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Monroe County Schools

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April 7, 2010

Ms. Jan Stanley – State Title I Director
Assistant Director, Office of Assessment and Accountability
West Virginia Department of Education
Building 6, Room 330
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305

Dear Ms. Stanley:

Monroe County Schools is filing a letter of intent to pursue an application for the SIG program.

The county does not have any Tier I or Tier II schools. Mountain View is a Tier III school. This is the school our LEA is committed to serve. Mountain View is in Restructuring 2 mode due to not having made AYP in mathematics and reading in the special education subgroup.

The LEA will implement the transformation model as the school intervention model.

The LEA has conducted an analysis of the needs of Mountain View Schools and has attached a narrative. To accomplish our vision for transformation we are requesting the following grant amounts:

2010-2011 - \$222,000

2011-2012 - \$111,700

2012-2013 - \$ 92,000

Thank you in advance for your consideration of our request.

Sincerely,



Dr. Lyn Guy
Superintendent
Monroe County Schools

NEEDS ANALYSIS FOR MOUNTAIN VIEW SCHOOL

Key Outcome Indicators and AYP status

Monroe County does not have a Tier I or Tier II school. The LEA has analyzed the needs of Mountain View Elementary/Middle – a Tier III school. Our review of summative data indicates that the school has continued to make gains in all subgroups with the exception of special education. A six-year chart gives a snapshot of the AYP targets met and missed. Other than 2003-04, with students in the low SES reading cell, the school met AYP targets in all other subgroups. We also did a comparison of special education students in the other Title I school in the county and discovered it has been the large cell size that has put MVS into AYP trouble. Mountain View has actually outscored Peterstown Elementary in special education achievement, but not to the extent that it has been able to escape AYP trouble.

Year	Sp. Ed. – Reading	Sp. Ed. Math	Low SES - Reading	Low SES - Math
2003-04	No	No	No	Yes
2004-05	Yes	Yes	Yes	Yes
2005-06	No	No	Yes	Yes
2006-07	No	No	Yes	Yes
2007-08	No	Yes	Yes	Yes
2008-09	No	No	Yes	Yes

The participation rate was 99.7. Due to the many years of being on improvement the school is in restructuring.

External Trend Data

Demographics - Mountain View's demographics are that of a homogeneous community of low-to-middle income Caucasians in a very rural area. There is little diversity with very few African-American residents and the county is sparsely populated with 13,715 by 2009 estimates. The student population continues to decline as fewer job opportunities exist in this end of the county. The school also has a high percentage of parents working outside the home which may account for the often low attendance at parent-centered school activities. The mean travel time to work is 35 minutes. The school is attempting to find creative ways, through scheduling and variety of activities, to attract more parents to these functions.

Our county data on percent of residents who have a high school diploma or higher is 73.70% but that is not necessarily reflective of our parents in general. Monroe County has a high number of professionals who retire here but who also have no children in our school system. The county has pre-K centers in school and Mountain View has 3 pre-K classrooms. The town of Union has one day care center that cares for children in cribs through the age of four.

Economics - The percentage of students on free and reduced lunch is 66.93% and has steadily increased over the years. The two largest employers affecting parents in the school area are Goodrich Manufacturing and the school system. Other than those two employers, the in-county income sources arise from logging, farming, and independently owned businesses. Per capita income was \$17,435.00 with 17% of the population below the poverty level. Many

parents of Mt. View School students travel to neighboring counties to work and with the current state of the economy the commuting has become increasingly more expensive.

Safety -- The community surrounding Mountain View has historically been a relatively low-crime community. Monroe County has been selected twice in succession by the America's Promise Alliance for Youth as one of the top 100 communities for youth in the nation. With that said, drug use seems to be on the rise as anecdotally reported.

Student Achievement Data

READING - Mountain View students in grades 3-8 scored below the state average in all grade levels with the exception of 6th grade. Skill weaknesses were author's purpose, genre, and documenting resources. All grade levels were weak in writing with 46% of 8th grade students in the Explore test scoring at a level necessary to succeed in a college English composition course.

For the purpose of progress monitoring, the school is in its third year using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment for reading in grades K-6. In 2008-09, DIBELS was supplemented with the Phonemic Awareness Screener for Intervention (PASI) and the Phonics Screener for Intervention (PSI) in grades K-4. These screeners have been used to gain further information to allow staff to place K-4 students in highly focused intervention groups. Periodically, these students are re-screened to assess progress. The data from the PASI and PSI shows that 68% of the students made steady progress from basic phonics to more advanced phonics and, in some cases, were able to move into enrichment groups. With the exception of third grade, which showed a slight decline from beginning-of-year to end-of-year scores, there was a corresponding rise in DIBELS scores. Mountain View is continuing to refine the reading intervention process and track student progress in the early grades.

Grades 5-8 are currently using the Achievement Improvement Monitoring System (AIMS) test to monitor student progress in reading. Once the students are assessed, the 5-8 teams, consisting of classroom teachers along with Special Ed. and Title I, sort non-benchmarking students according to accuracy levels. Those students with an accuracy score of 95% and above are placed in fluency intervention groups, while those scoring 94% and below are assigned to a Rewards (multi-syllabic/phonics) group. Since the AIMS test is not nationally normed, the LEA has been challenged with the best way to use resulting data. The county RTI team has worked on establishing our own norms for the AIMS test. Last year's data shows that the intervention process in grades 5-8 resulted in 6% of the students who began the year in an intervention group achieving benchmark by the end of the year. 61% of students starting in a lower level phonics skill group progressed through at least 5 skill groups. 79% of those students who started in a higher level phonics group made steady progress, either completing the phonics program and entering fluency, or meeting the benchmark score.

In addition to these assessments, the school is also using Acuity to benchmark three times per year.

MATH – In the last round of WESTEST assessments, Mountain View was above state the average in grades 3, 7, and 8 but below in 4, 5, and 6. Weak areas were fractions, lowest common multiple, ratio and proportion, computation and application problems, and scale

drawings. 34% of 8th students scored at a level necessary to succeed in an entry-level college algebra course. This year the school began focusing on math intervention groups. Students were benchmarked using mCLASS for grades K-3 and AIMS for grades 4-8. This data, in conjunction with teacher-made assessments and observations, has been used to place students in math intervention groups. Currently, there is not enough data to analyze the effects of the math interventions. As with reading, the school has also used the Acuity software to benchmark student progress three times per year.

It should also be noted here that the county has adopted Wright Group/McGraw-Hill's Everyday Math for grades K-5 and Glencoe/McGraw Hill's Glencoe Mathematics Math Connects: Concepts. With these two adoptions the LEA, in conjunction with the school, will be exploring how to effectively progress monitor student achievement in math from this point forward.

Other Student Outcomes

Attendance - The attendance rate is increasing and MVS has the second highest rate of attendance in the county.

Discipline - The school instituted the *Respect and Protect Model*. Disciplinary infractions have increased due to the implementation of this new program. However, the number of severe infractions has decreased.

Class Size - The school's population and class size steadily decreases each year. This figure has steadily decreased from a high of 19.5 in 2004-05 to 17.9 at present.

Retention Rates – The dropout rate for 2009 was zero and the retention rate for the same year was 3.043% compared to 3.185% for the county and 2.584% for the state. The three grades with the largest retention rates are kindergarten, seventh and eighth grades.

Analysis of Culture, Conditions and Practices

Culture - Surveys were conducted with the school's stakeholders: students, parents, and teachers. The results were compiled and promulgated so stakeholders could see where opinions were most strongly expressed. Below is a sampling of the accumulated data.

Students (264 in grades 4-8) indicated the following:

- Find their classes interesting -- 56%
- Feel challenged in their classes -- 56%
- Feel they can talk to the adults in the school -- 71%
- Feel adults in the school care about them -- 80%
- Feel the school is a safe place -- 84%
- Can get individual attention when needed -- 66%

Parents (64 completed surveys) indicated the following:

- My child is receiving a quality education -- 85%
- I receive information in a timely manner -- 81%
- This is a safe school -- 84%
- I feel welcome at the school -- 83%

- I can get involved in a variety of meaningful ways -- 93%
- I trust the staff to make decisions in the best interest of students -- 72%

Teachers (59 completed surveys) indicated:

- Our school is a safe place for students -- 73%
- The principal has a visible presence throughout the school -- 71%
- I am satisfied with the quality of communication at our school -- 53%
- Collaboration between staff is encouraged -- 80%
- Our school is a learning organization -- 78%
- The curriculum adequately challenges our students -- 71%

The Principal has been trained in observations/evaluations/walk-through procedures to monitor and assist in optimal classroom instructional strategies. A schedule has been developed to provide classroom observations by the administration on a weekly basis. Results of the walk-throughs are as follows.

- 79 % of teachers give evidence of using standards based curriculum aligned with CSOs.
- 38% are seen to use teacher directed academic tasks while 54% were seen to be using teacher assisted tasks. 92% have used information and communication skills, 83% using thinking and problem solving skills and 92% using personal and workplace productively skills
- 83% gave evidence of differentiated instruction, 92% had students actively engaged, and 92% had supportive environments.

Summary – The implications of this review is that while the school is making progress even with its special education population, there is not sufficient progress to meet the demands of AYP. This needs analysis summary indicates the call for additional professional development, but that in and of itself is insufficient. Many professional development sessions have been carried out over a period of several years and improvements made in scheduling, instruction, curriculum, etc. but the pace of change is not equal to what must take place to meet ever higher demands for student achievement. To that end, the LEA has decided to have a more focused and hands-on monitoring of individual teacher classroom practices with ready assistance given as needed to improve instructional design and delivery. This grant then will concentrate on building a strong community of highly effective teachers and instructional practices, with LEA support, to the degree that once the grant has concluded, the results of the grant will be self-sustaining.

District Capacity Index

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

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

Criteria	Poor 1 point	Satisfactory 2 points	Commendable 3 points	Points Earned
School Leadership Team	School leadership team members are identified on the district and school level, but little evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been met.	School leadership team members are identified on the district and school level and evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been met.	School leadership team members are identified on the district and school level and include a wide range of stakeholders (e.g., parents; representatives of institutions of higher education; representatives of RESA or representatives of outside consultant groups) Evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been exceeded.	2
			Total Points	20

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.

A review of the completed Capacity Index identifies the capability of Monroe County Schools to successfully address the expectations of the school improvement funds. This is demonstrated through the work that has been done in the past two years in developing an excellent SEA strategic plan; establishing a team of experienced central office administrators who will collaboratively work to achieve success; and the hiring of a new school administrator who is well versed and experienced in the design, implementation, and utilization of PLCs.

With this foundation it is expected that an even stronger school leadership team will emerge to insure the full and effective implementation of the grant interventions and activities to not only achieve, but exceed, AYP requirements.

Preliminary Budget

Monroe County - Mountain View School

<u>Activities</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Embedded Professional Development Mentors	\$60,000	\$30,000	\$15,000
Professional Development			
Teacher effectiveness – needs based training (stipends)	\$20,000	\$ 8,000	\$ 4,000
Trainer(s)	\$10,000	\$ 1,000	\$ 1,000
Summer Academy (stipends)	\$65,000	\$21,500	\$21,500
PLC training (consultant)	\$11,500	–	–
PLC teacher support (stipends)	\$ 2,800	\$2,800	\$ 2,800
Extended Year for Students			
August “Jump Start” program	\$ 9,000	\$ 9,000	\$ 9,000
Staff Incentives for success	\$35,000	\$ 35,000	\$35,000
Sub total	\$213,300	\$107,300	\$88,300
Indirect cost	\$8,700	\$4,400	\$3,700
	\$222,000	\$111,700	\$92,000