



CLAY COUNTY SCHOOLS

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Larry Gillespie, Superintendent
Kenneth Tanner, Assistant Superintendent

BOARD OF EDUCATION

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April 2, 2010

Jan Stanley
West Virginia Department of Education
1900 Kanawha Boulevard, East
Building Six
Charleston, West Virginia 25305

Dear Madam:

On April 2, 2010, we assembled the Clay County Middle School Faculty Senate to decide whether we should apply for the School Improvement Grant. After deciding to pursue this grant, we reviewed the components of the transformational intervention model that could be implemented and brainstormed activities that would address the root causes of our deficiencies. Therefore, we intend to apply for the School Improvement Grant on behalf of Clay County Middle School.

Clay County Middle School is a school planning to restructure for the 2010-2011 school year. The root cause of being identified for school improvement is the number of students with special needs scoring below mastery in mathematics and reading. As teachers, we have deconstructed the content standards and objectives to make sure we are teaching what they are asking as well as that we are using teaching strategies and curriculum that actively engage our students and accommodate their learning styles. Teachers have participated in professional development focused on differentiating instruction and data driven decision-making. For teachers, we need to continue our focus in these areas as well as more formal mentoring of teachers who are new to our school and more time for our teachers to collaborate with each other about improving instruction and student learning. We also need to put a system in place to measure the changes in instructional practices resulting from professional development. For our learners, we need to increase parent involvement, student responsibility, and build the background knowledge of our students. In terms of the classroom, we need to emphasize time on task by decreasing the number of interruptions. Please refer to the attached Root Causes document.

In terms of external trend data, we are concerned about the high number of transient students as well as the number of students with special needs. Although there is little change in the population demographics for our school, we are concerned that the high number of students living in poverty limits the opportunities they have outside of school. Because there are limited employment opportunities in our county, it is important we make students aware of educational and career opportunities available on a more global basis. Poverty is one of the significant social issues in our county as well as crime related to drug abuse, tobacco usage, and teenage pregnancy. Technology has enabled us to help our students become more aware of the jobs and educational resources available globally, but we are concerned with the information students communicate to others via technology.

In terms of student achievement data, eighty-nine percent of all students score mastery or above in Reading/English Language Arts, with 33% scoring above mastery and 14% scoring distinguished. Seventy-seven percent of our students scored proficient in writing. Eighty-four percent of all students score mastery or above in mathematics, with 33% scoring above mastery and 8% distinguished. Although the percentage of students in the all students subgroup and the students with special needs subgroup scoring at or above mastery continues to steadily increase on the WESTEST, we are concerned that it is not increasing enough, especially in the area of reading. According to the WESTEST Confidential Summary Report, we are above the state average in terms of the percentage of students at or above mastery in all subtests in all grades. We analyzed the WESTEST Confidential Item Analysis Summary noting the specific standards and objectives where the students with special needs subgroup scored below the state average on each subtest. We used the Confidential Roster Report to create a database with each student's previous scores and current scores, so we could note growth. We are also concerned that only 27% of our students score at or above benchmark on the ACT Explore as well as the number of students who do not plan to finish high school or seek additional training after high school. Another concern is the number of students who are undecided about their future educational plans

We also analyzed other student outcome data. Although our attendance rate is 94.372%, we are concerned that students are missing too much school. Our discipline referrals continue to decrease. According to the results of our PRIDE survey, there is an atmosphere of high expectations, but we are concerned that students do not have a stronger sense of belonging. In addition to the External Trends data that concerns us, we are concerned about obesity even though the results of the fitnessgram indicate adequate yearly scoring. Seventy-eight percent of our students were in the aerobic capacity fitness zone, ninety-two percent were in the body composition fitness zone, ninety-five percent of our students were in the curl-up capacity fitness zone, sixty-four percent of our students are in the upper body fitness zone, seventy-four percent of our students are in the flexibility fitness zone, and one hundred percent are in the trunk life fitness zone. According to our parent contact log, our teachers made five thousand, four hundred seven contacts during the 2008-2009 school year, which averages twelve contacts per student per year. We have a parent participation rate of ninety-two percent according to the CIMP Self-Assessment, but we want to improve the number of parents actively participating in parent trainings and in the education of their child.

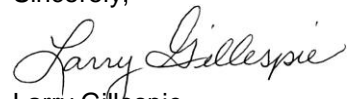
After an analysis of our culture, conditions, and practices, we are concerned about many things that affect student learning. Clay County Middle School, a schoolwide Title One school located in rural Clay, West Virginia, has an enrollment of approximately four hundred twenty students in grades six through eight and a staff of fifty. We are concerned with our dropping enrollment. Because approximately seventy-five percent of our students qualify for free or reduced priced meals and ninety-nine percent of them ride a bus to school, we are concerned with the opportunities afforded them. In terms of achievement, we are identified as a school planning to restructure although all of our students had shown steady growth in the past as evidenced by the results of our standardized achievement test and their scores are above the county and state average in reading and mathematics for all students as well as the students with special needs and the low socio-economic status subgroups. With the change in our test this year, we begin with new baseline data. We are concerned about increasing the number of students with special needs scoring mastery or above on all subtests of the WESTEST2. We are concerned about increasing the amount of time we can devote to meeting the needs of individual students in the general education setting. We are concerned about increasing the number of teachers who meet the definition of highly qualified because we have one reading teacher who does not meet the definition of highly qualified and two special education teachers who do not meet the definition of highly qualified. The Spanish teacher we share with the high school also does not meet the definition of highly qualified.

To develop and increase teacher and school leader effectiveness, we will concentrate on using the West Virginia Professional Teaching Standards as well as the standards set forth in Policy 5800. We will also restructure our school into professional learning teams focused on student achievement and teacher professional development. We hope that these plans will help us recruit, place, and retain staff.

To prepare for using a rigorous, transparent, and equitable evaluation system for teachers and principals, we plan to continue our use of *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson. In 2006-2007, we read and discussed the book with our staff members. Each year since that time we have concentrated on one of the components each week at our weekly grade level team meetings asking teachers to use the rubrics to evaluate where they are and what they need to do move closer to distinguished performance. For the 2010-1011 school year, we would like to continue analyzing the components as well as how they relate to the West Virginia Professional Teaching Standards. Not only do we look at performance at Clay County Middle School in terms of the individual, the subgroup, the grade level, and the school, we also look at scale scores to examine student growth. To identify and reward school leaders and teachers who have increased student achievement, we would like to award our teachers with funding to purchase instructional materials for their classrooms that will increase student achievement, to attend professional development conferences, to reimburse tuition, or to provide other services our students might otherwise not receive. To provide ongoing, high quality job-embedded professional develop we will restructure our school to permit all teachers to participate in a grade level professional learning community and a content area professional learning community. Each team will develop team goals based upon the school goals for increasing achievement in reading and mathematics and develop a plan of action to attain or surpass those goals. To increase each team's capacity to successfully implement school reform strategies, we will focus on strengthening our professional learning communities by engaging in activities aligned with our school's comprehensive instructional program and school improvement goals that will facilitate effective teaching and learning. We will meet weekly as grade level professional learning communities and content area professional learning communities facilitated by our literacy curriculum facilitator. To recruit, place, and retain staff, we will determine the competencies necessary to work successfully with our students, especially our students with disabilities and increase the opportunities for our teachers to grow through professional learning communities and other professional development activities such as the Teacher Leadership/Technology Institute.

Please find our District Capacity Index and a Preliminary Budget attached as well as a draft of our Transformational Model Work Plan.

Sincerely,



Larry Gillespie
Superintendent of Schools

District Capacity Index

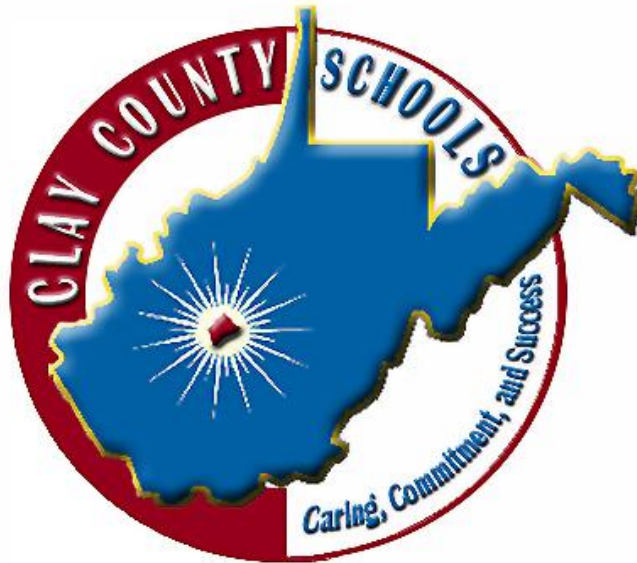
Each LEA must complete a self analysis of the capacity it has to assist the low performing schools in the implementation of the selected intervention. This will be determined utilizing a scale of 1-3 ranking from poor (1), satisfactory (2) and commendable (3) for the following criteria:

Criteria	Poor 1 point	Satisfactory 2 points	Commendable 3 points	Points Earned
LEA governance	State takeover district	Limited SEA intervention	No SEA intervention	3
Title I audit reports	Findings in areas requiring a repayment of funds	Findings in areas noted-repayment of funds not required	No findings in the fiscal area	2
LEA overall achievement ranking	Bottom (5% = 3 districts)	Middle (70% = 38 districts)	Top (25% = 14 districts)	2
Approval of the district strategic plan by the SEA (entire plan, not just the Title I section)	Not approved by the SEA	Approved by the SEA with revisions	Approved by the SEA without revisions	3
Percentage of Title I schools that met AYP in the last testing cycle	0-50% of the Title I schools met AYP.	51-75% of the Title I schools met AYP.	76-100% of the Title I schools met AYP.	3
Development of schools as professional learning communities	The school has not yet begun to address the practice of a PLC or an effort has been made to address the practice of PLCs, but has not yet begun to impact a critical mass of staff members.	A critical mass of staff has begun to engage in PLC practice. Members are being asked to modify their thinking as well as their traditional practice. Structural changes are being met to support the transition.	The practice of PLCs is deeply embedded in the culture of the school. It is a driving force in the daily work of the staff. It is deeply internalized and staff would resist attempts to abandon the practice.	3
Identification of district leadership team and assignment of responsibilities	No district leadership team nor identified person assigned for monitoring implementation	Lacks specific identification of personnel for the district leadership team and for monitoring implementation.	A specific district leadership team is identified and one or more persons are assigned for monitoring implementation.	3

Criteria	Poor 1 point	Satisfactory 2 points	Commendable 3 points	Points Earned
School Leadership Team	School leadership team members are identified on the district and school level, but little evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been met.	School leadership team members are identified on the district and school level and evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been met.	School leadership team members are identified on the district and school level and include a wide range of stakeholders (e.g., parents; representatives of institutions of higher education; representatives of RESA or representatives of outside consultant groups) Evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been exceeded.	3
			Total Points	22

Districts must obtain a score of 20 out of 24 possible points to demonstrate capacity to provide adequate resources and related support to each Tier I, Tier II and Tier III school identified in the LEA's application in order to implement fully and effectively the selected intervention/activities in each identified school.

Attach documentation or evidence for the above information.



**Clay County Schools
CONSOLIDATED FEDERAL
MONITORING REPORT
Written Response
May 5, 2009**

May 5, 2009

Review of NCLB Federal Requirements

LEA Compliance

Recommendations:

7.2, Title I, Part A

In accordance with EDGAR, Section 80.36 (a) the LEA should follow the purchasing procedures of the county which must include any clauses required by Federal statutes and executive orders and their implementing regulations. In several instances, schools purchased items with Title I funds without first obtaining a purchase order or other

approval and then submitted requests for reimbursement. In order to assure the county's purchases are appropriately justified and are reasonable, it is recommended that all purchases follow the written procurement procedures of the county and that purchases made without a purchase order and then submitted for reimbursement be discontinued.

In addition, travel reimbursements were paid without first being approved and signed by the Title I Director. All requests for travel reimbursement must be reviewed and signed by the Title I Director to signify approval prior to payment.

Clay County's procurement procedures require that purchase orders are requested and approval secured prior to making any purchases with county, state or federal funds. However, we had a few instances where this procedure was not followed correctly by the schools. This issue has been addressed with our principals in an effort to eliminate this problem in the future (see attachment 1: Title I Requisition Form).

Travel reimbursements paid with Title I funds were approved by the principal or county superintendent but not approved by the Title Director prior to payment. In the future all requests for reimbursement of travel expenses to be paid out of Title I funds will be reviewed by Clay County's Title I Director and approved prior to payment (see attachment 2: Title I Expense Sheet).

17.1, McKinney-Vento Homeless Education Program

It is recommended that Clay County take necessary administrative actions to modify/ Update the current attendance policy to reflect changes/additions stated in West Virginia Board of Education Policy 4510.

Clay County Schools Assistant Superintendent, Kenneth Tanner has taken responsibility for updating the county's current attendance policy to reflect changes and additions stated in West Virginia Board of Education Policy 4110. He will be attending the Attendance Directors' Conference on May 14th, 2009 to gather pertinent information. The revised policy will be in place prior to the onset of the 2009-2010 school year. We are working on drafting our new policy and getting input from our school community. It will be available for comment after more revisions are made and will be submitted to the Clay County Board of Education for their approval at their August 3, 2009 meeting (see attachment 3).

Findings:

2.2, Title II, Part A

According to NCLB Title I, section 1119 (a) (1), and Title II, Part A, section 2122(b) (10) and section 2141(a), the local education agency (LEA) must develop and implement a highly qualified plan that includes an annual increase in the percentage of highly qualified teachers to ensure that all teachers teaching in core subjects are highly qualified not later than the end of the 2006-07 school year. The state goal of 100% core classes being taught by highly qualified teachers is not being met in Clay County.

Corrective action: Appropriate central office staff must continue the implementation of the county's highly qualified plan to ensure that 100% of teachers teaching in core subjects are highly qualified. During the next scheduled cycle of monitoring, documentation will be reviewed (i.e., credentials and teaching assignments of new teachers hired from January 1, 2008 to the date of the next scheduled

cycle of monitoring) to ensure compliance. A copy of the district's highly qualified teacher plan shall be submitted with the monitoring response.

Clay County Schools has a viable Highly Qualified Plan and we aggressively seek to fill every vacancy with fully certified personnel. Our Highly Qualified Plan is based on the WVDE Highly Qualified Policy and was developed with input from Jan Stanley, WVDE Title I Director. We regularly attend West Virginia College and University's Education Job Fairs and we advertise all vacancies on the Clay County Schools Website. Additionally, we list vacancies on the WVDE website and in Charleston newspapers when appropriate (see attachment 4: Clay County Schools Highly Qualified Plan).

Clay County Schools works closely with teachers that are not highly qualified to help them obtain full certification status. We track our HQ data to monitor progress and determine areas of need. We have established cohorts with Marshall University to bring courses to Clay County for our teachers and we are participating in Project Cmi and Project React. We have obtained Improving Teacher Quality Grants for a number of years to help our teachers improve their proficiency (we have two ITQ grant programs planned for this summer). We also are dedicated to providing a high quality, research based, sustained professional development program to improve student achievement and accomplish the goals and objectives of our five year strategic plan.

7.3, Title I Part A

*In review of the WVEIS budget for FY 09, it was not possible to determine what amount the county had budgeted for indirect cost as the budgeted amounts for individual line items had not yet been entered. According to the finance director, the information had been entered with an incorrect date which prevented this information from appearing on the WVEIS reports but had been corrected. In addition, it was noted that an incorrect object code was used for indirect costs for the fiscal year 2008. Indirect costs were coded to 711 (Land and Improvements) instead of 911 (Fund Transfers Out). This was brought to the attention of the finance director and she was to make the necessary correction. After follow-up, it was noted that the budgeted amounts now appear in the WVEIS budget for FY 09. However, the amount budgeted for indirect costs (Object 911) is incorrect and requires corrections. The indirect cost rate for FY 09 is 1.19% and the maximum indirect cost allowed is \$11,751.82. The amount showing in the budget is \$12,587.43 and so is overstated. **The LEA was given the opportunity to make this adjustment April 1, 2009 as to not incur a finding. As of April 15, 2009, this correction had not been made.***

Corrective action: The correct date, correct object code and the correct indirect cost amount of \$11,751.82 shall be made in WVEIS upon receipt of this report. Adjustment shall be made to satisfy the above explanation of non-compliance issues under 7.3 and documented verification will be submitted as part of this monitoring response.

The amount budgeted for indirect costs for FY09 was correct. However the total amount recorded on WVEIS for Clay County's FY09 Title I Grant award had not been properly updated on WVEIS and thus caused the problem recorded in 7.3. This situation has been rectified (see attachment 5: WVEIS documentation).

7.5, 7.6, and 7.7, Title I Part A

In accordance with EDGAR 80.32(b), the LEA must conduct a physical inventory of Title I equipment and reconcile the results of the physical inventory to inventory records at the LEA. Any differences between quantities determined by the physical inspection and those shown in the records must be investigated. The current inventory was completed within the past two years by an outside vendor but the specific date of the inventory and/or vendor name was not noted on the forms. Upon review of the

LEAs inventory records, it was noted that the current inventory of items does not allow for the addition or deletion of new or retired equipment. The inventory procedures that were used in the county were dated back to 1976 and did not contain specific information discussing the procedures for conducting and reconciling the inventory nor were there any systems in place to report/investigate lost or stolen items. There were also no procedures in place to ensure an effective tracking system for requesting and signing out equipment to be used off-site.

It should be noted that the LEA is in the process of installing an inventory system that will adequately track, tag items, and allow for the addition and deletion of inventory as addressed above. However, this system has not been fully implemented. Procedures also need to be in place to address each of the deficiencies noted above.

Corrective action: *New inventory procedures shall be created and submitted with the response to this report to include not only current inventory, but any additional or deleted inventory items. These procedures shall also include how to conduct and reconcile the inventory and report/investigate lost or stolen items. There were no procedures in place to ensure an effective tracking system for requesting and signing out equipment to be used off-site. Such procedures shall be incorporated within the inventory procedures submitted with the monitoring response.*

The revised inventory form will include a description, serial number, acquisition date, funding source, purchase price, location, use and condition and a line for the specific date of the inventory and/or responsible person designated to verify the physical review. Examples of such forms and procedures are available on the WVDE Title I website.

New inventory procedures have been created and will be fully implemented by the close of the 2008-2009 school year. Our inventory procedures include the following:

- Procedures for conducting inventory
- Steps to add or delete inventory items
- How to reconcile the inventory and report/investigate lost or stolen items
- Establishing an effective tracking system to request and sign out equipment
- Inventory forms that include all requirements including the signature of the responsible person designated to verify the physical review and the date of the inventory

(see attachment 6: CCS Inventory Policy and Procedures).

7.9, Title I, Part A

*According to Federal OMB Circular A-87, employees working under multiple cost objectives (two or more funding sources), are required to submit **monthly activity reports** indicating the amount of time spent for each funding source. In order to charge the salary of an employee to a federal program, an agency must be able to document an employee worked on that specific federal program or “cost objective” **for the percentage of time charged to the grant**. The circular requires written and certified, after-the-fact documentation of how each employee spent his/her compensated time. The district must compare actual costs based on monthly time and effort reported, to the estimates used for coding payroll expenditures. This must occur at least quarterly and the salary charged to each cost objective adjusted accordingly.*

Review of time and effort documentation for Clay County employees paid by the Title I allocation and an additional funding source indicate several inconsistencies that are noted below.

Employee-Cindy Willis

- WVEIS reports for employee contracts and assignments for FY 07, FY 08, FY 09 indicate Cindy Willis is to be **paid 100%** from project code 46710 for FY 07, project code 46810 for FY 08 and project code 46910 for FY 09 for a 210 day contract. These project codes are assigned to the Twenty First Century Community Learning Grant **not Title I. Therefore, no money should have been paid from a Title I grant to support the salary of this individual within the 210 day contract.** No calendar was provided for the employee to document the days in which the 210 day employment contract is performed.
- Review of time and effort documentation forms for Cindy Willis indicates time has been charged to Title I during the regular school months in fiscal years 07, 08 and 09. These reports also indicate time charged to Title I is 1.21 hours per day per month for an average of 25.26 hours per month as recorded from July 1, 2008 to February 2009. Based on an 8 hour day as indicated in the WVEIS reports for employee contracts and assignments for FY07, FY 08, FY 09, Mrs. Willis' normal working day is based on 8 hours. Thus, the amount being charged to Title I grants, according to the time and effort documentation from July 2008-February 2009, is approximately 16% of her total salary as determined from time and effort records submitted by the district. Furthermore, the approved LEA budget for FY 09 does not specify an additional budgeted amount for administrative costs beyond the county director's salary.
- While administrative costs for Title I must be deemed as reasonable and necessary, it appears the district does not consider that 70% of a county Title I director's time is adequate to administer the district's Title I program consisting of five schools and has paid the Associate Superintendent, Cindy Willis, for an average of 38.5 days of summer employment for fiscal years 07 and 08 to assist with the administration of this program. During fiscal year 09, the individual has been paid for an additional 33 days thus far for work performed in July and August of 2008.

During the onsite monitoring, it was explained to the WVDE monitoring team that the "extra time sheets" for Cindy Willis reflect days during the summer months she spent working for the Title I program as indicated below:

- FY 07-July 3-August 22, 2006—27 days @ \$272.75 per day for a total of \$7,364.25
- FY 07-June 18-June 29, 2008—9 days @ 272.75 per day for a total of \$2,454.75
- FY 08-July 2-August 21, 2007—31 days @ \$289.47 per day for a total of \$8,973.57
- FY 08-June 13-June 27, 2008-10 days @ \$289.47 per day for a total of \$2,894.70
- FY 09-July 2, August 20, 2008—33 days per day for a total of \$10,265.64

The "extra time sheets" reflect only days worked and not specific work performed. Monthly time sheets, produced by the district, indicate this individual was paid \$10,265.64 from the Title I FY 09 grant. However, the approved LEA budget for FY 09 does not include an additional budgeted amount for administrative costs associated with a supplemental contract for summer employment of this individual nor was a copy of a contract produced during the onsite monitoring. Therefore, this expenditure should not have been approved by the district Title I director for payment from the Title I grant.

Corrective action: Should the district determine for FY 10, an additional administrator is needed for the Title I program, (i.e., 16% of Cindy Willis' salary), the approved Title I district plan and budget must reflect such cost and explicitly describe the assigned daily duties for the 1.21 hours per day reflected in her time and effort documentation. A description of the proposed action steps to be included in the strategic plan and the budgeted line items shall be included in the monitoring response.

Corrective action: Additionally, should the district determine for FY 10, an additional administrator is needed for the Title I program during the summer months, (i.e., days of Cindy Willis' summer employment), the approved Title I district strategic plan and LEA budget must clearly reflect such cost. Since this expenditure reflects contracted services outside of the employee's 210 day contract as specified within the WVEIS report for employee contract and assignments for FY 09, the LEA Title I Director shall develop a supplemental contract/agreement for this individual's summer employment during each fiscal year. Such contract shall include the following information:

- description of the services, including the location at which the services will be provided;***
- number of days of contracted service;***
- total cost of all services described in the agreement;***
- the federal grant project code matching the county budget from which the services will be paid; and***
- appropriate signatures from both entities.***

Any contracted services funded with Title I money must be provided in only the Title I schools in the district. A copy of the proposed contract/agreement shall be submitted with the monitoring response. Beginning with the next fiscal year, the expenditure for the professional services should be budgeted and listed in the LEA budget under the administrative section-program function code 12211 and object code 112. Written and certified, after-the-fact documentation of how such employee spent his/her compensated time shall be maintained and verified by the district Title I director prior to payment for such services.

Corrective action: Time distribution records must be maintained by all Title I funded staff to verify that the employee spent sufficient time working on the federal program. These records must be maintained for the three-year monitoring cycle and shall be available for review during the next regularly scheduled monitoring.

NOTE: The above stated finding has been cited in the past two monitoring reports for Clay County since March 31, 2004.

Clay County Schools has decided to repost Cindy Willis' position and make it a 240 day contract. Our FY10 Title I Budget will reflect the percentage of her salary that is paid out of Title I funds (18% of Mrs. Willis' salary will be paid from Title I funds with the remaining amount coming from 21st Century Program and local funding). Our Title I district plan will explicitly describe the assigned duties which will include:

- Coordinate Homeless Program
- Oversee Parent Resource Centers
- Supervise Parents as Teachers Program
- Manage the county after-school and summer school programs (including Energy Express)
- Serve as CCS Community Partner Program Coordinator
- Assist in communicating monitoring standards to school leaders
- Help develop the CCS Strategic Plan
- Participate in CCS data analysis and help schools utilize their data in their strategic planning process.

- Fulfill the duties of a member of CCS Leadership Team
- Provide Professional Development for school leaders and staff
- Observe teachers in their classrooms upon request of principals and offer insight for the enhancement of the teaching-learning process
- Seek grants to enable CCS to enhance student achievement and accomplish the goals of our strategic plan
- Oversee academic competitions
- Assist in the recruitment, screening, hiring and training of instructional personnel.
- Help coordinate universal PreK Program
- Keep abreast of developments in curriculum and instruction and furnish leadership in determining their appropriateness for inclusion in the district's educational program
- Maintain and upgrade skills

Time and Effort forms will continue to be maintained on all Title I funded employees. Mrs. Willis salary will be appropriately budgeted and listed in the LEA budget under the administrative section-program function code 12331 and object code 111. Appropriate documentation of how Mrs. Willis salary is paid will be documented by the CCS Treasurer (see attachment 7: Job Posting).

NOTE: Clay County Schools received a follow-up on-site monitoring conducted on April 2-3, 2007 to verify the corrective actions from our April 2006 monitoring. Our time and effort documentation was approved at that time and we have continued to adhere to the same procedures.

Review of NCLB Federal Requirements School Compliance

Lizemore Elementary School and H. E. White Elementary

1.1

It is recommended that Lizemore Elementary School receive some additional support in standards-based instruction in mathematics through professional development designed to meet the school's needs.

1.1

It is recommended that H. E. White Elementary School receive some additional support in standards-based instruction in mathematics through professional development designed to meet the school's needs.

To help you understand how we plan to address this standard, we feel compelled to delineate what steps we have taken this year to address this area of concern.

- FY09 data analysis revealed the need to provide professional development and support in standards based instruction in mathematics for all of our Elementary Schools.
- Our data analysis also resulted in the decision to adopt a new standards based math curriculum and provide professional development for its use in our elementary classrooms.
- Elementary teachers were involved in professional development sessions to deconstruct the WV Mathematics Content Standards and Objectives and were provided the opportunity to collaborate with other grade level teachers throughout Clay County on a number of occasions.
- Title I and Special Education joined forces to purchase Fasttmath, a research-validated computer program designed to help all students develop fluency with basic math facts and to differentiate instruction based on each student's individual fluency levels in customized, 10-minute daily sessions.

- Professional development in the use of Acuity for benchmark testing was provided along with help in utilizing the data to shape instruction and provide interventions for students.
- Elementary Principals were also instructed in ways to improve their master schedules to better meet the instructional needs of their students.
- Recently the county has purchased and trained elementary teachers in the use of Compass Learning's Odyssey. This computer program delivers standards aligned PreK-12 curricula that provide interactive, self-paced, challenging, engaging activities. Activities promote exploration, individual and cooperative learning, problem solving, reflection, and real-world connections. Odyssey applies current and confirmed research about how student think and learn.
- Clay County Schools hired a part time curriculum coach to improve instruction and to provide professional development to three of our Title I elementary schools.
- School based professional development was provided to these schools using Title I, Title II, Special Education and local funding.

Our plans to address the drop in math achievement at H. E. White and Lizemore Elementary in the future include:

- Provide assistance in data analysis and in strategic planning for FY10.
- Send teams of teachers from H. E. White and Lizemore Elementary to the Teacher Leadership Institute this summer along with their principals.
- Offer an Improving Teacher Quality Grant in conjunction with the West Virginia Higher Education Policy Commission and West Virginia State University that focuses on teaching standards based math in elementary schools. Priority will be given to teachers from these schools who wish to attend.
- Continue to offer research based, ongoing, sustained professional development in standards based math at the county and school level.
- Double the time the part time curriculum coach spends at these schools offering curriculum assistance and professional development.
- Closely monitor progress and provide support from the central office staff.

Clay County Schools District Leadership Team

Kenneth Tanner, Assistant Superintendent
 Beverly Nichols, Special Education Director
 Cindy Willis, 21st Century Grant Coordinator
 Joan Haynie, Title I Director
 Debra Brown, RESA III

Clay County Middle School Leadership Team

Joe Paxton, Principal
 Anita Stephenson, Assistant Principal
 Mary Ann Triplett, Curriculum Facilitator
 James Reed, Business Education Partner
 Sissy Barker, Parent
 Michelle Hamrick, Teacher
 Christy Fitzwater, Teacher
 Nada Waddell, Teacher
 Brittany McGowan, Teacher
 Bette White, Counselor

		<p>Why are students being referred to the office for disciplinary action?</p> <p>Are classroom rules and procedures consistent within the building?</p>	<p>members. Students are being referred to the office for violation of school expectations.</p> <p>Because each teacher works alone on his/her classroom expectations and procedures, this is an area where we need to work to ensure consistency.</p>	<p>implementation of the plan. We need to review the discipline data with individual teachers and share strategies other teachers use for addressing those issues. Each teacher needs to share his/her expectations and procedures, so teams can develop consistent expectations and procedures and in turn develop schoolwide ones.</p>																																								
Discipline referrals by teacher	<table border="0"> <tr><td>Barber</td><td>9</td></tr> <tr><td>Black</td><td>1</td></tr> <tr><td>Brogan</td><td>7</td></tr> <tr><td>Carpenter</td><td>3</td></tr> <tr><td>Carroll</td><td>3</td></tr> <tr><td>Cathy Craddock</td><td>18</td></tr> <tr><td>Craig Craddock</td><td>18</td></tr> <tr><td>C. Fitzwater</td><td>4</td></tr> <tr><td>M. Hamrick</td><td>2</td></tr> <tr><td>J. Holcomb</td><td>2</td></tr> <tr><td>S. Holcomb</td><td>3</td></tr> <tr><td>J. Legg</td><td>11</td></tr> <tr><td>Mann</td><td>6</td></tr> <tr><td>Sanfield</td><td>4</td></tr> <tr><td>Smith</td><td>3</td></tr> <tr><td>M. Stephenson</td><td>10</td></tr> <tr><td>Stover</td><td>8</td></tr> <tr><td>C. Thomas</td><td>6</td></tr> <tr><td>S. Ware</td><td>9</td></tr> <tr><td>Wayne</td><td>1</td></tr> </table>	Barber	9	Black	1	Brogan	7	Carpenter	3	Carroll	3	Cathy Craddock	18	Craig Craddock	18	C. Fitzwater	4	M. Hamrick	2	J. Holcomb	2	S. Holcomb	3	J. Legg	11	Mann	6	Sanfield	4	Smith	3	M. Stephenson	10	Stover	8	C. Thomas	6	S. Ware	9	Wayne	1	<p>What percentage of teachers refer students to the office for disciplinary action?</p> <p>Why are these students being excluded from the classroom?</p>	<p>Although approximately ninety percent of teachers have referred a student to the office for disciplinary action, most teachers refer less than five students a year. We prefer teachers deal with discipline issues within their classroom using classroom management techniques, but when a student is sent to the office, the issue is resolved as quickly as possible to prevent the student from losing instructional time. The administration works to ascertain</p>	<p>We need to examine our discipline data and discuss it with individual teachers.</p> <p>We need to review successful classroom management techniques so teachers can handle issues which will prevent students from being excluded from class.</p> <p>We need to review the</p>
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	<p>J. White 2 Wiley 9 Woods 3 R. Young 1 V. Young 4</p>	<p>Has the administration ascertained if this is a teacher classroom management problem or a student disciplinary problem?</p> <p>How are students involved in developing classroom procedures and expectations?</p> <p>How does the school ensure all students have the necessary supplies? (paper, pencil) How is the teacher/student relationship affecting classroom discipline?</p>	<p>whether the issue is a classroom management problem or a student disciplinary problem and address both. Students are involved in the development of classroom procedures and expectations at the beginning of the year through class discussions.</p> <p>We ensure all students have the necessary supplies by providing them to students. Because the teacher/student relationship affects classroom discipline, we encourage teachers to take the first few days of the class to get to know their students as individuals and begin cultivating a positive relationship with both the student and his/her family.</p>	<p>discipline data with individual teachers to ascertain the role classroom management played in the problem. Although all students need to be involved in developing classroom procedures and expectations so they have ownership, there are some classroom procedures and expectations that are school wide. Each teacher keeps paper and pencils on hand to prevent the loss of instructional time. We need to make sure teachers are cultivating relationships with all students by giving teachers the tools needed to do so.</p>
Culture, Conditions and Practices				
Cultural Topology or Cultural Survey results		How have the results of the cultural topology been	We are not familiar with this survey or its results.	We need to find out what this survey is so we can

<p>conducted by the State System of Support (SSOS)</p>		<p>utilized by the staff? Why does the staff say they are proud of the school?</p>	<p>The staff is proud of the school because of its students, their performance, and the work they do. The staff is proud of the emphasis placed on learning for both students and staff as well as the cooperation of the staff. Our staff is supportive, caring, and well-suited for middle level education. We have a wonderful working environment.</p>	<p>administer it. We need to have in depth discussions with the staff about what they are proud of at our school.</p>
<p>Current governance structure – presence of engaged principals, teacher input into decision-making, the organization of teachers by teams</p>	<p>We have an engaged principal, assistant principal, and literacy curriculum facilitator. Teachers are organized into grade level teams and content area teams which meet weekly during the work day to solicit teacher input into decision-making.</p>	<p>What evidence exists to indicate teachers have an active role in the school decisions?</p> <p>Is time provided within the work day for teachers to meet in collaborative teams?</p> <p>How often does collaborative planning occur with other teachers?</p> <p>What is done during these</p>	<p>Team meeting notes provide evidence that teachers have an active role in school decisions as well as faculty senate minutes.</p> <p>All grade level teams have a daily common planning period for teachers to meet in collaborative teams. Content area teams have time between the two dismissal bells to meet in collaborative teams once a week.</p> <p>During these meetings</p>	<p>We need to continue giving teachers a voice to express their concerns and what needs improved as well as how to do it.</p> <p>We need to protect our collaborative time and encourage the district to move to an eight-hour work day for all staff members.</p> <p>We need to keep the</p>

		meetings? Are the meetings driven by an agenda?	grade level teams have a specific agenda to follow. Content area teams create their own discussion points based on teacher needs.	focus of all meetings on student learning and teacher professional growth. Content area team meetings need driven by an agenda.
Number of administrators in the building, definition of roles, years of experience, specialized training and advanced degrees	The principal has seventeen years of experience and the following degrees: Elementary Education Multi-subject K-8, master's degrees in Elementary Education, Curriculum and Instruction, and Leadership Studies. His role is to establish and maintain an environment where others feel empowered and work towards success for all students. He monitors the activities of staff, evaluates their performances, and offers guidance when needed. He sets the tone of high expectations and consistent performance. The assistant principal has twenty-two years of experience and the following degrees: English 7-12 and Social	Is the principal viewed as a business manager, a disciplinarian or an instructional leader? How are the roles defined among the administrative staff? Does the principal permit distributed leadership? How does the administrator balance work responsibilities between management and instructional leadership?	The principal is viewed as one who has all of these roles. The roles are defined among the administrative staff with each person responsible for areas where they are strongest. The principal permits distributed leadership. The administrative team balances work responsibilities between management and instructional leadership with the principal and assistant principal more responsible for overall management of the school while the literacy curriculum facilitator is more responsible for the management of curriculum, instruction, assessment, and professional development. All	Although the principal has many roles, teachers and students must see him as an instructional leader. The responsibilities of the administrative team need to continue to be distributed with each member working in areas he/she is strongest. As an administrative team, we need to make sure that the management issues do not overshadow the instructional issues.

	<p>Sciences 7-9 degree, masters' degree in communication studies, and is seeking a doctorate in education with the major area of emphasis in leadership and the minor area of emphasis in curriculum and instruction.</p> <p>Her role is to work with the literacy curriculum facilitator to identify students who did not meet proficiency levels and then to contact parents to promote supplemental educational services and tutoring resources to help student improve their skills and testing performances. She also works with teachers to provide professional development in the area of parent involvement to improve communications and interactions between staff and parents. She also works with the principal, literacy curriculum facilitator, and outside resources to provide training for parents in issues related</p>		<p>members of the administrative team are responsible for instructional leadership.</p>	
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	<p>to middle school students, their emotional development, and ways to help them increase academic performance. The literacy curriculum facilitator has twenty-four years experience teaching middle school children, and this is her fourth year in her current position. She has an elementary/early childhood degree, a masters in reading, certification in English, certification in leadership, and is seeking a doctorate in education with the major area of emphasis curriculum and instruction and the minor area of emphasis leadership. She has specialized training in middle level education, differentiated instruction, and project-based learning. Her role is to facilitate professional learning communities and work with teachers in the area of curriculum, instruction, assessment, and</p>			
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	professional development.			
<p>Parent training and support for families</p> <p>Degree of meaningful parent involvement and amount/frequency of communication with parents</p>	<p>Parents are provided training on how to help their children to be successful at CCMS and on parenting skills.</p> <p>Parents have daily contact with the school through its website and its open lines of communication. Monthly parent lunch and learns occur as well as the distribution of a monthly newsletter, which is also posted on the school website.</p>	<p>How do the parent training provided directly connect to classroom instruction?</p> <p>What is the amount and frequency of opportunities for parents to be involved in decision making activities?</p> <p>What is the frequency and quality of information distributed to parents?</p> <p>What modes of communication are utilized with parents?</p>	<p>Parent trainings are focused on the developmental characteristics of students and helping students achieve academically. Parents can be involved in decision-making during quarterly LSIC meetings and any time they enter our building.</p> <p>High quality information is distributed to parents on a monthly basis.</p> <p>Communication with parents is available electronically, snail mail, telephone calls, and face-to-face meetings.</p>	<p>We need to continue having teachers present parent trainings along with the administrative team so they are directly connected to classroom instruction.</p> <p>Parents need better informed of opportunities to be involved in decision-making activities at any time, such as participation in LSIC meetings and our open door policy.</p> <p>We need to continue the distribution of high quality information on helping students achieve in the classroom and have the information accessible to parents when they come to our school.</p> <p>We need to continue keeping two-way communication available to parents.</p>
<p>Instructional Practices Inventory conducted by the SSOS</p>	<p>According to our self-assessment, eleven percent of our observations indicated</p>	<p>How have the results of the IPI been utilized by the staff?</p>	<p>The results of our self-assessment using the Instructional Practices Inventory indicate we</p>	<p>We need to incorporate more cooperative learning through project-based/problem-based</p>

	<p>students actively engaged in learning, thirty-seven percent indicated students engaged in learning conversations, thirty-five percent indicated teacher-led instruction, nine percent indicated students were working with the teacher engaged, three percent indicated students were working, but the teacher was not engaged, and five percent indicated total disengagement.</p>	<p>How do instructional practices maximize student engagement?</p>	<p>need to more collaborative problem-based/project-based units with hands on learning, demonstrations, and research. We also want to eliminate complete student disengagement. Although instructional practices maximize student engagement for most students most of the time, we have a few students who are disengaged at times.</p>	<p>units that require students to research, engage in hands on learning experiences, and demonstrate their knowledge through demonstrations.</p> <p>By doing this, we should lessen the amount of student disengagement.</p>
<p>Use of standards-based instructional practices and formative assessments</p>	<p>Teachers are encouraged to use standards-based instruction and formative assessments. Teachers are referred to the units, instructional guides, and project-based learning units on Teach 21 to use as resources. Teachers are encouraged to use formative assessments to inform and guide instruction.</p>	<p>Have learning targets been established and formative assessments developed to align with the learning targets?</p> <p>What additional programs and/or materials are being utilized?</p> <p>How does the staff determine the academic</p>	<p>Learning targets have been established, but common formative assessments aligned with learning targets need to be developed by teachers.</p> <p>In addition to the programs and materials provided by the state we use Scholastic's Scholastic Reading Inventory, Read About, Read180, System 44, and FASTTMath. We have purchased their Scholastic Math Inventory and Fraction Nation for</p>	<p>We need to take the time to develop standards-based units of instruction and common formative assessments.</p> <p>We need to make sure that additional programs are being implemented with fidelity to the model.</p> <p>We need to make sure</p>

		effectiveness of these materials in relation to the time and money expended?	implementation next year. The academic effectiveness of these materials is determined by the increase in student achievement. The cost effectiveness is determined by the increase in student learning. It has been found to be academically effective and cost effective when the programs are implemented with fidelity to the model.	that teachers and students are aware of the effectiveness of the programs when they are implemented with fidelity to the model by showing them the increases in student learning.
<p>Questionnaires or classroom observations completed by staff or external evaluators</p> <p>Results of classroom walkthroughs</p>	<p>Informal walkthroughs and classroom observations are conducted by the administrative staff. Teachers are encouraged to walkthrough the building and observe other teachers during their planning times. Questionnaires and self-assessments are completed by staff members during grade level team meetings.</p>	<p>What evidence exists to demonstrate the teachers teach to the standards and not the textbook?</p> <p>How are the results of classroom walkthroughs utilized to change</p>	<p>Teachers have aligned the resources they use with the standards and objectives, but we need to do more work on beginning with the standards and using them to develop our units of instruction by clustering the objectives into our own power standards and deciding what resources we need to teach those power standards. Teachers are strongly encouraged to seek resources beyond the adopted textbook.</p>	<p>We need to do more work with standards-based instruction and aligning our resources with the objectives so teachers can see they do not have to be tied to the adopted textbook. We need to begin by clustering the objectives into power standards.</p> <p>We need to continue</p>

		instructional practice?	The informal results of the administrative walkthroughs are used to recognize exemplary practices that need replicated throughout the building.	asking teachers to focus on their successes by sharing what went well for them and things they have seen going well for others. The administrative team needs to do a better job of publicly recognizing the positives they see when walking through the building.
Highly Qualified Teacher Data	County: 87.4% CCMS: 85.7% Teachers Not highly qualified at CCMS: 1 - 6 th grade Multi-Categorical Special Education 1 – 6 th -8 th Multi-Categorical Special Education/ALC 1 - 8 th grade Reading 1 - 7 th -8 th grade Spanish Special Education, Reading and Spanish are the three areas identified by Clay County School as Critical Shortage Areas.	Are the most highly qualified and highly trained staff members assigned to work with the most “at risk” students? If not, why?	All teachers at our school have all students because of the limited number of students we have.	Because all teachers work with all students, we need to make sure that all teachers have the resources to be highly effective in meeting the needs of the most at risk students.
Use of professional and paraprofessional staff to support students	CCMS has one highly qualified special education aide.	What role does the support staff play in providing additional support for student success?	Our secretary, cooks, and janitors provide additional support to our students by engaging them in conversations about their learning. Our	We need to do a better job of recognizing support staff for the affect they have on student learning through the extra support they

			special education paraprofessional, under the supervision of the teacher offers additional support to students by enabling more small group instruction. Our one-on-one paraprofessional for one student provides that student with the additional support he needs to succeed in school.	provide our students.
Number of content and programs specialists (e.g., counselors, health staff and social workers)	We have one full time counselor and one itinerant county school nurse.	What determines which students are referred to program specialists?	Students in need are referred to the appropriate program specialist.	Although we do a good job referring students and their families to the content and program specialists in our building, we need to do a better job of referring students and their families to program specialists outside of our building.
Teacher average monthly attendance rates	Our average daily staff attendance rate is 95.96%.	How is teacher attendance affecting student achievement? How does teacher employment satisfaction affect the number of days a	Teacher attendance affects student achievement because students need to have a highly effective teacher teaching them. Employment satisfaction affects the	Teachers are encouraged to attend school regularly and schedule appointments during their planning time or at the beginning or end of the day to minimize teacher absences. We need to ensure that employees are satisfied

		<p>teacher is absent?</p> <p>How substitutes are selected for long term substitute positions?</p>	<p>number of days a teacher is absent because employees who are dissatisfied tend to miss more school. Substitutes are selected based on the best fit for the students and the curriculum being taught.</p>	<p>with their working conditions and their jobs, so they will not feel the need to take mental health days. Teachers try to schedule procedures that would necessitate a long term substitute during the summer, but when the need arises during the year, substitutes are chosen carefully.</p>
<p>Sustained, research based school professional development plan based on individual school needs</p>	<p>Based on individual school needs, our professional development plan consists of strengthening our professional learning communities with a focus on student growth through the use of evaluation using the West Virginia Professional Teaching Standards and Policy 5800, use of data to identify and implement a research-based instructional program that is vertically aligned with State academic standards and the Common Core Standards, use of data to differentiate instruction within the classroom to</p>	<p>How is the school based professional development directly linked to the school's goals and objectives?</p> <p>Have the teachers identified areas where individual assistance may be required?</p>	<p>Because our goals and objectives deal with increasing reading and mathematics achievement as well as integrating technology, our professional development is based on achieving those goals. Some teachers have identified areas where individual assistance may be required. The assistant principal follows up observations with conferences with teachers to discuss areas where individual assistance may be required. Teachers are encouraged to attend workshops and training</p>	<p>We have been fortunate to be ready to head in the same direction the state is heading with professional development to increase student learning in reading/language arts and mathematics as well as the integration of technology. We need to make sure all teachers are identifying areas where individual assistance may be required and helping those teachers find that assistance.</p>

	<p>meet the needs of all students and offer additional learning time to those needing additional instruction and support beyond the general classroom time, increase time on task, and increase parent involvement/community engagement.</p>	<p>How is it ensured that both principals and teachers receive the same professional development training?</p> <p>How do principals monitor the implementation of instructional strategies/practices learned in professional development sessions?</p> <p>How is professional development differentiated to meet individual teacher needs?</p>	<p>and then provide training to other staff on the content of such sessions.</p> <p>The administrative team and the teachers as well as the instructional paraprofessionals and secretary attend the same professional development so everyone is on the same page.</p> <p>Grade level team meetings as well as content area team meetings and faculty meetings are used to monitor the implementation of instructional strategies and practices that are learned.</p> <p>Although job-embedded professional development has been differentiated to meet the needs of some teachers by content areas, it has not been true for all content areas.</p> <p>Professional development is</p>	<p>We need to continue with everyone who interacts with students receiving the same professional development.</p> <p>We need to monitor the implementation of instructional strategies and practices learned in professional development through informal walkthroughs and informal conversations with teachers.</p> <p>We need to do a better job of helping teachers, especially encore teachers see the relevance of the professional development to them because they often feel it does not apply to them.</p> <p>Through our content area meetings, we attempt to differentiate professional development by content.</p> <p>To differentiate</p>
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		<p>How does a teacher mentoring program provide support to new teachers or teachers who are new to the building?</p> <p>Are the professional development sessions voluntary or mandatory?</p> <p>What percentage of teachers participate in voluntary sessions?</p> <p>How is the professional development embedded into the day to day routine</p>	<p>differentiated based on content area. It is also differentiated based on interest.</p> <p>We provide support for new teachers by assigning them an official mentor to support them with observations and conversations, but if a teacher has been through the state approved beginning teacher/mentor program, before we do not formally assign a mentor. Job-embedded professional development sessions are mandatory because they are seen as part of planning. Professional development sessions outside the school day and during the summer are voluntary. Because we try to be</p>	<p>professional development by interest, teachers choose which professional development sessions they attend at conferences they choose to attend.</p> <p>As an administrative team we need to meet with new teachers and their mentors more frequently and conduct more observations of these teachers. We also need to meet with experienced teachers new to our building more frequently and conduct more observations of them.</p> <p>Most professional development is job-embedded, but an eight-hour work day would enable us to get in an extra hour and fifteen minutes of a professional development a week.</p> <p>We need to continue to be flexible with time, so all staff can take advantage of voluntary professional development.</p>
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		<p>of the staff?</p> <p>Who provides the professional development? (SEA staff, LEA staff, higher ed, outside consultants)</p> <p>How does the school/district ensure follow-up sessions are provided for sustainability?</p>	<p>flexible with time almost always one hundred percent of staff participate in voluntary professional development. Professional development is embedded into the day to day routine of our staff through grade level team meetings and content area team meetings.</p> <p>Most professional development is provided in house because we are fortunate to have people who are part of different state initiatives within our school.</p> <p>The school and district ensures follow up and sustainability through the process to get professional development approved.</p>	<p>We need to continue job-embedded professional development through professional learning communities and what teachers are doing in their classrooms. We need to continue being active in professional development opportunities available through the state and professional organizations as well as through continuing education. We can continue to make sure professional development is sustained and flows with what we are asking teachers to accomplish in their classrooms. We need to continue to follow up.</p>
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Transformation Model Work Plan

Developing and increasing teacher and school leader effectiveness					
Steps for Implementing the Requirements	Narrative that explains how the LEA will meet each requirement	Time Line for Implementation	Oversight <i>Who will take primary responsibility/leadership? Who else will be involved?</i>	Monitoring Implementation <i>What evidence will be collected to document implementation? How often? And By whom?</i>	Monitoring Effectiveness <i>What evidence will be collected to assess effectiveness? How often? And By whom?</i>
1. Replace the principal	<p>§1116(b)(8)(B)(ii) – (page 63)</p> <p>§18-2E-5-State Takeover of Struggling Schools and districts (page 76)</p> <p>§18A-2-7-Transfers/subsequent assignment/RIF (pages 4429-430)</p> <p>Mutual agreement</p> <p>§18A-2-12-Performance evaluation of school personnel (pages 439-440)</p> <p>Policy 5310-pages 12-14</p>				
2. Use rigorous, transparent and equitable evaluation systems that take into	§18A-2-12-Performance evaluation of school personnel (pages 439-	August, 2010-June, 2013	Administrative Team Teacher Leaders Teachers	Each week teachers will self-evaluate where they are on one of the components and	Weekly teachers will collect and share evidence of their effectiveness on each

<p>account data on student growth</p>	<p>440) Policy 5310- Performance evaluation of school personnel (pages 5-19)</p>			<p>brainstorm ways to move closer to the distinguished level. The administrative team will use this process to evaluate educators. The administrative team and teacher leaders will be evaluated in accordance with Policy 5800.</p>	<p>component during grade level and content area team meetings. Teachers will present this evidence along with the information the administrative team gleans during classroom observations and review of documentation.</p>
<p>3. Identify and reward school leaders, teachers and other staff who have increased student achievement and the graduation rate</p>	<p>§1117(b)(1)(A)(ii)- (page 78) - criteria for clause (ii) in §1117(a)(5)(B)(ii) §1117(b)(3)(c)- (page79) – awards to teachers §18A-4-5a-county salary supplements Reward all teachers in a school receiving 1003(g) funds if there is an increase in overall school scale scores not to exceed \$1,000 per teacher per year Materials or supplies for their classroom Attend an out of state conference §18A-5-4</p>	<p>August, 2010- June, 2013</p>	<p>Administrative Team Teacher Leaders Teachers</p>	<p>Educators will be rewarded with a thousand dollar grant for classroom materials or continued professional growth if the school shows an increase in overall school achievement. Individual team members who complete their team action steps will receive five hundred dollars for classroom materials or continued professional growth.</p>	<p>Educators will examine school achievement data to ascertain whether there is an increase in overall student achievement at the school when the results of the state’s measure of academic progress are available. Individual team members, teacher leaders, and the administrative team will monitor the progress of each team in completing their action plan on a weekly basis. Individual team members will present teacher leaders and the administrative team</p>

	<p>Utilize the funds towards tuition for advanced coursework §1119(a)(3) and LEA HQ teacher plan</p>			<p>Individual team members who complete their team action steps and meet or exceed the school goals for reading and mathematics achievement will receive a thousand dollar grant for classroom materials or continued professional growth.</p>	<p>with evidence of completion of the team action steps during team meetings prior to the administration of the state's measures of academic progress.</p> <p>Individual team members, teacher leaders, and the administrative team will monitor the progress of each team in completing their action plan on a weekly basis. Student growth will also be monitored by individual team members, teacher leaders, and the administrative team on at least a month basis. Individual team members will present teacher leaders and the administrative team with evidence of completion of the team action steps at team meetings prior to administration of the state's measures of academic progress. Results of the state's</p>
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					measures of academic progress will be examined when they are available to ascertain whether the school meets its achievement goals in reading and mathematics.
4. Provide high quality, job-embedded professional development	Grade level professional learning communities and content area professional learning communities each facilitated by a teacher leader or a member of the administrative team will meet weekly during the school day to continue professional development focus on increasing student learning.	August, 2010- June, 2013	Administrative Team Teacher Leaders Teachers	Team agendas and minutes will be collected by the administrative team and team leaders weekly as well as artifacts from the professional development when applicable.	Student achievement data will be collected at least monthly by the administrative team, teacher leaders, and teachers to ascertain the effectiveness of the professional development.
5. Implement strategies to recruit, place and retain staff	To recruit, place, and retain staff, we will determine the competencies necessary to work successfully with our students, especially our students with disabilities. The principal will attend	August, 2010- June, 2013	Administrative Team Teacher Leaders Teachers	The administrative team will collect job postings with the competencies listed necessary to work successfully with our students. Documentation of job fair attendance will be collected by the administrative team when job fairs are	Turnover rate of highly effective staff members will be calculated by the administrative team each year and the individuals who left the school will be interviewed to ascertain why they choose to leave. A low turnover

	<p>job fairs attempting to recruit potential candidates that have these competencies. Once placed in our school, we will increase the opportunities for our teachers to grow through professional learning communities and other professional development activities such as the Teacher Leadership/Technology Institute. We hope providing opportunities to develop and increase teacher and school leader effectiveness through professional learning communities focused on student achievement and teacher professional development will aid us in retaining a highly qualified, effective instructional staff.</p>			<p>attended. Documentation of professional growth and development participation will be collected by the administrative team on a weekly basis and recorded on team meeting notes.</p>	<p>rate will indicate effectiveness in recruiting, placing, and retaining highly effective staff members.</p>
<p>6. Other permissible activities as defined in the regulations</p>					

Comprehensive instructional reform programs

Steps for Implementing the Requirements	Narrative that explains how the LEA will meet each requirement	Time Line for Implementation	Oversight <i>Who will take primary responsibility/leadership? Who else will be involved?</i>	Monitoring Implementation <i>What evidence will be collected to document implementation? How often? And By whom?</i>	Monitoring Effectiveness <i>What evidence will be collected to assess effectiveness? How often? And By whom?</i>
<p>1. 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</p>	<p>Teachers will take where they have deconstructed the content standards and objectives and written I can statements and align the resources they use to teach each objective. Teachers will do the same for the Common Core Standards. Teachers will design a common pacing guide and common formative assessments to evaluate the effectiveness of our instructional program.</p>	<p>August, 2010- June, 2013</p>	<p>Administrative Team Teacher Leaders Teachers</p>	<p>Teachers will collect documentation of vertical alignment of the State academic standards and the Common Core Standards during weekly content area meetings.</p>	<p>Teachers will collect student achievement data to assess the effectiveness of the vertical alignment during weekly content area meetings.</p>
<p>2. Promote the continuous use of student data to inform and differentiate</p>	<p>The administrative team, teacher leaders, and teachers will use student achievement data,</p>	<p>August, 2010- June, 2013</p>	<p>Administrative Team Teacher Leaders Teachers</p>	<p>Team meeting agendas and notes will be collected to document the implementation of data-driven decision making</p>	<p>Student achievement data will be collected by the administrative team, teacher leaders, and teachers to assess the</p>

instruction	attendance data, discipline data, and the results of the Instructional Practices Inventory to inform instructional practices and differentiate instruction for students.			by the administrative team on a weekly basis.	effectiveness of data-driven decision making on at least a monthly basis.
3. Other permissible activities as defined in the regulations					

Increasing learning time and creating community-oriented schools

Steps for Implementing the Requirements	Narrative that explains how the LEA will meet each requirement	Time Line for Implementation	Oversight <i>Who will take primary responsibility/leadership? Who else will be involved?</i>	Monitoring Implementation <i>What evidence will be collected to document implementation? How often? And By whom?</i>	Monitoring Effectiveness <i>What evidence will be collected to assess effectiveness? How often? And By whom?</i>
1. Establish schedules and strategies that provide increased learning time as defined by ED and create community-oriented schools	Each class will be ninety minutes in duration each day with an emphasis on time on task and high levels of student engagement.	August, 2010- June, 2013	Administrative Team Teacher Leaders Teachers	Evidence collected by the administrative team, teacher leaders, and teachers will consist of lesson plans and self-evaluations using the Instructional Practices Inventory. Monitoring of implementation will take place informally on a daily basis as teachers and the administrative team observe.	To assess effectiveness, teachers will evaluate their lessons using the Instructional Practices Inventory on a weekly basis and share the results at team meetings.
2. Provide ongoing mechanisms for family and community engagement	The school staff will begin the school year with an Open House prior to the beginning of school. Parent/Community lunch and learns will be provided on a monthly basis to inform stakeholders about	August, 2010- June, 2013	Administrative Team Teacher Leaders Teachers	Invitations collected by the administrative team will document that families and community members were invited. Sign in sheets collected by the administrative team will document who attended each opportunity. Parent Contact Logs maintained by individual teachers will document	Prior to the next opportunity teachers will collect evidence of student progress and compare it with the previous evidence collected. Evidence may include, but it is not limited to the following: Student Work Samples Teacher-made tests Results of Benchmarking Reports for reading and

	<p>what is going on in the school and to ask for input. Three weeks into each semester a parent teacher conference will be held to address concerns. Parents will be contacted by teachers the moment a child begins experiencing difficulty with the teacher recommending after school if it is deemed necessary. Parents will be contacted at the end of each six-week grading period if the student is not making adequate progress to suggest the student take advantage of additional opportunities for instructional support.</p>			<p>parent contacts concerning student progress.</p>	<p>mathematics available from Scholastic Achievement Management. WVEIS reports such as GPA and DFI lists, attendance, and discipline</p>
<p>3. Other permissible activities as defined in</p>					

the regulations					
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Provide operating flexibility and sustained support

Steps for Implementing the Requirements	Narrative that explains how the LEA will meet each requirement	Time Line for Implementation	Oversight <i>Who will take primary responsibility/leadership? Who else will be involved?</i>	Monitoring Implementation <i>What evidence will be collected to document implementation? How often? And By whom?</i>	Monitoring Effectiveness <i>What evidence will be collected to assess effectiveness? How often? And By whom?</i>
1. Give schools operating flexibility to implement fully a comprehensive approach		August, 2010-June, 2013	LEA Administrative Team		
2. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA and/or the SEA		August, 2010-June, 2013	LEA Administrative Team		
3. Provide intensive technical assistance and related support from a designated external lead partnership organization		August, 2010-June, 2013	LEA Administrative Team		

4. Other permissible activities as defined in the regulations

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