

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

County Fayette

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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).

The LEA’s proposed Title I school improvement grant program will serve Mount Hope High School (MHHS), grades 5-12. The LEA is focused on a comprehensive approach aimed at changing the overall **culture** of MHHS from one with low expectations to one characterized by high expectations for all students, staff and parents. The comprehensive approach will include a focus on building the leadership competencies of the school’s two administrators, establishing a culture committed to high expectations for all, encouraging and fostering parent-involvement, providing opportunities for parents and community members to expand their own knowledge and opportunities, providing targeted, specific, job-embedded professional development to identified staff, providing extended learning opportunities for students during the school day as well as after school, and providing a Title I Home-School Intervention Coordinator. Assisting the LEA with this approach will be an external vendor selected from the West Virginia Department of Education’s Approved List of External Supporting Partners.

Supporting the activities of the school occurring through this school improvement grant will be the regular Title I allocation received by MHHS. Through the regular allocation, the LEA will

employ a curriculum specialist (professional learning community specialist) and counselor to support the work of MHHS.

In conclusion, through the School Improvement Grant, Fayette County Schools will provide MHHS with an external provider to support it on a monthly basis through face-to-face visits to support the LEA's comprehensive approach. The external provider will work with both the administrators and teachers of MHHS to improve the school culture and expectations for all as well as to foster a teaching and learning environment driven by data. Ultimately, the external provider will be charged with assisting MHHS accomplish quick wins in order to realize some immediate successes.

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 II Schools:

School Name/ NCES ID#	Principal	Email Address	Intervention			
			Turn-around	Restart	Closure	Transformation
Mount Hope High School/540030000195	Mike Hutchins	jhutchins@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.** See Attachment 1.

- B. A meeting was held with a MHHS stakeholder group to discuss possible focus areas of the school improvement grant. The group consisted of MHHS administrators, teachers, community members, parents, business leaders and a member of the LEA support team. This group is very committed to getting the community more involved in the school.

To begin the stakeholder group meeting, one of the district leadership team members (Director of Secondary Schools/Curriculum/CTE) shared the expectations of the federal and state governments regarding the School Improvement Grant. The district team member discussed the requirements of the federal government as they related to the transformation model. After detailing the requirements of the grant, the director shared the activities that the district had identified to be included as components of the SIG for MHHS. The stakeholder group then made some important points and presented thoughtful ideas that enhanced those of the district. Those ideas were infused into the district’s grant application to the maximum extent possible. The meeting was held on May 21, 2010. Ideas provided by the committee include the following:

- A social worker/counselor either on a contracted basis or as a full-time employee
- Monthly attendance incentives
- Part-time Prevention Resource Officer
- Renewed relationship with Global (a local company) to provide students in 12th grade opportunity to work/build work ethic
- Direct assistance in the area of special education (training on IEPs as well as compliance and instructional issues; monthly meetings with the district/MHHS special education department/possibly the State and, when necessary, general education teachers)

- In-school suspension teacher

Also, the grant application was shared with the school administration prior to submission with slight adjustments made based upon feedback received.

The stakeholder committee will be reconvened at the end of each semester and provided results evidenced at that time directly, and indirectly, linked to the activities of the SIG. The school leadership team and LEA support team will be present to discuss the results and gather feedback from the stakeholder committee. Also, the stakeholder committee will be asked to complete a survey/rubric at the beginning, middle and end of year in order for the LEA to measure progress.

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: Mount Hope High School</p>
<p>Annual Summative Achievement Goal for Reading/Language Arts: <i>The percentage of students in the all subgroup who score at mastery or above in reading/language arts will increase by 5% annually as measured by the WESTEST 2.</i></p>
<p>Annual Growth Goal for Reading/Language Arts: <i>The percentage of students who exhibit typical growth in grades 5-11 in reading/language arts will increase annually as measured by the WESTEST 2.</i></p>
<p>Annual Summative Achievement Goal for Mathematics: <i>The percentage of students in the all subgroup who score at mastery or above in mathematics will increase by 5% annually as measured by the WESTEST 2.</i></p>
<p>Annual Growth Goal for Mathematics: <i>The percentage of students who exhibit typical growth in grades 5-11 in mathematics will increase annually as measured by the WESTEST 2.</i></p>

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

The LEA will initially review the progress Mount Hope High School (MHHS) demonstrates from its performance on the WESTEST 2 administered spring 2009 to its performance on the same test spring 2010 when results are received August, 2010. At that point, in collaboration with MHHS staff, the curriculum specialist and secondary education specialist assigned to MHHS will help identify those areas where the school demonstrated progress as well as those where the school continues to struggle. Supports from the LEA will then be provided, via the two specialists, to focus on the weaker areas.

Not losing focus on student performance on the WESTEST 2 throughout the school year, students will take three Acuity benchmark assessments. The LEA, again via the specialists, will monitor

student progress towards mastery of the CSOs through improved student performance on the benchmark exams from the first Acuity benchmark through the third Acuity benchmark.

The LEA will evaluate the efforts of the supports provided by the curriculum specialist by collecting classroom walkthrough data focused on strategies for differentiating instruction and improving literacy in all content areas. In addition, the LEA will assess the progress of MHHS in implementing the Adolescent Instruction Model in both mathematics and reading/language arts. (The master schedule, student schedules, student placement in tiers, data reviewed to determine placement and student progress in tiers will be reviewed to evaluate the support provided.) Finally, the LEA will review student performance on the Acuity benchmarks, Writing Roadmap 2 and the WESTEST 2 to analyze student growth in the weak areas.

The LEA will evaluate the efforts of the supports provided by the external vendor/partner by reviewing the data collected from a rubric (titled the *Framing Your Success* rubric) developed and provided for evaluation purposes by the external vendor. Data will be collected and reviewed at the beginning, middle and end of the school year. Also, the LEA will review student performance on the Acuity benchmarks, Writing Roadmap 2 and the WESTEST 2 to analyze student growth in weak areas.

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

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

TRANSFORMATION MODEL

a. Develop teacher and school leader effectiveness

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

Fayette 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
Mount Hope High School	2	A	October 6, 2009

- a. The principal 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.

- b. The principal has been or will be replaced through a mutual agreement (i.e., voluntarily applies to transfer to another available position within the district) as outlined in WV Code §18A-2. Evaluation of the individual's performance will be conducted within the guidelines of WV Code §18A-2-12 and WV BOE Policy 5310.
- c. The principal has been or will be replaced through the performance evaluation of school personnel process as outlined in WV Code §18A-2-12 and WVBOE Policy 5310.

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

As indicated in 1a., the principal of Mount Hope High School (MHHS) will not need to be replaced given that he just began the position on October 6, 2009. Although he will not need to be replaced, the district will actively seek to develop and foster both the principal's and assistant principal's leadership competencies in the following areas:

- Learning how to distribute leadership to maximize student achievement
- Continuing to learn how to be an instructional leader rather than a manager
- Skills in building a collaborative culture where conversations are driven by data and teaching strategies and practices
- Examining individual leaders skill set, strengths and challenges for each leader.

Distributing leadership. The work of schools is quite complex and requires the hands and leadership of multiple individuals, not simply the school administrators. As a result, it is imperative that school administrators become fluent with distributing their once-assumed leadership responsibilities to those teacher leaders within the building capable of leading others, particularly in areas related to student performance. Given the principal and assistant principal's limited experience in administration and the presence of a school leadership team, the LEA believes both need assistance with effective distribution of leadership responsibilities.

Instructional leader vs. manager. The role of the school administrator has evolved since its inception as building manager to that of instructional leader (although managerial tasks still remain). The administrator must be able to balance her/his instructional leadership roles and responsibilities with the managerial tasks. Given the principal and assistant principal's limited tenure as school administrators, the expectations for both may seem overwhelming. The LEA believes both administrators need assistance with identifying the instructional leadership and managerial roles that both will assume and determining how to best balance their time between both.

Collaborative culture – data, strategies and practices. In order to make the changes necessary at MHHS to facilitate improved student performance, conversations must be driven by data leading to identification of those teaching strategies and practices that yield results. Teacher, support personnel and administrators must work together to accomplish the tasks necessary to produce increased student achievement. While the structure is in place to provide collaborative teams time to meet during the school day, it is imperative that the collaborative teams focus specifically on use of data to guide

decision-making, identification of strategies that produce results, and the development of procedures and practices that result in an effective school. The administrators must be able to establish and foster this collaborative culture.

Skills sets, strengths and challenges. In order to understand one's strengths and limitations, it is necessary to receive feedback from others as well as one's self. The external vendor/partner will conduct a series of evaluations (i.e., 360, ELI, needs assessment) with the administrators and various stakeholders to determine each administrator's skills sets, strengths and challenges. Once determined, the vendor/partner will then identify steps to be taken to build upon the strengths and to address the challenges.

The external vendor/partner will target the four aforementioned leadership competencies when working with the school administrators, school leadership team and, ultimately, the entire school faculty. Furthering the work of the external vendor/partner, the curriculum specialist and secondary education specialist will support the work around *collaborative culture – data, strategies and practices* through their work with the collaborative teams.

The culture assessment will be conducted at the beginning and end of the 2010-2011 school year with results compared to ascertain growth. Also, the 360-ELI conducted with the two administrators will be completed at the beginning and end of the 2010-2011 school year, again to measure growth.

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

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

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

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

While WV Code §18A-4-4 and §18A-4-5a limits the options for rewarding teachers, Fayette County 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.

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	\$1,000.00
<input checked="" type="checkbox"/> Attend an out of state conference	\$1,000.00
<input checked="" type="checkbox"/> Utilize the funds towards tuition for advanced coursework and LEA HQ teacher plan	\$1,000.00
<input type="checkbox"/> Enrichment camps for students	
<input type="checkbox"/> Other (Please specify)	

**Staff will receive one of the three rewards identified in the table. They will not be eligible to receive all three rewards.*

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

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

Fayette County Schools has selected Edwards Educational Services, Inc. (EES) as the external vendor/partner that will provide targeted, intense assistance to Mount Hope High School (MHHS). The team from EES will be present (on-site) multiple days per month and will have weekly communication with key stakeholders at the district, school and classroom levels regarding the work at MHHS. Also, using school data from multiple sources, EES will work with the faculty and administration in relevant professional development activities that will allow them to enhance their professional skills and transfer those skills to their day-to-day practices and short and long-term

planning. This will be accomplished through the establishment of a school wide leadership team as well as teacher based teams (collaborative teams).

- 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**

Structure and Frequency of meetings

Professional learning communities (PLCs) are embedded within the school schedule for Mount Hope High School (MHHS). Grade-level teams meet for grades 5-8 while English/social studies and mathematics/science teachers meet in teams for grades 9-12. Currently, meetings occur daily with the following weekly schedule:

- Monday – principal meets with each PLC
- Tuesday – focus on reading and mathematics strategies
- Wednesday – data analysis, standards-based instruction, IPI
- Thursday – data analysis, curriculum maps/pacing guides
- Friday – technology integration

PLCs meet in the PLC room each day. The PLC room houses a variety of information including, but not limited to, data, artifacts, teacher resources, information related to the PLC's latest book study and the PLC's norms.

Presently, each PLC reports to the entire faculty about its progress at each Faculty Senate meeting sharing its wins as well as artifacts. As the school acquires the curriculum specialist (professional learning community specialist), the weekly schedule for PLCs may be adjusted based upon her/his work.

Major areas of focus

As the PLCs at MHHS continue to evolve during the 2010-2011 school year, their work will revolve around the four essential questions of PLCs.

- What is it we want all students to learn?
- How will we know when all students have mastered the concepts?
- How will we respond when some of the students do not learn?
- How will we enrich and extend the learning for students who are already proficient?

What is it we want all students to learn?

MHHS is charged with delivering a curriculum based upon the Content Standards and Objectives (CSOs) as required by the West Virginia Board of Education. Further, the LEA has developed

curriculum maps, pacing guides and learning targets in the four core areas of English/reading/language arts, mathematics, science and social studies (grades K-12). It is the expectation of the LEA that the curriculum maps/pacing guides be followed by all Fayette County teachers. In developing the curriculum maps and pacing guides, the CSOs were deconstructed and learning targets (I CAN statements) established in the four areas. The learning targets have been included in or attached to the curriculum maps/pacing guides for each core area which are available on the LEA's website.

In addition to having the mapped curriculum and learning targets as provided by the LEA, MHHS teachers have received extensive professional development and assistance throughout the last six years on a variety of curricular and instructional issues, two of which are the deconstruction of CSOs and establishment of learning targets. (This assistance and professional development have been through the Closing the Achievement Gap program. The CAG assigned to MHHS had worked closely with the teachers during their common planning time.

How will we know when all students have mastered the concepts?

In order to determine when all students have mastered the expected learning targets, MHHS teachers collect/will collect and analyze a variety of assessment data. Such data comes from sources including, but not limited to, the WESTEST 2, Acuity benchmarks, and Writing Roadmap 2.

- Given the limited number of teachers that work at MHHS, one teacher serves as the “grade-level” teacher, often for more than one grade. Therefore, *common grade-level assessments* have not been developed and are not utilized at MHHS. However, *classroom assessments* will be used as one measure of determining student mastery of learning targets.
- While common grade-level assessments are not utilized at MHHS, collaborative teams will develop *common assessments* (i.e., bellringers, tickets-out-the-door, short answer, quizzes) that focus on school-wide areas of weakness. Collaborative teams will then review student performance on the common assessments to determine necessary adjustments to instruction as well as the individual assessments.
- Beginning the 2010-2011 school year, teachers will work with the external vendor/partner to develop *short-cycle assessments* which will serve as one form of progress monitoring. The secondary education specialist and school's curriculum specialist will support the work of the external vendor and teams during PLC time.
- As the LEA and its secondary schools implement the Adolescent Instruction Model for mathematics and reading/language arts, progress monitoring assessments will be identified for use in tiers 2 and 3.
- Teachers began use of *Lexile measures* during the 2009-2010 school year; such work will continue with the 2010-2011 school year.
- The secondary education specialist and curriculum specialist will assist and support the collaborative teams to analyze the assessment data (initially WESTEST 2 and Acuity benchmarks, other assessment data as the school progresses) and determine necessary instructional adjustments.
- As the State moves forward with measuring student growth using scale scores, MHHS teachers will determine student growth, evaluating if a student demonstrates a minimum one-year of growth.

The curriculum specialist and secondary education specialist will also work with the collaborative teams around the issue of grades. Teams will be asked to take small steps toward overcoming the need to issue grades not simply based on mastery of learning targets but “efficiency in the classroom” (i.e., turning assignments in on time, showing all of the steps to solving an equation).

How will we respond when some of the students do not learn?

As individual teachers and collaborative teams review the aforementioned sources of data, a variety of decisions could be made regarding the needs of individual students. Some students could simply need extra assistance and/or differentiated instruction in the content classroom; some may need to be pulled from their double block of mathematics or English/reading/language arts (whichever is appropriate) to receive extra assistance from the contracted, retired teacher of mathematics or English/reading/language arts, as provided for through this grant. However, as the data are reviewed, teachers and teams could conclude the need for a student to be moved into tier 3 of the Adolescent Instruction Model. Further, when necessary and/or required, the Student Assistance Team will review the collection of data and instructional interventions to determine necessary placement in tiered instruction or referral for special education.

In addition, an afterschool tutoring program will be provided via grant funds. The tutoring program will focus on improving student performance in mathematics (MHHS's area of weakness). While open to all students, students who have been identified as not having mastered the expected learning targets will be referred to the afterschool tutoring program.

How will we enrich and extend the learning for students who are already proficient?

As individual teachers and collaborative teams review the aforementioned sources of data (i.e., WESTEST 2, benchmark, short-cycle, classroom), they will identify those students who have mastered the intended learning target(s). Those students will be pulled from their double block of mathematics or English/reading/language arts (whichever is appropriate) to receive enrichment from the contracted, retired teacher of mathematics or English/reading/language arts, as provided for through this grant. Further, through differentiated instruction activities in the general classroom, teachers will provide enrichment activities for the students, including, but not limited to, assigning proficient students to non-proficient students for peer teaching.

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

The professional development plan for Mount Hope High School (MHHS) will include an overall focus on establishing a culture of high expectations for students, staff and parents.

The professional development provided by Edwards Educational Services, Inc. will focus primarily on establishing a positive school culture in which staff are committed to making data-based decisions. Further, the external vendor will focus on building the capacity of both the administrators and teachers to lead the improvement effort at MHHS. The external vendor will begin its work by conducting three assessments: (1) an initial needs assessment of key stakeholder groups (i.e., students, teachers, administrators), (2) a culture assessment to determine strengths and challenges, and (3) a 360 assessment – “The Educational Leadership Inventory” (ELI) to determine leadership competencies in five critical areas of instructional leadership, visionary leadership, management skills, interpersonal skills, and culture and climate (administered to the principal and assistant principal).

While results of the three aforementioned assessments will be used to guide the year-long professional development, the following are intended to be part of the professional development.

- Real and perceived barriers will be identified using the “5 Whys” activity
- Faculty and administration will be trained in data analysis and using data to drive instructional practices
- Short Cycle Assessments (SCA) will become part of the culture of the school and be instrumental in driving student achievement
- Teachers will be trained in how to run both horizontal and vertical team meetings
- Work with staff in identifying their circle of influence

Finally, a rubric will be designed to assess current realities and to determine areas of strength and challenges with student achievement and teacher practice. This tool will be used to track growth.

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

Detailed description of Mount Hope High School’s professional development plan

Year One: July 2010 - August 2011

Date	Topic	Presenter(s)
August 18, 2010	New mathematics textbook series	LEA trainer
August 19, 2010	Provide overview of SIG and its components. Provide big picture of the Adolescent Instruction Model explaining that, throughout the month of September, one focus of each collaborative team’s work will be implementation of the model with fidelity.	School Leadership Team & LEA Support Team School Administration, Curriculum Specialist, LEA Administrator
September 13-14, 2010	Conduct/complete needs assessment and culture survey. Analyze school, classroom and individual student and teacher data. Provide training on circles of influence.	EES
September, 2010	Collaborative teams: AIM, focusing the team’s work, analysis of WESTEST 2 data, review of curriculum maps	Curriculum Specialist, Secondary

	(math team – new textbook series)	Education Specialist LEA trainer
October 11-12, 2010 <i>Oct. 11 is an ISE day.</i>	Conduct/complete ELI for administrators. Report out on the results of the needs assessment and the culture survey. Complete the “5 Whys” activity with the staff.	EES
October 18-20, 2010	Data usage, culture, vision, core beliefs, depth of knowledge, prioritized focus from data, and action steps of the improvement plan	WVDE
October, 2010	Collaborative teams: develop collaborative team’s common assessments, strategies for improving literacy in all content areas (primarily focusing on vocabulary, comprehension and writing), follow-up discussion on results of 5 Whys activity conducted by EES (math team – strategies to address areas of weakness identified in September)	Curriculum Specialist, Secondary Education Specialist
November 10-11, 2010	Based on results of September and October activities identify a course of action. Using results from previously administered assessments and examining the strategic plan for the school, identify three overarching academic goals for the year to support the achievement of the four summative and growth goals specified herein. Introduce the rubric for tracking progress.	EES
November, 2010	Collaborative teams: continue development of common assessments, strategies for differentiating instruction – flexible grouping, analysis of benchmark 1 scores; follow-up on rubric for tracking progress provided by EES (math team – strategies to address areas of weakness identified in September)	Curriculum Specialist, Secondary Education Specialist
December 8, 2010	ISE day: Review strategic plan and SIG, noting progress made to date	School Administrators, School Leadership

		Team
December, 2010	<p>Collaborative teams: continue development of common assessments, strategies for differentiating instruction, strategies for improving literacy in all content areas (primarily focusing on vocabulary, comprehension and writing)</p> <p>(math team – strategies to address areas of weakness identified in September)</p>	Curriculum Specialist, Secondary Education Specialist
January 5-6, 2011	Work with the collaborative teams to design action plans for each teacher and administrator that relate specifically to the three academic target goals.	EES
January, 2011	<p>Collaborative teams: continue development of common assessments, strategies for differentiating instruction, assistance with the design of action plans</p> <p>(math team – strategies to address areas of weakness identified in September)</p>	Curriculum Specialist, Secondary Education Specialist
February 7-8, 2011	<p>Work with teacher and administrators on implementation of the action plans.</p> <p>Track data to assess the quality and fidelity of implementation.</p>	EES
February 16-18, 2011	Shared leadership, the change process, collaboration, teaming and IPI data review	WVDE
February 21, 2011	ISE day: strategies for improving literacy in all content areas (primarily focusing on vocabulary, comprehension and writing)	Curriculum Specialist
February, 2011	<p>Collaborative teams: continue development of common assessments, analyze results of benchmark 2, assist with implementation of action plans, follow-up on strategies for improving literacy</p> <p>(math team – strategies to address areas of weakness identified in September)</p>	Curriculum Specialist, Secondary Education Specialist
March 10-11, 2011	Work with the administration and school leadership team to begin to build an assessment map.	EES

March, 2011	<p>Collaborative teams: continue development of common assessments, follow-up on strategies for improving literacy, strategies for differentiated instruction</p> <p>(math team – strategies to address areas of weakness identified in September)</p>	Curriculum Specialist, Secondary Education Specialist
April 6, 2011	<p>ISE day: Review strategic plan and SIG, noting progress made to date, identify learning targets to emphasize during the last month before WESTEST 2 (those that students continue to struggle with on common assessments)</p>	School Administrators, School Leadership Team, Curriculum Specialist, Secondary Education Specialist
April 11-12, 2011	<p>Collaborative teams report out on progress, challenges and barriers.</p> <p>Work with collaborative teams and individual teachers on instructional practices based on their individual and group action plans.</p>	EES
April 21-22, 2011	<p>Strategic planning, evaluation of professional development and the budgeting process</p>	WVDE
April, 2011	<p>Collaborative teams: continue development of common assessments, strategies to target the learning targets identified on April 6</p> <p>(math team – strategies to address areas of weakness identified in September)</p>	Curriculum Specialist, Secondary Education Specialist
May 25-26, 2011	<p>Continue above initiatives, drill deeper with data – challenge teachers to reflect on their practices.</p> <p>Review progress to date.</p> <p>Draft plans for 2011-2012.</p>	EES
May, 2011	<p>Collaborative teams: continue development of common assessments; assist teachers with reflection</p>	Curriculum Specialist, Secondary Education Specialist
June 9, 2011	<p>ISE day: Review strategic plan and SIG, noting progress to date, Celebrate accomplishments</p>	School Administrators, School Leadership Team

Year Two: September 2011 - August 2012

Date (month)	Topic	Presenter(s)
Summer 2011	Teacher Leadership Institute	WVDE
2011-2012	Continue work with EES: analysis of data to inform practice	EES
2011-2012	Collaborative teams: AIM, differentiated instruction, literacy, analysis of data	Curriculum Specialist, Secondary Education Specialist
October, 2011	ISE day: Implementation of the AIM – What is Working? What Adjustments are Necessary?	Curriculum Specialist, Secondary Education Specialist
December, 2011	ISE day: Review strategic plan and SIG, noting progress made to date	School Administrators, School Leadership Team
February, 2012	ISE day: Strategies for differentiating instruction	School Administrators, School Leadership Team
April, 2012	ISE day: Identify learning targets to emphasize during the last month before WESTEST 2 (those that students continue to struggle with on common assessments)	Curriculum Specialist, Secondary Education Specialist
June, 2012	ISE day: Review strategic plan and SIG, noting progress to date, Celebrate accomplishments	School Administrators, School Leadership Team

Year Three: September 2012 - August 2013

Date (month)	Topic	Presenter(s)
2012-2013	Continue work with EES: analysis of data to change practice	EES
2012-2013	Collaborative teams: analysis of data, to be determined	Curriculum Specialist,

		Secondary Education Specialist
October, 2012	ISE day: Revisiting the AIM – Are Adjustments Necessary?	Curriculum Specialist, Secondary Education Specialist
December, 2012	ISE day: Review strategic plan and SIG, noting progress made to date	School Administrators, School Leadership Team
February, 2013	ISE day: Strategies for differentiating instruction	
April, 2013	ISE day: Identify learning targets to emphasize during the last month before WESTEST 2 (those that students continue to struggle with on common assessments)	Curriculum Specialist, Secondary Education Specialist
June, 2013	ISE day: Review strategic plan and SIG, noting progress to date, Celebrate accomplishments	School Administrators, School Leadership Team

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

Mount Hope High School (MHHS) is a school that evidences a high percentage of administrator and teacher turnover. At this point, the LEA believes the administrators are committed to MHHS and will remain at the school as opposed to transferring to another school. Given this anticipated lack of administrator turnover, the LEA is hopeful that teachers will begin to remain at MHHS.

As positions become available at MHHS, they will be filled in accordance with the personnel laws of West Virginia. As such, district and school administrators will encourage teachers who would meet the federal/state definition of highly qualified teacher to apply and accept positions at MHHS. Also, to the extent allowed by personnel law, district and school administrators will recommend teachers for positions based upon, not only their certification but, their effectiveness in the classroom (as verified by documentation, recommendation).

The LEA support team will collaborate with the LEA's Personnel Department to expand recruitment opportunities (i.e., sending job postings to institutions of higher education located in western Pennsylvania and southwest Virginia; increasing the number of recruitment fairs attended). Also, recruits will be informed that tuition reimbursement is available through the LEA's Title II office. As the LEA seeks to expand its highly qualified teacher base, it will explore relationships with local institutions of higher education to bring programs of study (i.e., mathematics, Reading Specialist) to Fayette County.

In an effort to retain staff at MHHS, the LEA will reward staff for improved student achievement and graduation as previously indicated (see Section III.a.3). The LEA will expand its beginning induction program to include the new staff of MHHS with sessions focused on classroom management, IEP modifications and strategies for differentiating instruction.

The LEA will also utilize resources provided by the West Virginia Department of Education and the West Virginia Center for Professional Development (WVCPD) in a differentiated manner to meet the individual needs of MHHS staff. Resources include training for MHHS staff focused on the Instructional Practices Inventory and the WVCPD's session focused on classroom management.

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.

No other activities have been identified to develop teacher and school leader effectiveness.

B. Comprehensive instructional reform programs

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

Identification of essential competencies

Mount Hope High School (MHHS) staff will work with the curriculum specialist and the secondary education specialist assigned to MHHS to identify the CSOs that are critical for students to master in order to be successful when moving on to the next course (i.e., the essential competencies that students must master in Algebra I in order to be successful in Algebra II, Geometry, Chemistry, etc.). Teams of teachers will work together during their collaborative team time to complete this important work with the assistance of the specialists.

Not only will these essential competencies be focused upon during the regular class period, contracted retired teachers will also work with students outside of class to assist with mastery of the competencies. The essential competencies will also be included as part of the instructional program for those students in tiers 2 and 3 of the Adolescent Instruction Model (AIM).

Contracted retired teachers: The LEA will contract with retired teachers with certification(s) in mathematics and/or reading/language arts to provide extra assistance to

students so that students may master essential competencies. (The retired teachers will also provide enrichment for those students who have mastered the expected learning targets – see below). The retired teachers will provide the additional assistance/intervention during a 30-minute period of time during the double block of mathematics and reading/language arts based upon which subject(s) is appropriate. The curriculum specialist will train and work with the retired teachers so that they are equipped to use the intervention materials selected.

Deconstruction of CSOs and identification of learning targets

MHHS teachers have been the recipients of extensive professional development during the last six years as MHHS has been a Closing the Achievement Gap school. The CAG assigned to MHHS had worked closely with the teachers during their common planning time on a variety of curricular and instructional issues, one of which was the deconstruction of CSOs and establishment of learning targets. Also, the LEA has deconstructed the CSOs and established learning targets (I CAN statements) in the areas of mathematics, reading/language arts, science and social studies (grades K-12). The learning targets have been included in or attached to the curriculum maps/pacing guides for each core area which are available on the LEA's website.

To begin the 2010-2011 school year, the curriculum specialist and the secondary education specialist will meet with each collaborative team to assess its understanding of and incorporation of learning targets in members' daily cycle of curriculum, instruction and assessment. Should additional assistance (i.e., professional development, coaching) be necessary with the deconstruction of CSOs and utilization of learning targets, the curriculum specialist and/or the secondary education specialist will immediately provide the assistance either during collaborative team time or embedded within the classroom.

Adolescent Instruction Model

Presently, MHHS and Fayette County Schools have not begun the implementation of the Adolescent Instruction Model (AIM). However, with the beginning of the 2010-2011 school year, all secondary schools in Fayette County will implement tiered instruction in both mathematics and reading/language arts.

MHHS's master schedule is structured so that all students receive a double-block of mathematics and reading/language arts for the full year (two 45-minute classes). In order to effectively implement the AIM for mathematics and reading/language arts, tiers 1 and 2 of the AIM will be primarily provided for in the general education classroom via the general education teacher and special education teacher when the class is an inclusion class. Through the effective use of differentiated instruction and infusion of varied instructional strategies, approximately 30 minutes of the double-block will be utilized for tier 2 instruction in both mathematics and reading/language arts.

However, as described in Section III.a.4.a, as individual teachers and collaborative teams review the sources of data also described in Section III.a.4.a, some students may need to be pulled from their double block of mathematics or English/reading/language arts (whichever is appropriate) to receive **extra assistance** from the contracted, retired teacher of mathematics or English/reading/language arts, as provided for through this grant. However, as the data are reviewed, teachers and teams could conclude the need for a student to be moved into tier 3 of the AIM. Further, when necessary and/or required, the Student Assistance Team will review the collection of data and instructional interventions to determine necessary placement in tiered instruction or referral for special education.

In addition and as also described in Section III.a.4.a, as individual teachers and collaborative teams review the sources of data also described in Section III.a.4.a, they will identify those students who may need to be placed in the AIM advanced tier. Those students will be pulled from their double block of mathematics or English/reading/language arts (whichever is appropriate) to receive **enrichment** from the contracted, retired teacher of mathematics or English/reading/language arts, as provided for through this grant. Further, through differentiated instruction activities in the general classroom, teachers will provide enrichment activities for the students, including, but not limited to, assigning proficient students to non-proficient students for peer teaching.

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

Mastery of learning targets

In order to determine when all students have mastered the expected learning targets, Mount Hope High School (MHHS) teachers collect/will collect and analyze a variety of assessment data. Such data comes from sources including, but not limited to, the WESTEST 2, Acuity benchmarks, and Writing Roadmap 2.

- Given the limited number of teachers that work at MHHS, one teacher serves as the “grade-level” teacher, often for more than one grade. Therefore, *common grade-level assessments* have not been developed and are not utilized at MHHS. However, *classroom assessments* will be used as one measure of determining student mastery of learning targets.
- While common **grade-level** assessments are not utilized at MHHS, collaborative teams will develop common assessments (i.e., bellringers, tickets-out-the-door, short answer, quizzes) that focus on school-wide areas of weakness. Collaborative teams will then review student performance on the common assessments to determine necessary adjustments to instruction as well as the individual assessments.
- Beginning the 2010-2011 school year, teachers will work with the external vendor/partner to develop *short-cycle assessments* which will serve as one form of progress monitoring. The secondary education specialist and school’s curriculum specialist will support the work of the external vendor and teams during collaborative team time.
- As the LEA and its secondary schools implement the Adolescent Instruction Model for mathematics and reading/language arts, progress monitoring assessments will be identified for use in tiers 2 and 3.
- Beginning the 2010-2011 school year, MHHS teachers will begin to utilize Writing Roadmap 2 and techSteps with fidelity. Further, the curriculum specialist and secondary education specialist will assist individual teachers and collaborative teams to analyze the data collected from the two programs and to make instructional modifications, as necessary.

The curriculum specialist and secondary education specialist will also work with the collaborative teams around the issue of grades. Teams will be asked to take small steps toward overcoming the perceived need to issue grades not simply based on mastery of learning targets but “efficiency in the classroom” (i.e., turning assignments in on time, showing all of the steps to solving an equation).

Also, the curriculum specialist and the secondary education specialist will work with the collaborative teams to identify ways to differentiate instruction in the general classroom based

upon the data garnered from the assessments previously identified. As collaborative teams administer the common assessments and analyze the assessment data, members will discuss the strategies they used, paying special attention to the strategy(ies) used by the member with the best results. Ultimately, the specialists and teams will work together to identify the best strategies for teaching particular concepts.

Adolescent Instruction Model

Mount Hope High School (MHHS) will implement tiers 1 and 2 of the Adolescent Instruction Model (AIM) beginning with the 2010-2011 school year. Tier 3 will be implemented spring, 2011. The model will be used in both English/reading/language arts and mathematics.

One component of the AIM is the ongoing use of assessments (i.e., formative, summative, benchmark) to identify those students who need more time and support to master the expected learning outcomes.

- The assessment used to guide tier 2 English/reading/language arts instruction will measure students' comprehension, vocabulary, fluency and grade equivalency. In tier 3, English/reading/language arts will utilize the READ 180 program accompanied by the Scholastic Reading Inventory. Additional assessment data reviewed include the district's Acuity benchmarks, Writing Roadmap 2, classroom assessments, and common assessments developed by the collaborative teams. Also, the external partner/vendor will work with the collaborative teams to develop short-cycle assessments to be used school-wide.
- In mathematics, MHHS will be utilizing a comprehensive mathematics series (Thematics, grades 5-8; Cognitive Tutor, grades 9-12) which, when done correctly, incorporates both tiers 1 and 2. At present, tier 3 material for mathematics is under review by the LEA. Additional assessment data reviewed include the district's Acuity benchmarks, classroom assessments, and common assessments developed by the collaborative teams. Also, the external partner/vendor will work with the collaborative teams to develop short-cycle assessments to be used school-wide.

Curriculum (professional learning community) specialist

Through the school's FY11 Title I regular allocation, a curriculum specialist (professional learning community specialist) will be hired to support the work of MHHS. One primary role of the specialist will be to maintain a focus on data-driven decision making as decisions pertain to the curricular, instructional and assessment continuum. Roles and responsibilities of the curriculum/PLC specialist include, but are not limited to, the following:

- Provide direction to PLCs on effective utilization of their time. (i.e., ensure norms are followed, individual members complete assigned tasks).
- Provide assistance to PLCs on the collection, analysis and use of data to make instructional and assessment decisions.
- Provide job-embedded professional development focused on curricular, instructional and assessment issues including, but not limited to, the following:
 - deconstruction of CSOs, depth of knowledge and learning targets
 - formative and summative assessments; assessment of/for learning
 - effectively functioning PLCs
 - effective instructional strategies for the differentiated classroom
 - differentiated instruction
 - supporting students' reading in all content areas
- Model effective instruction in the classroom setting.

- Provide assistance to teachers, specifically mathematics and reading/language arts teachers, so as to ensure the curriculum is delivered effectively to all students.
- Provide assistance to individual teachers and collaborative teams to analyze assessment data and to determine those students who need extra assistance/enrichment, tiered instruction and referral for special education.
- Provide assistance to collaborative teams to develop common assessments that focus on the school-wide weaknesses in mathematics and reading/language arts.
- Pre-conference, observe and post-conference to monitor effective teaching methods and instructional strategies within the classroom.

Given the focus of Title I on student performance in mathematics and reading/language arts, the curriculum specialist (professional learning community specialist) will be required to hold certification in either English/reading/language arts or mathematics, with a background/certification in curriculum and/or knowledge of/experience with effectively functioning PLCs preferred.

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

Title I Home-School Intervention Coordinator

Due to the large population of at-risk students attending Mount Hope High School (MHHS) and based upon the needs identified by the stakeholder committee, the LEA will employ a Title I Home-School Intervention Coordinator using SIG funds to work specifically with MHHS. The Title I Home-School Intervention Coordinator will be charged with establishing and fostering the home-school relationship.

Roles and responsibilities of the coordinator include, but are not limited to, the following:

- Be available to deal on an individual basis with students who are in crisis, whether academically, socially, emotionally, and/or behaviorally in the classroom.
- Provide professional support to the Title I program in the areas of counseling for both student and parent in crisis situations.
- Develop and conduct small group counseling sessions as needed to enhance positive self concepts of students
- Conduct conferences with identified at-risk students, potential dropouts, parents and Student Assistance Teams to provide intervention strategies and support services.
- Work cooperatively with agencies outside the school for the benefit of the students and parents.
- Have knowledge and training in the diagnosis and treatment of behavior problems.
- Assist staff in the development and implementation of appropriate discipline procedures.
- Assist and make home interventions regarding severe attendance problems.

Graduation rate

Although Mount Hope High School's (MHHS) graduation rate has been steadily increasing, the LEA and school are not satisfied with the graduation rate. One avenue that MHHS will take is to develop a structure within the school day to allow students who have failed a course to complete credit recovery modules as opposed to requiring them to stay after school.

The school district will seek to implement the GED Option through the State for MHHS.

Special education

The stakeholder committee for MHHS requested monthly meetings be held between district and school-level special education staff. Meetings will be held and/or staff development provided related to specific needs of the school. Due to the large population of special needs students attending MHHS, professional development will be provided to teachers and principals to support the special needs child from all aspects (learning, behavior). (The exact needs for professional development related to special education have not yet been identified. Step VII funds will be used to support the professional development.)

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.

Mount Hope High School (MHHS) will provide afterschool tutoring for students to provide increased learning time. The program will be offered for one hour each day, three days per week. Given the school's poor performance in the area of mathematics, **all students** will be encouraged to attend the afterschool tutoring. (Information will be distributed to all parents at the beginning of the 2010-2011 school year regarding the tutoring program.) However, those **students in tiers 2 and 3** of the AIM for mathematics will be targeted, with personal communication with the home stressing the need for the student(s) to attend (telephone calls home, communication with the Title I Home-School Coordinator and teacher).

- Mathematics and reading/language arts teachers from MHHS will provide the afterschool tutoring. Teachers will utilize the adopted textbooks (Thematics, grades 5-8; Cognitive Tutor, grades 9-12) as the primary curricular material. Also, teachers will focus on the school's areas of weakness in mathematics on the WESTEST 2 as identified at the beginning of the 2010-2011 school year by the collaborative teams and noted in the school's strategic plan.
- The after school tutoring will include bussing for all students. The funding for the bussing is provided via an external partner.

The school will also double block both mathematics and reading, grades 5-12, to provide increased time.

Credit recovery will be offered during the day as well as after school. In addition, a GED program site will be added at MHHS beginning fall 2010. The GED program should be of benefit to recent dropouts, parents and the local Mount Hope community.

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

The LEA will establish a GED center at Mount Hope High School (MHHS) to provide the opportunity for parents and community members to obtain their GED locally. The GED program will be offered simultaneously with a Credit Recovery program provided for students. The GED program will operate five evenings a week, two hours each evening. One evening a month, the GED program will not operate and the LEA will provide a parent training session to

the MHHS parents focused on child development, child rearing and student achievement. (The program, *Developing Capable People*, will be used. SIG funding will be utilized to pay the presenter a small monthly stipend and to purchase necessary materials.)

The counselors and Title I Home-School Intervention Coordinator will arrange monthly meetings/workshops for parents to attend focused on school-related issues such as, but not limited to, financial aid, post-secondary opportunities, transitioning from grade-to-grade, transitioning from middle-level to secondary education, and graduation requirements. Also, parents/guardians are required to meet with the counselor in order for their child(ren) to receive her/his schedule as s/he transitions from tenth to eleventh grade.

MHHS will utilize the School Messenger system to provide ongoing notification to parents of the monthly parent trainings as well as other important opportunities and activities for parents to participate/become involved in the functions of MHHS. Finally, the MHHS administration will disseminate a monthly newsletter to all parents to maintain communication with parents. The administration will communicate information such as, but not limited to, curriculum, student expectations, assessment results and upcoming parent/community events via the newsletter.

Professional staff will be expected to make five positive telephone calls to parents/guardians each week. Each staff member will maintain a log of the parents/guardians s/he contacted which will be compiled at the end of each month in order to ensure that all parents/guardians are contacted throughout the year.

With the new administration in place, increased parent and community contact with the school has occurred. In order to continue to increase the involvement, the school will administer a questionnaire to ascertain what opportunities it can provide to encourage parents and the community to become more involved (in other words, what can the school do for the parents and community). In addition, the LEA, in collaboration with MHHS, will develop and disseminate a survey to gauge parent and community satisfaction and support.

In terms of sustainability of the parent engagement activities, all activities may be sustained following the expiration of the grant funding except for the Title I Home-School Intervention Coordinator position.

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

Mount Hope High School (MHHS) will continue to work with New River Health Association (NRHA) in providing a wellness center for its students. Given the concerns regarding drug abuse and other related issues characteristic of the Mount Hope community, NRHA provides a drug counselor one day a week to work with MHHS students. The LEA and MHHS administration will continue to expand the MHHS/NRHA relationship to provide necessary services to MHHS students.

The LEA will employ a Title I Home-School Intervention Coordinator to foster, establish and strengthen the home-school relationship, particularly with MHHS students identified as at-risk.

MHHS will institute a Positive Behavior Support program. MHHS will also restore its monthly attendance incentive program. Incentives will include, but are not limited to, bowling, roller

skating, movies and trips to the Clay Center in Charleston, WV. (The monthly attendance incentives will be funded through local monies.)

MHHS will further its relationship with the Mount Hope police department and town to contract with a police officer on a part-time basis in order to have a police officer (prevention resource officer) in the school building during high-need/high-incidence times.

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.

Although Fayette County Schools does not have AIT (accrued instructional time) days, Mount Hope High School (MHHS) will have half-day AIT days every other month, opposite the months with ISE days. While Fayette County does not utilize AIT days, the secondary schools, including MHHS, accrue extra minutes on a daily basis to justify the use of AIT days. As a result, MHHS will have half days each month dedicated to professional development provided by the external lead partner organization. The lead partner organization will utilize the AIT days and some ISE days to provide professional development and hold team meetings followed by one day of job-embedded coaching and technical assistance. The curriculum specialist and the secondary education specialist will provide follow-up to the professional development provided throughout the month in between sessions.

While the LEA and MHHS administration must adhere to the personnel laws specified in W. Va. Code, the LEA will provide the school administration with the support it needs to identify teachers who need improvement and assist/support the school administration in placing and supporting teachers on plans of improvement.

The district's policy regarding Credit Recovery will be waived for MHHS so that students completing modules will be able to receive the grade of a C as opposed to simply a D. (The rationale for this is to provide students the opportunity to obtain a higher GPA which would be beneficial to students considering post-secondary education as well as to athletes.) This opportunity will be provided as a course built into the master schedule.

At the time of grant application, no other SEA or LEA policies have been identified for requested waiver.

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

a. SEA Technical Assistance

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

As indicated on the WVDE State System of Support (SSOS) School Improvement Model, the grant effectiveness of Tier I and Tier II schools will be monitored by the Title I office as part of the SSOS process in conjunction with the Office of Organizational Effectiveness and Leadership. In addition, Tier I and Tier II schools will be assigned a SEA Title I school improvement coordinator who will be responsible for continuous monitoring of each school's grant implementation. The coordinators will report the school's progress to the SSOS team on a monthly basis for Tier I and Tier II schools and semi-annually for Tier III schools.

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

- **Transformation Specialist (Leadership Coach or School Improvement Specialist)** (Tentative date: August 16-18, 2010). This training will focus on performance standards and indicators for the transformation specialist, leadership coach or school improvement specialist. In addition, the training will focus on the evaluation of professional development and action steps of improvement planning. This specialist will also attend all other SEA provided training in October 2010, February 2011 and April 2011.
- **School Leadership Team Workshops** (Tentative dates: October, 2010 and February & April, 2011). Each school must send an 8 person collaborative team consisting of the principal, five representative teachers, the county Title I director and another district or RESA representative. These sessions will focus on the following curriculum and instruction areas:

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

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

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

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

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

The LEA will continue to provide a secondary education specialist and technology integration specialist to support and provide ongoing assistance to Mount Hope High School (MHHS). The specialists will focus much of their work on coaching in the classroom as well as furthering the work of the existing collaborative teams.

MHHS's regular Title I school allocation will be used in 2010-2011 and ensuing years to continue the employment of the school's curriculum specialist and

counselor. (The counselor employed using the school's Title I allocation is in addition to the one counselor currently employed by the district who services MHHS.)

The Director of Secondary Schools/Curriculum will provide support to the MHHS administration when placing/supporting teachers on plans of improvement. The director will meet with the administration and review the observations/evaluations to determine if they justify a teacher being placed on a plan of improvement. Assuming justification is present, the director will then work with the administration to identify action steps for the plan of improvement that, when completed with fidelity, should cause improvement. The director will then be a member of the team that monitors the teacher's progress. Monitoring will be completed via classroom observations and walkthroughs as well as through conferences with the teacher and the teacher's professional support/evaluation team.

In order to ensure maximum results of the SIG for MHHS, the LEA's support team will meet with the school's leadership team on a monthly basis. The two teams will review the school's progress and determine next steps as well as any additional assistance that may be necessary. Also, the external vendor/partner will participate in the monthly meetings. Agenda items will be determined by the school leadership team with flexibility (flexibility for addressing any items noted by the district or external vendor/partner).

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.

The external lead partnership organization will provide intensive technical assistance provided on-site once per month for two days each month. The organization will be expected to complete a comprehensive assessment of Mount Hope High School (MHHS) and determine the needs of the school, holistically. The LEA then expects the organization to develop a comprehensive plan focused on assisting with the development of the LEA-identified leadership competencies for the two school administrators, building a culture focused on high expectations for all students and staff, establishing and fostering a parent-involvement program, implementing the school's strategic plan through workable action plans, coaching teachers in their classrooms, and analyzing data to inform decision-making.

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

No other activities have been identified to provide operating flexibility and sustained support.

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 LEA's support team reviewed the Approved List of External Supporting Partners as provided by the West Virginia Department of Education. This review was used to identify the approved partners that meet the expectations for external partner identified by the district. Upon narrowing the list of external partners based upon the services they can provide and cost, the district contacted the remaining viable partners to acquire more information related to the overall needs and wants of the LEA. Members of the LEA's support team will then select the external partner organization.

Conference calls were conducted with each potential partner on Monday, April 26, 2010 to gather additional pertinent information necessary in order to select the supporting partner to work with MHHS. A specific set of questions was asked of each vendor with committee members completing an evaluation of each vendor based upon a district-developed rubric.

- **Provide a written explanation outlining the following:**
 - **how the external provider selected meets the identified needs of the school**

Edwards Educational Services, Inc. (EES) was selected to be the external partner/vendor based upon the company's background in culture, leadership development, assessment, strategic planning and analysis of data to guide decision-making. The company has a variety of individuals with a background in public education with the owner of the company having a secondary schools background. Further, the selection committee had identified the need for the vendor to provide on-site assistance on a monthly basis. EES clearly indicated the desire and need to be on-site on a monthly basis, working closely with both the administration and teachers.

- **the projected work to be completed annually by the external provider**

Key elements of the professional training (over the three year life of the grant) include:

- Creating a collaborative culture;
- Using data to drive instructional decisions;
- Establishing an accountability system through the development and use of Action Plans to guide instructional practices based on the data from ongoing short-cycle assessments aligned to the district Scope and Sequence;
- Establishing a process for meeting the needs of struggling learners and traditionally underserved populations based upon the Academic Improvement Model and including Student Support Teams;
- Establishing priorities and setting measurable goals specifically targeted to improve teaching and learning as identified in the district Academic Achievement Plan;

- Establishing collaborative teams to effectively collect, analyze and use data to inform and differentiate instruction while working in conjunction with math and literacy coaches;
- Designing curriculum and assessment maps for each grade level aligned with the district Scope and Sequence, with an emphasis on short cycle assessments;
- Creating a peer-to-peer instructional review process;
- Linking state standards, assessments (Building Level Performance Index strategy, district benchmark testing, etc.), and instructional strategies and techniques using the district Scope and Sequence;
- Distributing leadership (through the implementation of school based leadership teams) to all stakeholders with equal levels of accountability and responsibility for measurable results in student achievement;
- Building and sustaining an effective framework for interventions using the Academic Improvement Model; and
- Establishing positive transition experiences for the 21st Century learning community.
 - **a description of how the LEA will evaluate the effectiveness of the external provider**

The external provider/vendor will be evaluated based on the successful implementation of the work elements identified above along with documented progress (both qualitative and quantitative) from measurable outcomes in student learning from multiple indicators (the measurable outcome of student learning will be determined collaboratively by the district and 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.

In order for Mount Hope High School (MHHS) students to fully benefit from the credit recovery program, the LEA will allow a waiver to its policy regarding credit recovery. The LEA's policy currently requires that a student fail the class and then may only receive the maximum of a D upon successful completion of the credit recovery module. MHHS students will have the opportunity to earn a C upon completion of credit recovery (which would lead to a higher GPA). Students will be provided this opportunity during their lunch period.

The LEA will contract with retired teachers to provide sessions each week focused on those critical skills from particular courses that students must master in order to be successful in their next course (i.e., competencies in Algebra I that must be mastered in order to be successful in Chemistry I, Algebra II, Geometry). Contracted teachers will also be used to provide enrichment to students who have mastered identified learning targets.

Fayette County will submit a waiver for the GED option. The district believes the GED option could prove beneficial for MHHS.

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.

A significant component of the work of this grant and accompanying resources will be to increase the level of parent involvement in and their understanding of the importance of education. If the LEA and school are successful in their endeavors, the parent involvement and understanding will carry forward with little additional funding.

While the two administrators are new to administration this school year, the development of leadership competencies through this program will carry forward without additional funding. However, through other sources of funding (i.e., Step VII), the LEA will continue to support the administrator's leadership development by sending them to additional meaningful conferences.

A major focus of this grant will be the improvement of the Mount Hope High School (MHHS) school culture. The culture will become one which exudes high expectations for both students and staff and one that believes in the abilities of all. Done correctly, establishment of this school culture will permeate the school and should live long after this grant period ends.

Finally, the LEA will employ a curriculum specialist (professional learning community specialist) through the FY11 Title I regular allocation. As a result, the LEA will be able to sustain the position following the conclusion of the school improvement grant.

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.

BUDGET NARRATIVE

Only one budget narrative is included for both the LEA and school-level given that only one school will be serviced through this grant.

Overview of Projects: Various projects are included within the scope of the SIG which include the following.

1. Contract with external vendor/partner: Fayette County Schools will partner with Edwards Educational Services Inc. for \$100,000.00.
2. Employment of Title I Home-School Intervention Coordinator: Fayette County Schools will employ a Title I Home-School Intervention Coordinator to work at MHHS, specifically focusing on at-risk students.
3. After-school tutoring: To provide extended learning time/opportunities, MHHS will provide an after-school tutoring program. SIG funds will be used to provide a stipend to the teacher tutors. *Funds from an external partner will be used to provide bussing.*
4. Rewards for performance: Three types of rewards for performance have been chosen by the district. Rewards will be \$1,000.00 for each professional staff member.
5. Parent involvement: A parent session will be held one night per month. SIG funds will be used to pay the presenter (contracted service) and to provide necessary materials. *School Title I funds will be used to assist in paying for needed supplies for parent activities.*

6. Substitute teachers: SIG funds have been set aside to provide for substitute teachers. (\$150.00 is a close approximation; total=\$15,000.00)
 - Five teachers are required to attend eight days of WVDE-sponsored training for a total of 40 days. (40 days @ \$150.00/day; total=\$6,000.00)
 - Special education teachers will be provided time to plan with the content teachers on a bi-monthly basis. (18 days @ \$150.00/day; total=2,700.00)
 - School leadership team members will be provided time each month to meet with representatives of Edwards Educational Services, Inc. (8 half days @ \$150.00/day for five teachers; total=\$3,000.00)
 - Teachers will be provided substitute teachers for three half days to meet with representatives of Edwards Educational Services, Inc. (3 half days @ \$150.00/day for 15 teachers; total=\$3,600.00)

7. Contracted retired teachers: Fayette County Schools will contract with retired teachers certified in mathematics and English to work with identified students two days per week. The teachers will work on student mastery of critical skill competencies in specific courses.

Description of Use of Other Funds: Other funds will be used to support the school improvement efforts identified within the SIG application for MHHS in the following manner.

1. Employment of curriculum specialist: Title I school funds will be used to employ a curriculum specialist for MHHS. This individual will be expected to further the work of the school's professional learning communities and will be expected to focus on mathematics and reading/language arts.
2. Employment of counselor: Title I school funds will be used to employ an additional counselor for MHHS. This individual will be expected to support and further the work of the school's counseling program.
3. Professional development provided by district secondary education specialists and technology integration specialists: District Title II and VI funds will be used to provide job-embedded professional development. (Title II and VI funds pay the salaries of the identified specialists.)
4. Professional development in literacy (comprehension, vocabulary, writing): Should it be determined necessary to contract with an external provider, district Step VII funds will be used to provide the professional development.
5. GED program: State/federal ABE program funds will be used to expand the district's GED program to MHHS.

6. Parent involvement: School Title I funds will be used to assist in paying for needed supplies for parent activities.
7. Bussing for after-school tutoring program: Funds from an external partner will be used to provide bussing for the after-school tutoring program.
8. AIMS/assessments: Local funding (i.e., excess levy, Step VII) will be used to purchase materials and assessments for the implementation of the Adolescent Instruction Model.
9. Monthly attendance incentives: To help boost student attendance, MHHS will offer monthly attendance incentives (i.e., bowling, roller skating, movies). (local funding – excess levy, Step VII and potentially PTO)
10. Positive behavior support program: MHHS will begin a positive behavior support program to help address the large number of discipline referrals. (local funding – excess levy, Step VII and potentially PTO)
11. Part-time Prevention Resource Officer: MHHS will partner with the town of Mount Hope to have a part-time PRO during the high-need/high-incidence times of the day to address disciplinary issues. (Excess levy funds will be used to support.)

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.

Attachment 1: Examination of Root Causes

Examine Possible Reasons for Not Meeting Objectives			
Ask “WHY?” Five Times			
Curriculum and Resources	Schedule and Classroom	Administrator(s) and Teachers	Students and Parental Involvement
Teacher turnover	Teacher cuts	Administrator/Teacher turnover	Lack of opportunities to involve all parents and all students
Not all staff having received same staff development	Unable to offer a variety of curricular choices	Lack of continuity	Students and parents are unable to find their place in the educational system
Not able to have school-wide approach to curriculum and instruction	Students cannot always choose classes that appeal to their talents, wants, needs, desires, etc.	Not able to have a school focus	Students and parents are uncomfortable and/or lack the knowledge and skills to become involved
Lack of consistency across school	Students are “placed” in classes to fill their schedule as opposed to meeting their individual needs/wants	Staff unable to work together towards a common goal because of constant change	Minimal student/parent involvement as active contributors to MHHS
Difficult to move forward as a professional learning community	Student disengagement and discipline problems	Unable to unite as a school faculty to meet the needs of the school; teachers work in isolation	Difficult to establish strong student/parent involvement to support the school community

While the above Five Why’s activity was completed for the purposes of this grant, the external vendor/partner – Edwards Educational Services, Inc. – will complete a Five Why’s activity with the staff of Mount Hope High School in October, 2010.

As alluded to in the above provided table, Mount Hope High School (MHHS) experiences significant **turnover** in the administrative and teaching staff from year to year. Due to the turnover, MHHS has been unable to progress at the rate it so desires. Discussions held with teachers and administrators leaving MHHS regarding their decision to leave often yield the same result – fear of **school closure**. (While it remains open, for a number of years, MHHS has been the focus of conversation regarding school closure.)

The fear of school closure is precipitated by the fact that LEA has experienced significant decline in student population over the last decade and beyond. As a result, the LEA has closed several schools – primarily at the elementary and middle levels. Limited progress has been made in closing high schools. In fact, traditional 9-12 high schools have been replaced with middle/high schools such as

the one at Mount Hope. Originally, the children of Mount Hope were served by three schools (elementary, K-4; middle, 5-8; high, 9-12). However, due to declining enrollment at the district and school levels and in an effort to maintain a high school in the city of Mount Hope, the 5-8 middle school was closed and moved to the 9-12 building. While this closure resulted in one less building for the LEA to operate, the **curriculum and programming** offered to children at MHHS has suffered. With limited student enrollment in each grade level, few electives are provided. In addition, limited teaching staff is in place at MHHS; therefore, students often have the same teacher for multiple classes. (While this can be positive, the same can be negative – depending on the **quality of the teacher.**)

An additional factor which plagues MHHS is the **poverty** from which many students at MHHS come. MHHS has a free-and-reduced lunch percentage of 77.35. Decline of the coal industry has resulted in a loss of population as well as a decline in the socioeconomic status of Mount Hope. In addition, the city of Mount Hope is served by two federally-funded housing projects. The median income for Mount Hope is \$18,375 while the per capita income is \$11,147. Further, Mount Hope's poverty rate is significant at 35.1% of families and 36.0% of individuals.

Due to the demographic factors and needs of MHHS, it was identified as a Closing the Achievement Gap (CAG) school approximately six years ago. As a result, MHHS professional staff has received a variety of professional development. Further, the school system has provided the school with a secondary education specialist and a technology integration specialist to provide job-embedded staff development, assist with data analysis and assist with the integration of technology. Unfortunately, although school staff has received significant amounts of professional development, few have actually utilized the professional development to improve their instruction and the classroom environment. (**lack of implementation/integration**)

In summary, the aforementioned factors often serve as barriers to improved student and school performance for MHHS. Through this grant and via the leadership provided by two committed administrators, the LEA believes that positive results can be evidenced at MHHS.