



Section I:

Local Education Agency(LEA): Haleyville City Schools	
LEA Improvement Status: First Year Not Making AYP <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 6+ <input type="checkbox"/> Delay <input type="checkbox"/>	
LEA AMAO-Improvement Status: First Year Not Making AMAO X <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 6+ <input type="checkbox"/> Delay <input type="checkbox"/>	
School Improvement Specialist (SIS) Contact Information: Name: Phone: Email:	
District English Learner Coordinator (EL) Contact Information: Name: Linda Godsey Phone: 205-486-9231 Email: lgodsey@havic.k12.al.us	
<p>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.</p> <p>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.</p>	
REPRESENTATIVE	SIGNATURE/DATE
LEA Board President/Chairperson Steve Stott	
Superintendent: Clint A. Baggett	
Federal Programs Coordinator: Linda Godsey	
School Improvement Specialist:	N/A
District EL Coordinator Contact: Linda Godsey	
LEA Approval Date: October 25, 2011	

Section II:

<ul style="list-style-type: none"> • 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. • 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 		
<p>School Staff Involvement: Identify schools involved and include signatures of representatives.</p>		
School Name	Staff Member Name/Position (Ex. Mary Jones/Sp. Ed. Teacher, Jones ES)	Staff Member Signature
Haleyville Elementary	Linda Godsey/Federal Programs/EL Coordinator Bryan Ward/ EL Teacher Susan Riggs/Elementary Principal Tammy McCreless/ Elementary Teacher/CIP Debby Hallman/Elementary Teacher/CIP	
<p>Parental and Other Involvement: Include parents and others involved and include signatures of representatives.</p>		
Participant Name	Specify parent, community leader, or other	Participant Signature
Lisa Shipman	Parent	

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.

Haleyville Elementary did not have enough students make .5 gain on the ACCESS Part A

Haleyville Elementary did not have enough students to score 4.8 on the ACCESS Part B

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) 3 rd – 5 th grade students only missed AMAO B by 1%	Needs: <i>3rd -5th grade did not make AMAO A</i>
Accountability Web Portal EL Data: Strength(s) N/A	Needs:
AYP Data (ARMT, AHSGE, Other Academic Indicators): Strength N/A	Needs:
Other Data: Strength Cultural: Parental Involvement Center Availability	Needs: <i>Better communication about purpose of Parent Center and availability of services.</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:
To develop lesson plans appropriate with WIDA standards in relation to EL Plan and student goal setting plan	Haleyville Elementary School LEP students	Linda Godsey	Central office staff will monitor /check lesson plans for correlation of WIDA Standards to EL Plan by walkthroughs
To develop lesson plans appropriate with WIDA standards in relation to EL Plan and student goal setting plan	Haleyville Elementary School LEP students	Linda Godsey	Central Office Staff will do classroom observations using the SIOP checklist twice a semester.
To provide language development and content information at parental involvement meetings	Haleyville Elementary School LEP students	Linda Godsey	Parental involvement meeting evaluation form will be checked after each meeting for effectiveness in communication objectives.
PD for teachers on WIDA Standards and ACCESS for EL population	Haleyville Elementary School LEP students	Linda Godsey	Central office staff will attend at least two meetings per semester and check sign-in sheets for percentage of attendance at professional development meetings about the WIDA Standards and ACCESS for ELs

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.

N/A

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
- 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
- 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.

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.

N/A

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

N/A

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.

Haleyville Elementary did not meet AMAO Part A and Part B.

The school plans to address these needs (Section A)

The LEA plans to support those needs (Section B)

A

B

- **Interpreting ACCESS**
- **Additional instruction for struggling students**
- **Additional Professional Development**
- **Develops lessons based upon Progress Monitoring**
- **Scheduling Parental Involvement meetings**

- Providing time and resources (EL teacher, tutors, classroom teachers)**
- Providing additional staff**
- Providing substitutes and travel**
- Providing Progress Monitoring materials**
- Will communicate at a Parental Involvement meeting the purpose of the Parent Center and the availability of services**

Evaluation of the effectiveness of LEA support strategies will be conducted by a mid- year reflection report by the Central Office Staff after the mid-year meeting with the state EL support person.

ACCESS scores at end of year will reflect effectiveness of the LEA support strategies.

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.

N/A

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.

N/A

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.

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)**
- Describe performance measures to be used to evaluate the effectiveness of these strategies.

N/A

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. Section (3122) (b) (2) Accountability</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	HOW/BY WHAT MEANS /USING WHAT RESOURCES WILL THE EFFECTIVENESS OF STRATEGIES BE EVALUATED BY THE LEA?
Increase ACCESS scores	SAMUEL meetings	Oct. 12, 2011 Dec. 12, 2011 Feb. & April 2012 Dates will be announced	Teachers will learn instructional strategies	SIOP observation form & STI PD enrollment	Title I, Title II, Title III \$1,500 ALSDE	Walkthroughs Reflective communication (verbally or written)
Increase ACCESS scores	In-House PD <ul style="list-style-type: none"> • Introduction to WIDA standards • Designing a lesson for EL • Review of ACCESS • Discourse Analysis • Sheltered Instruction 	August August – September September October November-January	Teachers will have an understanding of the WIDA standards and how to implement into lesson plans and assessments	SIOP observations Lesson Plans	Title I \$1,800 Bryan Ward	Exit slips

Additional Requirements for LEAs Identified for Improvement

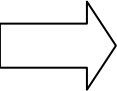
Date of the Public Release of Data for this year - **August 1, 2011**. In order to **complete the requirements** for notifying all parents and families, the LEA should mail a letter to every student in every school in the LEA announcing the LEA status giving the reasons for the identification and how 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.**