

**1003(g) SCHOOL IMPROVEMENT GRANT
APPLICATION COVER**

County: Boone

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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

Boone County Schools’ improvement grant proposal for Brookview Elementary was developed by a collaborative team comprised of Nora Dotson, Title I Coordinator, Karen Vickers, Principal of Brookview Elementary, Mary Nelson, Pamela Roberts and Doretta Bell, Title I teachers, Deborah Ashby, Title I TIS and Patricia Jarussi, second grade teacher. This team met for several days to complete data analysis and determine the direction to work for improvement.

After careful analysis, the team determined that the focus should be on the achievement gap between the all population and the Low SES and Special Education Subgroups continues to remain unchanged, with the subgroups performing well below the all population continuously for the last five years. Support to initiate improvement in this areas will include efforts to increase Intermediate grades capacity to use data, including progress monitoring to inform instruction, and increased knowledge of standards based instruction and differentiated instruction is limited. External influencing factors of a high mobility rate among students and poor attendance within the low performing subgroups are identified as risk factors for these students, plus the lack of parent involvement in Brookview Elementary School contributes to each of the identified needs listed above.

Each of these priorities will be addressed, through the use of the EdVenture Group’s “Who Took My Chalk” Program. In order to successfully address the above areas of need, the staff of Brookview believes the first step is to institute a more effective collaborative team process. Therefore, in year one, the EdVenture group will provide one full day of face-to-face pre-assessment, along with a principal discussion/planning session. This will be followed by a one full day workshop. Follow up to this workshop will be done online. This will be sustained by two full day face-to-face follow-up sessions. Brookview will also be provided support by District Leaders and the County Instructional Coaches in implementation of learned practices, data analysis and progress monitoring; standards based instruction and differentiated instruction. Assistance will be provided in the analysis of parent engagement, including implementing several strategies such as student led conferences to engage parents. Brookview teams will begin to develop and implement plan to address attendance as well. Strategies include developing a student self-tracking graph for each grade level to allow students to become more aware of their attendance and take personal responsibility for their own attendance. In addition, scheduling support will be requested through the WVDE. In addition, regular Title I funding will support the implementation of these change strategies through the adoption of the same goals and objectives.

The second year of implementation will consist of three days of Follow-up by the EdVenture group and two planning days with Brookview staff to develop individual personalized professional development plans. EdVenture Group will provide ten days of onsite coaching. District level support will likewise provide continued assistance to the school in the implementation of program strategies.

Year three will include three days of face-to-face follow-up as Brookview moves into institutionalize the changes in program policy and practices. In addition, Brookview will plan their next steps by analyzing data to determine program success. The LEA will provide continued support as needed. This will be implemented by a two day staff retreat to complete their final implementation year’s planning and to assume internal control of the continuous improvement process.

LEA APPLICATION

I. SCHOOLS TO BE SERVED: List each Tier I, Tier II and Tier III school the LEA commits to serve and check the applicable box for the intervention model that the LEA will implement in each Tier I and Tier II school.

Tier III Schools:

School Name/ NCES ID#	Principal	Email Address
Brookview Elementary/ 540009000880	Karen Vickers	kvickers@access.k12.wv.us

II. DESCRIPTIVE INFORMATION: Address the following information in the LEA application for the 1003(g) school improvement grant.

A. The needs assessment and capacity index were previously provided in the letter of intent to apply. The letter of intent to apply has been evaluated according to the established criteria and if it was deemed to have met the standard, no further action is required. **If revisions were required attach a copy of the revised needs assessment and/or the capacity index.** \

District capacity index and revised needs assessment, including root causes analysis is attached.

C1. 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 1

<p>School Name: Brookview Elementary</p> <p>Annual Summative Achievement Goal for Reading/Language Arts: <i>The Low SES subgroup will improve in Reading/language arts by 2% and the Special Education subgroup will improve by 3%, thus decreasing the achievement gap between these two sub-groups and the all population.</i></p> <p>Annual Growth Goal for Reading/language Arts: <i>The low SES subgroup students, grades, 3-5, will exhibit typical growth in language arts as measured by WESTEST2.</i></p>

Annual Summative Achievement Goal for Mathematics:

The Low SES subgroup will improve by 2% in mathematics and the Special Education subgroup will improve by 3%, thus decreasing the achievement gap between these two sub-groups and the all population.

Annual Growth Goal for Mathematics:

The low SES subgroup students and special education subgroup students, grades, 3-5, will exhibit typical growth in mathematics as measured by WESTEST2.

C2. Describe below how the summative and growth goals will be utilized by the LEA to evaluate the school's academic progress.

The LEA will work with the school staff to analyze data to determine if goals are met. Support will be provided by the County Support Team and by Contracting with and External Supporting Partner. Data will be disaggregated across all areas, including: WESTEST subgroup categories, grade level groups, individual teachers, and individual students. In addition, periodic data analysis will be conducted to monitor progress and adjustments made as needed.

In addition, the LEA will assist school staff in scheduling and support for collaborative time for teachers to work together.

The LEA Instructional Coaches will continue to be at Brookview on a regular basis to provide teacher support as needed.

WVDE support will be requested as needed to assist in the evaluation of program effectiveness.

Staff will be provided professional development in data analysis and use, and additional individual support to monitor student progress using Acuity benchmark data and other formative measures, including progress monitoring data as appropriate to inform instruction.

Teachers will be provided assistance in completing individual needs surveys and developing and implementing a professional development plan that meets their needs.

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 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

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 & 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, **Brookview Elementary** 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 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 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).

This grant will provide for collaboration with and External Supporting Partner. Areas of focus would include school culture and building a professional learning community. School culture is the first area to be undertaken, as data indicates the culture of the school is not conducive to change and research indicates that a collaborative culture is essential to impact change. Secondly, the External Supporting Partner will assist in process for transformation of school culture and to build capacity for the staff to develop an effective professional learning community.

- 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**

PLC development at Brookview:

Structure:

Currently, Teams are composed of all the teachers within a specific grade level. Scheduling is being examined to provide support teachers (Special Ed, Title I, TIS, etc) ability to participate with those grade levels they work with. Each team has a designated leader which rotates on a monthly basis. Team effectiveness is being considered as discussion is ongoing to create working teams.

Frequency:

Grade level teams meet twice weekly, each has a team leader that serves for a nine-week period. Team leaders meet with the principal a minimum of once monthly. Additional Team meetings will be

conducted twice monthly by the provision of an additional 30 minutes of time for teachers to meet collaboratively. Brookview administration and staff will work to provide protection for this collaboration time and to develop a standard protocol for Team meetings. In addition, every effort will be made to include support staff, (Interventionists) in appropriate team meetings.

Major area of focus:

Team meetings will focus on student achievement and issues that impact improving achievement, including school culture. The Brookview staff has looked at available External Partners and believes that the EdVenture Group offers the support that will meet their needs. Therefore they would like to implement the three year plan outlined in the EdVenture Group’s proposal for implementation of their “Who Took My Chalk?” Program. This program helps teachers and schools to discuss and answer questions around the changing instructional environment and the implementation of 21st century skills. This includes a multi-layered evaluation process; data collection for pre and post data collection around the change process.

The program offers a Teacher Leadership Series online and provides teachers access to leadership skills and techniques. This program will begin with workshops to introduce processes to staff and provide follow-up throughout the first year. The second year will move into follow –up program offerings and personalizes professional development through individual coaching. Finally, year three will provide continued support as the school takes the process to institutional practice.

b. 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.

The professional development plan follows the identified needs based on the root causes analysis. Four areas of need are identified, and listed in priority order:

Need One: the achievement gap between the all population and the Low SES and Special Education Subgroups continues to remain unchanged, with the subgroups performing well below the all population continuously for the last five years.

Need Two: Intermediate grades capacity to use data, including progress monitoring to inform instruction, and the need for more knowledge of standards based instruction and differentiated instruction is limited. Teachers need more support to successfully implement these practices.

Three: External influencing factors of a high mobility rate among students and poor attendance within the low performing subgroups are identified as risk factors for these students.

Four: The lack of parent involvement in Brookview Elementary School contributes to each of the identified needs listed above.

Each of these priorities will be addressed, through the use of the EdVenture Group’s “Who Took My Chalk” Program. In order to successfully address the above areas of need, the staff of Brookview

believes the first step is to institute a more effective collaborative team process. Therefore, in year one, the EdVenture group will provide one full day of face-to-face pre-assessment, along with a principal discussion/planning session. This will be followed by a one full day workshop. Follow up to this workshop will be done online. This will be sustained by two full day face-to-face follow-up sessions. Brookview will also be provided support by District Leaders and the County Instructional Coaches in implementation of learned practices, data analysis and progress monitoring; standards based instruction and differentiated instruction. Assistance will be provided in the analysis of parent engagement, including implementing several strategies such as student led conferences to engage parents. Brookview teams will begin to develop and implement plan to address attendance as well. Strategies include developing a student self-tracking graph for each grade level to allow students to become more aware of their attendance and take personal responsibility for their own attendance. In addition, scheduling support will be requested through the WVDE. In addition, regular Title I funding will support the implementation of these change strategies through the adoption of the same goals and objectives.

The second year of implementation will consist of three days of Follow-up by the EdVenture group and two planning days with Brookview staff to develop individual personalized professional development plans. EdVenture Group will provide ten days of onsite coaching. District level support will likewise provide continued assistance to the school in the implementation of program strategies.

Year three will include three days of face-to-face follow-up as Brookview moves into institutionalize the changes in program policy and practices. In addition, Brookview will plan their next steps by analyzing data to determine program success. The LEA will provide continued support as needed.

- c. 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 Brookview Elementary School’s professional development plan

Year One: July 2010 - August 2011

Date	Topic	Presenter(s)
July 2010	TLI	WVDE
October 2010	School Leadership Team Training (8days)	WVDE
Aug. 2010	EdVenture Group Full Day meet with staff and Principal	EdVenture Group
Aug. 2010	Full day introductory workshop:”Who took my Chalk?”	EdVenture Group
Ongoing	PLC/Data/Instructional strategies and practices	Boone Leadership/Instructional Coaches

February 2010	School Leadership Team Training (8days)	WVDE
April 2010	School Leadership Team Training (8days)	WVDE
Fall/Spring	Two days of face-to-face follow-up sessions	EdVenture Group
Ongoing	Technology (Online) follow-up	EdVenture Group

Year Two: September 2011 - August 2012

Date (month)	Topic	Presenter(s)
August/Oct./March	3 days WTMC? Follow-up	EdVenture Group
August	2 days personalized professional development planning with staff	EdVenture Group
Throughout the 2011 school year	10 days personalized on site coaching	EdVenture Group
Ongoing	PLC/Data/Instructional strategies and practices	Boone Leadership/Instructional Coaches

Year Three: September 2012 - August 2013

Date (month)	Topic	Presenter(s)
August/Nov./March	3 days face-to-face Follow-up	EdVenture Group
Ongoing	PLC/Data/Instructional strategies and practices	Boone Leadership/Instructional Coaches

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

Boone County schools highly qualified teacher plans provides the following actions to recruit and place and retain highly qualified staff:

- A. Publication of job postings on County Web page
- B. Boone County job hotline
- C. Publication of job postings on WV Dept. of Education web site
- D. Mentoring program for teachers interested in pursuing National Board Certification. All teachers will be provided a mentor teacher, including those who are long term substitutes.

- E. Visits to all recruiting fairs and aggressively recruiting highly qualified teachers in high needs fields. Providing opportunities for prospective teacher recruits to visit Boone County Schools
- F. Provide support to retraining by implementing a tuition reimbursement program for teachers in high needs areas.
- G. Provide high quality professional development to teachers through the use of the instructional coaching model.

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.

Boone County Schools will provide support to the administration of Brookview Elementary through the use of an External Support Specialist employed by the BOE. This person is a retired master administrator, recognized as a Principal Leader and trained through the WVDE Principal Leadership Academy. Mr. Bolton will provide expert assistance in building the leadership capacity of the administrator at Brookview Elementary.

Boone County Title II program will support Instructional Coaches who will work on a regular basis at Brookview Elementary. The Instructional Coaches will provide embedded support for teachers in standards based instruction and differentiated instruction as well as other identified needs areas.

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.

Boone County Schools has adopted the state approved instructional materials. Brookview Elementary will use adopted instructional supplies as recommended. In addition, teachers will align the materials with WV CSOs to provide a sound research based instructional program of studies.

Finally, teachers will analyze students' performance data to determine specific student's deficiencies and plan instruction to address these issues. Students will be provided interventions as appropriate for effective instruction.

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

Brookview Elementary will participate in the annual Boone County "D-Day", Data Disaggregation Day, as the initial WESTEST data disaggregation. Teachers analyze test data to identify specific weaknesses in student achievement. Teachers identify weaknesses in classroom performance, school performance and individual student performance. This data will be used to develop a focus for instruction for classroom instruction. In addition, specific students will be analyzed using item analysis to inform instruction individually.

Those students who are identified in initial data analysis will be progress monitored using a variety of tools including DIBELS, Success Net, Lexiles, Odyssey assessments, Acuity Benchmarks and teacher made assessments as well as classroom assessments. Those students who need additional instruction will be provided specific explicit instruction in an intervention setting. Students will be monitored and instruction will be modified based on the needs of each student.

B. 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.**

Brookview will actively work to increase student participation in extended day and extended year services. In addition, the schedule will be revisited to identify additional potential times for student learning. Bus arrival and departure times will be utilized to provide additional time for instruction as appropriate.

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

Brookview will develop and implement a plan to involve parents in their children's education by encompassing the following strategies:

1. Student led conferences: Parents will be invited to attend conferences where their child demonstrated his or her own work.
2. Involving students in other school activities such as PTO meetings and other activities that showcase student achievement.
3. Staff will work with the LSIC to solicit and engage business partners. The LSIC will be charged with development of a set of "desirables" to provide potential business partners with opportunities to work with students and become role models for students as well.
4. Staff will contact "Read Aloud WV" to ask for assistance in setting up a read aloud program for parents and grandparents to become volunteer readers.

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

Brookview will implement the Respect & Protect student behavior program school wide. Respect and Protect is a practical, step-by-step violence prevention and intervention program for schools and communities. Using a system of choices, consequences, and contracts to intervene with youth, Respect & Protect will provide the school and the community anger management training, conflict resolution, and peer mediation programs to effectively prevent or reduce violence among youth.

The program attempts to shape a school's institutional culture and atmosphere. Students say an anti-violence pledge daily that defines violence and states that violence "will not be

tolerated" at the school. Students develop a clearer picture of the concept of bullying and are educated in ways to address bullying in their school.

Respect and Protect works primarily by establishing a cause and effect relationship between behavior and consequences. Behavioral offenses are divided up into major and minor infractions. If a student commits three minor infractions (or one major infraction) in a single day, school staff will fill out a behavior intervention form (a "BIF") - a copy of which goes home with the student. The teacher keeps a copy and the school's office files a copy. Minor behavioral infractions do not carry over from day to day, so each day the student gets a fresh start.

Respect and Protect includes a strong family relationship component. It has the potential to build community relations by bringing mentors into the school to work with problem students. Brookview will implement this program to address behavior by opening and building relationships with parents.

Brookview, using Title I funding, will offer an extended day program in the fall and in the spring. Students targeted as needing specific intervention in math and or reading will be provide small group instruction three days a week. In addition, a five week summer program will be offered for Grade three students, and when appropriate, grades four and five.

C. 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.

Boone County will provide operational flexibility to Brookview by assisting the school in analysis of existing schedules to develop a plan to allow teachers to build plc time.

BCS will explore the possibility of additional staffing through the addition of an additional physical education teacher to allow for teacher teams to have joint planning times.

Brookview will utilize regular Title I funding to employ specialized Interventionists to provide additional intervention instruction to identified students.

Brookview will provide a two day retreat to all staff members to address the identified needs of standards based instruction, RTI interventions and differentiated instruction.

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 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:

- **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.

The LEA will provide three days technical assistance to a team of Teacher Leaders to analyze data, identify needs and draft priorities for focus in writing this improvement grant. In addition, this needs assessment will become the basis for the school Title I plan and strategic plan for the next three years.

The LEA will coordinate services form EdVenture at Brookview Elementary. In addition, one or more instructional coaches will be trained by EdVenture and serve as interim support to Brookview staff during implementation of the EdVenture program.

The LEA will appoint a County Leadership Team member as the liaison between Brookview and to provide ongoing technical assistance to the school Leadership Team and staff in general.

The County Leadership Team will work with the staff at Brookview to assess needs and explore possibilities, and ensure assistance is ongoing and effective.

The LEA will request assistance from the WVDE in the SSOS survey and provision of data to school staff and request the IPI be administered to staff as appropriate. In addition, request assistance in helping the school to interpret results and use results to determine steps to increase teacher capacity and improve instruction.

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.

Personal professional development plans for all teachers based on individual needs. Needs are based on data analysis and areas that each teacher needs assistance in implementing within their individual classroom. Professional development will be classroom based, embedded, with LEPO providing one-on-one classroom support. EdVenture will provide intensive support as described in the professional development plan.

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

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.

- **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.**

The Brookview Leadership Team analyzed the root causes and determined they needed additional ongoing support to develop teacher capacity in research based instruction. The team then reviewed all approved providers and chose the top two choices. A conversation was held with the providers and EdVenture provided a proposal that addressed the needs requested by the school team.

The identified needs of the school include the development of collaborative teacher teams (plc) and individualized professional development.

Each of the school priorities will be addressed, through the use of the EdVenture Group's "Who Took My Chalk" Program. The staff of Brookview believes the first step is to institute a more effective collaborative team process. Therefore, in year one, the EdVenture group will provide one full day of face-to-face pre-assessment, along with a principal discussion/planning session. This will

be followed by a one full day workshop. Follow up to this workshop will be done online. This will be sustained by two full day face-to-face follow-up sessions.

The second year of implementation will consist of three days of Follow-up by the EdVenture group and two planning days with Brookview staff to develop individual personalized professional development plans. EdVenture Group will provide ten days of onsite coaching.

Year three will include three days of face-to-face follow-up as Brookview moves into institutionalize the changes in program policy and practices. In addition, Brookview will plan their next steps by analyzing data to determine program success.

The EdVenture Group will provide data and assist the LEA in analysis of the data to determine program effectiveness. In addition, all relevant data from Brookview elementary will be analyzed to assess program effects on student achievement, teacher engagement, and parental involvement.

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.

Boone County Leadership Team members have looked at the policies and practices that may be barriers to implementation of implementation strategies. These processes were discussed by the Brookview Leadership Team. The following barriers and possible solutions are described. Brookview is a large school serving more than 550 students. As such, it is difficult to find time for teachers to collaborate. One issue is the need to possibly add additional staff to provide flexibility in scheduled joint planning. BCS is considering the addition of an additional Physical Education Teacher to provide additional planning time for content teachers. At this time, efforts are being made to determine if funding can be secured for this additional teacher.

The second issue is the protection of existing Teaming Time. Teachers feel that the designated team time is frequently interrupted and teachers often skip this time. The school will develop a protocol to protect this time and to lead tem time to appropriate tasks to address student learning and the development of professional learning community practices.

Finally, the attendance issues of students are identified as a problem. The LEA is taking steps to work with the courts to address in a timelier manner those chronically absent students. In addition, the school will develop a student attendance chart to allow students to track their own attendance and to provide rewards for those students who have good attendance rates.

The final barrier is the difficulty in existing staff providing interventions to all students who need interventions. The Team will use regular Title I school funds to hire an additional Interventionist to work part time to provide specialized interventions to students.

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.

In order to sustain the improvement efforts at Brookview, the LEA will seek funding to make any additional staffing permanent.

At the end of the three years, the PLC will be established and operating as routine part of school culture, enabling teachers to self-sustain the practices as an essential part of the schools' institutional practices. The changes in administration and teacher capacity for change are self-sustaining, creating a desire and a common practice of collaboration among all staff.

The LEA will continue to support change by providing guidance in budgeting school funding appropriately utilized to sustain PLC, including but not limited to general funds, Title I funds, and grant funds as available.

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.

Budget Narrative:

The entire focus of this grant budget will be these two identified priorities: External Supporting partner and professional development /plc time. The funding for this grant will enable Brookview to partner with the External Supporting partner, EdVenture. The remaining funding will be to provide teachers stipends and/or substitutes for professional development. This will include funding for additional days prior to the beginning of the school year.

Specifically the following expenditures are planned:

Year 1-

- Who Took My Chalk? Program Implementation to include: 1 Full Day of Face to Face pre-assessment, Principal Discussion, 1 Full Day Workshop, and Technology Follow Up , 2 Full Days of Face to Face Follow-up Sessions plus Travel/Prep/Materials. Cost: 13,850.00
- Professional Personnel will be paid 2 days salary for professional development prior to the beginning of the school year. Cost 30,000 for stipends and fixed costs. Finally, Stipends will be provided for after school Pd for up to 12 hours for 40 teachers. Cost: 15,000 for stipends and fixed costs. General supplies for professional development for sessions at the school. Cost: 1245.20.

Year 2-

- WTMC? Follow up/Coaching to include: 3 Days of WTMC? Follow Up, 2 Days Personalized Professional Development Planning with Staff, 10 Days of on-site Coaching and Travel/Prep/Material. Cost: 19, 680.00
- Professional Personnel will be paid 2 days salary for professional development prior to the beginning of the school year. Cost 30,000 for stipends and fixed costs. Finally, Stipends will be provided for after school PD for up to 8 hours for 40 teachers. Cost: 15,000 for stipends and fixed costs.

Year 3-

- WTMC? Follow Up to include: 3 Days Face to Face Follow up, and Travel/Prep/Material. Cost: 8,000.00
- Professional Personnel will be paid 2 days salary for professional development prior to the beginning of the school year. Cost: 35,000 for stipends and fixed costs. This 2 day session will be a retreat for teachers to plan the final year of WTMC? Teachers will use this time to build plc practices and to assume the role of leadership as the improvement process becomes their own. Cost: Rental of facility: 4,000, Travel expenses: 10,000 and General supplies: 2,500.

Other funding sources will provide support for implementation in the following areas:

1. Regular Title I funding will provide professional development for staff for plc/teacher evaluation/data analysis and instructional strategies
2. Title II will support Instructional Coaches to provide sustained , embedded PD
3. Title I Improvement Grant money will provide PD for initial program information dissemination.
4. Step 7 (Local and/or County) funding will provide Data Disaggregation Professional development for teachers and administrators.
5. SEA staff to provide technical assistance in scheduling and school culture analysis,(SSOS team and IPI)
6. Respect and Protect WVDE grant funding will provide positive school environment training and implementation by addressing student responsibility and behavioral expectations.
7. PTO support will provide student incentives for the Respect and Protect program, reading incentive programs and attendance incentives.
8. LSIC will investigate and recruit Business Partners to provide student mentors and read aloud programs.

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.