



Section I:

Local Education Agency(LEA):

LEA Improvement Status: Year 1 Year 2 Year 3 Year 4 Year 5 Year 6+ Delay
 First Year Not Making AYP

LEA AMAO-Improvement Status: Year 1 Year 2 Year 3 Year 4 Year 5 Year 6+ Delay
 First Year Not Making AYP

School Improvement Specialist (SIS) Contact Information:

Name: _____ **Phone:** _____ **Email:** _____

District English Language (EL) Contact Information:

Name: _____ **Phone:** _____ **Email:** _____

NCLB, Title I, Part A, Section 1116(c)(7): The LEA must have a board-approved and/or recently revised LEA Improvement Plan submitted no later than 3 months after being identified for improvement.

Title III, Sec. 3122(b)(2): Any eligible entity that has failed to make progress for two consecutive years toward annual measurable achievement objectives must have a board-approved and/or recently revised LEA Improvement Plan submitted no later than 3 months after being identified for improvement.

REPRESENTATIVE	SIGNATURE/DATE
LEA Board President/Chairperson Rickey Moore	
Superintendent: Tim Pitchford	
Federal Programs Coordinator: Beth Pittman	
School Improvement Specialist: Andrew Faircloth	
District EL Contact: Beth Pittman	
LEA Approval Date:	

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
Rehobeth Middle School Wicksburg High School Ashford Elementary Rehobeth High School / Middle Ashford High School Central Office Central Office Central Office Central Office Central Office Central Office All Schools	Johnny Dixon – Principal Cheryl Smith – Principal Mitchell Sellers – Principal Tonya Holland – Instructional Specialist Mark Fairris – Instructional Specialist Beth Pittman – Federal Programs Rhonda Lassiter – Secondary Curriculum Denise Whitfield – Asst. Spec. Ed. Supervisor David Sewell – Technology Andrew Faircloth – Elementary Curriculum Tim Pitchford – Superintendent Riley Andrews – Special Education Consultant	

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

Participant Name	Specify parent, community leader, or other	Participant Signature
Ashford High School Cottonwood High School	Kim Lewis Brenda Brasington	

Section III, Part A:

Annual Measurable Objectives (AMO):

**A. How many schools are identified for *Corrective Action (Year 3)*? Number : Title I _____ Non-Title _____
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: Title I _____ Non-Title _____ OR N/A X**

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)	<i>Needs:</i>
Accountability Web Portal EL Data: Strength(s)	<i>Needs:</i>
AYP Data (ARMT, AHSGE, Other Academic Indicators): Strength	<i>Needs:</i>
Other Data: Strength	<i>Needs:</i>

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.

List school goals in order of priority, if applicable:	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:
Improve Reading Achievement Levels	Special Education Students, all grade levels, all schools, Emphasis placed at AHS, AES, WHS, And RMS	Denise Whitfield – Sp. Ed. Andrew Faircloth – Elem. Curriculum/ School Improv. Rhonda Lassiter – Secondary Beth Pittman – Fed. Prog.	Weekly and monthly assessment of progress to ensure the implementation of strategies, walkthroughs, scheduled meetings with Administrators and staff to determine weaknesses/ strengths Pre/Post assessments Parent Conferences Implement strategic teaching strategies in all classrooms
Improve Math Achievement	Special Education Students, all grade levels, all schools, Emphasis placed at AHS, AES, WHS, And RMS	Denise Whitfield – Sp. Ed. Andrew Faircloth – Elem. Curriculum/ School Improv. Rhonda Lassiter – Secondary Beth Pittman – Fed. Prog.	Weekly and monthly assessment of progress to ensure the implementation of strategies, walkthroughs, scheduled meetings with Administrators and staff to determine weaknesses/ strengths Pre/Post assessments Parent Conferences Implement strategic teaching strategies in all classrooms

For AMOs, complete entire section. 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, other*).

The Houston County School System reviewed the most recent data from our schools and made the following decisions to strengthen the reading programs and math curriculum by providing professional development support in these areas. The LEA is focused on student learning and will promote and provide support for the implementation of the following research-based strategies, innovations, and activities for all schools:

- ARI, AMSTI, Distance Learning
- Content Literacy
- Strategic Teaching Strategies
- Credit Recovery
- Collaborative Planning
- Tutorial Programs – after school, summer, Saturday School, Failure is not an option
- Pacing / Curriculum Guides
- Implementation of RTI
- Computer assisted learning (Compass, Plato, STI Achievement, STI Assessment, IXL (Math 1-5)
- Revision of secondary schedule to provide additional intervention / enrichment
- Identification of at risk students not proficient on ARMT, AHSGE
- Review additional resource material and implement (COACH, Ladders, Buckle Down, Skills Bridge)
- Standards Recovery
- Review of standards Alabama courses of study
- Reading Coach assistance grades 4-8
- Non Traditional School (HOPE)

Funding will be provided for substitutes, resource materials, and additional personnel to assist with the implementation of specific strategies / programs. The LEA is committed to the belief that the implementation of research-based strategies and programs, taught to fidelity, will increase student achievement in all schools.

The LEA ensures that all students receive the same curriculum, regardless the school they attend. Transiency is a concern in our system and this will allow students to remain on track when they transfer to a school within our system.

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 ensure that the students are mastering the state academic standards by consistent participation in school data meetings. Local schools identify teacher leaders, parent stakeholders and community leaders to analyze achievement data, write academic goals, monitor goals, evaluate the CIP, and make necessary revisions if needed. By analyzing the student data, the LEA can assist in helping the individual schools and teachers create student learning opportunities that are focused on mastery of standards and provide intervention programs for students failing to master the state standards. Weekly (or monthly) data meetings will be used to evaluate student progress and continuous improvement within subgroups of students.

The LEA will assist the schools in addressing weaknesses in instruction and or curriculum. Following data meetings, appropriate instructional plans for at-risk students will be formulated with the assistance of central office staff. Curriculum coordinators will work with teachers and administrators to identify program gaps in grade level standards. Experts from the ALSDE and STI Achievement will be consulted to identify specific program challenges and provide specific remedies that will allow success of the classroom instruction.

The LEA provides training in the analysis of student data to leadership teams from each school beginning in August. The training and review of data begins the process of developing the continuous improvement plans for each school. The groups evaluate the previous year's CIP, analyze data collected from DIBELS, SAT-10, ARMT, AHSGE, AAA, ADAW, Educate AL, Pride Survey, Student Incident Report (SIR) and other pertinent data such as parent perception surveys. Using this information, goals are developed, strategies are planned, action steps are generated and the measurement of success is validated.

The CIP is reviewed monthly at the local school level and by LEA Central Office staff. The staff partners with each school's leadership team to conduct walkthroughs that focus on the strategies and implementation of RTI in the CIP. Each school measures its improvement through data analysis not by perception. In addition to the monitoring process, the LEA facilitates the data collection and reports to the board on the status of school improvement efforts. School improvement personnel will work as liaisons between state school improvement initiatives and LEA implementation. Federal Programs and Special Education Coordinators are involved in all aspects of improvement to ensure that regulations are met.

Timeline 2010 – 2011

August 2010

- Begin data review
- Work on CIP template
- Develop goals / strategies
- Involve stakeholders

October 2010

- Finalize CIP
- Upload CIP for review
- Make necessary revisions
- Teacher observations

December 2010

- Walkthroughs
- Leadership meeting
- CIP Review
- Special Education Review (ALSDE)

February 2011

- CIP Review
- Leadership team meets
- AdvancED standards checklist
- Walkthroughs
- Teacher observations
- Standards review
- Collect evidence for review

April 2011

- CIP Review
- Evidence review
- AdvancED review countywide
- Walkthroughs

June 2011

- Summer activities

September 2010

- Continue work on CIP
- Begin classroom walkthroughs
- Leadership meeting with CO
- Review last year's CIP
- Teacher observations

November 2010

- CIP approved by Superintendent
- CIP approved by HCBOE
- Review of CIP with parents
- Walkthroughs continue
- Teacher observations continue
- AdvancED standards review

January 2011

- Walkthroughs
- Teacher observations
- CIP Review
- AdvancED standards checklist
- RTI implementation

March 2011

- CIP Review
- Standards review
- Final AdvancED review
- Walkthroughs
- Observations
- Continue evidence collection

May 2011

- Review CIP
- begin next year's planning
- meet with CO staff for final review of overall program

July 2011

- Leadership team planning, Central Office / Local school Administrators

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 Houston County School System strategically plans professional learning opportunities that support all the schools. Strategies are used to ensure that the district and the local schools are provided with professional development opportunities to improve student learning as related to their CIP. Collaboration between the Central Office Instructional Staff, Federal Programs Department, Special Education Department, Technology Department and the local school administration provides meaningful professional development. The LEA will continue to support professional development by conducting the following workshops: strategic teaching, content literacy, NAEP, STI Achievement, INOW, ARI, Educate Alabama, physical education standards, professional learning communities, RTI, AHSGE, new teacher orientation, mentoring, book studies, formative assessments, bullying prevention, technology in the classroom, school safety, and special education processes.

The LEA supports the implementation of professional development related to discipline and classroom management by providing funds for training, securing experts in the area, and conducting training on classroom management skills. Along with the use of academic assessment tools, the LEA will utilize data from EDUCATE Alabama, local school climate survey, Troy University Regional In-Service survey and the AdvancED surveys to analyze the professional learning experiences. The system will address individual teachers and/or school needs, stakeholder's perception, cultural issues, and professional development needs. The local schools will review their data from various sources in their CIPs. In conjunction with the LEA staff, the schools will develop goals, strategies and action steps to meet the identified needs.

The effectiveness of the professional development activities provided by the LEA will be evaluated by feedback from participants and actual implementation in the classroom of strategies presented through participation in these opportunities. School walkthroughs and meetings with school staff will be used to confirm effectiveness.

Section IV d): Identify the specific areas that caused the LEA to be unsuccessful in obtaining AYP. 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.

LEA AYP STATUS

SCHOOL	AYP STATUS	AYP GOALS	GRADES	GOALS NOT MET	GRADES	GOALS NOT MET	GRADES	GOALS NOT MET
Year Data	2010-11	Not in school Improvement	3-5	3-5	6-8	6-8	9-12	9-12
2009-2010	Did not make AYP	Reading	No	Spec. Ed	No	Spec. Ed	No	Spec. Ed F/R
		Math	No	Spec. Ed	Yes		No	Spec. Ed
		AAI	Yes	Spec. Ed	Yes	Yes	Yes	

Through the improvement process, each local school’s leadership team has developed a living CIP. These plans are developed to allow program changes as the situations dictate. These CIPs address individual subgroup deficiencies, along with the LEA focus on special education reading and math and any other weaknesses based on a thorough analysis of the data. The local schools will use various research-based resources, tools, and programs to enhance the instructional process in each classroom. The LEA will encourage standards based teaching and provide intervention strategies which will ensure that all subgroups are being addressed in the local CIP.

Houston County Schools failed to obtain AYP in the area of reading in the special education student subgroup. Each local school that had a negative proficiency on their AYP Accountability Report will address these subgroups in their academic goals. Although schools may not have 40 students in a subgroup to count toward AYP, the LEA will have 40 students. As a result each school has a responsibility to address those areas of weakness. The local schools with assistance from the Assistant Special Education Coordinator will develop specific strategies to address the needs of students identified through data collected from the state’s assessments. The identification of students in any subgroup that are at risk of not becoming proficient on the state standards is vital to the improvement process. The implementation of strategies to improve student achievement will be monitored by central office staff and local school personnel using a variety of methods including scheduled walkthroughs, leadership meetings and formal observations. All improvement efforts will be supported by the LEA through instructional assistance, SBRR materials, professional development activities, and other resources requested by individual schools.

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 oversee the fundamental teaching and learning needs in all schools by regularly (monthly) scheduled walkthroughs and weekly visits to the schools and teachers classrooms. The focus will center on teaching the core programs to fidelity, using scientifically based research strategies, and monitoring the data. The protection of instructional time will be a high priority with all classes, but particularly the classes that contain special education students.

Upon review of the data that led to the system and some schools not making AYP in reading and/or math, it was determined that there was insufficient monitoring of student achievement in the core program. The special education students were not a primary focus and were not progress monitored to insure the mastery of standards. To identify essential learning an emphasis on standards based instruction has become the focus of our improvement plans. The teachers will receive instruction on how to analyze the standards by breaking them down (to understand what the students must know and be able to do) and identifying the key concepts and skills needed to achieve mastery. Students will be identified that are at risk and will receive RTI focus. The system will utilize pacing guides to align the curriculum more closely with the standards in the Alabama courses of study. Curriculum coordinators, Federal Programs Coordinator, Special Education Coordinator, and Principals will be responsible for the oversight of the improvement process.

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)**

To improve student achievement and strengthen learning opportunities, the LEA will provide students with additional opportunities to support their learning beyond the classroom instruction. Tutoring services will be provided, individual and small group interventions will be utilized, credit recovery, and standards recovery will be provided during the summer and in some instances during Saturday school. These services will be provided at no cost to the students. The system has implemented STI Achievement in all schools with consultation from professional curriculum/assessment experts. These consultants meet regularly with school leadership teams and grade level teachers to analyze student data, refocus classroom instruction, modify the pacing guides, and offer instructional best practices for struggling teachers. Students will be provided AHSGE tutorial services for remediation of any part not passed in preparation for the next testing window.

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©, 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.**

N/A

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. **(Optional, for Not Making AYP)**

The key to increased student achievement is the successful partnering of the parents and school staff. The LEA will work with schools to involve parents in the decision-making processes by inviting them to participate in the planning, implementation, and evaluation of the CIP of the individual schools. Parents are encouraged to serve on committees in the local schools and at the LEA level. Parents volunteer to serve as tutors in some schools, work on committees to review textbooks, work on student conduct policies, calendar committees, school improvement plans, and parent advisory committees.

To strengthen the home-school ties, the Superintendent, Principals and Central Office staff have an open door policy for parents through e-mail, phone discussions, and face-to-face conversations. Information is provided through the LEA website with parent links and through an automated phone messaging system. Parental Involvement Plans are monitored by the Federal Programs Coordinator to insure that all efforts are being made to involve as many parents as possible in the education of their children.

Section V – AMAOs 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

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 Requirements for LEAs Identified for Improvement

NCLB Section 1116(c) is the State Review and Local Educational Agency Improvement section. **(AMOs only)**

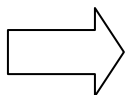
Paragraph 6 states:

“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.”

(AMAOs Only) 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.