



LEA Title II Plan

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Madison City Schools 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 used as a guide in developing the MCSS LEA Professional Development Plan and in implementing activities under that plan. The district professional development 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 Chief Academic Officer, with the instructional team, will provide job embedded, school-based professional learning.

The content of professional development programs will be based on organizational needs and student needs. This consists of training for administrators, counselors, library media specialists, instructional partners, 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.

Stakeholders

The following stakeholders were involved in the consultation process and consultation methods:

1. Principals for all district schools
2. Superintendent
3. CFSO
4. Elementary and Secondary Instruction Coordinators, Chief Academic Officer
5. Personnel Coordinator
6. Sp. Ed. Director
7. Assistant Principals
8. CNP Coordinator
9. Federal Programs Coordinator
10. Teachers
11. Parents
12. St. John the Baptist Catholic School administrators
13. Counselors

Consultation Process to Determining the Use of Title II-A Funds

Madison City School District utilizes federal programs advisory for collecting stakeholder feedback and implementing the consultation process in determining the use of Title II-A funds. Additionally, strategic monthly leadership meetings and annual staffing/Title II leadership meetings are utilized to supplement the feedback gathered through the federal programs advisory process. All involved stakeholders review multiple sources of data and analyze the district strategic plan to identify priorities for the use of Title II-A funds. All efforts funded with Title II-A funds involve stakeholder feedback and are directly connected to the district comprehensive needs assessment targeting district priorities identified through collaborative strategic planning process.

School Improvement

Madison City School District has no schools that are implementing comprehensive support and improvement activities and targeted support and improvement activities. Therefore, no funding will be prioritized for supporting such schools.

District Systems of Professional Growth and Improvement

Madison City School District provides rigorous opportunities and systems for professional growth and improvement, such as induction for new teachers, principals, or other school leaders and multiple opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Madison City Schools' New Teacher Mentor Program provides on-going support to all newly hired teachers with the goal of increasing new teacher retention as well as developing and sustaining quality teachers. Madison City Schools' instruction team utilizes research-based approach developed by Tina Boogren and Marzano Research Group to guide all activities to implement the mentor program. The school principal and the instructional partner collaborate to assign mentors to the new teachers as soon as the new teachers are hired. Such factors as proximity, subject, grade level, personal characteristics, and professional qualities are taken into consideration at the time when mentors are assigned to the new teachers. All mentors go through initial training with the Madison City Schools instruction department to acquire knowledge and skills necessary for successful mentoring. Ongoing professional support and additional training is provided to the mentors throughout the school year with multiple opportunities for district-wide collaboration and partnership.

All newly hired teachers are invited to attend the New Teacher Orientation conducted in a face-to-face format prior to beginning of the school year and available to teachers hired later in the school year via Google Classroom experience. New Teacher Orientation (NTO) combines traditional and non-traditional formats combining face-to-face activities and flipped classroom approach to deliver certain activities online in Google Classroom. NTO offers new teachers support with logistical transition to the new district as well as provides common language, instructional expectations, and crucial information regarding various district populations, such as Special Education students, English Learners and immigrant students, homeless students, Title I students, foster care students, and other groups of students served by the district.

Mentors participate in the new teacher orientation to maximize the benefit of the support provided to the new teachers. New teachers are offered an opportunity to interact with the new teacher panel consisting of non-tenured teachers hired in previous years. During the new teacher panel discussion, the new teachers are able to ask questions and discuss items in a non-threatening collegial environment. New teachers participate in the new teacher professional development sessions during the district professional development day. Additionally, the new teachers attend district "reunion" twice a year to interact, learn, and collaborate with the new teachers and mentors district-wide.

In addition to developing new teachers, teachers who have experience have opportunities to grow and improve through the mentor program. Mentors engage in regular active interactions with the new teacher ensuring physical, emotional, institutional, and instructional support is provided to the new teachers to meet their needs. Mentors log their interactions and support provided to the new teachers throughout the year utilizing mentor logs. Additionally, mentors log professional support received from the central office instruction department, school instructional partner, principal, and assistant principal. Each mentor and new teacher completes the program evaluation at the end of the school year to help improve the mentor program in Madison City

Schools. The district instruction department team provides mentors and new teachers with resources, training, and support needed for successful mentor-mentee interactions. Another growth opportunity for teachers and leaders involves National Board Certification support. District offers extensive support and structured collaborative opportunities for all certified staff to participate in the National Board Certification program and improve their teaching and leadership skills. At this time, Madison City has over 30 teachers in the cohorts. This rigorous training and coursework increases the teacher's ability to provide high quality instruction that impacts students' learning. In addition to training and support, district pursued a grant and partnered with the local bank to offer teachers financial support for National Board Certification.

Finally, all district leaders participate in the Principally Speaking Network and Key Leaders network. They attend training and coaching sessions as a team. As a result of this effort, attending team turns the training around to other district leaders and implements a growth initiative offered through this opportunity with varying focus each year.

Data Use and Ongoing Consultation

Madison City School District continuously uses data and ongoing consultation to continually update and improve activities supported by Title II. District and each school conduct regular data meeting to analyze student assessment data, background, walkthrough data, perception data, and stakeholder feedback to adjust activities and ensure student growth.

In order to provide targeted and differentiated support, all district teachers receive in-classroom support and coaching from the building level reading specialists, Instructional Partners, and district support staff. This support is based on data analysis from multiple data points as well as the teacher's instructional delivery level. Madison City Schools' expectation is that ongoing data analyses occur and instructional changes are made based on the data. Data is disaggregated for further analysis to pinpoint areas of strength and areas of need to inform instruction.

At the school level, reading specialists (K-5) or Instructional Partners (6-12), administrators, and teachers will participate in regularly scheduled data meetings and RTI2 (K-5) or RTI (6-12) meetings to analyze data and determine strategies and interventions as well as discuss progress monitoring to determine if interventions are appropriate and successful for students. The school level RTI2 or RTI Support Team (formerly Problem Solving Team) reviews all available data, including dyslexia specific screening data, to determine student intervention needs

At the district level, data meetings will be held on a regular basis to discuss growth and areas for improvement for monitoring purposes. Students who are not on grade level will be the focus of each meeting. A walk-through tool for classroom observation and feedback will be used for data collection on instructional strategies in K-12 classrooms.

District and school leaders and leadership teams will collaborate to review data and make instructional and support decision to continuously update the course of action and make improvements based on the most current data.