

Roane County Schools

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April 19, 2010

Dear Ms. Stanley,

Please find the documentation for Geary Elementary Middle School. Roane County Schools will be applying for the Title I, Part A 1003 (g) School Improvement Grant.

A. Identify the Tier I, Tier II and Tier III schools the LEA commits to serve: **Geary Elementary Middle School, Tier II.**

B. Identify the school intervention model (turnaround, restart, closure, or transformation) the LEA will implement in each Tier I and Tier II school the district commits to serve: **Geary Elementary Middle School will be using the Transformation Model.**

C. For each Tier I, Tier II and Tier III school that the LEA commits to serve, demonstrate that the LEA has met the following three requirements:

1. Has analyzed the needs of each school and provided a narrative of the needs assessment according to the information:
2. Has selected an intervention model (Tier I and Tier II) or activities (Tier III) for each school based on the individual school's needs assessment and identified root causes:
3. Has the capacity to enable each school to implement, fully and effectively, the required activities of the school intervention model it has selected as evaluated by the information in the attachments. **See attachments**

D. If the LEA is not applying to serve each Tier I school, explain why the district lacks capacity to serve each Tier I school. **Not Applicable**

E. Determine a preliminary budget indicating the amount of 1003(g) school improvement grant funds the LEA will use to address the following items: **See Attachment**

Should you have questions, please feel free to ask.

Sincerely,



Stephen F. Goffreda, Superintendent

Data Analysis and Determination of Root Causes

Category of Data	Actual School Data	Questions to Determine Root Causes	Possible Root Causes	Interventions to Address Root Causes
Accountability (AYP) data				
Identification of the AYP targets the school missed	Low SES Math 34.64 RLA 40.15	Why is the school not meeting the AYP targets? How does the school compare to the district and state? Has AYP been met in any areas by using confidence interval, averaging or safe harbor?	Lack of directed staff development for upper grade teachers. The school is a Title I funded Tier II school. All and White subgroups were at the Confidence Interval in both Reading/Language Arts and Mathematics. With 100% participation, no increase is possible.	Intensive, job-embedded staff development. Coaching in Reading/Language Arts and Mathematics. Focus on standards-based instruction.
Student participation rate on State assessment in reading/language arts and mathematics by grade and subgroup	100% Reading/Language 100% Mathematics	What does the school do to encourage students to be present on the days of testing? How does the school communication the importance of this to parents?	With 100% participation, no increase is possible.	With 100% participation, no increase is possible.
School improvement status and applicable sanctions	Needs Improvement	Why does the school remain on improvement status? Has the school developed and implemented a workable strategic plan? How are the activities within the plan monitored for implantation and effectiveness of selected interventions?	The school has not yet adequately addressed the root causes of their academic difficulties. Staff development for upper grade teachers has not kept current with best practices such as standards based instruction. During the 2 years that the	Conduct continuous improvement focused analysis of data generated within the school. Coordinate staff development opportunities targeting all staff members to stress current best practices. Analyze data from sources

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<p>Number of instructional days/minutes fulfilled annually (excluding days of instruction lost for inclement weather or other emergencies)</p>	<p>166 days of instruction are scheduled for this school year.</p>	<p>Why were instructional days lost? Are there days within the school calendar that could have been utilized for instruction, but were not?</p>	<p>school failed to make AYP, there was a change from WESTEST 1 to WESTEST 2. Lack of proactive over site of improvement efforts. 3 principals in 8 years. Financial resources are based upon free and reduced lunch numbers. Prioritization is directed by the school's strategic plan. Title 1 funds are spent primarily on staff salaries. Measuring progress during the transition from WESTEST 1 to WESTEST 2 is problematic.</p>	<p>such as the ACT Explorer and NAEP results, as well as diagnostic measures such as DIBELS and Quick Phonics Screener (QPS) in order to develop a more comprehensive picture of the academic achievement of the students.</p>
<p>The new school calendar legislation will allow for more days to be scheduled or replaced in the event of inclement weather or other cancellations.</p>	<p>Weather related cancellations and delays have accounted for the diminished number of instructional days available during this school year.</p>			

Data Analysis and Determination of Root Causes

External trend data				
<p>Student Demographics District and school poverty rates</p> <p>Mobility rate of students</p>	<p>GEMS- 64.26% poverty Roane County- 61.71% poverty.</p>	<p>Are the health and human services available to support students and their families?</p> <p>What impacts the student mobility rate?</p> <p>Are students moving from within schools in the district or moving out of the district?</p> <p>Are transitions programs in place at each programmatic level and for students entering the school?</p> <p>How are the pre-k transition activities used to inform kindergarten teachers of the readiness levels of incoming students?</p>	<p>A school-based health clinic serves both the school and the local area.</p> <p>Clothing and other resources are made available with county homeless grant funds and the local Helping Students Fund, which is funded by employee donations.</p> <p>Student mobility is consistently minimal, indicating that the level of poverty does not affect the population of the school to a significant degree.</p> <p>Though transition programs are in place for incoming Kindergarten students and promoted students entering the high school, the participation in these opportunities could be increased.</p> <p>Parents who were unsuccessful in school may tend to devalue or fail to support their child's educational pursuits.</p>	<p>More graduation coaching activities should be conducted.</p>
<p>Readiness for School Indicators</p> <p>Number of pre-k centers and pre-k enrollment</p>	<p>8 County Pre-K centers Enrollment is 125</p>			
<p>Community demographics Mother's educational level</p>	<p>21.7% hold less than a high school education.</p>	<p>What impact do the mothers' educational levels have on student achievement?</p> <p>Why is there a low percentage of college</p>		<p>Increase organized parent involvement opportunities at various times throughout the day and/or evening.</p> <p>Make parents and students</p>

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<p>Number of college graduates in the district</p> <p>Median age of district population</p> <p>Substance abuse</p> <p>Unemployment rate</p>	<p>Current College students 278-People 25 years old and higher with a Bachelors degree 9.0%.</p> <p>Median age in the district is 39.5 years</p> <p>Low Need on County Substance Abuse Well-Being Index Scores</p> <p>Unemployment rate 14.4% as of December, 2009</p>	<p>graduates in the district?</p> <p>How does the community view the school? Why and how is the community involved in the school?</p> <p>How are outside agencies involved at the school?</p>	<p>Economic conditions lead many college graduates to leave the area for work elsewhere.</p> <p>The school is an integral part of the community as it holds both a School Based Health Clinic and a branch of the county library.</p> <p>Due to the remote location of the school, there are few businesses close to/involved with the school.</p>	<p>more aware of grants, scholarships and vocational training.</p> <p>Create increased opportunities to encourage parents to be an integral part of their child's education.</p> <p>Explore additional means to involve additional business partners.</p> <p>The school is an integral part of the community as it holds both a school-based health clinic and a branch of the county library.</p>
<p>Community resources</p>	<p>Westbrook Health Services, DHHR, WV State Police, Geary Clinic, Newton VFD</p>	<p>What are health and social services available for students and families, including counselors, social workers and medical professionals?</p> <p>Does the community provide opportunities for adult education programs?</p>	<p>½ time counselor School Based Health Clinic Full time LPN</p> <p>Available in the county seat of Spencer.</p>	

Data Analysis and Determination of Root Causes

Student achievement data				
<p>Assessment Data</p> <p>Percentage of students at or above each performance level on State assessments in reading/language arts and mathematics by grade and subgroup</p> <p>Average scale scores on State assessments in reading/language arts and mathematics by grade, for the “all students” group, for each performance level and for each subgroup</p>	<p>MATH- % Proficient</p> <p>All-46.27%</p> <p>White-45.98%</p> <p>Black 0%</p> <p>Hispanic-NA</p> <p>Indian NA</p> <p>Asian-100%</p> <p>Low SES-334.64%</p> <p>Sp. ED 3.03%</p> <p>LEP-NA</p> <p>RLA % Proficient</p> <p>All-48.93%</p> <p>White-48.66%</p> <p>Black-0%</p> <p>Hispanic-NA</p> <p>Indian-NA</p> <p>Asian 100%</p> <p>Low SES-40.15%</p> <p>Sp.Ed.-12.12%</p> <p>LEP-NA</p>	<p>How are students who are not achieving on State assessments identified?</p> <p>How does the school identify individual student needs?</p> <p>Why are students with disabilities not demonstrating proficiency in reading and mathematics?</p> <p>What intervention processes are in place to ensure that students’ educational needs are met in a timely manner?</p> <p>Are the measurable goals for achievement known by students, teachers and parents?</p> <p>What other performance based data is used to demonstrate proficiency?</p> <p>How is the percentage of families who speak English as a second language affecting instructional modifications and communications with parents?</p> <p>Do school policies promote respect for diversity?</p>	<p>Data analysis</p> <p>Testmate Clarity</p> <p>SAT, Classroom data analysis</p> <p>3% proficiency in Mathematics and 12.12% proficiency in Reading/Language Arts.</p> <p>IEPs, SAT, RTI, Benchmarks, Techsteps</p> <p>Yes</p> <p>DIBELS, QPS</p> <p>N/A</p>	<p>More emphasis must be placed on RTI, particularly in Mathematics.</p> <p>RTI must be expanded. Interventions are needed in both Mathematics and Reading/Language Arts.</p> <p>N/A</p>
<p>Percentage of limited English proficient students who attain English language proficiency</p>	<p>N/A</p>			

Data Analysis and Determination of Root Causes

<p>Number of classes utilizing Acuity, Writing Road Map and techSteps and the benchmark results from these assessments</p>	<p>Acuity has been utilized by all classes. Average Math Score 36.5% Average Language Arts 41.4% Average Science 35.8% Average Social Studies 32.5% Writing roadmap 9/1/09-3/1/10 Students 215, Assignments 741, Completed 74 techSteps-No reported activity</p>	<p>Who uses technology as an instructional tool? What kinds of learning activities can be observed when technology is integrated into a lesson? How are teachers using the results of Acuity assessments to provide student intervention and change classroom instruction? How engaged were students when using technology? (e.g., developing a PP or sitting at a computer following a program) How proficient are teachers in both using and integrating technology within a lesson?</p>	<p>All Teachers High interest and higher order thinking skills activities. PK-8 share 1 computer lab and 1 mobile computer lab.</p>	<p>Technology Integration Specialist is integral to improved use of high level technology applications in the classroom. Expand computer access through use of presentation stations and possible additional mobile labs.</p>
<p>Availability of current technology and degree to which technology is integrated into instruction</p>	<p>ACT Explore: English- 13.3 Mathematics- 14.5 Reading- 14.0 Science- 15.2 Composite- 14.3</p>	<p>How are the results of these assessments being used? What programs are in place to assist students in enrolling in post secondary education? What percent of the students are accepted into the armed forces?</p>	<p>Students are currently scoring at the national average on the ACT Explore. Gear UP N/A</p>	<p>Continue to analyze summary reports, determine composite scores and college readiness levels as well as the results of the included interest inventory.</p>

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<p>Comparative gap analysis for all subgroups</p> <p>Math courses students completed in grades 9 and 10</p>		<p>Why are some subgroups meeting performance standards and others are not?</p> <p>Is a gap in achievement noted based on race or gender?</p> <p>If so, how many higher level math classes are the lower performing students taking?</p> <p>Which students are encouraged to enroll in higher level classes?</p>	<p>The test process is not understood by all involved.</p> <p>No</p> <p>N/A</p>	<p>Encourage stake holder involvement in the testing process and interpretation of results.</p>
<p>Number of students failing reading and mathematics per grade level</p>	<p>Grade 1 RLA-4, Math 3 Grade 2RLA-5, Math 2 Grade 3 RLA-6, Math 4 Grade 4 RLA-5, Math 2 Grade 5 RLA-4, Math 5 Grade 6RLA-1, Math 5 Grade 7 RLA-1, Math 7 Grade 8 RLA-5, Math 7</p>	<p>Why are students failing in these two core subjects?</p> <p>What instructional strategies are being utilized?</p> <p>Is there evidence of formative assessment processes to inform and guide instruction?</p>	<p>2 students were retained this year, all in grade 7.</p> <p>Traditional instructional practices are prevalent. Differentiated instruction is not provided appropriately by all teachers.</p> <p>There is evidence of formative assessment in all classrooms, but there are inconsistencies throughout the school regarding use of results to drive further instruction.</p>	<p>Targeted, job-embedded staff development must be provided in differentiated instruction in both Reading Language Arts and Mathematics.</p> <p>Provide more directed staff development in effectively using test results to guide instruction.</p>
<p>Grade distribution per teacher (i.e., % of A, B, C, D and F)</p>	<p>A-56.3%, B-13.4%, C-4.5%, D-5.4%, F6.3%</p> <p>Anything over 5% we</p>	<p>Why do students succeed in some classes over other classes?</p>		

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	<p>considered to be significant.</p> <p>Those have been identified in the data, just not listed for the sake of confidentiality. Seven teachers had over 5% of their classes receiving a "D." 4 teacher had over 5% of their class receiving an "F."</p>	<p>What administrative measures are taken to address teacher who have a high percentage of students with Ds and Fs?</p> <p>What type of feedback do student receive on assignments-evaluative or descriptive?</p> <p>For what assignments do students receive a grade?</p> <p>What is the school's grading policy?</p> <p>What is the school's homework policy?</p> <p>How does homework impact achievement results for the grading period?</p>	<p>The grading policy is the county and the state adopted policy.</p>	
Other Student Outcome Data				
Dropout rates	NA	<p>Why are students dropping out of school?</p> <p>What preventive measures are in place to support students to stay in school?</p> <p>What early indicators are consistent in students who drop out?</p>	N/A	<p>5 and 10 day absence letters, parent calls with School Messenger, judicial system referrals and actions.</p> <p>Foster grandparents, Respect and Protect Mentoring Program, Student Assistance Team.</p>

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<p>Attendance –average daily rate per school and the % of students who attend school 80% of the time or less</p>	<p>Yearly attendance is calculated at 90.89%</p>	<p>Why is attendance a problem for some students and not others? What has been done to address students with chronic attendance problems? Are there health issues interfering with individual student attendance? How does the school's attendance incentive program encourage students to come to school? Why do the students not want to attend school?</p>	<p>Transportation issues, H1N1 flu outbreak this year.</p>	<p>5 and 10 day absence letters, parent calls with School Messenger, judicial system referrals and actions.</p>
<p># of students receiving at least one out-of-school suspension</p>	<p>4 students</p>	<p>What is the most common reason for out of school suspensions? Are there personal conflicts interfering with individual students learning? How does the student enrollment and grade</p>	<p>4 students, 1 for 30 days total. Infractions include bullying, lack of respect for authority and one labeled as a "Persistently Dangerous Student" by the Roane County Board of Education.</p> <p>No</p>	
<p>Student enrollment in the school</p>	<p>317</p>	<p>How does the student enrollment and grade</p>	<p>No</p>	

Data Analysis and Determination of Root Causes

		<p>configuration of the school impact instruction and discipline?</p> <p>What is the percentage of students identified as students with disabilities? What percentage of students are identified as gifted?</p>	<p>17.9% receive Special Education Services</p> <p>Less than one percent of the student population are identified as Gifted.</p> <p>Respect and Protect program</p>	
<p>Student-teacher relationships</p>		<p>How is respect for staff and students ensured?</p> <p>How does the administration deal with student/teacher conflicts?</p> <p>Does a teacher/student mentor program exist?</p>		
<p>Promotion/retention rates</p> <p># of times a student has been retained</p>	<p>Retention Rate.667%</p> <p>No student has been retained more than once.</p>	<p>How is retention determined?</p> <p>What correlation is there between students who have been retained one or more times and the dropout rate? Is there a correlation between the grade in which the student was retained and the dropout rate?</p>	<p>Retention is determined by the principal following a review of student academic performance.</p> <p>Research indicates that retention increased the chances of the student dropping out in later years.</p>	
<p>Discipline referrals and reasons for office referral</p>		<p>How does the school discipline plan promote positive behavior?</p> <p>Is the school discipline plan</p>	<p>Degree of objectivity varies from teacher to teacher.</p> <p>No</p>	<p>Respect and Protect-continue to stress the importance of consistency.</p>

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		<p>implemented consistently and objectively?</p> <p>Why are students being referred to the office for disciplinary action?</p> <p>Are classroom rules and procedures consistent within the building?</p>	<p>Bullying and major violations of school discipline policy as well as anti-social conduct.</p> <p>Rules are consistent, interpretation and consistency of implementation is not.</p>	
<p>Discipline referrals by teacher</p>		<p>What percentage of teachers refer students to the office for disciplinary action?</p> <p>Why are these students being excluded from the classroom?</p> <p>Has the administration ascertained if this is a teacher classroom management problem or a student disciplinary problem?</p> <p>How are students involved in developing classroom procedures and expectations?</p> <p>How does the school ensure all students have the necessary supplies? (paper,</p>	<p>5%</p> <p>Major disruptions.</p> <p>Classroom management is an issue in a small percentage of the classrooms.</p> <p>Participation in Student Council. Some teachers involve students in the development of classroom rules.</p> <p>School funds, Helping Students and Homeless grant funds are used to</p>	

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<p>Number of administrators in the building, definition of roles, years of experience, specialized training and advanced degrees</p>	<p>1 principal and 1 Head Teacher. Principal has 32 years of educational experience with certification/licensure in Reading Specialist K-12, Social Studies 1-9, Elementary Education 1-8, English 7-8, Appalachian Studies 4-8, Principalship K-12, Superintendent K-12, Supervisor of General Instruction K-12 and Vocational Administration 5-AD. Became principal in fall of 2007 (November).</p>	<p>Is the principals viewed as a business manager, a disciplinarian or an instructional leader? How are the roles defined among the administrative staff? Does the principal permit distributed leadership? How does the administrator balance work responsibilities between management and instructional leadership? How do the parent training provided directly connect to classroom instruction? What is the amount and frequency of opportunities for parents to be involved in decision making activities? What is the frequency and quality of information distributed to parents? What modes of communication are utilized with parents?</p>	<p>Principal is viewed as the instructional leader and disciplinarian.</p>	
<p>Parent training and support for families Degree of meaningful parent involvement and amount/frequency of communication with parents</p>	<p>Yearly Town Meeting Hot Chocolate for Parents Math Night BINGO for Books School Parent Involvement Coordinator</p>		<p>The majority of parent activities are directly tied to the Title I program and teachers, not the majority of the school staff and subject matter.</p>	<p>Parent/Family Activity Nights need to be expanded to include all parents and subject matter.</p>
<p>Instructional Practices</p>	<p>IPI conducted on April 13,</p>	<p>How have the results of the</p>	<p>Results have not yet been</p>	<p>Analyze and discuss with</p>

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Inventory conducted by the SSOS	2010 by RESA V staff members Deena Swain and Dr. David Scragg	IPI been utilized by the staff? How do instructional practices maximize student engagement?	released for analysis or discussion	stakeholders the data generated by the IPI review.
Use of standards-based instructional practices and formative assessments	Standards-based practices are utilized by those trained in their classrooms.	Have learning targets been established and formative assessments developed to align with the learning targets? What additional programs and/or materials are being utilized? How does the staff determine the academic effectiveness of these materials in relation to the time and money expended?	DIBELS, QPS, Writing Roadmap, Acuity Title 1, TIS, Reading Mentor (D. Dunn).	Secure, deliver and monitor job-embedded professional development in the area of standards-based instructional practices for all instructional personnel.
Questionnaires or classroom observations completed by staff or external evaluators Results of classroom walkthroughs	The principal has conducted observations of teachers as per the state approved Evaluation system. County secured services of Pam and Pat Terry to assess instruction in targeted classrooms.	What evidence exists to demonstrate the teachers teach to the standards and not the textbook? How are the results of classroom walkthroughs utilized to change instructional practice?	Lesson plans, administrative walk-through	External evaluators are needed in order to ensure that quality standards-based
Highly Qualified Teacher Data	All teachers are assessed to by Highly Qualified under the state definition of same.	Are the most highly qualified and highly trained staff members assigned to work with the most "at risk" students? If not, why?		

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<p>Use of professional and paraprofessional staff to support students</p>	<p>RTI model in Elementary grades. Paraprofessionals assist in the appropriate delivery of IEPs</p>	<p>What role does the support staff play in providing additional support for student success?</p>	
<p>Number of content and programs specialists (e.g., counselors, health staff and social workers)</p>	<p>½ time Counselor Full Time LPN 2 Title I teachers 1 TIS 2 ½ Special Educators</p>	<p>What determines which students are referred to program specialists?</p>	<p>SAT referral process, analysis of data from RTI process</p>
<p>Teacher average monthly attendance rates</p>	<p>121 instructional days, 93.9% staff attendance.</p>	<p>How is teacher attendance affecting student achievement? How does teacher employment satisfaction affect the number of days a teacher is absent? How substitutes are selected for long term substitute positions?</p>	<p>Long-term teacher absences due to extenuating circumstances (illnesses, surgery, mid-year retirement, maternity leave, etc.) greatly affected achievement on the first administration of the WESTEST 2.</p>
<p>Sustained, research based school professional development plan based on individual school needs</p>	<p>Professional development is a reflection of the goals and objectives of our 5 year strategic plan. Teachers created a student and teacher WESTEST 2 plan. Looking Ahead by the principal, Professional Development Calendar, Data Collection Notebooks</p>	<p>How is the school based professional development directly linked to the school's goals and objectives? Have the teachers identified areas where individual assistance may be required? How is it ensured that both principals and teachers receive the same professional development training?</p>	

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	<p>Administrator Walkthroughs and observations, lesson plan reviews.</p> <p>Staff development is provided relevant to the teachers' needs.</p> <p>Teacher mentoring program is based on the WVDE Professional Development Model.</p> <p>Substitutes are hired to cover staff during staff developments.</p> <p>State, local and outside consultants.</p>	<p>How do principals monitor the implementation of instructional strategies/practices learned in professional development sessions?</p> <p>How is professional development differentiated to meet individual teacher needs?</p> <p>How does a teacher mentoring program provide support to new teachers or teachers who are new to the building?</p> <p>Are the professional development sessions voluntary or mandatory?</p> <p>What percentage of teachers participate in voluntary sessions?</p> <p>How is the professional development embedded into the day to day routine of the staff?</p> <p>Who provides the professional development?</p>	<p>Voluntary</p> <p>69%</p> <p>Not universally.</p>	
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	<p>Through the county professional plan and includes follow-up sessions through the annual Summer Academy</p>	<p>(SEA staff, LEA staff, higher ed, outside consultants)</p> <p>How does the school/district ensure follow-up sessions are provided for sustainability?</p>		
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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:

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.	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	19

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.

Preliminary Budget Form Template

District Name: Roane County Schools

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:				
Geary Elementary Middle School				√
Tier III Schools:	Not applicable to Tier III schools.			

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 (20 additional days for principal contract)	4,960	5,020	5,080	15,060
Use rigorous, transparent and equitable evaluation systems that take into account data on student growth	433,000*	383,000*	383,000*	1,199,000*
Identify and reward school leaders, teachers and other staff who have increased student achievement and the graduation rate	10,000	10,000	10,000	30,000
Provide high quality, job-embedded professional development (Pearson STEP Partnership)	*	*	*	*
Implement strategies to recruit, place and retain staff	1,500	1,500	1,500	4,500
Other permissible activities as defined in the regulations (specify activities)				
Section Subtotal:	449,460	399,520	399,580	1,248,560
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 (Pearson STEP Partnership)	*	*	*	*
Promote the continuous use of student data to inform and differentiate instruction Netbooks and Technology	57,500	57,500	57,500	172,500
Other permissible activities as defined in the regulations (specify activities) Literacy and Mathematics Coach	155,092	156,000	157,000	172,500
Section Subtotal:	212,592	213,500	214,500	640,592
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 Summer School 2 weeks and Teacher Academy	40,000	130,000	130,000	300,000
Provide ongoing mechanisms for family and community engagement (Parent Night Activities)	1,500	1,500	1,500	4,500
Other permissible activities as defined in the regulations (specify activities) (Family Involvement Nights)	8,000	8,000	8,000	24,000
Section Subtotal:	49,500	139,500	139,500	348,500
D. Provide operating flexibility and sustained support				
Give schools operating flexibility to implement fully a comprehensive approach (Books, materials, leveled reader resources, etc.)	25,000	25,000	25,000	75,000
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA and/or the SEA	No Additional Cost	No Additional Cost	No Additional Cost	No Additional Cost
Provide intensive technical assistance and related support from a designated external lead partnership organization (Pearson STEP Partnership)	*	*	*	*
Other permissible activities as defined in the regulations (specify activities) (Additional Professional Development, Stipends, Travel)	50,000	50,000	50,000	150,000
Section Subtotal:	75,000	75,000	75,000	225,000
Indirect Costs:	29,967.63	38,148.67	44,826.18	112,942.48
Total for Transformation Model:	816,519.63	865,668.67	873,406.18	2,575,594.48

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
Total:				

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.