispute Resolution.** The formal dispute resolution process shall be initiated by the Federal Programs Coordinator following the receipt of a written or verbal notification of a challenge of the district's placement decision by the parent/guardian or unaccompanied youth.

A. Should no agreement be satisfactorily reached, parents/guardians or unaccompanied youth may further appeal the decision to the Superintendent and the Board of Education verbally or in writing. The placement decision will be made, presented in writing, and shall include an explanation of the placement decision. The communication to the parent shall be provided within ten (10) working days to the parent/guardian or unaccompanied youth and the Federal Programs Coordinator

B. If the dispute has not been satisfactorily resolved at the district level, parents/guardians or unaccompanied youth should be informed of their right to appeal the decision to the Alabama State Department of Education: Federal Programs.

C. Enrollment disputes between school districts should be resolved at the State level.

# **Appendix E**

## **TITLE I PARENT INVOLVEMENT POLICY**

## TITLE I PARENT INVOLVEMENT

### *7.14 Parent/Family Involvement – Meeting the Requirements of No Child Left Behind Act of 2001*

Pursuant to the No Child Left Behind Act of 2001, the Madison City Board of Education is committed to parent involvement and will ensure that parents of children who are being served in the Title I Program will have an adequate opportunity to participate in its design and implementation per Section 1118 (c-f).

#### **7.14.1 Title I Parent Involvement**

- a. The Madison City School District will involve parents in the joint development of this plan by:
  1. Inviting Title I parents to be part of each school improvement committee with the given task of developing individual Title I School Plans and parent involvement procedures;
  2. Convening district Title I Advisory Committee meetings and school annual meetings to inform parents of their school(s) participation in the development of the Parent Involvement Plan and their right to be involved.
- b. The Madison City School District will provide coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement programs by:
  1. Providing materials and training not otherwise available to help parents with their child's achievement;
  2. Educating teachers, pupil services personnel, administrators, and staff on how to reach out to parents, communicate with parents and work with parents as equal partners;
  3. Ensuring, to the extent possible, that information is sent home in language and form parents can understand;
  4. Providing information on literacy training to the community;
  5. Ensuring school-parent compacts are being used to outline responsibilities of the school, staff, parents and students in striving to raise student achievement and explain how an effective home-school partnership will be developed;
- c. The Madison City School District will build the school(s) capacity for strong parent involvement by:
  1. Providing assistance to participating parents in such areas as understanding the state and local content standards and individual student achievement regarding these standards;

2. Providing resources for parents to learn about child development, child rearing issues and student achievement that are designed to help parents become full partners in the education of their child;
3. Involving parents in the development, implementation and participation in professional development activities to improve the effectiveness of instruction and services to participating children;
4. Coordinating and integrating parent involvement strategies with available community resources (when applicable);
5. Ensuring, to the extent possible, that information is sent home in language and form parents can understand;
6. Providing information on literacy training that is available in the community;
7. Approving reasonable and necessary expenses associated with parent involvement activities, including transportation and child care costs, to enable parents to participate in school related meetings and training sessions;
8. Encouraging the formation of partnerships: parents to parents, parents to school and parents to community;
9. Encouraging meetings at a variety of times, such as mornings and evenings, in order to maximize the opportunities for parents to participate in school related activities/conferences with the option for in-home conferences as needed;
10. Adopting and implementing scientifically research-based programs for improving parent involvement as needed;
11. Conducting district Title I Advisory Committee meetings;
12. Providing any reasonable support for parent involvement activities at the request of a participating Title I parent;
13. Providing information about the availability of federally funded Parent Information and Resource Centers (PIRS).

7.14.2 Annual Evaluation of Initiatives – The Madison City School District will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the Parent Involvement Plan and Parent Involvement Policy.

7.14.3 Allocation of Funds – The Madison City School District will ensure that a minimum of one percent of the total District Title I allocation will be used to implement Parent Involvement Plans and that 95% of these funds will be spent at the school level.

7.14.4 Notice of Rights and Information – The Board will comply with the Parents Right to Know provisions of the No Child Left Behind Act of 2001, including the rights of parents to be informed of the credentials/qualifications of their child’s teacher(s) and their school choice and/or supplemental educational services options when schools are identified for school improvement or determined to be unsafe within the meaning of the Act.

# **Appendix E**

## **SCHOOL-PARENT COMPACT**

# Madison City Schools (Individual School)

## SCHOOL-PARENT COMPACT

*The Madison City School District, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the No Child Left Behind Act of 2001 (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.*

This school-parent compact is in effect during school year \_\_\_\_\_.

### School Responsibilities

The name of school will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
  - \* All teachers meet the NCLB highly qualified requirements.
  - \* Title I Intervention Specialists provide academic services in small group with direct and differentiated instruction using or a pull-out or push-in model.
- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**
  - \* Parent-Teacher conferences are held annually.
  - \* Additional conferences may be arranged through contacting the Title I Teacher Intervention Specialist.
- 3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
  - \* Individual conferences with parents as needed.
  - \* Phone calls and notes to parents as needed.
- 4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
  - \* Parents may contact the school at any time to arrange consultation with their child's teacher.
  - \* Conferences/consultation may occur before, during, or after the school day via phone, email, or in-person.
- 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**
  - \* Principals and/or classroom teachers will provide parents information regarding volunteer opportunities.
  - \* Additional volunteering opportunities may be addressed at the Annual Title I Meeting.

**Parent Responsibilities**

**We, as parents, will support our children’s learning in the following ways:**

- *Ensuring that my child attends school regularly and punctually.*
- *Making sure that homework is completed.*
- *Establishing a time and place for homework.*
- *Volunteering in my child’s classroom.*
- *Participating, as appropriate, in decisions relating to my children’s education.*
- *Reading and discussing progress reports and report cards.*
- *Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on advisory groups, such as Title I advisory committees and parental involvement committees.*
- *Participating in Parent/Teacher conferences and at least one Title I Parent Meeting.*

**Student Responsibilities (revise as appropriate to grade level)**

**We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:**

- *Do my homework every day and ask for help when I need to.*
- *Read every day outside of school.*
- *Give to my parents/guardians all notices.*
- *Abide by all school rules.*

\_\_\_\_\_

School Representative

\_\_\_\_\_

Date

\_\_\_\_\_

Parent

\_\_\_\_\_

Date

\_\_\_\_\_

Student

\_\_\_\_\_

Date

# Appendix F

## HIGHLY QUALIFIED TEACHER REIMBURSEMENT

### Madison City Certified Staff Application for NCLB Financial Assistance

Step One: Fill out HOUSSE application to see if you meet criteria. If employee does not meet HOUSSE criteria, the employee may apply for reimbursement for taking the state test to become highly qualified. Purchasing study guides for the test are allowable deductions.

In exchange for certified staff agreeing to meet the requirements of becoming highly qualified to teach in their assigned areas by the end of the 2005-06 school year, as defined in the “No Child Left Behind” Act (NCLB), the following support is offered through the Office of Federal Program of the Madison City School District.

If you would like to make application for reimbursement for enrolling and completing one or more college courses that specifically allow you to meet state standards to become highly qualified, please fill in the application below, print it, and return the printed copy to the central office addressed to the Director of Federal Programs. First priority will be given to applicants who are employed in the three Title I schools: Horizon, Liberty, and Madison. All other certified staff will be considered on a first-come, first-serve basis.

#### **Support**

- ✓ Reimbursement of tuition costs (up to \$200 per graduate hour) for courses contributing to obtaining qualifying certification
- ✓ An allowance for HALF of the textbook cost (up to \$100 per three-hour course) will be reimbursed for required text. (The text may then be sold back to the college book store for half credit.)

#### **Qualifications of admission and continuation of support are for certified staff who meet the following:**

- ✓ Are assigned instructional duties in core curricula areas
- ✓ Are at risk of not meeting the requirements of NLB before the end of the 2005-06 school year

#### **Applicants must also:**

- ✓ Maintain an acceptable rating on a formal district evaluation
- ✓ Submit a certification worksheet to verify that certification can be met by 2005-06
- ✓ Meet all university admission requirements
- ✓ Comply with all employment policies and personnel requirements of Madison City Schools

## Support Restrictions

- ✓ Certified staff who cannot present a plan for meeting the requirements of NCLB before the end of the 2005-06 school year cannot qualify for support
- ✓ Certified staff who are not employed full time
- ✓ Support is limited to available funding and must be approved by the School Board and Superintendent
- ✓ Support will be terminated for all participants at the end of the 2005-06 school year
- ✓ Support is limited to individuals who qualify and comply with application and documentation procedures.
- ✓ Reimbursement will be made upon completion of course validation and completed submission of an expenditure form. A receipt or invoice must accompany any reimbursement requests.
- ✓ Support/funding will not be given prior to successful completion of the course.
- ✓ Certified staff will remain in the district at least three years, if invited, or **will reimburse the district for the actual tuition reimbursement cost.**
- ✓ Should changes in the law, regulations, guidance, or funding prevent the continuation of this program, all participants will be notified that no future fiscal support will be provided.

## Process for Reimbursement

- ✓ Application is received and approved prior to enrollment in the course
- ✓ The original paid receipt along with a copy of the course transcript must be submitted for reimbursement. The transcript must contain the title of the course, the course number as approved on the application, the credits earned, and the grade for the course. If the grade is not sufficient to receive credit from the university or college, reimbursement will not be granted. Madison City Schools will not reimburse for courses paid by scholarship or other stipends. Reimbursement will be made only for out-of-pocket tuition expenses and the required textbook. Reimbursement is not available for materials and supplies.

## Statement of Intent

I certify that if I am granted financial assistance, I will notify the Madison City Schools Program Director:

- ✓ Of any change of current/permanent address
- ✓ If I leave the university stated on this application prior to the end of the semester in which I am enrolled.
- ✓ Of enrollment verification
- ✓ That I have completed the hours needed.

I further certify that I understand that I must commit to continued employment with Madison City Schools for a minimum of three years after achieving Highly Qualified status. If I leave the District before my obligation is complete, I understand that I will be required to repay the money I received to the district Federal funds. I agree that if the amount to be repaid has not been paid to the district prior to the last payroll process, the total amount owed to the district Federal funds will be deducted from my final payroll check.

**Declaration**

By my signature, I declare under the penalty of the criminal laws of Alabama that this form has been examined by me and, to the best of my knowledge and belief, is true, correct, and complete. I understand that the penalty for submission of fraudulent information on this form may include repayment of any amounts received plus a fine. I hereby authorize the Madison City Schools to notify selected parties of the amount of aid which I may subsequently receive. I agree that the schools and institutions listed herein, as well as Madison City Schools, have my permission to verify information on this form.

I am currently teaching in an academic area in which I am not certified and plan to attend courses in a timely manner so that I can be certified by the end of the 2005-06 school year. I am a full-time employee of Madison City Schools and will comply with all employment and personnel requirements.

Signature of Applicant:

\_\_\_\_\_ Date \_\_\_\_\_

**Attach a copy of your AL teaching certificate and a copy of your current teaching assignment. Successful applicants will be notified and provided with all necessary reimbursement forms.**

## Application for NCLB Teacher Financial Assistance

Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Position \_\_\_\_\_

Grade Level and Subject Currently Teaching \_\_\_\_\_

Post-secondary institution you will attend \_\_\_\_\_

Social Security # \_\_\_\_\_ Semester to take course work \_\_\_\_\_

Specific title of course \_\_\_\_\_ Number of semester hours \_\_\_\_\_

List total courses (and dates to be taken) to meet Highly Qualified\* \_\_\_\_\_

\_\_\_\_\_

Month and year you plan to complete hours needed to meet Highly Qualified \_\_\_\_\_

Do you plan to work toward a Master's Degree \_\_\_\_\_

Anticipated date of program completion for Master's Degree \_\_\_\_\_

Mailing Address \_\_\_\_\_

\_\_\_\_\_

Current phone \_\_\_\_\_ Cell phone \_\_\_\_\_ Summer phone \_\_\_\_\_

Hours needed to meet Highly Qualified Teacher Criteria: \*may use back to list courses and dates you plan to complete each course?

Language Arts	Mathematics	Science	Social Science

<b><i>Central Office Use Only</i></b>	
<input type="radio"/>	Personal and professional information complete? _____
<input type="radio"/>	Approved for following course _____
<input type="radio"/>	Cannot approve because funding already encumbered _____
<input type="radio"/>	Total Hours/Amount _____
Authorized by _____ Date _____	



**LEA**  
**Parents' Right to know**

**Madison City Schools**  
211 Celtic Drive  
Madison, AL 35758  
(256) 464-8370

Dr. Dee O. Fowler  
Superintendent

Sharon Willis  
Federal Programs Coordinator

At the beginning of each school year, the Madison City Schools will notify parents of each of the children in a Title I Targeted Assistance school that they may request information on the professional qualifications of their child's teacher(s). The information must include, at a minimum, the following:

- Whether a teacher has met Alabama qualification and licensing criteria to obtain the highly qualified status for their grade levels and the subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under an emergency or other provisional status through which Alabama qualification or licensing criteria have been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Whether the child has been provided services by paraprofessionals and, if so, their qualifications.

In addition to the information that parents may request about their child's teacher(s), Madison Elementary, Horizon Elementary, Heritage Elementary and Mill Creek Elementary will provide to each individual parent:

- Information on the level of achievement of the parent's child on each of the Alabama academic assessments as required under the No Child Left Behind Act of 2001 (NCLB).
- Timely notice if the parent's child has been assigned, or has been taught for four consecutive weeks by a teacher who is not highly qualified.

In compliance with NCLB, the notice and information provided to parents will be in an understandable and uniform format, and, to the extent practicable, provided in a language that the parents understand.

**Madison City Schools**  
**211 Celtic Drive**  
**Madison, AL 35758**  
**256-464-8370**



Dear Mr./Ms. \_\_\_\_\_

We are pleased to notify you that in accordance with the *No Child Left Behind Act of 2001*, you have the right to request information regarding the professional qualifications of your child's teacher. Specifically, you may request the following:

- Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under an emergency or other provisional status through which state qualification or licensing criteria have been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like to receive this information, please complete the top portion of the enclosed form, and return it to the address located at the bottom of the form. Should you have any questions, feel free to contact Sharon Willis at 256-464-8370 ext. 10355.

Sincerely,

Sharon Willis  
Coordinator of Federal Programs

**Madison City Schools**  
(school name)

**Parents' Right-To-Know • Request Teacher Qualifications**  
Title I, Part A, Section 1111(h)(6), *No Child Let Behind Act of 2001*, Public Law 107-110

I am requesting the professional qualifications of \_\_\_\_\_

who teaches my child, \_\_\_\_\_ at \_\_\_\_\_  
Child's Name (Please Print) School (Please Print)

My mailing address is \_\_\_\_\_  
Street (Please Print) City Zip

My telephone number is \_\_\_\_\_.

My name is \_\_\_\_\_  
Name (Please Print)

\_\_\_\_\_  
Signature Date

**This Section to be completed by School/Central Office**

Date Form Received: \_\_\_\_\_ Received by: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ Subject: \_\_\_\_\_

Has the teacher met state qualifications and licensing criteria for the grade levels and subject areas in which he/she teaches?  
Yes \_\_\_\_\_ No \_\_\_\_\_

Is the teacher teaching under emergency or other provisional status?  
Yes \_\_\_\_\_ No \_\_\_\_\_

Undergraduate Degree \_\_\_\_\_ (University/College)

Major/Discipline \_\_\_\_\_

Graduate Degree \_\_\_\_\_ (University/College)

Major/Discipline \_\_\_\_\_

High School Graduate \_\_\_\_\_ (Year)

College/University Credit \_\_\_\_\_ (Hours)

\_\_\_\_\_  
Signature of Person Completing Date

**Mail to:** Madison City Schools  
211 Celtic Drive  
Madison, AL 35758  
**Attn:** Sharon Willis



# **LEA**

## **Title II Professional Development Plan**

**Madison City Schools**  
211 Celtic Drive  
Madison, AL 35758  
(256) 464-8370

Dr. Dee O. Fowler  
Superintendent

Federal Programs  
Mrs. Sharon Willis  
Mrs. Judy Warmath  
Mrs. Heather Donaldson

## **Madison City Title II Professional Development Plan**

The Madison City Schools system professional development plan is designed to ensure that all teachers are qualified and effective. The development of this plan includes activities based on the standards adopted by the Alabama State Board of Education on June 13, 2002 which include:

- Standard 1: Effective professional development organizing adults into learning communities whose goals are aligned with those of the school, the district, and the state.
- Standard 2: Effective professional development requiring knowledgeable and skillful school and district leaders who actively participate in and guide continuous instructional improvement.
- Standard 3: Effective professional development requiring resources to support adult learning and collaboration.
- Standard 4: Effective professional development using disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
- Standard 5: Effective professional development using multiple sources of information to guide improvement and demonstrate its impact.
- Standard 6: Effective professional development preparing educators to apply research to decision making.
- Standard 7: Effective professional development using learning strategies appropriate to the intended goal.
- Standard 8: Effective professional development applying knowledge about human learning and change.
- Standard 9: Effective professional development providing educators with the knowledge and skills to collaborate.
- Standard 10: Effective professional development preparing educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement.
- Standard 11: Effective professional development deepening educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.
- Standard 12: Effective professional development providing educators with knowledge and skills to involve families and other stakeholders appropriately.

These state standards are embedded in the NCLB definition of professional development in Title IX, Section 9101 (34). They are used as a guide in developing the MCSS LEA Professional Development Plan and in implementing activities under that plan. The 2012-2013 PD will be directly focused on helping to achieve student learning goals and supporting student learning needs as identified through the Continuous Improvement Plan process. The Director of Instruction, with the instructional specialists' team, will provide job embedded, school-based professional learning.

The content of professional development programs will be based on organizational needs. This consists of training for administrators, counselors, library media specialists, reading and instructional coaches, as well as, strategies for the integration of technology with classroom instruction. A focus on the following categories and the connections among them will establish relevant and meaningful goals and objectives for the learning experience: Instructional Leadership, Curriculum Development, Instructional Practices, Understanding the Learning Process, and Assessment.

## Title II, Part A

Title II provides supplemental funding to improve the academic achievement of all students by assisting schools and school districts in areas related to improving teacher and principal quality as well as ensuring that all teachers are “highly qualified.”

The program funds mentors for new teachers, staff development, class size reduction and some tuition reimbursement programs.



Two class size reduction teachers were funded in 2014-2015 at Madison Elementary School.

- The student to teacher ratio was reduced at Madison Elementary in the 1st and 5<sup>th</sup> grades.
- These funds accomplished reducing the number of students in a given classroom to improve the student academic performance.

