

Mobile County Public Schools 2021-2022 ARP Grant Application

School_ Council Magnet School_____ Cost Center_ 0200_____

Per the United States Department of Education, the purpose of ESSER/ARP funds:
Activities, supplies and projects that address the impact COVID-19 has had, and continues to have, on K-12 schools.

AREA OF FOCUS: EXTENDED DAY

Preface: Council is unique in that it is one of the few International Baccalaureate Primary Years Programs in the state of Alabama, as well as a magnet school with a focus on communication. The decisions that are made for our school community are filtered through this lens, as we strive to develop students who exhibit the IB Learner Profile. These characteristics include being inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. The Learner Profile traits will be referenced throughout this grant application, as well as the term *community* as our goal is to strengthen the sense of community at Council after so much was lost during the pandemic.

Purpose	Planning				Reporting
Identified need(s) for Extended Day (As stated in school's CIP) <i>(Starting with number 1 as the greatest need, indicate items in order of need)</i>	Professional Learning Activities, Supplies, Programs, Contracted Services, etc.	Line Item Cost(s)	How frequently will the activities be monitored? <i>(Monthly, Quarterly, Yearly)</i>	Performance Measurements <i>(Formative Data from CIP)</i> * Baseline Benchmarks	*Impacts; Data Supporting Impacts (Summative) <i>(Complete/update this column July 2022, July 2023 and July 2024)</i>
<p>1) Extended Day Funds: Before/After-school tutoring program to close gaps in reading and math achievement</p> <p>Purpose: Due to Covid-19, more of our students have gaps, and many have larger gaps, in reading and math achievement than in years past. Additional instructional time with certified teachers is critical in closing these gaps in achievement and will be necessary over the next 3 years to assure that all</p>	<p>Program: Learning opportunities in reading and math for students identified via test data and teacher recommendation as needing additional support will be provided by certified teachers. Students will be grouped by grade level and instruction will be targeted based on identified areas of need. Students may only need to participate in tutoring for one subject and many are also receiving intervention during the school day as well. The teacher serving as our dyslexia specialist is also tutoring identified students several times a week throughout the school year.</p>	<p>2021-2022: \$25,000</p> <p>2022-2023: \$30,000</p> <p>2023-2024: \$30,000</p>	<p>Yearly: Conduct a survey of students, teachers and parents to determine the impacts of this grant on the school community</p> <p>3 times a year: State/District Assessments</p>	<p>Student, Teacher, and Parent Survey Results Nov. 2021</p> <p>Reading was identified by 67% of parents, 52% of students and 61% of teachers and math was identified by 67% of parents, 39% of students and 64% of teachers as areas of greatest learning loss during the pandemic. Extended learning opportunities were</p>	

<p>students have ample opportunities to become knowledgeable in both reading and math. Providing this additional instructional time will also help the social and emotional well-being of our school community as successful students are more confident learners and are included by other students more, parents of successful students have reduced stress, because they are not concerned about their child's grades, and teachers of successful students are able to move forward with the curriculum confident in their students' understanding of the concepts and standards covered.</p>			<p>Math: ACAP data, HMH and iReady Beginning, Middle and End of the Year Diagnostic Assessments</p> <p>Reading: ACAP data, iReady Beginning, Middle and End of the Year Diagnostic Assessments</p>	<p>identified by 63% of parents, 41% of students and 43% of teachers as an important area of focus.</p> <p>ACAP Data 2020-2021:</p> <ul style="list-style-type: none"> • 19% of students scored in Levels 1 & 2 in ELA • 55% of students scored in Levels 1 & 2 in mathematics • 23% of fourth graders scored in Levels 1 & 2 in science <p>2021-2022 Data: iReady Beginning of Year</p> <ul style="list-style-type: none"> • 61% of students performed below grade level in reading • 88% of students performed below grade level in mathematics <p>HMH Beginning of Year</p> <ul style="list-style-type: none"> • 43.4% of students performed below grade level 	
<p>2) Extended Day Funds: Summer Bridges/Camp Council Programs</p> <p>Purpose: Summer programs always help to reduce the anxiety of transitioning to school, but they are critical during the unknowns of this pandemic. Students that participate will be open-minded and begin to develop a sense of community as they become familiar with the school setting,</p>	<p>Program: Certified teachers will host students who are new to the school for a half-day session that lasts four days for incoming Kindergarteners and two days for 1st-5th graders. Transitional activities where students are acclimated to the school facility, routines, and procedures are provided. Reading and math activities are emphasized to give students additional learning opportunities in both subjects.</p>	<p>\$7,600 per year for 3 years</p>	<p>Camp Council: Yearly - one follow-up after school starts by the school counselor with additional sessions provided as needed to help new students adjust</p>	<p>Camp Council: Guidance Counselor has one small group session with new students in 1st through 5th grade after school starts to make sure they are adjusting well and on an as needed basis after that. An adult mentor may be assigned if needed. Grades are also considered.</p> <p>Bridges: Baseline data (letter sounds, letter/number</p>	

<p>routines and procedures in a more relaxed environment in both Bridges for incoming Kindergarteners and Camp Council for 1st-5th graders new to the school. These summer programs are beneficial for academic learning as teachers work on reading and math skills and for the social and emotional development of students as they help them know what to expect the first day of school reducing apprehension for students who attend.</p>			<p>Bridges: Yearly – basic skills baseline data is collected</p>	<p>recognition) is collected to be used as needed</p>	
<p>3) Extended Day Funds: International Baccalaureate Yearly School Fees</p> <p>Purpose: As was prefaced earlier, Council is an International Baccalaureate Primary Years Program. IB focuses on the whole child, with an emphasis on social and emotional well-being while developing students who are actively engaged in their learning. We strive to instill the IB Learner Profile traits in our students, as well as in us as adults. These characteristics help our students learn to live in a balanced way, go deeper in their learning as they are constantly thinking about and reflecting on where they are individually, and to show that they care for others via projects held throughout the year for those in our community and around the world. Covid-19 reduced our ability to fundraise to cover the cost of this worthwhile program.</p>	<p>Program: Teachers in each grade level cover various units of inquiry throughout the year that encompass grade level subject area standards, key concept questions and IB Learner Profile traits. Student questions help to guide instruction during these units, many units include student research, and all units end with a culminating activity where students showcase their knowledge and reflect on their learning.</p> <p>As a culmination of the IB PYP program, our 5th grade students participate in Exhibition. A different theme is chosen by the teachers each year. The students then identify topics that they are interested in related to that theme. The students are grouped by interests and each group develops an IB unit about that topic. They brainstorm questions, gather information to answer those questions, complete an activity related to their topic and present their research in an organized way to a variety of community stakeholders. It truly is a showcase of Council.</p>	<p>\$8,600 per year for 3 years</p>	<p>Numerous times and ways throughout each year with a self-study and recertification visit every 5 years</p>	<p>Action Plan: Developed annually with faculty input based on an IB standard that needs improvement</p> <p>Collaborative Meetings: IB Coordinator holds monthly meetings with grade level teachers to update planners</p> <p>End of Unit: Students complete culminating projects and reflections at the end of each unit to show learning. These are checked by the IB Coordinator.</p> <p>Additional monitoring: Twice a year parents receive an IB report card and students complete a self-assessment.</p> <p>Self-Study and Recertification: Every 5 years, the school goes through an in-depth, yearlong self-study that culminates with an IB recertification visit.</p>	

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Mobile County Public Schools 2021-2022 ARP Grant Application

School_Council Magnet School_____ Cost Center_0200_____

Per the United States Department of Education, the purpose of ESSER funds:
Activities, supplies and projects that address the impact COVID-19 has had, and continues to have, on K-12 schools.

AREA OF FOCUS: SCHOOL MATERIALS

Purpose	Planning				Reporting
Identified need(s) for School Materials (As stated in school's CIP) <i>(Starting with number 1 as the greatest need, indicate items in order of need)</i>	Professional Learning Activities, Supplies, Programs, Contracted Services, etc.	Line Item Cost (s)	How frequently will the activities be monitored? <i>(Monthly, Quarterly, Yearly)</i>	Performance Measurements (Formative Data from CIP) *Baseline Benchmarks	*Impacts; Data Supporting Impacts (Summative) <i>(Complete/update this column July 2022, July 2023 and July 2024)</i>
<p>1) Materials Funds: Student materials normally covered by fees</p> <p>Purpose: Many families have suffered financially over the past year and a half as the pandemic caused business closures and numerous employee layoffs. Covering the typical fees associated with the school year will ease some of the financial burden on families over the next few years and reduce the anxiety of increased costs associated with the beginning of school thus helping support our school community socially and emotionally.</p>	<p>Supplies: Provide student materials that are normally covered by student fees for the next three years. These materials include software and printed materials, as well as general school supplies. The specific items that will be covered include: subscriptions to IXL, which is a program used to provide additional practice to students in grades 3-5, Studies Weekly, which supplements social studies learning in grade 2, Toddle, which is the platform for the IB units and student portfolios for all grade levels, and printed items, which include planners for students in grades 2-5, Sadlier Vocabulary workbooks for students in grades 1-5, and parent-teacher communication folders for all students. The general school supplies covered will include stamps, first aid supplies and other items as needed.</p>	<p>\$26,900 per year for 3 years</p>	<p>3 times a year</p> <p>Math: ACAP data, HMH and iReady Beginning, Middle and End of the Year Diagnostic Assessments</p> <p>Reading: ACAP data, iReady Beginning, Middle and End of the Year Diagnostic Assessments</p>	<p>ACAP Data 2020-2021:</p> <ul style="list-style-type: none"> 19% of students scored in Levels 1 & 2 in ELA 55% of students scored in Levels 1 & 2 in mathematics 23% of fourth graders scored in Levels 1 & 2 in science <p>2021-2022 Data: iReady Beginning of Year</p> <ul style="list-style-type: none"> 61% of students performed below grade level in reading 88% of students performed below grade level in mathematics <p>HMH Beginning of Year</p> <ul style="list-style-type: none"> 43.4% of students performed below grade level 	

<p>2) Materials Funds: Schoolwide supplies</p> <p>Purpose: Many schoolwide supplies are needed as we build a stronger school community and enhance the IB program. These school supplies will improve the social and emotional well-being of both our students and faculty, as quality resources and equipment will be provided to enhance and further develop students who are well-rounded and exhibit all aspects of the IB Learner Profile while keeping our school full of aesthetically pleasing displays without our teachers having to use old, worn out equipment and resources costing them precious planning time.</p>	<p>Supplies: Areas of need include: STEM, Art, Physical Education, Spanish, Archery, Technology (including accessories), touchless water bottle refill stations, laminator, laminating film, bulletin board paper, die-cut machine and dies, large paper cutters, teacher work station, IB materials, Spire replacement materials, class sets of supplies</p>	<p>\$9,710.35 per year for 3 years</p>	<p>Yearly: Conduct a survey of students, teachers and parents to determine the impacts of this grant on the school community</p>	<p>Student, Teacher, and Parent Survey Results Nov. 2021</p> <p>Additional Schoolwide materials and supplies were identified by 43% of teachers as an important focus area and 11% of teachers as a needed school enhancement.</p>	
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Mobile County Public Schools 2021-2022 ARP Grant Application

School Council Magnet School Cost Center 0200

Per the United States Department of Education, the purpose of ESSER funds:
Activities, supplies and projects that address the impact COVID-19 has had, and continues to have, on K-12 schools.

AREA OF FOCUS: SOCIAL-EMOTIONAL LEARNING

Purpose	Planning				Reporting
Identified need(s) for Social-Emotional Learning (As stated in school's CIP) <i>(Starting with number 1 as the greatest need, indicate items in order of need)</i>	Professional Learning Activities, SEL Activities, Supplies, Programs, Contracted Services, etc.	Line Item Cost(s)	How frequently will the activities be monitored? <i>(Monthly, Quarterly, Yearly)</i>	Performance Measurements <i>(Formative Data from CIP)</i> *Behavior Data *Counseling Data	*Impacts; Data Supporting Impacts (Summative) <i>(Complete/update this column July 2022, July 2023 and July 2024)</i>
<p>1) Extended Day Funds: Supplies for student clubs and organizations covering a wide variety of interests and stipends for sponsors</p> <p>Purpose: Our students stated in the survey given to them that clubs are an important part of our school community, and they also help our students to develop all aspects of the IB Learner Profile. Now that clubs are starting back after Covid-19 stopped them completely, Council is looking to add new clubs and supply our current clubs with the materials and funds for fees that are needed to engage students and build community. Our student organizations kept going albeit drastically scaled down during the pandemic, therefore, these groups are also</p>	<p>Activities: After-school clubs and student organizations will be sponsored by certified teachers, as well as contracted out as needed. Current clubs and those being considered include: Running Club, Chess Club, Broadcasting, Robotics, GEMS, Art Club, Literacy Club, Math Team, Archery, Spanish Club, Spelling Bee, Photography, and more. These clubs will be held throughout the school year on various schedules. Some clubs and organizations may participate in off campus events, such as the Azalea Trail Run, Robotics Competitions and Archery Competitions.</p>	<p>\$31,000 per year for 3 years</p>	<p>Yearly: Conduct a survey of students, teachers and parents to determine the impacts of this grant on the school community</p> <p>2 times a year: Collect behavior and counseling data to determine trends</p>	<p>Student, Teacher, Parent Survey Results Nov. 2021</p> <p>Not having extracurricular activities was identified as one of the greatest learning losses during the pandemic by 52% of parents, 24% of students and 25% of teachers. Additionally, 47% of parents, 34% of students and 54% of teachers stated that supporting social and emotional needs should be an area of focus, while 52% of parents and 61% of teachers identified social emotional development as an area of greatest learning loss during the pandemic. Finally, 38% of parents and 27% of students felt that clubs should be included in the school enhancements.</p>	

<p>in need of materials and funds for fees as they get back to normal. We also want to provide a stipend to the club and organization sponsors, because they go above and beyond their assigned duties in sponsoring student clubs and organizations.</p>				<p>Behavior Data Aug. 2021 to current</p> <ul style="list-style-type: none"> • 15 discipline referrals to the counselor <p>Counseling Data Aug. 2021 to current</p> <ul style="list-style-type: none"> • 73 overall counseling referrals • 24 student requests 	
<p>2) Extended Day Funds: Mobile Symphony Preludes classes for 1st and 2nd grade students</p> <p>Purpose: Many activities were paused over the past several months to reduce the number of people directly interacting with each other, including the in person introductory classes by Mobile Symphony instructors for our younger students. This year these classes resumed. They have been a critical component over many years in developing socially and emotionally well-rounded students who are open-minded, balanced, and risk-takers in trying new activities.</p>	<p>Activities: An introductory class called Preludes will be provided by Mobile Symphony instructors for each 1st and 2nd grade class at least once a week to expose students to music and skills that they might not otherwise have an opportunity to experience. After the students participate in the whole class introductory lessons, they have the option to be part of the Strings program in 3rd-5th grades where they begin learning how to play stringed instruments in a small group setting. Each year, these students perform a mini concert for the school community to showcase their learning.</p>	<p>\$3,300 per year for 2 years (2022-2023 and 2023-2024)</p>	<p>Yearly: Conduct a survey of students, teachers and parents to determine the impacts of this grant on the school community</p>	<p>Student, Teacher, Parent Survey Results Nov. 2021</p> <p>Not having extracurricular activities was identified as one of the greatest learning losses during the pandemic by 52% of parents, 24% of students and 25% of teachers. Additionally, 47% of parents, 34% of students and 54% of teachers stated that supporting social and emotional needs should be an area of focus, while 52% of parents and 61% of teachers identified social emotional development as an area of greatest learning loss during the pandemic.</p>	

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AREA OF FOCUS: FACILITY AND BUILDING IMPROVEMENTS

Purpose	Planning			Reporting	
Identified need(s) for Facility and Building Improvements (As stated in school's CIP) <i>(Starting with number 1 as the greatest need, indicate items in order of need)</i>	Supplies, Programs, Contracted Services, Estimates, Timelines, etc.	Line Item Cost(s)	How frequently will the activities be monitored? <i>(Monthly, Quarterly, Yearly)</i>	Performance Measurements <i>(Perception survey, evaluation report, etc.)</i> *Purchase orders *Requisitions * Attendance	*Impacts; Data Supporting Impacts (Summative) <i>(Complete/update this column July 2022, July 2023 and July 2024)</i>
1) Additional Award Funds: additional playground and walking track Purpose: Covid-19 made it very clear that Council's playground is small for the number of students enrolled, therefore, adding another playground area would be very beneficial for our students as it would provide more equipment for them to use while also allowing them to spread out. All classes are allotted recess time on the playground each week in addition to their regular physical education class, and unfortunately that time has been limited due to the safety protocols put in place during the pandemic. Another very beneficial addition to our school would be a walking track as our students walk/run during physical education and running club and some of our faculty and	Contracted Services: A new playground will be built to be utilized during physical education classes and recess times. A paved walking track will be added for students to use during the previously mentioned times and running club, as well as for faculty and staff to use during breaks and after school. Quotes received.	\$120,000	Yearly: Conduct a survey of students, teachers and parents to determine the impacts of this grant on the school community	Student, Teacher, Parent Survey Results Nov. 2021 A new playground was listed as a school enhancement that 33% of parents, 81% of students and 57% of teachers want, while a walking track enhancement was listed by 46% of teachers.	

<p>staff walk during breaks and after school. These two additions to our school would increase the social, emotional and physical well-being of our school community, while helping us to develop more balanced IB learners.</p>					
<p>2) Additional Award Funds: outdoor learning spaces</p> <p>Purpose: Outdoor learning spaces are a critical component of helping students continue to learn during the pandemic and beyond as they provide a way for students to socially distance and get fresh air, additional real-world learning opportunities, and a completely different setting thus improving students' social and emotional well-being.</p>	<p>Contracted Services: An additional gazebo, like the one already in place, will be built to add more outdoor classroom space. It will be large and include benches and tables, so that students will have plenty of room to spread out and complete activities.</p> <p>Quote received.</p>	<p>\$32,000</p>	<p>Yearly: Conduct a survey of students, teachers and parents to determine the impacts of this grant on the school community</p>	<p>Student, Teacher, Parent Survey Results Nov. 2021</p> <p>Additional outdoor classroom areas were listed as a school enhancement that 47% of parents, 41% of students and 57% of teachers want. Outdoor classroom areas were also listed in the other comments and ideas area as an enhancement that would benefit the IB inquiry program.</p>	
<p>3) Additional Award Funds: updated/additional learning spaces - Collaboration Lab, Makerspace and Robotics Lab, and updated art room</p> <p>Purpose: Students are craving collaborative and hands-on activities as the safety protocols during the pandemic prevented many of those types of activities; however, during this time our school system moved to a 1 to 1 initiative for computers. To take advantage of every student having their own computer to use, Council would like to provide our students with a collaboration lab for working in groups and sharing information with each other. We also have a robotics team now and need a</p>	<p>Supplies: A collaboration lab will be added so that students will have a dedicated space to work in groups using their technology and be able to easily display their screens to group members and the class.</p> <p>As funding allows, a robotics and makerspace lab will be added, and the art room will be updated to allow groups to work together easier, while also providing more storage space.</p> <p>Quotes received.</p>	<p>\$41,869.65</p>	<p>Yearly: Conduct a survey of students, teachers and parents to determine the impacts of this grant on the school community</p>	<p>Student, Teacher, Parent Survey Results Nov. 2021</p> <p>Facility Modifications for more Student Engagement and Collaboration was identified as an important focus area by 52% of parents and 49% of teachers.</p>	

space for them to work, as well as a space for makerspace activities. Finally, our art room needs to be updated to include additional storage space for student supplies, thus allowing a wider range of projects to be completed. All these activities will provide students opportunities to interact with their peers, therefore, improving their social and emotional well-being and helping them develop all aspects of the IB Learner Profile, while also building community within the school.

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Mobile County Public Schools 2021-2022 ARP Grant Application

School_Council Magnet School_____ Cost Center_0200_____

Per the United States Department of Education, the purpose of ESSER funds:
Activities, supplies and projects that address the impact COVID-19 has had, and continues to have, on K-12 schools.

**AREA OF FOCUS: PROFESSIONAL LEARNING NEEDS TO CLOSE ACHIEVEMENT GAPS,
ONGOING PROFESSIONAL LEARNING AND/OR SUPPORT TEACHER RETENTION**

Purpose	Planning				Reporting
Identified need(s) for Professional Learning Needs to Close Achievement Gaps and/or Support Teacher Retention (As stated in school's CIP) <i>(Starting with number 1 as the greatest need, indicate items in order of need)</i>	Professional Learning Activities, Safety Supplies, Programs, Contracted Services, Equipment, Estimates, Timelines, etc.	Line Item Cost(s)	How frequently will the activities be monitored? <i>(Monthly, Quarterly, Yearly)</i>	Performance Measurements <i>(Formative Data from CIP)</i> *Survey Data *Inventories *Purchase Orders *Requisitions * PLCIAs	*Impacts; Data Supporting Impacts (Summative) <i>(Complete/update this column July 2022, July 2023 and July 2024)</i>
<p>1) Extended Day Funds: International Baccalaureate training</p> <p>Purpose: Like many other schools, the pandemic brought about many changes in staffing at Council. Teachers new to the school and those that have changed grade level, along with all teachers on a five-year rotating basis are required to be trained by IB trainers. The immediate focus will be on our new hires getting their initial training, but it will move to making sure all faculty are trained as needed. Unfortunately, the limited funds for professional development make the large number of faculty that need to be trained a challenge.</p>	<p>Activities: As needed, teachers will receive training in the areas necessary based on IB guidelines. Most of the teachers in need of training this year are new to the school, while some have changed grade levels and need additional training to be the most effective IB teachers possible as they work to develop the whole child. Funding for conferences/training, travel expenses, and substitutes to cover classrooms while teachers are being trained is needed.</p>	<p>2021-2022: \$12,525.42</p> <p>2022-2023: \$4,225.42</p> <p>2023-2024: \$4,225.42</p>	<p>Yearly: The IB Coordinator will identify teachers that need to be trained to stay current with IB requirements. Once they receive training, they will provide turnaround training for the rest of the faculty.</p> <p>Purchase Orders/Requisitions for IB training</p> <p>Monthly: Collaboration meeting PLCIAs</p>	<p>Purchase Orders/Requisitions will show those teachers who receive training each year.</p> <p>PLCIAs will show the monthly collaboration taking place on each grade level.</p> <p>Agendas and notes for faculty meetings where turnaround training from those teachers who were trained by the IB presenters share updates and ideas with the faculty and/or the IB Coordinator gives overview training and updates to faculty</p>	

<p>Therefore, additional funding to cover these costs is critical for Council to stay in compliance with the IB requirements and to keep the program strong across all aspects of the school. IB trained teachers develop the whole child as they work with students to be inquirers, knowledgeable and thinkers in all subject areas, respectful communicators, open-minded and caring toward others, principled in their choices, risk-takers by trying something new, balanced in work and play and reflective in all areas of their life always looking for ways to improve themselves. Collaboration is also an extremely important part of the IB program and is very beneficial to the school community.</p>					
<p>2) Extended Day Funds: Teacher recognition/retention: Teacher planning days (½ day per quarter) and teacher of the month</p> <p>Purpose: Providing time for grade level teachers to meet for planning purposes over an extended amount of time each quarter is beneficial to the teachers' social and emotional well-being and leads to more cohesive curriculum coverage across the grade level. For new teachers this time is valuable as they listen to and glean ideas from experienced teachers, and for all involved it reduces individual workloads as everyone is contributing during this planning time.</p>	<p>Activities: Teachers on each grade level will have an opportunity to plan together for at least a ½ day each quarter on a day other than teacher workdays. The first planning time will be prior to the students' first day of school. The final three planning times will be toward the beginning of 2nd, 3rd and 4th quarters. The first planning time will not need substitutes, but a stipend may be paid if the planning time is prior to teachers' contract days. The final three planning times will require substitutes. Each month a different teacher will be recognized as teacher of the month based on set criteria and will receive recognition in a variety of ways, as well as additional teacher recognition throughout the year.</p>	<p>\$6,000 per year for 3 years</p>	<p>Quarterly: PLCIAs from teacher planning days</p> <p>Monthly: Teacher of the month survey will be sent to all faculty at the end of each month. The teacher that receives the most nominations will be designated the teacher of the month for the following month.</p>	<p>PLCIAs from each teacher planning day will show collaboration across each grade</p> <p>The teacher of the month survey and a list of teachers who received the honor will provide documentation of this recognition.</p>	

Currently, one teacher is chosen to be teacher of the year to represent our school at the district level, but our entire faculty works extremely hard to help our students be successful. Therefore, we want to recognize more teachers each year as they all deserve recognition for going above and beyond every day. This should increase teacher retention as well, because the teachers will feel more valued and appreciated.

Please upload this form to <https://bit.ly/3iymTK1> by December 1, 2021. Federal Programs will notify schools of actual grant awards.

Mobile County Public Schools 2021-2022 Title II Grant Application

School_ Council Magnet School_____ Cost Center_0200_____

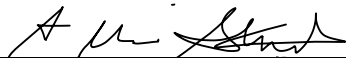
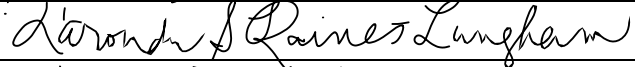








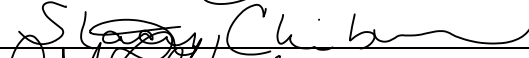


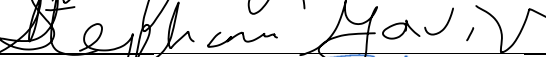


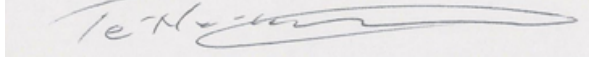
Allowable Uses for Title II Grant Funding (Up to \$10,000): 1. Activities that are available to all school staff, including paraprofessionals; 2. Activities are aligned to state standards; 3. Activities that provide for ongoing professional learning and teacher retention; 4. Activities that address the needs of all students

Purpose	Planning			Reporting	
Identified need(s) for Title II Grant (As stated in school's CIP) <i>(Starting with number 1 as the greatest need, indicate items in order of need)</i>	Professional Learning Activities	Line Item Cost(s)	How frequently will the activities be monitored? <i>(Monthly, Quarterly, Yearly)</i>	Performance Measurements <i>(Formative Data from CIP)</i> *Baseline Benchmarks	*Impacts; Data Supporting Impacts (Summative) <i>(Complete this column by July 31, 2022)</i>
<p>1) Ongoing dyslexia training for the teacher serving as our dyslexia specialist</p> <p>Purpose: One of our teachers is participating in dyslexia training through the ALSDE and ARI to become certified as a dyslexia specialist and is currently in the second year of the five-year agreement. She is required to travel to trainings several times over these first two years and although the ALSDE and ARI cover the cost of the training itself, the school is expected to reimburse her for travel expenses and cover substitutes. Funding to cover these costs is needed.</p>	<p>Activities: As the teacher who is working toward becoming a dyslexia specialist travels, the training itself is paid for by the ALSDE and ARI, but funding is needed for the reimbursement of her travel expenses and substitutes to cover her class.</p>	<p>\$4,250</p>	<p>3 times a year</p> <p>iReady Beginning, Middle and End of the Year Diagnostic Assessments</p>	<p>Purchase Orders/ Requisitions will show the dates of trainings this year</p> <p>A benchmark screener was given by the Counselor to students to determine if they needed to be included in the dyslexia tutoring part of this program.</p> <p>2021-2022 Data: iReady Beginning of Year</p> <p>All students identified for dyslexia tutoring scored below grade level with half scoring two or more grade levels below.</p>	
<p>2) International Baccalaureate training</p> <p>Purpose: Like many other schools, the pandemic brought</p>	<p>Activities: As needed, teachers will receive training in the areas necessary based on IB guidelines. Most of the teachers in need of training this year are new to the school, while some have</p>	<p>\$5,750</p>	<p>Yearly: The IB Coordinator will identify teachers that need to be trained to stay</p>	<p>Purchase Orders/ Requisitions will show those teachers who receive training each year.</p>	

<p>about many changes in staffing at Council. Teachers new to the school and those that have changed grade level, along with all teachers on a five-year rotating basis are required to be trained by IB trainers. The immediate focus will be on our new hires getting their initial training, but it will move to making sure all faculty are trained as needed. Unfortunately, the limited funds for professional development make the large number of faculty that need to be trained a challenge. Therefore, additional funding to cover these costs is critical for Council to stay in compliance with the IB requirements and to keep the program strong across all aspects of the school. IB trains teachers to develop the whole child as they work with students to be inquirers, knowledgeable and thinkers in all subject areas, respectful communicators, open-minded and caring toward others, principled in their choices, risk-takers by trying something new, balanced in work and play and reflective in all areas of their life always looking for ways to improve themselves. Collaboration is also an extremely important part of the IB program and is very beneficial to the school community.</p>	<p>changed grade levels and need additional training to be the most effective IB teachers possible as they work to develop the whole child. Funding for conferences/training, travel expenses and substitutes to cover classrooms while teachers are being trained is needed.</p>		<p>current with IB requirements. Once they receive training, they will provide turnaround training for the rest of the faculty.</p> <p>Purchase Orders/ Requisitions for IB training</p> <p>Monthly: Collaboration meeting PLCIAs</p>	<p>PLCIAs will show the monthly collaboration taking place on each grade level.</p> <p>Agendas and notes for faculty meetings where turnaround training from those teachers who were trained by the IB presenters share updates and ideas with the faculty and/or the IB Coordinator gives overview training and updates to faculty</p>	
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Please upload this form to <https://bit.ly/3iyTK1> by December 1, 2021. Federal Programs will notify schools of actual grant awards.

School Grant Committee Signature Page
School__Council Magnet School _____

Print Names	Signatures
Principal (name): Allison Streeter	
Committee Chair (name and job title): Laronda Raines-Langham - Math Intervention Teacher Heather Hartmann - Library Media Specialist	
	
School Administrators (names and job title): N/A	
Faculty/Staff Representatives (names and job title): Sinjean Simmons - Kindergarten Teacher Mary Herrington - 1 st Grade Teacher David Hernandez - 2 nd Grade Teacher Cecelia McInnis - 3 rd Grade Teacher Jahmarkus Rabb - 4 th Grade Teacher Leslie Larkin - 5 th Grade Teacher Earlyn Bowman - IB Coordinator Stacey Claiborne - Computer Lab Teacher/TST Tyeshia Lofton - Reading Intervention Teacher Jennifer Immel - Reading Intervention Teacher Stephanie Gavin - Counselor	
	
	
	
	
	
	
	
	
	
	
Two Parent Representatives (names and students' names - must not be school employees): Mrs. Pavelescu - students Albert Pavelescu 1 st grade and Bernhard Pavelescu 3 rd grade Mr. Stiell - students Ethan Stiell 3 rd grade and Leland Stiell 5 th grade	
	
One Community Stakeholder (name and connection to school): Mr. Rice - Senior Vice President and Human Resources Manager for Reese's Funeral Home - student Allen Rice 2 nd grade, provides donations to school, interested in Partners in Education	
One Student's Name and Grade (If Middle or High School Grant Application): N/A	

Note: All meetings were virtual, so the parent and community stakeholder participants signed separate documents, then all signatures were merged onto one document. The originals are on file if needed.