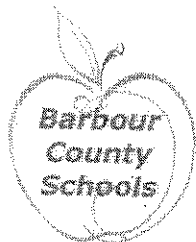


Rec'd 4/9/2010

✓+



105 South Railroad Street  
Philippi, WV 26416

**COMMITTED TO LEARNING FOR ALL**

DeEdra Lundeen, Ed.D.  
Superintendent  
Phone: (304) 457-3030  
Fax: (304) 457-3559

April 1, 2010

Ms. Jan Stanley, Assistant Director  
West Virginia Department of Education  
1600 Kanawha Blvd. E. Room 330  
Charleston, WV 25305

**Re: 2010 SIG Grant Letter of Intent -- Barbour County Schools**

Ms. Stanley:

On behalf of the Barbour County Schools' Board of Education, please know that it is Barbour County's Schools' intent to apply for a 1003(g) School Improvement Grant (SIG) in support of Philippi Elementary School. Please accept this letter of intent, along with the enclosed required application documentation.

If you have questions or concerns in this matter, or require further information, please do not hesitate to contact me or Mr. Jack Reger, Barbour County Schools' Title I Director.

Sincerely,

DeEdra Lundeen, Ed.D.  
Superintendent  
Barbour County Schools

Enc.

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**Part A: School Identity:**

LEA Name NCES ID #	School Name	NCES ID #	Tier I	Tier II	Tier III
Barbour 5400030	Philippi Elementary School 2 <sup>nd</sup> Year of Improvement-SES	540003000009			√

Barbour County Schools is committed to using the 1003(g) funds to turn around Philippi Elementary School from a persistently low achieving school to a high achieving school by raising student achievement in reading and mathematics. Philippi Elementary is identified as a Tier III school under 1003(g). The focus of the improvement grant will be to address the following areas:

- Teacher/Leader Effectiveness
- Community Oriented School
- Instructional Learning Time

**Part B: School Intervention Model:**

Philippi Elementary has been identified as a Tier III school. Under the requirements of the grant, Philippi Elementary is not required to select a specific model. However, as directed by the West Virginia Department of Education, several components of the Transformation Model will be utilized to address the root causes identified in the needs assessment.

**Part C: Needs Assessment and Root Causes:**

**Overview of AYP Data:**

Philippi Elementary School has failed to achieve Adequate Yearly Progress (AYP) for the past three years (2006-07 through 2008-09). The school is currently in its second year of School Improvement and, under No Child Left Behind (NCLB) standards, is required to offer Supplemental Educational Services.

Trend data over the three-year period indicates that students in the Low SES subgroup are not attaining AYP levels in the areas of reading/language arts and mathematics. The most recent WESTEST2/APTA assessment data (2008-09) shows that the Low SES subgroup is performing significantly below both county and state levels in both RLA and Math. Proficiency percentages in reading language arts were: school 37.8%, county 48.0% and state 52.7%. The respective proficiency percentages in mathematics were: school 34.2%, county 45.1% and state 50.3%.

Students at Philippi Elementary School in the all students (AS) and racial/ethnicity white (W) subgroups have achieved AYP in reading/language arts and mathematics during the past three years, with the exception of the AS group failing to make AYP in math two years ago (2007-08). However, in all other AS and W measurements during the three-year window, the school achieved AYP in RLA and Math only by application of confidence interval/averaging.

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Because the special education (SE) subgroup includes fewer than fifty (50) students, it is not included in the accountability reports. It should be noted, however, that students in the Philippi Elementary SE subgroup scored far below their peers across the state in proficiency percentage levels for both reading/language arts and mathematics according to the most recent assessment data.

Beyond the subgroup categorical findings, Adequate Yearly Progress (AYP) information by grade level reveals other important findings. Current data, from the 2008-09 school year, reflects low mastery level results in both reading/language arts and mathematics at all three levels assessed: Grade 3 – 38.78% proficient in RLA and 53.06% proficient in math; Grade 4 – 29.17% proficient in RLA and 43.75% proficient in math; Grade 5 – 33.33% proficient in RLA and 35.08% proficient in math.

The most recent on-line writing assessment results for Philippi Elementary School (2009) show the percentages of students at or above mastery in writing skills for the tested grade levels as follows: 61 percent at grade three; 56 percent at grade four; and 44 percent at grade five.

During the 2008-09 state assessment (WESTEST2), 100% of the students in grades 3-5 at Philippi Elementary School participated in the reading/language arts and mathematics testing. All subgroups, therefore, also participated at a 100% rate.

The number of required instructional days at Philippi Elementary School for students in grades pre-kindergarten through five is 180. The minimal number of instructional minutes per day is 330. Therefore, the number of required minutes per school year is 59,400 (180 x 330).

**External Trend Data:**

Historically, the poverty rate in Barbour County has exceeded that of the State of West Virginia. Results of the 2009 second month report indicate a poverty rate of 64.42 percent at Philippi Elementary compared to 61.27 percent within the district. This is 12.44 percent above the state average of 51.98 percent. Compared to other counties throughout the state, Barbour County reports a median income for all households of \$28,933 (adjusted to 2005 dollars). This figure is 20.1 percent lower than the median income of the state of West Virginia, which is \$34,744, and is 69.8 percent lower than the median for the rest of the nation, which is \$49,133. The local unemployment rate as of December 2009 is 10.4 percent. The damaging effects of poverty have been well-documented, with studies showing that childhood poverty is highly correlated with poor academic performance and student proficiency in reading and mathematics.

Another key factor impacting student performance at Philippi Elementary School is the achievement level of parents within the school district. Based on the most recent data, 72.7 percent of adults have completed high school while 27.3 percent report not graduating from high school. Census data indicates that 44 percent of mothers have graduated from high school, while another 12.4 (53/413) percent have completed a college degree. In all, 11.8 percent of the 15,788 residents of Barbour County have attained a bachelors degree or higher.

The population of Barbour County has grown by 1.4 percent since the 2000 census. However, the student population has decreased by 13 percent during the same time frame. The United States Census Bureau estimates a median age in Barbour County to be 40.3 years old. The 2000 Census indicated a median age of 38.8 years. Although the numbers reflect a growing population in Barbour County, the decline in student population and increasing median age demonstrate that the growth is due to retirees moving to the area. The economic impact on Barbour County Schools is substantial due to the fact that state aid and local revenues are

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decreasing and resources are becoming more limited in addressing the educational needs of students.

The mobility rate of students is very high at Philippi Elementary. In the most recent eight months, from August 2009 to March 2010, the school has experienced a mobility rate (Number of Late Entries + Withdrawals / Average Daily Membership) of 12.8 percent. Studies indicate that students who are mobile experience a range of problems such as lower proficiency levels in reading and math, behavioral issues and greater risk for dropping out of school.

Substance abuse in the community is another issue impacting student achievement. Treatment centers report that adults receiving therapy for substance abuse is 2.85 per 1000 residents, while students receiving treatment for substance abuse is 11.30 per 1000 eighth and eleventh graders. Additionally, of all adults receiving such treatment, 78.85 percent receive treatment for alcohol abuse. Locally, 27.40 percent of youth report using alcohol, while 18 percent of youth report to have participated in binge drinking.

Barbour County Schools is in the process of applying for Universal Pre-Kindergarten recognition. Currently, 87 percent of four-year olds in the district are attending pre-kindergarten. Barbour County has eight pre-kindergarten centers with an enrollment of approximately 142.

**Student Achievement Data:**

The percentages of students at or above each performance level on the 2008-09 state assessments in reading/language arts and math are indicated in the charts below. Also included are the average scale scores by grade for the "all students group," each performance level and each subgroup at Philippi Elementary School. As demonstrated on these charts, PES student proficiency levels at all three grades and within all subgroups fall well short of West Virginia's state proficiency levels:

Grade 3				
Groups	Math Prof.	Scale Score	RLA Prof.	Scale Score
State	66	569	65	424
All (AS)	55	558	51	404
SES	50	557	50	403
Sp. Ed.	38	542	31	352

Grade 4				
Groups	Math Prof.	Scale Score	RLA Prof.	Scale Score
State	64	580	64	437
All (AS)	46	562	52	427
SES	32	548	37	411
Sp. Ed.	25	542	25	388

Grade 5				
Groups	Math Prof.	Scale Score	RLA Prof.	Scale Score
State	62	598	65	444
All (AS)	38	566	40	411
SES	26	554	31	403
Sp. Ed.	0	548	0	324

Comparative data analyses for all subgroups within this collection of results reveal several significant gaps. First, the greatest differences between the state and school proficiency levels in both RLA and math clearly occurred at grade five. Next, the gaps

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between the AS and the SES proficiency levels range from five (5) to fourteen (14) percentage points. Even more pronounced are the gaps between the AS and special education subgroups, where the differences vary from 17 to 38 percentage points. The respective scale scores are also reflective of these wide disparities.

Although not included in data used to determine AYP status, WESTEST2 scores in the areas of science and social studies are also indicative of the academic challenges facing the PES administration and staff. Scores in both of these areas are well below the county and state achievement levels. Proficiency percentages for all students in 2008-09 in science were: school 29%, county 44% and state 53%. The respective proficiency percentages in social studies were: school 35%, county 46% and state 56%. The same pattern also exists at all grade levels from 3 – 5.

Because Philippi Elementary School has not served any LEP students for the past three years, no data is available in this category.

A total of seven (7) classes at Philippi Elementary School are utilizing the Acuity learning-based assessment program for mathematics in grades 3-5. These include two (2) classes in third grade, three (3) in fourth grade, and two (2) in fifth grade. It should be noted that Barbour County Schools uses DIBELS and other instruments for its formative reading assessments as part of the district's major five-year reading initiative. The first two sets of Acuity benchmark results in mathematics during 2009-10 are reflected on the following chart. The figures indicate percentages of students who scored at or above the 50<sup>th</sup> percentile. County results (BCS) at each level are provided for comparative purposes:

	PES Grade 3	BCS Grade 3	PES Grade 4	BCS Grade 4	PES Grade 5	BCS Grade 5
Benchmark 1	59	54	61	65	65	63
Benchmark 2	51	53	44	47	49	54

While the Acuity assessment program is used by Philippi Elementary School for mathematics, reading benchmarks are derived from The Dynamic Indicators of Basic Early Literacy Skills (DIBELS). This set of measures is administered to students in grades kindergarten through five at the beginning (BOY), middle (MOY) and end (EOY) of the school year. Analysis of the 2009-10 DIBELS data for PES shows a generally positive trend school wide. Kindergarten students have demonstrated strong positive growth from BOY to MOY, while grades 2, 3 and 4 have shown moderate improvements. Grade five results are basically static to date, while first grade continues a recent trend of negative results at MOY. A comprehensive, color-coded summary of the 2009-10 DIBELS data for Philippi Elementary School is provided in Appendix A at the conclusion of this document. Additionally, a calendar of all county assessments planned for 2009-10 is provided in Appendix B.

A total of eighteen (18) teachers in eighteen (18) classrooms at Philippi Elementary School are presently utilizing Writing Road Map 2.0. According to the most recent individual school usage report from the West Virginia Department of Education, 425 of 780 assignments had been completed as of March 1, 2010.

All teachers in grades kindergarten through five at Philippi Elementary School have initiated techSteps projects for their students to complete. Few of the projects have been scored to date because they are still in varying stages of completion. Final data for techSteps is expected to be available in May, 2010.

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Barbour County Schools implemented standards based report Cards in 2008. The report cards differ from grade to grade. A sample for each grade level is attached in Appendix F. An analysis for the third grading period was completed for this project. The amount of data provided by the report cards makes it very difficult to report on grade distribution by teacher and grade. A computerized grading program is much needed to provide useable and timely information on student progress.

**Other Student Outcome Data:**

Philippi Elementary School has an enrollment of 412 students in grades pre-kindergarten through five. The average daily membership is 413 students, while the average daily attendance is 383 students (not based on accountability data). The average daily attendance rate is 92.9 percent. Attendance records indicate that 31 percent of all students (AS) have ten (10) or more absences; 36 percent of special education (SE) students have ten (10) or more absences and 37 percent of Low SES students have ten (10) or more absences. Although these numbers may seem large, they reflect an average decrease in each category of 22 percent from 2008-09. (See Appendix C)

During the 2008-09 school year, thirty (30) students dropped out of school in Barbour County. Twelve (12) of these students had attended Philippi Elementary School, which accounts for forty percent (40%) of those who dropped out in the district. (See Appendix D) This data reinforces the need to identify at-risk students as early as possible for intervention and to address their learning needs.

The retention rate at Philippi Elementary was 0.852 percent during the 2008-09 school year. For the 2009-10 school year, no students are being considered for retention.

According to the West Virginia Education Information System (WVEIS), fifty-two (52) disciplinary referrals have been recorded to date in 2009-10. This total is comprised of actions in the following areas: fifteen (15) bus suspensions, twenty (20) exclusions, ten (10) in-school suspensions and seven (7) out-of-school suspensions. Disruptive student behavior accounts for 95 percent (95%) of the disciplinary referrals at the school. Some 75 percent (75%) of the discipline issues occur in grades three through five, with fifth grade violations accounting for the majority of disciplinary referrals made at the school.

**Analysis of Culture, conditions and practice:**

Philippi Elementary School has one full-time administrator, Constance Mundy. Mrs. Mundy is in her second year of placement and is fully certified for the position. She has attended the 21<sup>st</sup> Century Teacher Leadership Academy as well as the West Virginia Principals' Academy. The principal has earned two Master of Arts degrees: one in Early Intervention and the other is in Educational Leadership Studies. This is her third year of service as a district administrator. During Mrs. Mundy's first year as principal, Philippi Elementary School was under Temporary Accreditation status and went through a review by the Office of Education Performance Audits. As a result of Mrs. Mundy's leadership, Philippi Elementary received Conditional Accreditation in 2008-09, and her effectiveness was recognized in the Follow-Up Conclusions portion of the Final Education Performance Audit Report:

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“Philippi Elementary School has a new principal this year. The new principal has brought new ideas and new ways of doing things to the school. Major changes have been made in the organization and operation of the school that have already or soon should correct all the deficiencies cited by the OEPA Audit Team. All members of the school staff interviewed by the Follow-up Team were supportive of the changes at the school and felt the changes would improve classroom instruction and student achievement this year and in years to come. It appears Philippi Elementary School and Barbour County now have the capacity to bring substantial improvements to student achievement at Philippi Elementary School.”

Mrs. Mundy has achieved this success through proactive leadership. She is engaged with the staff through collaborative grade level teams that meet regularly to discuss strategies for improvement and to make data-driven decisions.

A major concern at the school is the lack of meaningful parent training and support. The school shares a guidance counselor with three other schools (0.25 FTE) and receives an inadequate level of services for students. Although a social worker is available, Philippi Elementary School must share these services with six other schools. Parent training during the school day is limited due to the number of students requiring Tier II and Tier III interventions. This major shortcoming is recognized and needs to be addressed.

Parent involvement must also be strengthened at the school. Parents are afforded the opportunity to volunteer, provided they go through mandatory training through the central office. Meaningful activities for parents are lacking and have not been a major priority for the school in recent years. However, Philippi Elementary School has made efforts to communicate effectively with the total school community through newsletters, Parent-Link, the school website and the local newspaper.

Philippi Elementary School is in the process of instituting major instructional changes. The staff has had some fundamental training in standards-based instructional practices, but is in need of rigorous, ongoing, job-embedded professional development in this area. Also, the staff is in the early stages of utilizing formative assessments in its instruction, especially in the area of reading, but recognizes the need to become more proficient in differentiated instruction. Also, the staff will need additional training in the area of standards-based instruction because the district will soon be adopting a standards-based mathematics program.

The implementation of technology is evident at Philippi Elementary School. Recent 1003(a) and 1003(g) grants received through Title I have provided the necessary resources to give teachers and students access to technology. The hiring of a Technology Integration Specialist (TIS) has been invaluable as the instructional staff seeks to further incorporate technology into the curriculum and instruction.

The staff at Philippi Elementary School is in compliance with Section 1119 of the No Child Left Behind Act. The staff is composed of nineteen (19) core content teachers, three (3) Title I teachers, three (3) special education teachers, seven (7) instructional aides, and three (3) related arts teachers. The PES support staff includes two (2) custodians, one (1) secretary and two (2) cooks.

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The focus of professional development at Philippi Elementary School has primarily centered on reading and technology. Although much progress has been made in these areas, professional development needs to continue to reinforce and expand teacher comprehension and skills. Areas that have been identified for immediate and long-term attention include standards based mathematics instruction, RTI in mathematics, and working with parents and children in poverty.

The average daily attendance rate for teachers at PES stands at 93.3 percent.

**Root Causes:**

Curriculum and Resources:

- The current mathematics adoption is both traditional and inquiry-based. Teachers are therefore limited in their pedagogy and have maintained the traditional approach to instruction. Consequently, too many students are not reaching proficiency in mathematics, as evidenced by statewide assessment data.
- Inadequate access to researched-based interventions and materials limits the scope and amount of resources available to classroom teachers and interventionists.

Schedule and classroom:

- Extended day and extended year programs are not available for students needing remediation and reinforcement in the Content Standards and Objectives.
- The absence of a formal advisor/advisee program allows marginal and low achieving students to feel disenfranchised and unable to fully benefit from the total school experience.

Administrator and Teachers:

- Recent and current data demonstrates that, due to the intensive needs of students in reading/language arts and mathematics, there is a lack of adequate staff to provide the interventions necessary to meet individual and small group needs of students who are not mastering the Content Standards and Objectives.
- Results of the comprehensive analysis of school AYP data, external trend data, student achievement data, other outcome data and an analysis of school culture, conditions and practices data reveal a strong need for comprehensive professional development in the following areas:
  - Reading /Language Arts and Mathematics Response to Intervention (RTI).
  - Differentiated Instruction.
  - Standards-Based Learning.
  - Working with Parents.
  - Understanding poverty and other cultural influences and their effects on student achievement.

Students and Parental Involvement:

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- Community poverty/unemployment.
- Shifting demographics, e.g., exodus of the coal and related industries, low income housing availability, etc.
- Educational levels of parents, particularly mothers.
- High student mobility levels.

**Intervention Model:**

The following interventions will be employed to turn around Philippi Elementary School, making it a high achieving school. Barbour County Schools will:

- Use rigorous, transparent and equitable evaluation systems for teachers and principals that:
  - Take into account data on student growth as significant factors, as well as other issues such as multiple observation-based assessments of performance and ongoing collections of professional practice that are reflective of student achievement and increased high school graduation rates, and
  - Are designed and developed with teacher and principal involvement.
- Identify and reward school leaders and teachers who have increased student achievement.
- Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with the school staff to ensure that they are equipped to facilitate effective teaching and learning, and have the capacity to successfully implement school reform strategies.
- 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.
- Promote the continuous use of student data (such as formative, interim and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
- Establish schedules and implement strategies that provide increased learning time: (extended day, summer school, etc.)
- Provide appropriate social-emotional and community-oriented services and supports for students.
- Implement a school wide "RTI Model."
- Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment, and to ensure that LEP students acquire language skills to master academic content.
- Use and integrate technology-based supports and interventions as part of the instructional program.
- Provide ongoing mechanisms for family and community engagement.

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**District Capacity Index:**

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

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

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Criteria	Poor 1 point	Satisfactory 2 points	Commendable 3 points	Points Earned
School Leadership Team	School leadership team members are identified on the district and school level, but little evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been met.	School leadership team members are identified on the district and school level and evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been met.	School leadership team members are identified on the district and school level and include a wide range of stakeholders (e.g., parents; representatives of institutions of higher education; representatives of RESA or representatives of outside consultant groups) Evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been exceeded.	<b>3</b>
			Total Points	<b>22</b>

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

**Attach documentation or evidence for the above information.**

See Appendix E for documentation for district capacity index information.

**Part D: Not Applicable to Philippi Elementary School.**

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**Part E: Budget**

**Preliminary Budget Form Template**

**District Name: BARBOUR COUNTY**

School Name by Tier	Intervention Models: Select the model that will be implemented in each Tier I and Tier II school.			
	Turnaround	Restart	Closure	Transformation
Tier I School:				
Tier II Schools:				
Tier III Schools:	Not applicable to Tier III schools.			
<b>Philippi Elementary School</b>				

School Name: <b>Philippi Elementary</b>		Tier III			
Selected School Improvement Strategies		Year 1	Year 2	Year 3	Total
<b>A. Develop teacher and school leader effectiveness</b>					
1. Use rigorous, transparent and equitable evaluation systems that take into account data on student growth. <ul style="list-style-type: none"> <li>• Professional Development and Workshops.</li> </ul>	15,000	15,000	15,000	45,000	
2. Identify and reward school leaders, teachers and other staff who have increased student achievement. <ul style="list-style-type: none"> <li>• Dependent on WV legislation.</li> </ul>	35,000	35,000	35,000	105,000	
3. Provide high quality, job-embedded professional development. <ul style="list-style-type: none"> <li>• Reading/Language Arts Initiative.</li> <li>• Mathematics Initiative.</li> </ul>	175,000	175,000	175,000	525,000	
4. Other permissible activities as defined in the regulations ( <b>specify activities</b> ): <ul style="list-style-type: none"> <li>• Reading/Math Interventionists (3)</li> </ul>	240,000	240,000	240,000	720,000	
<b>Section Subtotal:</b>		<b>465,000</b>	<b>465,000</b>	<b>465,000</b>	<b>1,395,000</b>
<b>B. Comprehensive instructional reform programs</b>					
1. 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. <ul style="list-style-type: none"> <li>• Resources/materials for math adoption.</li> <li>• Software.</li> </ul>	50,000	50,000	50,000	150,000	
2. Promote the continuous use of student data to inform and differentiate instruction. <ul style="list-style-type: none"> <li>• After school PLCs</li> </ul>	115,000	30,000	30,000	175,000	

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<ul style="list-style-type: none"> <li>• Teacher Laptops</li> <li>• Grade Quick</li> <li>• White Boards</li> </ul>				
3. Other permissible activities as defined in the regulations ( <b>specify activities</b> ): <ul style="list-style-type: none"> <li>• Implement a school-wide RTI model for mathematics.</li> <li>• Implement a school-wide RTI model for reading/language arts.</li> <li>• Intelliboards</li> </ul>	25,000	25,000	25,000	75,000
<b>Section Subtotal:</b>	190,000	105,000	105,000	400,000
<b>C. Increasing learning time and creating community-oriented schools</b>				
1. Establish schedules and strategies that provide increased learning time as defined by ED and create community-oriented schools. <ul style="list-style-type: none"> <li>• After School Tutoring (34 wks x 4 days)</li> <li>• Summer School (4 Weeks / 20 days).</li> </ul>	120,000	120,000	120,000	330,000
2. Provide ongoing mechanisms for family and community engagement. <ul style="list-style-type: none"> <li>• Home-School Coordinator.</li> <li>• Edline</li> </ul>	95,000	95,000	95,000	285,000
3. Other permissible activities as defined in the regulations ( <b>specify activities</b> ): <ul style="list-style-type: none"> <li>• Partner with the Kid Reach Program for afterschool instruction.</li> </ul>	10,000	10,000	10,000	30,000
<b>Section Subtotal:</b>	225,000	225,000	225,000	675,000
<b>D. Provide operating flexibility and sustained support</b>				
1. Give schools operating flexibility to implement fully a comprehensive approach.				
2. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA and/or the SEA.	30,000	30,000	30,000	90,000
3. Other permissible activities as defined in the regulations ( <b>specify activities</b> )				
<b>Section Subtotal:</b>	30,000			
<b>Total for Transformation Model:</b>	910,000	795,000	795,000	2,500,000