



Midfield City Schools Title I District Plan

Sec. 1112. [20 U.S.C. 6312]

Each local educational agency plan shall:

1. Sec. 1112(b)(1)(A)

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students.

Midfield City School (MCS) is a Learning Support District who meets monthly with the State Department of Education Team to discuss gains and grows. This district team feeds into the school leadership teams to discuss data, achievement, school and district updates and needs. MCS will monitor student progress through the district administration meetings, school leadership teams, school data meeting, district and school walkthroughs and teacher/student observations.

MCS will also meeting with parents during the quarterly Family & Community Engagement Events to discuss literacy, reading and student achievement, mental health and other needs based on needs inventory. Semi-Annual Superintendent's Advisory Council meetings and Quarterly School Advisory Council Meetings will discuss student achievement and progress.

Student Progress Reports and Reports Cards are sent home to parents every nine weeks.

2. Sec. 1112(b)(1)(B)

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by identifying students who may be at risk for academic failure.

Midfield City Schools will continue to hold weekly and monthly data meetings to discuss, monitor, access and reevaluate student achievement and progress within each school. All schools will use the data portal (Scranton) to identify students by name, subject and specific skills who are in need of support in core academic areas. Those students who need additional Tier II and Tier III instructions will be identified by name in these meetings.

Teachers will create individual plans for those students who need academic assistance to meet the challenging state academic standards. Additional plans for instructional needs will be put in place for intervention and assessment based on the individual needs of the students. Each schools leadership team and PST teams will meet to discuss these students, monitor progress and present findings for those students in need to academic teams for evaluation. Principals will discuss at-risk students during monthly administration meetings for further evaluation and referrals for additional services.



3. Sec. 1112(b)(1)(C)

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards.

Midfield City Schools will use student data created by school personnel using achievement levels for students who are at-risk for failing and monitor their progress through benchmark results and progress monitoring. In addition, each school is required to provide an intervention period/time for students to receive individual, one-to-one or small group tutoring within the school day. Each school may also offer before or after-school tutoring for those students at-risk for failing. Monthly reports will be collected from Scantron and ACAP in the Spring other school assessments tools (Read 180, Math 180, Better Basics, Reading Horizons, and on the academic progress and gains of each individual students.

Using the data, schools and the district will offer intervention and tutoring to all students based on their individual needs. Tutoring will be before, during and after school to meet the needs of the students and families in Midfield. Evening transportation will be provided for after-school tutoring. All schools will partner with our 21st Century Community Learning Center to meet the academic and social needs of the students in MCS.

4. Sec. 1112(b)(1)(D)

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

During our meetings school teams will continue to do mapping to determine what programs and other instructional practices are no longer effective. MCS will continue to use evidence based programs to reach instructional and achievement goals for the district. A local vendor (GLIMPS) has been hired by the district to do a feasibility study of programs purchased to determine if programs have increase, decrease instruction or if they have remained the same. Yearly monitoring and evaluation of programs will be completed to determine usefulness of each program based on student achievement.

MCS recently hired a curriculum coordinator to support instruction across the district. The district will continue district team monthly walkthroughs at each school. The team will observe using current effective teaching strategies to provide data for classroom instructional practices. Teachers will also be observed by their school principal to determine or look for strategic lessons and student engagement. Feedback will be given to teachers and Professional Development opportunities will be offered that will be tied to their PLP for learning. Teachers will be required to participate in professional learning opportunities to strengthen instructional practices. School administrators will monitor and document



the success of each teacher related to improve learning conditions within that classroom. Teachers will be offered incentives based on student achievement gains at the end of each semester.

5. Sec. 1112(b)(2)

Describe how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Midfield City Schools is a Title I District. Our current poverty rate is 74%. All teachers across the district are hired according to current certification standards. Teachers who may not meet requirements for certification will be given an individual plan for certification for the current academic year. Teachers are required to meet with the Human Resource & Federal Programs personnel to discuss district requirements for certification. Those teachers who do not sign off on Certification Requirements or complete the first steps toward certification during that academic school year will not be rehired.

Teachers who are hired who are not certified, will receive monthly observations and documentation of instructional practices. School administrators will assign mentor teachers and staff to work closely with these teachers to ensure that strategic lessons and instructional practices are successful within these classrooms. Teachers will be afforded Professional Development in areas of challenge.

6. Sec. 1112(b)(3)

Describe how the local educational agency will carry out its responsibilities under paragraphs (1) and (2) of section 1111(d), School Support and Improvement Activities for schools identified as (1) Comprehensive Support and/ or (2) Targeted Support Schools.

Midfield City Schools will use local, State and federal funds to support our Comprehensive Support (Midfield Elementary) and our Targeted Support SIG School (Rutledge Middle School). The district will also allocate additional funds for Midfield Elementary School related to instructional targets across the district. Funds have been set aside for these schools to provide comprehensive services to the students in these schools. Monthly meetings will be held with the State Department team and school administrators to discuss grows and glows noted during observations within the district and schools. Programs and instruction will be evaluated to determine success. Funds will be used to provide intensive instruction or tutoring in reading and mathematics for all students enrolled. Additional tutoring will be held before and after-school in these schools. Funds will also be used as incentives to motivate teachers to stay in the district and build relationships with the students to increase achievement.

7. Sec. 1112(b)(4)

Describe the poverty criteria that will be used to select school attendance areas under section 1113.

Section 1113 states an LEA may only use Title I funds in an eligible school attendance area (ESEA section 1113(a)(1)), which is a school attendance area in which the percentage of children from low-income families is:



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- *At least as high as the percentage of children from low-income families served by the LEA as a whole;*
 - *At least as high as the percentage of children from low-income families in the grade span in which the school is located; or*
 - *At least 35 percent. (ESEA section 1113(a)(2).) Except as provided below, if Title I funds are insufficient to serve all eligible school attendance areas, an LEA must:*
 - *Annually rank, without regard to grade spans, eligible school attendance areas in which the percentage of children from low-income families exceeds 75 percent (the “75 percent poverty threshold”) from highest to lowest according to poverty percentage; and*
 - *Serve the eligible school attendance areas in rank order. (ESEA section 1113(a)(3).)*
- For determining the number of children from low-income families in a secondary school, an LEA may estimate that number by applying the average percentage of students from low-income families in the elementary school attendance areas that feed into the secondary school to the number of students enrolled in the secondary school.*
- *Before an LEA may use feeder patterns to determine the poverty percentage of secondary schools:*
 - *The LEA must notify its secondary schools to inform them of the option.*
 - *A majority of its secondary schools must approve the use of feeder patterns. (ESEA sections 1113(a)(5)(B) and (C).)*
- An LEA may lower the poverty threshold to 50 percent for high schools served by the LEA. (ESEA section 1113(a)(3)(B).)*

Midfield City Schools is a Title I School-Wide district. All schools are served in rank order based on poverty standards. The poverty criteria used to identify children from low-income families for eligibility and allocation purposes is the number of children eligible for free and reduced lunches under the National School Lunch Act. We also used the current census data for the City of Midfield and local schools ADM (Average Daily Membership). Schools are annually ranked from the highest percentage of children from low-income families to the lowest based on ESSA standards and state ranking.

8. Sec. 1112(b)(5)

Describe the nature of the programs to be conducted by such agency’s schools under sections school-wide (Sec. 1114) and Targeted Assistance (Sec. 1115) and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Midfield City Schools is a School-Wide Title I district. Midfield City Schools will conduct a School-Wide program that will ensure that the students in this district receive evidence based instruction from certified teachers and staff in all schools. District funds will be set-aside for our comprehensive and targeted support schools, professional development, homeless, homebound/virtual schools, alternative schools, reading and mathematics intervention specialist, reading programs and other district initiatives related to student instructions. As a School-Wide district, funds will be used to support assessment and professional development for teachers. Assessments will be used to determine levels and instructional needs for each student; while professional development will be offered to teachers to strengthen areas where students need assistance and offer teachers the opportunity for continued growth.

As a School-Wide program, our goal will be to bring all students to grade level in reading comprehension and mathematics computation. School funds will be used to provide support for the instructional staff



for each school, reading and mathematics programs on line.

There are currently no centers for Neglected or Delinquent children in the Midfield School Zone. Midfield City Schools in under the jurisdiction of the Bessemer Division of Jefferson County Court System.

9. Sec. 1112(b)(6)

Describe the services the local educational agency will provide homeless children and youths, including services provided with funds reserved under section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.).

In accordance with board policy, all barriers to school enrollment in Midfield City Schools by students in Homeless Situations have been removed. All students enrolled as homeless will be entitled to receive services available to students in Title I School Wide Programs. These students will also be entitled to any additional Extended Day and extended year services that are provided for students in Title I Schools.

Title I set-aside funds are used to support these students. Any child who is in a Homeless Situation according to the McKinney-Vento definition will be provided an evaluation for services. Those services found to be needed after the consultation will be provided. The Student Services Department and the Department of Federal Programs will work cooperatively to provide needed services to families of homeless students within the Midfield City School district. The Attendance Department will work with individual families and schools to ensure that students in homeless situations are enrolled and served immediately.

10. Sec. 1112(b)(8)

Describe, if applicable, how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs

Midfield City Schools currently participates in the Tri-City Pre-K program supported by an OCR grant and the local school district funds. Students who are zoned for Midfield City Schools are allowed to attend this program if they meet all admission requirements. Midfield City Schools also partners with JCCEO (Jefferson County Community Equal Opportunity) to allow this group a shared space in our elementary school for two Pre-K units. Midfield City Schools is currently in a contract with the local head start agency designated by the Secretary of Health and Human Services under the Head Start Act. This program again, works to provide a preschool experience in a collaborative preschool classroom housed on the campus of Midfield Elementary School.

All of the stakeholders involved in these programs come together annually to review and evaluate each



program. An administrative team from MES, Tri-City and JCCEO come together with the parents for a transition day. Teachers meet and share data to determine school levels for the upcoming year. Parents, teachers and students are able to meet and engage in dialogue to prepare the students for the next level.

11. Sec. 1112(b)(9)

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of services under this part.

Midfield City Schools operates a School-Wide Program; therefore TA programs do not exist.

12. Sec. 1112(b)(10)(A)

Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through coordination with institutions of higher education, employers, and other local partners.

Midfield City Schools has partnered with several Universities and Junior Colleges to provide dual enrollment, advance placement and AP courses. Midfield High School offers students the opportunity to earn college credit while still enrolled in High School. Within the district all counselors work together with the school administrators to plan transition programs for middle school students moving to high school and Elementary students moving to middle school. Summer Academies are offered to all 8th grader incoming 9th graders to prepare them for high school exposure and elementary and middle students in reading and mathematics intervention and enrichment.

All upcoming 9th graders will complete the KUDER Assessments and 4 year plans. The middle school and high school counselor works in conjunction to organize a smooth flow with students and parents from 8th grade to 9th grade. Meeting with parents are held to discuss 4yr plans and schedules for the 9th grade. Midfield High School counselor works in conjunction with the District Supervisor to plan College Fairs and diploma option meetings. College Fairs are held and Parent Summits to provide information for seniors on scholarships and college enrollment procedures. The district coordinators complete transcript monitoring to determine credit worthiness for graduation and college attendance.

13. Sec. 1112(b)(10)(B)



Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Midfield City Schools has partnered with several Universities and Junior Colleges to provide dual enrollment and AP courses. Midfield High School offers students the opportunity to earn college credit while still enrolled in High School. UA Early College, Lawson State, Jefferson State and Alabama State have partnered with MCS to provide dual enrollment credit for students who meet the enrollment qualifications. Within the district Rutledge Middle School counselor completes the KUDER Assessments and 4 year plans for all upcoming 9th graders. The middle school and high school counselor works in conjunction to organize a smooth flow with students and parents from 8th grade to 9th grade. Meeting with parents are held to discuss 4yr plans and schedules for the 9th grade. Midfield High School counselor works in conjunction with the District Supervisor for counseling to plan College Fairs and diploma option meetings. The SDE also does transcript monitoring to determine credit worthiness for graduation and college attendance.

14. Sec. 1112(b)(11)

Describe how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of student, as defined in section 1111(c)(2) (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English learners).

Midfield City School has a written Code of Conduct approved by the Midfield Board of Education. Within this policy are procedures that each school administrator must adhere to when disciplining a student. Each step must be documented as complete before moving to the next level for discipline. All documentation must be placed in a student discipline folder issued by the school district. All Class 3 issues will be referred to Hearing Officer, Superintendent for review.

Weekly suspension and all discipline infractions are discussed with the Student Services supervisor to ensure procedures are followed. Procedures are in place within the Student Services Office to address any student issues that are extreme on consistent. All schools are working with SREB and Foundations to provide the CHAMPS programs to align discipline procedures across the district.

15. Sec. 1112(b)(12)(A)

Describe, if determined appropriate by the local educational agency, how such agency will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State.



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Midfield City Schools has partnered with Fairfield City Schools, AIDT Workforce Development and Lawson State Community College to provide students with additional opportunities for vocational, work-based training. Midfield City Schools has also partnered with AIDT ACT for student training in construction, welding, brick masonry, and other area jobs. Midfield High School also works with Lawson State Community College to support our Cosmetology and Health Science Programs. Birmingham City Fire Fighters teach and support our Fire Science Program.

Midfield High School supports these students by providing transportation, textbooks, and other materials and supplies for student to attend and function within each of the required courses.

16. Sec. 1112(b)(12)(B)

If determined appropriate by the local educational agency, describe how such agency will support programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

Midfield City Schools continues to provide services for all students enrolled in the district. Our Special Education Department provides adequate and equitable services for all students enrolled in their program. Midfield High Schools participates in Work-Based Learning opportunities for all students who qualify for enrollment. The Cooperative Education teacher provides learning opportunities and experiences for all students enrolled in the program. MHS also has a Career Coach who works with students enrolled in Career and Technical courses to provide interaction with industry professional for credit and for job based experiences.

17. Sec. 1112(b)(13)(A)

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in identifying and serving gifted and talented students.

Midfield City Schools does have a process to identify and serve students who are identified as Gifted and Talented. At Midfield Elementary School these students are served during pull out with the gifted education resource teachers. These students work on creative writing and drama. In the middle and high school these students have opportunities within the advance placement classes. Local, state and federal funds are used to support personnel in professional development and training. Those students who are enrolled in Midfield High School are enrolled in honors or advance placement courses and are tracked by counselor and curriculum coordinators.



18. Sec. 1112(b)(13)(B)

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Midfield City School supports each school library program.. The district ensures that each school has a certified school media specialist, provides professional development and other training to ensure updated digital information is available for students. Local, state and federal funds are used to provide digital systems for inventory, check-in check-out systems and equipment. Funds are also used to update library data base and student books. MCS has incorporated an initiative for technology in grades 3 -12. A grant received from AT&T provided this opportunity. The district provides local funds to support this initiative for students who are enrolled in the district.