

Kanawha County Schools

Letter of Intent for Funding Under Section 1003(g)

Of the

Elementary and Secondary Education Act of 1965 (ESEA)

April 16, 2010

Introduction and Summative Detail

I. Requirement Explanation

Kanawha County Schools is pleased to submit the following Letter of Intent for grants to fund school improvement activities for identified Title I/Title I eligible Tier schools under section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA). As the only county school district in West Virginia with schools identified in all three Tiers, it is our intent to apply for funding for 6 of our identified 7 schools. We intend to use the 1003(g) funds in the following schools –

- Tier I – Malden Elementary School
- Tier II – Cedar Grove Middle, East Bank Middle, Stonewall Jackson, and Riverside High Schools
- Tier III – Cedar Grove Elementary School

Kanawha County Schools will implement the **Transformational Model** in the 5 Tier I and Tier II schools. We will implement components of the same model in our Tier III school to assist them with identified school improvement activities to raise student achievement. In accordance with the transformational model regarding the **removal of the principal** and under the permissible methods of State Law, all of the principals in the Tier I and Tier II schools have been asked to and have voluntarily agreed to vacate their current positions as principals and accept assignments elsewhere in the district. Each effected principal affected has signed an agreement attesting to their agreement to do this. Each principal will relinquish their position effective with the end of the 2009 – 2010 school year. Each position will be advertised and new principals will be employed prior to the beginning of the 2010 – 2011 school year. These positions will be funded with state and local funds.

It is also the intent of Kanawha County Schools to submit a grant application asking for full funding of \$2,000,000.00 for each of the Tier I and Tier II schools as well as request funding for our Tier 3 school. Preliminary budgets and detailed budgets for each school have been developed and are included with this letter of intent.

Each Tier I and Tier II school will receive allocations for **high quality, job embedded professional development** through supplemental salaries and stipends as well as contracted consultants; funds to **retain staff** through additional technology, classroom materials and supplies; funds to attend out-of-county and out-of state conferences; funds to employ much needed additional **support personnel** such as interventionists/coaches, counselors, social workers/attendance directors, and Technology Integration Specialists; funding for **parent/community involvement** activities including a contracted parent/community liaison; in-county travel reimbursement to visit other successful, high achieving schools; funding for **required extended time** programs through salaries, materials, and supplies; funds through supplemental salaries to promote activities for ongoing student achievement **data analysis and synthesis**, and funds to support **Professional Learning Communities** and related activities.

Kanawha County Schools will also reserve a portion of these funds to conduct district level activities required by and permissible under the **Transformational Model** to assist each Tier school in raising student achievement and transforming the schools from low performing to high performing. A summary of these district level initiatives are listed below:

- Employ two (2) district level **School Transformational Specialists** to work collaboratively with these schools on critical activities specified within the Transformational Model including, but not limited to, using rigorous, transparent, and equitable evaluation systems that take into account data on student growth; provide high quality, job embedded professional development; implementing strategies to recruit, replace, and retain staff; promote the continuous of student data to inform and differentiate instruction; establish schedules and strategies that increase learning time to an additional 300 hours per year for each Tier I and Tier II school; assist schools in designing and implementing ongoing mechanisms for family and community engagement, and; ensure that the schools receive ongoing intensive technical assistance and related support.
- Employ a district level **Data Analysis and Evaluation Specialist** to assist schools and work collaboratively with the School Transformation Specialists and the District Leadership Team for School Transformation on analyzing not only student achievement data as it relates to the Growth Evaluation Model (GEM), summative AYP, and formative data, but also analyzing related root causes data that impact student achievement such as attendance, student discipline, drop-out and graduation rates, parental and community involvement, culture and climate, participation in professional development, etc..
- Provide monetary incentives to **reward school leaders, teachers, and other staff** who have increased student achievement and graduation rates through reimbursement of tuition for pursuing advanced degrees and credentials, travel reimbursement for staff pursuing advanced degrees and credentials, additional funds for school and classroom materials and supplies, funds for staff to attend state and nationally recognized conferences, funds for schools to invite nationally recognized consultants to work with their schools to improve, enhance the technology capability and offerings within each school, and provide additional technical support through contractual arrangements with an outside external partner from the list approved by the WVDE Title I Office.
- **Provide high quality, job embedded professional development** to district level staff in the formation and implementation of the transformational model in schools through participation in WVDE sponsored trainings as well as training offered outside of West Virginia such as the University of Virginia School Turn – Around program.
- Provide supplementary support to existing **staff recruitment** activities through facility rentals for career recruitment ‘fairs’ and printed materials that can be sent to potential applicants to encourage employment in our Tier schools.
- Provide necessary, **permissible activities** for district level support such as overtime for secretarial services, technology for newly created district level positions, travel reimbursement for Transformational and Data Analysis personnel, and consumable materials and supplies.

II. Time Line for Implementation

Upon receipt of the approval of Kanawha County Schools’ grant application for 1003(g) funds, all positions will be posted with the required, accompanying job descriptions. A budget supplement will be filed for district and school allocations through the Kanawha County Schools’ Treasurer’s Office by the

district Title I Office. It is anticipated that all of the employment and fiduciary activities needed to begin the implementation of the 1003(g) program will be completed by the end of July, 2010.

Subsequent activities as specified within the **Transformational Model** will begin implementation with the start of the 2010 – 2011 school year. Kanawha County Schools firmly expects that all key personnel, principals and district level specialists, will be employed and fully in place in their respective roles prior to the opening of school for the 2010 -2011 school year.

III. Oversight

Under the leadership of our superintendent, Dr. Ron Duerring, Kanawha County Schools has already formulated a district level **School Transformation Team**. This team consists of the Superintendent, the Assistant Superintendent for Curriculum and Instruction (Dr. Cindy Daniel), the Assistant Superintendent of Elementary Schools (Ms. Jane Roberts), the Assistant Superintendent of Middle Schools (Dr. Melanie Vickers), the Assistant Superintendent of Secondary Schools (Mr. Mark Milam), and the Director of Federal Programs – Title I (Ms. Pam Padon).

This team has met several times already to lay the groundwork for the 1003(g) programs that will be implemented in the Tier schools. In addition to the existing team members, the two School Transformational Specialists and the Data Analysis and Evaluation Specialist will be a crucial part of the team. The School Transformation Team will meet on a monthly or more frequent basis, as needed, to review activities and progress within the Tier schools and will function much like a Professional Learning Community within a leadership capacity.

All financial and regulatory oversight as it relates to the requirements of section 1003(g) of the ESEA will be the responsibility of the Director of Federal Programs – Title I. All curricular and instructional oversight will be the responsibility of the School Transformation Team. While collaborative oversight to both school and district personnel will be provided by the School Transformation Team, the district level School Transformational Specialists and the District Data Analysis Specialist will report to the Director of Federal Programs – Title I. Tier school principals will report directly to the District School Transformational Specialists who, in turn, will report to the members of the School Transformation Team.

IV. Monitoring and Monitoring Effectiveness

While it is expected that it will be the responsibility of each member of the School Transformation Team to monitor and provide oversight to each Tier school, the primary, day-to-day monitoring of Tier schools will be the responsibility of the **School Transformational Specialists**. Schools will be assigned to each specialist equitably with each having oversight and monitoring for Tier I and II schools each as follows:

Riverside High School, Cedar Grove Middle School, and East Bank Middle School – 1 specialist

Stonewall Jackson Middle School and Malden Elementary School – 1 specialist

Cedar Grove Elementary School (Tier III) will continue to be monitored by the Title I and Kanawha County Curriculum Specialists as well as the Assistant Superintendent of Curriculum and Instruction, the Assistant Superintendent of Elementary Schools and the Director of Federal Programs – Title I.

Additionally, all Tier schools will receive oversight and support from the West Virginia Department of Education through the State System of School Support (SSOS) and the Title I Office.

Oversight and monitoring visits will occur on a weekly basis with each Tier I and Tier II school. The visitation schedule will be designed by the School Transformation Team and the implementation of the schedule will be the primary responsibility of the **School Transformational Specialists**. Documentation of visits by the **School Transformational Specialists** will be reported to each School Transformation Team member via email following each visit.

The **Data Analysis and Evaluation Specialist** will be assigned to work with each Tier school. This individual will assist each school not only in the analysis of student achievement data through data mining and drill-down of data, but also to collect and analyze other impact data such as discipline, attendance, parental and community involvement rates, etc.. Coordination of scheduled visits to each Tier school will be aligned with visits conducted by the **School Transformational Specialists**. This individual will also work closely with the Director of Counseling and Testing, Dr. William Mullet, particularly in the areas of data analysis of student and school achievement growth.

Monitoring and oversight must also be an explicit function that is fully embedded and operational at each Tier school. To accomplish this, each school will be expected to utilize a team approach consistent with their Professional Learning Communities that focus on specific areas of school improvement such as a data analysis, curriculum and instruction, a student/parent support, etc. Teacher leaders will work with the building level administration and the **School Transformational Specialists** to collaborate on activities, ideas, etc. The **School Transformational Specialists** will work with the district School Transformation Team to relate issues and ideas to be acted upon on by both the school.

V. Summary

Kanawha County Schools is strongly committed to helping each of our schools achieve greatness. Our students, staff, parents, and community members are indeed our greatest assets. We believe that while some may view the impact and implications of the 1003(g) requirements as negative, we see great potential in the possibilities that the requirements impart to us. We applaud each principal who has voluntarily relinquished their position so that their schools may have a greater chance to achieve and succeed. We applaud the teachers that are committed to staying within our Tier schools to impact student achievement. While we recognize that there will be challenges with the 1003(g) requirements, we welcome them. As always with Kanawha County Schools, we will not only meet those challenges, but will exceed them

District Capacity Index

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

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

Criteria	Poor 1 point	Satisfactory 2 points	Commendable 3 points	Points Earned
School Leadership Team	School leadership team members are identified on the district and school level, but little evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been met.	School leadership team members are identified on the district and school level and evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been met.	School leadership team members are identified on the district and school level and include a wide range of stakeholders (e.g., parents; representatives of institutions of higher education; representatives of RESA or representatives of outside consultant groups) Evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been exceeded.	2
			Total Points	21

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

Tier I

Malden Elementary

I. Needs Assessment –

Westest Data

Malden Elementary School is the only 1003(g) Tier I school identified for Kanawha County. Student performance on the Westest had remained stable in the all subgroup for the school year periods 2004 – 05 through 2007 – 08. The fifth grade trend for 4 years shows an 11 percentage point gain in mathematics and a 6 percentage point gain in reading/language arts in the percentage of students proficient in these areas. The percentage of students proficient in mathematics ranged from 63.04% in 2004 – 05 to 61.26% in 2007 – 08. In reading/language arts, the percentage of students proficient ranged from 76.34% in school years 2004 – 05 to 72.07% in 2007 – 08.

Conversely, median scale score analysis for this same time period shows that achievement gains differed when conducted by grade levels. . However, the question remains as to whether or not this growth is significant given that a Growth Evaluation Model has not yet been adopted in West Virginia. The tables below show these results –

Median Scale Score Gains

Grade/Area	Reading/Language Arts	Mathematics
3 rd Grade	-22.0	-43.0
4 th Grade	+62.0	+39.5
5 th Grade	+108.0	+82.5

Median Scale Score Ranges

Grade/Area	Reading/Language Arts	Mathematics
3 rd Grade	640.0 – 618.0	647.0 – 604.0
4 th Grade	593.5 – 633.0	568.0 -630.0
5 th Grade	577.0 – 659.5	553.0 -661.0

With the introduction of Westest 2 in the 2008 – 09 school year, the percentage of students in the all subgroup scoring in the proficient range was 45.94% in mathematics and 43.87 in reading/language arts. Malden Elementary did meet the State standard for the all subgroup, but only after the application of confidence intervals for both areas. Malden Elementary did not meet the State standard for either reading/language arts or mathematics for the Low SES subgroup in 2008 – 09 or for mathematics for the Low SES subgroup in 2007 – 08. This has resulted in Malden being identified under Title I 1003(a) for school improvement. *It should also be noted that for each year beginning with the 2005 – 06 school year, Malden Elementary has only met the State standard for the all subgroup when confidence intervals have been applied.*

Benchmark Data

Malden Elementary has conducted benchmark testing of students in grades 3, 4, and 5 using the CTB McGraw-Hill Acuity platform. The most recent benchmark results from benchmarking conducted during January – February, 2010, shows the following performance of students tested across the four Acuity Tier Levels –

Reading/Language Arts

Grades/Tiers	Tier I	Tier 2	Tier 3	Tier 4
3 rd Grade (N=27)	9%	33%	33%	30%
4 th Grade (N=17)	12%	35%	29%	24%
5 th Grade (N=23)	42%	25%	17%	17%

Mathematics

Grades/Tiers	Tier 1	Tier 2	Tier 3	Tier 4
3 rd Grade (N=29)	10%	34%	38%	17%
4 th Grade (N=22)	27%	32%	36%	5%
5 th Grade (N=23)	26%	57%	17%	0%

According to DIBELS benchmark data, oral reading fluency and retelling at the 3rd grade level is an area of concern. Approximately 50% of the students at this level will require intensive and strategic interventions using the three tier model of Response to Intervention.

External Trend Data

Malden Elementary has historically been served as a Title I school. For the 2009 – 10 school year, Malden Elementary had 61.17% of its' student population participating in the federal Free and Reduced Meals program as of the end of this school year's second school month.

Student enrollment at Malden Elementary has shown a decrease this year from the prior school year. Student enrollment decreased from 235 students in 2008 – 09 to 188 in 2009 -10. This decrease may have been a direct result of Malden's status as a school that had to offer school choice under the Title I section 1116 sanctions.

Students attending Malden Elementary are exposed to a variety of social issues within their communities. The area is known for issues such as drug abuse and criminal activities associated with drugs, particularly in the Rand area, poverty, and other crimes within their homes and the community in general.

Approximately only 49% of the students reside with both biological parents. Ten percent of the students are identified as special needs and are served in special education. Ten of these students have been identified as having either specific learning disabilities or mild mental impairments. One speech therapist assigned to Malden serves 29 students. Only 1 student within the overall student has been retained. Less than 1% of the student population has been identified as being homeless.

Other Student Outcomes

Despite the overall economic and social conditions in the Malden area, student attendance at Malden Elementary remains strong. Malden Elementary continues to exceed the State standard for attendance and shows an increase in student attendance with percentages of 95.19% for 2006 – 07; 96.23% for 2007 – 08, and; 97.51% for 2008 – 09.

However, the Low SES student attendance rates have recently been decreasing. These rates range from 97.17% in 2006 – 07; 95.6% in 2007 – 08, and; 94.4% in 2008 – 09. Although not reflected by the WVEIS discipline infraction data shown below, teachers also report that tardiness is becoming more of an issue with all students.

Discipline infractions at Malden Elementary vary in nature and severity. The most recent data on incidents of student discipline infractions is summarized in the table below –

Infraction	Total Incidents	Number of Out of School Suspensions
Disrespectful/Inappropriate Conduct	56	5
Aggressive Conduct	92	24
Failure to Obey Rules/Authority	30	3
Legal Concerns	2	1
Illegal Drugs, Tobacco, Alcohol	1	0
Tardiness/Truancy	1	0
Violation of Detention/Suspension/Expulsion	2	0
Weapons	1	0
Total Infractions	185	33

Analysis of Culture, Conditions, and Practices

For the 2009 – 2010 school year, Malden Elementary reports 100% of their staff as meeting the Highly Qualified definition under No Child Left Behind. Data for the 2008 – 09 school year showed only one teacher on permit status. Data from the 2008 – 09 school year also shows a pupil/teacher ratio of 15.6:1. The average years of experience for professional staff is 11.7 years. The table below shows the levels of education of the teachers at Malden during 2008 – 09:

Level Of Education	Percentage of Teachers
Bachelor's Degree	10.5%
Bachelor's Degree + 15	36.8%
Master's Degree	0%
Master's Degree + 15	26.3%
Master's Degree + 30	10.5%
Master's Degree + 45	15.8%
Doctorate	0%

In addition to regular classroom teachers, Malden faculty also includes 2 special education teachers, 3 Title I teachers, and a full-time school counselor.

The staff of Malden Elementary recently conducted an analysis of school culture and climate using the culture survey developed by Dr. Jerry Valentine and utilized as part of the West Virginia Principal's Leadership Institute. The results of the Malden survey show that Malden staff place their school's culture in the middle to upper ranges of contrived congeniality to the collaborative level. The staff has further analyzed these results to determine their greatest area(s) of need. They have identified areas such as increasing communication among staff, increasing communication with parents, and needing advanced notice of changes in policies and practices as focus areas to improve the school culture.

Considerations from the Frameworks Needs Assessment conducted by staff as part of the 5-Year Strategic Plan process identify the following as needs at their school:

Technology Data Systems - Student Computers; Technical Support and Repair

Support for School Improvement – Extended day/year; Pre-Kindergarten; Parent and Community Involvement; Wellness; Additional Instructional Staff; Additional Support Staff for Students.

Literacy for Pre-K-12 Core Program – Language of mathematics to develop and defend mathematical conjectures, arguments, reasoning and proof; Proficiency/conceptual understanding with fractions (decimals, percents, negative fractions) established prior to grade 8 and; Academic vocabulary across content areas.

Literacy Pre-K-12 Independent/Extension Program – Minimum of 25 books read per year by each student.

Teacher Attendance

The most recent, complete year data on teacher attendance is for the 2008-2009 school years. The table below shows the number of days missed and reasons for absences for Malden Elementary.

Absence Reasons	Absent w/o pay/suspension	Sick (Excused)	Sick (Unexcused)	Professional Development	Family	Bereavement	Personal	Jury Duty	Total
# Days	0	38	161	75	20	6	41	0	341

II. Root Causes

As a Title I school identified for school improvement, Kanawha County’s central office staff have provided additional technical assistance and support to the staff of Malden Elementary throughout the school year. Both a Title I Reading and a Title I Math Specialist work with the Malden Title I staff on a weekly basis. The focus of these visits has been on strengthening Tier II interventions through structured lesson plans. Additionally, the KCS Elementary Reading and Math Specialists also visit the school on a regular basis to provide assistance to teachers in teaching the core program. The KCE Title I Director and the Assistant Superintendent of Elementary Schools also visit Malden on at least a monthly basis to observe instruction and work with the principal.

Reports to central office staff from the Title I Specialists in particular indicate weaknesses on two of the Title I teachers’ part in developing lesson plans and designing specific interventions that adequately reflect students’ needs and how they are differentiating their instruction from that of the regular classroom teacher. They also identify an overall weakness in the delivery of instruction and lack of general management techniques with one Title I teacher in particular.

Staff from the WVDE State System of Support recently conducted an on-site review of Malden Elementary. In their report-out to KCS central office staff they cited several root causes that they believe contribute to Malden’s failure to improve student achievement. They cited a disconnect between what was reviewed and discussed at faculty and PLC meetings with what actually occurs during instruction as one cause. They also noted that staff at the primary grade levels appear to be more effective in both instruction and overall cohesiveness as a staff than do staff at the upper grade levels. Most disconcerting, but not unsuspected, was their observation that there exists a lack of leadership on the part of the principal and that there was no overlying ‘arch’ to guide practice among teachers. They stated that while the principal could cite what programs were available to assist teachers in identifying student needs, he could not demonstrate or verbalize how these programs were being used in the day-to-day instruction for meeting students’ needs.

Similarly, during an on-site monitoring visit from the WVDE Title I office, two staff members of the monitoring team stated that the principal was not prepared for their visit, even though he had know well in advance of their schedule. Their monitoring visit resulted in several documented findings and recommendations regarding the Title I program at Malden. These findings and recommendations included

no documentation of parent involvement in the development of the 5 year strategic plan, a lack of scheduled parent involvement opportunities, no professional development for staff on how to work with parents, and no documentation of student attendance or participation in extended day programs. They also cited a general weakness of the needs assessment and professional development sections of the 5 year strategic plan.

Recently, the KCS Title I staff conducted a 'mock monitoring' review of Malden's Title I program. During this review it was noted that there was an overall lack of integrating the 5 year strategic plan components into the documentation required for Title I. There was also no documentation to reflect curricular content provided during the extended day program or how student progress was being monitored in that program. Again, this reflects a disconnect between components of a school program that should be integrated in order to have cohesiveness as observed by the WVDE Support System staff during their visit.

In summarizing the root causes based on data and observations from multiple sources, it becomes evident that several major factors are contributing to Malden's failure to adequately support and strengthen student achievement:

1. **Administration and Teachers** - Lack of leadership and guidance from the principal that results in cohesive policies, principles, and practices to support a comprehensive approach to instruction and a collaborative culture as observed by both the WVDE State System of Support Team members and the WVDE Title I monitoring team members.
2. **Administration and Teachers** - Minimal emphasis on parental involvement and structured efforts to involve parents as evidenced by the lack of planned parent involvement activities and documentation to support parent involvement as cited by the WVDE Title I monitoring team.
3. **Administration and Teachers** – Observed and documented weaknesses of two of the Title I teachers in designing and delivering Tier II interventions that meet students' needs.
4. **Student and Parent Involvement** - Student tardiness which teachers state results in students missing parts or all of their instruction in the core content areas.
5. **Administration and Teachers** – Data showing that Malden Elementary has only met the State standards in assessment for several years through the application of confidence intervals also suggests that comprehensive efforts to move students beyond meeting the minimal requirements have not been applied in a cohesive manner across all grade levels. This also supports the WVDE State Support teams' observation of a 'disconnect' and a lack of an overlying 'arch' for structure within the school.

Tier II

Cedar Grove Middle School

I. Needs Assessment

Westest

Westest data for Cedar Grove Middle school is only available beginning with the school year 2006-07 to current. This is because the school previously existed as a community school serving grades K – 8 and was eventually split into two schools consisting of Cedar Grove Elementary serving pre-K – 5 and what is now Cedar Grove Middle.

While Cedar Grove Middle School met the State standards for Westest 2 in the all subgroup using confidence interval in the 2008 – 09 school year, they did not meet the standard in the Low SES subgroup. They did meet the State standard in the 2007 – 08 school year in all subgroups without the application of confidence intervals. State standards were not applicable in 2006 – 07 as this was Cedar Grove Middle School’s first year as a reconfigured school. The percentage of students proficient in reading/language arts and mathematics for the applicable assessment years is shown in the table below.

School Year/Area	Reading/Language Arts	Mathematics
2006 - 07	67.56%	66.66%
2007 - 08	80.68%	71.18%
2008 - 09	51.59%	40.95%

The significant decrease in the percentage of students in the proficient range from the school year 2007 – 08 to 2008 – 09 is most likely attributable to the change from Westest to Westest 2 with Westest 2 having more rigorous test items.

Median scale score analysis for school years 2006 – 07 and 2007 - 08 shows that growth in achievement gains is occurring. However, the question remains as to whether or not this growth is significant given that a Growth Evaluation Model has not yet been adopted in West Virginia. The tables below show these results-

Median Scale Score Gains

Grade/Area	Reading/Language Arts	Mathematics
6th Grade	+6.3	+6.8
7th Grade	+17	+9.8
8th Grade	+9.2	+6.3

Median Scale Score Ranges

Grade/Area	Reading/Language Arts	Mathematics
6th Grade	660.0 – 666.3	666.5 – 675.3
7th Grade	660.0 – 677.0	676.2 – 686.0
8th Grade	670.3 – 679.5	686.7 – 693.0

Benchmark Data

Cedar Grove Middle School has conducted benchmark testing of students in grades 6, 7, and 8 using the CTB McGraw-Hill Acuity platform. The most recent benchmark results from benchmarking conducted during January – February, 2010, shows the following performance of students tested across the four Acuity Tier Levels –

Reading/Language Arts

Grades/Tiers	Tier I	Tier 2	Tier 3	Tier 4
6th Grade (N=56)	18%	39%	39%	4%
7th Grade (N=66)	24%	61%	14%	0%
8th Grade (N=46)	28%	52%	17%	2%

Mathematics

Grades/Tiers	Tier 1	Tier 2	Tier 3	Tier 4
6th Grade (N=56)	16%	50%	34%	0%
7th Grade (N=11)	64%	36%	0%	0%
8th Grade (N=46)	35%	59%	7%	0%

On the 2008 – 09 ACT Explore, Cedar Grove Middle School’s 2008 – 09 relative rankings were 145 in English, 147 in mathematics, 133 in reading, and 132 in science. Average scores were 13.0 in English, 12.0 in mathematics, 13.0 in reading, and 15.0 in science.

In 2007 – 08, Cedar Grove Middle School’s relative rankings were 173 in English, 156 in mathematics, 183 in reading, and 197 in science. Average scores for this school year were 13.1 in English, 12.3 in mathematics, 11.5 in reading, and 14.4 in science.

These scores reflect that Cedar Grove Middle School falls slightly below the national averages. A further analysis of the scores shows that females perform significantly better than males at Cedar Grove Middle School.

External Trend Data

Cedar Grove Middle School is located on the eastern end of Kanawha County. The major employer in this vicinity is the coal mining industry. Employment in the coal mining industry in this part of Kanawha County has seen a sharp downturn resulting in a rise in unemployment and the resultant financial hardship for many of the families of students attending Cedar Grove Middle School.

For the 2009 – 10 school year, the percentage of students participating in the federal Free and Reduced Meals program at Cedar Grove Middle School was 67.93% with 125 of their 184 enrolled students receiving free or reduced meals. This ranks them as Kanawha County Schools second highest poverty middle school falling only behind Stonewall Jackson Middle School at 75.05%.

Enrollment for the 2009 – 10 school year has also decreased from previous years. The enrollment at Cedar Grove Middle School was 184 as of the end of the second school month as compared to 206 for the school year 2008 – 09. However, the 8th grade during the 2008 – 09 was relatively large with 83 students compared to this year with 58 students. The decrease in enrollment may be attributable to people leaving the area in search of employment elsewhere due to the declining employment opportunities available in the coal mining industry. Enrollment in the surrounding elementary feeder schools appears to be increasing however in this part of Kanawha County.

Other Student Outcomes

Cedar Grove Middle School continues to meet the State standard for attendance rates. The attendance rate for the 2007 – 08 school year was 93.2% and 92.7% for the 2008 – 09 school year.

Discipline infractions at Cedar Grove Middle School vary in nature and severity. The most recent data on incidents of student discipline infractions is summarized in the table below –

Infraction	Total Incidents	Number of Out of School Suspensions
Disrespectful/Inappropriate Conduct	111	30
Aggressive Conduct	206	10
Failure to Obey Rules/Authority	109	4
Legal Concerns	11	1
Illegal Drugs, Tobacco, Alcohol	13	3
Tardiness/Truancy	20	0
Violation of Detention/Suspension/Expulsion	5	0
Weapons	0	0

Total Infractions	475	136
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The discipline data show a decrease in the total number of out-of-school suspensions for 2006 – 07 to 2008 – 09 from 141 to 136. However, there has been an increase in the total number of discipline infractions from 471 in 2006 – 07 to 475 in 2008 – 09.

Analysis of Culture, Conditions, and Practices

Data for the 2008 – 09 school year regarding teacher information show Cedar Grove Middle School having two teachers on permit status. Data from the same year also shows a pupil/teacher ratio of 13.3:1. The average years of experience for professional staff is 17.8 years. The table below shows the levels of education of the teachers at Cedar Grove Middle School during 2008 – 09:

Level Of Education	Percentage of Teachers
Bachelor’s Degree	25.0%
Bachelor’s Degree + 15	35.0%
Master’s Degree	0%
Master’s Degree + 15	5.0%
Master’s Degree + 30	10.0%
Master’s Degree + 45	25.0%
Doctorate	0%

According to the 2008 – 09 school profile data for Cedar Grove Middle School, 72.3% of classes were taught by highly qualified teachers according to the No Child Left Behind definition while 27.7% of classes were taught by non-highly qualified teachers.

A focus group facilitated by Dr, Melanie Vickers, KCS Assistant Superintendent of Middle Schools conducted an analysis of school culture and climate using the Culture Topology Project completed for the 21st Century Leadership. The results show a faculty perception of a culture of comfortable collaboration.

Considerations from the Frameworks Needs Assessment conducted by staff as part of the 5-Year Strategic Plan process identify the following as needs at their school:

Technology Data Systems - Technical Support and Repair; Bandwidth.

Development of Highly Skilled Teachers – National Board Certified Teachers.

Support for School Improvement – Additional Instructional Staff; Additional Support Staff for Students.

Literacy for Pre-K-12 Core Program – Proficiency/conceptual understanding with fractions (decimals, percents, negative fractions) established prior to grade 8.

Literacy Pre-K-a2 Intervention Program (Tier II and Tier III) – Format of WVDE online IEP; Accelerated learning strategies.

Literacy Pre-K-12 Independent/Extension Program – Minimum of 25 books read per year by each student; Development of individualized reading lists through student choice and relevant topics and Lexile measures; Time to read during and outside class (SSR/DEAR)

Literacy Pre-K-12 Infrastructure – Sustained and job-embedded professional development focused on literacy; Needs assessment and technology integration within the strategic plan that guides all professional development; Reading and math interventionists/coaches; Bandwidth to provide high speed internet access for instruction/learning; hardware to provide all students sufficient access for 21st century learning; Technology workstations for all teachers.

Teacher Attendance

The most recent, complete year data on teacher attendance is for the 2008-2009 school years. The table below shows the number of days missed and reasons for absences for Cedar Grove Middle School.

Absence Reasons	Absent w/o pay/suspension	Sick (Excused)	Sick (Unexcused)	Professional Development	Family	Bereavement	Personal	Jury Duty	Total
# Days	196	52	13	40	12	4	38	0	355

II. Root Causes

The table below shows what are perceived to be the root causes for Cedar Grove Middle Schools’ difficulties in helping students achieve. Many of the root causes listed are based on observations made by the WVDE System of School Support staff during their visit to Cedar Grove Middle.

Curriculum and Available Resources	Schedules and Classrooms	Administrators and Teachers	Students and Parent Involvement
WVDE SSOS Report – Establish a Literacy Team		Difficulty getting HQT teachers in Core classes.	Low parent involvement in LSIC.
		WVDE SSOS Report – Include opportunities for all students to celebrate successes.	

		WVDE SSOS Report – Expand use of walk-through data to gauge school-wide implementation effectiveness.	WVDE SSOS Report – Revisit the framework for supporting “adopted” students framework.
		WVDE SSOS Report – Involve school leadership team in writing the Five Year Strategic Plan	WVDE SSOS Report – Involve students in becoming accountable for their learning.
		WVDE SSOS Report – Utilize diagnostic and formative assessments to guide decisions regarding instruction and intervention practices.	WVDE SSOS Report – Develop a more aligned system for monitoring and addressing student attendance issues.
		WVDE SSOS Report – A scheduled and focused opportunity for discussions with elementary school should happen.	

East Bank Middle School

I. Needs Assessment

Westest

Westest (Westest and Westest 2) all student subgroup data for East Bank Middle School shows fluctuations in the percentage of students proficient from the 2004 – 05 school year to school year 2008 - 09. The percentage of students proficient in reading/language arts and mathematics for the past 5 assessment years is shown in the table below.

School Year/Area	Reading/Language Arts	Mathematics
2004 - 05	72.87%	65.05%
2005 -06	76.22%	68.13%
2006 - 07	71.60%	58.04%
2007 - 08	74.52%	64.15%
2008 - 09	44.55%	41.93%

In school years 2004 – 05 through 2007 -08, East Bank Middle School met the State standards in the all subgroup. However, in each year, some statistical adjustment (confidence interval, confidence interval with averaging, safe harbors) was applied to at least one subgroup to meet State standards. For the school year 2008 – 09, East Bank Middle School did not meet State standards for not only the all subgroup, but for any applicable subgroup for the school (white and Low SES) in either the reading/language arts or the mathematics areas.

Median scale score analysis for school years 2004 – 05 through 2007 - 08 shows that growth in achievement gains is occurring. However, the question remains as to whether or not this growth is significant given that a Growth Evaluation Model has not yet been adopted in West Virginia. The tables below show these results –

Median Scale Score Gains

Grade/Area	Reading/Language Arts	Mathematics
6th Grade	34.2	58.0
7th Grade	28.3	21.7
8th Grade	21.3	10.3

Median Scale Score Ranges

Grade/Area	Reading/Language Arts	Mathematics
6th Grade	631.0 – 665.2	614.0 – 672.0
7th Grade	653.0 – 674.7	648.0 – 676.3
8th Grade	656.2 – 666.5	656.0 – 677.3

Benchmark Data

East Bank Middle School has done a commendable job of conducting benchmark testing of students in grades 6, 7, and 8 using the CTB McGraw-Hill Acuity platform based on the number of students completing the benchmarks. The most recent benchmark results from benchmarking conducted during January – February, 2010, shows the following performance of students tested across the four Acuity Tier Levels –

Reading/Language Arts

Grades/Tiers	Tier I	Tier 2	Tier 3	Tier 4
6th Grade (N=135)	23%	41%	35%	1%
7th Grade (N=98)	33%	53%	11%	1%
8th Grade (N=117)	19%	68%	14%	0%

Mathematics

Grades/Tiers	Tier 1	Tier 2	Tier 3	Tier 4
6th Grade (N=140)	9%	54%	32%	6%
7th Grade (N=115)	33%	65%	2%	0%
8th Grade (N=95)	33%	56%	9%	2%

On the 2008 – 09 ACT Explore, East Bank Middle School’s 2008 – 09 relative rankings were 168 in English, 171 in mathematics, 160 in reading, and 172 in science. Average scores were 12.0 in English, 12.0 in mathematics, 12.0 in reading, and 14.0 in science.

In 2007 – 08, East Bank Middle School’s relative rankings were 178 in English, 176 in mathematics, 176 in reading, and 160 in science. Average scores for this school year were in English, 12.7, in mathematics 12.2, in reading 12.0, and in science 14.2.

External Trend Data

Similar to Cedar Grove Middle School, East Bank Middle School is also located on the eastern end of Kanawha County. The major employer in this vicinity is the coal mining industry. Employment in the coal mining industry in this part of Kanawha County has seen a sharp downturn resulting in a rise in unemployment and the resultant financial hardship for many of the families of students attending East Bank Middle School

For the 2009 – 10 school year, the percentage of students participating in the federal Free and Reduced Meals program at East Bank Middle School was 67.26% with 304 of their 452 enrolled students receiving free or reduced meals. This ranks them as Kanawha County Schools’ third highest poverty middle school falling behind Cedar Grove Middle School at 67.93% and Stonewall Jackson Middle School at 75.05%.

Enrollment for the 2009 – 10 school year has also increased from the previous year. The enrollment at East Bank Middle School was 452 as of the end of the second school month as compared to 431 for the school year 2008 – 09. This is only 10 students less that their highest enrollment for the past 5 years of 462 in 2005 – 06. Additionally, enrollment in the surrounding elementary feeder schools to East Bank Middle appears to be increasing in this part of Kanawha County.

Other Student Outcomes

East Bank Middle School continues to meet the State standard for attendance rates. The attendance rate for the 2007 – 08 school year was 92.8% and 93.4% for the 2008 – 09 school year. However, attendance rates have declined since the 2004 – 05 school year. Data for the three years preceding 2007 – 08 are 94.9% 2006 -07, 94.4% 2005 – 06, and 95.9% in 2004 – 05. This shows a drop in the attendance rate of 3.1% from the inception of Westest until the 2008 – 09 administration of Westest 2.

As with other schools, discipline infractions at East Middle School vary in nature and severity. The most recent data on incidents of student discipline infractions is summarized in the table below –

Infraction	Total Incidents	Number of Out of School Suspensions
Disrespectful/Inappropriate Conduct	290	111
Aggressive Conduct	277	16
Failure to Obey Rules/Authority	578	105
Gang Activities	1	0
Legal Concerns	17	6
Illegal Drugs, Tobacco, Alcohol	24	3
Tardiness/Truancy	222	15

Violation of Detention/Suspension/Expulsion	63	16
Weapons	22	0
Total Infractions	1,475	400

The discipline data show an increase in the total number of out-of-school suspensions for 2006 – 07 to 2008 – 09 from 352 to 400. There has also been an increase in the total number of discipline infractions from 937 in 2006 – 07 to 1475 in 2008 – 09. This is a 63.5% increase in the number of reported discipline incidents in a 4 year period.

Analysis of Culture, Conditions, and Practices

Data for the 2008 – 09 school year regarding teacher information show East Bank Middle School having one teacher on permit status. Data from the same year also shows a pupil/teacher ratio of 16.0:1. The average years of experience for professional staff is 11.1 years. The table below shows the levels of education of the teachers at East Bank Middle School during 2008 – 09:

Level Of Education	Percentage of Teachers
Bachelor’s Degree	25.8%
Bachelor’s Degree + 15	29.0%
Master’s Degree	6.5%
Master’s Degree + 15	6.5%
Master’s Degree + 30	9.7%
Master’s Degree + 45	22.6%
Doctorate	0%

According to the 2008 – 09 school profile data for East Bank Middle School, 95.6% of classes were taught by highly qualified teachers according to the No Child Left Behind definition while 4.4% of classes were taught by non-highly qualified teachers.

Considerations from the Frameworks Needs Assessment conducted by staff as part of the 5-Year Strategic Plan process identify the following as needs at East Bank Middle School:

Development of Highly Skilled Teachers – 21st Century CSO’s learning skills; Technology tools.

Literacy for Pre-K-12 Core Program (Tier I) – 21st Century CSO’s; Real world application apparent in all content instruction; Lexile and Quantile measures to differentiate instruction; Proficiency/conceptual

understanding with fractions (decimals, percents, negative fractions) established prior to grade 8; Text structure to organize material learned.

Literacy Pre-K-12 Intervention Program (Tier II and Tier III) – Increasing levels of support for at-risk students prior to referral to special education; Continuous assessment (benchmark, progress monitoring, and diagnostic) to pinpoint problems, design targeted interventions, and measure response to interventions.

Literacy Pre-K-12 Independent/Extension Program – Minimum of 25 books read per year by each student; Development of individualized reading lists through student choice and relevant topics and Lexile measures; Parents Lexile Reading Kit at www.lexile.com.

Literacy Pre-K-12 Infrastructure – Strategic tutoring; Technology Integration Specialist/coaches.

Teacher Attendance

The most recent, complete year data on teacher attendance is for the 2008-2009 school years. The table below shows the number of days missed and reasons for absences for East Bank Middle School.

Absence Reasons	Absent w/o pay/suspension	Sick (Excused)	Sick (Unexcused)	Professional Development	Family	Bereavement	Personal	Jury Duty	Total
# Days	0	69	216	91	27	10	54	2	469

II. Root Causes

The table below shows what are perceived to be the root causes for East Bank Middle Schools’ difficulties in helping students achieve. Many of the root causes listed are based on observations made by the WVDE System of School Support staff during their visit to East Bank Middle.

Curriculum & Available Resources	Schedules and Classrooms	Administrators and Teachers	Students and Parental Involvement
WVDE Report recommendation to develop clear values/beliefs	WVDE SSOS Report recommendation – Professional development along with adjustments in the master schedule needs to be completed for co-teaching to be effective for students.	High Turnover of teachers	Low turn-out of parent involvement at LSIC meeting

	<p>WVDE SSOS Report recommendation – The skills/flex time should be structured so that students are grouped for interventions according to the ongoing data analysis.</p>	<p>Difficulty in finding HQT teachers in Math</p>	<p>WVDE SSOS Report recommendation – A process for students to track their learning such as student data notebooks/folios needs to be created and utilized in each core classroom to help hold students accountable for their own learning.</p>
	<p>WVDE SSOS Report – A newly established ALC program needs to be monitored for its effectiveness.</p>	<p>WVDE SSOS Report recommendation – Teachers need to exhibit high expectations for all students regardless of home circumstances.</p>	
	<p>WVDE SSOS Report – Advisor/Advisee time is recommended and can be used to conduct lessons on career awareness and to help raise expectations of students.</p>	<p>Instructional Practices Inventory – Student Disengagement at a high level</p>	
		<p>WVDE SSOS Recommendation – Administration needs to have a laser-like focus on instructional issues such as monitoring rigor, time on task, student engagement and use of data to drive instruction.</p>	
		<p>WVDE SSOS Report recommendation – Grade level meetings must focus on data and develop a plan to provide interventions</p>	

		for struggling students.	
		WVDE SSOS Report – A clear attendance system needs to be developed and implemented that allows everyone in the school to know who is in attendance throughout the day.	
		WVDE SSOS Report – A discipline plan needs to be developed by a team of teachers and the administration and must be consistent across the school.	
		WVDE SSOS Report – A transition program should be provided from 5-6 that begins to convey the consistency of high expectations that will be carried through their middle years.	

Stonewall Jackson Middle School

I. Needs Assessment

Westest

Westest (Westest and Westest 2) all student subgroup data for Stonewall Jackson Middle School shows fluctuations in the percentage of students proficient from the 2004 – 05 school year to school year 2008 - 09. The percentage of students proficient in reading/language arts and mathematics for the past 5 assessment years is shown in the table below.

School Year/Area	Reading/Language Arts	Mathematics
2004 - 05	72.56%	58.05%
2005 - 06	73.70%	58.93%
2006 - 07	70.54%	55.37%
2007 - 08	75.18%	60.52%
2008 - 09	61.95%	45.16%

In school years 2004 – 05 through 2007 -08, Stonewall Jackson Middle School did not meet the State standards in the black subgroup in mathematics. Additionally, they did not meet State standards for the black subgroup in reading/language arts in 2005 – 05 and 2006 – 07. For the school years 2007 – 08 and 2008 – 09, State standards were only met in the black subgroup in reading/language arts through the application of confidence interval. Stonewall Jackson Middle School has also struggled in meeting State standards with its Low SES subgroup and special education subgroup.

Median scale score analysis for school years 2004 – 05 through 2007 - 08 shows that growth in achievement gains is occurring. However, the question remains as to whether or not this growth is significant given that a Growth Evaluation Model has not yet been adopted in West Virginia. The tables below show these results –

Median Scale Score Gains

Grade/Area	Reading/Language Arts	Mathematics
6th Grade	33.7	52.7
7th Grade	32.0	36.3
8th Grade	26.2	31.3

Median Scale Score Ranges

Grade/Area	Reading/Language Arts	Mathematics
6th Grade	627.1 – 660.8	615.0 – 667.7
7th Grade	640.4 - 672.4	636.3 – 672.6
8th Grade	653.1 – 679.3	655.0 – 686.3

Benchmark Data

Stonewall Jackson Middle School has done an outstanding job of conducting benchmark testing of students in grades 6, 7, and 8 using the CTB McGraw-Hill Acuity platform based on the number of students completing the benchmarks. The most recent benchmark results from benchmarking conducted during January – February, 2010, shows the following performance of students tested across the four Acuity Tier Levels –

Reading/Language Arts

Grades/Tiers	Tier I	Tier 2	Tier 3	Tier 4
6th Grade (N=146)	10%	42%	42%	5%
7th Grade (N=124)	18%	45%	31%	6%
8th Grade (N=124)	26%	56%	18%	1%

Mathematics

Grades/Tiers	Tier 1	Tier 2	Tier 3	Tier 4
6th Grade (N=134)	4%	25%	44%	27%
7th Grade (N=151)	21%	62%	16%	1%
8th Grade (N=122)	14%	53%	30%	2%

Based on the above results from the most recent Acuity benchmark report available, it appears that additional efforts are needed made to assist the students scoring in the Tier 2 group additional assistance. This could be accomplished through the assignment of exercises from Acuity that provide additional help with the items missed and through a thorough review of the Distracter Analysis report for this group of students.

On the 2008 – 09 ACT Explore, Stonewall Jackson Middle Schools’ 2008 – 09 relative rankings were 144 in English, 159 in mathematics, 165 in reading, and 112 in science. Average scores were 13.0 in English, 13.0 in mathematics, 12.0 in reading, and 15.0 in science.

In 2007 – 08, Stonewall Jackson Middle Schools’ relative rankings were 171 in English, 158 in mathematics, 165 in reading, and 148 in science. Average scores for this school year were in English, 12.7, in mathematics 12.5, in reading 12.6, and in science 14.8.

External Trend Data

Stonewall Jackson Middle School is located in the West Side area of Charleston in Kanawha County. This is one of the more urban and densely populated areas of Kanawha County. Sections within this area vary from beautiful, historic neighborhoods, such as Edgewood, to areas besieged with drug related crimes and, at times, extreme violence including murder. Crime reports from the Charleston Police Department also indicate gang activity within the area.

For the 2009 – 10 school year, the percentage of students participating in the federal Free and Reduced Meals program at Stonewall Jackson Middle School was 75.05% with 373 of their 497 enrolled students receiving free or reduced meals. This ranks them as Kanawha County Schools’ highest poverty ranking middle school. Since they exceed the 75% poverty ranking, regulations under No Child Left Behind require that they be served a Title I school for the 2010 – 11 school year. A schoolwide model will be adopted for Title I purposes at Stonewall Jackson Middle School thus enabling the entire staff to serve all students.

Enrollment for the 2009 – 10 school year has decreased slightly from the previous year. The enrollment at Stonewall Jackson Middle School was 497 as of the end of the second school month as compared to 501 for the school year 2008 – 09. Trend data shows a continuous decrease in enrollment from preceding years. Enrollment has decreased from 578 in 2006 – 07, to 542 in 2007 – 08, to 501 in 2008 – 09, to 497 in 2009 – 10.

Other Student Outcomes

Stonewall Jackson Middle School continues to meet the State standard for attendance rates. Attendance rates are as follows – 96.7% for 2008 – 09, 97.2% for 2007 – 08, 96.6% for 2006 – 07, 96.7 for 2005 – 06, and 94.8 for 2004 -05. This shows an increase of 1.9% in attendance rates from the inception of Westest until the 2008 – 09 school year.

As with other schools, discipline infractions at Stonewall Jackson Middle School vary in nature and severity. The most recent data on incidents of student discipline infractions is summarized in the table below –

Infraction	Total Incidents	Number of Out of School Suspensions
Disrespectful/Inappropriate Conduct	364	179
Aggressive Conduct	327	232
Failure to Obey Rules/Authority	171	81

Legal Concerns	18	12
Illegal Drugs, Tobacco, Alcohol	4	0
Tardiness/Truancy	35	19
Violation of Detention/Suspension/Expulsion	14	8
Weapons	1	0
Total Infractions	934	531

The discipline data show a decrease in the total number of out-of-school suspensions for 2006 – 07 to 2008 – 09 from 566 to 531. There has also been a decrease in the total number of discipline infractions from 970 in 2006 – 07 to 934 in 2008 – 09.

Analysis of Culture, Conditions, and Practices

Data for the 2008 – 09 school year regarding teacher information show Stonewall Middle School having no teachers on permit status. Data from the same year also shows a pupil/teacher ratio of 16.0:1. The average years of experience for professional staff is 20.2 years. The table below shows the levels of education of the teachers at Stonewall Middle School during 2008 – 09:

Level Of Education	Percentage of Teachers
Bachelor’s Degree	10.5%
Bachelor’s Degree + 15	31.6%
Master’s Degree	2.6%
Master’s Degree + 15	7.9%
Master’s Degree + 30	7.9%
Master’s Degree + 45	39.5%
Doctorate	

According to the 2008 – 09 school profile data for Stonewall Jackson Middle School, 98.1% of classes were taught by highly qualified teachers according to the No Child Left Behind definition while 1.9% of classes were taught by non-highly qualified teachers.

Considerations from the Frameworks Needs Assessment conducted by staff as part of the 5-Year Strategic Plan process identify the following as needs at Stonewall Jackson Middle School:

Technology Data Systems – Teacher computers/Presentation stations; Student computers; Instructional technology for students; Technical support/repair; Bandwidth.

Development of Highly Skilled Teachers – 21st Century CSOs; Standards based numeracy instruction; Integration of technology; Assessment Of and For learning; Intervention programs – Tiers 2 and 3; National Board Certified Teachers.

Support for School Improvement –Parent and community involvement; Wellness; Additional instructional staff; Additional support staff for students.

Literacy for Pre-K-12 Core Program (Tier I) – 21st Century CSO's, learning skills, and technology school standards; Standards based on lesson plans, units of study, and project based units of instruction; Literacy, informational, primary source documents and real-world materials; Writing strategies explicitly taught in all content areas; Vocabulary, background knowledge comprehension strategies and increasing fluency based on 4 – 6 instruction; Real world application apparent in all content instruction; Lexile and Quantile measures to differentiate instruction; Balance of inquiry based investigation, guided practice, independent work, skill review and homework; Manipulatives and problem solving skills integral to math; Proficiency/conceptual understanding with fractions (decimals, percents, negative fractions) established prior to grade 8; Comprehension strategies before, during, and after reading; Diverse texts (primary sources of real world materials; Discussion of what has been read (interpret, analyze, synthesize, evaluate, etc.); Text structure to organize material learned; Variety of technologies that support classroom instruction (RiverDeep, Odyssey, Thinkfinity, SAS, Writing Roadmap, and virtual learning); Tech Steps; Teacher developed classroom assessments as well as Writing Road Map 2.0, Informal Math Assessment, reading assessments, DIBELS, and Creative Curriculum; Westest 2, a summative assessment, and the Acuity platform, as a benchmarking tool.

Literacy Pre-K-12 Intervention Program (Tier II and Tier III) – Tiered instruction framework to support 21st Century CSOs in reading, writing, and mathematics; Increasing levels of support for at-risk students prior to referral to special education; Technology that supports interventions (DIBELS, AIMS Web, Acuity, internet resources); Direct and explicit intervention strategies, materials, and web-based resources; Continuous assessment (benchmark, progress monitoring, and diagnostic) to pinpoint problems, design targeted interventions and measure response to interventions; Small group instruction delivered beyond the core reading/language arts and mathematics periods; Specific targeted instruction; Program specific assessment or other assessments to pinpoint problems and design targeted interventions; Continuous assessment; Flexible groupings as appropriate for targeted instruction; Format of WVDE online IEP; Five essential components of reading; Co-teaching, consultation, and small group instruction; Accommodations and modifications of instruction and assessment; Accelerated learning strategies; Achievement progress carefully monitored; Evidence-based strategies, programs, and materials; Technology based resources; Assessment for learning.

Literacy Pre-K-12 Independent/Extension Program – Minimum of 25 books read per year by each student; Development of individualized reading lists through student choice and relevant topics and Lexile measures; Parents Lexile Reading Kit at www.lexile.com; Education component that addresses reading and mathematics literacy; Students' products and/or performances juried by audiences beyond the classroom; Web-based instructional programs to support reading and math skill improvement outside the school setting (Riverdeep, Odyssey, Compass Learning, SAS, Writing Road Map, Thinkfinity, Acuity, Cognitive Tutor, etc.); Counselor support program in place.

Literacy Pre-K-12 Infrastructure – Sustained and job-embedded professional development focused on literacy; Reading and math interventionists/coaches; Strategic tutoring; After school, Saturday, and summer programs; Bandwidth to provide high speed internet access for instruction/learning; Hardware to provide all students sufficient access for 21st Century learning; Technology workstations for all teachers; Realistic budget that supports literacy; Policies that support student success (grading, homework, discipline); IMA, DIBELS, Acuity, and Westest 2 data for identification, reassessment, and reporting.

Teacher Attendance

The most recent, complete year data on teacher attendance is for the 2008-2009 school years. The table below shows the number of days missed and reasons for absences for Stonewall Jackson Middle School.

Absence Reasons	Absent w/o pay/suspension	Sick (Excused)	Sick (Unexcused)	Professional Development	Family	Bereavement	Personal	Jury Duty	Total
# Days	0	190	0	116	33	10	70	0	419

II. Root Causes

The table below shows what are perceived to be the root causes for Stonewall Jackson Middle Schools’ difficulties in helping students achieve. Many of the root causes listed are based on observations made by the WVDE System of School Support staff during their visit to Stonewall Jackson Middle.

Curriculum & Available Resources	Schedules and Classrooms	Administrators and Teachers	Students and Parental Involvement
WVDE SSOS Report – Expand on Depth of Knowledge training completed this year, specifically related to instructional strategies and questioning techniques.	WVDE SSOS Report – Establish a tiered intervention program for struggling and advanced students.	WVDE SSOS Report – Continue to revise student celebrations to reflect improvement in academic achievement in order to help foster student motivation and ownership of their academic success.	Low turnout for LSIC
		WVDE SSOS Report – Develop a student data system such as a data notebook/folio to help students understand	WVDE SSOS Report – Principal should establish a student group or work with the existing student council to help give students a

		their academic progress.	voice in their school.
		WVDE SSOS Report – The administration needs to monitor the amount and frequency of textbook assignments where teachers are not engaged with students.	WVDE SSOS Report – Consider family workshop/training nights to get parents involved more fully in their student’s academic success.
		WVDE SSOS Report – Aggregate the walkthrough data and share with the faculty on a regular basis. Consider having all administrators involved in classroom walkthroughs.	
		WVDE SSOS Report – Continue to work in collaborative teams and refine practice of using data to improve instruction.	
		WVDE SSOS Report – The principal and the counselor should redefine the goals of the counseling office to include small group intervention, developmental guidance, and involvement in the students’ 5 Year Plan. Counseling of at-risk students should also be occurring.	

Riverside High School

I. Needs Assessment

Westest

Westest (Westest and Westest 2) all student subgroup data for Riverside High School shows fluctuations in the percentage of students proficient in mathematics from the 2004 – 05 school year to school year 2008 - 09. In at least three of those years, 2005 – 06, 2007 – 08, and 2008 – 09, Riverside High School only met AYP through the application of confidence interval or averaging. The percentage of students proficient in reading/language arts and mathematics for the past 5 assessment years is shown in the table below.

School Year/Area	Reading/Language Arts	Mathematics
2004 - 05	78.92%	70.40%
2005 - 06	71.48%	58.46%
2006 - 07	75.54%	70.28%
2007 - 08	71.76%	60.39%
2008 - 09	42.79%	46.61%

While median scale scores are available for only the 10th grade, an analysis of these scores for school years 2004 – 05 through 2007 - 08 shows that growth in achievement gains is occurring. However, the question remains as to whether or not this growth is significant given that a Growth Evaluation Model has not yet been adopted in West Virginia. The tables below show these results –

Median Scale Score Gains

Grade/Area	Reading/Language Arts	Mathematics
10th Grade	14.1	26.0

Median Scale Score Ranges

Grade/Area	Reading/Language Arts	Mathematics
10th Grade	679.9 – 694.0	687.0 – 713.0

Benchmark Data

Riverside High School has conducted benchmark testing of students in grades 9, 10, and 11 using the CTB McGraw-Hill Acuity platform. The number of students taking the benchmark tests in 9th grade far exceeds the numbers of students taking the tests in the 10th and 11th grades. The most recent benchmark

results from benchmarking conducted during January – February, 2010, shows the following performance of students tested across the four Acuity Tier Levels –

Reading/Language Arts

Grades/Tiers	Tier I	Tier 2	Tier 3	Tier 4
9 th Grade (N = 149)	11%	49%	37%	3%
10 th Grade (N = 61)	26%	64%	8%	2%
11 th Grade (N = 81)	2%	41%	44%	12%

Mathematics

Grades/Tiers	Tier 1	Tier 2	Tier 3	Tier 4
9 th Grade (N = 247)	34%	64%	2%	0%
10 th Grade (N = 78)	50%	49%	1%	0%
11 th Grade (N = 23)	26%	52%	13%	9%

On the 2008 – 09 ACT Plan, Riverside High School’s relative rankings were 105 in English, 109 in mathematics, 117 in reading, and 113 in science. Average scores were 14.5 in English, 14.9 in mathematics, 14.0 in reading, and 15.7 in science.

In 2007 – 08, Riverside High School’s relative rankings were 89 in English, 85 in mathematics, 83 in reading, and 87 in science. Average scores for this school year were 15.2 in English, 15.3 in mathematics, 15.7 in reading, and 16.7 in science.

External Trend Data

Riverside High School is located on the eastern end of Kanawha County. The major employer in this vicinity is the coal mining industry. Employment in the coal mining industry in this part of Kanawha County has seen a sharp downturn resulting in a rise in unemployment. This has resulted in a number of students coming from homes where their parents are unemployed.

For the 2009 – 10 school year, the percentage of students participating in the federal Free and Reduced Meals program at Riverside High School was 53.72% with 642 of their 1,195 enrolled students receiving free or reduced meals. This ranks them as Kanawha County Schools highest poverty high school. Riverside’s poverty level exceeds the next highest ranking high school (South Charleston High) by 5.31%.

Enrollment for the 2009 – 10 school year has also decreased from previous years. The enrollment at Riverside High School was 1,195 as of the end of the second school month as compared to 1,276 for the school year 2008 – 09. Enrollment in the surrounding elementary feeder schools appears to be increasing however in this part of Kanawha County. This may be attributable to people relocating back to the area because of the inability to find work elsewhere.

Drug, tobacco, alcohol use, and teenage pregnancies are becoming increasing problems at Riverside High School. Riverside is currently staffed with a Prevention Resource Officer (PRO) to provide education opportunities for drug offenders. Additionally, the Stealth® System has been installed in student restrooms to help monitor and control tobacco use in the school building.

Other Student Outcomes

Riverside High School did not meet the State standard for graduation rate for the 2008 – 09 school year. The graduation rate has consistently been a concern at Riverside High School. The table below shows these rates from the 2004 – 05 school year through 2007 – 08.

Years	2007 – 08	2006 - 07	2005 - 06	2004 - 05
Rates	80.4% (P)	76.7% (N)	79.5% (PI)	75.4 (N)

P = Passed; N = Needs Improvement; PI = Passed by Improvement

Discipline infractions at Riverside High School vary in nature and severity. The most recent data on incidents of student discipline infractions is summarized in the table below –

Infraction	Total Incidents	Number of Out of School Suspensions
Disrespectful/Inappropriate Conduct	387	185
Aggressive Conduct	323	137
Failure to Obey Rules/Authority	392	169
Medication/Over the Counter Drugs/Prescription Drugs/Controlled Substance	5	4
Legal Concerns	9	5
Illegal Drugs, Tobacco, Alcohol	227	112
Tardiness/Truancy	786	74
Violation of Detention/Suspension/Expulsion	33	28

Weapons	7	1
Total Infractions	2,169	715

The discipline data show a decrease in the total number of out-of-school suspensions for 2008 - 09 from the prior year's number of 813. However, there has been an increase in the total number of discipline infractions from 1,639 in 2007 – 08 to 2,169 in 2008 – 09.

Riverside High School offers Advanced Placement classes in mathematics, fine and performing arts, science, and social studies. For the school year 2009 – 10, Riverside High School shows 21.50% of eleventh graders and 10.30% of 10th graders enrolled in Advanced Placement Courses. This is an increase from the 2008 – 09 school year for eleventh graders, up from 16.70%, but a decrease for 12th graders dropping from 14.70%.

Analysis of Culture, Conditions, and Practices

Data for the 2008 – 09 school year regarding teacher information show Riverside High School having nine teachers on permit status. Data from the same year also shows a pupil/teacher ratio of 17.2:1. The average years of experience for professional staff is 14.8 years. The table below shows the levels of education of the teachers at Riverside High School during 2008 – 09:

Level Of Education	Percentage of Teachers
Bachelor's Degree	22.6%
Bachelor's Degree + 15	25.0%
Master's Degree	4.8%
Master's Degree + 15	9.5%
Master's Degree + 30	11.9%
Master's Degree + 45	23.8%
Doctorate	1.2%

According to the 2008 – 09 school profile data for Riverside High School, 81.6% of classes were taught by highly qualified teachers according to the No Child Left Behind definition while 18.4% of classes were taught by non-highly qualified teachers.

Riverside High School received some very good commendations from team members in a recent visit from the WVDE SSOS. In their report were many comments which are reflective of the overall culture and climate at Riverside High school, particularly as it relates to staff and students. Included among these were the following –

- Support structure with various interventions is one of the best I've seen. It is great!
- Discipline numbers are improving with respect and protect.
- Student pride is great! Students want more ways to become even better.
- I saw things much better than I expected to see.
- Administration has high expectations and teachers expect the 5x5 walk-throughs which are being done.
- There is a collaboration spirit here among the teachers and staff.
- Teachers are hard working and committed
- Good hands on in math classes.
- Science classes involved in good labs and reviewing in lab settings.
- Chemistry – excellent teacher and lesson.

It would appear from these comments that the staff at Riverside is committed to helping students succeed and that students are invested and engaged in learning.

Considerations from the Frameworks Needs Assessment conducted by staff as part of the 5-Year Strategic Plan process identifies the following as needs at their school:

Professional Learning Communities – School master schedules support collaborative planning.

Technology Data Systems - Bandwidth

Literacy for Pre-K-12 Core Program – 21st Century CSOs; Literacy, informational, primary source documents and real-world materials; Manipulative and problem solving skills integral to math; Language of mathematics to develop and defend mathematical conjectures, arguments, reasoning, and proof; College transition classes for all students not meeting readiness benchmark; Comprehensive strategies before, during, and after reading; Diverse texts (primary source or real world materials).

Literacy Pre-K-12 Independent/Extension Program – Minimum of 25 books read per year by each student; Education component that addresses reading and mathematics literacy; Counselor support program in place.

Teacher Absences

The most recent, complete year data on teacher attendance is for the 2008-2009 school years. The table below shows the number of days missed and reasons for absences for Riverside High School.

Absence Reasons	Absent w/o pay/suspension	Sick (Excused)	Sick (Unexcused)	Professional Development	Family	Bereavement	Personal	Jury Duty	Total
# Days	6	302	225	160	54	21	145	0	913

II. Root Causes

In addition to student issues mentioned elsewhere in this data analysis (drug, tobacco, alcohol use and teenage pregnancies), Riverside High school also shows several other root causes for failure to improve the graduation rate and academic achievement of their students. Staff persons, including KCS central office staff, have identified the following as primary root causes:

1. **Administrators and Teachers** - High staff turnover with both administrators and teachers.
2. **Student and Parent involvement** - Lack of parental support at LSIC and parent meetings.
3. **Student and Parent Involvement** - High number of student drop-outs as well as low graduation rates.
4. **Administrators and Teachers** - Varieties of instructional strategies are not being incorporated by teachers to meet the needs of challenged learners.
5. **WVSSOS** – The following are comments from the recent visit by the WVDE SSOS Team members –
 - Lacking a mechanism to develop consistency of best instructional practices.
 - Not all children are being challenged mentally.
 - Teachers want content specific PLC time and a way to develop the consistency of best practices.
 - There is a math issue here with teachers having to spend so much time in review for students to understand the concepts that they have not received in the middle school feeder areas. The foundations of math are not being met before students arrive here.
 - There is a lot of focus and drill to prepare for the Westest. My (sic) suggestion will be to focus some of the time on the depth of learning skills and not just focus and drill.
 - Social studies – 3 classes still coloring maps.

- Counselors need clerical support – doing a lot of paperwork that is taking time away from students.
- Counselors were being used too much in the discipline role and this may not be the best for developing relationships.
- Needs to be a systematic approach to Career Development across all grade levels.
- There is no group processing to work with dropouts.
- Counselors want a way to work more face to face with parents, but can't get the parents to come in.
- Attendance is the issue at Riverside.
- Need a formalized protocol for Early Warning System – describing to all teachers (here is how you do it).
- Need a publicized way of recognizing all students.
- Need resources for science classes, art classes, and Pro Start classes.

Tier III

Cedar Grove Elementary

I. Needs Assessment –

Westest Data

Cedar Grove Elementary School is the only 1003(g) Tier III school identified for Kanawha County. Cedar Grove is also a reconfigured school, having been in existence only since 2006 – 07. This is because the school previously existed as a community school serving grades K – 8 and was eventually split into two schools consisting of Cedar Grove Elementary serving pre-K – 5 and what is now Cedar Grove Middle.

Student performance on the Westest/Westest 2 shows a decreasing trend in the percentage of students proficient in both mathematics and reading/language arts in the all subgroup for the school year periods 2006 – 07 through 2008 - 09. The table below shows this trend –

Year/Area	Mathematics	Reading/Language Arts
2006 - 07	67.54%	82.78%
2007 - 08	63.69%	76.19%
2008 – 09 (Westest 2)	44.78%	57.31%

Conversely, median scale score analysis for the school years 2004 -05 through 2007 - 08 shows a similar decreasing trend with negative achievement gains in all grades and all areas but 1 – 5th grade mathematics. Regardless that a Growth Evaluation Model has not yet been adopted in West Virginia, negative gains in median scale scores are indicative of problems with student achievement and warrant concern. The tables below show these results –

Median Scale Score Gains

Grade/Area	Reading/Language Arts	Mathematics
3 rd Grade	-33.5	-76.0
4 th Grade	-24.4	-33.4
5 th Grade	-4.5	+1.0

Median Scale Score Ranges

Grade/Area	Reading/Language Arts	Mathematics
3 rd Grade	650.0 – 620.5	675.0 – 599.0
4 th Grade	662.0 – 637.6	668.0 – 634.6
6 th Grade	660.0 – 655.5	668.0 – 669.0

It should also be noted that Cedar Grove Elementary has been identified under Title I 1003(a) for school improvement for not meeting the State standard in the all subgroup, white subgroup, and Low SES subgroup in mathematics.

Benchmark Data

Cedar Grove Elementary has conducted benchmark testing of students in grades 3, 4, and 5 using the CTB McGraw-Hill Acuity platform. The most recent benchmark results from benchmarking conducted during January – February, 2010, shows the following performance of students tested across the four Acuity Tier Levels –

Reading/Language Arts

Grades/Tiers	Tier I	Tier 2	Tier 3	Tier 4
3 rd Grade (N=34)	21%	29%	24%	26%
4 th Grade (N=23)	9%	35%	35%	22%
5 th Grade (N=22)	5%	14%	59%	23%

Mathematics

Grades/Tiers	Tier 1	Tier 2	Tier 3	Tier 4
3 rd Grade (N=33)	6%	36%	58%	0%
4 th Grade (N=40)	28%	60%	10%	3%
5 th Grade (N=22)	27%	32%	41%	0%

On DIBELS EOY (End of Year) benchmark assessments in May, 2009, 88% of 3rd grade students met the State benchmark. However, second grade students did not meet the State DIBELS benchmark. In September, 2009, 16 third grade students scored at either high-risk or some risk at BOY (beginning of year) DIBELS. Based on this, reading will continue to be a part of Cedar Grove Elementary School’s improvement plan and process.

External Trend Data

Cedar Grove Elementary is located in the eastern end of Kanawha County which is known for its’ high poverty and minimal employment opportunities. The student attendance area spans several miles. Students travel to school by bus very early in the morning and arrive home very late in the afternoon. Often, parents are not able to attend conferences or school events due to a lack of transportation. Fortunately, the student attendance rate has remained high at over 94% for the past 2 schools years (94.3% and 94.7%).

Cedar Grove Elementary also has a high percentage of students participating in federal Free and Reduced Meals program. Our percentage this year was 71.30% with 236 out of 331 students receiving free and reduced meals. Again, this high poverty rate is most likely contributed to the lack of employment opportunities within the community.

Other Student Outcomes

Discipline infractions at Cedar Grove Elementary vary in nature and severity. The most recent data on incidents of student discipline infractions is summarized in the table below –

Infraction	Total Incidents	Number of Out of School Suspensions
Disrespectful/Inappropriate Conduct	48	16
Aggressive Conduct	128	23
Failure to Obey Rules/Authority	64	2
Legal Concerns	7	3
Illegal Drugs, Tobacco, Alcohol	0	0
Tardiness/Truancy	5	0
Violation of Detention/Suspension/Expulsion	0	0
Weapons	1	1
Total Infractions	253	29

Discipline infractions and out-of-school suspensions have risen from the previous year. Infractions last year totaled 157 while out-of-school suspensions totaled 23.

Analysis of Culture, Conditions, and Practices

There are 32 professional staff members at Cedar Grove Elementary School. This includes one principal, a .5 FTE assistant principal shared with the middle school, one counselor, a .5 music teacher and a .5 art teacher, 1.5 speech therapists, 4 special educators, 4 Title I teachers, and 16 classroom teachers. Cedar Grove Elementary also houses a WV Pre-K and a Headstart program. Two overage teachers have been placed at Cedar Grove Elementary due to larger than permissible class sizes in both the kindergarten and first grade classrooms.

For the 2009 – 2010 school year, Cedar Grove Elementary reports 96% of their staff as meeting the Highly Qualified definition under No Child Left Behind. Data for the 2008 – 09 school year showed only one teacher on permit status. Data from the 2008 – 09 school year also shows a pupil/teacher ratio of 14.5:1. The average years of experience for professional staff is 17.3 years. The table below shows the levels of education of the teachers at Cedar Grove Elementary during 2008 – 09:

Level Of Education	Percentage of Teachers
Bachelor's Degree	23.1%
Bachelor's Degree + 15	30.8%
Master's Degree	0
Master's Degree + 15	0
Master's Degree + 30	15.4%
Master's Degree + 45	30.8%
Doctorate	0

Considerations from the Frameworks Needs Assessment conducted by staff as part of the 5-Year Strategic Plan process identify the following as needs at their school:

Technology Data Systems - Student Computers.

Development of Highly Skilled Teachers – Standards based numeracy instruction.

Support for School Improvement – Parent and community involvement.

Literacy for Pre-K-12 Core Program (Tier I) – Manipulatives and problem solving skills integral to math; Language of mathematics to develop and defend mathematical conjectures, arguments, reasoning and proof; Proficiency/conceptual understanding with fractions (decimals, percents, negative fractions) established prior to grade 8.

Literacy PreK – 12 Intervention Program (Tier II and Tier III) – Direct and explicit intervention strategies, materials, and web-based resources.

Literacy Pre-K-12 Infrastructure – Technology Integration Specialist/coaches; Hardware to provide all students sufficient access for 21st Century learning; High expectations for all students.

Teacher Attendance

The most recent, complete year data on teacher attendance is for the 2008-2009 school years. The table below shows the number of days missed and reasons for absences for Cedar Grove Elementary.

Absence Reasons	Absent w/o pay/suspension	Sick (Excused)	Sick (Unexcused)	Professional Development	Family	Bereavement	Personal	Jury Duty	Total
# Days	0	203	59	40	27	5	44	0	378

II. Root Causes

As a Title I school identified for school improvement, Kanawha County's central office staff have provided additional technical assistance and support to the staff of Cedar Grove Elementary throughout the school year. Both a Title I Reading and a Title I Math Specialist work with the Cedar Grove Title I staff on a regular basis. Additionally, the Title I math and reading demonstration teachers have visited Cedar Grove Elementary as part of their target school rotation schedule throughout the school year to demonstrate lessons to teachers in the core program areas. The KCS Title I Director and the Assistant Superintendent of Elementary Schools also visit Cedar Grove Elementary to observe instruction and work with the principal as she is a first year principal.

During a recent on-site monitoring visit from the WVDE Title I office, the staff received 6 commendations and no recommendations or findings. The principal and staff were commended for conducting an extensive needs analysis for school improvement; for conducting regular collaborative meetings to address student achievement; for their plan for identifying and serving preschool students; for having excellent documentation supporting parent involvement, and; for their efforts to provide sustained math professional development to address their identified area of need.

Administration and Teachers - One concern addressed by the principal is the physical disconnection of the PreK – primary grades from the intermediate grades. The early grades currently occupy one area of the building known as the “pod” while the upper grade levels share space above the middle school classrooms. Having the two groups split across the building makes it very difficult to manage students and have the feeling of an actual, cohesive elementary school. This also limits informal interactions among and between staff. Proposals have been made and will be pursued to relocate the intermediate classrooms nearer to the primary grade classrooms.

Administration and Teachers - Another root cause is that the school has only recently been reconfigured as a separate elementary school within the past 4 years. Prior to this, the current middle school principal also served as the elementary principal. While it is not uncommon to have a K – 8 structure, the reconfiguration has brought about significant changes within the school structure, culture, and climate. This has also brought about a change in the administrative leadership with the K – 8 administrator moving to 6 – 8 only, the subsequent hiring of a new principal who retired last year, and then the hiring of the current principal. Staff as well as the community and students are still adjusting to all of these significant changes.

Preliminary Budget Form Template

District Name: Kanawha

School Name by Tier	Intervention Models: Select the model that will be implemented in each Tier I and Tier II school.			
	Turnaround	Restart	Closure	Transformation
Tier I School:				
Malden Elementary School				X
Tier II Schools:				
Cedar Grove Middle School				X
East Bank Middle School				X
Stonewall Jackson Middle School				X
Riverside High School				X
Tier III Schools:	Not applicable to Tier III schools.			
Cedar Grove Elementary School				

Kanawha County Schools LEA Budget				Tiers I, II, and III
Transformation Model	Year 1	Year 2	Year 3	Total
A. Develop teacher and school leader effectiveness				
Replace the principal (County Funded)	\$0.00	\$0.00	\$0.00	\$0.00
Use rigorous, transparent and equitable evaluation systems that take into account data on student growth (part of transformational specialists job functions)	\$0.00	\$0.00	\$0.00	\$0.00
Identify and reward school leaders, teachers and other staff who have increased student achievement and the graduation rate	\$2,169,000.00	\$2,159,000.00	\$2,154,000.00	\$6,482,000.00
Provide high quality, job-embedded professional development	\$180,587.50	\$159,459.76	\$151,959.79	\$492,007.05
Implement strategies to recruit, place and retain staff	\$15,000.00	\$15,000.00	\$15,000.00	\$45,000.00
Other permissible activities as defined in the regulations (specify activities - tech support, printing, mailings) See Attached Detailed Budget	\$18,500.00	\$17,500.00	\$17,500.00	\$53,500.00
Section Subtotal:	\$2,383,087.50	\$2,350,959.76	\$2,338,459.79	\$7,072,507.05
B. Comprehensive instructional reform programs				
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	\$338,085.27	\$356,327.82	\$358,601.49	\$1,053,014.58
Promote the continuous use of student data to inform and differentiate instruction	Included Above	Included Above	Included Above	Included Above

Other permissible activities as defined in the regulations (specify activities - tech equipment, computers) See attached detailed budget	\$16,119.60	\$14,000.00	\$14,000.00	\$44,119.60
Section Subtotal:	354,204.87	370,327.82	372,601.49	1,097,134.18
C. Increasing learning time and creating community-oriented schools				
Establish schedules and strategies that provide increased learning time as defined by ED and create community-oriented schools (<i>included in schools' allocations</i>)	\$0.00	\$0.00	\$0.00	\$0.00
Provide ongoing mechanisms for family and community engagement (<i>included in schools' allocations</i>)	\$0.00	\$0.00	\$0.00	\$0.00
Other permissible activities as defined in the regulations (specify activities)	\$0.00	\$0.00	\$0.00	\$0.00
Section Subtotal:	\$0.00	\$0.00	\$0.00	\$0.00
D. Provide operating flexibility and sustained support				
Give schools operating flexibility to implement fully a comprehensive approach	\$0.00	\$0.00	\$0.00	\$0.00
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA and/or the SEA (<i>included in transformational specialists job functions and school allocated travel to attend WVDE trainings</i>)	\$0.00	\$0.00	\$0.00	\$0.00
Provide intensive technical assistance and related support from a designated external lead partnership organization	\$100,000.00	\$100,000.00	\$75,000.00	\$275,000.00
Other permissible activities as defined in the regulations (specify activities)	\$0.00	\$0.00	\$0.00	\$0.00
Section Subtotal:	\$100,000.00	\$100,000.00	\$75,000.00	\$275,000.00
Total for Transformation Model:	\$2,837,292.37	\$2,821,287.58	\$2,786,061.28	\$8,444,641.23

School Name: Malden Elementary School				Tier I
Transformation Model	Year 1	Year 2	Year 3	Total
A. Develop teacher and school leader effectiveness				
Replace the principal (County Funded)	\$0.00	\$0.00	\$0.00	\$0.00
Use rigorous, transparent and equitable evaluation systems that take into account data on student growth	LEA Funded	LEA Funded	LEA Funded	LEA Funded
Identify and reward school leaders, teachers and other staff who have increased student achievement and the graduation rate	LEA Funded	LEA Funded	LEA Funded	LEA Funded
Provide high quality, job-embedded professional development	\$278,532.70	\$242,032.70	\$218,032.70	\$738,598.10
Implement strategies to recruit, place and retain staff	\$40,000.00	\$30,000.00	\$15,000.00	\$85,000.00
Other permissible activities as defined in the regulations (specify activities – tech support, printing, mailings) See Attached Detailed Budget	\$11,000.00	\$11,000.00	\$11,000.00	\$33,000.00
Section Subtotal:	\$329,532.70	\$283,032.70	\$244,032.70	\$856,598.10
B. Comprehensive instructional reform programs				
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	\$466,459.66	\$449,127.22	\$451,590.36	\$1,367,177.24
Promote the continuous use of student data to inform and differentiate instruction	Included Above	Included Above	Included Above	Included Above

Other permissible activities as defined in the regulations (specify activities – tech equipment, computers) See attached detailed budget	\$80,000.00	\$40,000.00	\$28,000.00	\$148,000.00
Section Subtotal:	546,459.66	489,127.22	479,590.36	1,515,177.24
C. Increasing learning time and creating community-oriented schools				
Establish schedules and strategies that provide increased learning time as defined by ED and create community-oriented schools	\$97,170.35	\$97,170.35	\$97,170.35	\$291,511.05
Provide ongoing mechanisms for family and community engagement	\$32,400.00	\$32,400.00	\$32,400.00	\$97,200.00
Other permissible activities as defined in the regulations (specify activities)	\$0.00	\$0.00	\$0.00	\$0.00
Section Subtotal:	\$129,570.35	\$129,570.35	\$129,570.35	\$388,711.05
D. Provide operating flexibility and sustained support				
Give schools operating flexibility to implement fully a comprehensive approach	\$0.00	\$0.00	\$0.00	\$0.00
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA and/or the SEA	LEA Funded	LEA Funded	LEA Funded	LEA Funded
Provide intensive technical assistance and related support from a designated external lead partnership organization	LEA Funded	LEA Funded	LEA Funded	LEA Funded
Other permissible activities as defined in the regulations (specify activities)	\$0.00	\$0.00	\$0.00	\$0.00
Section Subtotal:	\$0.00	\$0.00	\$0.00	\$0.00
Total for Transformation Model:	\$1,005,562.71	\$901,730.27	\$853,193.41	\$2,760,486.39

School Name: Cedar Grove Middle School				Tier II
Transformation Model	Year 1	Year 2	Year 3	Total
A. Develop teacher and school leader effectiveness				
Replace the principal (County Funded)	\$0.00	\$0.00	\$0.00	\$0.00
Use rigorous, transparent and equitable evaluation systems that take into account data on student growth	LEA Funded	LEA Funded	LEA Funded	LEA Funded
Identify and reward school leaders, teachers and other staff who have increased student achievement and the graduation rate	LEA Funded	LEA Funded	LEA Funded	LEA Funded
Provide high quality, job-embedded professional development	\$264,945.64	\$246,603.71	\$173,917.02	\$685,466.37
Implement strategies to recruit, place and retain staff	\$30,000.00	\$20,000.00	\$15,000.00	\$65,000.00
Other permissible activities as defined in the regulations (specify activities - tech support, printing, mailings) See Attached Detailed Budget	\$11,000.00	\$11,000.00	\$11,000.00	\$33,000.00
Section Subtotal:	\$305,945.64	\$277,603.71	\$199,917.02	\$783,466.37
B. Comprehensive instructional reform programs				
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	\$672,379.76	\$658,216.71	\$673,303.44	\$2,003,899.91
Promote the continuous use of student data to inform and differentiate instruction	Included Above	Included Above	Included Above	Included Above

Other permissible activities as defined in the regulations (specify activities - salaries, tech equipment, computers) See attached detailed budget	\$522,000.00	\$476,800.00	\$238,400.00	\$1,237,200.00
Section Subtotal:	1,194,379.76	1,135,016.71	911,703.44	3,241,099.91
C. Increasing learning time and creating community-oriented schools				
Establish schedules and strategies that provide increased learning time as defined by ED and create community-oriented schools	\$165,042.96	\$165,042.96	\$165,042.96	\$495,128.88
Provide ongoing mechanisms for family and community engagement	\$15,000.00	\$15,000.00	\$15,000.00	\$45,000.00
Other permissible activities as defined in the regulations (specify activities)	\$0.00	\$0.00	\$0.00	\$0.00
Section Subtotal:	\$180,042.96	\$180,042.96	\$180,042.96	\$540,129.88
D. Provide operating flexibility and sustained support				
Give schools operating flexibility to implement fully a comprehensive approach	\$0.00	\$0.00	\$0.00	\$0.00
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA and/or the SEA	LEA Funded	LEA Funded	LEA Funded	LEA Funded
Provide intensive technical assistance and related support from a designated external lead partnership organization	LEA Funded	LEA Funded	LEA Funded	LEA Funded
Other permissible activities as defined in the regulations (specify activities)	\$0.00	\$0.00	\$0.00	\$0.00
Section Subtotal:	\$0.00	\$0.00	\$0.00	\$0.00
Total for Transformation Model:	\$1,680,368.36	\$1,592,663.38	\$1,291,663.42	\$4,564,695.16

School Name: East Bank Middle School				Tier II
Transformation Model	Year 1	Year 2	Year 3	Total
A. Develop teacher and school leader effectiveness				
Replace the principal (County Funded)	\$0.00	\$0.00	\$0.00	\$0.00
Use rigorous, transparent and equitable evaluation systems that take into account data on student growth	LEA Funded	LEA Funded	LEA Funded	LEA Funded
Identify and reward school leaders, teachers and other staff who have increased student achievement and the graduation rate	LEA Funded	LEA Funded	LEA Funded	LEA Funded
Provide high quality, job-embedded professional development	\$318,771.31	\$273,297.76	\$247,297.76	\$839,366.83
Implement strategies to recruit, place and retain staff	\$30,000.00	\$20,000.00	\$15,000.00	\$65,000.00
Other permissible activities as defined in the regulations (specify activities - tech support, printing, mailings) See Attached Detailed Budget	\$11,000.00	\$11,000.00	\$11,000.00	\$33,000.00
Section Subtotal:	\$359,771.31	\$304,297.76	\$273,297.76	\$937,366.83
B. Comprehensive instructional reform programs				
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	\$599,954.75	\$626,433.50	\$652,912.26	\$1,879,300.51
Promote the continuous use of student data to inform and differentiate instruction	Included Above	Included Above	Included Above	Included Above

Other permissible activities as defined in the regulations (specify activities - salaries, tech equipment, computers) See attached detailed budget	\$508,750.00	\$293,250.00	\$141,750.00	\$943,750.00
Section Subtotal:	1,108,704.75	919,683.50	794,662.26	2,823,050.51
C. Increasing learning time and creating community-oriented schools				
Establish schedules and strategies that provide increased learning time as defined by ED and create community-oriented schools	\$130,279.51	\$130,279.51	\$130,279.51	\$390,838.53
Provide ongoing mechanisms for family and community engagement	\$15,000.00	\$15,000.00	\$15,000.00	\$45,000.00
Other permissible activities as defined in the regulations (specify activities)	\$0.00	\$0.00	\$0.00	\$0.00
Section Subtotal:	\$145,279.51	\$145,279.51	\$145,279.51	\$435,839.53
D. Provide operating flexibility and sustained support				
Give schools operating flexibility to implement fully a comprehensive approach	\$0.00	\$0.00	\$0.00	\$0.00
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA and/or the SEA	LEA Funded	LEA Funded	LEA Funded	LEA Funded
Provide intensive technical assistance and related support from a designated external lead partnership organization	LEA Funded	LEA Funded	LEA Funded	LEA Funded
Other permissible activities as defined in the regulations (specify activities)	\$0.00	\$0.00	\$0.00	\$0.00
Section Subtotal:	\$0.00	\$0.00	\$0.00	\$0.00
Total for Transformation Model:	\$1,613,755.57	\$1,369,260.77	\$1,213,239.53	\$4,196,255.87

School Name: Stonewall Jackson Middle School				Tier II
Transformation Model	Year 1	Year 2	Year 3	Total
A. Develop teacher and school leader effectiveness				
Replace the principal (County Funded)	\$0.00	\$0.00	\$0.00	\$0.00
Use rigorous, transparent and equitable evaluation systems that take into account data on student growth	LEA Funded	LEA Funded	LEA Funded	LEA Funded
Identify and reward school leaders, teachers and other staff who have increased student achievement and the graduation rate	LEA Funded	LEA Funded	LEA Funded	LEA Funded
Provide high quality, job-embedded professional development	\$372,186.66	\$335,936.66	\$299,686.66	\$1,007,809.98
Implement strategies to recruit, place and retain staff	\$30,000.00	\$20,000.00	\$15,000.00	\$65,000.00
Other permissible activities as defined in the regulations (specify activities - tech support, printing, mailings) See Attached Detailed Budget	\$11,000.00	\$11,000.00	\$11,000.00	\$33,000.00
Section Subtotal:	\$413,186.66	\$366,936.66	\$325,686.66	\$1,105,809.98
B. Comprehensive instructional reform programs				
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	\$829,700.35	\$836,473.99	\$843,247.62	\$2,509,421.96
Promote the continuous use of student data to inform and differentiate instruction	Included Above	Included Above	Included Above	Included Above

Other permissible activities as defined in the regulations (specify activities - salaries, tech equipment, computers) See attached detailed budget	\$529,850.00	\$244,425.00	\$100,970.00	\$875,245.00
Section Subtotal:	1,359,550.35	1,080,898.99	944,217.62	3,384,666.96
C. Increasing learning time and creating community-oriented schools				
Establish schedules and strategies that provide increased learning time as defined by ED and create community-oriented schools	\$162,792.96	\$162,792.96	\$162,792.96	\$488,378.88
Provide ongoing mechanisms for family and community engagement	\$15,000.00	\$15,000.00	\$15,000.00	\$45,000.00
Other permissible activities as defined in the regulations (specify activities)	\$0.00	\$0.00	\$0.00	\$0.00
Section Subtotal:	\$177,792.96	\$177,792.96	\$177,792.96	\$533,379.88
D. Provide operating flexibility and sustained support				
Give schools operating flexibility to implement fully a comprehensive approach	\$0.00	\$0.00	\$0.00	\$0.00
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA and/or the SEA	LEA Funded	LEA Funded	LEA Funded	LEA Funded
Provide intensive technical assistance and related support from a designated external lead partnership organization	LEA Funded	LEA Funded	LEA Funded	LEA Funded
Other permissible activities as defined in the regulations (specify activities)	\$0.00	\$0.00	\$0.00	\$0.00
Section Subtotal:	\$0.00	\$0.00	\$0.00	\$0.00
Total for Transformation Model:	\$1,950,529.97	\$1,625,628.61	\$1,447,697.24	\$5,023,855.82

School Name: Riverside High School				Tier II
Transformation Model	Year 1	Year 2	Year 3	Total
A. Develop teacher and school leader effectiveness				
Replace the principal (County Funded)	\$0.00	\$0.00	\$0.00	\$0.00
Use rigorous, transparent and equitable evaluation systems that take into account data on student growth	LEA Funded	LEA Funded	LEA Funded	LEA Funded
Identify and reward school leaders, teachers and other staff who have increased student achievement and the graduation rate	LEA Funded	LEA Funded	LEA Funded	LEA Funded
Provide high quality, job-embedded professional development	\$464,381.07	\$450,881.07	\$438,881.07	\$1,354,143.21
Implement strategies to recruit, place and retain staff	\$20,000.00	\$15,000.00	\$7,500.00	\$42,500.00
Other permissible activities as defined in the regulations (specify activities - tech support, printing, mailings) See Attached Detailed Budget	\$11,000.00	\$11,000.00	\$11,000.00	\$33,000.00
Section Subtotal:	\$495,381.07	\$476,881.07	\$457,381.07	\$1,429,643.21
B. Comprehensive instructional reform programs				
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	\$958,326.98	\$1,032,221.18	\$1,037,763.25	\$3,028,311.41
Promote the continuous use of student data to inform and differentiate instruction	Included Above	Included Above	Included Above	Included Above

Other permissible activities as defined in the regulations (specify activities - salaries, tech equipment, computers) See attached detailed budget	\$360,000.00	\$274,500.00	\$252,500.00	\$887,000.00
Section Subtotal:	1,318,326.98	1,306,721.18	1,290,263.25	3,915,311.41
C. Increasing learning time and creating community-oriented schools				
Establish schedules and strategies that provide increased learning time as defined by ED and create community-oriented schools	\$163,404.73	\$163,404.73	\$163,404.73	\$490,214.19
Provide ongoing mechanisms for family and community engagement	\$15,000.00	\$15,000.00	\$15,000.00	\$45,000.00
Other permissible activities as defined in the regulations (specify activities)	\$0.00	\$0.00	\$0.00	\$0.00
Section Subtotal:	\$178,404.73	\$178,404.73	\$178,404.73	\$535,215.19
D. Provide operating flexibility and sustained support				
Give schools operating flexibility to implement fully a comprehensive approach	\$0.00	\$0.00	\$0.00	\$0.00
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA and/or the SEA	LEA Funded	LEA Funded	LEA Funded	LEA Funded
Provide intensive technical assistance and related support from a designated external lead partnership organization	LEA Funded	LEA Funded	LEA Funded	LEA Funded
Other permissible activities as defined in the regulations (specify activities)	\$0.00	\$0.00	\$0.00	\$0.00
Section Subtotal:	\$0.00	\$0.00	\$0.00	\$0.00
Total for Transformation Model:	\$1,992,112.78	\$1,962,006.98	\$1,926,049.05	\$5,880,168.81

School Name: Cedar Grove Elementary				Tier III
Transformation Model	Year 1	Year 2	Year 3	Total
A. Develop teacher and school leader effectiveness				
Replace the principal (County Funded)	\$0.00	\$0.00	\$0.00	\$0.00
Use rigorous, transparent and equitable evaluation systems that take into account data on student growth	LEA Funded	LEA Funded	LEA Funded	LEA Funded
Identify and reward school leaders, teachers and other staff who have increased student achievement and the graduation rate	LEA Funded	LEA Funded	LEA Funded	LEA Funded
Provide high quality, job-embedded professional development	\$203,380.12	\$188,130.12	\$175,880.12	\$567,390.36
Implement strategies to recruit, place and retain staff	\$15,000.00	\$10,000.00	\$7,500.00	\$32,500.00
Other permissible activities as defined in the regulations (specify activities - tech support, printing, mailings) See Attached Detailed Budget	\$11,000.00	\$11,000.00	\$11,000.00	\$33,000.00
Section Subtotal:	\$229,380.12	\$209,130.12	\$194,380.12	\$632,890.36
B. Comprehensive instructional reform programs				
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	\$236,806.11	\$238,037.68	\$239,269.25	\$714,113.04
Promote the continuous use of student data to inform and differentiate instruction	Included Above	Included Above	Included Above	Included Above

Other permissible activities as defined in the regulations (specify activities - salaries, tech equipment, computers) See attached detailed budget	\$5,000.00	\$4,000.00	\$3,000.00	\$12,000.00
Section Subtotal:	241,806.11	242,037.68	242,269.25	726,113.04
C. Increasing learning time and creating community-oriented schools				
Establish schedules and strategies that provide increased learning time as defined by ED and create community-oriented schools	\$69,782.41	\$69,782.41	\$69,782.41	\$209,347.23
Provide ongoing mechanisms for family and community engagement	\$27,000.00	\$27,000.00	\$27,000.00	\$81,000.00
Other permissible activities as defined in the regulations (specify activities)	\$0.00	\$0.00	\$0.00	\$0.00
Section Subtotal:	\$96,782.41	\$96,782.41	\$96,782.41	\$290,347.23
D. Provide operating flexibility and sustained support				
Give schools operating flexibility to implement fully a comprehensive approach	\$0.00	\$0.00	\$0.00	\$0.00
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA and/or the SEA	LEA Funded	LEA Funded	LEA Funded	LEA Funded
Provide intensive technical assistance and related support from a designated external lead partnership organization	LEA Funded	LEA Funded	LEA Funded	LEA Funded
Other permissible activities as defined in the regulations (specify activities)	\$0.00	\$0.00	\$0.00	\$0.00
Section Subtotal:	\$0.00	\$0.00	\$0.00	\$0.00
Total for Transformation Model:	\$567,968.64	\$547,950.21	\$533,431.78	\$1,649,350.63