

1003(g) SCHOOL IMPROVEMENT GRANT APPLICATION COVER

County Clay

LEA Title I Director Joan Haynie E-mail jhaynie@access.k12.wv.us

LEA Curriculum Director Kenneth Tanner E-mail ktanner@access.k12.wv.us

LEA Special Education Director Bev Nichols E-mail bnichols@access.k12.wv.us

Others may be added as needed by the LEA.

Superintendent Signature *Larry Gillespie* **Date** April 22, 2010

LEA Title I Director Signature *Joan B. Haynie* **Date** April 22, 2010

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

The Clay County Schools proposed Title I School Improvement Grant Program for Clay County Middle School is intended to increase student learning by strengthening the grade level and content area professional learning communities as data-driven entities. In order to accomplish this, Clay County Middle School would like to send a team of teachers to the Teacher Leadership Institute in Morgantown, July 18 through July 23, 2010, because of the institute's focus on strengthening professional learning communities and the creation of standards-based project-based learning designs. Those who attend this professional development opportunity will be responsible for sharing their knowledge with the rest of the staff and leading them through the process throughout the year.

Clay County Middle School would also like to send as many of the teachers as interested to the West Virginia Technology Conference August 3 through August 5, 2010, so they keep up to date on technology integration and the use of computer-assisted technology. Those who attend this professional development opportunity would be responsible for sharing the knowledge they gain with the rest of the staff on August 6.

Throughout the year all teachers and administrators will engage in grade level and content area professional learning communities that incorporate the work done by the Teacher Leadership Team at the Teacher Leadership Institute. Weekly professional learning community meetings will consist of strengthening the professional learning communities, analyzing data, and using the data to inform and differentiate instruction. During grade level professional learning communities, teachers will discuss student attendance, student discipline, and effective instructional strategies, such as their PBLs. During content area professional learning communities, teachers will use the reports from resources relevant to their content areas to discuss ways to improve instruction and increase student learning.

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 I School:

School Name/ NCES ID#	Principal	Email Address	Intervention			
			Turn-around	Restart	Closure	Transformation

Tier II Schools:

School Name/ NCES ID#	Principal	Email Address	Intervention			
			Turn-around	Restart	Closure	Transformation

Tier III Schools:

School Name/ NCES ID#	Principal	Email Address
Clay Middle School NCES ID 540024000030	Joe Paxton	opaxton@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.**

Our revised capacity index and documentation is attached.

- B. Provide a summary of the LEA consultation with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools. The summary will include a description of the meeting format, stakeholder groups consulted, key discussion points and the outcomes from the discussion.**

On April 2, 2010, the Local Education Agency consulted with the Clay County Middle School Faculty Senate to decide whether we should apply for the School Improvement Grant. Therefore, we agreed to apply for the School Improvement Grant on behalf of Clay County Middle School. On April 20, 2010, the Local Education Agency met with the Clay County Middle School Local School Improvement Council and additional parents to share information about the School Improvement Grant proposal. The LEA met with each grade level team on April 26, 2010, to inform them of the changes to the original proposal. An additional parent meeting is scheduled for May 6, 2010.

After deciding to pursue this grant, the key discussion points during the CCMS Faculty Senate discussion included a review of the components of the transformational intervention model that could be implemented and a brainstorm of possible activities that would address the root causes of our deficiencies. During the CCMS LSIC meeting, the key discussion points

included sharing the ideas proposed by the CCMS Faculty Senate and asking the LSIC for comments and additional suggestions. During the scheduled parent meeting on May 6, 2010, the agenda includes sharing the grant draft and asking for additional comments and suggestions.

The outcomes of the discussion resulted in a decision to develop and increase teacher and school leader effectiveness by concentrating on the West Virginia Professional Teaching Standards as well as the standards set forth in Policy 5800. We also discussed strengthening our professional learning communities by engaging in activities aligned with our instructional program and school improvement goals that will facilitate effective teaching and learning in order to improve instruction and increase student achievement.

Because we feel we have the personnel, master schedule, curriculum, and material resources in place to meet the needs of our students, we must look in the mirror to identify the root causes of not making adequate yearly progress in reading and mathematics. First, we must look at how we are using our instructional time. We need to review the expectations for instruction within a ninety-minute block. This can be accomplished by reviewing the standards-based lesson plan templates provided by the West Virginia Department of Education and emphasizing time on task. Then we must look at our discipline data to decide if classroom management/discipline procedures are in place to facilitate full use of each instructional minute. If not, we need to address classroom management issues, which can be accomplished through professional development.

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: Clay Middle School</p>
<p>Annual Summative Achievement Goal for Reading/Language Arts: There will be an annual increase in the number of students mastery or above in reading to one hundred percent by 2014. In the 2008-2009 school year, seventy-seven percent of students scored mastery or above in reading on the WESTEST 2. Our goal is to increase this percentage by at least five percentage points each year. To accomplish our goal we will implement research based strategies for improving student achievement in the area of adolescent literacy.</p> <p>Annual Growth Goal for Reading/Language Arts: The percentage of students who exhibit typical growth in grades 6-8 in reading/language arts will increase annually as measured by the WESTEST 2.</p>
<p>Annual Summative Achievement Goal for Mathematics: There will be an annual increase in the number of students mastery or above in mathematics to one hundred percent by 2014. In the 2008-2009 school year, sixty-one percent of students scored mastery or above in mathematics on the WESTEST 2. Our goal is to increase this percentage by at least five percentage points each year. To accomplish our goal we will implement research based strategies for improving student achievement in the area of mathematics. Although we were on track to achieve this goal with the WESTEST, we realize that our annual goals will not yield one hundred percent by 2014 unless we surpass them.</p> <p>Annual Growth Goal for Mathematics: The percentage of students who exhibit typical growth in grades 6-8 in mathematics will increase annually as measured by the WESTEST 2.</p>

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 use the summative and growth goals to monitor and evaluate the academic progress of the school. Throughout the year, professional learning communities will review data to see how they are progressing toward achievement of the summative goals and the growth goals using results from various sources, such as but not limited to Writing Roadmap, Acuity, TechSteps, Scholastic Reading Inventory, Read About, Scholastic Mathematics Inventory, FASTTMath, Fraction Nation, Results from the WESTEST2, the SRI, and the SMI will be used for diagnostic purposes. Reports from Writing Roadmap, Read About, FASTTMath, and Fraction Nation will be used as formative assessments as well as student work samples. End of course exams and WESTEST2 will be used as summative assessments. Student grades, attendance, and discipline will also be monitored.

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**
- 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, **Clay County Middle** 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.



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**

To provide job-embedded, sustainable professional development that will lead to lasting change, we will have required professional learning communities for grade level teams and required professional learning communities for content area teams. Upon approval of this grant proposal, each of these professional learning communities will meet weekly in meetings facilitated by a member of the school leadership team and a member of the administrative team, usually the curriculum facilitator. The meetings will focus on aligning our instructional practices and school improvement goals to increase student learning. We will monitor our progress by analyzing student achievement data from a variety of sources, such as but not limited to the results from WESTEST2, Writing Roadmap, Acuity, TechSteps, Scholastic Reading Inventory, Read About, Scholastic Mathematics Inventory, FASTTMath, Fraction Nation, student work samples, student grades, student attendance, and student discipline on a monthly basis to ascertain what type of difference we are making.

Another major area of focus each week will be analyzing a component from Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching* and connecting it to the West Virginia Professional Teaching Standards. Each level of performance will be discussed detailing what it looks like and sounds like. Each teacher will evaluate oneself and develop a plan of action to improve. Both of these areas of focus are chosen in preparation for using the rigorous, transparent, and equitable evaluation system proposed by the State of West Virginia.

5. 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 major focus of the professional development plan will be on strengthening our professional learning communities in such a way they will make changes in teaching and learning. In addition to our whole school professional learning community, we will have grade level professional learning communities and content area professional learning communities facilitated by members of the school leadership team and the administrative team that meet weekly. During professional learning communities, teachers and administrators will analyze data to make changes in instruction to improve teaching and student learning. By focusing on the data and the West Virginia Professional Teaching Standards, we should be able to positively change teaching and learning in our school because we are building on teacher effectiveness and using data to drive instructional decisions.

6. 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 Clay County Middle School's professional development plan

Year One: July 2010 - August 2011

Date	Topic	Presenter(s)
August 3-5, 2010	West Virginia Technology Conference	WVDE and presenters
August 6, 2010	Debrief of West Virginia Technology Conference	Teachers who attend the technology conference
August 16, 2010	School Improvement Specialist Training	WVDE Title I
August 17, 2010	School Improvement Specialist Training	WVDE Title I
August 18, 2010	Working with Parents	Anita Stephenson
August 18, 2010	School Improvement Specialist Training	WVDE Title I
August 19, 2010	Analyzing the Data	Mary Ann Triplett
August 20, 2010	Meeting the Needs of Students with Special Needs and Health Issues	Connie Harper and the Special Education Staff
September 24, 2010	Evaluating Our Professional Development Plan	Mary Ann Triplett
October 11, 2010	Culture, Vision, Beliefs, and Prioritized Focused Data-driven Decision-making	Joe Paxton
October 18-20, 2010	School Leadership Team Meeting for School Improvement	WVDE Title I
November 19, 2010	Debrief October Statewide School Improvement Meeting	School Leadership Team
December 22, 2010	Review Instructional Practices Inventory Data	Mary Ann Triplett
January 21, 2011	Review first semester data	The Administrative Team
February 16-18, 2011	School Leadership Team Meeting for School Improvement	School Leadership Team
February 21, 2011	Debrief February Statewide School Improvement Meeting	School Leadership Team
March 18, 2011	Shared Leadership, Collaboration, and Teaming During the Change Process	The Administrative Team
April 21-22, 2011	School Leadership Team Meeting for School Improvement	School Leadership Team
April 22, 2011	Review Instructional Practices Inventory Data	Joe Paxton
May 20, 2011	Debrief April Statewide School Improvement Meeting	School Leadership Team

June 1 2011	Planning for 2011-2012 after reviewing second semester data	The Administrative Team and the School Leadership Team
June 2 2011	Communicating with Parents through brochures, etc.	Mary Ann Triplett
June 3, 2011	Showcasing Your Class or Your Grade Level Team	Anita Stephenson
August, 2011	Working with Parents	Anita Stephenson
August, 2011	Analyzing the Data	Mary Ann Triplett
August, 2011	Meeting the Needs of Students with Special Needs and Health Issues	Connie Harper and the Special Education Staff

Year Two: September 2011 - August 2012

Date (month)	Topic	Presenter(s)
September, 2011	WV Professional Teaching Standard 2 – The Learner and the Learning Environment	School Leadership Team
October, 2011	WV Professional Teaching Standard 2 – The Learner and the Learning Environment	School Leadership Team
November, 2011	WV Professional Teaching Standard 1- Curriculum and Planning	School Leadership Team
December, 2011	WV Professional Teaching Standard 1- Curriculum and Planning	School Leadership Team
January, 2012	Review first semester data	The Administrative Team
February, 2012	West Virginia Professional Teaching Standard 3 – Teaching	School Leadership Team
March, 2012	WV Professional Teaching Standard 4 – Professional Responsibilities for Self-Renewal	School Leadership Team
April, 2012	WV Professional Teaching Standard 5 – Professional Responsibilities for School and Community	School Leadership Team
May, 2012	WV Professional Teaching Standard 5 – Professional Responsibilities for School and Community	School Leadership Team
June, 2012	Planning for 2012-2013 after reviewing second semester data	The Administrative Team and the School Leadership Team
July, 2012	Rest and Relaxation	Independent Study
August, 2012	Working with Parents	Anita Stephenson
August, 2012	Analyzing the Data	Mary Ann Triplett
August,	Meeting the Needs of Students with Special Needs and	Connie Harper and

2012	Health Issues	the Special Education Staff
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Year Three: September 2012 - August 2013

Date (month)	Topic	Presenter(s)
September, 2012	WV Professional Teaching Standard 2 – The Learner and the Learning Environment	School Leadership Team
October, 2012	WV Professional Teaching Standard 2 – The Learner and the Learning Environment	School Leadership Team
December, 2012	WV Professional Teaching Standard 1- Curriculum and Planning	School Leadership Team
January, 2013	Review first semester data	The Administrative Team
February, 2013	WV Professional Teaching Standard 1- Curriculum and Planning	School Leadership Team
March, 2013	West Virginia Professional Teaching Standard 3 – Teaching	School Leadership Team
April, 2013	WV Professional Teaching Standard 4 – Professional Responsibilities for Self-Renewal	School Leadership Team
May, 2013	WV Professional Teaching Standard 5 – Professional Responsibilities for School and Community	School Leadership Team
June, 2013	Planning for 2013-2014 after reviewing second semester data	The Administrative Team and the School Leadership Team
July, 2013	Rest and Relaxation	Independent Study
August, 2013	Working with Parents	Anita Stephenson
August, 2013	Analyzing the Data	Mary Ann Triplett
August, 2013	Meeting the Needs of Students with Special Needs and Health Issues	Connie Harper and the Special Education Staff

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

The Clay County School district will use a variety of strategies to recruit, place, and retain staff at Clay County Middle School. In order to recruit highly qualified personnel, the CCMS administrative team will keep abreast of who has certification in which areas for the personnel of Clay County Schools in the event the best person for the position is already hired by the county. The administrative team will also attempt to use the new teachers on the substitute teaching list to teach when people are absent in the building. This enables them to observe these teachers teaching and interacting with

middle school teachers. The principal also attends job fairs at colleges throughout the state to meet and interview prospective teachers. The principal also shares some of the built in support we offer at our school, such as professional learning communities, professional growth and development opportunities, and the technology available. The administrator attempts to place teachers where they fit best. By determining the competencies necessary to work successfully with our students, especially our students with special needs and providing teachers with a supportive environment where they can participate in professional growth and development and have the resources needed to address student needs, we hope to retain our staff members.

- 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.**

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.**

Clay County Middle 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. Because teachers have already unpacked the content standards and objectives, they will turn their attention to unpacking the Common Core Standards, creating I can statements, creating Power Standards, and creating benchmark assessments. Teachers will compare these with the current content standards and objectives as well as align the resources used to teach each objective. During content area professional learning communities, teachers will make sure the curriculum is aligned vertically and discuss what is working and why as well as what is not. Next, they will share successful instructional strategies with each other. During grade level professional learning communities, teachers will look at how they are meeting the needs of individual students. Because some students are successful in one class but not another, teachers who are succeeding with the particular student will share the strategies they have found to work.

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

Professional learning communities will be used to promote the continuous use of student data to inform and differentiate instruction. During professional learning communities, teachers will use the results from WESTEST2 (TestMate Clarity), Writing Roadmap, Acuity, TechSteps, Scholastic Reading Inventory, Read About, Scholastic Mathematics Inventory, FASTTMath, Fraction Nation, and student work samples to inform and differentiate instruction. The reports from the aforementioned resources will be used to decide which objectives need taught to the whole class and which could be taught in small group sessions. The results from these resources will also be used to decide response to intervention groups for reading and mathematics as well as the content that needs taught during the intervention. Diagnostic tests using computer-assisted technology will also be used to differentiate instruction for students.

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

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.**

Clay County Middle School will establish schedules and strategies that provide increased learning time. During the regular school day, CCMS will have three hundred sixty instructional minutes per day. Students will spend twenty-five percent of their day in language arts, twenty-five percent of their day in mathematics, twenty-five percent of their day in science and social studies, and twenty-five percent of their day in related arts/enrichment. Because that only yields an extra ninety hours per year above the three hundred thirty instructional minutes per day required in Policy 2510, we will encourage students who need additional time, help, and instructional support to take advantage of after school (up to ten additional hours per week) and summer school (up to ninety-six hours during the summer) as well as supplemental educational services for those students who qualify. To make sure we are getting the most out of each instructional minute, time on task will be emphasized as well as designing efficient standards-based instructional units and project-based learning designs.

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

To provide ongoing mechanisms for family engagement, parent trainings held at different times, are focused on the developmental characteristics of our students and helping them achieve academically. For parents who do not attend traditional parent meetings, information is available during athletic events and music concerts as well as in the office when parent check out students. Parents are involved in decision-making during quarterly LSIC meetings as well as any time they enter the building. We also engage parents through different means of communication: electronic (school website and email), snail mail, telephone calls, and face-to-face meetings.

To provide ongoing mechanisms for community engagement, the community is invited to attend musical showcases, athletic events, and luncheons. We also have a business representative on our local school improvement council and host the county board of education meeting once each year. Different community groups use our facilities for recreational activities, meetings, and dinners. We encourage teachers to invite community members as guest speakers in their classes as applicable.

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

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.**

The school improvement grant will allow Clay County Middle School staff the opportunity to engage in approximately forty additional hours of high quality, researched-based professional development. This will be in addition to the sustainable, job-embedded professional development opportunities that are already in place and other professional development sessions offered by the district. The topics selected will be a site-based decision and driven by the school's data analysis and needs assessment. The schedule will also be determined by the school. CCMS will implement a master schedule that optimizes instructional time and provides Response to Intervention and

enrichment for students. After-school, summer school, and Supplemental Educational Services will be available to students. The curriculum facilitator position will be sustained to ensure curricular alignment to the West Virginia Content Standards and Objectives, the use of data to inform instruction, implementation of differentiated instruction, and to enhance teaching and learning. Title I, Title II, and local funds will be committed to financing these endeavors.

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:

- **Transformation Specialist (Leadership Coach or School Improvement Specialist)** (Tentative date: August 16, 17, and 18, 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.

The LEA will provide ongoing, intensive technical assistance and related support to the school described below. The LEA will regularly monitor grant implementation and participate in statewide school improvement training with the school. The LEA will serve as a resource for implementation of the grant activities, such as but not limited to data analysis and usage, culture, vision, core beliefs, depth of knowledge, prioritized data-driven focus, shared leadership, the change process, collaboration, teaming, strategic planning, and budgeting to improve curriculum, instruction, assessment, and professional development.

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.

Presently we are not intending to use an external partner for technical assistance.

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.**

At this time we do not plan to use external providers because the staff at Clay County Middle School has the ability to implement the components of this grant. However, if the need arises for assistance beyond local, regional, and state technical assistance, we will recruit and screen external providers to ensure their quality. We will begin recruitment by looking at the approved list of external supporting partners provided by the West Virginia Department of Education to identify partners who might be able to meet our needs. After identifying partners that might meet our needs, we will consult other systems who have used these providers to discuss their experiences. Once we have identified the providers who best fit our needs, we will begin negotiations to acquire their services.

- **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**

At this time we are not selecting an external provider because we do not feel the need is there.

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.

Clay County Schools has always had a close working relationship with the staff at Clay County Middle School and has fully supported their improvement efforts. The LEA provides technical assistance to the school. Through the school improvement process, the county and the school have worked to eliminate the barriers to student achievement and support a rich researched-based, sustainable, job-embedded professional development program at CCMS. Many of the initiatives implemented at CCMS have been shared with the other schools in our system. They were the first school in our county to implement the co-teaching model to enhance student achievement for students with disabilities. More recently, CCMS was also the first school to embrace PLCs and to utilize formative assessments to inform instruction.

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.

To sustain the reform efforts after the funding period ends, we will seek other sources of funding to continue the additional professional development we have proposed in this grant. If this is not possible, we will continue making the most of our job-embedded professional development by facilitating grade level professional learning communities during common plan times and by facilitating content area professional learning communities at the end of the day, yet during the eight-hour working day. We will also make the most of our one hour accrued time each month for professional development and the two hours on our instructional support and enhancement days. We will take advantage of as much free professional development as possible offered through the West Virginia Department of Education and free webinars.

We have not used this grant to fund additional personnel nor have we used it to purchase additional resources, therefore, we will be able to sustain the personnel and resources to sustain our improvement efforts using the monies that presently fund those items.

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.

Funding at the LEA level will be used as described in the school-level detail below because Clay County Middle is the only Tier III school in Clay County and all of the grant will be used by that school minus the indirect costs.

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.

To focus on school improvement activities, the projects included in the budget are for a seven-member team to attend the Teacher Leadership Institute in Morgantown, an eight-member team to attend the School Leadership Team Workshops, the entire staff to attend the West Virginia Technology Conference, one day of professional development to debrief what was learned at the Technology Conference, and books to be used during job-embedded, sustainable professional development.

Other federal, state, and local funds will be leveraged to further support our school improvement plans by providing monies for additional professional development and travel to the school leadership team workshops. We will also use other federal, state, and local funds to provide our students with the extra time, help, and instructional support they need to be successful.

Professional Personnel Stipends pay for the TLI Institute Team to attend the Teacher Leadership Institute and for all teachers and administrators to attend the West Virginia Technology Conference as well as a day for all teachers to share the knowledge they gained through summer professional development sessions. Professional Personnel Substitute Costs pays for eight days of substitutes for each of two teachers who are on the School Leadership Team to enable these teachers to attend the School Leadership Team workshops. The other three teacher representatives do not require substitutes. Fixed Charges/Employee Benefits include Social Security, Retirement, and Workers'

Compensation expenses. Employee Training and Development pays the registration fees for all teachers and administrators to attend the West Virginia Technology Conference. Staff Travel Out of County pays expenses incurred when traveling to the Teacher Leadership Institute and the School Leadership Team Workshops. Books include purchasing the following titles for all teachers and administrators: *Team to Teach*, *The Reflective Educator's Guide to Professional Development*, *The Collaborative Teacher*, and *Revisiting Professional Learning Communities at Work*. Indirect Costs are taken off the top of the grant at the LEA.

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. NA
- 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. NA
- 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. NA
- 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). NA
- 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.