



**Section I:**

<b>Local Education Agency(LEA):</b> Jefferson County	
<b>LEA Improvement Status:</b> 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"/> First Year Not Making AYP <input checked="" type="checkbox"/>	
<b>LEA AMAO-Improvement Status:</b> 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"/> First Year Not Making AYP <input type="checkbox"/>	
<b>School Improvement Specialist (SIS) Contact Information:</b>	
<b>Name:</b> Carita Venable	<b>Phone:</b> 205-379-2153 <b>Email:</b> cvenable@jefcoed.com
<b>District English Language (EL) Contact Information:</b>	
<b>Name:</b> Lari Valtierra	<b>Phone:</b> 205-379-2101 <b>Email:</b> lvaltierra@jefcoed.com
<b>NCLB, Title I, Part A, Section 1116(c)(7):</b> 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. <b>Title III, Sec. 3122(b)(2):</b> 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.	
<b>REPRESENTATIVE</b>	<b>SIGNATURE/DATE</b>
<b>LEA Board President/Chairperson :</b> Jennifer Parsons	<i>Jennifer Parsons</i> 11/1/10
<b>Superintendent:</b> Dr. Phil Hammonds	<i>Phil Hammonds</i> 11/1/10
<b>Federal Programs Coordinator:</b> Janet Hagood	<i>Janet Hagood</i> 10/12/10
<b>School Improvement Specialist:</b> Carita Venable	<i>Carita Venable</i> 10/12/10
<b>District EL Contact:</b> Lari Valtierra	<i>Lari Valtierra</i> 10/12/10
<b>LEA Approval Date:</b> October 28, 2010	

**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
1. Minor High School	1. David Pike/ Principal	1. <i>David Pike</i>
2. Erwin High School	2. Van Phillips/ Principal	2. <i>Van Phillips</i>
3. Hueytown High School	3. Gayle Gober/ Principal	3. <i>Gayle Gober</i>
4. Fultondale High School	4. William Gibson/ Principal	4. <i>William Gibson</i>
5. Pinson Valley High School	5. Lurlean Brown/ Principal	5. <i>Lurlean Brown</i>
6. Minor Community School	6. Cheryl Scoggins/ Reading Interventionist	6. <i>Cheryl Scoggins</i>
7. Bottenfield Middle School	7. Pamela Davis/ Math Teacher	7. <i>Pamela S. Davis</i>
8. Warrior Elementary School	8. Angela Strickland/ Rdg Interventionist	8. <i>Angela Strickland</i>
9. Minor High School	9. Briana Hall/ English Teacher	9. <i>Briana Hall</i>
10. Erwin High School	10. Tasharra McLemore/ English Teacher	10. <i>Tasharra McLemore</i>
11. Central Office	11. Jimmie Pearson/ Area Director	11. <i>Jimmie Pearson</i>
12. Central Office	12. Kay Lindsay/ Area Director	12. <i>Kay Lindsay</i>
13. Central Office	13. Susan Wirt/ Exceptional Ed. Director	13. <i>Susan Wirt</i>
14. Central Office	14. Janet Hagood/ Federal Programs Director	14. <i>Janet Hagood</i>
15. Central Office	15. Jennifer Maye/ Professional Learning Dir.	15. <i>Jennifer Maye</i>
16. Central Office	16. Lillian Hunsinger/ C&I Director	16. <i>Lillian Hunsinger</i>
17. Central Office	17. Lari Valtierra/ ESL Supervisor	17. <i>Lari Valtierra</i>
18. Central Office	18. Carita Venable/ LEA Inst. Specialist	18. <i>Carita Venable</i>

**Section III, Part A:**

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

**A. How many schools are identified for *Corrective Action* (Year 3)?** Number : Title I \_\_\_\_\_ Non-Title \_\_1\_\_\_\_  
Or N/A \_\_\_\_\_

**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: N/A**

***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.

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

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**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:
<b>List school goals in order of priority</b>	<b>List any schools, grade levels, or subgroups the LEA will target to ensure objectives are met</b>	<b>Identify LEA staff responsible for ensuring implementation of strategies</b>	<b>Describe how the LEA will address schools not making progress</b>
<b>Reading</b>	<b>Grades 3-5</b>  <b>Chalkville Elementary</b> <b>Erwin Elementary</b> <b>Fultondale Elementary</b> <b>Kermit Johnson Elementary</b> <b>McAdory Elementary</b>	<b>Central Office Collaborative</b>	<ul style="list-style-type: none"> <li>• <b>Disaggregation of data to address the needs of specific subgroups in the CIP</b></li> <li>• <b>Targeted schools meeting</b></li> <li>• <b>Professional development provided by the Elementary Supervisors, the Special Education Department, Scott Foresman Consultants, and ARI</b></li> </ul>

<p><b>Reading</b></p>	<p><b>Grades 6-8</b></p> <p><b>Bottenfield Middle</b>  <b>North Jefferson Middle</b>  <b>Hueytown Middle</b>  <b>Rudd Middle</b></p>	<p><b>Central Office Collaborative</b></p>	<ul style="list-style-type: none"> <li>• <b>Disaggregation of data to address the needs of specific subgroups in the CIP</b></li> <li>• <b>Creating a Culture of Literacy in Secondary Schools Professional Development</b></li> <li>• <b>Professional Development provided the Departments of Curriculum &amp; Instruction and Special Education</b></li> </ul>
<p><b>Reading</b></p>	<p><b>Grades 9-12</b></p> <p><b>Clay Chalkville High</b>  <b>Corner High</b>  <b>Erwin High</b>  <b>Fultondale High</b>  <b>Gardendale High</b>  <b>Hueytown High</b>  <b>McAdory High</b>  <b>Minor High</b>  <b>Oak Gove High</b>  <b>Pinson Valley High</b>  <b>Pleasant Grove High</b></p>	<p><b>Central Office Collaborative</b></p>	<ul style="list-style-type: none"> <li>• <b>Disaggregation of data to address the needs of specific subgroups in the CIP</b></li> <li>• <b>Creating a Culture of Literacy in Secondary Schools Professional Development</b></li> <li>• <b>Professional Development provided the Departments of Curriculum &amp; Instruction and Special Education</b></li> </ul>

**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 LEA will incorporate SBR strategies and specialized support to strengthen the core academic program in Jefferson County Schools based on the 2010 data results in Reading:**

- **The Curriculum & Instruction Department will provide professional development sessions on how to implement RtI framework in the classroom. (Grades K-12)**
- **The Elementary Supervisors will provide assistance to targeted schools, based on the 2010 ARMT results, through a professional learning community of teachers where they will analyze summative and formative assessments and discuss SBR strategies to address the areas of growth. (Grades K-5)**
- **The Curriculum & Instruction Department will continue to provide support through professional development and professional learning communities for ARI, AMSTI, Scott Foresman, Laying the Foundation, and A+ College Ready initiatives. (Grades K-12)**
- **The School Improvement Specialist will provide literacy training to secondary teachers and administrators on strategic teaching, literacy strategies in the content-area, adolescent brain research, formative assessment, and purposeful planning. (Grades 6-12)**
- **The Federal Programs Department will provide additional assistance to Title I schools to assist with closing the achievement gap in reading and math of students who are in poverty.**
- **The Special Education Department will provide multiple professional development opportunities for special education teachers and administrators.**

**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*).

**Strategy:** The Curriculum & Instruction Department will provide multiple learning opportunities on how to implement RtI framework in the classroom. (Grades K-12)

**Action Steps:** Curriculum & Instruction supervisors will provide professional development sessions RtI in elementary, middle, and high school grades in May 2010, June 2010, October 2010, and January 2011 during professional development days for the district.

**Targeted Schools:** All schools K-12

**Strategy:** The Elementary Supervisors will provide assistance to targeted schools, based on the 2010 ARMT results.

**Action Steps:**

- The Elementary Supervisors will meet with teachers in grades 3-5 through a professional learning community where they will analyze summative and formative assessment, discuss and identify SBR strategies to address the areas of growth, and plan using best practices. These meetings will be held monthly throughout the 2010-11 school year. Targeted monthly walkthroughs will also be held at the targeted school to ensure implementation of best practices. (Grades 3-5)

**Targeted Schools:** Chalkville ES, Erwin ES, Fultondale ES, Kermit Johnson ES, McAdory ES

**Strategy:** The Curriculum & Instruction Department will continue to provide support through professional development and professional learning communities for ARI, AMSTI, Scott Foresman, Laying the Foundation, and A+ College Ready initiatives. (Grades K-12)

**Action Steps:**

- The Elementary Reading Supervisor will conduct monthly meetings with ARI Reading Coaches. The Reading Coaches will turn the training around in their perspective schools. (All Elementary Schools)
- The Elementary Math Supervisor will provide opportunities for elementary math teachers to be engaged in quarterly PLCs with representatives from AMSTI. (All AMSTI Elementary Schools)
- The A+ College Ready Coordinator and Secondary Curriculum Supervisors will meet with program schools monthly to provide training in College Board and LTF strategies. These meetings will be place in vertical teams throughout the district from June 2010-May 2011. (All Middle and High Program Schools for LTF and A+ College Ready )

**Targeted Schools:** All schools with ARI, AMSTI, Scott Foresman, Laying the Foundation, and A+ College Ready

**Strategy:** The School Improvement Specialist will provide literacy training to secondary teachers and administrators.

**Action Steps:** The School Improvement Specialist will provide literacy training to secondary teachers and administrators on strategic teaching, literacy strategies in the content-area, adolescent brain research, formative assessment, and purposeful planning. These professional development sessions will be held in October 2010, January 2011, and April 2011.

**Targeted Schools:** All Middle and High Schools

**Strategy:** The Federal Programs Department will provide additional assistance to Title I schools to assist with closing the achievement gap in reading and math of students who are in poverty.

**Action Steps:** The Federal Programs Supervisors will provide resources, professional development, and technical assistance to Title I schools monthly. Additional assistance is provided to administrators and interventionists by the Federal Programs Director in October 2010, April 2011, and July 2011.

**Targeted Schools:** Title I Schools

**Strategy:** The Special Education Department will provide multiple professional development opportunities for special education teachers and administrators.

**Action Steps:** The Special Education Department will provide monthly professional development opportunities for special education teachers and administrators, which include the following: Co-teaching, New Teachers, Case Managers/Lead Teachers, Functional Curriculum, Assessments/Goals/Interventions, AAA, Behavior Strategies, MET, SDE Extended Standards, Strategies for Struggling Readers. These sessions will be offered from August 2010-May 2011.

**Targeted Schools:** All Schools

**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.*).

**Jefferson County will offer multiple professional development opportunities, as listed in the previous sections. The Central Office Collaborative will monitor the implementation. PD will be evaluated in various ways, included but not limited to the following:**

- **Monthly Walkthroughs**
- **Lesson Plans**
- **Benchmark Assessments**
- **Data Meetings**

**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.

**According to the 2010 accountability results, the system did not make AYP in Reading. In Reading, 3-5 grade span, the Special Education subgroup did not meet the proficiency goal. In Reading, 6-8 grade span, the Special Education subgroup did not meet the proficiency goal. In Reading, 9-12 grade span, the following subgroups did not meet the proficiency goal: Special Education, Black, Hispanic, and Free/Reduced Meals.**

**Many schools attributed not making AYP to several factors, which include but not limited to the following:**

- **Lack of knowledge of strategic teaching on the secondary level;**
- **Lack of knowledge on how to address the special education students;**
- **Change in demographics.**

**The following strategies will be implemented to address the areas of growth and concern:**

- **The Curriculum & Instruction Department will provide professional development sessions on how to implement RtI framework in the classroom.**
- **The Elementary Supervisors will provide assistance to targeted schools, based on the 2010 ARMT results, through a professional learning community of teachers where they will analyze summative and formative assessments and discuss SBR strategies to address the areas of growth.**
- **The Curriculum & Instruction Department will continue to provide support through professional development and professional learning communities for ARI, AMSTI, Scott Foresman, Laying the Foundation, and A+ College Ready initiatives.**
- **The School Improvement Specialist will provide literacy training to secondary teachers and administrators on strategic teaching, literacy strategies in the content-area, adolescent brain research, formative assessment, and purposeful planning.**
- **The Federal Programs Department will provide additional assistance to Title I schools to assist with closing the achievement gap in reading and math of students who are in poverty.**
- **The Special Education Department will provide multiple professional development opportunities for special education teachers and administrators.**

**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.

**100% of the Central Office Collaborative will conduct monthly visits to their perspective schools. 100% of all Jefferson County Schools will implement the following plan:**

**Elementary**

- Continue to use school wide grading parameters
- Establish dates and times for monthly data meetings
  - Submit monthly meeting dates to School Group Director(s) and Content Supervisors
  - Review RTI Grade Distribution forms
  - Monitor Tier II Implementation and Documentation forms
- Establish dates and times for walkthroughs
  - Submit walkthrough dates to School Group Director(s) and Content Supervisors
  - Determine "look fors" based on CIP goals and information gleaned in data meetings
- Establish Problem Solving Team (PST)
  - Monitor Tier III Implementation and Documentation forms
- Enter Scott Foresman reading data each 6 weeks
- Submit math quarterly assessment averages for each grade level to Content Supervisor on date report cards are sent home.
- A representative from each school attends all professional development offered by Jefferson County Board of Education

**Secondary**

- Establish school wide grading parameters
- Create and update high school tracking log (cohort groups) monthly
- Establish dates and times for monthly data meetings
  - Submit monthly meeting dates to School Group Director(s) and Content Supervisors
  - Review RTI Grade Distribution forms
  - Monitor Tier II Implementation and Documentation forms
- Establish dates and times for walkthroughs
  - Submit walkthrough dates to School Group Director(s) and Content Supervisors
  - Determine "look fors" based on CIP goals and information gleaned in data meetings
- Administer quarterly benchmark assessments and submit data analysis to Content Supervisors on date report cards are sent home.
- A representative from each school attends all professional development offered by Jefferson County Board of Education

**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)**

**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.**

**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)**

**Section V – AMAOs Only**

**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)**

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
<p>A) Teachers have had little to no training in Second Language Acquisition (SLA) theory</p> <p>B) Teachers do not understand how to incorporate the WIDA ELP Standards (language objectives) in their classrooms lessons</p>	<p>1) CHOHORT III – YR 2 (WIDA CLIMBS) – Pinson El, Johnson, Rudd, PVHS Implement Action Plans developed by teams during YR1</p> <p>2) 17 McAdory High, McAdory EL, Grantswood, Rudd, PVHS, Hueytown High, Fultondale High, Pinson El, SVHS Johnson, Gresham EL, Irondale MS, Minor High, Bottenfield,</p>	<p>1) Sept. 29, 2010, Dec. 6, 2010, January TBA, March, TBA, 2011</p> <p>2) Oct. 20, Nov. 9, Jan TBA, Feb. TBA, 2011</p> <p>3) Varies By School</p> <p>4) Nov. 4, 12, 18, Dec. 2, 2010 &amp; 1 Day in Jan., Mar., Apr. &amp; May, 2011</p>	<p>1, 2 &amp; 3) Teachers will be aware of the cultural influences impacting learning. Teachers will implement more culturally responsive teaching in their own classrooms. Teams will share new knowledge with colleagues. Teachers will</p> <p>4) To allow teachers the opportunity to become familiar with the eight components</p>	<p>1) Effectiveness will be evaluated as follows:</p> <ol style="list-style-type: none"> <li>1. Attendance to trainings (Sign-in Sheets)</li> <li>2. Action Plan Success Logs: schools will provided specific evidences to ensure each step of their action plan was implemented and effective</li> </ol> <p>2) Effectiveness will be evaluated as follows:</p> <ol style="list-style-type: none"> <li>1. Sign-in Sheet: Attendance to trainings</li> <li>2. Agenda: School Teams will presents information learned in at least 1 faculty/department/grade-level meeting</li> </ol> <p>3) Effectiveness will be evaluated as follows:</p> <ol style="list-style-type: none"> <li>1. Sign-in Sheet: Attendance to</li> </ol>	<p>1) Title III &amp; local schools: \$3,360 (subs)</p> <p>2) Title III - \$11,200 (subs)</p> <p>3) No cost</p> <p>4) UAB InService Center: \$2500 (registration fees for SIOP virtual training), \$2,800 (subs)</p>	

	<p>CCMS, CCHS, &amp; Erwin HS Targeted schools send teams to attend SAMUEL meetings provided by SDE ESL Coach</p> <p>3) JEFCEOED ESL Office to provided a series of 3-4 workshops on SLA &amp; language objectives to targeted schools (6) Irondale Community, Gardendale EI, McAdory High, Erwin High, Irondale MS, SVHS</p> <p>4) SIOP Training – Rudd MS</p>		<p>of sheltered instruction. To provide teachers the opportunity to practice observing and evaluating sheltered content lessons. To demonstrate to teachers that the SIOP Model is a framework that can bring together a school's instructional program by organizing methods and techniques, and ensuring that effective practices for all tiers of RTI are implemented and quantified.</p>	<p>trainings</p> <p>2. Surveys: Pre&amp; Post Survey will be administered to all participants</p> <p>4) Effectiveness will be evaluated as follows:</p> <ol style="list-style-type: none"> <li>1. All Teachers develop and a SIOP lesson plan.</li> <li>2. All teachers observe a sheltered lesson.</li> <li>3. All teachers present a sheltered lesson.</li> <li>4. Data Analysis: ACCESS for ELLs – Spring 2011 – Did ELLs in participants' classrooms make APLA (adequate progress in language acquisition)? ARMT/AHSGE – Did ELL benchmark on state testing?</li> <li>5. All teachers share SIOP strategies with colleagues (formally and informally).</li> </ol>		
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Additional Resources:

- a. Handbook on Restructuring and Substantial School Improvement. 2007. H. J. Walberg, Ed.; Center on Innovation and Improvement; [www.centerii.org](http://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](http://www.massinsight.org)