

Rec'd 4/9/2010

**1003(g) School Improvement Grant
Letter of Intent**

April 9, 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 Preston County School's intent to propose a School Improvement Grant (SIG) project at Kingwood Elementary School.

Kingwood Elementary is a Tier III school, having made adequate yearly progress (AYP) for one year. Administrators and teachers have initiated several improvement strategies that contribute to the limited success. The district appointed a new principal and adjusted the schedule to better meet the needs of students. ARRA funds provided staff support via a curriculum specialist, a reading teacher coach, and embedded professional development.

However, to continue to improve and to institutionalize improvement strategies, the district and school need the continuing support that a SIG program will provide. County and school staff understand that by undertaking this initiative we have an added responsibility to build the capacity within so that the school continues to be highly successful after the grant has concluded.

We thank you for the opportunity to participate in the Title I School Improvement Grant process. Dr. Teddi Cox will be our main point of contact for the purposes of the application process and can be reached at treox@access.k12.wv.us.

Sincerely,

Dr. Larry Parsons
Superintendent

Preston Turnaround Model Work Plan

Steps for Implementing the Requirements	Narrative or bulleted list that explains how the LEA will meet each requirement	Time Line for Implementation	Oversight <i>Who will take primary responsibility/leadership? Who else will be involved?</i>	Monitoring Implementation <i>What evidence will be collected to document implementation? How often? And By whom?</i>	Monitoring Effectiveness <i>What evidence will be collected to access effectiveness? How often? And By whom?</i>
1. Replace the principal	Completed August 2009				
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment	Walkthroughs Improvement Plans Data Analysis	Begun 2009-10 School year Ongoing	Principal Turnaround Specialist Title I Director	Walkthrough Forms Data Notebooks Principal Turnaround Specialist Title I Director Teachers	Walkthrough and Data Notebooks Principal Turnaround Specialist Title I Director
3. Screen all existing staff and rehire no more than 50 percent	N/A				
4. Select new staff	N/A				
5. Implement strategies to recruit, place and retrain staff	N/A				

6. Provide high quality, job-embedded professional development	PLCS begun at Summer Academy, Principals & Lead teachers have met monthly since	Begun August 2009 - ongoing	Title I Director Turnaround Specialist	Agendas Minutes Reports Principal Turnaround Specialist Title I Director	Principal Turnaround Specialist Title I Director
7. Adopt new governance structure	N/A				
8. 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	Part of Summer Academy and ongoing PLC	August 2009 - ongoing	Principal Turnaround Specialist Title I Director	Agendas Minutes Data Notebooks Principal Turnaround Specialist Title I Director	Principal Turnaround Specialist Title I Director
9. Promote continuous use of student data to inform and differentiate instruction	PLC	August 2009 - ongoing	Principal Turnaround Specialist Title I Director	Agendas Minutes	Principal Turnaround Specialist Title I Director
10. Establish schedules and implement strategies to increase learning time	PLC	Begun 2009 with TA from RESA VII, revisit annually	Principal Turnaround Specialist Title I Director	Master Schedule Principal Turnaround Specialist Title I Director	Principal Turnaround Specialist Title I Director
11. Provide appropriate social-emotional and community-oriented supports for students	Flippen Group Training	August 2010 - May 2013	Principal Turnaround Specialist Title I Director	Principal Turnaround Specialist Title I Director Discipline reports	Principal Turnaround Specialist Title I Director Parent interviews and surveys, Discipline

<p>12. Additional options (specify): Any of the required and permissible activities under the transformation model or a new school model (e.g., themed, dual language academy)</p>	<p>Place Turnaround Specialist, Teacher Coach, Technology Specialist to help teachers become smarter about student learning. Activities include:</p> <ol style="list-style-type: none"> 1) identifying essential student performance data, 2) agreeing on teaching strategies, 3) teacher utilizing instructional practices while being observed, 4) developing criteria for a mid-year review, 5) continuing instructional intervention and analysis of performance data 	<p>August 2010 – June 2013</p>	<p>Title I Director Principal</p>	<p>Essential student performance data, mid-year review, Continuing with instructional intervention and analysis of performance data, Summative review includes reflections on the teacher's growth cycle.</p> <p>Principal Turnaround Specialist Title I Director</p>	<p>reports Essential student performance data, Analysis of performance data, Summative data.</p> <p>Principal Turnaround Specialist Title I Director</p>
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Kingwood Elementary, Preston County SIG Needs Assessment

External Trend Data

The Preston County School district has a current enrollment of 4,559. The current dropout rate for the district is 3.4% and we have an attendance rate of 97.68%. There is little ethnic diversity with 98.88% of the total county being white. The county has a graduation rate of 81.09% and in the past year graduated 313 students. The average class size is 20. There are 12 schools within the district including one high school which serves the county.

Lack of funding for maintenance or facilities improvement has left the county with antiquated facilities which are difficult to maintain and lack the infrastructure to provide for the technological needs of 21st century schools. Our facilities leave us ill equipped to prepare students for the work-force in the 21st century. Our staff and students are confronted with facilities in disrepair and lacking in the desired nurturing physical environment found in neighboring counties and states. The district is poor, having a low income rate of 50.12%. The possibility of our district moving forward with new facilities planning is undermined by sectionalism and with political leaders who refuse to support county wide school improvement and reform. Our most recent attempt to provide a county-wide construction bond, in the amount of nearly \$50 million, which would have provide new facilities in five communities in the county was defeated by fewer than forty votes. In the past two years the district has been required to close two middle schools due to structural concerns. This made relocation of more than 500 students necessary using existing and modular facilities. During March of 2009, the State Department of Education took control of the district and left little say in the management of the district to the people of the county.

The population of the county is nearly 30,000. Seventy-seven percent of the population is adults age 18 and over while twenty-three percent are youth under age 18. The county is fairly evenly divided among gender, with 49.5% males and 50.5 % female. The median age is 38.8 years, which is slightly higher than the state rate. From 1999 to 2003, Preston County's population decreased 0.08%, while the state has experienced a slight increase. Looking at population density, there are approximately 45.6 people per square mile in this county. This is significantly less than the state average of 75 people per square mile.

The average income in Preston County is 16.1% lower than the state average with the per capita income for residents at \$19,134. The unemployment rate in the county is slightly higher than the state average, 6.1% compared to 5.8%. Of Preston County residents, 16.1% live below the poverty line with 23.1% of the county's children living in poverty. The percentage of children receiving free and reduced lunch is 14% higher than the state rate at 57.1%.

Student Achievement Data

In Mathematics, for the school year 2007-08, the Special Education students at Kingwood Elementary did not make annual yearly progress. Their percentage rate was 54.92%. The low SES students made yearly progress, but only through a confidence interval. The percentage rate was 70.89%. In Reading, special education students did not make annual yearly progress. Their percentage rate was 43.66%. The low SES students made yearly progress through a confidence interval. Their percentage rate was 68.65%. Kingwood focuses on these areas.

From 2005 through 2008, Kingwood Elementary WESTEST scores showed a gradual increase in the area of Math in the All subgroup, low SES and Special Ed subgroups. Unfortunately, the same increase was not seen in the area of Reading. In the area of Reading, scores remained fairly constant in the low SES group while they decreased in the other two groups. Reading scores in the low SES and special education subgroups did not meet AYP and caused the school to be placed on improvement.

Since there is no direct correlation between Westest and Westest 2, this data could not be compared with 2008-09 results. Westest 2 results are being used as baseline for improvement. Kingwood Elementary School's WESTEST 2 scores in the areas of Reading/Language Arts and Math show students scored at or above the state average in most areas. Even though scores were at or above the state average, Kingwood Elementary School Staff must continue to improve instruction in order to increase student performance in Math and Reading/Language Arts.

Other Data

School Year	2008-2009	2009-2010
Attendance Rate	97.5%	94%
External Suspensions	17	10
Internal Suspensions	0	1
Exclusions from Class	4	7
Recess Detention	108	33
After School Detention	7	11

Culture, conditions and practices

A Title I Project Instruction and Learning Appraisal focused on Parent and Community Involvement indicates a great need to improve communication and collaboration with families and the community at large. Recommendations include:

- Provide customer service training for all faculty and staff
- Develop standards for quality customer service
- Provide all faculty and staff with conflict management/resolution training
- Incorporate a cultural outreach program for parents

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	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	1
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.	3
Development of schools as professional learning communities	The school has not yet begun to address the practice of a PLC or an effort has been made to address the practice of PLCs, but has not yet begun to impact a critical mass of staff members.	A critical mass of staff has begun to engage in PLC practice. Members are being asked to modify their thinking as well as their traditional practice. Structural changes are being met to support the transition.	The practice of PLCs is deeply embedded in the culture of the school. It is a driving force in the daily work of the staff. It is deeply internalized and staff would resist attempts to abandon the practice.	3
Identification of district leadership team and assignment of responsibilities	No district leadership team nor identified person assigned for monitoring implementation	Lacks specific identification of personnel for the district leadership team and for monitoring implementation.	A specific district leadership team is identified and one or more persons are assigned for monitoring implementation.	3

Criteria	Poor 1 point	Satisfactory 2 points	Commendable 3 points	Points Earned
School Leadership Team	School leadership team members are identified on the district and school level, but little evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been met.	School leadership team members are identified on the district and school level and evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been met.	School leadership team members are identified on the district and school level and include a wide range of stakeholders (e.g., parents; representatives of institutions of higher education; representatives of RESA or representatives of outside consultant groups) Evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been exceeded.	3
			Total Points	18

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.

Root Causes - Kingwood Elementary, Preston County

Administrator(s) and teachers

- Established staff, successful in the past
- Previous principal had no prior administrative experience
- Lack of unified direction from school board and district administrators
- Attitude of “that’s just the way he/she is”

Curriculum and resources

- Some teachers depend on text books
- Outdated facilities

Master schedule, classroom schedules and classroom management/discipline

- Little opportunity for collaboration, planning, peer observation, and reflection
- Inconsistent discipline between classrooms

Students and parental involvement

- 53% on free/reduced meals
- Culture of mistrust
- Little faith among stakeholders in the system’s leadership ability to improve
- High percentage of foster children transferring in and out

Preston County Preliminary SIG Budget

School Name: Kingwood Elementary, Preston County		Tier: III		
Turnaround Model	Year 1	Year 2	Year 3	Total
Replace the principal (Replaced 09-10)				0
Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment				0
Screen all existing staff and rehire no more than 50 percent of existing staff				0
Select new staff				0
Implement strategies to recruit, place and retrain staff				0
Provide high quality, job-embedded professional development (Summer Academy and PLCs)	40,000.00	42,000.00	44,000.00	126,000.00
Adopt a new governance structure				0
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	Part of summer academy			0
Promote continuous use of student data to inform and differentiate instruction	Part of PLC			0
Establish schedules and implement strategies to increase learning time (Part of trainings, see next row)				
Provide appropriate social-emotional and community-oriented supports for students (Part of Trainings)	60,000.00	30,000.00	10,000.00	100,000.00
Additional options (specify activities) Place Turnaround Specialist, Teacher Coach, & Tech.)	222,500.00	228,500.00	234,500.00	685,500.00
Books	1000.00	1000.00	1000.00	3000.00
Total:	322,500.00	300,500.00	288,500.00	914,500.00

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

School Name:				
List School Improvement Activities	Year 1	Year 2	Year 3	Total
Turnaround Specialist	78,500.00	80,500.00	82,500.00	241,500.00
Teacher Coach	69,000.00	71,000.00	73,000.00	213,000.00
Technology Integration	75,000.00	77,000.00	79,000.00	231,000.00
Trainings	60,000.00	30,000.00	10,000.00	100,000.00
PD Books	1,000.00	1,000.00	1,000.00	3,000.00
PLC Summer Academy (stipends)	40,000.00	42,000.00	44,000.00	126,000.00
Embedded PLCs (regular grant)	0	0	0	0
Total:	323,500.00	301,500.00	289,500.00	914,500.00