

BARBOUR COUNTY SCHOOLS
Title I, Part A 1003(g) School Improvement Grant

Application Cover

County: **BARBOUR**

LEA Title I Director: Jack L. Reger E-mail: jreger@access.k12.wv.us

LEA Curriculum Director: Jeff Kittle E-mail: jkittle@access.k12.wv.us

LEA Special Education Director: Jana Miller E-mail: janmille@qccess.k12.wv.us

Others may be added as needed by the LEA.

Superintendent Signature _____ **Date** _____

LEA Title I Director Signature _____ **Date** _____

Provide a brief summary of the LEA's proposed Title I school improvement grant program.
(not to exceed 1 page).

Research demonstrates that educational attitudes and habits, like many others, form early and must be forged at the outset of each child's school experience. The foundation of Philippi Elementary School's improvement action plan will therefore be the addition of a Home-School Intervention and Parent Involvement Coordinator. This full-time professional staff member will become immersed in the improvement process and will be pivotal in facilitating positive and effective collaboration among students, parents, teachers and administrators for the purpose of major school improvement in such areas as: student achievement and academic performance, student attendance, student discipline, student crisis intervention, student health and wellness, school-home communication, professional development for staff members, training for parents and community members, and counseling sessions for students.

The school improvement program identified within this proposal will assist Philippi Elementary School in meeting the state's performance standards as mandated by No Child Left Behind (NCLB). Administrators, teachers and parents will be actively engaged in the continuous school improvement process in order to provide our students with the 21st century skills required to compete in the global market place.

Part I School Identity:

School Name	Principal	Email Address	Tier III
Philippi Elementary School 540003000009	Connie Mundy	cmundy@access.k12.wv.us	√

Part II Descriptive Information:

A. Needs Assessment and Capacity:

The needs assessment and the capacity index were submitted with no revisions required.

B. LEA Consultation

- C. 1. For each Tier I, Tier II and Tier III school the LEA will serve, develop measurable summative and growth goals that will be used by the LEA to monitor progress of student achievement on the State’s assessments in both reading/language arts and mathematics. Annual growth goal example: “The percentage of students who exhibit typical growth in grades 6-8 in mathematics will increase annually as measured by the WESTEST 2.”

School Name: Philippi Elementary
Annual Summative Achievement Goal for Reading/Language Arts:
Annual Growth Goal for Reading/Language Arts: The percentage of students who exhibit typical growth in grades 3 – 5 in reading/language arts will increase annually as measured by the WESTEST 2.
Annual Summative Achievement Goal for Mathematics:
Annual Growth Goal for Mathematics: The percentage of students who exhibit typical growth in grades 3 – 5 in mathematics will increase annually as measured by the WESTEST 2.

- C. 2. Describe below how the summative and growth goals will be utilized by the LEA to evaluate the school’s academic progress.

Summative and growth goals will be utilized by Barbour County Schools to evaluate the effectiveness of the instructional/curricular programs, school improvement goals, alignment of curriculum, student placement in intervention programs, professional development needs and parent involvement effectiveness. This, coupled with trend data maintained by Barbour County Schools, will provide a good lens through which to evaluate and monitor the school improvement process at Philippi Elementary School.

Part III TIER III Activities:

III. TRANSFORMATION MODEL AND TIER III ACTIVITIES: Design interventions and establish timelines for implementation consistent with the final requirements for the selected intervention model(s) as directed below.

Tier I and Tier II schools implementing the Transformation Model shall address all items under Sections A through D. Tier III schools are responsible for Section A, numbers 2 and 4 (develop teacher and school leader effectiveness). In addition, Tier III schools shall address one or more of the items listed in Sections B through D.

TRANSFORMATION MODEL

a. Develop teacher and school leader effectiveness

1a. Replace the principal -This section must be addressed for each Tier I and Tier II school the district elects to serve.

Barbour County will not replace the principal at Philippi Elementary. Philippi Elementary is a Tier III school and therefore is not required to do so. However, Barbour County was proactive and replaced the previous principal in May 2008 when the data indicated the principal had been ineffective in bringing about school improvement.

1b. Describe the leadership competencies the district will require for principals placed in the schools implementing the transformation model.

2. Describe how each participating school will use rigorous, transparent and equitable evaluation systems that take into account data on student growth. This section must be addressed for each Tier I, Tier II and Tier III school the district elects to serve.

Evaluating staff is a critical component in an effective performance management system and should be connected to other areas of educator support. In particular, a rigorous approach to evaluation should be clearly connected to a district's system for providing professional development so that growth opportunities are well-aligned with teachers' and school leaders' areas of weakness (Milanowski, Heneman, & Kimball, 2009). When professional evaluation systems are tied to compensation or other high-stakes outcomes, it is especially important that they be accurate, objective, fully transparent, and linked to growth opportunities.

Frequently, evaluation systems fail to adequately differentiate between teachers at different performance levels (Weisberg, Sexton, Mulhern, & Keeling, 2009), or to differentiate among teachers based on specialized roles and specific contexts (Chait, 2009; Toch &

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Rothman, 2008). To be effective, teacher evaluation systems must be understood by teachers and should result in the identification of actual differences in performance (Danielson & McGreal, 2000; Milanowski, Prince, & Koppich, 2007). Everyone involved in the evaluation process should undergo training in the use of the assessment instruments including the use of classroom observations, portfolio reviews, or other methods employed. In addition, evaluations should be conducted frequently, using multiple measures, in order to gain a comprehensive and accurate picture of a teacher's competencies. Those responsible for conducting classroom observations and evaluation should provide immediate formative feedback to improve a teacher's instructional practices.

School administrators must also be evaluated. Their evaluations should be based on clear standards and objective criteria that are a matter of description and not assumption. Evaluations should be straightforward, helping leaders to identify strengths as well as weaknesses. Administrators should be provided an opportunity to give feedback to the district and to shape the decisions that will improve their effectiveness (Reeves, 2009). For both teachers and school leaders, the evaluation system must be monitored for its perceived usefulness and to guide revisions to the evaluation process.

In order to meet this requirement for the 1003(g) SIG program, Barbour County will become an "early adopter" of the WVDE revised educator performance evaluation system that takes into account data on student growth. To determine the adequacy of growth in Title I 1003(g) grant recipient schools, WVDE will first identify a suitable normative group to whom students in these schools can be compared. WVDE proposes that this normative group be composed of all students in the state of West Virginia. Furthermore, WVDE proposes that typical growth targets must be differentiated for students based upon their prior academic performance on WESTEST 2. This approach will allow WVDE to set realistic and individualized expectations for growth that are not based on subgroup membership. The process of documenting student growth in Title I 1003(g) grant recipient schools begins with identifying this normative group.

Each year, an LEA having a Title I 1003(g) grant recipient school will receive a school growth report from the WVDE containing: (1) a school-wide median growth percentile value for each assessed content area and (2) a median growth percentile value for each content area disaggregated by grade level. The report will also include the percentage of students who achieved at or above typical levels of growth. This information will be presented for each assessed content area and disaggregated by grade level. This report will be utilized as part of the WVDE revised educator performance evaluation system that takes into account data on student growth and to identify and reward school leaders and teachers who have increased student achievement.

The school growth report will be incorporated in evaluating teacher and school leader effectiveness as described below:

Schools accepting Title I 1003(g) funds will be required to adopt the newly developed framework for a multiple measure professional educator evaluation system. As a result, these schools will be labeled as "early adopters" in the timeline of implementing this

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framework. LEA representatives will participate in the revision of WV BOE Policy 5310 and the development of a rigorous, transparent, and equitable evaluation system for teachers and principals. This taskforce must include representatives from all stakeholder groups and will be guided by the task force executive committee. The timeline below illustrates the implementation stages for this new framework:

- 2009-2010: State task force was established to study the WV teacher and leader performance evaluation system and review the work that has been completed on the teaching standards.

- 2010-2011: State task force continues to meet and recommends revisions to Policy 5310 and WV teacher and leader performance evaluation system.

Provide professional development to teachers and administrators on the newly revised WV teacher and leader performance evaluation system.

- 2011-2012: Implement revised WV teacher and leader performance evaluation system as an “early adopter”.

This multiple measure approach will examine three areas of teacher and leader effectiveness. The first measure will be based upon observation and traditional teacher evaluation. This component will encompass peer review, content knowledge, pedagogy, and professionalism, among other areas. The second measure will examine established collaborative team goals based upon growth data and observation-based assessment measures. These team goals and action steps will be representative of and based upon a needs assessment, student growth and summative assessment data. Examples of assessment data collection may include Writing Roadmap, Acuity, techSteps, etc. The third component, to be implemented at a later date, will encompass classroom and individual student growth. These data sets will include WESTEST 2, the eventual common core assessment standards and benchmarks, student grades, student portfolios, and classroom rubrics. The expectation for this developing evaluation system is that it will take into account student growth as a “significant factor” in the teacher and leader evaluation process.



3. Describe how the district will identify and reward school leaders, teachers and other staff who have increased student achievement and the graduation rate. This section must be addressed for all Tier I and Tier II schools. Participation is optional for the Tier III schools.

Barbour County Schools will not have the funding to provide such rewards.

4. Describe how high quality, job-embedded professional development will be provided. This section must be addressed for each Tier I, Tier II and Tier III school the district elects to serve.

One of the biggest obstacles in instituting school reform is the culture of the school. In a school with a negative culture and climate, students and teachers have low expectations for themselves and others which negatively impacts student achievement. Professional learning communities (PLCs) must be implemented to change the culture from one that is protecting the “status quo” to one that embraces change. Research supports the use of PLCs in reform efforts. Schools that have embraced PLCs have increased teacher expectations of student achievement, teachers working together to achieve goals, increased utilization of effective instructional practices and raised student achievement (Louis and Marks, 2005). These positive effects occur due to the collaboration and mutual accountability that occurs in PLCs (Reeves, 2005). Other benefits for schools include a decrease in the number of dropouts, increase in school and class attendance rates, and a lessening of the achievement gap between subgroups (Hord, 1997).

a. All schools that receive a Title I 1003(g) school improvement grant will be required to have PLCs as a means for providing job-embedded, sustainable professional development that will lead to lasting change. Describe the format for the professional learning communities in the district and further delineate where the individual schools differ, if applicable. The description must address the following items:

- **Structure – grade level, content area, facilitators, etc.**
- **Frequency of meetings**
- **Major areas of focus**

Barbour County Schools has long recognized the importance of professional learning communities in bringing about lasting change that positively impacts student achievement. Beginning in 2004, grade level professional learning communities were established to provide teachers the opportunity to meet at least three times per year to review student achievement data related to reading/language arts and mathematics. These meetings are also used for professional development in reading/language arts and mathematics instruction and to problem solve issues that develop throughout the school year.

Professional learning communities are established at all Title I schools in Barbour County. Philippi Elementary School has established a professional learning community that is very active and is continually in the process of improving student achievement, pedagogy and the overall school learning environment.

The professional learning communities at Philippi Elementary consist of two types: school wide and grade level teams that run from kindergarten through fifth grade. The school wide team meets during Instructional Support and Enhancement Days (ISE), during scheduled two-hour delays and during planned afterschool professional development offerings that occur twice a month after school. Depending upon the subject matter, three

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individuals facilitate the meetings. These include the principal, the literacy coach and the technology integration specialist. At times, consultants or county administrative personnel facilitate the meetings.

The areas of focus for the professional learning communities are twofold. First, the grade level teams meet weekly to discuss student achievement. These meetings are typically facilitated by the principal and/or literacy coach. During these meetings, student progress is monitored according to the county's RTI/III Tier model. The focus is primarily on reading achievement. However, mathematics will be an additional focus beginning next year (2010-2011) as mandated by the West Virginia Department of Education. The school wide professional learning communities cover a variety of topics including, but not limited to: Project-Based Learning, techSteps, ACUITY, Positive Behavior Supports, Student Assistant Teams (SATs), various technology applications and a variety of timely subjects related to the school.

Provide an overall description of the professional development plan for each school that describes the focus of the PD and how it will fundamentally change teaching and learning in the school.

Barbour County Schools is committed to high quality, sustained and researched-based professional development that improves instruction leading students to meet the state's performance standards. District-wide and school-based professional development activities are designed to provide principals and teachers with the knowledge base required to deliver the 21st Century Content Standards and Objectives of West Virginia in a manner that will positively impact student achievement.

As indicated in Barbour County Schools' Five Year Strategic Plan, the district will provide technical assistance and oversight in reviewing school plans and ensure that sufficient resources are available to effectively carry out professional development activities. Barbour County Schools will:

- Ensure that professional development activities provide quality training, support, implementation and evaluation through continual monitoring by Title I and Title II Directors, Curriculum and Instruction Managers, and Principals by ensuring that it is sustained and embedded into curriculum and instruction.
- Review the effectiveness of professional development in the district and school through data analysis of formal and informal assessments such as WESTEST, ACUITY, DIBELS, diagnostic reading assessments and teacher-made tests.
- Ensure that professional development activities provide sustained training, including a variety of delivery methods.
- Ensure that professional development involves the coordination and utilization of Title I & Title II funds, in addition to other Professional Development funding such as training through RESA VII.

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- Support instructional practices that are geared toward 21st Century Content Standards and Objectives and create a school environment conducive to high achievement in the academic subjects.

The primary focus for professional development at Philippi Elementary School will be the areas of reading/language arts, mathematics, technology and parent involvement. Philippi Elementary School will be in the third year of the county’s reading initiative and has already demonstrated substantial growth in the area of reading instruction. Teachers will continue to receive training in the core reading program and will deepen their understanding of the neurophysiology of reading and apply it to daily instructional practice. They will receive additional training in the Language Essentials for Teachers of Reading and Spelling (LETRS) program under the direction of Carol Tolman, Ed.D., Mary Dahlgren, Ed.D., and Sarah Putnam. These three individuals serve as reading consultants and are recognized internationally for their reading expertise. The mathematics initiative will be guided by David A. Sousa, Ed.D. Mr. Sousa is a nationally recognized expert in the neurophysiology of how the brain learns mathematics. Principals and teachers will be immersed for an entire year learning the keys to teaching mathematics based on the most current research. Technology training will continue through the services of the Technology Integration Specialists who provides on-going professional development through co-teaching, coaching and modeling activities at the school. Parent Involvement training will be the responsibility of the Home School Interventionist Coordinator/Parent Involvement Coordinator.

- b. In addition, provide a specific description of professional development activities by year in the chart below. Please note that all professional development must be both research-based and sustainable.**

Detailed description of Philippi Elementary School’s professional development plan:

Year One: July 2010 - June 2011

Date	Topic	Presenter(s)
7/2010	Math Benchmarks: Curriculum Alignment/Mapping/Benchmarks	Jack Reger
8/2010	Language Essentials for Teachers of Reading and Spelling.	Carol Tolman, Ed.D. Mary Dahlgren, Ed.D. BCS Reading Cadre
8/2010	Kim Marshall Leadership Institute	RESA VII
8/2010	Every Day Math: New adoption training.	Company Reps.
8/2010	WESTEST 2 Data Analysis	County Administrators Principal

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Date	Topic	Presenter(s)
8/2010-6/2011	RTI Math Math Assessments/Diagnostics	Consultants County Administrators Principal BCS Math Cadre
8/2010-6/2011	Project Based Learning	County Administrators Principal Consultants
8/2010-6/2011	Technology Training: Hardware/Software/Applications techSteps	Technology Integration Specialists County Administrators
8/2010-6/2011	Positive Behavior Supports	Principal County Administrators
8/2010-6/2011	Parent Involvement	County Administrators Principal Home/School Par. Inv. Coord.
8/2010-6/2011	Informal Assessments: <ul style="list-style-type: none"> • Acuity • Writing Roadmap • DIBELS 	Consultants County Administrators Principal

Year Two: July 2011 - June 2012

Date	Topic	Presenter(s)
7/2011	Math Benchmarks: Curriculum Alignment/Mapping/Benchmarks	Jack Reger
8/2011	Language Essentials for Teachers of Reading and Spelling.	Carol Tolman, Ed.D. Mary Dahlgren, Ed.D. BCS Reading Cadre
8/2011	WESTEST 2 Data Analysis	County Administrators Principal
8/2011-6/2012	Professional Educator Evaluator System	To Be Determined
8/2011-6/2012	RTI Math Math Assessments/Diagnostics	Consultants County Administrators Principal BCS Math Cadre
8/2011-6/2012	Project Based Learning	County Administrators Principal Consultants

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Date	Topic	Presenter(s)
8/2011-6/2012	Technology Training: Hardware/Software/Applications techSteps	Technology Integration Specialists County Administrators
8/2011-6/2012	Positive Behavior Supports	Principal County Administrators
8/2011-6/2012	Parent Involvement	County Administrators Principal Home/School Par. Inv. Coord.
8/2011-6/2012	Informal Assessments: <ul style="list-style-type: none"> • Acuity • Writing Roadmap • DIBELS 	Consultants County Administrators Principal

Year Three: July 2012 - August 2013

Date	Topic	Presenter(s)
7/2012	Math Benchmarks: Curriculum Alignment/Mapping/Benchmarks	Jack Reger
8/2012	Language Essentials for Teachers of Reading and Spelling.	Carol Tolman, Ed.D. Mary Dahlgren, Ed.D. BCS Reading Cadre
8/2012	Every Day Math: New adoption training.	Company Reps.
8/2012	WESTEST 2 Data Analysis	County Administrators Principal
8/2012-6/2013	Professional Educator Evaluator System	To Be Determined
8/2012-6-2013	RTI Math Math Assessments/Diagnostics	Consultants County Administrators Principal BCS Math Cadre
8/2012-6/2013	Project Based Learning	County Administrators Principal Consultants
8/2012-6/2013	Technology Training: Hardware/Software/Applications techSteps	Technology Integration Specialists County Administrators

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Date	Topic	Presenter(s)
8/2012-6/2013	Positive Behavior Supports	Principal County Administrators
8/2012-6/2013	Parent Involvement	County Administrators Principal Home/School Par. Inv. Coord.
8/2012-6/2013	Informal Assessments: <ul style="list-style-type: none"> • Acuity • Writing Roadmap • DIBELS 	Consultants County Administrators Principal

5. Describe the strategies the district will utilize to recruit, place and retain staff in the schools served by the 1003(g) grants.

N/A

6. Describe other permissible activities, as defined in the regulations, the district chooses to implement in each school to develop teacher and school leader effectiveness.

N/A

B. Comprehensive instructional reform programs

1. Describe how each school will use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.

Barbour County Schools has implemented a Response to Intervention (RTI) and Three Tier Model as a key component to the instructional program that is researched-based, provides vertical alignment and moves students towards mastery of the West Virginia Content Standards and Objectives. The RTI / III Tier Instructional Model works well with the reading and math adoptions selected by the county; *Every Day Math* (K-5), Harcourt Reading (K-3) and *MacMillan Reading* (4-5), and is a key component of Philippi Elementary School’s professional learning community as described in section 4.a.

Grade level teams meet weekly to discuss student achievement. These meetings are typically facilitated by the principal and/or literacy coach. During these meetings student progress is monitored according to the county’s RTI / III Tier Instructional Model. Student data is examined and instruction is differentiated according to the instructional needs of students. This involves student progress as it applies to all three tiers: core curriculum, core interventions and specialized interventions beyond the core curriculum.

The data used for monitoring student progress is collected from both formative and summative assessments as described in the response to question number two.

2. Describe how each school will promote the continuous use of student data to inform and differentiate instruction.

Barbour County Schools recognizes the importance of maintaining accurate and up-to-date data on all students to monitor their progress and provide the differentiated instruction required to ensure they are performing at their highest instructional level. A rigorous approach to progress monitoring needs to coincide with the rigorous curriculum and instruction the students are receiving in order to successfully master the 21st Century Content Standards and Objectives.

Barbour County Schools and the faculty of Philippi Elementary review the WESTEST (summative assessment) results at the beginning of each school year. The county provides training and assistance in examining both school wide and individual student reports that are received during the month of August. The process begins with a review of the Confidential Summary Report. This report provides an overview of each subgroup within the school and presents a broad picture of student achievement within each subgroup. The data from the Confidential Summary Report is charted and graphed to identify trends in student achievement within the subgroups. Teachers then examine the Confidential Item Analysis Summary to determine grade level strengths and weaknesses based on grade level Content Standards and Objectives according to content area (Reading/Language Arts and Mathematics) and sub-group performance. Information collected from this report is used to develop an instructional plan that addresses the weaknesses identified in the report. The last step in the process is to perform longitudinal studies on students who did not score at mastery or above on the WESTEST. Teachers examine individual student reports and update information that is maintained on each identified student. Next, the Individual Right Response Record is reviewed to gauge students' strengths and weaknesses in mastering the Content Standards and Objectives. This information is then used to develop individual plans for students identified as deficient in reading and/or mathematics. The Title I Director and the principal review the documentation to check for its accuracy and completeness.

Another means to monitor individual student progress and to evaluate the instructional practices of each classroom teacher is the requirement to complete three benchmark assessments per year in the areas of mathematics and reading/language arts. The primary instrument used in mathematics benchmarking is ACUITY which is an online assessment developed by CTB McGraw-Hill. Teachers will develop three benchmark assessments that align with curriculum maps designed by grade level teachers. Like the WESTEST, teachers will review grade level results, class results, and individual student results to monitor student progress. This information will be used to adjust curricular pacing, instructional practices, and provide for differentiated instruction where needed. At the conclusion of each

benchmarking period, grade level Professional Learning Communities are held at the central office to afford teachers time to review data and to collaborate as colleagues to identify commonalities and differences in the assessment results.

The three required benchmarks for reading are completed by using DIBELS (Dynamic Indicators of Basic Early Language Skills). Classroom teachers assess their student during the months of September, January and May as established by the DIBELS program. Students are rated based on color-coded national norms that indicate future reading achievement and are identified as meeting benchmark (green: low risk of reading failure), strategic (yellow: some risk of reading failure), or intensive (red: high risk of reading failure). Students who score at the benchmark level receive their reading instruction from the core reading curriculum. Students who score within the strategic category receive interventions at the Tier II level of the Response to Intervention Model. They will receive differentiated instruction within the classroom and/or receive differentiated instruction through the core intervention program from one of the school's interventionists. This is determined on an individual basis. Students who score within the intensive category will receive Tier II and Tier III services through the Response to Intervention model. Tier III interventions are determined based on additional information collected from spelling inventories, Quick Phonics Screener (QPS), Wilson Assessment of Decoding and Reading (WADE), Chronological Testing of Phonological Processing (CTOPP), and other measures utilized by Barbour County Schools to assess student achievement. These screening tools enable teachers to pinpoint the specific issues leading to reading difficulty and thus provide for effective differentiated instruction. Students who score at the strategic and intensive levels are progress-monitored every two to three weeks to assess their progress and the effectiveness of their intervention program(s). Classroom teachers assess their students weekly to monitor progress. Grade level meetings that include the principal, classroom teachers, and interventionists are held every two to three weeks to complete data set reviews and monitor individual student progress. Based on the data, interventions and instructional practices are adjusted for individual students as determined through the collaborative process.

The comprehensive and balanced approach to monitoring student progress in the areas of reading/language arts and mathematics affords district level and school personnel current and accurate information to make sound decisions regarding student achievement. The approach that has been developed will augment efforts in the continuous school improvement process that can better serve the instructional needs of students at Philippi Elementary School.

3. Describe other permissible activities, as defined in the regulations that the schools will implement as comprehensive instructional reform programs.

N/A

C. Increasing learning time and creating community-oriented schools

- 1. Describe how each school will establish schedules and strategies that provide increased learning time and create community-oriented schools. An additional 300 hours per year is recommended by ED.**

Barbour County has been identified for two decades as an economically distressed county by the Appalachian Regional Commission. As such, and because the school system has never enjoyed the benefits of an excess levy, Philippi Elementary School is presently unable to plan for increased learning time through extended day, week and/or year programming. The goal of making an additional 300 hours of direct learning experiences per year available to students remains an important target and will be implemented in whole or in part as funding becomes available. However, PES has devised a school improvement plan by which it will be able to create a significantly more community-oriented school.

- 2. Describe how each school will provide ongoing mechanisms for family and community engagement.**

Barbour County Schools and Philippi Elementary School educators realize that partnerships among schools, families and community groups are essential in assuring that all children have equal opportunities to receive a high-quality education while mastering high academic standards. Extensive research shows a powerful link between such shared involvement and resulting academic and social success for children.

The evidence is consistent, positive, and convincing: families have a major influence on their children's achievement. When schools, families and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more (Henderson and Mapp, 2002).

The most recent and comprehensive review of research in this area reveals the following key findings:

- Students whose families are involved in their learning earn better grades, enroll in higher-level programs, have higher graduation rates, and are more likely to enroll in postsecondary education.
- When families take an active interest in what they're learning, students display more positive attitudes towards school and behave better both in and out of school.
- Children do best if parents can play a variety of roles in their learning: helping at home, volunteering at school, planning their children's futures, and taking part in key decisions about the school program.
- Middle and high school students whose families remain involved in these ways make better transitions, maintain the quality of their work, develop realistic plans for the future and are less likely to drop out.
- Children from diverse cultural background tend to do better when families and school staff join forces to bridge the gap between home and school cultures.

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Because educational attitudes and habits, like many others, form early, these crucial school-home partnerships must be forged at the outset of each child's school experience. The foundation of Philippi Elementary School's improvement action plan will therefore be the addition of a Home-School Intervention and Parent Involvement Coordinator. This full-time professional staff member will become immersed in the improvement process and will be pivotal in facilitating positive and effective collaboration among students, parents, teachers and administrators for the purpose of major school improvement in such areas as: student achievement and academic performance, student attendance, student discipline, student crisis intervention, student health and wellness, school-home communication, professional development for staff members, training for parents and community members, and counseling sessions for students. Because of the coordinator's specialized training, defined duties and ongoing availability, the resulting program, focused and tightly-coordinated, will benefit all stakeholders at the school. Additionally, the coordinator's activities will allow the teachers, counselor and administrator at Philippi Elementary School to spend considerably more time on other improvement plans and academic strategies that will raise expectations and the attainment of goals and objectives at the school.

The role of the new Home-School Intervention and Parent Involvement Coordinator will involve responsibilities in four component areas: communication, home visits, school environment and professional development. These role areas will serve to clearly define the school's program expectations to teachers, parents and the community. According to the position description being developed for Philippi Elementary School, the duties and responsibilities for the new staff member will specifically include:

- Being available to deal on an individual basis with students who are in crisis either academically, socially, emotionally and/or behaviorally in the classroom.
- Providing professional support to the Title I program in the area of counseling for both student and parent in crisis situations.
- Developing and conducting small group counseling sessions as needed to enhance positive self-concepts of students.
- Working cooperatively with agencies outside the school for the benefit of the students and parents.
- Having knowledge and training in the diagnosis and treatment of behavior problems.
- Assisting staff in the development and implementation of appropriate discipline procedures.
- Serving as parent involvement coordinator and facilitating all related programming.
- Assisting and making home interventions regarding severe attendance problems.
- Reading and becoming familiar with the current Title I proposal.
- Attending all Title I meetings and mandatory workshops.
- Maintaining professional competence through continuing education activities provided by Barbour County Schools and the Title I Director and/or self-selected professional growth activities.

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- Maintaining accurate, complete and correct records as required by law, county policy and administrative regulations.
- Maintaining professional work habits.
- Performing other duties as assigned by the Principal, Title I Director, Superintendent of Schools or designee.

3. Describe other permissible activities, as defined in the regulations that each school will implement to increase learning time and create community-oriented schools.

Beyond the duties and responsibilities formally posted above, the Home-School Intervention and Parent Involvement Coordinator at Philippi Elementary School will also remove barriers to student success and impact positively in the following areas:

- Student health and wellness.
- Student neglect and abuse.
- Homeless students and their families.
- Home visitations.
- Parental training and workshops.
- Staff training and workshops.
- Active participation in community interagency meetings and activities.
- Service as liaison and support source for parents.

D. Provide operating flexibility and sustained support

1. Describe the operational flexibility (e.g., staffing, calendar, time, budget) that schools will be given in order to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.

N/A

2. Describe the ongoing, intensive technical assistance and related support from the SEA and LEA.

a. SEA Technical Assistance

The SEA will provide technical assistance to the LEA and the schools as described below. The West Virginia Department of Education Title I school improvement coordinators will regularly monitor to ensure that each LEA receiving a grant is implementing a school intervention model fully and effectively in Tier I and Tier II schools.

As indicated on the WVDE State System of Support (SSOS) School Improvement Model, the grant effectiveness of Tier I and Tier II schools will be monitored by the Title I office as part of the SSOS process in conjunction with the Office of Organizational Effectiveness and

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Leadership. In addition, Tier I and Tier II schools will be assigned a SEA Title I school improvement coordinator who will be responsible for continuous monitoring of each school's grant implementation. The coordinators will report the school's progress to the SSOS team on a monthly basis for Tier I and Tier II schools and semi-annually for Tier III schools.

In addition, each school receiving a school improvement 1003(g) grant will be provided with statewide training and support to include:

- **Transformation Specialist (Leadership Coach or School Improvement Specialist)**

(Tentative date: August, 2010). This training will focus on performance standards and indicators for the transformation specialist, leadership coach or school improvement specialist. In addition, the training will focus on the evaluation of professional development and action steps of improvement planning. This specialist will also attend all other SEA provided training in October 2010, February 2011 and April 2011.

- **School Leadership Team Workshops**

(Tentative dates: October, 2010 and February & April, 2011). Each school must send an 8 person collaborative team consisting of the principal, five representative teachers, the county Title I director and another district or RESA representative. These sessions will focus on the following curriculum and instruction areas:

October 18,19 and 20, 2010: Data usage, culture, vision, core beliefs, depth of knowledge, prioritized focus from data, and action steps of the improvement plan. The transformation specialist will also receive IPI training.

February 16, 17 and 18, 2011: Shared leadership, the change process, collaboration, teaming and IPI data review.

April 21 and 22, 2011: Strategic planning, evaluation of professional development and the budgeting process.

Additional follow-up training to be announced for years 2 and 3.

- b. **LEA Technical Assistance: Provide a description of the ongoing, intensive technical assistance and related support the LEA will provide to each school.**

N/A

- 3. **Describe the intensive technical assistance and related support for each school that will be provided by a designated external lead partnership organization, if applicable.**

N/A

- 4. **Describe other permissible activities that each school will implement to provide operating flexibility and sustained support (e.g., staffing, scheduling, budgeting).**

N/A

IV. ADDITIONAL INFORMATION: This section must be addressed for each Tier I, Tier II and Tier III school the district elects to serve.

A. Recruit, screen, and select external providers, if applicable, to ensure their quality.

Barbour County Schools will not be using an external provider in the school improvement process. Technical assistance will be covered through the LEA under the Title I Director and Curriculum Director.

- **Describe the procedures the LEA will use to recruit, screen, and select external providers. The process shall include input from a variety of stakeholders. A specific timeline to complete these activities must be included.**

N/A

- **Provide a written explanation outlining the following:**
 - **how the external provider selected meets the identified needs of the school**
 - **the projected work to be completed annually by the external provider**
 - **a description of how the LEA will evaluate the effectiveness of the external provider**

N/A

B. Describe how the LEA/schools will modify practices or policies to enable its schools to implement the interventions fully and effectively. Identify barriers and discuss the willingness of the district to modify procedures as necessary.

Barbour County Schools is positioned to fully modify and implement practices and policies that will bring about the school improvement inherent through the grant. Many of the practices required in the grant are currently implemented at Philippi Elementary School. This will make transitions seamless and less cumbersome. Additionally, the Superintendent of Schools and the Board of Education are willing to agree to the applicable assurances stated in Section VI of the grant. Policy changes will occur as the SEA provides guidance and direction for policy revisions, rescission or adoption.

C. Describe how the LEA and schools will sustain the reform efforts after the funding period ends. Address funding, staffing and other resources that will be needed to sustain improvement efforts.

The reform efforts at Philippi Elementary School will be sustained through continued practice. The reform efforts are mainly unfunded initiatives implemented by Barbour County Schools. However, the position of Home School Intervention/Parent Involvement Coordinator will be maintained through the acquisition of grants or through funding provided by the district.

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V. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

Align other resources with the intervention as detailed in the budget and the budget narrative for each school.

- The detailed budget narrative will provide evidence of how other sources (regular school Title I, Title I 1003(a), Title II, Part A, Title III, Part A, state/local commitment and community resources) are aligned with the selected interventions.
- The LEA will provide a narrative description of how other resources (e.g., personnel, materials and services) will be used to support the selected intervention model in the grant application.

An LEA's proposed budget should cover a three-year period, (SY 10-11; SY 11-12; SY 12-13) as the SEA has applied for a waiver to extend the period of availability of funds. The overall LEA budget must indicate how it will allocate school improvement funds, over a three-year period, among the Tier I, Tier II, and Tier III schools it commits to serve.

Submit budget spreadsheets and narrative as specified below:

1. LEA Budget Detail
 - a. Budget Spreadsheet: Complete the LEA budget spreadsheet and detail how the requested funds will be used at the LEA level to support the school improvement models (Tier I and Tier II schools) and activities (Tier III schools).
 - b. Budget Narrative will include:
 - an overview of the projects included in the budget
 - a description of how other federal, state, and local funds will be leveraged to further support school improvement plans
 - a description of any broad items in the budget, e.g., personnel, contracted services, professional development, equipment and travel expenses.
2. School-Level Detail
 - a. Budget Spreadsheet: The LEA will complete a separate budget spreadsheet for each eligible school receiving school improvement funds.
 - b. Budget Narrative will include:
 - an overview of the projects included in the budget
 - a description of how other federal, state, and local funds will be leveraged to further support school improvement plans
 - a description of any broad items in the budget, e.g., personnel, contracted services, professional development, equipment and travel expenses.

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School Name: Philippi Elementary		Tier III		
Selected School Improvement Strategies	Year 1 10-11	Year 2 11-12	Year 3 12-13	Total
C. Increasing learning time and creating community-oriented schools				
1. Provide ongoing mechanisms for family and community engagement. <ul style="list-style-type: none"> • Home-School Intervention / Parent Involvement Coordinator. 	\$64,000	\$64,000	\$64,000	\$192,000

Funding received through the School Improvement Grant (SIG), 1003(g), will be used to hire a Home-School Interventionists/Parent Involvement Coordinator. The amount of funding should be enough to cover the costs of salary and fringes. Any remaining funding will be put towards basic supplies and travel expenses.

This position will fit naturally into the RTI/III Tier Instructional Model discussed in Section B of this grant application. Data obtained from the professional learning communities will provide the Home-School Interventionists/Parent Involvement Coordinator with timely information that can be used to augment communication between home and school. The social/emotional needs of students can be addressed quickly through counseling, home visits can occur when needed and the involvement of outside agencies can be initiated when appropriate.

Additionally, information collected from the professional learning communities and parents will be used to determine the types of trainings parents need in how to work with their children and foster opportunities for parents to become involved in the school. Teachers will also benefit from professional development relating to parent involvement.

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VI. ASSURANCES: The LEA must include the following assurances in its application for a school improvement grant. Please check the applicable boxes.

The LEA assures that it will:

Replace the principal in each Tier I or Tier II School it commits to serve as per the regulations of the Title I 1003(g) grant program.

- ✓ Establish annual goals (summative and growth) for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I, Tier II and Tier III school it serves with school improvement funds.
- ✓ Use its school improvement grant to fully and effectively implement an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
- ✓ Participate in and/or provide input to the Teacher Evaluation Task Force to develop recommendations to the WV BOE and WV Legislature for revisions in W.Va. Code and WVBE Policy regarding a teacher evaluation model that takes into account data on student growth as part of a multiple observation-based assessment measure.
- ✓ Become an "early adopter" of a rigorous, transparent and equitable evaluation system that takes into account data on student growth as a significant part to educator performance evaluations.
- ✓ Organize the school staff into PLCs and provide high quality job-embedded professional development.
- ✓ Participate in the SEA on-site monitoring and technical assistance trainings.

Include in the contract or agreement a provision that the education management organization will be held accountable for complying with the final requirements if implementing a restart model in a Tier I or Tier II school (if applicable).

- ✓ Comply with all state statutes and federal laws related to the Title I Part A, 1003(g) program. Appropriate records will be provided to the State Educational Agency (SEA) as needed for fiscal audit and program evaluation.
- ✓ Assure that funds made available through this statute will be used to supplement and not supplant funds from non-federal sources.
- ✓ Maintain accurate program records which document progress in implementing the plans approved in this application.
- ✓ Report to the SEA the school-level data required under Section III of the final requirements upon request.

VII. WAIVERS: The SEA has obtained waivers of requirements applicable to the LEA's School Improvement Grant. The LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- ✓ Extending the period of availability of school improvement funds.

“Starting over” in the school improvement timeline for Tier I or Tier II schools implementing a turnaround or restart model.

The LEA that chooses to implement one or more of these waivers will comply with section I.A.7 of the final requirements.

The LEA assures that it will implement the waiver(s) only if the LEA receives a school improvement grant and requests to implement the waiver(s) in its application. As such, the LEA will only implement the waivers(s) in Tier I, Tier II, and Tier III schools, as applicable, included in this application.