

Section II:

The LEA Improvement Plan must be developed in consultation with school staff, parents, and others. Refer to section 1116(c) (7) of the 2001 No Child Left Behind legislation for documentation.

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

School Staff Involvement: Identify schools involved and include signatures of representatives.

| School Name | Staff Member Name/Position (Ex. Mary Jones/Sp. Ed. Teacher) | Staff Member Signature |
|-------------------------------------|---|------------------------|
| Ashville Elementary School | Ms. Patti Johnson, Principal | |
| Ashville Middle School | Mr. Phillip Johnson, Principal | |
| Ashville High School | Dr. Jason Baker, Principal | |
| Moody Elementary School | Mrs. Joni Crowe, Assistant Principal | |
| Moody Middle School | Ms. Melinda Kitts, Counselor | |
| Moody Jr. High School | Mrs. Cassandra Taylor, Principal | |
| Moody High School | Mrs. Shelley McCoy, Teacher | |
| Odenville Elementary School | Mrs. Christa Urban, Principal | |
| Odenville Intermediate School | Mrs. Christy Reaves, Reading Coach | |
| Odenville Middle School | Mrs. Debra Carroll, Principal | |
| St. Clair County High School | Mrs. Adele Keener, Media Specialist | |
| Springville Elementary School | Mr. Bobby Byrd, Principal | |
| Springville Middle School | Mrs. Kim Brown, Assistant Principal | |
| Springville High School | Mrs. Rachel Summy, Teacher | |
| Ragland High School | Mrs. Tamelia Echols, Assistant Principal | |
| Steele Jr. High School | Mrs. Judy Dixon, Principal | |
| Eden Career Tech Center | Mr. Ronnie McFarling, Principal | |
| Reuben Yancey Alternative School | Mr. David Gray, Director | |
| St. Clair County Board of Education | Mrs. Jenny Seals, Superintendent | |
| St. Clair County Board of Education | Mrs. Jan Darnell-Bailey, School Improvement | |
| St. Clair County Board of Education | Mr. Greg Cobb, Director of Instruction | |
| St. Clair County Board of Education | Mr. Scott Suttle, Board President | |

Parental and Other Involvement: Include parents and others involved and include signatures of representatives.

| Participant Name | Specify parent, community leader, or other | Participant Signature |
|------------------------|--|-----------------------|
| Mrs. Brandi Caldwell | Parent | |
| Mrs. Amy Martin | Parent | |
| Mrs. Cynthia Loggins | Parent | |
| Sgt. Leander McClendon | SRO Officer | |
| Telea England | Parent | |
| Brian Adams | Parent | |

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Section III, Part A:

Annual Measurable Objectives (AMO):

A. How many Title I schools are identified for *Corrective Action* (Year 3)? Number _____*

Or N/A x

B. How many Title I schools are either in *Planning for Restructuring* (Year 4) or *Restructuring* (Year 5 or more)? Number

_____ * Or N/A x

***Note: If the LEA had any schools questions A and/or B above, the LEA should ensure that the Corrective Action and/or Restructuring Cover Pages accompany the appropriate school improvement plans.**

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 ELLs 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.

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.

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

Section III, Part C-2: (AMOs) Review school plans 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.

(AMAOs) Use the data from Section III, Part C-1 and from school plans to prioritize the goals identified by your schools on which your system will focus with the first area being the LEA’s greatest challenge.

| List school goals in order of priority: | List any schools, grade levels, or subgroups the LEA will target to ensure objectives will be met: | Identify LEA staff responsible for ensuring implementation of strategies: | Describe how the LEA will monitor the implementation of strategies and how effectiveness will be measured: |
|--|--|---|---|
| <p>Special Education Subgroup in all schools will increase their proficiency levels by practicing total inclusion and using co-teaching strategies</p> <p>All students will reach high standards, at a minimum attaining proficiency or better in reading by 2014.</p> | <p>Special Education Subgroup in Reading in all schools</p> <p>Ashville High School-All Students, White, Free and Reduced, Black sub-group and Special Ed. in Reading,</p> <p>Moody High School-All Students in Reading, Special Ed. sub-group</p> <p>Moody Middle School-Subgroup in special ed.</p> <p>Ashville Middle School-Sub-group in Special Ed.</p> | <p>Teresa Arnold- Special Education Coordinator; Jan Bailey- SIS; Greg Cobb- Coordinator of Instruction; Special Education teachers</p> | <p>Work with all administrators, teachers and special education teachers to practice inclusion when appropriate</p> <p>Communicate with principals and faculties about increasing the rigor and relevance of the curriculum</p> <p>Increase the monitoring of the CIP implementation at all schools</p> <p>Train faculties in best practices and teaching strategies and follow through with implementation</p> |
| <p>All students will reach high standards, at a minimum attaining proficiency or better in math by 2014.</p> | <p>Special Education Sub-group in Math in all schools</p> <p>Springville Elementary School-Math-Special Ed. Sub-group</p> <p>Moody High School-Math-Special Ed. Subgroup</p> | <p>Teresa Arnold- Special Education Coordinator; Jan Bailey- SIS; Greg Cobb- Coordinator of Instruction; Special Education teachers</p> | <p>Communicate with principals and faculties about increasing the rigor and relevance of the curriculum</p> <p>Increase the monitoring of the CIP implementation at all schools</p> <p>Train faculties in best practices and teaching strategies and follow through</p> |

| | | | |
|---|--|---|---|
| | | | with implementation |
| All schools will reach 100% Graduation Rate by 2014. | Ashville High School-86% Moody High School-87% St. Clair County High School-85% Ragland High School-95% Springville High School-89% | Teresa Arnold- Special Education Coordinator; Jan Bailey- SIS; Greg Cobb- Coordinator of Instruction; Special Education teachers | <p>Communicate with principals and faculties about increasing the rigor and relevance of the curriculum</p> <p>Continue to build relationships with students and parents for support</p> <p>Increase individual goal-setting at all schools</p> <p>Train faculties in best practices and teaching strategies and follow through with implementation</p> <p>Continue to provide at risk programs for students that need another response to instruction</p> |
| | | | |

Section IV a)- AMOs only: The LEA identified for 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, other*).

The following scientifically based research strategies are incorporated by St. Clair County schools to strengthen our academic programs:

- All elementary schools are ARI schools and implement ARI reading strategies. This process involves intensive training for teachers to use best instructional practices specifically in phonics and comprehension.
- Harcourt Storytown Reading Program is being implemented in grades K-5.
- Five of our schools are presently being trained in AMSTI strategies. Instruction includes math, science and technology training.
- The St. Clair County School System has no schools in School Improvement. The system did not make AYP in reading, subgroup- special education. All schools' faculties analyze and graph longitudinal data and reviewing school status reports for subgroups of students that are not performing at proficiency to target the weak areas for students and possible gaps in instruction.
- 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 3-8, the district provides Discovery Education Assessment, which is used as a benchmark and is utilized to provide differentiated instruction for all students in reading, language and math.
- APEX, the district's At Risk digital curriculum, is used for students that are in danger of not graduating on time 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 all core and technical classes on ECTC campus.
- All schools maintain active Problem Solving Teams in conjunction with Response to Instruction (RTI) to help provide intervention strategies for students at-risk of failing due to academic or behavioral challenges.
- All high schools utilize ACCESS which provides unique learning opportunities for students. They may take Advanced Placement courses, electives, or other courses that otherwise couldn't be offered. Courses that cannot be taught at one high school may be available or offered at another high school across the county or state and can be accessed in a distance learning lab provided by the state department.
- All schools have an active EL Team which consists of the school administrator, a content teacher, EL teacher, the school counselor, student's parent, and others designated by the principal. This team reviews all relevant information and determines appropriate placement for EL students.
- The District Instructional Team which consists of the district wide School Improvement Specialist, the Technology Integration Specialist, Coordinator of instruction and an at-risk student support personnel along with the Testing/Curriculum Coordinator has been put in place to sustain district wide curriculum initiatives and programs.

This team works together to research best practices and 21st century learning opportunities.

- **Our county has just completed the third year for 21st Century Learning Community grants at Ashville Elementary School, Odenville Middle School and Ragland High School. These grants provide personnel, training, and equipment for schools which allows for them to offer before and after school as well as summer learning activities that otherwise would not be available.**
- **St. Clair County Board of Education provides four gifted teachers to serve Moody, Ragland, Steele, Odenville and Springville. Grades 3-5 are directly served; grades 6-8 are indirectly served, high schools have access to dual enrollment, ACCESS classes and honor classes.**
- **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 central office will assist in monitoring sustained pacing guide application.**
- **The District Instructional Team will coordinate their schedule to attend data meetings, to collaborate with faculties at all schools on unit theme tests, Discovery Education Assessments, end of the unit assessments and AHSGE results.**
- **The District Instructional Team will coordinate their schedule to collaboration with administrators and counselors at each school to assist in reorganizing schedules that will create more learning time for intervention classes for all grades reading and mathematics and AHSGE remediation.**
- **Personnel and Student Services Coordinators will visit college campuses to search for graduates who will be highly qualified to teach reading, mathematics and special education.**
- **The District Instructional Team will research with the Special Education Coordinator resource materials that are in each school to determine the need for 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.**

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*).

The LEA will provide professional learning opportunities and will support within the schools the ability of school leadership teams to pace, monitor and formatively assess academic progress. Such activities will include, but not be limited to: professional development activities for data analysis, professional learning, CIP development, district/school surveys and required individual school needs assessments.

During the summer of 2010, a Secondary Instructional Leadership Team (SILT) was established to act as liaisons between the district office and middle and high schools. The function of this group will be to disseminate information, troubleshoot curriculum issues, and develop curriculum guides, pacing charts and recommended scope and sequence for secondary content areas. This team also analyzes data and makes recommendations to the Coordinator of Instruction and the Superintendent. The Secondary Instructional Leadership Team is trained in strategic instruction and acts in a leadership capacity in order to create a broader buy in for the methods prescribed in the strategic instruction (ARI-PAL) model. To date, over 150 teachers in St. Clair County have been trained.

At the elementary level, principals, leadership teams and individual teachers are expected to analyze summative data and allow formative data to drive instructional decisions daily/weekly. Summative data sources often include: Stanford Achievement Test 10, Alabama Reading and Math Test, Alabama Direct Assessment of Writing, DIBELS (Dynamic Indicators Basic Early Literacy Skills), Math and Reading (Harcourt) program benchmarks assessments. The elementary schools use Discovery Education benchmarks and probes, Harcourt Storytown weekly and theme assessments and other local assessments to make decisions about individual students and groups of students. The elementary schools have monthly data meetings where formative data is viewed, discussed and plans are made to provide a more quality, differentiated instruction for all students. At-Risk students are tracked using RTI tracking tools to determine if tier one instruction, tier two re-teach strategies are successful. Tier three interventions are prescribed when tier two re-teaching is unsuccessful. LEA coordinators, school principals and leadership teams complete monthly walkthroughs as well. These walkthroughs correlate with data meetings and teachers are provided with helpful feedback in order to facilitate the coaching the ARI Reading coach provides.

The LEA requires all schools to analyze student test data and graph it longitudinally. In August, LEA personnel analyze data for state assessments in order to target areas of strengths and weaknesses. Each year's test data is compared to the last 3-5 years' scores to ascertain progress. Each school's scores in each subject area are analyzed by the LEA to see how the schools' scores affect the system status. Also, the content scores are used to determine professional learning needs. All schools are required by the LEA to write Continuous Improvement Plans (CIP). It is during this process that schools extrapolate data and analyze at a depth where authentic plans emerge. Our LEA used Title funds to pay teachers for work during the summer to build individual school CIP's. When each school completed its CIP, the District Leadership Team met to read CIP's and make suggested changes. After a second revision, schools were ready to use the CIP and post the CIP's on

the school website.

It is the desire of the LEA that schools vertically plan and feeder patterns are the key to cross-school initiatives. Structures are in place to facilitate this process. High schools plan in department meeting using the AHSGE to find the number of students who are proficient and non-proficient in each subject area and to ascertain the number of students at the school that have passed all sections of the AHSGE. High schools in St. Clair County develop plans for students to achieve long range goals. Students have the opportunity to take ACCESS classes in order to expand their knowledge. EL students take the ACCESS test in order for EL teachers to know how that special population is progressing.

In August/September, the District Leadership Team at the LEA meets to discuss test scores of subject areas and instructional needs to tentatively set initial goals and priorities for the year. This committee is comprised of all stakeholders from the various schools: parents, teachers, community leaders, principals, business leaders, and college representatives.

CIP walkthroughs are expected by the LEA. The administrative team at each school is responsible for documenting the CIP walkthrough. These walkthroughs are to monitor strategies and action steps stated in the CIP. The walkthrough ensures benchmarks are met and it documents the findings each month on the last page of the CIP. The LEA support team, comprised of administrators, supports schools several times per year and more dependent upon the school's academic or federal status. The School Improvement Specialist, is supported by a Regional School Improvement Coach throughout the process. It is the desire of the LEA that all schools will use the CIP to improve their overall school program.

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 plan for and spend not less than **10% of its Title I allocation** on the Set-Aside Page on e-GAP off the top (*e.g. used for School Improvement Specialist, high-quality structured mentoring, coaching training, etc.*).

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 lies in the following areas:

- **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 12th 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.**
- **Local reading coaches train all new teachers in K-3.**
- **Our district is not in School Improvement, but we did not make AYP in the Special Ed subgroup in reading across the grade spans. The LEA supports continuous improvement in all of our schools by providing the team approach with district wide coordinators, administrators and special education teachers to collaborate together and develop an AYP plan, deliver the plan to stakeholders, implement and assist in areas of concern throughout the year.**
- **The School Improvement Specialist (SIS) along with the District Instructional Team train all individual school CIP teams yearly on writing, implementing and monitoring CIPs 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.**
- **The Technology Integration Specialist provides district wide, school to school, and one to one professional training opportunities to all district employees using technology.**
- **The District Instructional Team offers a district wide Professional Learning Unit each year, Change Leadership, by Tony Wagner. The Instructional Team will facilitate "meaningful conversations" with all personnel that hold an administration degree or certificate. These conversations will revolve around the components in the book.**
- **STI training will be provided for all school employees in the transition from STI to INOW.**
- **The Special Education Coordinator will provide trainings for special ed teachers as well as general ed teachers on inclusion and co-teaching.**
- **The Alabama State Department of Education provides modules for Educate Alabama online.**
- **Alabama Quality Teaching Standards are embedded in all professional development.**
- **Career Forward Training has been provided for all high school personnel to deliver online courses**
- **The ALSDE provides ACCESS training though out the year.**
- **The LEA supports JSU Inservice Center and (School Assistance Meeting) SAM's Meeting**
- **The LEA supports individual school professional development plans.**
- **The LEA provides PD360, a web-based professional development site, to all schools to meet individual teacher needs.**
- **EL Professional Development is provided to EL teachers, coordinators, administrators and general education**

teachers through local and federal budgets. A team of teachers and administrators are asked to attend regional, national and state EL trainings and implement these strategies in the classrooms.

- **In order to evaluate the effectiveness of the professional learning opportunities provided by and /or supported by the LEA an evaluation form for each activity will be distributed and administered. The team will be responsible for analysis of each session's evaluations.**

Section IV d): Identify the specific areas that caused the LEA to be unsuccessful in obtaining AYP. Refer to Section III, Part C3, 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.

The St. Clair County School System is not in School Improvement at this time or any of the seventeen schools. However, according to 2009-2010 data, the system did not make AYP in reading (special education subgroup) - 22.13333. The following schools did not make AYP for the following reasons: Ashville High School (Reading all students -12.26; Reading special education -49.00; Reading white -9.59; Reading black - -49.00; Reading free/reduced -17.57) Ashville Middle School (Reading special education subgroup -17.39) Moody High School (Reading - All students -5.17; Reading Special education subgroup -64.00; Math - Special education -42.00) Moody Middle School (Reading Special Ed subgroup -18.66) Springville Elementary (Math special education -20.07). The St. Clair County School System made AYP for this year in Graduation Rate. Ashville High School improved from 82% to 86%; Moody High School improved from 85%-87%; Ragland High School improved from 92%-95%; St. Clair County High School improved from 76%-85% and Springville High School maintained at 89%.

The Special Education Coordinator, in collaboration with the Coordinator of Instruction, School Improvement Specialist, administrators and special education teachers developed a plan and professional learning opportunity for all special education teachers which centered on full, quality inclusion. All special education students will have their needs met through the Individual Education Plan. Special education students and at-risk students receive tier III instruction that is based on deficit skills. The scientific-based research Reading Program, Harcourt Storytown has been used to improve student's individual skills.

High Schools have been targeted for assistance to improve the graduation rate. The district at-risk personnel will work with students who show at-risk tendencies by counseling with them about ways they can improve grades, providing them with opportunities to graduate on time. St. Clair County High School and all of the Odenville schools have the Safe Schools Healthy Students program where students have opportunities to work with social workers, psychological therapists and law enforcement.

A web-based at-risk state approved program (APEX) is in place for students who fail a course and need to make up the credit. This can take place during electives, summer school, Eden Career Tech Center and even from home in special circumstances. This has benefitted schools by decreasing the number of students who quit school because they have gotten behind in coursework. In addition, High schools are offering AHSGE prep classes and remediation for intensive review of skills before students take the test. Many of our high schools are also offering ACT prep classes and data shows our students are scoring higher on the ACT because of this effort.

All schools are utilizing the Response To Instruction (RTI) three-tiered intervention process. This provides students with initial quality instruction, strategic re-teaching and tier three interventions specifically designed to conquer instructional gaps. The goal of RTI is to diminish the number of students who have behavioral or academic difficulties. It is designed to improve skill mastery and it promotes the idea that all students will master skills at a

minimum of 75% mastery.

The LEA expects all schools to send progress reports home every four weeks and report all D's and F's to administrators for possible entry level intervention. The LEA expects teachers to keep parents updated on student progress via email, phone calls, letters, etc.. Our schools also have STI Home in place so parents may see student progress or lack of progress. The district also has school messenger that notifies parents of student attendance issues which have, in the past, been a source of student failure.

St. Clair County Schools, in collaboration with Jefferson State Community College, offers ICademy. This program offers students an opportunity to learn important trades while in high school and graduate from high school with industry credentials. This allows students to stay in school and provides them with motivation to keep grades at acceptable levels in core academic classes as well.

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.

The LEA will direct professional learning opportunities for all certificated and non-certificated personnel based on areas of concern that arise during data analysis and needs assessment analysis. St. Clair County Schools cite monitoring of quality instruction, program fidelity, quality use of instructional time and scheduling time for tier III interventions will be monitored monthly. The areas of concern for St. Clair County Schools are:

The LEA will monitor quality, fundamental teaching and learning needs in all schools in the following ways:

- **Members of the LEA Instructional Team will participate in best practice practices like walkthroughs and data meetings which stimulate conversations and next steps which will lead us closer to advanced student achievement. During walkthroughs, the team will look for high levels of student achievement, fidelity to SBR programs, protection of instructional time and evidence of tier two re-teach and tier three interventions. Reflective meetings will be held with school leadership after walkthroughs where next steps will be set and plans of correction will be developed. School leaders will schedule times to debrief with teachers regarding the results of the walkthrough so that next steps can be implemented.**
- **The SILT (Secondary Instructional Leadership Team) was formed for the purpose of teacher leadership at the secondary level. This team will be evaluating the needs of secondary curriculum, future professional learning of content teachers, and providing clear communication between secondary schools and district support teams.**
- **Monthly coordinator/principal meeting will be held for the purpose of embedding instructional leadership support and support to create a more open culture for collaboration and innovation.**
- **The Federal Programs Coordinator and Personnel Coordinator will ensure that only highly qualified teachers are employed, according to the requirements of No Child Left Behind.**
- **Secondary teachers will be trained on Strategic Instruction Model (ARI-PAL) and will be supported with job embedded coaching where possible. The teachers will embed literacy in all facets of instruction so that secondary students may practice portable literacy skills in all aspects of curricula.**

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.

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 make up courses using a variety of instructional methods including online courses.**
- **The LEA will assist the high school in providing review courses for students that have not successful passes the ASHGE. Using the High Hopes Grant to provide materials, schedules will be adjusted to allow core/resource teachers with teach the review course. The Testing/Curriculum Coordinator will help supervise the review process and facilitate to increase their passing rate of the students in the ASHGE review courses to judge effectiveness.**

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.

- **The Alabama State Department of Education Federal 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 provides 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 SDE provides 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 SDE provides information for development and implementation of teacher mentoring programs and reviews the progress.**
- **The SDE provided information for development and implementation of Parent Involvement Plans. The No Child Left Behind strategies are included in the plan to promote parent involvement in schools and to build parents' capacity for assistance with student learning.**
- **The SDE provides guidelines and a list of Supplemental Educational Service providers to the LEA and monitors these programs throughout the year.**
- **The SDE makes recommendations to schools about ways to improve the school culture and the rigor and relevance of core subjects.**
- **The SDE provides 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 on each school's annual individual performance profile for the previous school year.**
- **Ensuring that all professional learning revolves around school improvement strategies.**
- **Providing assistance with curriculum alignment and pacing guides schools may want to develop.**
- **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 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.

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

- **District website**
- **School websites**
- **School Messenger for attendance warnings, school closings, or emergency messages**
- **District & School Newsletters**
- **School Board Meetings**
- **STI Home 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**
- **Home Visits**
- **System-wide social media (Facebook, Twitter)**
- **Superintendent’s Blog & Newsletter**

Section V – AMAO Only

| <i>Develop a professional development plan based on scientifically based research to improve the specific program or method of instruction provided to ELLs. Accountability (3122) (b)</i> | | | | | | |
|---|--|---|---|---|---|---|
| WHAT WEAKNESS OR NEED IDENTIFIED IN ENGLISH LANGUAGE PROFICIENCY GOALS WILL THE PROFESSIONAL LEARNING ADDRESS? | WHAT TYPES OF PROFESSIONAL LEARNING WILL BE OFFERED? | WHEN WILL THE SESSION BE DELIVERED? (Please list dates of future PD sessions, not those that have already taken place.) | WHAT ARE THE EXPECTED OUTCOMES OF PROFESSIONAL LEARNING? (Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?) | HOW WILL PARTICIPANTS BE HELD ACCOUNTABLE FOR SUCCESSFUL IMPLEMENTATION AND IN WHAT WAYS WILL EVIDENCE BE COLLECTED TO SHOW EFFECTIVE INTEGRATION OF STRATEGIES? | WHAT ARE THE FUNDING SOURCES, ESTIMATED EXPENSES, AND PROPOSED NAMES OF CONSULTANTS OR ENTITIES? Example: Title II, \$....00 Dr. Verry Goode | DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS |
| To increase the scale score in reading or greater on the 2010 ACCESS | Regional and National TESOL State Samuel workshops Training with EL teachers and reading coaches on the Harcourt Storytown EL kit Turnaround training to all elementary teachers on EL Harcourt kit | Fall Spring On-going On-going On-going | Elementary School General Ed teachers will be confident in how to assess and prescribe intervention for EL students in the regular classroom using Tier II and Tier III strategies for Response to Instruction. | Administration will conduct data meetings and walkthroughs monthly to monitor all students and progress Monitored by District Coordinators | Title III | Administration Monthly walkthroughs |

Additional Resources:

- a. Handbook on Restructuring and Substantial School Improvement. 2007. H. J. Walberg, Ed.; Center on Innovation and Improvement; www.centerii.org
- b. The Turnaround Challenge: New Research Recommendations, and a Partnership Framework for States and School Districts. 2007. Mass Insight Education and Research Institute. www.massinsight.org

Additional Requirement for LEAs Identified for Improvement

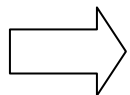
NCLB Section 1116(c) is the State Review and Local Educational Agency Improvement section. Paragraph 6 states:

“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) states:

“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.”

The date of the Public Release of Data for this year was August 2, 2010. 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 will provide an example the LEA may want to use.**



Post both the LEA Improvement Plan in the LEA’s Document Library in e-GAP, and a scanned, dated, and signed letter from the superintendent to students in the school system to document the fulfillment of this requirement.