

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

County Grant

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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

The Westest 2 data analysis has shown that Petersburg Elementary School did not make AYP in the areas of reading and math in the Students with Disabilities subgroup. In the area of math, the All Subgroup was 59.9% proficient. The Students with Disabilities subgroup demonstrated 34.28% proficiency. In the area of reading/language arts, the All Subgroup was 60.83% proficient. The Students with Disabilities subgroup demonstrated 30% proficiency.

Goals for Petersburg Elementary School include an annual increase of the percentage of students exhibiting typical growth in grades 3-6 in both math and reading/language arts as measured by the Westest 2.

Petersburg Elementary will send a team of teacher to the 2010 Teacher Leadership Institute in Morgantown from July 11-16.

Petersburg Elementary will become an “early adopter” of the WVDE revised educator performance evaluation system. Teachers will receive professional development from the WVDE on this new system.

In an effort to institute school reform Petersburg Elementary will implement Professional Learning Communities (PLC). They will partner with Solution Tree to provide professional development around PLCs. The result will be increased teacher expectations of student achievement, teachers working together to achieve goals, increased utilization of effective instructional practices and raised student achievement. The staff will work with Solution Tree to use student data to inform and differentiate instruction.

The school will also send a team to participate in a series of School Leadership Team Workshops provided by the SEA. The SEA will also perform an Instructional Practices Inventory at Petersburg Elementary.

LEA APPLICATION

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

Tier I School:

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

Tier II Schools:

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

Tier III Schools:

School Name/ NCES ID#	Principal	Email Address
Petersburg Elementary School 540036000219	Mitch Webster	mwebstor@access.k12.wv.us

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

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.

<p>School Name: Petersburg Elementary School</p> <p>Annual Summative Achievement Goal for Reading/Language Arts:</p> <p>All students will continuously improve their academic achievement to meet or exceed proficiency in the area of Reading/Language Arts as measured by summative and formative assessments.</p> <p>Annual Growth Goal for Reading/Language Arts:</p> <p>The percentage of students who exhibit typical growth in grades 3-6 in Reading/Language Arts will</p>

increase annually as measured by the Westest 2.

Annual Summative Achievement Goal for Mathematics:

All students will continuously improve their academic achievement to meet or exceed proficiency in the area of Math as measured by summative and formative assessments.

Annual Growth Goal for Mathematics:

The percentage of students who exhibit typical growth in grades 3-6 in Math will increase annually as measured by the Westest 2.

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

Grant County will monitor and document the progress of Petersburg Elementary School in relation to achievement of each of the school's summative and growth goals. If the goals are not met, this will be shared with the external supporting partner. Changes can then be made accordingly for the individualized professional development that they will be providing to the teachers and principal.

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

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, Grant 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.



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

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

dropouts, increase in school and class attendance rates, and a lessening of the achievement gap between subgroups (Hord, 1997).

- a. All schools that receive a Title I 1003(g) school improvement grant will be required to have PLCs as a means for providing job-embedded, sustainable professional development that will lead to lasting change. Describe the format for the professional learning communities in the district and further delineate where the individual schools differ, if applicable. The description must address the following items:**
- **Structure – grade level, content area, facilitators, etc.**
 - **Frequency of meetings**
 - **Major areas of focus**

Petersburg Elementary School has implemented job-embedded Professional Learning Communities over the past year. PLCs are structured in grade level teams which meet monthly with the principal, TIS, and academic coaches. The grade level teams meet an additional time each month on their planning time and submit minutes of their meeting to the principal. Due to the master schedule, a special education PLC has been developed that includes the principal, the academic coaches, and the special education director who meet after school one day a month. The major focus of all PLCs is student achievement.

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.

Petersburg Elementary will partner with Solution Tree to provide professional development around PLCs.

- How to apply the PLC principles to effect student achievement through curriculum/instruction/assessment. Administrators will learn how to lead a PLC and teachers will learn how to lead collaborative teams.
- Develop a culture of collaboration and improvement through collaborating around instructional practices.
- Solution Tree will conduct a building level needs assessment that will be used to guide the professional development over the next three years.
- The main topics will include collaboration, school culture/discipline models, and intervention strategies. Mini-coaching for teachers will be conducted in regard to necessary area of growth or a defined deficit area of knowledge.
- Teachers will be trained how to be more effective in the classroom and how to better engage students to learn.
- There will be a focus on high quality instructional practices, common, formative assessments, and standards-based grading.
- The third year will focus on fair and effective assessment and grading practices.
- Teachers, principals, and central office administrators' participation in the professional development will be essential to the success of the program.

- 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 Petersburg Elementary School's professional development plan

Year One: July 2010 - August 2011

Date	Topic	Presenter(s)
July 11-16, 2010	Teacher Leadership Institute	WVDE Staff
August 2, 2010	Planning Meeting	Solution Tree
August 3, 2010	Building Level Needs Assessment	Solution Tree
August 13, 2010	On-Site Orientation for Faculty and Staff	Solution Tree
September 13, 2010	Administrative Leadership Training	Solution Tree
September 13-14, 2010	Teacher Leader Training	Solution Tree
October 7-8	School Culture/Discipline Model	Solution Tree
December 22	Data Analysis and Progress Monitoring Support	Solution Tree
April 25	Data Analysis and Progress Monitoring Support	Solution Tree

Year Two: September 2011 - August 2012

Date (month)	Topic	Presenter(s)
August 2011	Implementing Instructional Practices That Work	Solution Tree
September 2011	Working with Individual Teams and Monitoring Product	Solution Tree
October 2011	Modeling and Monitoring Implementation/Using Instructional Rounds	Solution Tree
February 2012	Continued Modeling and Monitoring	Solution Tree
March 2012	Working with Individual Teams and Monitoring Product	Solution Tree
April 2012	Continued Modeling and Monitoring	Solution Tree
June 2012	Working with Individual Teams and Monitoring Product/Determining Next Steps	Solution Tree

Year Three: September 2012 - August 2013

Date (month)	Topic	Presenter(s)
August 2012	Administrative Training for Formative Assessment and Standards-Based Grading	Solution Tree
August 2012	Formative Assessment and Standards-Based Grading: Full Staff Orientation	Solution Tree
September 2012	Working with Individual Teams and Monitoring Implementation of Effective Grading Practices	Solution Tree
October 2012	Instructional Practices: Designing and Refining Good Classroom Assessments	Solution Tree
December 2012	Instructional Practices: Understanding and Using Effective Grading Practices	Solution Tree
February 2013	PLC Working with Individual Teams and Teacher Leaders: Transitioning to Independence	Solution Tree
April 2013	Working with Individual Teams and Monitoring Implementation of Common Assessments and Effective Grading Practices	Solution Tree
June 2013	Working with Individual Teams and Monitoring Implementation of Common Assessments and Effective Grading Practices	Solution Tree

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

Grant County Schools Policy 3120.01

Examine recruiting, retaining, and retraining options to increase highly qualified teachers in core academic classes, and identify appropriate solutions

1. Recruiting
 - a. counsel bright students into field of teaching through elective options that allow for teacher-like experiences
 - b. encourage teacher aides/paraprofessionals to become certified teachers
 - c. develop a tuition reimbursement policy to utilize Title I and Title II funding to assist teacher aides, and paraprofessionals in completing the course work

- d. require "permit" teachers to become "highly qualified" as soon as possible or within a specified amount of time
 - e. broaden recruiting efforts to reach a wider audience
 - f. target institutions of higher education that specialize in the category of teacher for which the data indicates a need and systematically develop professional and personal relationships within those institutions
 - g. change job postings for "hard to staff schools" to recruit highly qualified staff (e.g. includes duties or qualifications such as extra days for planning of professional development that would allow an increased number of days and thus increased salary utilizing Title II funding)
 - h. change job postings to require skills to coach or lead a school in whole school reform
2. Retaining
- a. develop supplemental mentoring and induction programs for new teachers based on best practices
 - b. develop mentoring programs for teachers changing subjects and/or programmatic levels
 - c. provide a means of teacher support through peer coaching/mentoring initiatives (Required for any Title I school identified for school improvement)
 - d. develop and implement professional development plans that progress through the stages of awareness, developmental, transfer, and institutionalization over a period of three (3) to four (4) years
3. Retraining
- Provide opportunities for teachers that are highly qualified in one (1) core subject to become highly qualified in additional core subjects (e.g. request that a biology teacher take additional classes in chemistry, with tuition reimbursed, to replace chemistry teachers that will be retiring soon. Encourage general education teachers to become highly qualified in special education. These examples may provide additional job security for a teacher during a time of reduction in staff.)

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.

Petersburg Elementary will implement recommendations made by Solution Tree during work sessions over defined topics.

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.**

Petersburg Elementary will continue to provide common planning time for grade level PLCs to analyze data, monitor progress, and drive instruction to enhance student achievement. May 31, 2011 has been designated on the school calendar as a curriculum development day to allow teachers cross-grade collaboration opportunities to share data.

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

The school staff will work with Solution Tree to use student data to inform and differentiate instruction.

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

- Petersburg Elementary School implements a school-wide Response to Intervention Model. The school uses a three-tier model in reading and math.
- The principal conducts reviews to ensure that the curriculum is being implemented with fidelity.
- Grant County provides professional development to teachers in order to implement effective strategies to support students.
- Petersburg Elementary School integrates technology-based supports and interventions as part of the instructional program.

C. Increasing learning time and creating community-oriented schools

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

Parents from Petersburg Elementary School currently serve on the Grant County Federal Programs Parent Advisory Council. The council aids in the development of the Title I parent compact and the school strategic plan. All parents at the school are given the opportunity each spring to complete a parent needs assessment survey which is used to gauge their satisfaction and plan activities for the following year.

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

As part of a previous restructuring plan, the school extended the school day by fifteen minutes for all students. Title I also provides before school tutoring to enhance learning for students through the use of online computer programs.

D. Provide operating flexibility and sustained support

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 Grant County and Petersburg Elementary School 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 the school.

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

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

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

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

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

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

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

In addition the LEA will request technical assistance from the SEA in the form of performance of an Instructional Practices Inventory to assess the level of student engagement.

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

Grant County will continue to employ two academic coaches for the county. These coaches will be based at Petersburg Elementary and spend 80% of their time at the two schools in the county that did not meet AYP. These coaches will be included in the professional development that the PES teachers will receive from Solution Tree. They will be an important part of all PLCs at PES.

Petersburg Elementary School will send a team of teachers to the 2010 Teacher Leadership Institute. This will be funded with the school's Title I Part A professional development funding.

The county Title I Director will attend the professional development training offered by Solution Tree to assist in building leadership in proper implementation and fidelity to best practices.

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.**

Petersburg Elementary has a need for outside assistance in providing job-embedded professional development to meet the individual needs of teachers, improving student engagement, data analysis, the use of data to inform instruction, and scheduling. There is also a need for help in making the transitions from traditional methods to new initiatives. It was important to select a provider who can tailor professional development to meet the needs of the school as well as work within the school year schedule. The providers were asked to present evidence of success in similar school situations. They will also be expected to provide feedback to the school in its successes and tools for administrators to measure the progress of the activities. The Title I Director contacted providers from the WVDE approved list and used the results to recommend an external provider to the school.

April 21	Title I Director made initial contact with providers
April 23	Title I Director made follow-up contact with providers
May 4	Administrators reviewed proposals from supporting partners
May 17	Solution Tree was selected as the external supporting provider

- **Provide a written explanation outlining the following:**
 - **how the external provider selected meets the identified needs of the school**
 - **the projected work to be completed annually by the external provider**
 - **a description of how the LEA will evaluate the effectiveness of the external provider**

Solution Tree's proposal included many of the items included in Petersburg Elementary School's list of root causes. Petersburg Elementary has a need for more individualized, differentiated professional development. The principal must be involved in this professional development to enable him to monitor more closely the implementation of the professional development. This has not always been done in the past, but Solution Tree feels the full participation of the principal is essential to the school's successful reform.

Solution Tree will provide the county and school with documents showing successful school improvement efforts in schools with similar demographics.

The proposal included topics such as collaboration, school culture, discipline models, intervention strategies, successful instructional strategies, student engagement, fair and effective assessment and grading practices. It also allowed for differentiated professional development based on the results of their needs assessment, observation, and discussion with the stakeholders.

Year one will include an initial strategy phase along with a building level needs assessment. Solution Tree will provide nine days of on-site training and accompanying resources. During the planning the lead associate will discuss the differentiated professional development that will need to occur.

The focus for year two will be developing and implementing successful instructional strategies. Seven days of on-site training and accompanying resources will be provided.

The final year will focus on fair and effective assessment and grading practices. Solution Tree will also help the school with transitioning to independence during this time. Nine days of on-site training and accompanying resources will be provided.

The LEA will evaluate the effectiveness of the external provider by assessing progress toward accomplishment of the school's summative achievement and growth goals. The teachers will also complete evaluations of the professional development offered by Solution Tree.

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.

There is a need to review the school schedule to be more conducive to co-teaching and to ensure that all special education students are receiving core reading instruction with the general educator. Grant County recognizes the need for more individualized professional development for educators. Getting buy-in from all involved stakeholders will be the largest barrier. Teachers may be reluctant to change schedules and attend additional professional development.

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.

Time for continued PLC meetings will be provided through collaborative planning time. Evidence of the school's successes will be shared with staff and parents. Funding for substitute teachers, stipends, and supplies for professional development will be provided through the regular Title I budget and School Improvement Grant 1003 (a) funds. Solution Tree will provide ongoing data to the PLCs that verify the assistance from the external provider is improving intervention strategies and increasing student achievement.

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.

Grant County will receive \$64,000 for each of three years for a total of \$192,000 in School Improvement Grant 1003 (g) funding. The indirect cost per year will be \$780 for a total of \$2,342.40. All other funds will be used at Petersburg Elementary School. Each year \$63,219.20 will be spent on professional development for a total of \$189,657.60. The external supporting partner, Solution Tree, will be paid for on-site services provided by the Lead Associate and for resource books to accompany the professional development sessions. A total of \$872.60 has been budgeted for other supplies the staff may need for the professional development such as binders to keep material together over the course of the three years. The remaining \$13,375.00 will be spent to provide stipends to the teachers who attend summer professional development offered by Solution Tree and to pay for substitute teachers who will be used to cover classes during the school year, so that teachers may attend professional development sessions.

The SIG 1003 (g) grant will not be enough to cover all stipends and substitute teacher costs. Funding for these costs will be covered by either the regular Title I Part A funding, Title I ARRA, or Title I School Improvement Grants 1003 (a).

Title I Part A professional development funds will be used to pay stipends (\$2000) and travel costs (\$300) for the Petersburg Elementary School teachers to attend the 2010 Teacher Leadership Institute.

Title I ARRA professional development funds will be used to provide substitute teachers (\$5000) and travel costs (\$8000) for the School Leadership Team Workshop to attend a series of trainings provided by the West Virginia Department of Education during the 2010-2011 school year. Funding for additional follow-up training for years 2 and 3 will need to be paid with Title I School Improvement Grants 1003 (a) or Title I Part A regular funding.

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:

NA 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.

X 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.

NA 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.

X 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.

X 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.

X Organize the school staff into PLCs and provide high quality job-embedded professional development.

X Participate in the SEA on-site monitoring and technical assistance trainings.

NA 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).

X 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.

X Assure that funds made available through this statute will be used to supplement and not supplant funds from non-federal sources.

X Maintain accurate program records which document progress in implementing the plans approved in this application.

X 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.

X 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.