

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

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Others may be added as needed by the LEA.

Superintendent Signature _____ **Date** _____

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

Provide a brief summary of the LEA's proposed Title I school improvement grant program

(not to exceed 1 page).

1003(g) SCHOOL IMPROVEMENT GRANT SUMMARY

Doddridge County Elementary School was identified through the SEA's school improvement system as a Tier I school. Identification of Doddridge County Elementary School as a Tier I school was due to the school not making AYP for three consecutive years. The 2009-2010 WESTEST scores indicated that Doddridge County Elementary School did not make AYP in the areas of Reading/Language Arts and Mathematics in the all student category and special education and low SES subgroups. Therefore Doddridge County Elementary School is eligible to apply for the 1003(g) school improvement grant.

In summary, this grant will provide for the following school improvement activities within the transformation model. Teacher and school leadership effectiveness will be positively impacted through the provision of stipends and/or classroom incentives for staff when students make annual achievement progress in Reading/Language Arts and Math based on a student growth model. Outside consultants will be contracted to provide embedded professional development in the areas of differentiated learning, RTI, and the delivery of the core curriculum. To assist with this positive instructional reform, this grant will provide for (1) Technology Integration Specialist, (2) Academic Coaches (1 per two grade levels, grades 1-4), and (2) Classroom Interventionists.

With these supports, a positive impact on student achievement is expected. The TIS will provide a focus on technology integration within the classroom. The (4) academic coaches will work in the classrooms within the framework of a co-teaching model and assist with directed embedded

staff development. The (2) interventionists will focus on data collection, assist the PLC's with student placements within Tiers I, II, or III, and provide direct instruction to small groups of student within Tiers II and III.

To increase learning time and creating community oriented schools, the following school improvement activities are outlined within this grant proposal. Increased learning time for students shall be within the framework of a four-week summer school and expanded SES programs. These activities will be offered to at risk and high achieving students. A Parent Educator Resource Coordinator will be employed and assigned to Doddridge County Elementary School to improve parent-community relations and to coordinate parent involvement activities within the scope of this grant. To enhance the capacity for Doddridge County Schools to implement this grant, a Transformation Coordinator will be employed. The Transformation Coordinator will provide assistance and supervision while working with the principal, teacher leadership team, and professional learning communities to ensure that achievement data drives instruction. The Transformation Coordinator will also be involved in the school leadership meetings, the PLC meetings, and the academic coaches meetings.

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
Doddridge County Elementary School/ NCES ID# 5400270001059	Dorothy Jan Nichols	dbnichol@access.k12.wv.us				X

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.**

Doddridge County's capacity index was 18 points. Therefore, the following areas of technical assistance will be requested from the SEA:

- Assist with arranging appropriate professional development
- Assist with identifying appropriate providers/consultants who may deliver embedded professional development.
- Assist with developing job postings and identifying qualified candidates for the Transformation Coordinator, and Academic Coaches
- Assist with 1003 (g) school improvement grant writing
- Parent input for the 1003(g) application was gained through a meeting with the Parent Educator Resource Center. Input was gained concerning parent and community involvement activities.
- Review and revise school master schedule to increase the amount of available time for the collaborative teams to meet.

- 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.**

- After consultation with the State Department, it was recommended that Doddridge County Schools implement the Transformation Model.
- Various meetings were held with Doddridge County Elementary School Principals and Doddridge County Board of Education members to gain input prior to submitting the letter of intent to apply for the SIG application. Doddridge County Board of Education members then voted and approved to submit the 1003(g) SIG application at a regular Board of Education meeting held on April 8, 2010.
- Prior to the submission of this application, a meeting was held with Doddridge County Parent Educator Resource Center Parent Coordinators to discuss the school improvement grant, gain input, and to discuss the additional contracted Parent Coordinator through RESA VII. This additional Parent Coordinator will be assigned to Doddridge County Elementary School to provide and promote mechanisms for family and community activities. It was determined that the Parent Educator Resource Center is in support of the submission of the 1003(g) grant application.
- Prior to the submission of this application, meetings were held with stakeholders to discuss and gain input for the SIG from the Teacher Leadership Team, School Faculty Senate, and the Parent Educator Resource Center. Through these meetings, it was determined that the stakeholders are in support of the submission of the 1003(g) grant application.

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: Doddridge County Elementary School</p> <p>Annual Summative Achievement Goal for Reading/Language Arts:</p> <ul style="list-style-type: none"> • Doddridge County Elementary School students, including Special Education and low SES, will meet or exceed a 3% annual increase in Reading /Language Arts as measured by WESTEST2. <p>Annual Growth Goal for Reading/Language Arts:</p> <ul style="list-style-type: none"> • The percentage of students who exhibit typical growth in grades K-4 in Reading/Language Arts will increase annually as measured by the WESTEST2.
<p>Annual Summative Achievement Goal for Mathematics:</p> <ul style="list-style-type: none"> • Doddridge County Elementary School students, including Special Education and low SES, will meet or exceed a 3% annual increase in Mathematics as measured by WESTEST2. <p>Annual Growth Goal for Mathematics:</p> <ul style="list-style-type: none"> • The percentage of students who exhibit typical growth in grades K-4 in Mathematics will increase annually as measured by the WESTEST2.

*** Add charts for additional schools as needed.**

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

Each year Doddridge County Elementary School will receive a school growth report from the WVDE. After reviewing the school growth report the LEA will determine if the school met its summative and overall growth goals for Reading/Language Arts and Mathematics.

Additionally the building administrator will determine if the teachers have completed their grade level team action steps. The principal’s supervisor will in turn determine if the team’s action steps were met. Analysis of the WESTEST2 scores will be reviewed for comparison with county growth goals. As a result of these analyses, if positive, incentives will be awarded to all school staff members.

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

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

TRANSFORMATION MODEL

a. Develop teacher and school leader effectiveness

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

Doddridge County has selected the following method(s) to address the transformation model requirement addressing the replacement of the principal. The new principal must be placed in this position on or before the first day of administrative employment for the 2010-2011 school year.

School Name	Tier	Method of Replacement (Choose a, b or c. See below.)	Start Date of the Principal
Doddridge County Elementary School	Tier I	Transformation	July 1, 2009

- a. The principal at Doddridge County Elementary School has been replaced within the past two years, (newly defined by ED as the fall of 2007 or more recently), as required of an identified Title I school in years four and beyond placed in restructuring as defined in NCLB §1116(b)(8)(B)(ii). This change in leadership meets the requirement of restructuring the school governance for a fundamental reform. Evaluation of the individual’s performance will be conducted within the guidelines of WV Code §18A-2-12 and WV BOE Policy 5310.

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

The LEA will expect the following leadership competencies of the school principal:

- Communicate positive vision and core beliefs by setting clear expectations for students and staff
- Hold staff responsible for modeling the school vision and core beliefs
- Monitor directives
- Require all decision makers to share data
- Measure and report formative and summative assessment data for driving instruction frequently
- Require and expect staff to change; monitor the impact of change
- Focus on successful tactics and halt others
- Require and monitor development of a data based action plan
- Set high expectations for student achievement
- Require instructional strategies to optimize student engagement within the classroom
- Expect differentiated instructional strategies to be employed for all students
- Monitor implementation of embedded professional development
- Work with the teacher leadership team to set focused agendas for PLC's
- Work cooperatively with all county administrators
- Report school-wide student achievement progress to stakeholders
- Implement a program to celebrate and promote student and staff successes
- Promote positive parent involvement
- Strengthen student support services including counseling and the use of outside agencies
- Establish an embedded knowledge base for RTI practices
- Participate and assist in implementing a student growth model tied to teacher evaluations

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

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

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

Schools accepting Title I 1003(g) funds will be required to adopt the newly developed framework for a multiple measure professional educator evaluation system. As a result, these schools will be labeled as "early adopters" in the timeline of implementing this framework. LEA representatives will participate in the revision of WV BOE Policy 5310 and the development of a rigorous, transparent, and equitable evaluation system for teachers and principals. This taskforce must include representatives from all stakeholder groups and will be guided by the task force executive committee. The timeline below illustrates the implementation stages for this new framework:

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

- 2010-2011: State task force continues to meet and recommends revisions to Policy 5310 and WV teacher and leader performance evaluation system.
- Provide professional development to teachers and administrators on the newly revised WV teacher and leader performance evaluation system.
- 2011-2012: Implement revised WV teacher and leader performance evaluation system as an “early adopter”.

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



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

Nationally, reward-based compensation is becoming increasingly common as a school reform strategy because of the increased emphasis on teacher effectiveness and increased student achievement. The goal of this type of compensation structure is to significantly motivate employees to perform well and encourage the retention of highly effective teachers in low achieving schools. According to NCLB Section 1117, each state may financially reward schools that improve student achievement and help the school meet its goals for improvement. The rewards program may also recognize and provide financial rewards to teachers teaching in a Title I school identified for improvement that consistently makes significant gains in academic achievement in the areas in which the teacher provides instruction or to teachers or principals who meet established goals.

While WV Code §18A-4-4 and §18A-4-5a limits the options for rewarding teachers, Doddridge County Elementary School will implement the following procedures for meeting this criteria. The

rewards will be based on student achievement results and implementation of individual action steps to achieve the school goals. The information contained in the school growth report provided by the WVDE will be utilized to determine reward-based compensation.

All professional staff members will be part of a collaborative team (professional learning community) and participate in regularly scheduled team activities. As part of the team activities, each staff member will be asked to identify specific individual action steps. The teacher will commit to completing the identified tasks as part of the overall strategies to achieve the school’s summative and growth goals for reading/language arts and mathematics. The completion of these individual action steps will be monitored quarterly by the building administrator with the assistance of the transformation coordinator.

Each year, an LEA having a Title I 1003(g) grant recipient school will receive a school growth report from the WVDE. After reviewing the school growth report, the LEA will determine if the school met its summative and overall school growth goals for reading/language arts and mathematics. Additionally, the building administrator will determine if the teachers completed their individual action steps. The administrator’s supervisor will in turn determine if the principal completed his/her individual action steps.

If it is determined that the school met the summative and overall school growth goals for reading/language arts and mathematics and each professional completed their individual action steps, then the professional staff members (principal and teachers) will be rewarded. Current WV Code does not permit a bonus to be paid to individuals, thus the following options are being suggested as appropriate rewards.

Check the option(s) the county will use to provide rewards:

Reward Options	Amount per Staff Member
<input checked="" type="checkbox"/> Materials or supplies for teachers’ classrooms	\$500.00
<input type="checkbox"/> Attend an out of state conference	
<input type="checkbox"/> Utilize the funds towards tuition for advanced coursework and LEA HQ teacher plan	
<input type="checkbox"/> Enrichment camps for students	
<input type="checkbox"/> Other (Please specify)	

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 greatest 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**

The format for PLC's within Doddridge County Elementary School will be as follows:

- **Structure:** The structure of Doddridge County Elementary School grade level PLC's will consist of grade level teams to include representation of all ancillary services including Title I, Special Education, and related arts.
- **Frequency:** Doddridge County Elementary School PLC's will schedule and meet on a regular basis (twice monthly with substitutes provided) during the school day and will be facilitated by the school administration, transformation coordinator, and/or teacher leaders. Stipends will be provided to encourage PLC's to meet before or after school at least one time per month.
- **Major Areas of Focus:** Doddridge County Elementary School interventionists will collect and analyze formative and summative assessment data and gain input from teachers for the purpose of developing a data report that will be presented at each PLC. The principal, transformation coordinator, and the teacher leadership team will develop a focused agenda to be used in all PLC's which supports discussions of the data reports for changing instructional strategies within Tiers I, II, and III. The primary purpose of the PLC's will be to focus on:
 - What do students need to know and be able to do?
 - ◆ Students will know concepts and master standards as well as problem solving skills through various hands on activities
 - How will we know when they have learned it?
 - ◆ Formative and Summative Assessment measures through continual data analysis
 - What will we do when they haven't learned it?
 - ◆ As indicated through data analysis, instruction will be differentiated to develop and implement research-based strategies addressing deficiencies
 - What will we do when they already know it?
 - ◆ Celebrate success and challenge and encourage students to aspire to higher levels

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

Based on the specific subjects of reading and mathematics in the all subgroups of students in which the school did not meet AYP, the following sustained professional development will be offered throughout the year with focus on researched-based reading and mathematics strategies. Professional development will focus specifically on the effective implementation of the three-tiered instructional approach and the successful administration and analysis of formative assessment. Consultants will facilitate and sustain research-based embedded professional development opportunities for all teachers and assist with PLC's professional development activities on a regular basis.

Additionally, training modules will be developed through RESA VII in association with WVDE for academic coaches. The focus of this training module will be to develop training strategies addressing co-teaching in the classroom, researched based teaching strategies with a concentration on differentiation, roles and responsibilities of academic coaches, and IPI (Instructional Practices Inventory). One coach per two grade levels (grades 1-4) will implement embedded professional development within the classroom settings based on modeling, observation, and providing feedback. A RESA VII representative and a Doddridge County Elementary School representative will hold an initial training in August 2010 with the academic coaches. Follow up trainings will be scheduled one time each month through May 2011 to sustain and improve these efforts. During years two (phase II) and three (phase III) of this grant, the professional development expectation will be to build/expand on the first year's professional development. The second and third years (phase II and III) of the professional development plan will expand on the continuation of the first year (phase I) with more embedded practices being observed. It is our expectation that by the end of the third year (phase III) the professional development contained within this grant will be fully embedded.

By changing to the embedded professional development framework and through monitoring of student progress, it is expected that teaching and learning in the school will be fundamentally and positively impacted.

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

Doddridge County Elementary School Staff Development Goals:

- Improve the culture and climate at Doddridge County Elementary School
- Increase academic achievement of the students in the areas of Reading and Mathematics
- Continue to improve RTI services within the school
- Increase parent involvement
- Provide technology trainings throughout the year by the TIS to increase technology within the classroom

Detailed description of Doddridge County Elementary School’s professional development plan

Year One: July 2010 - August 2011 (Phase I)

Date	Topic	Presenter(s)
June 10, 2010	Saxon Phonics and Spelling – Focus will be on the use of Saxon Phonics materials in the classroom. Align with benchmarking data for the core Reading/Language program.	Mona Crawford-Saxon Trainer
June 10, 2010	Wilson Reading – Focus will be on the use of Wilson Reading materials in the classroom. Wilson Reading will be utilized within Tier II instruction. Analyze data and align with strategies to target deficiencies.	Diane Hill-Wilson Trainer
June 11, 2010	Everyday Math – Focus will be using the newly adopted math series in the classroom. Utilize Everyday Mathematics to identify weaknesses and develop a plan to target deficiencies,	WVDE
June 25, 2010	Curriculum Improvement Institute – Focus will be on curriculum refinement and improvement as well as monitoring, tracking and analyzing instructional practices. (Principal Training)	Grant Wiggins
July 18-23, 2010	Teacher Leadership Institute – as prescribed in accordance with WVDE.	WVDE
August 2010 & (1 x each month)	Academic Coaches Training/Meetings - Provide an initial training and monthly training to academic coaches in roles and responsibilities, classroom strategies, review data, and adjustment of instruction. – Phase I An emphasis on role and responsibility, Differentiated Instruction, and the RTI framework.	Lesa Hines, RESA VII Mary Pat Ferrell, SEA
August 2, 2010	Best Teaching Strategies for Math – Focus will be on instructional strategies and the newly adopted math series. Emphasis on data collection and best teaching strategies for tiered instruction. Incorporate strategies based on the book, <i>Classroom Discussions on Using Math</i> . (Utilizing Math Talks Strategies) Author Chapin	Jane Merendino
August 2, 2010	Best Teaching Strategies for Reading – Focus will be on delivery of the core curriculum. Increasing student engagement in Reading utilizing the core curriculum and planning within grade levels addressing Reading.	Vickie Wallace Nesler
August 2, 2010	Book Study-Sticks and Stones – Focus will be on team building and having a positive learning community (culture/climate). Building positive relationships with a focus on morale, productivity, absenteeism, safety, and learning.	Dave Weber

August 2, 2010	RTI Implementation and Practices – Focus will be on implementation and delivery of our Tier I, II, and III instruction. Continuation of 2009-10 training with a focus on student grouping, data analysis, and instructional strategies.	Phyllis Veith Darlene Crane
August 1, 2010	Community and Parent Involvement Practices – Focus will be on how we can better involve parents and people from the community in our school. Strategies for involving parents in the classroom utilizing the book, <i>The Essential Guide to Family-School Partnerships</i> . Authors Henderson, Mapp, Johnson, Davies	Amanda Harsh
August 16-18, 2010	Transformation Coordinator training will focus on performance standards and indicators. In addition, the training will focus on the evaluation of professional development and action steps of improvement planning. This coordinator will also attend all other SEA provided training in October 2010, February 2011, and April 2011.	WVDE
August 17, 2010	Doddridge County Elementary School and Doddridge County Policies and Procedures ie. Confidentiality, Policy 2419, Multi-culture, employee evaluations, employee code of conduct, AIDS awareness, sexual harassment, homebound policy, safe schools 18A-5-1a, and Positive Behavior Support.	Jan Nichols
August 17, 2010	Using the New Reading/Language Arts Pacing Guide. Review of Pacing Guide developed by the teachers at the end of the 2009-10 school year and how it will be used in the classroom.	Barbara Stout
August 17, 2010	Creating a Multicultural Plan - The focus of this training will be to review the Multicultural Policy and the staff will work together to update the school's current Multicultural Plan.	Fredette Leda Beverly Hudkins
August 17, 2010	Creating the School Vision and Core Beliefs – Leadership Team will provide a unified focus for all school staff - Phase I. Staff will participate in activities to redefine core beliefs and vision for Doddridge County Elementary School.	Leadership Team
August 18, 2010	Orientation- Induction and orientation for first year and new teachers. (Including all Substitute Teachers) . Teachers will be provided information on school improvement initiatives and expectations at Doddridge County Elementary School.	Janice Michels, Central Office Administration Richard Oyler, Central Office Administration

September– October 2010	Book Study – Sticks and Stones –Dave Weber Building on the workshop of 2010, the staff will complete a book study on Dave Weber’s book “Sticks and Stones” to improve school culture and climate.	Jan Nichols Transformation Coordinator
September 9 & 23, 2010	PLC Meetings – Focus will be on instruction. Following a set agenda to include summative and formative assessment data. Implementation of instructional strategies from the teachers’ academy will be discussed.	Jan Nichols Transformation Coordinator
September 2010	Review of WESTEST and DIBELS Data and Analysis. Staff will be presented achievement data and establish a baseline for the 2010-11 school year.	Jan Nichols Barbara Stout David Leda
September 2010	Best Teaching Strategies for Math. Every Day Math presents lots of alternative algorithms. Introducing fractions, decimals, and percents OH MY!! measurement-importance of using non-standard measures, etc.	Jane Meredino
September 2010	RTI Practices and Fostering Collaboration-Phase I Focus will be on Tier II and Tier III groups and instructional strategies.	Phyllis Veith Darlene Crane
September 2010	Expectations of Staff for School Improvement Initiatives-Phase I - Staff will develop an understanding of their roles and the expectations of administration to perform duties related to school improvement and the 1003(g) application.	Kenny Moles, SEA
September 2010	School Leadership Team Meeting - Focus on the 5 Year Strategic Plan and setting the agenda for the October PLC meeting.	Jan Nichols Transformation Coordinator
October 2010	Academic Coaches Meeting – Focus will be data review and adjustment of instruction. Roles and responsibilities of co-teaching. Discuss instructional strategies. Discuss RTI frame work and progress. This session will include the RTI interventionists. This training module is to be developed and will be revised later.	Jan Nichols Lesia Hines, RESA VII Mary Pat Ferrell, SEA
October 2010	Transformation Coordinator Training	WVDE
October 14 & 28, 2010	PLC Meetings – Focus will be instruction. Staff will follow agenda set by the teacher leadership team, principal, and the transformation coordinator and include book study # 2.	Jan Nichols Transformation Coordinator

Oct. 18-20, 2010	School Leadership Team Workshop - An eight person collaborative team consisting of the principal, five representative teacher, the county Title I director and another district or RESA representative will attend this session with a focus on data usage, culture, vision, core beliefs, depth of knowledge, prioritized focus from data, and action steps of the improvement plan. The transformation coordinator will also receive IPI training	WVDE
November 2010	Academic Coaches Meeting – Focus will be classroom strategies. Roles and responsibilities of co-teaching. Discuss instructional strategies. Discuss RTI framework and progress. This session will include the RTI Interventionists. This training module is being developed and will be revised later.	Jan Nichols Lesa Hines, RESA VII Mary Pat Ferrell, SEA
November 2010	School Leadership Team Meeting – Focus will be the school improvement plan with emphasis on summative and formative assessment data and setting agenda for PLC meetings.	Jan Nichols Transformation Coordinator
November 10, 2010	PLC Meetings – Focus will be instruction. Follow set agenda to include review of Pacing Guides.	Jan Nichols Transformation Coordinator
December 2010	Academic Coaches Meeting – Focus will be classroom strategies. Roles and responsibilities of co-teaching. Discuss instructional strategies. Discuss RTI framework and progress. This session will include the RTI Interventionists. This training module is being developed and will be revised later.	Jan Nichols Lesa Hines, RESA VII Mary Pat Ferrell, SEA
December 2010	School Leadership Team Meeting - Review of PLC action steps and set agenda for PLC meeting.	Jan Nichols Transformation Coordinator
December 9, 2010	PLC Meetings – Focus will be instruction. Evaluate PLC action steps with a focus on student data driving instruction.	Jan Nichols Transformation Coordinator
December 22, 2010	Christmas Around the World (multicultural activity)	Jan Nichols
January 2011	School Leadership Team Meeting - Review of test data and set agenda for PLC meetings. Review of student achievement and growth goals.	Jan Nichols Transformation Coordinator
January 2011	Academic Coaches Meeting – Focus will be classroom strategies. Roles and responsibilities of co-teaching. Discuss instructional strategies. Discuss RTI framework and progress. This session will include the RTI Interventionists. This training module is being developed and will be revised later.	Jan Nichols Lesa Hines, RESA VII Mary Pat Ferrell, SEA

January 13 & 27, 2011	PLC Meetings – Focus will be instruction. Following set agenda, discuss student data and instructional changes and tiered instructional adjustments.	Jan Nichols Transformation Coordinator
February 2011	Academic Coaches Meeting – Focus will be classroom strategies. Roles and responsibilities of co-teaching. Discuss instructional strategies. Discuss RTI framework and progress. This session will include the RTI Interventionists. This training module is being developed and will be revised later.	Jan Nichols Lesa Hines, RESA VII Mary Pat Ferrell, SEA
February 2011	Transformation Coordinator Training	WVDE
February 10 & 24, 2011	PLC Meetings – Focus will be review and analysis of testing data and adjustment of instruction. Following set agenda, review Doddridge County Elementary School’s achievement and student growth goals.	Jan Nichols Transformation Coordinator
February 16-18, 2011	School Leadership Team Workshop – This workshop will focus on shared leadership, the change process, collaboration, teaming and IPI data review.	WVDE
March 2011	Academic Coaches Meeting – Focus will be classroom strategies. Roles and responsibilities of co-teaching. Discuss instructional strategies. Discuss RTI framework and progress. This session will include the RTI Interventionists. This training module is being developed and will be revised later.	Jan Nichols Lesa Hines, RESA VII Mary Pat Ferrell, SEA
March 2011	School Leadership Team Meeting - Set agenda for PLC meetings. Review of PLC action steps and student data.	Jan Nichols Transformation Coordinator
March 10 & 24, 2011	PLC Meetings – Focus will be instruction. Following set agenda, review formative assessment data and changing instruction.	Jan Nichols Transformation Coordinator
April 2011	Academic Coaches Meeting – Focus will be classroom strategies. Roles and responsibilities of co-teaching. Discuss instructional strategies. Discuss RTI framework and progress. This session will include the RTI Interventionists. This training module is being developed and will be revised later.	Jan Nichols Lesa Hines, RESA VII Mary Pat Ferrell, SEA
April 2011	Transformation Coordinator Training	WVDE
April 14 & 28, 2011	PLC Meetings – Focus will be instruction. Following set agenda, review baseline data and student progress.	Jan Nichols Transformation Coordinator

April 21, 2011	WESTEST Training - Training for all staff in preparation for giving the WESTEST.	Jan Nichols Transformation Coordinator
April 21-22, 2011	School Leadership Team Workshop – This workshop will focus on strategic planning, evaluation of professional development and the budgeting process.	WVDE
May 2011	Academic Coaches Meeting – Focus will be classroom strategies. Roles and responsibilities of co-teaching. Discuss instructional strategies. Discuss RTI framework and progress. This session will include the RTI Interventionists. This training module is being developed and will be revised later.	Jan Nichols Lesia Hines, RESA VII Mary Pat Ferrell, SEA
May 2011	School Leadership Team Meeting - Set agenda for the May PLC meeting. Review of student progress at each grade level.	Jan Nichols Transformation Coordinator
May 12 & 26, 2011	PLC Meetings – The focus will be instruction, following a set agenda, discussing student data progress and alignment with instruction.	Jan Nichols Transformation Coordinator

Year Two: September 2011 - August 2012 (Phase II)

Date (month)	Topic	Presenter(s)
August 2011	Orientation- Induction and orientation for first year and new teachers. (Including all Substitute Teachers)	Central Office
August 2011	School Vision and Core Beliefs –Annual review for the purpose sustaining a unified focus for all school staff - Phase II	Jan Nichols
August 2011	Community and Parent Involvement-Phase II	Consultants
August 2011	Delivery of Core and Replacement Curriculum- include delivery of the core and replacement curriculum in monthly academic coaches and PLC’s meetings - Phase II	Consultants
August 2011 (Then 1 time each month)	Provide monthly training to academic coaches in roles and responsibilities and classroom strategies -Phase II	RESA VII
September 2011	Differentiated Instructional Strategies-Phase II	Consultants
September 2011	RTI Practices and Fostering Collaboration-Phase II	Consultants
September 2011	Expectations of Staff for School Improvement Initiatives-Phase II	Consultants

Year Three: September 2012 - August 2013 (Phase III)

Date (month)	Topic	Presenter(s)
August 2011	Orientation- Induction and orientation for first year and new teachers. (Including all Substitute Teachers)	Central Office
August 2011	School Vision and Core Beliefs –Annual review for the purpose of sustaining a unified focus for all school staff - Phase III	Jan Nichols
August 2011	Community and Parent Involvement-Phase III	Consultants
August 2011	Delivery of Core and Replacement Curriculum- include delivery of the core and replacement curriculum in monthly academic coaches and PLC’s meetings - Phase III	Consultants
August 2011 (Then 1 time each month)	Provide monthly training to academic coaches in roles and responsibilities and classroom strategies -Phase III	RESA VII
September 2011	Differentiated Instructional Strategies-Phase III	Consultants
September 2011	RTI Practices and Fostering Collaboration-Phase III	Consultants
September 2011	Expectations of Staff for School Improvement Initiatives-Phase III	Consultants

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

This is not a priority issue for Doddridge County Elementary School meeting AYP. Our turn-over rate, including retirements, is minimal. Currently through other funding sources, Doddridge County Schools follows the WVDE/Office of Professional Development procedures for providing mentoring for all first year educators, including counselors, even though this is not a WVDE requirement. Doddridge County also provides tuition reimbursement for coursework obtained towards highly qualified status, and additional endorsements in shortage areas, National Board Certification, and ASHA Certification for Speech/Language Pathologists. However, we will implement the following strategies to ensure we are recruiting, placing and retaining high quality educators at DCES through the following activities:

- Provide an Induction/Orientation Program prior to the beginning of the year for all new or first year teachers new to Doddridge County Elementary School as well as substitutes
- Provide extra duty contracts to support an expanded teacher mentoring program that will include all new teachers to Doddridge County Elementary School including any permanent substitutes
- At the beginning of the school year, with the guidance of the Transformation Coordinator, procedures will be in place to implement peer observations utilizing the IPI and will include flexible scheduling and utilizing substitutes.

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.

- To increase teacher and school leader effectiveness at Doddridge County Elementary School, a newly formed teacher leadership team will be established representative of the following: the principal and/or assistant, one teacher per grade level, one special education teacher, one Title I teacher, one related arts teachers, one parent educator resource coordinator, and/or a representative from an approved list of community representatives. This Teacher Leadership Team will invite a minimum of one community representative to attend each meeting. The purpose of the Teacher Leadership Team is to provide input to the Transformation Coordinator and principal for the purpose of setting agendas for the PLC's.
- Establish procedures for weekly meetings to be held prior to the beginning of the school day for grade-level PLC's. The grade-level PLC's will be led by the Principal's focused agenda to review student progress monitoring data to provide information for placing students in the tiered instructional model. This focused agenda will provide time for discussing teaching strategies which will drive differentiated instructional practices and could include book studies.

- Provide a master schedule that will allow for maximum grade-level planning time.
- Technical assistance is currently being given by the SEA regarding Doddridge County Elementary School Master Schedule.

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.

Houghton Mifflin is the core reading series at Doddridge County Elementary School and it will be delivered to fidelity within the classroom, with students grouped according to skill deficits. Doddridge County Elementary School will continue to implement a tiered instructional model, utilizing research-based adopted Saxon Phonics, and the Wilson Reading Program. Doddridge County Elementary School and Doddridge County Middle School have recently adopted and will implement the “Everyday Math” research-based curricula for the 2010-2011 school year. This math curriculum will be used in grades K-6 and will promote a smooth transition for students from Doddridge County Elementary School to Doddridge County Middle School in math. Both schools use the STAR assessment for reading and use the same reading textbook series for grades K-6. To align standards to the next grade level, data from progress monitoring and bench marking will be utilized and presented to PLC’s. Also, Doddridge County Elementary School’s Pacing Guides have recently been revised for Reading/Language Arts and Mathematics. Therefore, benchmarking assessment such as Acuity, QPS, and DIBELS will be more in line with the content standards.

As a result of the SIG process and the SSOS visit, Doddridge County Elementary School will be delivering the following curricula. In mathematics, we have adopted a new curriculum called Everyday Math; we will also be using Wilson Reading and Saxon Phonics to help further implement RTI. Our after school program will follow the Supplement Educational Services model.

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

Through the existing frame work at Doddridge County Elementary School, the school’s interventionists will collect student data and present this data at scheduled PLC meetings. These data will be analyzed by the PLC to determine appropriate interventions for students placed in Tier I, II, and III. These interventions will be based on research based strategies designed to change instruction for students. These data will also be analyzed for the purpose of aligning student needs with replacement curricula in Tiers II, and III.

A balanced assessment system will be used to include summative assessment (WESTEST2 and Acuity), progress monitoring with DIBELS, and common assessments based on learning targets developed by PLC’s.

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

Doddridge County Elementary School will implement the following comprehensive instructional reform programs to include the following:

- Academic coaches (one per grade level in grades 1-4) will implement embedded professional development and will model, observe, and provide feedback of differentiated instruction strategies
- Provide continued services of a TIS (Technology Integration Specialist) beginning 2010-2011
- Provide RTI Services (Response to Intervention) by contracting the employment of two interventionists
- Provide an expanded mentorship program for long term substitutes
- Provide substitute coverage for grade level teams to meet
- Provide a Transformation Coordinator to oversee the implementation of the 1003 (g) School Improvement Grant

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.

According to the National Time and Learning Commissions Report, Prisoners of Time: “We have been asking the impossible of our students-that they learn as much as their foreign peers while spending only half as much time in core academic subjects. The reform movement of the last decade is destined for founder unless it is harnessed to more time for learning.”

(<http://www.ed.gov/pubs/PrisonersOfTime/index.html>) Therefore, to establish schedules and strategies that provide increased learning time Doddridge County Elementary School will expand summer school and after school programs. This grant will provide an after school tutoring program that will be modeled after the Title I SES (Supplemental Educational Services) program to include at risk and high achieving students.

With the funds allocated for summer school and our afterschool program, it is anticipated that we will be able to fund 200 – 270 full days of instruction depending upon teacher degree level and experience. Therefore, it is expected the summer school program will consist of four teachers for approximately four weeks. We also expect that there will be sufficient funding to facilitate an afterschool program comprised of two teachers which will provide extended instructional time for two hours after school approximately three days a week. During this time, concepts from the newly adopted Everyday Mathematics Program will be incorporated for these identified at risk children. For Reading, we will continue the use of Odyssey from the Summer Program as well as the use of the newly adopted Saxon Phonics Program for Tier II instruction.

Other activities that are available throughout the school year to enrich student learning in Reading/Language Arts and Mathematics included the following programs:

- Energy Express (Summer Enrichment Program)
- Young Writers Contest

- Spelling Bee Contest
 - Project Isaac
 - After school tutoring
- 2. Describe how each school will provide ongoing mechanisms for family and community engagement.**

According to the National Institute on Out-of-School Time, Making the Case: “A decade of research, evaluations, and review of literature provides powerful evidence that afterschool programs make a difference in the lives of youth who attend. After school programs improve academic performance, social and developmental outcomes, contribute to healthy lifestyle options, and prevent many risky behaviors. The key factors in supporting positive outcomes include access to and sustained participation in quality programming with strong partnership with schools, families and the community. [3]” (2009 National Institute on Out-Of-School Time at Wellesley Centers for Women, Wellesley College)

Doddridge County Elementary School will implement increased learning time and create community-oriented schools through an additional Parent Educator Resource Coordinator who will focus on providing expanded parent and community involvement activities, improved communication, and training.

Funding from this grant will be used to contract, through RESA VII, an additional Parent Educator Resource Center Coordinator. The Parent Coordinator will provide mechanisms for family and community engagement and will be assigned to Doddridge County Elementary School to promote the following activities:

- Plan, schedule, and document PERC activities such as: organizing parent night, identifying parent concerns and/or needs, and provide incentives for parents to participate in school activities
- Meet with parents, educators and office personnel for problem resolution
- Work cooperatively with staff, Assistant Superintendent, Transformation Coordinator, community and parents, including home visits
- Participation in the Project ACE/Preschool Program
- Participation in appropriate available training sessions
- Adhere to rules and regulations regarding confidentiality
- Provide PERC information to parents, county educators, public and community agencies through group meetings, home visits, teachers meetings, school visits, distribution of brochures and visitation to community agencies
- Provide training courses to parents
- Provide improved communication to parents
- Foster ongoing mechanisms for family and community engagements

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

N/A

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.**

Grant funds will allow Doddridge County Elementary School to continue the services of the current TIS and interventionist positions. In addition, two academic coaches (one per two grade levels in grades 1-4) will be contracted through RESA VII to provide consistent embedded professional development. Funding will also provide for the development of a flexible schedule that will include time for PLC's to meet and hold consistent Teacher Leadership Team meetings. Grant funding will also provide for after school tutoring services and will be modeled after the Title I SES Program. The afterschool program and the four week summer school program will include at risk and high achieving students.

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

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

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

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

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

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

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

A newly hired Transformation Coordinator will facilitate PLC's and provide direction to the Teacher Leadership Team, and academic coaches meetings in accordance with this grant. The Superintendent and Assistant Superintendent will also monitor the activities of the grant.

County office personnel will provide technical support at regularly scheduled PLC's to discuss student progress and changing instructional strategies to meet student needs. The SEA and RESA VII will also provide technical assistance in assisting with training needs related to Leadership Team and PLC responsibilities.

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

N/A

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

N/A

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

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

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

The WVDE has developed a process for selecting external partners to implement embedded professional development. However, Doddridge County has elected not to seek and employ external partners but will focus on using consultants and trained academic coaches and Transformation Coordinator to provide embedded professional development.

- **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**

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.

With the assistance of the Transformation Coordinator, administrative personnel at the school and county level will review county and school policies and practices to identify barriers to full implementation of grant activities and will recommend revisions of existing policies and practices to school staff and Board of Education members e.g.: school handbooks and homework policy.

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.

After the funding period ends, Doddridge County Schools may utilize the other funding sources e.g.: Title I, Title II, RLIS, and Special Education to sustain the reform efforts. All activities supporting school improvement at Doddridge County Elementary School utilizing the above funding sources are detailed within Doddridge County's 5 Year Strategic Plan.

Effective embedded professional development will be evident through continued oversight and monitoring. Continued walkthroughs and student growth and achievement will provide evidence

of continued implementation of the research-based instructional strategies developed by classroom teachers during the implementation of this grant.

Continual data analysis and formative and summative assessments will support the well established grade level PLCs and continue to drive instructional strategies and differentiated instruction to ensure student achievement.

Doddridge County Elementary Schools will continue to use Title II funds to build on and enhance the embedded professional development established by this grant. Rural and Low Income Schools Funding will provide Doddridge County Elementary School with funding for a Mathematics Coach and School Improvement funds have paid for a Technology Integration Specialist position at Doddridge County Elementary School for the 2008-09, 2009-10 school years and will continue to provide funding for this position for the 2010-11 school year.

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

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

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

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

Submit budget spreadsheets and narrative as specified below:

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

- a. Budget Spreadsheet: The LEA will complete a separate budget spreadsheet for each eligible school receiving school improvement funds.
- b. Budget Narrative will include:
 - an overview of the projects included in the budget
 - a description of how other federal, state, and local funds will be leveraged to further support school improvement plans
 - a description of any broad items in the budget, e.g., personnel, contracted services, professional development, equipment and travel expenses.

1003(g) COUNTY/SCHOOL IMPROVEMENT BUDGET NARRATIVE

The expenditures within this grant are as follows:

- School Level: **Provide for Substitute and Staff Training:** This expenditure will allow for on-site staff development by providing coverage for teachers.
- School Level: **Classroom Incentives:** Teachers will be provided with a \$500.00 incentive to be utilized in the purchase of classroom materials. This expenditure will occur when the school demonstrates annual increase in Reading/Language Arts and Mathematics based on the student growth model in comparison to student achievement.
- School Level: **Consultants for Professional Development:** With assistance of the SEA, consultants will be contracted through the Board of Education to provide on-site staff development and focus on topics such as: Differentiation, Response to Intervention, and Alignment of the Core Curriculum to West Virginia Standards.
- School Level: **Teacher Leadership Team Stipends:** This activity will develop a schedule for the Teacher Leadership Team to meet before and after school to discuss agenda items developed in cooperation with the principal and Transformation Coordinator. From this line item, a stipend will be paid to the Teacher Leadership Team.
- School Level: **Mentorship Program for Long -Term Substitutes:** Within this activity, a mentorship program will be established for long- term substitutes at Doddridge County Elementary School. Teachers will receive stipends to mentor the long-term substitutes. Also, a training program will be developed to train all substitute teachers with a focus on school improvement initiatives at Doddridge County Elementary School. Substitutes will be paid stipends for attending these trainings.
- School Level: **Staff Development –Delivery of the Core Curriculum:** Teachers will receive stipends to attend training on alignment of the core curriculum with the West Virginia Content Standards.
- School Level: **Two (2) Classroom Interventionists:** With the approval of this grant, Doddridge County Elementary School will sustain its efforts of maintaining the Response to Intervention Models. These two (2) interventionists are critical to the process as they

are responsible for student data collection and reporting to the PLC's. They also provide a direct service to students within the Tiered Instructional Model.

School Level: **Two (2) Academic Coaches:** With these expenditures, two (2) academic coaches will be contracted through RESA VII to work directly within the classrooms in a co-teaching model. This initiative will focus on grades 1-4. With assistance of the SEA and RESA VII, a training model will be developed to train the academic coaches to perform their duties. This training schedule will provide the consistency needed one time per month.

School Level: **Technology Integration Specialist:** Through this line item, Doddridge County Elementary School will sustain the TIS for years two and three of this grant application. This would allow for Doddridge County Elementary School to continue its efforts in the integration of technology within the regular classrooms.

School Level: **Summer School and Extended Day School:** To expand on extended school time, this expenditure would implement a 4 week summer school program to include: teaching staff, ancillary staff, and service staff ie: cook, bus driver, and custodian. Also an after school tutoring program, modeled after the SES program, would be implemented. Within both of these activities, at risk students and students who master the content standards will be encouraged to participate. During this time, concepts from the newly adopted Everyday Mathematics Program will be incorporated for these identified at risk children. For Reading, we will continue the use of Odyssey from the Summer Program as well as the use of the newly adopted Saxon Phonics Program for Tier II instruction.

School Level: **Parent Educator Resource Coordinator:** This activity would provide for an additional Parent Coordinator, contracted through RESA VII, who would be assigned to Doddridge County Elementary School. The role of the Parent Coordinator would be to develop and to foster ongoing mechanisms for family and community engagements.

County/School: **Transformation Coordinator:** This expenditure would allow for the employment of a full time administrator who would be assigned to Doddridge County Elementary School to work cooperatively with the principal, Team Leadership Team, and PLC's. The Transformation Coordinator would also be involved in school leadership meetings, PLC meetings, and academic coaches meetings as well as facilitate the implementation of this grant. The Transformation Coordinator would report directly to the Superintendent of Schools.

County/School: **Other Funding Sources:** Other funding sources identified to support the school improvement initiatives are Title I, Title II, RLIS, Doddridge County Elementary School Improvement Funding, and Special Education. All activities supporting school improvement at Doddridge County Elementary School utilizing the above funding sources are detailed within Doddridge County's 5 Year Strategic Plan.

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

The LEA assures that it will:

- Replace the principal in each Tier I or Tier II School it commits to serve as per the regulations of the Title I 1003(g) grant program.
- Establish annual goals (summative and growth) for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I, Tier II and Tier III school it serves with school improvement funds.
- Use its school improvement grant to fully and effectively implement an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
- Participate in and/or provide input to the Teacher Evaluation Task Force to develop recommendations to the WV BOE and WV Legislature for revisions in W.Va. Code and WVBE Policy regarding a teacher evaluation model that takes into account data on student growth as part of a multiple observation-based assessment measure.
- Become an "early adopter" of a rigorous, transparent and equitable evaluation system that takes into account data on student growth as a significant part to educator performance evaluations.
- Organize the school staff into PLCs and provide high quality job-embedded professional development.
- Participate in the SEA on-site monitoring and technical assistance trainings.
- Include in the contract or agreement a provision that the education management organization will be held accountable for complying with the final requirements if implementing a restart model in a Tier I or Tier II school (if applicable).
- Comply with all state statutes and federal laws related to the Title I Part A, 1003(g) program. Appropriate records will be provided to the State Educational Agency (SEA) as needed for fiscal audit and program evaluation.
- Assure that funds made available through this statute will be used to supplement and not supplant funds from non-federal sources.
- Maintain accurate program records which document progress in implementing the plans approved in this application.
- Report to the SEA the school-level data required under Section III of the final requirements upon request.

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

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

- Extending the period of availability of school improvement funds.

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

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

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