



**Section II:**

|  |  |                                      |
|--|--|--------------------------------------|
| <ul style="list-style-type: none"> <li>• The LEA Improvement Plan must be developed in consultation and collaboration with school staff, parents, Central Office staff and other stakeholders. Refer to section 1116(c)(7) of the No Child Left Behind Act of 2001 for background documentation.</li> <li>• The AMAO Improvement Plan must be developed by a Leadership Team including members of the LEA EL Advisory Committee, parents, Central Office Staff and School Staff</li> </ul>   |  |                                      |
| <p><b>School Staff Involvement: Identify schools involved and include signatures of representatives.</b></p>   |  |                                      |
|  | <p><b>Staff Member Name/Position</b><br/>(Ex. Mary Jones/Sp. Ed. Teacher, Jones ES)</p>  | <p><b>Staff Member Signature</b></p> |
| <p>Ashville Elementary School<br/>Ashville Middle School<br/>Ashville High School<br/>Odenville Elementary School<br/>Odenville Intermediate School<br/>Odenville Middle School<br/>St. Clair County High School<br/>Moody Elementary School<br/>Moody Middle School<br/>Moody Jr. High School<br/>Moody High School<br/>Margaret Elementary School<br/>Springville Elementary School<br/>Springville Middle School<br/>Springville High School<br/>Steele Jr. High School<br/>Ragland High School<br/>St. Clair County Board of Education<br/>St. Clair County Board of Education<br/>St. Clair County Board of Education<br/>St. Clair County Board of Education<br/>St. Clair County Board of Education</p> | <p>Mrs. Tammy Coefield, Principal<br/>Mr. Phillip Johnson, Principal<br/>Ms. Patti Johnson, Principal<br/>Mrs. Christa Urban, Principal<br/>Mrs. Constance Seymour, Principal<br/>Mrs. Debra Carroll, Principal<br/>Mr. Brian Terry, Principal<br/>Ms. Kathy Tice, Principal<br/>Mrs. Debra Allred, Principal<br/>Mrs. Cassandra Taylor, Principal<br/>Ms. Cheryl Kuyk, Principal<br/>Mr. Joe Goble, Principal<br/>Mr. Bobby Byrd, Principal<br/>Mr. Virgil Winslett, Principal<br/>Dr. Robert Harris, Principal<br/>Mrs. Judy Dixon, Principal<br/>Mr. Roger Wilkinson, Principal<br/>Mrs. Jenny Seals, Superintendent<br/>Ms. Jan Bailey, School Improvement Co.<br/>Mr. Greg Cobb, Coordinator of Instruction<br/>Mrs. Teresa Arnold, Special Education Co.<br/>Mr. Scott Suttle, Board President</p> |                                      |
| <p><b>Parental and Other Involvement:</b> Include parents and others involved and include signatures of representatives.</p>   |  |                                      |
| <p><b>Participant Name</b></p>   | <p><b>Specify parent, community leader, or other</b></p>   | <p><b>Participant Signature</b></p>  |
| <p>Ray Nowell<br/>Evie Potter<br/>Lara Gunnells<br/>Laura Kohler</p>   | <p>Odenville Elementary School<br/>Ashville Elementary School<br/>Odenville Intermediate School<br/>Ragland High School</p>  |                                      |

**Section III, Part A:**

***Annual Measurable Objectives (AMO):***

**A. How many schools are identified for *Corrective Action (Year 3)*? Please indicate the number:**

- Title I \_\_\_\_\_
- Non-Title \_\_\_\_\_
- N/A \_\_\_\_\_

**B. How many schools are identified for *Planning for Restructuring (Year 4)* or *Restructuring (Year 5 or more)*? Please indicate the number:**

- | <u>Year 4</u>     | <u>Year 5 or More</u> |
|-------------------|-----------------------|
| • Title I _____   | Title I _____         |
| • Non-Title _____ | Non-Title _____       |
| • N/A _____       | N/A _____             |

**Section III, Part B:**

***Annual Measurable Achievement Objectives (AMAO):***

**Check the AMAO(s) that the LEA did not meet:**

- Part A. Making Adequate Progress in Language Acquisition** – at a minimum, percent of ELs making adequate progress in language acquisition
- Part B. Attainment of English Proficiency** – Identification of students who have a first enrollment date in a U.S. school greater than five years and determining a percent who have attained proficiency
- Part C. Adequate Yearly Progress for the ELL Subgroup** – 95% participation and percent proficient in Reading and Math

**Describe the factors that prevented the Local Education Agency from meeting AMAOs.**

N/A

**Section III, Part C-1 (AMAOs ONLY):** Review school plans/data to identify the greatest areas of need in your system. Summarize data indicating cause(s) for LEA not meeting AMAO(s). Then on the second chart (Part C-2) prioritize the goals identified by your schools on which your system will focus with the first area being the LEA's greatest challenge.

| <b>Summarize data indicating cause for LEA not meeting AMAO(s)</b>            |                          |
|---|--------------------------|
| <b>ACCESS for ELLs: Strength(s)</b><br><br>N/A                                | <i>Needs:</i><br><br>N/A |
| <b>Accountability Web Portal EL Data: Strength(s)</b><br><br>N/A              | <i>Needs:</i><br><br>N/A |
| <b>AYP Data (ARMT, AHSGE, Other Academic Indicators): Strength</b><br><br>N/A | <i>Needs:</i><br><br>N/A |
| <b>Other Data: Strength</b><br><br>N/A  | <i>Needs:</i><br><br>N/A |

**Section III, Part C-2 (ALL COMPLETE): Review school plans, AMO, and AMAO data (as appropriate) to identify the greatest areas of need in your system. Prioritize the goals identified by your schools on which your system will focus with the first area being the LEA’s greatest challenge.**

| <p><b>List school goals in order of priority, if applicable:</b></p>   | <p><b>List any schools, grade levels, or subgroups the LEA will target to ensure objectives will be met:</b></p>  | <p><b>Identify LEA staff responsible for ensuring implementation of strategies:</b></p>  | <p><b>Describe how the LEA will monitor the implementation of strategies and how effectiveness will be measured:</b></p>  |
|--|---|--|---|
| <p>Special Education Subgroup in Reading will increase their proficiency levels by 10% through inclusion, and using co-teaching strategies, Tier II and Tier III in 2014</p> | <p>Moody Middle School<br/>           Moody High School<br/>           Odenville Intermediate School<br/>           Odenville Elementary School<br/>           Odenville Middle School<br/>           St. Clair County High School</p> <p>All Special Education students in all schools and all grade spans</p> | <p>(District Instructional Team)Special Education Coordinator, Special Education Assistant, Coordinator of Instruction, School Improvement Coordinator and Technology Integration Specialist</p> | <p>District Instructional Team and the principal will conduct walkthroughs at all schools K-12 bi-monthly to specifically observe effective inclusion and co-teaching reading/literature classrooms as well as intensive Tier II and Tier III our goal will increase 10% in proficiency by 2014</p> |
| <p>All students will reach high standards, increasing proficiency in reading by 5% in 2014.</p>  | <p>Moody Middle School<br/>           Moody High School<br/>           Odenville Intermediate School<br/>           Odenville Elementary School<br/>           Odenville Middle School<br/>           St. Clair County High School</p> <p>All students in all schools in all subgroups and all grade spans</p>  | <p>(District Instructional Team)Special Education Coordinator, Special Education Assistant, Coordinator of Instruction, School Improvement Coordinator, Technology Integration Specialist</p>    | <p>District Instructional Team will conduct walkthroughs at all schools K-12 bi-monthly to target strategic teaching and best practices of reading across the curriculum as well as intensive Tier II and Tier III Intervention and increase by 5% in proficiency by 2014</p>                       |

*For AMOs, complete IV (a-h). For AMAOs, complete IV (d).*

**Section IV a)-** The LEA identified for not making AYP or improvement should ensure that the eight (8) required components in NCLB Section 1116(c) (7) are described in the LEA Improvement Plan (LIP) and that each component is being implemented.

Section IV a):

- Describe in detail scientifically based research (SBR) strategies that the LEA will incorporate to strengthen the core academic program in its schools, particularly in low-performing schools (*e.g. May refer to strengthening other programs already in place that use scientific research methods, such as ARI, AMSTI, federal grant programs; or research related to gender differences, poverty studies; innovations and other whole school reforms*).
  - Describe performance measures to be used to evaluate the effectiveness of these strategies.
- 
- **A team of administrators attended the SREB National Summer “High Schools That Work” to network and improve system wide strategies for school improvement. One strategy that has been initiated in the middle schools by the system is the “Power of I.” The district provided training for all elementary and middle school personnel.**
  - **In grades K-12, all schools will use formative/benchmark assessments as a benchmark and the results are utilized to provide differentiated instruction for all students in reading, language and math. STAR Enterprise/Global Scholars/EXPLORE/PLAN/ACT/End of Course Assessments**
  - **APEX, the district’s At Risk digital curriculum, is used for students that are in danger of not graduating on time due to lack of credits or for students that are over-age. We also have an innovative program, EXCEL-erate, stationed at the Eden Career Tech Center that offers 15-20 students per year the opportunity to attend ECTC all day and take core and technical classes on ECTC campus.**
  - **All schools maintain active Problem Solving Teams (PST) in conjunction with Response to Instruction (RTI) to help provide Tier II and Tier III intervention strategies for students at-risk of failing due to academic or behavioral challenges.**
  - **The Superintendent and the District Instructional Team which consists of the district wide School Improvement Specialist, Technology Integration Specialist, Coordinator of Instruction, Special Education Coordinator, Special Ed Assistant and System wide Reading Coach. This team works together to sustain district wide curriculum initiatives and programs. This team works together to research best practices and 21<sup>st</sup> century learning opportunities and keep our system moving toward the 21<sup>st</sup> Century.**
  - **This year C5 Model Classrooms at Moody Middle and Springville High Schools will be participating in Phase I of the MacBook initiative. Professional Development provided by Technology in Motion and district’s Technology Integration Specialist throughout the school year.**
  - **Our county has just renewed 21<sup>st</sup> Century Learning Community grants for Ashville Elementary School, Odenville Elementary School, Margaret Elementary School and Ragland High School. These grants provide personnel, training, and resources for schools which allows for them to offer before and after school as well as summer learning activities that otherwise would not be available.**
  - **The Coordinator of Instruction and the District Instructional Team has selected a team of high school teachers from each core content area. This team is the SILT, Secondary Instructional Leader Team. This small-group collaboration will determine instructional pacing guides and timelines. The District Instructional Team will assist**

in monitoring pacing guide application.

- **The SDE will be providing training quarterly for the county's College and Career-Ready Standards (CCRS) Implementation Team with includes all core subjects.**
- **The District Instructional Team will coordinate their schedule to attend data meetings, to collaborate with faculties at all schools on unit theme tests, formative assessments, strategic lesson planning, walkthroughs, instructional rounds, comprehensive monitoring, strategic teaching methods.**
- **The District Instructional Team will coordinate their schedule to collaborate with administrators and counselors at each school to assist in reorganizing schedules that will create more learning time for intervention classes(Tier II and Tier III) for all grades reading and mathematics as well as AHSGE/ARMT+ remediation.**
- **The District Instructional Team will provide and coordinate professional development for Special Education teachers, general education teachers and teacher aides that will deliver inclusion and co-teach Tier I and for Tier II and Tier III. (Grade K-5 using Harcourt Theme Tests, thinkcentral.com, Go Math! STAR Enterprise assessments) (Grades 6-12 will use Global Scholar assessment, Read 180/System 44, End of Course Assessments, EXPLORE and PLAN) the Special Education Coordinator will provide resource materials for each school such as; additional instructional materials, item specifications for reading, mathematics, science, social studies and language; products that address instruction and assessment with multiple choice, gridded, and open-ended items; leveled texts on every grade level; and mathematics manipulatives. The team will compile lists of needs from surveys and research, order, distribute, train and participate in walk throughs monitoring the use and effectiveness of instruction with the additional resources.**
- **The District Leadership Team will coordinate on- site visits for teachers in schools that didn't make AYP to schools that excel in utilizing research based reading and mathematics strategies.**

Additional Resources:

- a. [Handbook on Restructuring and Substantial School Improvement](#). 2007. Walberg, H. J., Ed.; Center on Innovation and Improvement; Download from [www.centerii.org](http://www.centerii.org)
- b. [The Turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools](#). Calkins, A. et al. 2007. Mass Insight Education and Research Institute. Download from [www.massinsight.org](http://www.massinsight.org)
- c. [Coaching for School Improvement: A guide for coaches and their supervisors](#). Laba, K. 2011. Center on Innovation and Improvement; Download from [www.centerii.org](http://www.centerii.org)

**Section IV b):**

- Describe strategies that the LEA will implement that have the greatest likelihood of increasing achievement in participating students. Include a timeline that the LEA will follow to review school progress (*e.g. ongoing review of data and assessing targeted benchmarks listed in each school improvement plan; consult stakeholders and outside experts such as SDE Regional School Improvement Coaches or university faculty; ensure schools have completed authentic needs assessments that address documented needs*).
- Describe performance measures to be used to evaluate the effectiveness of these strategies.

**All schools will develop, implement and evaluate a Continuous Improvement Plan.**

**All schools will implement the St. Clair County Special Education Guideline Plan 2012-2013**

**All schools will develop and implement a consistent (RTI) Response to Instruction process**

**All schools implement frequent progress monitoring for all RTI students and complete and submit an action plan for all Tier III students to their principals.**

**LEA will monitor RTI and PST progress by using results of a variety of assessments and accountability test results**

**All schools will utilize existing INOW technology to capture student information data as “high yield” indicators. This system will identify which students are on-track to graduate and which students are off track to graduate and likely to drop-out. The Problem Solving Teams will analyze Alabama Graduation tracking System (AGTS) reports and align interventions/resources that provide support for off-track students. Attendance, behavior and course performance will be analyzed and monitored after first 20 days and quarterly.**

**Goal setting will be implemented with students to utilize summative and formative assessment results and set learning goals toward meeting standards.**

**LEA will provide wider and deeper guidance for data analysis in data meetings and professional development in all schools and participate in meetings and trainings using AHSGE, ARMT+, DIBELS, Harcourt Theme Tests, end of the unit assessments, Go Math! Assessments, STAR Enterprise, Global Scholar, End of the Course Assessments, Explore, Plan**

**LEA will monitor and participate in goal setting and advisement meetings for students in all grade spans and measure using data results**

**LEA will monitor vertical planning with improvements in accountability test results**

***Data of student achievement will be analyzed quarterly by each school and at the district level to evaluate strategies that increased performance. LEA will make plans to address areas of concern with strategic training through LEA, Inservice centers and SDE or consultants.***



**Section IV c):**

- Describe the LEA's role in supporting the implementation of professional learning related to academic needs and school safety, discipline, and culture identified in school plans. Include how the LEA will follow-up and evaluate the effectiveness of professional learning opportunities. Note: LEAs in Improvement must address the professional learning needs of instructional staff by committing to set aside **10% off the top of its Title I allocation** on the Set-Aside Page in the e-GAP Title I Consolidated Application (*e.g. used for School Improvement Specialist, high-quality structured mentoring, coaching training, etc.*).

Describe performance measures to be used to evaluate the effectiveness of this activity

**The LEA provides a plethora of professional development opportunities for all district employees that are correlated to our needs assessment. Some of our LEA support includes but not limited to the following:**

- **All K-12 content teachers will be trained to use STAR Enterprise, a systematic progress monitoring formative assessment.**
- **Special Education teachers or designated teachers for grades 6-12 will be trained and coached throughout the year on Scholastic Reading 180/System44 as well as OIS and MMS since they are in School Improvement or didn't make AYP.**
- **Our district will provide support system wide as the SDE moves from Reading Coaches to Instructional Partners. This service provides us with a highly qualified system wide reading coach that will provide embedded professional development throughout the year.**
- **The Coordinator of Instruction and the SIS will deliver Strategic Teaching, Response to Instruction and Student Engagement training system wide in collaboration with ARI Regional Coaches, STI Achievement Services and other SDE Partners.**
- **The Special Education Coordinator, Special Ed Assistant and System wide Reading Coach will provide trainings for special education teachers as well as general ed teachers on inclusion and co-teaching including**
- **A District Leadership Team will be attending three trainings to assist in graduation tracking, truancy challenge and Operation Graduation and train Problem Solving Team chairpersons on the Alabama Graduation Tracking System**
- **Alternative Education, attendance, drop out and social enactment training for LEA and Community Partnerships**
- **Teachers, administrators and LEA will attend Mega Conference sessions on Special Education, School Improvement, RTI, Strategic Teaching and EL**
- **Targeted high schools and middle schools will observe successful schools implementing Project Based Learning, Power of I and High School That Work and Making Middle Schools Work/SREB**
- **Targeted teachers will be trained on "How to Teach "Reading Across the Curriculum and will turn training around at their local school.**
- **The LEA supports the work of our ARI Literacy Partners and our Coordinator of Instruction with the Elementary Reading Coaches. Together they plan and refine pacing guides for the reading program by reflecting on the routines and actions steps that were established last year to extend to 12<sup>th</sup> grade. The effectiveness of this professional learning will be evaluated by the classroom teachers, literacy partners, reading coaches, directors and the LEA by noting students' increased reading proficiency.**
- **The LEA will work with our Inservice Center to provide trainings in areas that need improvement school wide and district wide as well as implementation of Math and English Language Arts Career and College Readiness Standards.**

***All professional development training will be evaluated with a survey and data of student achievement will be analyzed for effectiveness of training to make decisions for future support.***

**Section IV d):**

- Identify the specific areas that caused the LEA to be unsuccessful in obtaining AYP or AMAOs. Refer to Section III, Part C2, and identify how schools are addressing these areas. Describe in detail how the LEA will support schools as they work toward specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data, and how progress will be incrementally measured.

Describe performance measures to be used to evaluate the effectiveness of LEA support strategies.

**Elementary ( K-5)**

- **Reading in the Special Education subgroup**
- **Need to refocus on Tier II and Tier III strategies consistently**
- **Reading for male subgroups**
- **Poor Vocabulary (including testing vocabulary)**
- **Lack of Nonfiction Reading selections**
- **Lack of open-ended practice (ARMT+ practice)**
- **Lack of understanding of item specs and testing blueprints**
- **Lack of focus on working toward increasing our students to level III's and IV's by setting goals**
- **Lack of acceleration of the gifted students' learning**
- **Lack of systematic and research based assessments for Intervention with at risk and special education students**
- **Lack of self monitoring, district monitoring, and embedded professional development**

**Middle (6-8)**

- **Reading in the Special Education subgroup**
- **Identifying At Risk students and provide intensive intervention for Tier II and Tier III**
- **Reading in the male subgroup**
- **Poor Vocabulary (including testing vocabulary)**
- **Lack of Nonfiction Reading selections**
- **Lack of open-ended practice (ARMT+ practice)**
- **Lack of understanding of item specs and testing blueprints**
- **Lack of focus on working toward increasing our students to level III's and IV's by setting goals**
- **Lack of acceleration of the Gifted students' learning**
- **Lack of systematic and research based assessments for Intervention with at risk and special education students**
- **Lack of self monitoring, district monitoring, and embedded professional development**

**High Schools (9-12)**

- **Reading in the Special Education subgroup**
- **Lack of reading instruction in 9-12 grade**
- **Reading Proficiency in the All Student, White and Free and Reduced subgroups**
- **Lack of intensive Tier II and Tier III research based reading program**
- **Lack of acceleration of the Gifted students' learning**
- **The need for more AP classes , ACT Prep and College and Career Courses systemwide**

- Lack of effective and targeted Remediation classes
- Lack of systematic benchmark assessment opportunities and data reporting and analysis to drive classroom instruction
- Inconsistent CIP School wide team
- Lack of Professional Development to train on specific reading strategies across the curriculum
- Evaluation including all faculty members in walk-through teams, teacher academic binders, data meetings, and professional development implementation.

The Alabama State Department of Educational Programs Division of Classroom Improvement provides training through state, regional, and district workshops regarding the development of Continuous Improvement Plans (CIPs), the monitoring procedures for CIPs, and the reflections and projections related to CIPs. The Regional School Improvement Coach (RSIC) works collaboratively with the LEA's School Improvement Specialist (SIS) in each district. Following the training, modeling, monitoring, side by side experiences, the SIS is prepared to train principals and CIP teams from each school. The SDE continues support to the LEA throughout the year. The RSIC assists the SIS of each LEA in combining all the schools' need within the CIPs and aligning with the district's goals.

- The SDE will provide training to the LEA on analyzing and using assessment data effectively. This data is used to drive instruction and to provide specific timely interventions for non-mastery students.
- The LEA and SDE will provide training opportunities related to effective methods of instruction and scientifically research based strategies to strengthen core academic subject areas at all grade levels. This training, if implemented appropriately, will ensure academic achievement among student populations.
- The LEA and SDE will provide information for development and implementation of teacher mentoring programs and reviews the progress.
- The LEA and SDE will provide guidelines and a list of Supplemental Educational Service providers to the LEA and monitors these programs throughout the year.
- The LEA and SDE will make recommendations to schools about ways to improve the school culture and the rigor and relevance of core subjects.
- The LEA and SDE will provide training on College and Career Core Standards and Item Specifications
- The LEA and SDE will provide professional development for faculties and oversight of school practices.

The LEA Instruction Team will work closely to fulfill all regulatory and compliance issues regarding school improvement (SI) including;

- Providing timely notification to school principals on their SI status as soon as information is released from the SDE and reviewed by the central office staff.
- Developing a stronger system of technical assistance and support to each School's Improvement Team to develop and implement their school's Continuous Improvement Plan. In addition, the team will help monitor the plans progress and to provide guidance or any additional support needed during regular intervals this year.
- Assisting all faculties in analyzing and revising their school budgets so that each school allocates its resources effectively. Additionally, the team will confer with faculties on the use of any other funds that may become available

from the SDE.

- **Supporting faculty members who, within reason, need to attend ongoing professional learning sessions aimed at improving student achievement and strengthening teaching strategies. The SDE may also require school CIP teams to attend relevant workshops. If so, these will be supported as well.**
- **Informing the general public about the school improvement status of our schools, what caused the schools to not make AYP, and what parents can do to support improvement efforts in schools.**
- **Providing and making available any information to the public on each school's annual individual performance profile for the previous school year.**
- **Provide ongoing training for Problem Solving Teams and RTI**
- **Ensuring that all professional learning revolves around school improvement strategies.**
- **Providing assistance with curriculum alignment and pacing guides the system will develop and schools to implement.**
- **Making sure funds are available for school choice and/or supplemental services as necessary.**
- **Providing funding for extended learning opportunities for students focusing on encouraging students not meeting challenging state standards to attend regularly.**

**Section IV e).**

- Describe how the LEA will oversee the fundamental teaching and learning needs in all schools including an analysis of why the LEA's prior strategies for improvement did not bring about increased student academic achievement.
- Describe performance measures to be used to evaluate the effectiveness of LEA oversight activities.

**All teachers will use data and standards to drive strategic instruction for all students.**

**All schools will develop and implement a consistent (RTI) Response to Instruction process.**

**All schools implement frequent progress monitoring for all RTI students and complete and submit an action plan for all Tier III students.**

**Goal setting with students to utilize summative and formative assessment results and set learning goals toward meeting standards.**

**Advise students about academic decisions and monitor academic achievement and attendance, guide students through the secondary school process, leading to graduation and looking ahead to career/college options, foster communication between the home and school and among members of the school community.**

**Cohesiveness between feeder schools to improve student achievement with vertical planning and successful student transitions will result in better results.**

**LEA will provide wider and deeper guidance for data analysis in data meetings and professional development in all schools and participate in meetings and trainings.**

**LEA will provide wider and deeper strategic teaching training and measure accountability test results.**

**LEA will monitor RTI and PST progress by using results of a variety of assessments and accountability test results.**

**LEA will monitor and participate in goal setting and advisement meetings for students in all grade spans and measure using AHSGE results.**

**LEA will monitor vertical planning with improvements in accountability test results.**

***The Regional Coach will meet monthly with the LEA (SIS) to evaluate data of school and system as well as implementation of CIPs through walkthroughs. Self reflection, correction and assigned explicit training in areas of concern will be required. LEA is on the PEPE full evaluation cycle by Superintendent. Student Achievement and School Improvement measures the effectiveness of LEA effectiveness.***

**Section IV f).**

- Describe how the LEA will incorporate before- and/or after-school activities, additional learning during the summer, and/or during an extension of the school year. Include specific activities intended to strengthen learning opportunities most likely to assist in bringing all groups to proficiency in reading and mathematics such as additional tutoring, summer school, parental involvement, or other. **(Optional for Did Not Make AYP)**
- Describe performance measures to be used to evaluate the effectiveness of these strategies.

**The LEA supports schools in their efforts to provide extra academic assistance in programs in the following ways:**

- **The LEA budgets the High Hopes funds for after school and summer tutoring which is used for preparation of the AHSGE.**
- **The LEA provides summer school annually for students to recover credits or retake failed courses.**
- **The LEA will assist the high school in providing remediation courses for students that have not successful passes the ASHGE. Using the High Hopes Grant to pay salary and provide materials, schedules will be adjusted to allow core/resource teachers to teach the review course. The administrator/and Testing Coordinator will supervise the review process and facilitate to increase the passing rate of the students in the ASHGE review courses to judge effectiveness.**
- **The LEA has written 21<sup>st</sup> Century Grants for four elementary schools this year. These grants provide after school activities and provides opportunities for academic enrichment, including the provision of tutorial services to help students, to meet state and local academic achievement standards in core subjects such as reading and mathematics, science, and language.**
- **Offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academic program of participating students.**
- **Offer families of students served by community learning centers opportunities and extended daycare services for literacy and related educational development. The community learning center will develop and nurture the potential for parents guardians to assist in instructing their children and to support their children's school success.**
- **The LEA uses APEX, an online curriculum, for high school students that are in danger of dropping out, behind in credits multiple grade levels behind. This online feature provides extended hour opportunities and can be done at home or school.**



**Section IV g).**

- Specify how the LEA will adhere to the fiscal requirements in NCLB section 1120A. Confirm with SDE staff how the SDE will, if asked, provide technical assistance. Section 1116(c), paragraph 9, states that the SDE may be called upon to provide assistance to better enable the LEA to develop and implement this LIP and to work with schools needing improvement. **N/A for Did Not Make AYP.**
- Describe performance measures to be used to evaluate the effectiveness of the technical assistance provided.

**The SDE SI Regional Coach for St. Clair County supports the LEA School Improvement Coordinator (SIS) as she supports the system to build capacity in areas of need as requested. They will be working with the LEA SIS in assisting MMS, MHS, OIS, OES, OMS and SCCHS to implement their CIP including, setting up evidence boxes and training on the College and Career Readiness Standards. She will be training our teachers on implementation of more effective and rigorous teaching methods through School Assistance Meeting (SAMs) trainings.**

**10% set aside from Title I budget (SDE) toward Professional Development for Special Education and General Ed teachers working with at risk students Reading.....\$113,000.00**

**SREB/Making Middle Schools Works and High Schools That Work-SDE**

**Mega Conference-SDE**

**AGTS/Early Warning/Operation Graduation-SDE**

**Alternative/Attendance/Dropout and Social Interactions**

**Curriculum and Instruction WebX Strategies-SDE**

**End of Course Assessment Webinars and training for Quality Core**

**RTI/Problem Solving Teams-SDE**

**Power of "I"-SREB**

**Project based Learning-Buck Horn Institute**

**Scholastic Reading 180/System 44-Scientific Based Research (SRB)-At Risk Reading Program**

**Global Scholar**

**Star Enterprise**

**Go Math! Training**

**Thinkcentral.com training**

**IPAD Symposium**

**AETC**

**Technology Conference (St. Clair County)**

**Common Core-College and Career Readiness Standard ongoing Implementation Team professional development-**

**SDE/CLAS**

**C5 Technology Initiative with Apple and embedded curriculum professional development with Technology in Motion from JSU**

**AMSTI training-Tanya Barnes**

**Key Leaders Network/Professional Learning Communities Professional Development**

**State Media Specialist-Meg Lowery**

**PD360**

*The State Department/Federal Programs/and Grants provide opportunities and technical assistance to St. Clair County in the following areas which directly enables the LEA to provide implementation of personnel and programs for school and district improvement.*

|  |                     |
|--|---------------------|
| <b>(3) EL Teachers (foundation) These teachers are key in our EL subgroup student success.....</b> | <b>\$185,000.00</b> |
| <b>(6)Classroom Reduction Teachers-Title II.....</b>   | <b>\$300,000.00</b> |
| <b>(4)Office of School Readiness Pre-K Teachers and (4) Assistant Teachers.....</b>                | <b>\$316,000.00</b> |
| <b>EL Professional Development.....</b>  | <b>\$18,500.00</b>  |
| <b>High Hopes.....</b>   | <b>\$59,946.00</b>  |
| <b>At Risk .....</b>   | <b>\$220,929.00</b> |
| <b>Children First.....</b>   | <b>\$97,067.00</b>  |
| <b>21 Century Grant (4 x \$125,000.00).....;</b>   | <b>\$500,000.00</b> |

*The following assessments and online curriculum are being provided by the LEA with technical assistance and data to implement goals, strategies and action steps for school and district improvement. These assessments and curriculum will be used to measure the effectiveness of strategies put into place by individual schools and as a district.*

|   |                     |
|---|---------------------|
| <b>STAR Enterprise (benchmark and progress monitoring assessments).....</b> | <b>\$60,000.000</b> |
| <b>APEX (online curriculum for At Risk Students).....</b>                   | <b>\$30,000.00</b>  |
| <b>Read 180/System 44.....</b>  | <b>\$600,000.00</b> |

**Section IV h).** Identify strategies that the LEA will implement to promote effective parental involvement in schools. Include plans for involving parents in the joint development of the Parent Involvement Plan and the process of school review and improvement under Section 1116. Provide details on how the LEA will support schools in planning and implementing parent involvement activities to improve student academic achievement. Describe how the LEA will involve parents in conducting an annual evaluation and analysis of the effectiveness of the parent involvement activities. Describe performance measures to be used to evaluate the effectiveness of these strategies.

**St. Clair County Schools has or will implement the following strategies to promote effective parental involvement in schools:**

- **District website**
- **School websites**
- **School Cast for attendance warnings, school closings, or emergency messages**
- **District & School Newsletters**
- **School Board Meetings**
- **INOW Home Portal for all schools so parents can access student grades and attendance**
- **Teacher web pages offer current information about assignments, powerpoints, test dates, etc..**
- **Parent meetings held after hours**
- **Parent/Community/Stakeholder Surveys**
- **Email**
- **Marquees**
- **Open House Events**
- **School Activities Calendars**
- **Local Print Media coverage of school/district activities**
- **Television/Radio Media**
- **Message Boards – (flat screens in the school lobbies detailing school events, activities, student honors)**
- **Phone calls from teachers, administrators about student progress**
- **Notes from teachers and administrators about student progress or activities**
- **Progress Reports and Report Cards**
- **Letters to parents regarding pass/fail AHSGE**
- **Parent participation on CIP, Accreditation, EL committees etc.**
- **Home Visits**
- **System-wide social media (facebook, twitter)**
- **Superintendent’s Blog & Newsletters**

The St. Clair County Board of Education employs with Title I money a part time Parent Involvement Director. The director coordinates with our Title I Schools with Parent involvement at Open Houses, Family Reading Nights, PTO and other activities. The director conducts surveys and uses the information to drive training sessions and resource purchases. The LEA distributes and recognizes October as Parent Month and holds schools accountable for holding conferences and Open Houses. The SCC Board of Education requires that teachers meet or make the attempt to meet with each parent at least twice a year to discuss student’s progress.

**Develop a professional development plan based on scientifically based research to improve the specific program or method of instruction provided to ELLs. Section (3122) (b) (2) Accountability**

| <b>WHAT WEAKNESS OR NEED IDENTIFIED IN ENGLISH LANGUAGE PROFICIENCY GOALS WILL THE PROFESSIONAL LEARNING ADDRESS?</b> | <b>WHAT TYPES OF PROFESSIONAL LEARNING WILL BE OFFERED?</b> | <b>WHEN WILL THE SESSION BE DELIVERED?</b><br>(Please list dates of future PD sessions, not those that have already taken place.) | <b>WHAT ARE THE EXPECTED OUTCOMES OF PROFESSIONAL LEARNING?</b><br>(Following the professional learning, how will academic or cultural challenges be impacted - what does it look like?) | <b>HOW WILL PARTICIPANTS BE HELD ACCOUNTABLE FOR SUCCESSFUL IMPLEMENTATION AND IN WHAT WAYS WILL EVIDENCE BE COLLECTED TO SHOW EFFECTIVE INTEGRATION OF STRATEGIES?</b> | <b>WHAT ARE THE FUNDING SOURCES, ESTIMATED EXPENSES, AND PROPOSED NAMES OF CONSULTANTS OR ENTITIES?</b><br>Example: Title II, \$....00<br>Dr. Verry Goode | <b>HOW/BY WHAT MEANS /USING WHAT RESOURCES WILL THE EFFECTIVENESS OF STRATEGIES BE EVALUATED BY THE LEA?</b> |
|---|---|---|--|---|---|--|
| N/A   | N/A   | N/A   | N/A  | N/A   | N/A   | N/A  |

## Additional Requirements for LEAs Identified for Improvement

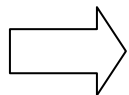
Date of the Public Release of Data for this year - **August 6, 2012**. In order to **complete the requirements** for notifying all parents and families, the LEA should mail a letter to every student in every school in the LEA announcing the LEA status giving the reasons for the identification and how parents can participate in improving student achievement. **The SDE has examples LEA may use.**

- NCLB Section 1116(c)(6) Requirement for LEAs identified for improvement for **AMOs only**

*“The State educational agency shall promptly provide to the parents (in a format and to the extent practicable, in a language the parents can understand) of each student enrolled in a school served by a local educational agency identified for improvement the results of the review under paragraph (1) and, if the agency is identified for improvement, the reasons for that identification and how parents can participate in upgrading the quality of the local educational agency.”\**

Title III Section 3302(b) Requirement for LEAs not making **AMAOs only**

*“The LEA must provide **written notice** about the school’s status to parents of each student identified for participation in such program, or participating in such program, of failure not later than **30 days** after being notified that AMAOs were not met.”*



**\*Post the LEA Improvement Plan and a scanned copy of the superintendent’s letter to students in the school system (dated and signed) in the LEA’s Document Library in e-GAP.**