



GRANT COUNTY PUBLIC SCHOOLS

OFFICE OF THE SUPERINTENDENT

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1003(g) School Improvement Grant Letter of Intent

April 12, 2010

Ms. Jan Stanley, State Title I Director
West Virginia Department of Education
1900 Kanawha Blvd., East
Charleston, WV 25305

Dear Ms. Stanley:

This letter is submitted to confirm Grant County School's intent to apply for a School Improvement Grant (SIG) project at Petersburg Elementary School.

Petersburg Elementary School is a Tier III school which has not made adequate yearly progress. It is in year two of restructuring. They have implemented many improvement strategies in an effort to improve the scores of their Students with Disabilities as well as all other students. Among the changes they have made over the years are extending the school day, employing a Technology Integration Specialist, installing data projectors and Mimeos in all classrooms, developing Professional Learning Communities (PLC), employing a reading consultant to provide professional development to staff, holding summer academies for teachers, hiring a part-time reading interventionist, and participating in a series of math webinars and a math PLC.

If funded for the SIG project, Petersburg Elementary will be able to hire an outside consultant to work with the special education teachers and other teachers who have special education students in their classrooms to provide modeling, coaching, and professional development. The consultant will also be able to monitor the implementation of provided professional development.

The county contact person for this project will be our Title I Director, Alice Ann Guyon. She can be reached at aguyon@access.k12.wv.us.

Sincerely,

A handwritten signature in black ink that reads "John T. Mattern". The signature is written in a cursive style.

Mr. Ted Mattern
Superintendent

Preliminary Budget Form Template

District Name: Grant 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.			
Petersburg Elementary School				

Complete a separate table for each Tier I or Tier II school. Estimate the amount of funds required to implement the intervention model selected for each school.

School Name:	Tier:			
Turnaround Model	Year 1	Year 2	Year 3	Total
Replace the principal				
Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment				
Screen all existing staff and rehire no more than 50 percent of existing staff				
Select new staff				
Implement strategies to recruit, place and retrain staff				
Provide high quality, job-embedded professional development				
Adopt a new governance structure				
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 continuous use of student data to inform and differentiate instruction				
Establish schedules and implement strategies to increase learning time				
Provide appropriate social-emotional and community-oriented supports for students				
Additional options (specify activities) Any of the required and permissible activities under the transformation model or a new school model (e.g., themed, dual language academy)				
Total:				

Restart Model	Year 1	Year 2	Year 3	Total
Convert or close school and reopen under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process.				
Enroll, within the grades it serves, any former student who wishes to attend the school.				
Total:				
School Closure Model	Year 1	Year 2	Year 3	Total
Close the school		n/a	n/a	
Enroll the students in other higher-performing schools in LEA		n/a	n/a	
Total:		n/a	n/a	
Transformation Model	Year 1	Year 2	Year 3	Total
A. Develop teacher and school leader effectiveness				
Replace the principal				
Use rigorous, transparent and equitable evaluation systems that take into account data on student growth				
Identify and reward school leaders, teachers and other staff who have increased student achievement and the graduation rate				
Provide high quality, job-embedded professional development				
Implement strategies to recruit, place and retain staff				
Other permissible activities as defined in the regulations (specify activities)				
Section Subtotal:				
B. Comprehensive instructional reform programs				
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards				
Promote the continuous use of student data to inform and differentiate instruction				
Other permissible activities as defined in the regulations (specify activities)				
Section Subtotal:				
C. Increasing learning time and creating community-oriented schools				
Establish schedules and strategies that provide increased learning time as defined by ED and create community-oriented schools				
Provide ongoing mechanisms for family and community engagement				
Other permissible activities as defined in the regulations (specify activities)				
Section Subtotal:				

D. Provide operating flexibility and sustained support				
Give schools operating flexibility to implement fully a comprehensive approach				
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA and/or the SEA				
Provide intensive technical assistance and related support from a designated external lead partnership organization				
Other permissible activities as defined in the regulations (specify activities)				
Section Subtotal:				
Total for Transformation Model:				

Complete a separate table for each Tier III school. Estimate the amount of funds required to conduct school improvement activities.

School Name: Petersburg Elementary School				
List School Improvement Activities	Year 1	Year 2	Year 3	Total
Maintain a TIS at the school	\$42,000	\$44,000	\$46,000	\$132,000
Hire an outside consultant	\$150,000	\$100,000	\$50,000	\$300,000
Turnaround Leader	-----	\$80,000	\$82,000	\$162,000
Additional Teacher/Interventionist	-----	\$60,000	\$62,000	\$122,000
Technology	-----	\$10,000	\$10,000	\$20,000
Additional Professional Development	\$10,000	\$10,000	\$10,000	\$30,000
Total:	\$202,000	\$304,000	\$260,000	\$766,000

The budget should take into account the following:

1. The number of Tier I and Tier II schools that the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school.
2. The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years.
3. The budget must be planned at a minimum of \$50,000 not to exceed 2 million dollars per year per school.
4. The SIG portion of school closure costs may be lower than the amount required for the other models and will **be granted for only one year**.
5. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I and Tier II schools and support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application.
6. The number of Tier III schools that the LEA commits to serve and the services or benefits the LEA plans to provide to these schools over the three-year grant period.

Grant County Capacity Index

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

Criteria	Poor 1 point	Satisfactory 2 points	Commendable 3 points	Points Earned
LEA governance	State takeover district	Limited SEA intervention	No SEA intervention	1
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	3
LEA overall achievement ranking	Bottom (5% = 3 districts)	Middle (70% = 38 districts)	Top (25% = 14 districts)	2
Approval of the district strategic plan by the SEA (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	2
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.	2
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.	2
Identification of district leadership team and assignment of responsibilities	No district leadership team nor identified person assigned for monitoring implementation	Lacks specific identification of personnel for the district leadership team and for monitoring implementation.	A specific district leadership team is identified and one or more persons are assigned for monitoring implementation.	3

Criteria	Poor 1 point	Satisfactory 2 points	Commendable 3 points	Points Earned
School Leadership Team	School leadership team members are identified on the district and school level, but little evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been met.	School leadership team members are identified on the district and school level and evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been met.	School leadership team members are identified on the district and school level and include a wide range of stakeholders (e.g., parents; representatives of institutions of higher education; representatives of RESA or representatives of outside consultant groups) Evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been exceeded.	2
			Total Points	17

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.

Petersburg Elementary School

SIG Needs Assessment

AYP

Petersburg Elementary School did not meet AYP. It did not meet the standard in math and reading for the Students with Disabilities subgroup.

The Westest 2 data analysis has shown that Petersburg Elementary School did not make AYP in the areas of reading and math in the Students with Disabilities subgroup. In the area of math, the All Subgroup was 59.9% proficient. The Students with Disabilities subgroup demonstrated 34.28% proficiency. In the area of reading/language arts, the All Subgroup was 60.83% proficient. The Students with Disabilities subgroup demonstrated 30% proficiency. The examination of test scores indicates that students in the SES cell made AYP due to the confidence interval of 50.94%. Petersburg Elementary had a participation rate of 99.44% for Westest 2.

External Trend Data

The estimated population of Grant County for 2008 is 12,047. This is a 6.6% increase from 2000; with the largest increase being the percent of residents over the age of 65 (6% increase). Forty-three percent of the population twenty-five years of age and over are high school graduates or have a high school equivalency. Just over twenty-nine percent have no high school diploma. The unemployment rate in the county is 12%. Three of the top 10 employers in the county in 2008 have since relocated or gone out of business. The median household income is \$36,361, and 14.9% of the population is below the poverty level. The attendance rate for Grant County Schools was 97.65% in 2008-2009, and the high school graduation rate was 87.42%. The percent needy for Grant County in 2009-2010 was 52.99% while Petersburg Elementary School reported 59.90% needy.

Student Achievement Data

At Petersburg Elementary School the Students with Disabilities Subgroup and Low SES Subgroup were both below the NSP for Westest 2 in Math and Reading/Language Arts. Baseline analysis of DIBELS data shows that 43% of students in kindergarten benchmarked, 60% of the first grade students benchmarked, and 53% of students in second grade benchmarked.

Other Student Outcome Data

The attendance rate for Petersburg Elementary School is 98.2%. There no correlation between low achievement and attendance rates.

The retention rate is 2.0 for the school.

The dropout rate for Grant County is 3.1%. The average class size in Grant County is 20.0. However the average class size for Petersburg Elementary is 28.8. During 2009 the school reported the following Out of School Suspensions: 3 for disrespectful and inappropriate conduct, and 3 for aggressive conduct.

Petersburg Elementary is the only school in the county to have an increase in student enrollment during the last two years. Grant County has seen a decline in overall enrollment of 24 students between 2007 and 2008 and another decline of 40 students between 2008 and 2009.

Analysis of Culture, Conditions, and Practices

Classroom walk-through results indicate that an overwhelming majority of teachers have implemented 21st Century classroom activities.

All classrooms have a Mimeo and data projector and most classes also have an Elmo. Each classroom has at least three computers for student use. The school also has two computer labs.

The VITAL survey indicated a strong school culture with buy in from staff to move from a traditional school to a professional learning community.

Petersburg Elementary has 97% of their classes taught by highly qualified teachers. The average years of experience for the professional staff is 19.6 years, and 39.6% of the teachers have a Master's Degree +45.

Petersburg Elementary School

SIG Root Causes

Administrator(s) and Teachers

- Much professional development has been provided to the teachers at Petersburg Elementary. However, classroom implementation of this professional development has not always been monitored.
- Some teachers need more individualized, differentiated professional development.
- Teachers need to engage students in discussion concerning test scores and means to improve.

Curriculum and Resources

- Teachers are trying to continually add new initiatives without “letting go” of their traditional methods. They need direction to help them make that transition.
- Not all teachers understand that the CSOs, not their textbooks are their curriculum.

Master Schedule, Classroom Schedules, and Classroom Management/Discipline

- Not all special education students are receiving core reading instruction with the general educator.
- There is a need to design a schedule more conducive to co-teaching.

Students and Parental Involvement

- Lack of student engagement continues to be a problem at Petersburg Elementary.
- 59.90% of the students at PES are identified as needy.
- Over one-fourth of the adults in the county do not have a high school diploma.