



ALABAMA DEPARTMENT OF EDUCATION
 Joseph B. Morton
 State Superintendent of Education
 LEA IMPROVEMENT PLAN (LIP) 2010-11

Section I:

Local Education Agency(LEA): Choctaw County	
LEA Improvement Status: 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: Year 1 <input checked="" 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: N/A Phone: Email:	
District English Language (EL) Contact Information: Name: Angela Phillips Phone: 205-459-3031 Email: aphillips@choctaw12.org	
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: Wayne Taylor	<i>Wayne Taylor</i>
Superintendent: Sue Moore	<i>Sue Moore 12/13/11</i>
Federal Programs Coordinator: Angela Phillips	<i>Angela D. Phillips 12-13-11</i>
School Improvement Specialist: N/A	N/A
District EL Contact: Angela Phillips	<i>Angela D. Phillips 12-13-11</i>
LEA Approval Date: December 13, 2011	

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
Choctaw County Elementary	Wayne Longmire/Principal	<i>Wayne Longmire</i>
Choctaw County Elementary	Nona Anderson/Counselor	<i>Nona Anderson</i>
Choctaw County Elementary	Donette Graham/Teacher	<i>Donette Graham</i>
Choctaw County Elementary (Base School)	Tammy Lewis/Speech Pathologist	<i>Tammy Lewis</i>
Choctaw County High	Kevin L. Howard/ Principal	<i>Kevin L. Howard</i>
Choctaw County High	Wayne Anderson/Counselor	<i>Wayne Anderson</i>
Choctaw County High	Brandi Clark/Teacher	<i>Brandi Clark</i>
Southern Choctaw Elementary	Jacqui James/Principal	<i>Jacqui James</i>
Southern Choctaw Elementary	Denise Sellers/Counselor	<i>Denise Sellers</i>
Southern Choctaw Elementary	Rebecca Gibson/Teacher	<i>Rebecca Gibson</i>
Southern Choctaw High	Leo Leddon/Assistant Principal	<i>Leo Leddon</i>
Southern Choctaw High	Amy Wigley/Teacher	<i>Amy Wigley</i>
Central Office	Rhonda Johnson/Accountability Specialist	<i>Rhonda Johnson</i>
Central Office	Douglas Marsh/Special Education Coordinator	<i>Douglas Marsh</i>

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

Participant Name	Specify parent, community leader, or other	Participant Signature
Ashley Ramos	Parent	<i>Ashley Ramos</i>

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) 1 of 10 students scored proficient or greater (4.8 composite) 4 of 10 students scored 4.6 -4.7 composite 5 of 7 students made .5 gains	Needs: 7 of 10 students performed the lowest on the writing section of the test
Accountability Web Portal EL Data: Strength(s) No student was retained 1 student has been identified as gifted No student was reported for truancy 3 of 10 students participated in extra curricular activities	Needs: Only one student received honors or an award
AYP Data (ARMT, AHSGE, Other Academic Indicators): Strength 100% of eligible students were proficient in reading and math on the ARMT 100 % of eligible students were proficient in math on the AHSGE	Needs: 100% of eligible students were non proficient in reading on the AHSGE
Other Data: Strength	Needs:

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:
To increase the number of students scoring a composite of 4.8 or higher on the ACCESS for ELLs	<p style="text-align: center;"> Choctaw County Elementary Choctaw County High Southern Choctaw Elementary Southern Choctaw High </p>	<p style="text-align: center;"> Angela Phillips Rhonda Johnson Douglas Marsh </p>	<p>The LEA will participate in IELP review meetings. Effectiveness will be measured by a 2% increase in interim assessments and by the number of students scoring 4.8 composite or higher on the ACCESS for ELLs.</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*).

N/A

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*).

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 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.*).

N/A

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.

N/A

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.

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.

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

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.

N/A

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
AMAO-B	*District EL Plan Training	Sept. 29, 2011 November 1, 2011	* Participants will be able to train school staff on the components of the district plan and ensure building implementation of the plan.	*Schools will submit training documentation (agenda, sign-in sheet, evaluation, etc.) to Federal Programs. Plan implementation will be verified through Leadership Team observation and through proper documentation and timely submission of required documents to Central Office.	*Title II, \$260.00 Angela Phillips Dr. Tammy Starnes	
	AMAOs & ACCESS for ELL Webinar	Oct. 2011	*Participants will be able to explain the AMAOs and select the proper ACCESS for ELLs tier	*Application of the learning will be evident by sharing the learning with non participating staff and by appropriate tier selection.	*Title II, \$260.00 SDE: Assessment & Federal Programs Staff	
	*SAMUEL Training	Oct. 12, 2011 Dec. 13, 2011 February 2012 April 2012	*Teachers will be able to employ proven strategies for attaining English language. Administrators will know what strategies to <i>look for</i> during walk-throughs and lesson plan review.	*Participants will be required to share their learning with non participating staff during grade level or faculty meetings. Turn-around training documentation (agenda, sign-in sheet, evaluation, etc.)will be submitted to Federal Programs. Principals will check for strategy use during walk-throughs and lesson plan documentation.	*Title II, \$2,440.00 SDE EL Coach	

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 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 will provide an example the LEA may want to use.**