



**Midfield City Schools
Title I Consolidated District Plan
2024-2025**

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 Schools implements the CHAMPS and Foundations to give educators practical strategies for motivating students to engage in responsible behavior, build positive relationships, manage their work, understand acceptable uses of electronic devices in the classroom, and engage with instruction. The program helps the district rebrand and move toward changing the culture and communication with families and community partners.

For students facing challenges such as trauma, poverty, systemic racism, generational difficulties with the school system, or a disability, we understand that purely punitive and reactive approaches are not effective. That's why we equip our teachers with proactive strategies to structure for success, reduce misbehavior before it happens, focus on positive behavior and student strengths, and use an instructional approach to correct behavioral missteps.

This empowerment of our educators is at the core of our program, allowing them to positively influence every student's journey. Our teachers are not just educators; they guide students toward a successful school career and increase their chances of success in work and life. This program not only equips our educators with the tools they need but also inspires them to make a lasting impact on their students' lives.

The research-based CHAMPS approach assists teachers in developing highly effective classroom management plans that:

- Set high expectations for all students' success.
- Foster positive relationships with students.
- Establish consistent, predictable classroom routines.
- Instruct students on successful behavior.
- Monitor student behavior and data.
- Offer frequent positive feedback.
- Address misbehavior in a calm, consistent, and proficient manner.



This district team, including the district administration, feeds into the school leadership teams to discuss data, achievement, school and district updates, and needs. The district administration plays a crucial role in monitoring student progress through district administration meetings, school leadership teams, school data meetings, district and school walkthroughs, and teacher/student observations.

At MCS, we deeply value parents' crucial role in their child's education. That's why we hold monthly Family & Community Engagement seminars and workshops to discuss literacy, reading, student achievement, mental health, and other needs based on school surveys. We also hold semi-annual Superintendent's/Title I Advisory Council meetings and Quarterly School Advisory Council Meetings to discuss student achievement and progress, parent concerns, and community needs. This involvement ensures parents are always informed and integral to their child's educational journey.

Student Progress Reports and report cards are sent home to parents every nine weeks. Parent meetings will be held by appointment.

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 hold weekly in-school and monthly district data meetings to discuss, monitor, assess, and reevaluate student achievement and progress within each school. All schools will use the data portal to identify students by name, subject, and specific skills who need support in core academic areas. These meetings will identify the students requiring additional Tier II and Tier III instruction.

Teachers will create individual plans for students who need academic assistance to meet the challenging state educational standards. Based on the student's individual needs, additional plans for instructional needs will be implemented for intervention and assessment. Each school's leadership team and PST team will meet to discuss these students, monitor progress, and present findings for students needing academic or behavioral support 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 support for students at risk of failing reading and mathematics. Monthly reports will be collected from iReady and ACAP in the Spring. Other evidence-based programs/assessment tools will also monitor students' academic progress.

Using the data, schools and the district will offer intervention and tutoring to all students based on their individual needs. Tutoring will be provided 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 each after-school Intervention and Enrichment Program 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 mapping to identify ineffective programs and instructional practices. MCS remains steadfast in its commitment to using research-based programs to achieve the district's instructional and achievement goals. To further this commitment, the district has engaged a local vendor (GLIMPSE) to conduct a feasibility study of purchased programs. This study will determine whether these programs have increased, decreased, or maintained the level of instruction. We will also conduct yearly monitoring and evaluation of programs to assess their usefulness based on student achievement.

Under the guidance of the district curriculum coordinator, the district will continue conducting monthly walkthroughs at each school. During these walkthroughs, the team will observe the use of effective teaching strategies to gather data on classroom instructional practices. The school principal will also observe teachers to identify effective lessons and assess student engagement.



Teachers will receive feedback based on these observations, and professional development opportunities will be offered. These opportunities will be linked to their personalized learning plans (PLP). Teachers will be required to participate in these professional learning opportunities to enhance their instructional practices. School administrators will monitor and document each teacher's progress in improving the learning environment within their classrooms.

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 with a current poverty rate of 90.42%. All teachers in the district are required to meet current certification standards. Teachers who do not meet the certification requirements will receive an individual plan for certification for the current academic year. They must also meet with the Human Resources & Federal Programs personnel to discuss district certification requirements. If teachers do not sign off on certification requirements or complete the initial steps toward certification during the academic school year, they may face non-renewal.

Teachers hired without certification 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 the successful implementation of strategic lessons and instructional practices in their classrooms. These teachers will also be provided with Professional Development in areas where they face challenges.

6. Sec. 1112(b)(3)

Describe how the local education agency will carry out its responsibilities under section 1111(d)(1) regarding Comprehensive Support and Improvement (CSI) schools. The local education agency must include how it will develop and implement a CSI plan in partnership with stakeholders that takes into account the accountability indicators, includes evidence-based interventions, is based on a school-level needs assessment, identifies resource disparities, and is approved by the school and the local education agency.

Midfield City Schools will utilize local, state, and federal funds to support Midfield High School, categorized as failing in School Improvement. Funds have been allocated to provide comprehensive services to the students in these schools. Monthly meetings will be organized with the State Department team and school administrators to discuss areas of improvement and



strengths noted during observations within the district and schools. The programs and instruction will be evaluated to determine their success. The funds will be utilized to provide intensive instruction or tutoring in reading and mathematics for all enrolled students. Additionally, after-school tutoring and summer programs will be offered. Funds will also be used as incentives to encourage teachers to remain in the district and foster relationships with the students to enhance their achievement.

7. Sec. 1112(b)(3)

If the local education agency provides public school choice as described in 1111(d)(1)(D) to students enrolled in a school identified for Comprehensive Support and Improvement (CSI), describe how the local education agency gives priority to the lowest-achieving children, how the local education agency ensures that a student who uses the option to transfer shall be enrolled in classes and other activities in the public school to which the student transfers in the same manner as all other students at the public school, and how the local education agency permits a student who transfers to another public school to remain in that school until the student has completed the highest grade in that school.

N/A

8. Sec. 1112(b)(3)

Describe how the local education agency will carry out its responsibilities under 1111(d)(2) regarding Targeted Support and Improvement (TSI) schools and Additional Targeted Support and Improvement (ATSI) schools (if applicable). The local education agency must include how it will support a school in developing an improvement plan in partnership with stakeholders that takes into account the accountability indicators for each subgroup of students for which it is identified and includes evidence-based interventions. The local education agency must include how it will approve the plan and monitor its implementation, including how the local education agency will take additional action following unsuccessful implementation of the plan after a number of years determined by the local education agency.

Midfield City Schools will use a combination of local, state, and federal funds to provide comprehensive support for Midfield Elementary. Additional funds will be allocated for the school's instructional targets, literacy, and math initiatives. Monthly meetings will be held with the State Department team and school administrators to assess programs and instruction. The funds will be used for intensive tutoring in reading and math and after-school and summer programs at the school, with incentives provided to teachers to support student achievement.



9. 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:

- *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, and all schools are served in rank order based on poverty standards. We use the number of children eligible for free and reduced lunches under the National School Lunch Act as a criterion to identify children from low-income families for eligibility and allocation purposes. Additionally, we utilize the current census data for the City of Midfield and local schools' Average Daily Membership (ADM). Schools are ranked annually from the highest percentage of children from low-income families to the lowest based on ESSA standards and state ranking.

10. 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. The district will implement a School-Wide program to ensure that all students receive research-based instruction from certified teachers and staff in every school. The district set aside funds will be allocated for professional development, family & community engagement, support for homeless students, and other district initiatives related to student achievement. As a School-Wide district, the funds will be utilized to support assessments and professional development for teachers and school administrators. Assessments will be used to identify students' levels and instructional needs. At the same time, professional development will be provided to teachers to bolster areas where students require assistance and to offer teachers ongoing opportunities for growth.

Our School-Wide program is a team effort, with the instructional staff playing a crucial role. We aim to bring all students to grade level in reading comprehension and mathematics computation. School funds will be used to support the instructional staff for each school, nurses, professional development, reading and mathematics textbooks, and other instructional programs.

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

11. 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. It is important to note that all students enrolled as homeless are entitled to receive services available to students in Title I School-Wide Programs. These students will also be entitled to additional Extended Day and extended year services provided for Title I Schools.

Title I set-aside funds are used to support these students. According to the McKinney-Vento definition, any child in a homeless situation will be provided an evaluation for services. Those services found to be needed after the consultation will be provided. The Student Services Department/School Counselors 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.



12. 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 has two First-Class Pre-K units funded by the state (OCR) housed at Midfield Elementary School. Students zoned for Midfield City Schools can attend this program if they meet all admission requirements. Midfield City Schools is partnering with other local daycares and head-start programs 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 in the City of Midfield Elementary School.

All of the stakeholders involved in these programs come together annually to review and evaluate each program. The administrative team in Midfield comes together with the parents for a transition day. Teachers meet and share data to determine school levels for the upcoming year. This process allows parents, teachers, and students to meet and engage in dialogue, ensuring students are well-prepared and confident as they transition to the next level.

13. 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 as a School-Wide Program.

14. 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, advanced placement, and AP courses. Midfield High School allows students to earn college credit while still enrolled in High School. Within the district, all counselors work with the school administrators to plan transition programs for middle school students moving to high school and elementary students moving to middle school. Transition Days are offered to all 8th-grade incoming 9th and 4th-grade incoming 5th graders to prepare them for high school exposure and elementary and middle students in reading and mathematics intervention and enrichment.



At Midfield City Schools, we are committed to preparing our students for their future academic endeavors. All upcoming 9th graders will complete the KUDER Assessments and 4-year plans with the guidance of our dedicated counselors. These professionals work together to ensure a smooth transition for students and parents from 8th to 9th grade, holding meetings to discuss 4-year plans and schedules for the 9th grade. The Midfield High School counselor collaborates with the District Supervisor to plan College Fairs and diploma option meetings. These Events are designed to provide information for seniors on scholarships and college enrollment procedures, helping them make informed decisions about their future.

15. 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 allows students to earn college credit while still enrolled in High School. UA Early College, Lawson State, Miles College, and Alabama State have partnered with MCS to provide dual enrollment credit for students who meet the enrollment qualifications. Within the district, the Rutledge Middle School counselor completes the KUDER Assessments and 4-year plans for all upcoming 9th graders. The middle school and high school counselors work together to organize a smooth flow with students and parents from 8th to 9th grade. Meetings with parents are held to discuss 4-year plans and schedules for the 9th grade. Midfield High School counselor works with the District Supervisor for counseling to plan College Fairs and diploma option meetings. The SDE also monitors transcripts to determine creditworthiness for graduation and college attendance.

16. 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. This policy outlines the procedures each school administrator must adhere to when disciplining a student. Each step is carefully documented and must be completed before moving to the next level for discipline. All documentation is stored in a student discipline folder issued by the school district. Any Class 3 issues are referred to the Hearing Officer, Superintendent, and School Board for review, ensuring a fair and thorough process.



Weekly suspensions and all discipline infractions are discussed with the school leadership/RTI teams to ensure preventive measures are implemented to avoid repeat incidents/behavior. Procedures are in place within the central office to address any extreme or consistent student issues. All schools are working with a district leadership team trained through SREB and Foundations to provide training and align discipline procedures across the district.

17. 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.

Midfield City Schools has partnered with Miles College, AIDT Workforce Development, and Lawson State Community College to offer students additional vocational and work-based training opportunities. Additionally, the school has collaborated with AIDT and ACT to train students in construction, welding, brick masonry, and other local occupations. Midfield High School partnered with Lawson State Community College to support the Cosmetology, Barbering, and Health Science Programs. Birmingham City and Midfield firefighters support the fire science program at Midfield High School.

To further assist these students, Midfield High School provides transportation, textbooks, and other necessary materials and supplies to ensure their full participation in the required courses.

18. 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 is committed to providing services for all district students. Our Special Education Department offers adequate and equitable services for all students in the program. Midfield High School provides Work-Based Learning opportunities for eligible students. The Cooperative Education teacher facilitates learning opportunities and experiences for all enrolled students. Midfield City Schools has hired a Career Coach to work with students enrolled in Career and Technical courses to provide credit and job-based experiences through interactions with industry professionals.

19. 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 has a process to identify and serve gifted and talented students. Midfield Elementary School serves these students with the gifted education resource teachers during pull-out. These students work on creative writing and drama. In middle and high school, these students have opportunities within the advanced placement classes. Local, state, and federal funds support personnel in professional development and training. Midfield High School students can also take dual enrollment courses at college/university programs, which counselors and curriculum coordinators track.

20. 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 and provides professional development and other training to ensure updated digital information is available for students. Local, state, and federal funds are used to offer digital systems for inventory, check-in, check-out systems, and equipment. Funds are also used to update the library database and student books. MCS is now forming a partnership with the local library as it recently opened back up in the community. The local library will support teachers and students during and after school and on weekends.