

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

County: **Kanawha**

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Superintendent Signature_____ **Date**_____

LEA Title I Director Signature_____ **Date**_____

Provide a brief summary of the LEA's proposed Title I school improvement grant program
(not to exceed 1 page).

Kanawha County Schools is pleased to submit our application for funds for 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)

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. 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 a statement 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 posted and new principals will be employed prior to the beginning of the 2010 – 2011 school year.

Tier schools will combine funding from multiple sources as described in the budget narrative on activities to include transformational components such as **high quality, job embedded professional development** through supplemental salaries and stipends for staff development activities; funds to **retain staff** through technology, classroom materials and supplies; funds to employ additional **support personnel** such as interventionists/coaches, counselors, social workers, , and Technology Integration Specialists; funding for **parent/community involvement** activities; funding for **required extended time** programs; funds for ongoing student achievement **data analysis**, and: funds to support **Professional Learning Communities**.

Kanawha County Schools will also reserve a portion of these funds to conduct district level activities required by and permissible under the **Transformational Model** including:

Employ two (2) district level **School Transformational Specialists** to work collaboratively with Tier schools on critical activities such as **using rigorous, transparent, and equitable evaluation systems** that take into account data on student growth; **providing high quality, job embedded professional development**; implementing strategies to **recruit, replace, and retain staff**; promoting the **continuous use of student data**; establishing schedules and strategies that **increase learning time**; create mechanisms for **family and community engagement**, and; ensuring that the schools receive **ongoing intensive technical assistance and related support**.

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, additional funds for school and classroom materials and supplies, etc., and **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.

LEA APPLICATION

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

Tier I School:

School Name/ NCES ID#	Principal	Email Address	Intervention			
			Turn-around	Restart	Closure	Transformation
Malden Elementary	To Be Announced					X
540060000416						

Tier II Schools:

School Name/ NCES ID#	Principal	Email Address	Intervention			
			Turn-around	Restart	Closure	Transformation
Cedar Grove Middle 540060001253	To Be Announced					X
East Bank Middle 540060000386	To Be Announced					X
Stonewall Jackson Middle 540060001442	To Be Announced					X
Riverside High School 540060001043	To Be Announced					X

Tier III Schools:

School Name/ NCES ID#	Principal	Email Address
Cedar Grove Elementary 540060001340	Elaine Gayton	egayton@kcs.kana.k12.wv.us

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

A. The needs assessment and capacity index were previously provided in the letter of intent to apply. The letter of intent to apply has been evaluated according to the established criteria and if it was deemed to have met the standard, no further action is required. **If revisions were required attach a copy of the needs assessment and/or the capacity index. *No revisions required. See Appendix A.***

- **Provide a summary of the LEA consultation with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools. The summary will include a description of the meeting format, stakeholder groups consulted, key discussion points and the outcomes from the discussion.**

Kanawha County Schools has consulted with various relevant stakeholders since our eligibility for 1003(g) funds was announced and our Tier schools were identified. Initial consultations began with meetings with the principals of the identified Tier schools. During these meetings, it was explained to each principal the impact that accepting 1003(g) funds would have on them individually as well as the potential impact these funds would have on their schools. As a result of these meetings, each effected principal voluntarily agreed to resign their position in lieu of acceptance of similar positions within Kanawha County Schools.

Meetings were also held with all principals during three monthly KCS Leadership Series meetings (January 13, February 3, and March 3) about the 1003(g) requirements and the subsequent effects of KCS participation. Principals provided input on their perspectives of the 1003(g) requirements, particularly regarding the removal of the principal, and provided their opinions regarding our plan to participate. Principals in turn relayed this information to their respective staff members for their input.

The 1003(g) grants were also discussed with the general public during the March 31, 2010 Superintendent's Strategic Plan Retreat. This retreat is held annually to invite various stakeholders throughout Kanawha County (e.g. law enforcement, religious representatives, parents, city and county officials, business representatives, KCS Board members, students, and teachers) to get input on the KCS 5-Year Strategic Plan. Information about 1003(g) was provided to all participants by the Superintendent. An additional 'break-out' session was held where more detailed information was provided. During the break-out session, many persons expressed that while there is a definite need to assist our lowest performing schools, there was reluctance on the part of many participants to remove certain principals. Concern was also expressed regarding the difficulties that KCS may face getting administrators and teachers to work in these schools. Finally, there was an overlying concern that 1003(g) was another means for the federal government to restrict what local school districts can do and that this was a 'push' for the current administration's focus on charter schools.

Additional community awareness has been made available through the local media. Several newspaper article regarding Tier schools and 1003(g) have been printed in both the *Charleston Gazette* and the *Charleston Daily Mail*. News clips have also aired on the local television stations. Community responses, primarily seen in the form of editorials and comments in the *Daily Mail* vent line have been varied between proponents and opponents comments. Again, the most pervasive comments have centered on the removal of principals and the tightening of federal oversight in local schools.

KCS Board of Education Members have also been kept informed of the 1003(g) requirements and grant application process. Meetings have been held with the KCS Superintendent of Schools and board members throughout this process. Board members are aware of the principals' agreements to relinquish their positions and their subsequent placement in other positions within KCS. Central office staff has also been kept informed of 1003(g) through weekly management team meetings and meetings of the newly formed Tier team.

Meetings have also been held with staffs of each Tier school. Most of these meetings have been led by the principal of each school with assistance provided by central office staff who are also members of the Tier team. For example, at a meeting held May 6, 2010 with Malden Elementary Staff, the planned 1003(g) budget was presented to them along with their Title I Part A preliminary allocations, their 1003(a) grant, their ARRA preliminary allocation, and their 2011 school budget. Discussions were held on the combining of funds to permit the hiring of additional interventionists, a need identified by Malden staff. Some of the staff expressed strong opinions on the fact that two of the principals from the identified Tier schools would be employed as Transformation Specialists and would be providing oversight to their staff.

A meeting of the Tier schools LSIC members was held at the KCS board auditorium on May 18, 2010. Twenty-seven LSIC members representing each of the Tier schools were in attendance along with the Superintendent, three Assistant Superintendents, the Director of Elementary Schools, and the Title I Director.

The Title I Director presented a 10-minute PowerPoint® presentation giving the audience a overview of the 1003(g) section and its requirements, the grant application process, the amounts being requested for each school, and the proposed use of funds followed by a question and answer period. Questions centered around how schools were placed on the Tiered schools list, how schools could increase community and parent involvement and support of schools, and use of funding. Information from the LSIC meeting is included in Appendix B of this document.

Finally, a PowerPoint presentation and accompanying announcement that Kanawha County Schools was submitting an application to the WVDE for 1003(g) funds was submitted on May 20, 2010 to be placed on the Kanawha County Schools website to provide more information to KCS staffs, parents, and the community at-large.

- C1. For each Tier I, Tier II and Tier III school the LEA will serve, develop measurable summative and growth goals that will be used by the LEA to monitor progress of student achievement on the State’s assessments in both reading/language arts and mathematics. Annual growth goal example: “The percentage of students who exhibit typical growth in grades 6-8 in mathematics will increase annually as measured by the WESTEST 2.”**

School 1

School Name: Malden Elementary (Tier I)
Annual Summative Achievement Goal for Reading/Language Arts: Increase the percentage of students proficient in reading/language arts by 6% from 43.87% to 49.87%.
Annual Growth Goal for Reading/Language Arts: The percentage of students who exhibit typical growth in grades 3 – 5 in reading/language arts will increase annually as measured by Westest 2.
Annual Summative Achievement Goal for Mathematics: Increase the percentage of all students proficient in mathematics by 6% from 45.91% to 51.91%.
Annual Growth Goal for Mathematics: The percentage of students who exhibit typical growth in grades 3 – 5 in math will increase annually as measured by Westest 2.

School 2

School Name: Cedar Grove Middle (Tier II)

Annual Summative Achievement Goal for Reading/Language Arts: **The number of ALL students and LOW SES students achieving mastery or above in reading/language arts will increase by 10%.**

Annual Growth Goal for Reading/Language Arts: **The percentage of students who exhibit typical growth in grades 6 - 8 in reading/language arts will increase annually as measured by Westest 2. Cedar Grove Middle (continued)**

Annual Summative Achievement Goal for Mathematics: **The number of ALL students and LOW SES students achieving mastery or above in mathematics will increase by 10%.**

Annual Growth Goal for Mathematics: **The percentage of students who exhibit typical growth in grades 6 - 8 in math will increase annually as measured by Westest 2.**

School 3

School Name: East Bank Middle (Tier II)

Annual Summative Achievement Goal for Reading/Language Arts: **To increase by 10% the number of students in the ALL, WHITE, and LOW SES subgroups scoring at mastery level in reading/language arts.**

Annual Growth Goal for Reading/Language Arts: **The percentage of students who exhibit typical growth in grades 6 - 8 in reading/language arts will increase annually as measured by Westest 2.**

Annual Summative Achievement Goal for Mathematics: **To increase by 10% the number of students in the ALL, WHITE, and LOW SES subgroups scoring at mastery level in mathematics.**

Annual Growth Goal for Mathematics: **The percentage of students who exhibit typical growth in grades 6 – 8 in math will increase annually as measured by Westest 2.**

School 4

School Name: Stonewall Jackson Middle (Tier II)

Annual Summative Achievement Goal for Reading/Language Arts: **Increase by 10% the number of special education students achieving mastery in reading/language arts.**

Annual Growth Goal for Reading/Language Arts: **The percentage of students who exhibit typical growth in grades 6 – 8 in reading/language arts will increase annually as measured by Westest 2.**

Annual Summative Achievement Goal for Mathematics: **Increase by 10% the number of special education students and African American students achieving mastery in mathematics.**

Annual Growth Goal for Mathematics: **The percentage of students who exhibit typical growth in grades 6 – 8 in math will increase annually as measured by Westest 2.**

School 5

School Name: Riverside High School (Tier II)

Annual Summative Achievement Goal for Reading/Language Arts: **Riverside met AYP in reading/language arts, but did not meet the graduation requirement of 80%. Annual goal is therefore to improve our overall graduation rate to 80% or higher.**

Annual Growth Goal for Reading/Language Arts: **The percentage of students who exhibit typical growth in grades 9 - 12 in reading/language arts will increase annually as measured by Westest 2.**

Annual Summative Achievement Goal for Mathematics: **Riverside met AYP in mathematics, but did not meet the graduation requirement of 80%. Annual goal is therefore to improve our overall graduation rate to 80% or higher.**

Annual Growth Goal for Mathematics: **The percentage of students who exhibit typical growth in grades 9 - 12 in math will increase annually as measured by Westest 2.**

School 6

School Name: Cedar Grove Elementary (Tier III)

Annual Summative Achievement Goal for Reading/Language Arts: **To increase the percentage of ALL students meeting or exceeding mastery in reading to 80% on Westest 2 and DIBELS by 2010.**

Annual Growth Goal for Reading/Language Arts: **The percentage of students who exhibit typical growth in grade 3 – 5 in reading/language arts will increase annually as measured by Westest 2.**

Annual Summative Achievement Goal for Mathematics: **To increase the percentage of ALL students meeting or exceeding mastery in mathematics to 55% by 2010.**

Annual Growth Goal for Mathematics: **The percentage of students who exhibit typical growth in grade 3 – 5 in math will increase annually as measured by Westest 2.**

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

Analysis of summative and growth goals will be one of the primary responsibilities of the Transformation Specialists working closely with each school's staff to conduct a complete and thorough analysis of multiple assessment measures, both summative and formative. Funds have been incorporated into the 1003(g) budget to provide for the support necessary to do this through substitute personnel and supplemental pay for staff.

A major focus of data analysis utilization will be the development and application of Concerned Based Adoption Model (CBAM) monitoring documents that each school will be required to develop. Concerns Based Adoption Model can best be described by the following excerpt from a chapter appearing in the *Professional Development for Science Education: A Critical and Immediate Challenge*, by Susan Loucks-Horsley. **National Standards & the Science Curriculum**, edited by Rodger Bybee of the Biological Sciences Curriculum Study. Dubuque, Iowa: Kendall/Hunt Publishing Co., 1996.

“Another framework that has implications for the practices of professional development acknowledges that learning brings change and supporting people in change is critical for learning to “take hold.” One model for change in individuals, the **Concerns-Based Adoption Model**, applies to anyone experiencing change, that is, policy makers, teachers, parents, students (Hall & Hord, 1987; Hord, Rutherford, Huling-Austin, & Hall, 1987; Loucks-Horsley & Stiegelbauer, 1991). The model (and other developmental models of its type) holds that people considering and experiencing change evolve in the kinds of questions they ask and in their use of whatever the change is. In general, early questions are more self-oriented: What is it? and How will it affect me? When these questions are resolved, questions emerge that are more task-oriented: How do I do it? How can I use these materials efficiently? How can I organize myself? and Why is it taking so much time? Finally, when self- and task concerns are largely resolved, the individual can focus on impact. Educators ask: Is this change working for students? and Is there something that will work even better?”

Below is a sample of a CBAM chart addressing behavioral indicators.

Levels of Use of the Innovation: Typical Behaviors

Levels of Use	Behavioral Indicators of Level
VI. Renewal	The user is seeking more effective alternatives to the established use of the innovation.
V. Integration	The user is making deliberate efforts to coordinate with others in using the innovation.
IVB. Refinement	The user is making changes to increase outcomes.
IVA. Routine	The user is making few or no changes and has an established pattern of use.
III. Mechanical	The user is making changes to better organize use of the innovation.
II. Preparation	The user has definite plans to begin using the innovation.
0I. Orientation	The user is taking the initiative to learn more about the innovation.
0. Non-Use	The user has no interest, is taking no action.

From *Taking Charge of Change* by Shirley M. Hord, William L. Rutherford, Leslie Huling-Austin, and Gene E. Hall, 1987. Published by the Association for Supervision and Curriculum Development

Using an adaptation of the CBAM model, principals will chart individual staff progress on performance related to three key areas of change and reform – assessment, instructional strategies emphasizing Depth of Knowledge, and technology. Charts for each area will be developed to guide principals in their assessment of staff performance. An example of a CBAM chart is provided below.

CBAM: Instructional Strategies – Depth of Knowledge (DOK)

Teacher	Is unaware of Depth Of Knowledge	Is aware of and can explain DOK but does not utilize	Utilizes only DOK 1 activities in instruction	Occasionally utilizes higher DOK in instruction	Higher DOK is fully integrated in daily instruction
John Jones	X				
Kate Lennon			X		
Mary Smith				X	
Ray Thomas		X			
Jo Williams					X

Principals will be required to monitor staff progress on a regular basis for review with staff members. Status and progress of staff members on CBAMs will be utilized to determine job embedded professional development that is needed to fully integrate each selected CBAM area into common practice to impact student achievement.

Of most importance is that data analysis results will be incorporated into each school’s Professional Learning Community (PLC) work. Based on feedback from staff gathered over the past three years, KCS is incorporating school based needs into our PLC practices. While PLCs will continue to incorporate assessment as an area of focus, broader scope will be given to also incorporate team PLCs based on content areas and/or similar areas of assignments (e.g. special education PLCs, Title I PLCs, primary and intermediate PLCs, etc.). PLC members will continually monitor student progress through formative assessment results such as those gained from Acuity, DIBELS, etc. and utilize this information to modify instruction as needed.

Schools will also continue benchmarking and conducting collaborative meetings as well as Student Assistance Team (SAT) meetings where data is continuously monitored and individual student progress is reviewed. Funds have been incorporated into the 1003(g) grant as well as through Title I Part A to provide support for these meetings. Response to Intervention (RTI) will be a key focus of these meetings with the Title I and special education staffs participating and documenting RTI strategies and interventions as they relate to student achievement. Additional interventionists will also be employed through the 1003(g) funds and through Title I Part A to provide more intensive support to struggling students. The outcomes of these focused interventions will also become an integral component of collaborative and SAT meetings.

KCS central office personnel will also be a key component of data analysis as it relates to student achievement. Both Tier schools and other identified target schools (those that do not make AYP but are not a Tier school) will receive additional technical assistance from the KCS curriculum specialists, the Title I specialists, KCS Assistant Superintendents, the Title I Director, and, in some cases, outside consultants and partners such as RESA staff and WVDE personnel. Data from CBAM, formative, and summative assessments will be utilized to guide the type and degree of support and

technical assistance that schools receive. KCS will continue to offer support to all schools through PLC facilitator training, monthly Leadership Series meetings, and county level professional development activities.

Finally, Kanawha County Tier schools will also become “early adopters” of the WVDE educator performance evaluation system that takes into account data on student growth. This multiple measure approach will examine three areas of teacher and leader effectiveness.

The first performance evaluation measure will be based upon observation and traditional teacher evaluation as delineated currently by WVDE State Board of Education policy and West Virginia Code. This component will encompass peer review, content knowledge, pedagogy, and professionalism, among other areas currently identified in the evaluation process.

The second measure will examine established collaborative team goals based upon growth data and observation-based assessment measures. These team goals and action steps will be representative of and based upon a needs assessment, student growth and summative assessment data. Teams will be required to monitor their progress towards their identified goals utilizing a web-based monitoring tool developed by the WVDE. Dependent upon the outcome of the May 2010 special session of the West Virginia legislature, these outcomes may eventually be used to reward individual staff members, teams, and schools for student achievement outcomes and successful completion of their team goals.

The third component, to be implemented at a later date as determined by the WVDE, will encompass classroom and individual student growth. These data sets will include WESTEST 2, the eventual common core assessment standards and benchmarks, student grades, student portfolios, and classroom rubrics. The expectation for this developing evaluation system is that it will take into account student growth as a “significant factor” in the teacher and leader evaluation process.

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

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

TRANSFORMATION MODEL

a. Develop teacher and school leader effectiveness

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

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

School Name	Tier	Method of Replacement (Choose a, b or c. See below.)	Start Date of the Principal
Malden Elementary	I	B	August 2010
Cedar Grove Middle	II	B	August 2010
East Bank Middle	II	B	August 2010
Stonewall Jackson Middle	II	B	August 2010
Riverside High School	II	B	August 2010

- a. The principal has been replaced within the past two years, (newly defined by ED as the fall of 2007 or more recently), as required of an identified Title I school in years four and beyond placed in restructuring as defined in NCLB §1116(b)(8)(B)(ii). This change in leadership meets the requirement of restructuring the school governance for a fundamental reform. Evaluation of the individual’s performance will be conducted within the guidelines of WV Code §18A-2-12 and WV BOE Policy 5310.
- b.** The principal has been or will be replaced through a mutual agreement (i.e., voluntarily applies to transfer to another available position within the district) as outlined in WV Code §18A-2. Evaluation of the individual’s performance will be conducted within the guidelines of WV Code §18A-2-12 and WV BOE Policy 5310. **Each principal of the 5 effected schools met individually with the superintendent and relevant central office personnel (assistant superintendents, Director of Elementary Schools, Director of Federal Programs, Title I) as part of the mutual agreement process. Options such as transferring to other positions within Kanawha County Schools were presented and agreed to by the principals. Copies of their signed, voluntary agreements are included in Appendix C.**
- c. The principal has been or will be replaced through the performance evaluation of school personnel process as outlined in WV Code §18A-2-12 and WVBOE Policy 5310.

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

In addition to the regular duties identified in the KCS job description for Elementary, Middle School, and Secondary principals, KCS staff has modified the job description (see Appendix C) to incorporate ten (10) additional leadership competencies that we feel are critical to the school transformation process and are integral to characteristics that one would expect to find in high performing leaders. These competencies have been identified from sources such as those included in the document *“School Turn Around Leaders Selection Preparation Guide”* developed for the Chicago Public Education Fund and the District of Columbia Public Schools (June 2008) along with other researched articles related to school leadership and transformation/turn-around such as those found in Education Week, etc.

The ten additional expected leadership competencies that have been incorporated into these KCS job descriptions include the following:

1. Develops, implements, and continually evaluates curriculum, instructional programs and support activities to improve student achievement and ensure continual progress to meet or exceed national, state, and local academic standards.
2. Supports the development of interdisciplinary teacher teams that are integral to the school improvement process.
3. Uses multiple data sources to assess, identify, and apply instructional improvements and to positively impact student achievement.
4. Works actively with teachers and staff in determining effective instructional practices.
5. Oversees the development and implementation of special education and student support programs and services and ensures timely delivery, documentation, and associated reporting.
6. Creates, manages, and sustains a safe and orderly school environment and setting and communicates high expectations for student behavior and ensuring appropriate prevention and intervention strategies.
7. Builds and promotes a positive and supportive school climate that shows interest and caring for students.
8. Conducts rigorous outreach to engage and involve parents and the community in student support, instruction, and governance.
9. Establishes an environment of collaboration and empowers and engages staff in participatory decision-making.
10. Analyzes and uses school enrollment data to plan, direct, monitor, and evaluate annual school budget for all resources for the school day, before and after-school, summer, and other programs and activities.

These job descriptions were presented to the KCS Board of Education members on May 13, 2010 during a special session for approval (Appendix D). KCS Board members were also ask to waive the section of the administrative hiring matrix that limits the superintendent to the top four candidates for principals for the selection of these individuals in the Title I Tier schools. By waiving the matrix requirement, the superintendent with input from the Tier team would be permitted to interview those candidates that possess the competencies that will be necessary for transformation within the schools without being limited by standard measures such as seniority.

While Board of Education members did approved the re-written job descriptions with minor revisions, the motion to waive the administrative matrix did not pass with 3 members voting ‘No’ and 2 ‘Yes’. However, Board members did agree to permit the superintendent to consider applicants outside of the top 4 candidates with justification provided to them for their consideration.

2. **Describe how each participating school will use rigorous, transparent and equitable evaluation systems that take into account data on student growth. This section must be addressed for each Tier I, Tier II and Tier III school the district elects to serve.**

Evaluating staff is a critical component in an effective performance management system and should be connected to other areas of educator support. In particular, a rigorous approach to evaluation should be clearly connected to a district's system for providing professional development so that growth opportunities are well-aligned with teachers' and school leaders' areas of weakness (Milanowski, Heneman, & Kimball, 2009). When professional evaluation systems are tied to compensation or other high-stakes outcomes, it is especially important that they be accurate, objective, fully transparent, and linked to growth opportunities.

Frequently, evaluation systems fail to adequately differentiate between teachers at different performance levels (Weisberg, Sexton, Mulhern, & Keeling, 2009), or to differentiate among teachers based on specialized roles and specific contexts (Chait, 2009; Toch & Rothman, 2008). To be effective, teacher evaluation systems must be understood by teachers and should result in the identification of actual differences in performance (Danielson & McGreal, 2000; Milanowski, Prince, & Koppich, 2007). Everyone involved in the evaluation process should undergo training in the use of the assessment instruments including the use of classroom observations, portfolio reviews, or other methods employed. In addition, evaluations should be conducted frequently, using multiple measures, in order to gain a comprehensive and accurate picture of a teacher's competencies. Those responsible for conducting classroom observations and evaluation should provide immediate formative feedback to improve a teacher's instructional practices.

School administrators must also be evaluated. Their evaluations should be based on clear standards and objective criteria that are a matter of description and not assumption. Evaluations should be straightforward, helping leaders to identify strengths as well as weaknesses. Administrators should be provided an opportunity to give feedback to the district and to shape the decisions that will improve their effectiveness (Reeves, 2009). For both teachers and school leaders, the evaluation system must be monitored for its perceived usefulness and to guide revisions to the evaluation process.

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

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

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

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

- 2009-2010: State task force was established to study the WV teacher and leader performance evaluation system and review the work that has been completed on the teaching standards.
- 2010-2011: State task force continues to meet and recommends revisions to Policy 5310 and WV teacher and leader performance evaluation system.

Provide professional development to teachers and administrators on the new WV teacher and leader performance evaluation system.

- 2011-2012: Implement the WV teacher and leader performance evaluation system as an “early adopter”.

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



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

Nationally, reward-based compensation is becoming increasingly common as a school reform strategy because of the increased emphasis on teacher effectiveness and increased student achievement. The goal of this type of compensation structure is to significantly motivate employees

to perform well and encourage the retention of highly effective teachers in low achieving schools. According to NCLB Section 1117, each state may financially reward schools that improve student achievement and help the school meet its goals for improvement. The rewards program may also recognize and provide financial rewards to teachers teaching in a Title I school identified for improvement that consistently makes significant gains in academic achievement in the areas in which the teacher provides instruction or to teachers or principals designated as distinguished.

While WV Code §18A-4-4 and §18A-4-5a limits the options for rewarding teachers, Kanawha County will implement the following procedures for meeting this criteria. The rewards will be based on student achievement results and implementation of individual action steps to achieve the school goals. The information contained in the school growth report provided by the WVDE will be utilized to determine reward-based compensation.

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

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

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

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

Reward Options	Amount per Staff Member
X Materials or supplies for teachers’ classrooms	\$95
X Attend in-state/ out of state conference	\$150
X Utilize the funds towards tuition for advanced coursework and LEA HQ teacher plan	\$75
X Other (Please specify) – Provide 5 additional days of employment for professional development at daily rate in Tier I and Tier III schools; 2 days in the Tier III school	\$2,667

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

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

a. All schools that receive a Title I 1003(g) school improvement grant will be required to have PLCs as a means for providing job-embedded, sustainable professional development that will lead to lasting change. Describe the format for the professional learning communities in the district and further delineate where the individual schools differ, if applicable. The description must address the following items:

- **Structure – grade level, content area, facilitators, etc.**
- **Frequency of meetings**
- **Major areas of focus**

As part of the district’s PLC initiative, the integration of formative assessment into classroom instruction has been and will continue to be a major area of focus. Research strongly supports the use of formative assessment to increase student achievement. Perhaps the most compelling research is that of Paul Black and Dylan Wiliam. Their comprehensive review of the research on formative assessment practices in the classroom found some of the largest gains in effect size for any educational intervention to date. This gain in effect size equates to percentile increases of 15-25 points and grade level equivalents of two to four years (Black and Wiliam, 1998b).

Formative assessment is an integral part of the instructional cycle (Black, Harrison, Lee, Marshall, and Wiliam, 2004; Popham, 2003, 2008; Stiggins, Chappuis, Chappuis, & Arter, 2007). Teachers in the district have received professional development over the past two years helping them to integrate assessment strategies into their day to day instruction. Topics have included checking for understanding, providing effective feedback, matching learning targets with assessment, involving students in their own assessment through goal setting and self assessment, and reviewing current grading practices. Content for the professional development sessions came from the work of Thomas Guskey, Richard Stiggins, Robert Marzano, and Doug Reeves. This training will continue next year as each PLC moves toward developing its own student achievement goals using formative assessment as a means to achieve these goals. PLC members will be required to document evidence of accomplishment of these goals throughout the year.

Kanawha County Schools will begin its fourth year of incorporating professional learning communities as a part of its comprehensive professional development plan. Each teacher in the district is a member of a local school PLC. Schools have the flexibility in determining the structure

and makeup of the PLC. Some schools have chosen to use multi grade level/content area PLCs while others have selected like grade level/content areas. Each PLC has a trained facilitator who receives extensive professional development three days during the school year. The facilitators are responsible for taking the material back to their schools and presenting the information to others. The facilitators received training in facilitation skills prior to the implementation of the PLCs in 2007. The facilitators receive a stipend for their additional work, and they are required to submit online summaries upon the completion of each PLC. This enables the Central Office to monitor the work that is being done in each school and allows for feedback to the facilitators.

The Board of Education approved a motion to allow for a two hour early dismissal of students once a month. This time is used by the schools for PLCs. District leaders require a minimum of one PLC during each two hour early dismissal, and encourage others either during ISE days or other time that is built into the school day. Most schools use time before, during, and after school to hold additional PLCs.

All schools, but in particular the Tier I, II, and III schools, have and will continue to benefit from the work of PLCs and assessment. District leaders are encouraged by the progress made to date and look forward to continued success in this area.

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

The focus of professional development activities for each of the Tier schools will be the continuation of Professional Learning Communities. Each KCS school including the Tier schools is required to have in-place active, functional Professional Learning Communities (see description in previous section). Facilitators and principals for each PLC will participate in county level designed PLC facilitator training three (3) times throughout the school year. Training will focus on topics including summative and formative assessment processes and data, data analysis, Depth of Knowledge, etc. *All PLC meetings during the month of September will focus on Westest Data Analysis and the Growth Evaluation Model.*

Individual PLCs will meet on instructional support (IS) days as well as on early dismissal days as part of their professional development plans. Staff s of each school will determine topics for these meetings. Additional staff from the KCS central office, RESA III, WVDE, etc. will be available to work with the PLCs on these designated meeting days.

Through the PLC process, staff will focus on issues that directly impact teaching and learning such as data analysis, the Concerns Based Model Adoption process outlined above, the integration of Depth of Knowledge in daily instruction, differentiated instruction, Response to Intervention (RTI) strategies and interventions, problem/project based learning, and other researched-based instructional techniques such as those identified by Robert J. Marzano, et. al. including identifying similarities and differences, summarizing and note taking, reinforcing effort and providing feedback, homework and

practice, cooperative learning, nonlinguistic representations, setting objectives and providing feedback, generating and testing hypotheses, and cues, questions, and advanced organizers. Staff will also utilize instructional strategies addressing student engagement through the core reading program as presented by Jo Robinson, and will continue to utilize strategies for working with parents using materials developed by Dr. Ruby Payne.

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

Detailed description of Malden Elementary School's professional development plan

Year One: July 2010 - August 2011

Date	Topic	Presenter(s)
August 18/19	Continuing Education; Beginning of School Professional Development Days	Malden Staff
August 26 – 27	Title I Teacher Orientation	LEA Title I Staff
August 31	New PLC Facilitator's Training	Central Office Staff
September 2	PLC Meeting	Malden Staff
September 7/8/10	Elementary PLC Facilitator Training	Central Office Staff
October 12	PLC Meeting – IS Day	Malden Staff
October 20	PLC Meeting	Malden Staff
November 17	PLC Meeting	Malden Staff
December 8	PLC Meeting	Malden Staff
December 22	PLC Meeting – IS Day	Malden Staff
December 30/Jan 2/3	Elementary PLC Facilitator Training	Central Office Staff
January 26	PLC Meeting	Malden Staff
February 16	PLC Meeting	Malden Staff

February 21	PLC Meeting – IS Day	Malden Staff
March 9	PLC Meeting	Malden Staff
March 28/29; April 1	Elementary PLC Facilitator Training	Central Office Staff
April 6	PLC Meeting	Malden Staff
April 13/14	“Using Reading Strategies for Student Engagement”	Jo Robinson
May 11	PLC Meeting	Malden Staff
June 1	PLC Meeting – IS Day	Malden Staff

Year Two: August 2011 - August 2012

Date (month)	Topic	Presenter(s)
August	Continuing Education; Beginning of School Professional Development Days	School Staff
August	Title I Teacher Orientation	LEA Title I Staff
August	New PLC Facilitator Training	Central Office Staff
September	PLC Meeting	School Staff
September	PLC Facilitator Training	Central Office Staff
October	PLC Meeting	School Staff
November	PLC Meeting	School Staff
December	PLC Facilitator Training	Central Office Staff
December	PLC Meeting	School Staff
January	PLC Meeting	School Staff
February	PLC Meeting	School Staff
March	PLC Facilitator Training	Central Office Staff
March	PLC Meeting	School Staff
April	PLC Meeting	School Staff

May	PLC Meeting	School Staff
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Year Three: August 2012 - August 2013

Date (month)	Topic	Presenter(s)
August	Continuing Education; Beginning of School Professional Development Days	School Staff
August	Title I Teacher Orientation	LEA Title I Staff
August	New PLC Facilitator Training	Central Office Staff
September	PLC Meeting	School Staff
September	PLC Facilitator Training	Central Office Staff
October	PLC Meeting	School Staff
November	PLC Meeting	School Staff
December	PLC Facilitator Training	Central Office Staff
December	PLC Meeting	School Staff
January	PLC Meeting	School Staff
February	PLC Meeting	School Staff
March	PLC Facilitator Training	Central Office Staff
March	PLC Meeting	School Staff
April	PLC Meeting	School Staff
May	PLC Meeting	School Staff

Detailed description of Cedar Grove Middle School's professional development plan

Year One: July 2010 - August 2011

Date	Topic	Presenter(s)
August 18/19	Continuing Education; Beginning of School Professional Development Days	CGMS Staff
August 31	New PLC Facilitator's Training	Central Office Staff

September 2	PLC Meeting	CGMS Staff
September 9/13	Secondary PLC Facilitator Training	Central Office Staff
October 12	PLC Meeting – IS Day	CGMS Staff
October 20	PLC Meeting	CGMS Staff
November 17	PLC Meeting	CGMS Staff
December 8	PLC Meeting	CGMS Staff
December 22	PLC Meeting – IS Day	CGMS Staff
January 1/3	Secondary PLC Facilitator Training	Central Office Staff
January 26	PLC Meeting	CGMS Staff
February 16	PLC Meeting	CGMS Staff
February 21	PLC Meeting – IS Day	CGMS Staff
March 9	PLC Meeting	CGMS Staff
March 28/29; April 1	Secondary PLC Facilitator Training	Central Office Staff
April 6	PLC Meeting	CGMS Staff
April 13	PLC Meeting – IS Day	CGMS Staff
May 11	PLC Meeting	CGMS Staff

Year Two: August 2011 - August 2012

Date (month)	Topic	Presenter(s)
August	Continuing Education; Beginning of School Professional Development Days	School Staff
August	New PLC Facilitator Training	Central Office Staff
September	PLC Meeting	School Staff

September	PLC Facilitator Training	Central Office Staff
October	PLC Meeting	School Staff
November	PLC Meeting	School Staff
December	PLC Facilitator Training	Central Office Staff
December	PLC Meeting	School Staff
January	PLC Meeting	School Staff
February	PLC Meeting	School Staff
March	PLC Facilitator Training	Central Office Staff
March	PLC Meeting	School Staff
April	PLC Meeting	School Staff
May	PLC Meeting	School Staff

Year Three: August 2012 - August 2013

Date (month)	Topic	Presenter(s)
August	Continuing Education; Beginning of School Professional Development Days	School Staff
August	Title I Teacher Orientation	LEA Title I Staff
August	New PLC Facilitator Training	Central Office Staff
September	PLC Meeting	School Staff
September	PLC Facilitator Training	Central Office Staff
October	PLC Meeting	School Staff
November	PLC Meeting	School Staff
December	PLC Facilitator Training	Central Office Staff
December	PLC Meeting	School Staff
January	PLC Meeting	School Staff

February	PLC Meeting	School Staff
March	PLC Facilitator Training	Central Office Staff
March	PLC Meeting	School Staff
April	PLC Meeting	School Staff
May	PLC Meeting	School Staff

Detailed description of East Bank Middle School's professional development plan

Year One: July 2010 - August 2011

Date	Topic	Presenter(s)
August 18/19	Continuing Education; Beginning of School Professional Development Days	EBMS Staff
August 31	New PLC Facilitator's Training	Central Office Staff
September 2	PLC Meeting	EBMS Staff
Sept. 9/13	Secondary PLC Facilitator Training	Central Office Staff
October 12	PLC Meeting – IS Day	EBMS Staff
October 20	PLC Meeting	EBMS Staff
November 17	PLC Meeting	EBMS Staff
December 8	PLC Meeting	EBMS Staff
December 22	PLC Meeting – IS Day	EBMS Staff
January 1/3	Secondary PLC Facilitator Training	Central Office Staff
January 26	PLC Meeting	EBMS Staff
February 16	PLC Meeting	EBMS Staff
February 21	PLC Meeting – IS Day	EBMS Staff
March 9	PLC Meeting	EBMS Staff
March 28-9; April 1	Secondary PLC Facilitator Training	Central Office Staff

April 6	PLC Meeting	EBMS Staff
April 13	PLC Meeting – IS Day	EBMS Staff
May 11	PLC Meeting	EBMS Staff
June 1	PLC Meeting – IS Day	EBMS Staff

Year Two: August 2011 – August 2012

Date (month)	Topic	Presenter(s)
August	Continuing Education; Beginning of School Professional Development Days	School Staff
August	New PLC Facilitator Training	Central Office Staff
September	PLC Meeting	School Staff
September	PLC Facilitator Training	Central Office Staff
October	PLC Meeting	School Staff
November	PLC Meeting	School Staff
December	PLC Facilitator Training	Central Office Staff
December	PLC Meeting	School Staff
January	PLC Meeting	School Staff
February	PLC Meeting	School Staff
March	PLC Facilitator Training	Central Office Staff
March	PLC Meeting	School Staff
April	PLC Meeting	School Staff
May	PLC Meeting	School Staff

Year Three: August 2012 - August 2013

Date	Topic	Presenter(s)
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(month)		
August	Continuing Education; Beginning of School Professional Development Days	School Staff
August	New PLC Facilitator Training	Central Office Staff
September	PLC Meeting	School Staff
September	PLC Facilitator Training	Central Office Staff
October	PLC Meeting	School Staff
November	PLC Meeting	School Staff
December	PLC Facilitator Training	Central Office Staff
December	PLC Meeting	School Staff
January	PLC Meeting	School Staff
February	PLC Meeting	School Staff
March	PLC Facilitator Training	Central Office Staff
March	PLC Meeting	School Staff
April	PLC Meeting	School Staff
May	PLC Meeting	School Staff

Detailed description of Stonewall Jackson Middle School's professional development plan

Year One: July 2010 - August 2011

Date	Topic	Presenter(s)
August 18/19	Continuing Education; Beginning of School Professional Development Days	SJMS Staff
August 31	New PLC Facilitator's Training	Central Office Staff
September 2	PLC Meeting	SJMS Staff
September 9/13	Secondary PLC Facilitator Training	Central Office Staff
October 12	PLC Meeting – IS Day	SJMS Staff
October 20	PLC Meeting	SJMS Staff

November 17	PLC Meeting	SJMS Staff
December 8	PLC Meeting	SJMS Staff
December 22	PLC Meeting – IS Day	SJMS Staff
January 1/3	Secondary PLC Facilitator Training	Central Office Staff
January 26	PLC Meeting	SJMS Staff
February 16	PLC Meeting	SJMS Staff
February 21	PLC Meeting – IS Day	SJMS Staff
March 9	PLC Meeting	SJMS Staff
March 28-29, April 1	Secondary PLC Facilitator Training	Central Office Staff
April 6	PLC Meeting	SJMS Staff
April 13	PLC Meeting – IS Day	SJMS Staff
May 11	PLC Meeting	SJMS Staff
June 1	PLC Meeting – IS Day	SJMS Staff

Year Two: August 2011 - August 2012

Date (month)	Topic	Presenter(s)
August	Continuing Education; Beginning of School Professional Development Days	School Staff
August	New PLC Facilitator Training	Central Office Staff
September	PLC Meeting	School Staff
September	PLC Facilitator Training	Central Office Staff
October	PLC Meeting	School Staff
November	PLC Meeting	School Staff
December	PLC Facilitator Training	Central Office Staff

December	PLC Meeting	School Staff
January	PLC Meeting	School Staff
February	PLC Meeting	School Staff
March	PLC Facilitator Training	Central Office Staff
March	PLC Meeting	School Staff
April	PLC Meeting	School Staff
May	PLC Meeting	School Staff

Year Three: August 2012 - August 2013

Date (month)	Topic	Presenter(s)
August	Continuing Education; Beginning of School Professional Development Days	School Staff
August	New PLC Facilitator Training	Central Office Staff
September	PLC Meeting	School Staff
September	PLC Facilitator Training	Central Office Staff
October	PLC Meeting	School Staff
November	PLC Meeting	School Staff
December	PLC Facilitator Training	Central Office Staff
December	PLC Meeting	School Staff
January	PLC Meeting	School Staff
February	PLC Meeting	School Staff
March	PLC Facilitator Training	Central Office Staff
March	PLC Meeting	School Staff
April	PLC Meeting	School Staff
May	PLC Meeting	School Staff

Detailed description of **Riverside High School's professional development plan**

Year One: July 2010 - August 2011

Date	Topic	Presenter(s)
August 18/19	Continuing Education; Beginning of School Professional Development Days	RHS Staff
August 31	New PLC Facilitator's Training	Central Office Staff
September 2	PLC Meeting	RHS Staff
September 9/13	Secondary PLC Facilitator Training	Central Office Staff
October 12	PLC Meeting – IS Day	RHS Staff
October 20	PLC Meeting	RHS Staff
Nov. 17	PLC Meeting	RHS Staff
December 8	PLC Meeting	RHS Staff
December 22	PLC Meeting – IS Day	RHS Staff
January 1/3	Secondary PLC Facilitator Training	Central Office Staff
January 26	PLC Meeting	RHS Staff
February 16	PLC Meeting	RHS Staff
February 21	PLC Meeting – IS Day	RHS Staff
March 9	PLC Meeting	RHS Staff
March 28-9; April 1	Secondary PLC Facilitator Training	Central Office Staff
April 6	PLC Meeting	RHS Staff
April 13	PLC Meeting – IS Day	RHS Staff
May 11	PLC Meeting	RHS Staff
June 1	PLC Meeting – IS Day	RHS Staff

Year Two: August 2011 - August 2012

Date (month)	Topic	Presenter(s)
August	Continuing Education; Beginning of School Professional Development Days	School Staff
August	New PLC Facilitator Training	Central Office Staff
September	PLC Meeting	School Staff
September	PLC Facilitator Training	Central Office Staff
October	PLC Meeting	School Staff
November	PLC Meeting	School Staff
December	PLC Facilitator Training	Central Office Staff
December	PLC Meeting	School Staff
January	PLC Meeting	School Staff
February	PLC Meeting	School Staff
March	PLC Facilitator Training	Central Office Staff
March	PLC Meeting	School Staff
April	PLC Meeting	School Staff
May	PLC Meeting	School Staff

Year Three: August 2012 - August 2013

Date (month)	Topic	Presenter(s)
August	Continuing Education; Beginning of School Professional Development Days	School Staff
August	New PLC Facilitator Training	Central Office Staff
September	PLC Meeting	School Staff
September	PLC Facilitator Training	Central Office Staff
October	PLC Meeting	School Staff

November	PLC Meeting	School Staff
December	PLC Facilitator Training	Central Office Staff
December	PLC Meeting	School Staff
January	PLC Meeting	School Staff
February	PLC Meeting	School Staff
March	PLC Facilitator Training	Central Office Staff
March	PLC Meeting	School Staff
April	PLC Meeting	School Staff
May	PLC Meeting	School Staff

Detailed description of **Cedar Grove Elementary School's** professional development plan

Year One: July 2010 - August 2011

Date	Topic	Presenter(s)
August 18/19	Continuing Education; Beginning of School Professional Development Days	CGE Staff
August 26 – 27	Title I Teacher's Orientation	LEA Title I Staff
August 31	New PLC Facilitator's Training	Central Office Staff
September 2	PLC Meeting	CGE Staff
September 7/8/10	Elementary PLC Facilitator Training	Central Office Staff
October 12	PLC Meeting – IS Day	CGE Staff
October 20	PLC Meeting	CGE Staff
November 17	PLC Meeting	CGE Staff
December 8	PLC Meeting	CGE Staff
Dec. 22	PLC Meeting – IS Day	CGE Staff
December	Elementary PLC Facilitator Training	Central Office Staff

30/Jan 2/6		
January 26	PLC Meeting	CGE Staff
February 16	PLC Meeting	CGE Staff
February 22	PLC Meeting – IS Day	CGE Staff
March 9	PLC Meeting	CGE Staff
March 28/29; April 1	Elementary PLC Facilitator Training	Central Office Staff
April 6	PLC Meeting	CGE Staff
April 13	PLC Meeting – IS Day	CGE Staff
May 11	PLC Meeting	CGE Staff
June 1	PLC Meeting – IS Day	CGE Staff

Year Two: August 2011 - August 2012

Date (month)	Topic	Presenter(s)
August	Continuing Education; Beginning of School Professional Development Days	School Staff
August	Title I Teacher Orientation	LEA Title I Staff
August	New PLC Facilitator Training	Central Office Staff
September	PLC Meeting	School Staff
September	PLC Facilitator Training	Central Office Staff
October	PLC Meeting	School Staff
November	PLC Meeting	School Staff
December	PLC Facilitator Training	Central Office Staff
December	PLC Meeting	School Staff
January	PLC Meeting	School Staff

February	PLC Meeting	School Staff
March	PLC Facilitator Training	Central Office Staff
March	PLC Meeting	School Staff
April	PLC Meeting	School Staff
May	PLC Meeting	School Staff

Year Three: September 2012 - August 2013

Date (month)	Topic	Presenter(s)
August	Continuing Education; Beginning of School Professional Development Days	School Staff
August	Title I Teacher Orientation	LEA Title I Staff
August	New PLC Facilitator Training	Central Office Staff
September	PLC Meeting	School Staff
September	PLC Facilitator Training	Central Office Staff
October	PLC Meeting	School Staff
November	PLC Meeting	School Staff
December	PLC Facilitator Training	Central Office Staff
December	PLC Meeting	School Staff
January	PLC Meeting	School Staff
February	PLC Meeting	School Staff
March	PLC Facilitator Training	Central Office Staff
March	PLC Meeting	School Staff
April	PLC Meeting	School Staff
May	PLC Meeting	School Staff

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

The Human Resources Department of Kanawha County Schools are the principle individuals responsible for staff recruitment. Staff from the HR Department travel to college job fairs throughout West Virginia and bordering states to actively recruit new teachers and administrators. The HR Department had also developed a recruitment packet for potential teachers. This packet contains information about the Charleston area and Kanawha County in general. A Digital Video Disc (DVD) is included in the packet that highlights Kanawha County Schools (*a copy is included with this application*).

This DVD highlights the many available activities and features of living in the Kanawha Valley including the presence of the West Virginia State Capitol complex, the arts (Clay Center, West Virginia Symphony), sports (Appalachian Power, local college and high school sports), restaurants, shopping, public transportation, and the availability of Yeager airport. The DVD also features many of the key components of Kanawha County Schools including U.S. News ranking of George Washington High School as one of the best high schools in the nation, Education Week's ranking of our technology as some of the best in the nation, the number of National Schools of Excellence and Blue Ribbon Schools in KCS, and our International Baccalaureate Program and our College Summit Program that were both the first in the nation. All of this is presented along with the guiding philosophy of KCS that "*Our Children Come First*".

In addition to our schools, a most important component of recruit efforts includes available housing. The KCS Human Resources staff has worked with local area landlords to waive the security deposit for teachers new to Kanawha County Schools to assist them with their move. This waiver allows new teachers to enter the area and find suitable housing without having the need to pay a deposit prior to receiving their initial paycheck.

Everyone knows that along with great schools and a great community, professional growth opportunities play a pivotal role in both recruitment and retention. Kanawha County has many such opportunities through the availability of pursuing advanced or additional coursework through the many local colleges and universities as well as on-line programs available through both West Virginia University and Marshall University. Kanawha County Schools also provides for professional growth through our Beginning Teacher Academy, our Beginning Principal's Academy, our Leadership Academy designed for aspiring administrators, and our beginning teacher and principal mentoring programs as well as the many and varied professional development opportunities offered through the Professional Learning Communities.

Benefits also play a major role in the recruitment and retention of staff. Kanawha County Schools offers a comprehensive benefit package (*detailed in the enclosed KCS Employee Handbook*) which includes the following –

- Competitive salaries
- Dental Insurance

- Optical Insurance
- Long-Term Disability Insurance
- Additional Optional Life Insurance
- PEIA Health Insurance
- Retirement Benefits
- Additional Optional Dependent Life Insurance
- Liability Insurance
- 403(b) Tax Deferred Annuities
- Government Bonds
- Credit Union
- Worker's Compensation
- Personal, Sick, and Bereavement Leave
- Vacation Leave for 261-day employees
- An Employee Assistance Program
- Pathways to Wellness through PEIA
- Flexible Spending Accounts

The KCS website also affords new and existing staff the opportunity to view available jobs within KCS and to apply for these positions on-line. Application for positions through the KCS website is available 24 hours per day, 7 days per week including holidays. Applications are received and processed by the KCS Human Resources Department. This feature allows individuals to review and apply for positions that they are interested in without having to physically visit the Human Resources office.

6. Describe other permissible activities, as defined in the regulations, the district chooses to implement in each school to develop teacher and school leader effectiveness.

In addition to the activities mentioned in prior sections of the application (PLC Facilitator trainings, job embedded professional development through the PLCs, Leadership and Beginning Teacher Academies, district level professional development, professional development through external consultants, etc.), KCS staff from the central office and from each Tier school will participate in the transformational leadership activities that will be sponsored by the West Virginia Department of Education as listed below:

- **Transformation Specialist (Leadership Coach or School Improvement Specialist)** (Tentative date: August, 2010). This training will focus on performance standards and indicators for the transformation specialist, leadership coach or school improvement specialist. In addition, the training will focus on the evaluation of professional development and action steps of improvement planning. This specialist will also attend all other SEA provided training in October 2010, February 2011 and April 2011. *Two newly hired Transformation Specialists from KCS will attend this training.*

- **School Leadership Team Workshops** (Tentative dates: October, 2010 and February & April, 2011). Each KCS Tier school will send an 8 person collaborative team consisting of the principal, five representative teachers, the county Title I director and the 2 KCS Transformation Specialists to participate in the following sessions:

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

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

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

KCS has budgeted funds for substitute personnel for teachers attending these sessions through the 1003(g) grant. Additional funds to support travel, meals, lodging, etc. will be provided through Kanawha County Schools and, in some cases, Title I Part A and Title II funds. Staff attending these sessions will then be responsible for relaying the information to their respective PLCs for subsequent discussion and action.

KCS will also utilize 1003(g) funds to provide each staff member in each Tier I and Tier II a school five (5) additional days of employment and 2 additional days in our Tier III school at their daily rates for professional development opportunities. Staff will schedule these days throughout the school year to address issues and concerns related to student achievement, data analysis, school team building, leadership, etc.

B. Comprehensive instructional reform programs

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

KCS Tier schools will use a variety of data sources (Acuity benchmarks, Westest 2, DIBELS, SRI, SMI, Writing Assessment, RiverDeep, etc.) along with the Content Standards and Objectives (CSOs) aligned to grade levels to identify specific skill weaknesses in the core areas of reading/language arts and mathematics. Data will be analyzed within the Professional Learning Communities and, based on the results, high-quality research-based instructional and assessment strategies will be developed to address those specific skill deficits. Such analysis will be vertically aligned from one grade level to the next through cross-representation of staff within the PLC structure. Collaborative and monitoring meetings among staff will provide a support mechanism to the PLC efforts wherein specific interventions and instructional strategies will be determined for individual students.

On-going formative assessments will be used to drive data-based decision making among the staff. This, in turn, will lead to adjustment of day-to-day instruction. Each member of the PLC will be responsible for identifying specific instructional strategies, using the strategies in their

classroom, and then bringing back evidence of increased student achievement as a result of implementation of those strategies. Interventionists supported with 1003(g) funds and other key support personnel will collaborate with classroom teachers on a regular basis as determined by the student needs identified through data analysis. In many cases, students will monitor their own academic progress through goal setting and self-assessment through the use of student data notebooks. Students will collaboratively establish personal achievement goals with teachers and monitor their progress towards those goals.

Other supportive activities will include the integration of technology through the use of Technology Integration Specialists assigned to these schools. Specific support tools for monitoring student achievement may include, but are not limited to, Tech Steps, Cognitive Tutor, Problem/Project Based Learning, Interactive Smart Boards and Smart Tables, student Airliners, TI N-Spires, United Streaming, and Discovery Ed.

In addition to the above, reading/language arts and mathematics interventionists will be employed through 1003(g) funds to provide focused, strategic interventions to the most struggling students based on the analysis of student data. These interventions will be planned in consultation with the students' classroom teachers and will afford these students the opportunity for additional assistance both within the classroom setting and in small group settings. Interventionists will document student performance and achievement and will collaborate with the classroom teachers on a regular basis to synthesize student performance data and modify interventions as necessary.

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

As stated previously, many on-going formative and summative assessments will be utilized to provide information to staff on student achievement, which will in turn adjust instruction. Data from sources such as Acuity benchmarks, DIBELS, Everyday Math Assessments, SMI, SRI, SRA, RiverDeep, Reading Assistant, Westest 2, ACT Explore and Plan, and the Instructional Practices Inventory (IPI) will be analyzed to differentiate instruction. Again, the PLC structure will form the cornerstone for analyzing the data and applying the results to instructional differentiation supported by results gained from the regular collaborative, monitoring, and Student Assistance Team (SAT) meetings.

It will be the responsibility of the KCS Transformation Specialists and the building administrator to insure that data from multiple sources is utilized to continuously monitor student performance and guide instruction. Ample time has been built into each school's calendar for sufficient PLC meetings to address this. The organizational component of these meetings will be the responsibility of the PLC members and the building administrator. The building administrator will guide and monitor instructional practices throughout the PLC meetings and will utilize the CBAM model for regular monitoring of staff implementation of targeted areas. Building level administrators will also be responsible for monitoring Acuity benchmark reports as they relate to building and individual class results. Staffs from each KCS Tier school have been trained in the use of Acuity and the key report components. As an alignment to the Acuity reports, staff will utilize the Distractor Analysis Report to discern possible reasons for student failure.

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

It is anticipated that through the additional five (5) employment days for professional development in Tier I and Tier II schools and 2 additional days in the Tier III school, staff will utilize a portion of this time to take a more in-depth focus on instructional reform and transformation. This will come about through activities such as book studies, workshops and presentations from external consultants, etc. Travel to other schools to see successful instructional practices will also be supported through the provision of funds to support substitute personnel. 1003(g) funds have also been budgeted to allow for attendance at conferences that address instructional reform using research based and successful models such as those used by the A.B. Combs school in Raleigh, North Carolina that implements the Leadership Model developed by Dr. Stephen J. Covey (Appendix E).

- **Increasing learning time and creating community-oriented schools**

- 1. Describe how each school will establish schedules and strategies that provide increased learning time and create community-oriented schools. An additional 300 hours per year is recommended by ED.**

KCS Tier schools will provide extended learning opportunities through the utilization of models that are determined by staff to be a 'best-fit' for their schools. In many locations, such as the Riverside High School area, extending the learning day beyond school hours is not a best-fit given the vast geographical territory that Riverside serves and the inevitable difficulties with transportation. In this area, extended learning opportunities will be provided through a process known as 'double dosing' whereby students may double up on specific core content throughout the school day. This is achieved through the offering of an additional period or block of a specific subject within the school day or expanding a block or period from 60 to 90 minutes. Students will receive additional tutorial support from interventionists assigned to the school during the extra 30 minutes.

At the middle school level, discretionary time is already a part of the master schedule. It is planned to incorporate additional instructional support for students through the use of the interventionists during these blocks of time. Students would attend discretionary periods to receive additional instruction in the core academic areas in which they are having difficulty. Interventionists will monitor their attendance as well as their progress. Students will also be asked to self-monitor their progress towards and achievement of their academic goals.

Traditional methods such as extended day and extended year will also be implemented. Beginning in the 2011 school year, students at Stonewall Jackson Middle School will be able to attend a summer program supported by both 1003(g) funds and Title I Part A funds. The summer program will be academic in nature and will be staff by highly qualified teachers and support personnel from Stonewall Jackson Middle School. This summer program will serve as a jumping off point for plans to pursue year-round scheduling for Stonewall Jackson Middle School students.

Malden Elementary School will continue to offer extended day and extended year programs through their Title I Part A funds and their Title I 1003(a) School Improvement Grant. They will continue to utilize the Reading Assistant© Program from the Scientific Learning Corporation as a cornerstone of their extended day program. In addition, math instruction will be based on the Everyday Math series currently adopted by Kanawha County Schools. Instruction will be based on student performance on the Scholastic Math Inventory (SMI) which is a math assessment program that provides data for screening, progress monitoring, and instructional decision-making. Parents will also be able to work with their children on reading throughout the summer through the *RAZ Kids* program which is an online guided reading program with interactive ebooks, downloadable books, and reading quizzes.

Interventionists employed with 1003(g) funds will also provide additional support throughout the school day. This support will be in the form of small group instruction for students falling below one standard deviation of the cut-score for mastery on the Westest 2 as well as additional support within the classroom setting for these students. Within the classroom setting, interventionists will work with selected students to assist them in understanding the concepts and materials being presented by the regular classroom teacher.

In some situations, extended learning opportunities will be provided outside of the school facility or campus. As a community outreach effort, we will look at obvious community centers where staff could provide additional tutoring services to students. This is a model recently adopted by several Title I Part A schools which has proven to be much more beneficial in terms of student attendance and participation than having these opportunities based within the school itself. Staff will partner with the leadership of these community based centers to arrange these extended learning opportunities and utilize the resources of the centers to reach out to students located within their neighborhoods.

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

Everyone realizes that parental and community involvement is crucial to a successful educational program. Therefore, KCS plans to utilize a portion of the 1003(g) funds to employ and support Home/School Liaisons. The role of these interventionists will go beyond that of the school social worker and the school guidance counselor in many ways.

First, the Home/School Liaisons will work with individual students and families to improve student attendance through home visits, regular contacts with student and families, and by acting as a broker to obtain the services needed by these individuals to improve attendance.

Secondly, the Home/School Liaisons will become visible members of the communities they serve. They will address local business and community groups on issues related to the schools within the communities. They will work with community and business leaders to become mentors and tutors to students. They will also work to identify areas where families tend to gather within the community and work within these environments to foster linkages with the community schools. They will have the principle responsibility of designing family and community involvement activities within the schools or within areas that the schools serve (satellite areas) and for working with community members to increase family and community attendance and involvement at those meetings.

During their initial year of employment, the Home/School Liaisons will spend time analyzing and familiarizing themselves with the community. Similar to the Title I Part A parent focus survey which is conducted annually, the Home/School Liaisons will survey parents and the community at-large in order to identify barriers to attendance and involvement with the school. An analysis of the survey results would then drive the planning efforts for enhanced partnerships between families, communities, and the school. If, for example, driving distance to the school for parent activities is identified as an issue or barrier, activities would be arranged to provide outreach meetings at satellite areas to involve the more distant and removed communities. The emphasis would be on *bringing the school to the parents versus bringing the parents to the school*.

The Home/School Liaisons would also review and incorporate possible incentives for increasing family and community participation based on identified barriers. Incentives such as child care during meetings, mileage reimbursement to attend meetings, and adjoining meetings to existing planned school activities and events could be used as part of the restructuring of family and community

involvement. Based on the results of the surveys, each Home/School Liaison would develop an action plan in collaboration with school staff, students, families and community representatives. This plan would then be incorporated into the school's five-year strategic plan for implementation and monitoring. Oversight of the plan implementation would be the responsibility of the building administrator as well as the PLCs.

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

Utilizing complimentary funds such as Title I Part A, some schools may elect to contract with parents to serve as parent assistants. These individuals provide additional classroom support through assisting students with materials, organization, and basic tutoring activities. Other schools may elect to use other funding sources to contract with a community liaison. These persons work within the community at a grass roots level to enhance the general knowledge of the community about issues relevant to the school. Schools will also seek individuals from the community who are willing to mentor and/or tutor students at no expense.

- **Provide operating flexibility and sustained support**

- 1. Describe the operational flexibility (e.g., staffing, calendar, time, budget) that schools will be given in order to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.**

The planned use of 1003(g) funds to hire additional academic interventionists and Home/School Liaisons is designed to give the KCS Tier schools the additional personnel that they have identified a need for within their five-year strategic plans. Flexibility in designing the roles that these individuals will fill will be the responsibility of the school leadership based on the analysis of student data and need. Flexible scheduling of academic interventionists may need to occur for an identified need for specific extended learning time opportunities for students. Conversely, flexible scheduling of the Home/School Liaisons will be dictated by the communities and families they serve. Later start times will be considered as will flexibility of work hours. Indeed, there may be a need for some staff to work weekends thereby adjusting their work week.

Staff will also be given to opportunity to work five additional days in Tier I and Tier II schools and 2 additional days in the Tier III school throughout the calendar or school year for additional professional development activities. This time may occur outside of the school year (coming back 1 or 2 days early) or within the school year (working holidays or scheduled out-of-school environment days). Flexibility will be afforded to staffs of each school in determining when these days occur.

Within the confines of Title I regulations, staff will also be able to utilize 1003(g) funds according to identified needs. They will be able to select consultants and presenters for staff development activities, determine which, if any, conferences they wish to attend, and utilize their substitute funds to conduct activities relevant to data analysis and developing successful instructional practices. After the initial year of 1003(g) funding, staff from each school will develop their 1003(g) budgets with guidance and assistance from the KCS Title I Director and the Transformation Specialists much like the Title I Part A schools do now. Training will be provided by the Title I Director on permissible budgeting and guidance on aligning the budget to identified school needs will be provided by the Transformation Specialists and Assistant Superintendents.

Additionally, KCS has already established ample time within the regular school calendar through IS days and early-out days for professional development opportunities. KCS has also provided the framework for PLCs which are principally supported through Title II funds. Each school has the flexibility to determine the agendas for PLC meetings and has sufficient resources for conducting those meetings through a variety of fiscal sources.

KCS has also employed, through ARRA funds, graduation coaches to assist struggling students to achieve the academic skills needed to graduate. KCS also already provides programs such as Credit Recovery (PLATO), Read 180, New Tech Classroom, and STAR to assist these students. KCS also provides funds in the form of substitute personnel to permit teachers to schedule common planning times which has been an identified need of all schools.

KCS will sustain these efforts through the continued use of the Professional Learning Community model and through the continued technical assistance provided by key KCS personnel. Additional consideration will be given to refocusing the roles of the existing Title I specialists to incorporate more emphasis on school improvement. As these individuals leave these positions, job descriptions will be re-written to incorporate school improvement and transformation as a critical role to prevent schools from becoming low achieving schools.

KCS will continue to sustain transformation efforts through professional development activities drawing upon the knowledge gained by teachers within the existing Tier schools through demonstrated successes and experiences had throughout the transformation process. These individuals will become leaders for those schools experiencing academic and achievement difficulties and their expertise will become critical to preventing future failure.

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

a. SEA Technical Assistance

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

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

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

- **Transformation Specialist (Leadership Coach or School Improvement Specialist)** (Tentative date: August, 2010). This training will focus on performance standards and

indicators for the transformation specialist, leadership coach or school improvement specialist. In addition, the training will focus on the evaluation of professional development and action steps of improvement planning. This specialist will also attend all other SEA provided training in October 2010, February 2011 and April 2011.

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

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

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

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

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

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

In addition to the PLC activities outlined in the Professional Development section of this application, KCS will provide on-going technical assistance to our Tier schools and other target schools through the utilization of key personnel. KCS will employ two Transformation Specialists whose primary function will be to oversee the implementation of 1003(g) activities within the Tier schools. Both of the individuals selected to serve in these roles are seasoned professional school administrators from struggling schools who, based on an analysis of median scale scores from Westest data, have shown growth over the past four years. These individuals will work on a daily basis providing technical assistance to the Tier schools. They will work collaboratively with the building administrators and the school staff through the schools' PLCs to provide technical assistance as identified by the schools.

Additional technical assistance will be provided to the Tier schools by the KCS curriculum specialists, the Title I specialists, the Title I Director, the Assistant Superintendents assigned to each school and other key personnel within KCS. This technical assistance will be in the form of workshops, presentations, meetings, and visits to individual classrooms and with teachers and principals. Although not exhaustive, specific technical assistance and support provided by key KCS personnel will be as follows –

- KCS Curriculum Specialists – Core curricular and instructional assistance
- Title I Specialists – Response to Intervention and specific intervention assistance
- County Test Coordinator – Data analysis and interpretation assistance

- Director of Technology – Technology implementation assistance
- Assistant Superintendents – Leadership and overall school performance assistance
- Transformation Specialists – Implementation of 1003(g) grant components
- Title I Director – Budgetary and compliance assistance
- Director of Information Systems – Assistance with data related to WVEIS
- Director of Special Education – Assistance with Tier III and other special education issues
- Director of School Attendance – Assistance to Home/School Liaisons

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

Two of the KCS Tier schools, Riverside High School and Cedar Grove Elementary School, have opted to utilize a portion of their 1003(g) funds during year one to receive in-depth training on ‘Capturing Kids Hearts’, a program developed by the Flippen Group, as a means to transform school culture and climate to impact student achievement. This program is summarized below:

If you have a child’s heart, you have his head.”™ - Flip Flippen

Truly remarkable outcomes are possible in a classroom where trust, respect, and caring relationships flourish. But creating such an environment is a tremendous challenge. Capturing Kids’ Hearts is a 3-day learning experience that provides tools for administrators, faculty and staff to build positive, productive, trusting relationships — among themselves and with their students. These processes can transform the classroom and campus environment, paving the way for high performance.

Outcomes: Participants will learn proven, repeatable skills that help:

- Develop safe, trusting, self-managing classrooms
- Improve classroom attendance by building students’ motivation and helping them take responsibility for their actions and performance
- Decrease delinquent behaviors such as disruptive outbursts, violent acts, drug use and other risky behavior
- Utilize the EXCEL Model™ and reinforce the role of emotional intelligence in teaching
- Develop students’ empathy for diverse cultures and backgrounds

Approach: CKH is a dynamic, skill-driven, participatory experience. It is not a theoretical or motivational lecture, but the beginning of an **important transformational process**. Teachers, staff, and administrators learn and practice skills they will use and model in their schools.

Who: Capturing Kids’ Hearts is meant for all faculty, staff, and campus-level administrators. CKH is the core of a powerful **process that allows every member of the school family to foster and become part of a high-performing, learning community**. We encourage schools to get started by sending to Capturing Kids’ Hearts training several respected teachers and administrators-influential faculty and staff who encourage and inspire their peers.

When: This is a three-day learning experience. Open-enrollment sessions are available throughout the year in locations nation-wide. **We can also schedule client-booked sessions with up to 50 individuals at a time.**

Where: Open-enrollment sessions take place at locations we have found to be conducive to learning. **Client-booked sessions can be scheduled at a convenient off-site location in retreat or**

day formats. We will work with you to determine an appropriate location.

Other attendance considerations: Experience shows that the optimal outcome - an intentional culture shift - relies on the complete support and involvement of school administrators. Consequently, they are strongly encouraged to attend as early in the process as possible.

Both schools will use a portion of their 1003(g) funds to pay consultant fees and travel, provide substitutes for teachers to attend the required 3-day training and to pay for facility rental to host the training. According to the research regarding Capturing Kids Hearts, the program is sustainable through the knowledge gained by staff during the 3-day intensive training. It incorporates the Professional Learning Community concept into the training and is designed as a transformational program that will impact school culture and climate. The research base states that the program meets the scientifically based research requirements of the ESEA. A complete synopsis of the research base of Capturing Kids Hearts is included in Appendix F of this document.

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

Please refer to the section on *‘Providing Operational Flexibility and Sustained Support’*.

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

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

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

KCS will utilize only one external provider which has been approved through the West Virginia Department of Education This provider is the Flippen Group who will be working with Riverside High School and Cedar Grove Elementary School. A copy of their WVDE approval letter may be found in Appendix G of this document.

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

As stated in the previous section, Riverside High School and Cedar Grove Elementary School have elected to use a portion of their 1003(g) funds to partner with the Flippen Group, a WVDE approved external provider, to implement the Capturing Kids Heats program as part of their school transformation process. This decision was based on needs identified by both school staffs.

Riverside High School staff identified several root causes for their failure to meet the state's graduation requirement that they feel a program such as Capturing Kids Hearts can address. Included among these root causes were high staff turnover, lack of parental support, varieties of instructional strategies are not being incorporated by teachers, high incidences of drug, tobacco, and alcohol use, high incidences of teenage pregnancies, and the high number of drop-outs contributing to the low graduation rate. WVSSOS members identified a lack of group processing to work with drop-outs as well as recognizing that attendance is an issue at Riverside.

Cedar Grove Elementary School has identified needs that include parent and community involvement, a disconnect between the primary and intermediate staffs, the impact of being a recently reconfigured school (from K-8 to pre-K 8) and the change in administrators over the past year. Discipline infractions have also risen from the previous year from a total of 157 in 2008-09 to 253 to date in 2009-10.

The process for the initial implementation of Capturing Kids Hearts will be provided through professional development sessions. Consultants from the Flippen Group will provide 3 days of training to all teachers in both schools. All materials needed to implement the program will be provided as part of the initial cost. This training will occur during the 2010-2011 school year. Teachers from both schools will participate in skill-driven, participatory sessions where they will learn and model the practices that they will use with their students. Follow-up sessions are available to monitor the program's implementation.

To evaluate the effectiveness of the program, KCS will work with the Flippen group to provide follow-up to the implementation of the program. Staff from the Flippen Group will provide technical support to the schools through consultation. The initial follow-up will consist of completion of a survey designed by the Flippen Group to gather staff input on the effects of the program. These results will be shared with staffs of both schools as well as KCS Tier Team members. Data from the surveys will be used to adjust delivery of the program and, in turn, validate its effectiveness through indicators such as student attendance, drop-out rates, graduation rates, culture and climate, staff attrition and turn-over, incidences of student discipline referrals and infractions, and ultimately, student achievement.

B. Describe how the LEA/schools will modify practices or policies to enable its schools to implement the interventions fully and effectively. Identify barriers and discuss the willingness of the district to modify procedures as necessary.

Current West Virginia State Code prohibits all West Virginia school districts from fully implementing the goals of true school transformation efforts. However, dependent on any modification or, in some cases, rescission of those laws, KCS will implement means to reward teachers financially for student achievement in accordance with the proposed teacher and leaders evaluation system. In the meantime, KCS will pursue acceptable, alternative ways to reward staff for meeting or exceeding student achievement through expansion of available paid days for professional development, through tuition reimbursement for securing advanced degrees and credentials, for completion of National Board Certification, through additional classroom materials and supplies, and through attendance at national conferences.

KCS will further modify its internal staffing structure to hire two school transformation specialists, a position currently not in existence in KCS, to oversee the implementation of the 1003(g) grants. We will also create new academic interventionists and Home/School Liaisons positions to help meet the identified needs of the Tier schools. KCS will also modify the roles of the existing Title I specialists to incorporate a more structured emphasis on school improvement for all target schools by conducting additional mock monitoring visits and utilizing the newly developed WVDE Title I schoolwide evaluation instrument as external evaluators to provide on-going feedback to target schools.

C. Describe how the LEA and schools will sustain the reform efforts after the funding period ends. Address funding, staffing and other resources that will be needed to sustain improvement efforts.

As stated in a previous section of this application, KCS will sustain these efforts through the continued use of the Professional Learning Community model and through the continued technical assistance provided by key KCS personnel. Additional consideration will be given to refocusing the roles of the existing Title I specialists to incorporate more emphasis on school improvement. As these individuals leave these positions, job descriptions will be re-written to incorporate school improvement and transformation as critical roles to prevent schools from becoming low achieving schools.

KCS will continue to sustain transformation efforts through professional development activities drawing upon the knowledge gained by teachers within the existing Tier schools through demonstrated successes and experiences had throughout the transformation process. These individuals will become leaders for those schools experiencing academic and achievement difficulties and their expertise will become critical to preventing future failure.

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

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

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

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

Submit budget spreadsheets and narrative as specified below:

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

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

Kanawha County Schools
1003(g) LEA Budget – Total Requested \$1,864,000.00
LEA Only Budget Request -\$282,718.92

The focus of the KCS **Title I 1003(g)** budget including the LEA only and the individual school budgets is to leverage these funds in conjunction with existing funds such as Title I Part A, Title I ARRA, Title I 1003(a) SIG, Title II, and state and local funds to provide much needed focused interventions to our students who are at-risk academically and at-risk of dropping out of school. In order to do this, we plan to use **1003(g)** funds to support the salaries and benefits for instructional interventions in the Tier I and Tier II schools. Two KCS Tier Schools, Riverside High School and Cedar Grove Elementary, will use a portion of their 1003(g) funds to implement a transformation model entitled ‘Capturing Kids Hearts’ developed by the Flippen Group.

While the duties of these interventionists are described in detail in the school budget narrative sections, it can be summarized that they will be primarily responsible for individual student data analysis to identify academic weaknesses, collaborating with teachers and other staff to designing instructional interventions and differentiated instruction for these student, monitoring student progress through benchmark data, and most importantly, delivering focused interventions with these students. It is also expected that the interventionists serving the Tier schools in the eastern part of Kanawha County will meet regularly to foster vertical teaming among schools and promote student transition from one school to the next. We believe that this is a great opportunity for the Tier schools that currently do not receive the benefits of Title I Part A funds.

To help **retain** these interventionists as well as other staff employed in the Tier Schools, KCS plans to use **Title I 1003(g)** funds to provide **five (5) additional days** payable at their daily rate to be used for professional development opportunities for each teacher and principal in the Tier I and Tier II schools and **2 additional days** in our Tier 3 school. These days may be used at anytime throughout

the school year or calendar year and will focus on additional professional learning community activities, vertical teaming activities, presentations/workshops on research based best practices, etc. that will impact student achievement and growth.

At least 4 of the Tier schools – Malden, East Bank Middle, Cedar Grove Middle, and Riverside High School – have identified student attendance as a large contributor to being identified for limited student achievement. Indeed, the following comment appeared in the May 4, 2010 edition of the *Charleston Daily Mail* vent line:

“I'm a teacher in eastern Kanawha County and I can tell you that the principals are not the problem in the schools in our area. The problem, which no one seems to be mentioning, is that education is not valued in many of the homes, many parents do not make sure their child is sent to school on a regular basis, and many parents do not get involved in their children's education. Parents need to realize that it takes both parents and teachers to ensure the child is successful. Education must become a priority in the home for any change to occur”.

Since all of these schools are located within the eastern area of Kanawha County, we will use a portion of the Title I 1003(g) funds to hire two (2) shared Home/School Liaisons. It will be the principle responsibility of these persons to monitor student attendance and work with families and students to improve attendance. They will also serve as ‘brokers’ to these families to insure that families and students receive the community and social services that they need. Like the academic interventionists, they will work collaboratively with staff from their assigned schools to foster the transition of students from one school to the next. Finally, they will work with the community at-large to strengthen home/community/school relations.

Because of ARRA funds in Title I and Technology, many of our Tier schools have benefitted from the opportunity to enhance and expand existing technology within their schools. However, some of these schools are now realizing a need for a staff person to integrate the use of technology into the daily curriculum and instruction and to train staff on the multiple uses of technology. Therefore, KCS will use a portion of the 1003(g) funds to provide the salaries and benefits for Technology Integration Specialists in some of these schools (see individual school budgets).

Apart from the individual schools, KCS will retain a portion of the **Title I 1003(g)** funds at the district level to be used for oversight of the 1003(g) grants and to provide additional support and incentives to schools. A portion of these funds will be used to employ two (2) **School Transformation Specialists**. It will be their responsibility to oversee the implementation of the 1003(g) grants in their assigned schools. KCS is fortunate that Mr. George Aulenbacher, current Stonewall Jackson Middle School principal, and Dr. Paula Potter, current principal at Riverside High school, have both agreed to assume these responsibilities. Their primary responsibilities will be as follows –

- Provide leadership in writing and evaluating grants for school improvement;
- Provide on-site technical assistance for schools receiving 1003(g) grants;
- Provide leadership for identifying staffing patterns and staff utilization for successful restructuring;
- Assist school administrators in building a master schedule for restructuring a school and designing a school based professional development plan that is high in quality and job embedded (professional learning communities);
- Provide and coordinate technical assistance to schools based on data, on-site reviews, district initiatives, reports, and other audits of educational programs;

- Assist school administrators and teachers with the implementation of the CSO's, identifying appropriate professional development for all relevant staff and a monitoring process for continuous improvement, and;
- Assist school administrators in designing and using a balanced assessment system to inform and differentiate instruction.

The Transformation Specialists will be an integral part of the KCS Management Team as well as the KCS Tier School Team. Other team members include the Superintendent, four Assistant Superintendents, and the Director of Federal Programs, Title I. These teams meet on a weekly basis with the exception of 1 day per month when all team members participate in the monthly principals' Leadership Series. Financial and regulatory oversight to both the Tier schools and the Transformation Specialists will be provided by the Director of Federal Programs, Title I while curricular and instructional oversight will be provided by the respective Assistant Superintendents.

Finally, a portion of the 1003(g) funds will be reserved at the district level to provide additional support to Tier schools. This additional support includes funds for classroom materials and supplies, funds for tuition reimbursement, funds for consultant fees and expenses for professional development activities, and funds for substitute personnel coverage for Tier school staff to participate in professional development activities.

Malden Elementary – Year 1 Request \$217,597.94

Malden Elementary is currently a Title I school that is on school improvement in school choice status. Along with the 1003(g) grant, Malden will be able to capitalize on three (3) other Title I funding sources – Title I Part A; Title I ARRA, and; Title I 1003(a).

For the school year 2010 – 2011, **Title I Part A** funds will be used to support two (2) Title I teachers. Additionally, **Part A** funds will be used to support parent involvement activities, such as Family Reading and Math Nights. Ten-percent of Part A funds will be used to support professional development activities. **Title I ARRA** funds will be used to support a .5 academic interventionist in combination with funds with 1003(g) funds to fully support an additional 2.0 interventionists. **Title I ARRA** funds will also support additional professional development activities including a 2-day workshop in April, 2011 with Jo Robinson that will focus on engagement of students through the core reading program.

The **Title I 1003(a)** grant is supporting additional technology equipment in the form of student computers, software for those computers, and accompanying technology equipment and supplies (carts, printers, printer supplies, etc.). Funds from the **1003(a) grant** are also used to support the extended day program, supplemental pay for staff to participate in the WVDE math webinars, substitute personnel for monthly student monitoring meetings, purchase of the SRA® Early Intervention program, and contractual services for a reading consultant to model reading instruction and assist with the implementation of the Reading Assistant® Program for differentiated instruction and as an intervention in the extended day program. The Malden staff plans to use funds from the next **1003(a) grant** to support an additional 5 days of professional development outside of the standard contract year as well as extended day and extend year opportunities.

In addition to Title I funds, Malden also benefits from **Title II** funds in the form of support for their Professional Learning Communities. These funds are used to support attendance at three (3) district-wide PLC facilitator trainings per year and to provide materials and supplies for PLC members. **Title II** funds also support the KCS monthly Leadership Series Professional Development meetings for all principals. Principals participate in vertical teaming activities at these meetings as well as receive training in specific key leadership issues such as drop-out prevention, WV Pre-K, Depth of Knowledge, research-based reading/language arts and mathematics programs and practices, job-alike sessions where principals from the same grade spans meet to discuss relevant issues, etc. Additionally, **Title II** funds are used to support district-wide professional development sessions with key note speakers. During these sessions, schools are asked to identify key staff within their buildings to participate and relay this information to the remaining staff.

Title I funds are also combined with **state and local funds** to provide technical support and assistance to Malden Elementary staff. This assistance is provided through regularly scheduled visits by the Title I Curriculum Specialists and the Title I Director paired with visits and staff development sessions by the KCS Curriculum Specialists for reading/language arts and mathematics. As with all schools, state and local funds are used to support the core instructional program at Malden with supplemental support provided from Title I.

The **Title I 1003(g)** funds will be combined with all of the above mentioned funds to enhance existing efforts at Malden to leverage further school improvement efforts. A portion of these funds **(\$123,500 plus benefits)** will be used to support a full-time **Technology Integration Specialist (TIS)** and **1.5 FTE instructional interventionists** that will focus on reading/language arts and mathematics. **An additional amount from Title I ARRA funds will be used to supplement the .5 FTE salary and benefits of the interventionist to give Malden 2 full time instructional interventionists in addition to 2 full-time Title I teachers funded under Title I Part A.**

The **TIS** will be responsible for leading the school staff in the use of instructional technology to enhance learning through assessing student learning needs and the information needs of staff. They will have the primary responsibility of collaborating with teachers and other staff to incorporate technology into everyday instruction such as using Acuity benchmark data to identify areas of weaknesses and modify instruction to address those weaknesses. Additionally, they will model the integration of technology into curriculum to staff much as a demonstration teacher models specific lessons. The **TIS** will have the responsibility of instructing students and staffs in the effective use of technology by ensuring that best practices related to technology are incorporated throughout the instructional program. The **TIS** will also be responsible for evaluating technology-based instructional programs and assuring alignment with the curriculum. The **TIS** will also participate as a member of the professional learning community.

The role of the **instructional interventionists** will be to provide additional individualized, focused support to students who are struggling with reading/language arts and/or mathematics. This individual will work collaboratively with regular classroom teachers and the Title I Part A staff to modify instructional strategies that will have a positive impact on student learning. This individual will also serve as a key person in data analysis to promote the continuous use of data to inform and differentiate instruction. Both the **TIS** and the **interventionists** will participate as full members of the professional learning communities at Malden.

Title I 1003(g) funds (\$35,981.53) will be used to support a **.5* Home/School Liaison** (the remaining .5 will be shared with Cedar Grove Middle School). Malden staff has repeatedly indicated that student attendance is an issue that has impacted student performance. This individual will be responsible for addressing attendance issues with families through regular contacts such as home visits, telephone calls, letters to parents, etc. They will also act as ‘brokers’ to assist families in locating and procuring community and social services needed by the families. They will collaborate with teachers and other support staff on designing and implementing parent and community involvement activities to encourage parent and community participation within the school. The Home/School Intervention will also be a part of the school’s professional learning communities.

Title I 1003(a) funds will be allocated for **supplemental salaries** (\$31,405.04 including benefits) for staff to support five (5) additional days of planning and professional development activities at staffs’ daily rates. These funds are primarily being used as an incentive for staff to **encourage staff retention**. These days may be used by the staff throughout the school year as they deem appropriate. Activities will also be determined by staff and may include additional time for Professional Learning Community meetings and activities, meetings among grade-level teams such as primary grades and intermediate grades, vertical teaming activities, presentations and workshops on research based reading/language arts and mathematics programs, workshops to bring about a greater understanding of key issues such as Depth of Knowledge, Common Core, Growth Evaluation assessment, etc. It will be expected that all such activities funded with these funds with focus on improving student achievement and school improvement as a whole.

Title I 1003(g) funds will also be used to support salaries for **substitute personnel** (\$5,850 plus benefits) to permit staff to conduct nine (9) monthly monitoring meetings. The focus of these meetings will be in-depth analysis of data for identified target (summative and formative), student progress, and modifications to instruction. These meetings will be above and beyond the regular Student Assistance Team (SAT) meetings and will be used to provide staff an opportunity for a greater analysis of student achievement by focusing on benchmark data, Depth of Knowledge, differentiated instruction, and modifications to interventions.

Cedar Grove Middle School – Year 1 Request \$211,270.76

Cedar Grove Middle School is currently not a Title I school and therefore receives no additional support from Title I funds. However, like all Kanawha County schools, Cedar Grove Middle also benefits from state and local funds as well as Title II funds.

Cedar Grove Middle School benefits from **Title II** funds in the form of support for their Professional Learning Communities. These funds are used to support attendance at three (3) district-wide PLC facilitator trainings per year and to provide materials and supplies for PLC members. **Title II** funds also support the KCS monthly Leadership Series Professional Development meetings for all principals. Principals participate in vertical teaming activities at these meetings as well as receive training in specific key leadership issues such as drop-out prevention, WV Pre-K, Depth of Knowledge, research-based reading/language arts and mathematics programs and practices, job-alike sessions where principals from the same grade spans meet to discuss relevant issues, etc. Additionally, **Title II** funds are used to support district-wide professional development sessions with key note speakers. During these sessions,

schools are asked to identify key staff within their buildings to participate and relay this information to the remaining staff.

State and local funds are used to provide technical support and assistance to Cedar Grove Middle School staff. This assistance is provided through regularly scheduled visits by the KCS Curriculum Specialists and the Assistant Superintendents of Middle School and Curriculum and Instruction. Staff development sessions are also made available to the school staff by the KCS Curriculum Specialists. State and local funds are also used in the form of personnel to provide additional technical assistance to Cedar Grove Middle School through their identification as a 'target school' based on student achievement outcomes. As with all schools, state and local funds are used to support the core instructional program at Cedar Grove Middle School including, but not limited to, instructional and support staff, instructional and other necessary materials and supplies, support for their LSIC, technology equipment, supplies, and support, etc.

To enhance the existing instructional program at Cedar Grove Middle School, **Title I 1003(g)** funds **(\$98,800 plus benefits)** will be used for the hiring of **one (1) instructional interventionist** and **one (1) Technology Integration Specialist (TIS)**.

The instructional interventionist position will be new to Cedar Grove Middle School. Unlike Title I schools and some identified elementary schools, KCS middle schools and high schools do not have the services of an interventionist. It is believed that the addition of this position at Cedar Grove Middle School will greatly impact instruction and student achievement by allowing for a more individualized focus on students who are struggling academically.

The role of the instructional interventionist will first be to collaboratively identify with staff those students who fall at least one (1) standard deviation below the mastery cut-scores as defined by Westest 2 in reading/language arts and/or mathematics. This will be accomplished through a thorough analysis of Westest 2 data by the instructional interventionist at the beginning of the 2010 – 2011 school year. This individual will also analyze the corresponding Depth of Knowledge levels associated with specific Westest 2 items through an item analysis.

Based on the above data analysis, the instructional interventionist will collaborate with staff to design and deliver specific interventions and differentiated instruction to the identified students. The delivery of this instruction may occur in a co-teaching environment or in a small group environment.

The instructional interventionist will also be a key person for monitoring student progress through benchmark data such as that obtained through Acuity. This person will participate in monitoring meetings and Student Assistant Team (SAT) meetings as necessary and appropriate. The instructional interventionist will also participate as a member of the professional learning community.

The **TIS** will be responsible for leading the school staff in the use of instructional technology to enhance learning through assessing student learning needs and the information needs of staff. They will have the primary responsibility of collaborating with teachers and other staff to incorporate technology into everyday instruction such as using Acuity benchmark data to identify areas of weaknesses and modify instruction to address those weaknesses. Additionally, they will model the integration of technology into curriculum to staff much as a demonstration teacher models specific lessons. The TIS will have the responsibility of instructing students and

staff in the effective use of technology by ensuring that best practices related to technology are incorporated throughout the instructional program. The TIS will also be responsible for evaluating technology-based instructional programs and assuring alignment with the curriculum. The TIS will also participate as a member of the professional learning community.

As with most of the Tier schools located in the eastern part of Kanawha County, the staff of Cedar Grove Middle School recognizes that student attendance is an issue at their school. Therefore, **Title I 1003(g)** funds (\$35,981.53) will be used to support a **.5 Home/School Liaison** (the other portion of this position will be shared with Malden Elementary School). This individual will be responsible for addressing attendance issues with families through regular contacts such as home visits, telephone calls, letters to parents, etc. They will also act as ‘brokers’ to assist families in locating and procuring community and social services needed by the families. They will collaborate with teachers and other support staff on designing and implementing parent and community involvement activities to encourage parent and community participation within the school. The Home/School Intervention will also be a part of the school’s professional learning communities.

Title I 1003(g) funds will be allocated for **supplemental salaries** (\$31,405.04 including benefits) for staff to support five (5) additional days of planning and professional development activities at staffs’ daily rates. These funds are primarily being used as an incentive for staff to **encourage staff retention**. These days may be used by the staff throughout the school year as they deem appropriate. Activities will also be determined by staff and may include additional time for Professional Learning Community meetings and activities, meetings among grade-level teams such as primary grades and intermediate grades, vertical teaming activities, presentations and workshops on research based reading/language arts and mathematics programs, workshops to bring about a greater understanding of key issues such as Depth of Knowledge, Common Core, Growth Evaluation assessment, etc. It will be expected that all such activities funded with these funds with focus on improving student achievement and school improvement as a whole.

East Bank Middle School – Year 1 Request \$310,912.89

Like Cedar Grove Middle School, East Bank Middle School is currently not a Title I school and therefore receives no additional support from Title I funds. However, they have been served as a Title I school in the past as a Targeted Assistance School. Unfortunately, the effectiveness of this could not be determined as it was only in place for one year.

As with all Kanawha County schools, East Bank Middle School also benefits from state and local funds as well as **Title II** funds. East Bank Middle School benefits from **Title II** funds in the form of support for their Professional Learning Communities. These funds are used to support attendance at three (3) district-wide PLC facilitator trainings per year and to provide materials and supplies for PLC members. **Title II** funds also support the KCS monthly Leadership Series Professional Development meetings for all principals. Principals participate in vertical teaming activities at these meetings as well as receive training in specific key leadership issues such as drop-out prevention, WV Pre-K, Depth of Knowledge, research-based reading/language arts and mathematics programs and practices, job-alike sessions where principals from the same grade spans meet to discuss relevant issues, etc. Additionally, Title II funds are used to support district-wide professional development sessions with key note

speakers. During these sessions, schools are asked to identify key staff within their buildings to participate and relay this information to the remaining staff.

State and local funds are used to provide technical support and assistance to East Bank Middle School staff. This assistance is provided through regularly scheduled visits by the KCS Curriculum Specialists and the Assistant Superintendents of Middle School and Curriculum and Instruction. Staff development sessions are also made available to the school staff by the KCS Curriculum Specialists. State and local funds are also used in the form of personnel to provide additional technical assistance to East Bank Middle School through their identification as a 'target school' based on student achievement outcomes. As with all schools, state and local funds are used to support the core instructional program at East Bank Middle School including, but not limited to, instructional and support staff, instructional and other necessary materials and supplies, support for their LSIC, technology equipment, supplies, and support, etc.

To enhance the existing instructional program at East Bank Middle School, **Title I 1003(g)** funds **(\$148,200 plus benefits)** will be used for the hiring of **two (2) instructional interventionists** and **one (1) Technology Integration Specialist (TIS)**.

As a previous Title I School, some East Bank Middle School staff will be somewhat familiar with the concept of having instructional interventionists. KCS middle schools and high schools currently do not have the services of interventionists. It is believed that the addition of these two positions at East Bank Middle School will greatly impact instruction and student achievement by allowing for a more individualized focus with students who are struggling academically.

The role of the instructional interventionists will first be to collaboratively identify with staff those students who fall at least one (1) standard deviation below the mastery cut-scores as defined by Westest 2 in reading/language arts and/or mathematics. This will be accomplished through a thorough analysis of Westest 2 data by the instructional interventionist at the beginning of the 2010 – 2011 school year. These individuals will also analyze the corresponding Depth of Knowledge levels associated with specific Westest 2 items through an item analysis.

Based on the above data analysis, the instructional interventionists will collaborate with staff to design and deliver specific interventions and differentiated instruction to the identified students. The delivery of this instruction may occur in a co-teaching environment or in a small group environment.

The instructional interventionists will also be a key person for monitoring student progress through benchmark data such as that obtained through Acuity. These persons will participate in monitoring meetings and Student Assistant Team (SAT) meetings as necessary and appropriate. The instructional interventionists will also participate as members of the professional learning community.

The **TIS** will be responsible for leading the school staff in the use of instructional technology to enhance learning through assessing student learning needs and the information needs of staff. They will have the primary responsibility of collaborating with teachers and other staff to incorporate technology into everyday instruction such as using Acuity benchmark data to identify areas of weaknesses and modify instruction to address those weaknesses. Additionally, they will model the integration of technology into curriculum to staff much as a demonstration

teacher models specific lessons. The TIS will have the responsibility of instructing students and staff in the effective use of technology by insuring that best practices related to technology are incorporated throughout the instructional program. The TIS will also be responsible for evaluating technology-based instructional programs and assuring alignment with the curriculum. The TIS will also participate as a member of the professional learning community.

As with most of the Tier schools located in the eastern part of Kanawha County, the staff of East Bank Middle School recognizes that student attendance is an issue at their school. Therefore, **Title I 1003(g)** funds (\$35,981.53) will be used to support a **.5 Home/School Liaison** (the other portion of this position will be shared with Riverside High School). This individual will be responsible for addressing attendance issues with families through regular contacts such as home visits, telephone calls, letters to parents, etc. They will also act as ‘brokers’ to assist families in locating and procuring community and social services needed by the families. They will collaborate with teachers and other support staff on designing and implementing parent and community involvement activities to encourage parent and community participation within the school. The Home/School Intervention will also be a part of the school’s professional learning communities.

Title I 1003(g) funds will be allocated for **supplemental salaries** (\$62,810.07 including **benefits**) for staff to support five (5) additional days of planning and professional development activities at staffs’ daily rates. These funds are primarily being used as an incentive for staff to **encourage staff retention**. These days may be used by the staff throughout the school year as they deem appropriate. Activities will also be determined by staff and may include additional time for Professional Learning Community meetings and activities, meetings among grade-level teams such as primary grades and intermediate grades, vertical teaming activities, presentations and workshops on research based reading/language arts and mathematics programs, workshops to bring about a greater understanding of key issues such as Depth of Knowledge, Common Core, Growth Evaluation assessment, etc. It will be expected that all such activities funded with these funds with focus on improving student achievement and school improvement as a whole.

Stonewall Jackson Middle School – Year 1 Request \$241,210.73

Unlike the other Tier II middle schools, Stonewall Jackson Middle School will become a Title I Part A school in the 2010 – 2011 school year as their poverty rate is 75.5%. This will greatly assist Stonewall Jackson Middle School with having ample funding and support to provide a variety of school improvement efforts and opportunities for students.

Aside from becoming a Title I Part A school next year, Stonewall Jackson Middle School will continue to benefit from state and local funds as well as **Title II funds**. Stonewall Jackson Middle School benefits from **Title II** funds in the form of support for their Professional Learning Communities. These funds are used to support attendance at three (3) district-wide PLC facilitator trainings per year and to provide materials and supplies for PLC members. Title II funds also support the KCS monthly Leadership Series Professional Development meetings for all principals. Principals participate in vertical teaming activities at these meetings as well as receive training in specific key leadership issues such as drop-out prevention, WV Pre-K, Depth of Knowledge, research-based reading/language arts and mathematics programs and practices, job-alike sessions where principals from the same grade spans meet to discuss relevant issues, etc. Additionally, **Title II funds** are used to support district-wide professional development sessions with key note speakers. During these sessions, schools are asked to

identify key staff within their buildings to participate and relay this information to the remaining staff.

State and local funds are used to provide technical support and assistance to Stonewall Jackson Middle School staff. This assistance is provided through regularly scheduled visits by the KCS Curriculum Specialists and the Assistant Superintendents of Middle School and Curriculum and Instruction. Staff development sessions are also made available to the school staff by the KCS Curriculum Specialists. The Assistant Superintendent of Curriculum and Instruction also provides support to the Stonewall Jackson Middle School Curriculum Assistant Principal through their participation at monthly Curriculum Assistant Principals' (CAP) meetings. State and local funds are also used in the form of personnel to provide additional technical assistance to Stonewall Jackson Middle School through their identification as a 'target school' based on student achievement outcomes. As with all schools, state and local funds are used to support the core instructional program at Stonewall Jackson Middle School including, but not limited to, instructional and support staff, instructional and other necessary materials and supplies, support for their LSIC, technology equipment, supplies, and support, etc.

Beginning next school year, **Title I Part A** funds will be used to support **three Title I instructional interventionists, two Title I teachers, and two Title I transition coaches/mentors**. Funds will also be available for parent/community involvement activities which may include a contracted community liaison, and for professional development activities.

The role of the Title I Part A instructional interventionists will first be to collaboratively identify with staff those students who fall at least one (1) standard deviation below the mastery cut-scores as defined by Westest 2 in reading/language arts and/or mathematics. This will be accomplished through a thorough analysis of Westest 2 data by the instructional interventionist at the beginning of the 2010 – 2011 school year. These individuals will also analyze the corresponding Depth of Knowledge levels associated with specific Westest 2 items through an item analysis.

Based on the above data analysis, the instructional interventionists will collaborate with staff to design and deliver specific interventions and differentiated instruction to the identified students. The delivery of this instruction may occur in a co-teaching environment or in a small group environment.

The instructional interventionists will also be a key person for monitoring student progress through benchmark data such as that obtained through Acuity. These persons will participate in monitoring meetings and Student Assistant Team (SAT) meetings as necessary and appropriate. The instructional interventionists will also participate as members of the professional learning community.

The role of the Title I Part A transition coaches/mentors is a very unique one that focuses on vertical alignment of curriculum and instruction for at-risk students. Adopted from a model that is being piloted during the second semester of the current school year between Stonewall Jackson Middle School, Horace Mann Middle School, and Capital High School, Stonewall Jackson Middle School plans to utilize one of these positions to focus on rising 9th grade students (current 8th grade students) who have been identified as at-risk academically (at least 1 standard deviation below the cut-score for mastery as based on the Westest 2 or who scored in

the middle to upper partial mastery cut-score ranges for reading/language arts and/or math) or are socially or emotionally at-risk of dropping out of school.

The plan is that during the first semester of the 2010 – 2011 school year, these students will receive intensive instruction and social/emotional support from the Title I instructional interventionists, the Title I teachers, and the Title I transition coach/mentor to prepare them for the inevitable transition to high school. Then, at the beginning of the second semester of the 2011 school year, these students will actually transition to Capital High School as early 9th graders. This will give them an early opportunity to experience the demands of high school, both from an academic and a social perspective. The transition coach/mentor will be assigned to Capital High School to remain with these students until the end of the school year.

Conversely, the other Title I Transition Coach/Mentor will focus on the opposite end of vertical alignment. This position will work with the six (6) Title I Elementary Schools that feed into Stonewall Jackson (Westside, Grandview, Piedmont, Robins, Ruffner, and Watts) focusing identified academically at-risk rising 6th graders (5th graders in the 2010 – 2011 school year). This person will work with the staff and principals of each of these schools to identify these students, coordinate instructional efforts that are vertically aligned to the middle school program, and mentor these students as rising 6th graders.

To further support this transition initiative, **Title I 1003(g)** funds (\$49,400 plus benefits) will be used to employ an additional **Title I math teacher** for a total of 8 Title I Instructional Interventions and teachers. The instructional interventionists and the teachers will be placed at Stonewall Jackson Middle School full-time to provide support to all students while the transition coaches/mentors will work within the feeder schools from a base at Stonewall Jackson Middle School. All positions will fully participate in Stonewall Jackson's professional learning communities.

To provide further opportunities for learning, \$53,000 from **Title I 1003(g)** funds will be allocated to purchase student and teacher computers so that technology availability to students can be expanded. Stonewall Jackson currently has a Technology Integration Specialist that will oversee this expansion and incorporate this into the existing infrastructure.

Another \$37,686.04 of **Title I 1003(g)** funds will be allocated to provide an intensive summer program as part of extending the learning opportunities for students. This summer program, which will be held in the 2011 summer, is intended to look at the possibility of moving Stonewall Jackson Middle School from a traditional calendar to a year-round calendar.

Staff providing instruction during the summer program will be expected to meet the Highly Qualified requirements of *No Child Left Behind*. Curricular activities will be a continuation of curriculum currently taught at Stonewall Jackson Middle School.

Title I 1003(g) funds will also be allocated for **supplemental salaries** (\$78,512.59 including benefits) for staff to support five (5) additional days of planning and professional development activities at staffs' daily rates. These funds are primarily being used as an incentive for staff to **encourage staff retention**. These days may be used by the staff throughout the school year as they deem appropriate. Activities will also be determined by staff and may include additional time for Professional Learning Community meetings and activities, meetings among grade-level teams such as primary grades and intermediate grades, vertical teaming activities, presentations and workshops on research based reading/language arts and mathematics

programs, workshops to bring about a greater understanding of key issues such as Depth of Knowledge, Common Core, Growth Evaluation assessment, etc. It will be expected that all such activities funded with these funds with focus on improving student achievement and school improvement as a whole.

Riverside High School – Year 1 Request \$478,194.93

Like the Tier II Middle Schools, Riverside High School is currently not a Title I school and therefore receives no additional support from Title I funds. Like all Kanawha County schools, Riverside High School also benefits from state and local funds as well as **Title II funds**. Riverside High School benefits from **Title II** funds in the form of support for their Professional Learning Communities. These funds are used to support attendance at three (3) district-wide PLC facilitator trainings per year and to provide materials and supplies for PLC members. Title II funds also support the KCS monthly Leadership Series Professional Development meetings for all principals. Principals participate in vertical teaming activities at these meetings as well as receive training in specific key leadership issues such as drop-out prevention, WV Pre-K, Depth of Knowledge, research-based reading/language arts and mathematics programs and practices, job-alike sessions where principals from the same grade spans meet to discuss relevant issues, etc. Additionally, **Title II funds** are used to support district-wide professional development sessions with key note speakers. During these sessions, schools are asked to identify key staff within their buildings to participate and relay this information to the remaining staff.

State and local funds are used to provide technical support and assistance to Riverside High School staff. This assistance is provided through regularly scheduled visits by the KCS Curriculum Specialists and the Assistant Superintendents of Secondary School and Curriculum and Instruction. Staff development sessions are also made available to the school staff by the KCS Curriculum Specialists. The Assistant Superintendent of Curriculum and Instruction also provides support to the Riverside High School Curriculum Assistant Principal through their participation at monthly Curriculum Assistant Principals' (CAP) meetings. State and local funds are also used in the form of personnel to provide additional technical assistance to Riverside High School through their identification as a 'target school' based on their graduation rate. As with all schools, state and local funds are used to support the core instructional program at Riverside High School including, but not limited to, instructional and support staff, instructional and other necessary materials and supplies, support for their LSIC, technology equipment, supplies, and support, etc.

To enhance the existing instructional program at Riverside High School, **Title I 1003(g) funds (\$98,800 plus benefits)** will be used for the hiring of **two (2) instructional interventionists**. KCS middle schools and high schools currently do not have the services of interventionists. It is believed that the addition of these two positions at Riverside High School will positively impact instruction and student achievement by allowing for a more individualized focus with students who are struggling academically.

The role of the instructional interventionists will first be to collaboratively identify with staff those students who fall at least one (1) standard deviation below the mastery cut-scores as defined by Westest 2 in reading/language arts and/or mathematics. This will be accomplished through a thorough analysis of Westest 2 data by the instructional interventionist at the beginning of the 2010 – 2011 school year. These individuals will also analyze the

corresponding Depth of Knowledge levels associated with specific Westest 2 items through an item analysis.

Based on the above data analysis, the instructional interventionists will collaborate with staff to design and deliver specific interventions and differentiated instruction to the identified students. The delivery of this instruction may occur in a co-teaching environment or in a small group environment. They will also play a key part in promoting vertical teaming since they will work with students across all grade levels.

The instructional interventionists will also be a primary person for monitoring student progress through benchmark data such as that obtained through Acuity. These persons will participate in monitoring meetings and Student Assistant Team (SAT) meetings as necessary and appropriate. The instructional interventionists will also participate as members of the professional learning community.

As with most of the Tier schools located in the eastern part of Kanawha County, the staff of Riverside High School recognizes that student attendance is an issue at their school. Therefore, **Title I 1003(g)** funds (\$35,981.53) will be used to support a **.5 Home/School Liaison** (the other portion of this position will be shared with East Bank Middle School). This individual will be responsible for addressing attendance issues with families through regular contacts such as home visits, telephone calls, letters to parents, etc. They will also act as 'brokers' to assist families in locating and procuring community and social services needed by the families. They will collaborate with teachers and other support staff on designing and implementing parent and community involvement activities to encourage parent and community participation within the school. The Home/School Intervention will also be a part of the school's professional learning communities.

Title I 1003(g) funds in the amount of \$7,437.00 plus benefits will be allocated for substitute personnel to allow teachers to participate in data analysis and student monitoring meetings. **State and local funds** will also be utilized to support these activities.

Title I 1003(g) funds have also been allocated for **supplemental salaries** (\$157,025.18 including benefits) for staff to support five (5) additional days of planning and professional development activities at staffs' daily rates. These funds are primarily being used as an incentive for staff to **encourage staff retention**. These days may be used by the staff throughout the school year as they deem appropriate. Activities will also be determined by staff and may include additional time for Professional Learning Community meetings and activities, meetings among grade-level teams such as primary grades and intermediate grades, vertical teaming activities, presentations and workshops on research based reading/language arts and mathematics programs, workshops to bring about a greater understanding of key issues such as Depth of Knowledge, Common Core, Growth Evaluation assessment, etc. It will be expected that all such activities funded with these funds with focus on improving student achievement and school improvement as a whole.

Riverside High School will also partner with the Flippen Group, an approved external provider, to train staff on the Capturing Kids Hearts program. **1003(g) funds** in the amount of \$43,600 will be used to pay for a consultant to provide 3 days of skill-driven, participatory professional development to Riverside's staff. An additional \$39,000 plus benefits will be used to provide substitute coverage for the three day training while \$5,000 has been budgeted for facility rental to host the training sessions. A detailed description of the program may be found in Part 3 of

the section entitled ‘Provide Operating Flexibility and Sustained Support’ and Appendix F of this document.

Riverside High School staff identified several root causes for their failure to meet the state’s graduation requirement that they feel a program such as Capturing Kids Hearts can address. Included among these root causes were high staff turnover, lack of parental support, varieties of instructional strategies are not being incorporated by teachers, high incidences of drug, tobacco, and alcohol use and teenage pregnancies among students, and the high number of drop-outs contributing to the low graduation rate. WVSSOS members identified a lack of group processing to work with drop-outs as well as recognizing that attendance is an issue at Riverside.

The process for the initial implementation of Capturing Kids Hearts will be provided through professional development. Consultants from the Flippen Group will provide 3 days of training to all Riverside High School teachers. All materials needed to implement the program will be provided as part of the initial cost. This training will occur during the 2010-2011 school year. Teachers will participate in skill-driven, participatory sessions where they will learn and model the practices that they will use with their students. Follow-up sessions are available to monitor the program’s implementation.

Tier III Cedar Grove Elementary – Year 1 Request \$61,991.62

As the only Title I 1003(g) Tier III school in Kanawha County, Cedar Grove has identified a need for a transformational program that will overlay the instructional foundations within the school supported by **Title I Part A and 1003(a) SIG**. Therefore, Cedar Grove Elementary has determined that they will use a portion of their 1003(g) funds to partner with Riverside High School and the Flippen Group to implement the Capturing Kids Hearts Program. To implement this program, Cedar Grove Elementary has budgeted **\$21,800** for consultant fees and travel, **\$15,600 plus benefits** to provide substitute coverage for staff attending the 3-day training sessions, and **\$1,438.49** for facility rental to host the conference.

Cedar Grove Elementary School has identified needs that include parent and community involvement, a disconnect between the primary and intermediate staffs, the impact of being a recently reconfigured school (from K-8 to pre-K 8), and the change in administrators over the past year. Discipline infractions have also risen from the previous year from a total of 157 in 2008-09 to 253 to date in 2009-10.

The process for the initial implementation of Capturing Kids Hearts will be provided through professional development. Consultants from the Flippen Group will provide 3 days of training to all teachers. All materials needed to implement the program will be provided as part of the initial cost. This training will occur during the 2010-2011 school year. Teachers will participate in skill-driven, participatory sessions where they will learn and model the practices that they will use with their students. Follow-up sessions are available to monitor the program’s implementation.

Additional **1003(g) funds** have been budgeted to provide for **2 extra days of professional development** for staff outside of the regular contract period at daily rate in the amount **\$15,300**

plus benefits as an incentive to staff. These days may be utilized at anytime within the school year as determined by staff. Also, \$2,800 plus benefits has been budgeted to provide substitute coverage for staff to participate in student data analysis meetings.

Cedar Grove Elementary School will continue to utilize other available funds such as **Title I, Title II, and state and local funds** to support activities including the employment of Title I instructional staff to provide interventions for struggling students, parent and community involvement activities, additional professional development through professional learning communities, attendance at district-wide meetings and professional development sessions, and by supplementing the core instructional program.

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

The LEA assures that it will:

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

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

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

- Extending the period of availability of school improvement funds. **This is for each KCS Tier School.**
- "Starting over" in the school improvement timeline for Tier I or Tier II schools implementing a turnaround or restart model. **Not applicable to KCS.**

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

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

Appendix A

Letter Of Intent and WVDE Ratings

Appendix B

LSIC Tier School Meeting

Appendix C

Agreements From Principals

Appendix D

*KCS Board of Education
Special Session Including
Principals' Job Descriptions*

Appendix E

A.B. Combs Elementary School Leadership Model

Appendix F

Capturing Kids Hearts™ Research Base

Appendix G

WVDE External Provider Acceptance Letter - The Flippen Group