

**1003(g) SCHOOL IMPROVEMENT GRANT  
APPLICATION COVER**

County: Lincoln County

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Others may be added as needed by the LEA.

**Superintendent Signature** \_\_\_\_\_ **Date** 5-27-10

**LEA Title I Director Signature** \_\_\_\_\_ **Date** 5-27-10

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**Provide a brief summary of the LEA's proposed Title I school improvement grant program**

(not to exceed 1 page)

Lincoln County Schools is pursuing funding to support a transformational model at Hamlin PK-8, West Hamlin Elementary and Guyan Valley Middle.

A thorough needs assessment was conducted for each school. During this process, stakeholders examined various types of data in an effort to identify the root causes of why each school continues to struggle to raise student achievement. The needs assessment process has been instrumental in determining the types of activities that stakeholders believe are aligned with the transformational model.

Each school will be provided access to researched-based, on-going, embedded professional development that will assist the schools in improving student achievement. This support will be organized by experienced consultants who will be working closely with the county curriculum team and the principals at each school. Professional development support will begin by creating a leadership team at each of the three schools. This leadership team will attend the WVDE Teacher leadership sessions. This team will be instrumental in developing the use of professional learning communities as well as building a positive culture that acknowledges all students can learn.

Hamlin PK-8, West Hamlin Elementary, and Guyan Valley Middle will adopt the newly developed framework for a multiple measure professional educator evaluation system. As a result, these schools will become “early adopters” in the timeline of implementing this framework. LEA representatives will participate in the revision of WV BOE Policy 5310 and the development of a rigorous, transparent, and equitable evaluation system for teachers and principals.

Schedules will be modified to accommodate a longer school year in order to set aside time for teachers to meet to analyze data, discuss student work and engage in professional development. This will allow for five additional days of employment for teachers. Also, adjusting the schedules will allow time during the school day for professional learning communities.

Through the utilization of the grant, each school will provide an extended day program for students. This program will be four days a week with a focus on reading/language arts and mathematics.

Incentives of one-thousand dollars will be awarded to all professional employees in the schools for participating in a PLC and for over-all increase in student achievement. This money may be used to purchase materials and supplies for classrooms. ~~or for tuition reimbursement.~~

## LEA APPLICATION

**I. SCHOOLS TO BE SERVED:** List each Tier I, Tier II and Tier III school the LEA commits to serve and check the applicable box for the intervention model that the LEA will implement in each Tier I and Tier II school.

**Tier I School:**

School Name/ NCES ID#	Principal	Email Address	Intervention			
			Turn-around	Restart	Closure	Transformation
West Hamlin Elementary 540066000502	Kirk King	<a href="mailto:klking@access.k12.wv.us">klking@access.k12.wv.us</a>				X

**Tier II Schools:**

School Name/ NCES ID#	Principal	Email Address	Intervention			
			Turn-around	Restart	Closure	Transformation
Hamlin PK-8 540066001237	Patricia Faulknier <del>Ryan Saxe</del> Hired 7/11 Becky Ferguson	<a href="mailto:pfaulkni@access.k12.wv.us">pfaulkni@access.k12.wv.us</a> <del><a href="mailto:rsaxe@access.k12.wv.us">rsaxe@access.k12.wv.us</a></del> <a href="mailto:rjfergus@access.k12.wv.us">rjfergus@access.k12.wv.us</a>				X
Guyan Valley 540066001242	<del>Jeremy Brunty</del> Hired 7/10 Jonah Adkins	<del><a href="mailto:jbrunty@access.k12.wv.us">jbrunty@access.k12.wv.us</a></del> <a href="mailto:jwadkins@access.k12.wv.us">jwadkins@access.k12.wv.us</a>				X

**II. DESCRIPTIVE INFORMATION:** Address the following information in the LEA application for the 1003(g) school improvement grant.

**A.** The needs assessment and capacity index were previously provided in the letter of intent to apply. The letter of intent to apply has been evaluated according to the established criteria and if it was deemed to have met the standard, no further action is required.

See attached Letter of Intent to Apply with revisions. The LEA scored a 18 on the capacity index, therefore the following technical assistance is requested:

- Provide assistance during the completion of the root cause matrix and the data review.
- Provide the Instructional Practices Inventory review at each school.
- Work with the school leadership teams to review policies and practices to determine needed changes.

**B. Provide a summary of the LEA consultation with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools. The summary will include a description of the meeting format, stakeholder groups consulted, key discussion points and the outcomes from the discussion.**

**How will stakeholder input be obtained as part of the ongoing school improvement process?**

Parents and community members will be involved in the school improvement process through the utilization of the Local School Improvement Council meetings held throughout the school year at each school. The Local School Improvement Councils are comprised of teachers, principals, business partners, and district level administrators. The LSICs will examine data to determine areas to be addressed through professional development as well as assist in the development of each school’s Five Year Strategic Plan. Agendas for meetings, minutes and work products will be maintained as documentation.

Discussions were held with principals, who represented the stakeholders for their school and community. The following points were discussed:

- Need for flexibility in scheduling to allow for PLC’s
- Make-up of school leadership team
- Incentives
- Need for interventionist and or consultant services
- Need for additional days of employment
- Early adopters of new evaluation system
- Increased learning time
- Create community oriented schools with increased parent involvement
- Improved culture and climate

One of the outcomes from the meetings was the opportunity for teachers, principals and parents to voice concerns about what will be required in order to improve their respective schools. Likewise, a grant of this magnitude was viewed as an opportunity to provide resources to address the points of discussion.

**C1. For each Tier I, Tier II and Tier III school the LEA will serve, develop measurable summative and growth goals that will be used by the LEA to monitor progress of student achievement on the State’s assessments in both reading/language arts and mathematics. Annual growth goal example: “The**

**percentage of students who exhibit typical growth in grades 6-8 in mathematics will increase annually as measured by the WESTEST 2.” Meet with school level transformational team comprised of various teacher leaders to discuss goals**

<b>School Name: West Hamlin</b>
<b>Annual Summative Achievement Goal for Reading/Language Arts:</b> The percentage of students in grades 3-5 in the all subgroup achieving proficiency in Reading/Language Arts on the WESTEST 2 will increase 3% annually. (baseline data for 2010)
<b>Annual Growth Goal for Reading/Language Arts:</b> The percentage of students who exhibit typical growth in grades 3-5 in Reading/Language Arts will increase annually as measured by the WESTEST 2.
<b>Annual Summative Achievement Goal for Mathematics:</b> The percentage of students in grades 3-5 in the all subgroup achieving proficiency in mathematics on the WESTEST 2 will increase 3% annually (baseline data for 2010).
<b>Annual Growth Goal for Mathematics:</b> The percentage of students who exhibit typical growth in grades 3-5 in mathematics will increase annually as measured by the WESTEST 2.

**2. Describe below how the summative and growth goals will be utilized by the LEA to evaluate the school’s academic progress.**

Targeted school improvement efforts focused on rapid change for the lowest performing schools need to establish early and tangible indicators of positive change. Absent clear evidence of progress, state and district leaders charged with directing school improvement efforts must require school leaders to examine their strategies and make necessary mid-course corrections. Identifying leading indicators of change and subsequently making necessary adjustments can significantly accelerate rapid improvement success rates (Hassel & Hassel, 2009). (CII 2010)

The LEA will continue the practice of meeting with principals to discuss the summative and growth goals. Baseline data will be compared to 2010-2011 WESTEST results. In the event schools do not make gains toward the above goals the, LEA will re-examine the grant activities to make adjustments to meet the needs of students and faculties. Once goals are met, the LEA will adjust the rigor of the goals to insure on-going improvement.

**TRANSFORMATION MODEL AND TIER III ACTIVITIES: Design interventions and establish timelines for implementation consistent with the final requirements for the selected intervention model(s) as directed below.**

Tier I and Tier II schools implementing the Transformation Model shall address all items under Sections A through D. Tier III schools are responsible for Section A, numbers 2 and 4 (develop teacher and school leader effectiveness). In addition, Tier III schools shall address one or more of the items listed in Sections B through D.

**TRANSFORMATION MODEL**

**a. Develop teacher and school leader effectiveness**

**1a. Replace the principal -This section must be addressed for each Tier I and Tier II school the district elects to serve.**

Lincoln County Schools has selected the following method(s) to address the transformation model requirement addressing the replacement of the principal. The new principal must be placed in this position on or before the first day of administrative employment for the 2010-2011 school year.

School Name	Tier	Method of Replacement (Choose a, b or c. See below.)	Start Date of the Principal
West Hamlin Elementary	I	A	July 1, 2009
Guyan Valley Middle	II	B	July 1, 2010
Hamlin PK-8	II	A	July 1, 2009

- a. The principal has been replaced within the past two years, (newly defined by ED as the fall of 2007 or more recently), as required of an identified Title I school in years four and beyond placed in restructuring as defined in NCLB §1116(b)(8)(B)(ii). This change in leadership meets the requirement of restructuring the school governance for a fundamental reform. Evaluation of the individual’s performance will be conducted within the guidelines of WV Code §18A-2-12 and WV BOE Policy 5310.
- b. The principal has been or will be replaced through a mutual agreement (i.e., voluntarily applies to transfer to another available position within the district) as outlined in WV Code §18A-2. Evaluation of the individual’s performance will be conducted within the guidelines of WV Code §18A-2-12 and WV BOE Policy 5310.
- c. The principal has been or will be replaced through the performance evaluation of school personnel process as outlined in WV Code §18A-2-12 and WVBOE Policy 5310.

**1b. Describe the leadership competencies the district will require for principals placed in the schools implementing the transformation model. Primary Responsibilities of Turnaround Principal include but are not limited to:**

- Formulating and articulating a clear vision regarding the qualities of an effective school
- Developing and implementing formal and informal accountability systems
- Establishing and implementing student behavioral standards and discipline procedures
- Formulating and facilitating structures and processes that provide parents the means and opportunity to participate in and support the school's instructional program
- Ensuring lessons and classroom activities provide a variety of instructional strategies and grouping practices that engage students and allow multiple pathways for students to master the state academic standards
- Ensuring consistent, systematic, focused, and responsive monitoring of student progress
- Developing and implementing professional development plans that focus on objectives related to school and/or individual improvement plans
- Administering the school's budget in a manner that supports identified school improvement goals
- Working cooperatively with district personnel in the implementation of governing board policies and procedures and administrative regulations
- Maintaining a working relationship with SEA and district personnel and reporting on a frequent basis on school progress
- Demonstrating leadership theories and practices
- Demonstrating skills for school budget preparation
- Supervising and evaluating staff
- Developing and monitoring curriculum guidelines;
- Making group presentations
- Enforce student management procedures
- Implementing crisis management procedures
- Demonstrating effective oral and written communication skills
- Failure is not an option attitude
- Knowledge of research-based instructional strategies

Evidence collected over the last 30 years suggests that effective school leaders significantly influence student learning and other aspects of school performance. (Leithwood, K., Louis, K.S., Anderson, S., & Wahlstrom, K. (2004). Documented experience also indicates that individual leaders in failing organizations in various sectors, including education, can effect rapid, dramatic improvements (Public Impact for the Center on Innovation and Improvement 2007). School turnaround is dependent upon concerted effort with strong leadership at the helm and persistent, achievement oriented collaboration among staff. In selecting administrators to lead turn around reform, it is crucial that the district first define the competencies needed to be successful in each school environment. Competencies may be developed, but they are most powerful when used to select people who are already a good fit for the job. Lincoln County believes that the needed competencies for an administrator in a

turnaround schools may be categorized into three areas: 1) skills to desire and drive for results; 2) the ability influence others to achieve results; and 3) the skills needed for problem solving. Each of the categories has been defined below and specific competencies within each category have been listed.

1. Driven for Results – This cluster of competencies is concerned with the turnaround leader’s strong desire to achieve outstanding results and the task-oriented actions required for success.
  - Positively use evaluation system to promote professional growth
  - Promote and lead change
  - Manage change
  - Failure is not an option attitude – believe all students can learn
2. Influencing for Results – This cluster of competencies is concerned with motivating others and influencing their thinking and behavior to obtain results. Turnaround leaders cannot accomplish change alone, but instead must rely on the work of others.
  - Team building
  - Experience with various population
  - Promote a positive school culture
  - Inviting to the community (build community involvement) – encourage parent involvement
  - empower staff and parents in decision making at the school
  - Shared responsibility and decision making
  - Facilitates communication
3. Problem Solving – This cluster of competencies is concerned with a leader’s thinking applied to organization goals and challenges. It includes analysis of data to inform decisions; making clear logical plans that people can follow; and ensuring a strong connection between school learning goals and classroom activity.
  - Proficient data analysis and application
  - Instructional leader
  - Knowledge of research-based instructional strategies
  - Knowledgeable of current reading and math

**2. Describe how each participating school will use rigorous, transparent and equitable evaluation systems that take into account data on student growth. This section must be addressed for each Tier I, Tier II and Tier III school the district elects to serve.**

Evaluating staff is a critical component in an effective performance management system and should be connected to other areas of educator support. In particular, a rigorous approach to evaluation should be clearly connected to a district’s system for providing professional development so that growth opportunities are well-aligned with teachers’ and school leaders’ areas of weakness (Milanowski, Heneman, & Kimball, 2009). When professional evaluation

systems are tied to compensation or other high-stakes outcomes, it is especially important that they be accurate, objective, fully transparent, and linked to growth opportunities.

Frequently, evaluation systems fail to adequately differentiate between teachers at different performance levels (Weisberg, Sexton, Mulhern, & Keeling, 2009), or to differentiate among teachers based on specialized roles and specific contexts (Chait, 2009; Toch & Rothman, 2008). To be effective, teacher evaluation systems must be understood by teachers and should result in the identification of actual differences in performance (Danielson & McGreal, 2000; Milanowski, Prince, & Koppich, 2007). Everyone involved in the evaluation process should undergo training in the use of the assessment instruments including the use of classroom observations, portfolio reviews, or other methods employed. In addition, evaluations should be conducted frequently, using multiple measures, in order to gain a comprehensive and accurate picture of a teacher's competencies. Those responsible for conducting classroom observations and evaluation should provide immediate formative feedback to improve a teacher's instructional practices.

School administrators must also be evaluated. Their evaluations should be based on clear standards and objective criteria that are a matter of description and not assumption. Evaluations should be straightforward, helping leaders to identify strengths as well as weaknesses. Administrators should be provided an opportunity to give feedback to the district and to shape the decisions that will improve their effectiveness (Reeves, 2009). For both teachers and school leaders, the evaluation system must be monitored for its perceived usefulness and to guide revisions to the evaluation process.

In order to meet this requirement for the 1003(g) SIG program, **Lincoln County Schools / Hamlin PK-8, Guyan Valley Middle and West Hamlin Elementary** will become "early adopters" of the WVDE revised educator performance evaluation system that takes into account data on student growth. To determine the adequacy of growth in Title I 1003(g) grant recipient schools, WVDE will first identify a suitable normative group to whom students in these schools can be compared. WVDE proposes that this normative group be composed of all students in the state of West Virginia. Furthermore, WVDE proposes that typical growth targets must be differentiated for students based upon their prior academic performance on WESTEST 2. This approach will allow WVDE to set realistic and individualized expectations for growth that are not based on subgroup membership. The process of documenting student growth in Title I 1003(g) grant recipient schools begins with identifying this normative group.

Each year, an LEA having a Title I 1003(g) grant recipient school will receive a school growth report from the WVDE containing: (1) a school-wide median growth percentile value for each assessed content area and (2) a median growth percentile value for each content area disaggregated by grade level. The report will also include the percentage of students who achieved at or above typical levels of growth. This information will be presented for each assessed content area and disaggregated by grade level. This report will be utilized as part of the WVDE revised educator performance evaluation system that takes into account data on

student growth and to identify and reward school leaders and teachers who have increased student achievement.

The school growth report will be incorporated in evaluating teacher and school leader effectiveness as described below.

Schools accepting Title I 1003(g) funds will be required to adopt the newly developed framework for a multiple measure professional educator evaluation system. As a result, these schools will be labeled as “early adopters” in the timeline of implementing this framework. LEA representatives will participate in the revision of WV BOE Policy 5310 and the development of a rigorous, transparent, and equitable evaluation system for teachers and principals. This taskforce must include representatives from all stakeholder groups and will be guided by the task force executive committee. The timeline below illustrates the implementation stages for this new framework:

- 2009-2010: State task force was established to study the WV teacher and leader performance evaluation system and review the work that has been completed on the teaching standards.
- 2010-2011: State task force continues to meet and recommends revisions to Policy 5310 and WV teacher and leader performance evaluation system.

Provide professional development to teachers and administrators on the newly revised WV teacher and leader performance evaluation system.

- 2011-2012: Implement revised WV teacher and leader performance evaluation system as an “early adopter”.

This multiple measure approach will examine three areas of teacher and leader effectiveness. The first measure will be based upon observation and traditional teacher evaluation. This component will encompass peer review, content knowledge, pedagogy, and professionalism, among other areas. The second measure will examine established collaborative team goals based upon growth data and observation-based assessment measures. These team goals and action steps will be representative of and based upon a needs assessment, student growth and summative assessment data. Examples of assessment data collection may include Writing Roadmap, Acuity, TechSteps, etc. The third component, to be implemented at a later date, will encompass classroom and individual student growth. These data sets will include WESTEST 2, the eventual common core assessment standards and benchmarks, student grades, student portfolios, and classroom rubrics. The expectation for this developing evaluation system is that it will take into account student growth as a “significant factor” in the teacher and leader evaluation process.



**3. Describe how the district will identify and reward school leaders, teachers and other staff who have increased student achievement and the graduation rate. This section must be addressed for all Tier I and Tier II schools. Participation is optional for the Tier III schools.**

Nationally, reward-based compensation is becoming increasingly common as a school reform strategy because of the increased emphasis on teacher effectiveness and increased student achievement. The goal of this type of compensation structure is to significantly motivate employees to perform well and encourage the retention of highly effective teachers in low achieving schools. According to NCLB Section 1117, each state may financially reward schools that improve student achievement and help the school meet its goals for improvement. The rewards program may also recognize and provide financial rewards to teachers teaching in a Title I school identified for improvement that consistently makes significant gains in academic achievement in the areas in which the teacher provides instruction or to teachers or principals designated as distinguished.

While WV Code §18A-4-4 and §18A-4-5a limits the options for rewarding teachers, Lincoln County Schools will implement the following procedures for meeting this criteria. The rewards will be based on student achievement results and implementation of individual action steps to achieve the school goals. The information contained in the school growth report provided by the WVDE will be utilized to determine reward-based compensation.

All professional staff members will be part of a collaborative team (professional learning community) and participate in regularly scheduled team activities. As part of the team activities, each staff member will be asked to identify specific individual action steps. The teacher will commit to completing the identified tasks as part of the overall strategies to achieve the school’s summative and growth goals for reading/language arts and mathematics. The completion of these individual action steps will be monitored quarterly by the building administrator.

Each year, an LEA having a Title I 1003(g) grant recipient school will receive a school growth report from the WVDE. After reviewing the school growth report, the LEA will determine if the school met its summative and overall school growth goals for reading/language arts and mathematics. Additionally, the building administrator will determine if the teachers completed their individual action steps. The administrator’s supervisor will in turn determine if the principal completed his/her individual action steps.

If it is determined that the school met the summative and overall school growth goals for reading/language arts and mathematics and each professional completed their individual action steps, then the professional staff members (principal and teachers) will be rewarded.

Current WV Code does not permit a bonus to be paid to individuals, thus the following options are being suggested as appropriate rewards.

**Check the option(s) the county will use to provide rewards:**

<b>Reward Options</b>	<b>Amount per Staff Member</b>
• √ Materials or supplies for teachers' classrooms	\$1000.00
• Attend an out of state conference	
• Utilize the funds towards tuition for advanced coursework and LEA HQ teacher plan	
• Enrichment camps for students	
• Other (Please specify)	

**4. Describe how high quality, job-embedded professional development will be provided. This section must be addressed for each Tier I, Tier II and Tier III school the district elects to serve.**

- **All schools that receive a Title I 1003(g) school improvement grant will be required to have PLCs as a means for providing job-embedded, sustainable professional development that will lead to lasting change. Describe the format for the professional learning communities in the district and further delineate where the individual schools differ, if applicable. The description must address the following items:**
  - **Structure – grade level, content area, facilitators, etc.**
  - **Frequency of meetings**
  - **Major areas of focus**

One of the biggest obstacles in instituting school reform is the culture of the school. In a school with a negative culture and climate, students and teachers have low expectations for themselves and others which negatively impacts student achievement. Professional learning communities (PLCs) must be implemented to change the culture from one that is protecting the “status quo” to one that embraces change. Research supports the use of PLCs in reform efforts. Schools that have embraced PLCs have increased teacher expectations of student achievement, teachers working together to achieve goals, increased utilization of effective instructional practices and raised student achievement (Louis and Marks, 2005). These positive effects occur due to the collaboration and mutual accountability that occurs in PLCs (Reeves, 2005). Other benefits for schools include a decrease in the number of dropouts,

increase in school and class attendance rates, and a lessening of the achievement gap between subgroups (Hord, 1997).

All three schools receiving Title I 1003(g) funding will participate in professional learning communities as a means of job embedded professional development. Research suggests that common time is essential for teams to be effective and interdisciplinary teams have been considered a crucial part of school improvement (Flowers, Mertens & Muhall, 1999). Each teacher will serve on a grade level team and a vertical team. Grade level teams will meet no less than once a week, for 40 minutes, during the school day for collaboration, common planning time and study groups to address specific needs of students. Each team will meet weekly after school to participate in book studies and to receive training and professional development in the focus areas of school culture, assessment data, and intervention/enrichment. Teachers will also meet once a month to serve on a vertical team to allow for curriculum development and planning. This time can also be used to coordinate lesson plans, generate high quality questioning, (DOK), determine key vocabulary, and generate explanations of math and science terms that are difficult to explain. Each school will have specific needs; therefore the charts and paragraphs below will indicate differentiated professional development offerings that will be provided for the staffs at each of the three schools.

**Provide an overall description of the professional development plan for each school that describes the focus of the PD and how it will fundamentally change teaching and learning in the school.**

According to the National Staff Development Council's *Standards for Staff Development* (2001), professional development should be standards based, results driven, and job embedded (e.g., formal or informal professional development conducted during the school day as educators engage in their daily work activities). Professional development programs should extend beyond traditional workshops to include activities such as peer observation, mentoring, the creation of teacher portfolios, action research projects, whole-faculty or team/department study groups, curriculum planning and development, literature circles, critical friends groups, data analysis activities, school improvement planning, the shared analysis of student work, lesson study, or teacher self-assessment and goal-setting activities. Professional development activities should be collaborative but also differentiated to meet the individual needs of teachers (Chambers, Lam, & Mahitivanichcha, 2008). (CII, 2010)

The professional development plan for West Hamlin, Guyan Valley and Hamlin will have a number of common characteristics, while also meeting the individual needs of the three faculties. All plans will consist of embedded, research-based professional development. The focus for all schools will be to provide a climate and culture that is conducive to student

success that is data driven. Professional development will extend beyond traditional workshops and will include a variety of activities. All schools will either begin the process of utilizing PLC's or they will be provided professional development to refine current usage of PLC's. The three schools applying for funding will utilize funds to provide collaborative planning and tiered instruction. There will also be an emphasis placed on integrating the use of technology in delivery of the curriculum at all schools. Each school will also be represented by a school leadership team which will participate at all WVDE Teacher Leadership meetings held at the state level. The composition of the team will consist of five teachers, the principal and the administrative consultant. These teams will be responsible for disseminating information to their collaborative teams at the school level.

To ensure the professional development plan is collaborative and differentiated, services will be provided by literacy coaches and technology integration specialists. These positions will play a vital role in the success of improving the culture and the climate at each school. The coaching cycle presents another method for collaborative use of instructional practice data. Instructional coaches follow a deliberate cycle to scaffold teachers' ability to implement new ideas effectively. The cycle involves holding a pre-observation conference to discuss the goals of the lesson; observing a lesson that focuses on the aspects that have been jointly agreed upon; and debriefing to analyze the instructional data. The cycle continues with a discussion about changes the teachers will make to future lessons. During this process, coaches encourage teachers to use reflective practices. The more they learn about teaching and learning, the more accurately they can reflect on what they are doing well and what needs improvement (Darling, Hammond, & Bransford, 2005) (CII). The literacy coach and the TIS will provide embedded on-going support in the areas following areas: the use of Acuity for benchmark assessment; writing in the content area using Writing Roadmap; the utilization of Odyssey and integration of techsteps to assist in the delivery of standards – based instruction.

According to the Mass Insight Education & Research Institute's *The Turn Around Challenge*, "States and districts can engineer more effective turnaround at scale by creating space that supports outside the system approaches, focused inside the system" (Calkins et al., 2007, p.11) (CII, 2010). In order to create an environment that advocates for change, funding from the school improvement grant will allow for flexibility of the school's master schedules for teachers who are employed at a Tier I or II schools. The schedules will be modified to accommodate a longer school year in order to set aside time for teachers to meet to analyze data, discuss student work and engage in professional development. This will begin with the faculties at the three schools returning to work one week early in the fall. Specific details about each school's plan for professional development during the extended week will be discussed in detail below. Each school will have specific needs; therefore, the charts and

paragraphs below will indicate differentiated professional development offerings that will be provided for the staffs at each of the three schools.

### **West Hamlin Elementary**

In addition to the professional development plan discussed above, the following activities will be tailored to meet the needs of West Hamlin Elementary. The current administration has been instrumental in improving the culture at the school and has a strong knowledge base in the areas of climate, curriculum, instruction as well as effective practices. He will not require the services of the administrative consultant; although the consultant will be available to him as a resource and to disseminate information from meetings held by WVDE. West Hamlin Elementary currently practices data-based decision making, such as screening students for placement, using progress monitoring or formative assessments to determine instructional changes, and interpretation of these results informs ongoing professional development. Teachers employ the use of data systems in broader decision-making by utilizing annual state testing results as well as Acuity benchmark assessment to evaluate the effectiveness of their instructional systems.

West Hamlin Elementary administration and staff have spent a great deal of time developing the process of participating in grade level team meetings in order to analyze student data and plan collaboratively. During the 2009-10 school year, in an attempt to perfect this process and develop a true professional learning community, teacher's began the process of developing norms and protocols by utilizing the book *Professional Learning Communities at Work* by Richard Defour as an introduction and a guide. The funding from the SIG grant will support the practice of authentic PLC's consistently and pervasively across all grade levels. Professional development in area of PLC's will allow the staff to refine this process to assure that the time spent in collaboration will be utilized to provide maximum benefits to teachers and students.

The staff at West Hamlin Elementary is ready to take data analysis to next level. They plan to actively involve students in this process. The principal plans to lead the staff in this in endeavor. During the 2009/10 school year one classroom teacher piloted this process by creating individual student data notebooks with her students. This activity was very effective for this particular class; therefore, the administration and staff have decided to duplicate this practice for all students at West Hamlin. These strategies will assist students in understanding their strengths and weaknesses and provide a means for students to have ownership of their work which will lead to a deeper understanding of the process of learning.

Tiered intervention has been utilized at West Hamlin Elementary for the past two years, but teachers have commented that they still do not feel comfortable with the delivery of small

group instruction during the reading block as well as Tier II intervention. A plan is already in place to address this need by providing teachers a day- long professional development session. WVDE Title I Consultant, Jane Massi, will lead this session during a summer reading academy, which has been planned for June 2010. Tier III intervention will be addressed by providing Wilson Learning training to more teachers at West Hamlin. Currently one Title I and one special needs teacher has been trained to provide instruction using the Orton-Gillingham language based program. Two teachers simply cannot provide enough time slots to address the needs of the number of students who are currently requiring Tier III intervention. By providing this training and purchasing the materials for all special needs and all Title I teachers, more time and materials will be allocated to all students who require early intervention. The Wilson Learning training will be sustained because once teachers are trained the only costs in future will be for the consumable materials that are required for the program and they could be purchased with regular Title I funding.

The staff at West Hamlin Elementary has been very active in the WVDE Title I Math Initiative that is being led by Title I coordinator, John Ford. The staff will continue to be involved in this program and will now begin to participate in the process of utilizing the online math modules.

In order to create an environment that advocates for change, funding from the school improvement grant will allow for flexibility of the school schedules for teachers who are employed at a Tier I or II schools. The schedule will be modified to accommodate a longer school year in order to set aside time for teachers to meet to analyze data, discuss student work and engage in professional development. This will begin with the staff at West Hamlin returning to work one week early in the fall. This will provide an opportunity for the teachers at West Hamlin to participate in the following activities: overview of SIG grant expectations, data analysis of WESTEST, Acuity, and DIBELS, grade level team and vertical planning, student data notebooks, PLC developing norms, collaborative planning for tiered instruction, technology integration in the classroom, Title I Math Initiative, Wilson Reading Training Reading.

- b. In addition, provide a specific description of professional development activities by year in the chart below. Please note that all professional development must be both research-based and sustainable.**

**Detailed Description of West Hamlin Elementary Professional Development Plan**

Date	Topic	Presenter(s)	Funding Source
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August-June	Embedded professional development: PLCs, mentor principal, observe classrooms and provide feedback, improve climate and culture, use data to drive instruction	Principal /	SIG FY11
August-June	Embedded professional development: model instructional strategies, PLCs, mentor principal, observe classrooms and provide feedback, improve climate and culture, use data to drive instruction	Literacy coach	SIG FY11
August-June	Embedded professional development: Acuity, Writing Roadmap, Odyssey, TechSteps, technology integration	Technology Integration Specialist	1003(g) FY10
August – June	PLC- Grade level team meeting weekly during the school day as well bi-monthly after school from 3:00-4:00	Principal and/or team leader	1003 (a)

August 9-13, 2010	<p style="text-align: center;"><b>Additional Employment Days</b></p> <ul style="list-style-type: none"> <li>• Overview of grant expectations</li> <li>• Data Analysis of WESTEST, Acuity, DIBELS, vertical planning (Student ownership of data)</li> <li>• PLC – Norms – Begin book study</li> <li>• Collaborative planning for tiered instruction.</li> <li>• Technology</li> <li>• Title I Math Initiative</li> <li>• Wilson Reading</li> </ul>	<p>Jane Massi, Kirk King, WVDE School Improvement Coordinator,  LEA Title I Director, Wilson Learning consultant, John Ford</p>	SIG FY11
Oct. 11, 2010	<p>ISE – 2 hours – Follow-up to Additional Employment Days</p> <p>Continue Data analysis and discover root causes.</p>	Administrator and/or Teacher Leadership Team Members	Local Funding
Oct. 18-20, 2010	School Leadership Team workshops, Bridgeport Conference Center	WVDE	
November	Data Analysis (Early Release) Benchmark / Assessment Results	Team Leader	Local Funding
Dec. 23, 2010	<p>ISE – 2 hours Follow-up to Additional Employment Days</p> <p>Continue Data analysis.</p>	Administrator and/or Teacher Leadership Team Members	
January	Data Analysis (Early Release) Benchmark / Assessment Results	Team Leader	Local Funding

Feb. 16-18, 2011	School Leadership Team workshops, Bridgeport Conference Center	WVDE	
Feb. 21, 2011	ISE– 2 hours Follow-up to Additional Employment Days	Administrator and/or Teacher Leadership Team Members	Local Funding
April	Data Analysis (Early Release) Benchmark / Assessment Results	Team Leader	Local Funding
Apr. 21-22, 2011	School Leadership Team workshops, Embassy Suites, Charleston	WVDE	
Apr. 22, 2011	ISE– 2 hours(Early Release) Benchmark / Assessment Results	Administrator and/or Teacher Leadership Team Members	Local Funding
June 8, 2011	ISE– 2 hours(Early Release) Benchmark / Assessment Results	Administrator and/or Teacher Leadership Team Members	Local Funding
June 27,2011	Teaming / Climate and Culture Retreat	Administrative and Leadership Team	SIG/School Improvement and Title I

**Year Two: September 2011 - August 2012**

<b>Date (month)</b>	<b>Topic</b>	<b>Presenter(s)</b>	<b>Funding Source</b>
Ongoing	Embedded professional development: PLCs, mentor principal, observe classrooms and provide feedback, improve climate and culture, use data to drive instruction	Principal and Leadership Team	SIG FY11

Ongoing	Embedded professional development: model instructional strategies, PLCs, mentor principal, observe classrooms and provide feedback, improve climate and culture, Begin implementing vertical alignment of concepts and use data to drive instruction	Literacy coach  RESA and June Harless Center	SIG FY11
Ongoing	Embedded professional development: Acuity, Writing Roadmap, Odyssey, TechSteps, technology integration	Technology Integration Specialist	1003(g) FY10
July 20-21, 2011	New Evaluation Training for Leadership Team	WVDE	SIG/Title I
August 10, 2011	All teachers Evaluation Training	WVDE	SIG/Title I
Sept-Oct, 2011	Rounds Session 1	School Administrators will lead discussions	SIG
Sept. 1, 2011	IPI Training (2 Participants)	Jerry Valentine	LEA
Oct. 19, 2011	Teacher Evaluation Training	WVDE	SIG
Oct. 20-21, 2011	SSOS WV SIG 1 Training	WVDE	SIG
Oct. 3, 2011	ISE - Culture Survey and IPI review	Erin Sullivan Kelly Watts (pending availability)	
Oct. 2011	School Leadership Team workshops	WVDE	
Nov. 5, 2011	Stakeholder Awareness	Schimmel/Imperial	SIG/Title I
Nov. 1-15, 2011	Rounds Window (session 2)	School Administrators	SIG

		will lead discussions	
Dec. 22, 2011	ISE – SOUP.....Book Study “How to Build an Effective Leadership Team” Culture Survey	Leadership Team Erin Sullivan	
Feb. 15-17	School Leadership Team workshops – Teacher Evaluation, SSOS WVDE Training	WVDE	SIG
Feb. 16- April 19, 2011	Rounds Window	School Administrators will lead discussions	
Feb. 17, 2012	ISE – IPI Data and Benchmark analysis	Rick Davis and Tammy Adkins	
March 16-17, 2012	Retreat: Refresher of: IPI Student Engagement, Pilot Evaluation, Data Notebooks/Student Ownership of Data	Leadership Team / and Grade Level Team Leaders	SIG/Title I
Apr. 18-19, 2012	School Leadership Team workshops	WVDE	SIG
Apr. 9, 2012	ISE – Staff Survey on effectiveness of vertical alignment. (Collaboration, Culture, Achievement)	Kirk King	
June 1, 2012	ISE – Revisit the Five Year Strategic Plan for Fall FY’13	Leadership Team	
July 2012 (2 days)	Two day session: Finalize five year plan, Needs survey for PD, Team Building Activities, Curriculum Vertical Alignment	Leadership Team	

**Year Three: September 2012 - August 2013**

Date (month)	Topic	Presenter(s)	Funding Source
Ongoing	Embedded professional development:	Administrations	SIG FY11

	PLCs, mentor principal, observe classrooms and provide feedback, improve climate and culture, use data to drive instruction	Leadership Team Members	
Ongoing	Embedded professional development: model instructional strategies, PLCs, mentor principal, observe classrooms and provide feedback, improve climate and culture, use data to drive instruction	Literacy coach	SIG FY11
Ongoing	Embedded professional development: Acuity, Writing Roadmap, Odyssey, TechSteps, technology integration	Technology Integration Specialist	1003(g) FY10
Oct. 2012	ISE Topic to be determined		
Oct. 2012	School Leadership Team workshops	WVDE	
Dec. 2012	ISE Topic to be determined		
Feb. 2013	School Leadership Team workshops	WVDE	
Feb. 2013	ISE Topic to be determined		
Apr. 2013	School Leadership Team workshops	WVDE	
Apr. 2013	ISE Topic to be determined		
June 2013	ISE Topic to be determined		

**5. Describe the strategies the district will utilize to recruit, place and retain staff in the schools served by the 1003(g) grants.**

Many districts face difficulties in recruiting both highly qualified and highly effective teachers and administrators. Attracting high-quality staff has traditionally been especially problematic for rural areas and for certain subject areas (e.g., mathematics, science, foreign languages, and special education). These subject- specific and geographic-specific recruitment problems result in less rigorous educational experiences for all students affected. These shortages also contribute to an inequitable distribution of teachers between high-need and low-need student populations; research consistently finds that students from poor and minority backgrounds have less access to highly qualified and experienced teachers than do their peers from low-poverty, non-minority

backgrounds (Imazeki & Goe, 2009). To more successfully recruit effective educators for all students, districts must actively and strategically market their strengths (e.g., attractive compensation packages or working conditions), develop high and unyielding standards for the identification and selection of candidates, and aggressively reach out to all possible candidate pools when recruiting for difficult-to-staff positions (Guarino, Santibanez, & Daley, 2006; Simmons et al., 2007; Spradlin & Prendergast, 2006).

Lincoln County faces challenges in both recruiting and retaining both highly qualified and highly effective teachers and administrators. The rural nature of the district and its proximity to larger cities tends to limit the pool of applicants. Many of the current staff in the schools are natives of Lincoln County who have left the area to gain an education and returned to work in the school system. Furthermore, the district has one of the lowest pay scales in the state; therefore, many times teachers are retained only a few years until they can gain employment in another district.

A systemic process of comprehensive support must be in place for low-performing schools and districts to attract, develop, and retain effective educators for all learners. A systemic approach involves addressing the whole spectrum of educator quality policies across the educator's career continuum (Behrstock & Meyer, 2009). This includes educator recruitment and hiring, induction and ongoing professional development, opportunities for career growth, compensation and incentives, and performance management.

In order to address this situation and ensure that an effective administrator is placed in all of the schools served by the Title I 1003(g) grants, Lincoln County plans to take the following actions:

- Identify the characteristics of the district and its schools that are attractive to teachers and seek to both market and build upon them to recruit new staff
- Develop and sustain partnerships with universities that deliver teacher preparation, particularly for the recruitment of teachers in high-need areas
- Post all positions statewide using the WVDE K-12 Job Bank <http://wvde.state.wv.us/jobs/>
- Advertise all positions statewide through the local newspapers
- Provide tuition reimbursement to enable teachers to become highly qualified
- Provide a supplemental contract for additional days of employment for the principals
- Provide a contracted mentor for the principals
- Provide a stipend for 5 additional days of professional development for teachers in the summer; teachers will be paid their daily rate.
- Provide collaborative planning time within the school day to increase teacher effectiveness and provide additional time after school for which teachers will receive a stipend

- Provide instructional support to teachers through the utilization of literacy coaches, establishment of professional learning communities and co-teaching models
- Provide sustained professional development and provide opportunities for teachers to attend both state and national conferences
- Provide training and permit teachers to furnish input regarding the teacher evaluation system that will take into account student growth
- Utilize the proposed new evaluation system to permit teachers to self evaluate and reflect on their current practice.

**6. Describe other permissible activities, as defined in the regulations, the district chooses to implement in each school to develop teacher and school leader effectiveness.**

Lincoln County has not elected to include additional activities in this area.

**B. Comprehensive instructional reform programs**

**1. Describe how each school will 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.**

The professional learning communities at each school will utilize student data to identify and implement a research-based instructional program based on the WV CSOs and aligned vertically from one grade level to the next.

The *Using Student Achievement Data to Support Instructional Decision Making* practice guide published by IES defines data-based decision making as "...teachers, principals, and administrators systematically collecting and analyzing various types of data, including demographic, administrative, process, perceptual, and achievement gap, to guide a range of decisions to help improve the success of students and schools" (pp. 46). A number of activities and decisions undertaken by schools and districts involve data-based decision making, such as screening students for placement, using progress monitoring or formative assessments to determine curricular changes, and interpreting annual performance data to identify areas of weakness for future educational focus. (CII 2010).

This process of data driven decision-making will begin by identifying students who are at risk in math and reading and language arts. These at-risk students will be provided more intense instruction utilizing a three tiered intervention model; which will incorporate flexible scheduling to allow for extended learning time for students. Universal progress monitoring tools will be utilized to monitoring student achievement. Formative assessments will also be used to evaluate learning and determine what adjustment could be made to instruction to improve student learning.

The tiered intervention model will allow for whole group instruction during the reading and math blocks for all students utilizing the core math and reading programs. Students who are at risk will receive Tier I intervention during the reading and math blocks through small group instruction. Tier II intervention for math will also be addressed during the math block utilizing small group instruction. Tier II intervention for reading will occur daily outside the reading block. Tier III intervention of reading and math will be delivered outside the reading and math blocks. Due to scheduling restraints, this may occur before or after school. Each school will have an extended day program.

**2. Describe how each school will promote the continuous use of student data to inform and differentiate instruction.**

Student data will continue to be analyzed and will be used to make informed decisions about instruction and how it will be differentiated at each of the three schools.

Differentiating instruction allows classroom teachers to provide effective instruction to all students. It is not a single strategy or practice but, rather an approach that utilizes research-based instructional and organizational practices to accommodate student differences in the classroom. All teachers will meet weekly to discuss student progress by analyzing student work, teacher made assessments, DIBELS and SRI results as well as benchmark assessments and WESTEST results, when applicable. This is a process that will be on-going and will provide the information needed to inform flexible grouping of students to meet individual needs. This will coordinate with the RTI model that is in place in Lincoln County Schools.

**3. Describe other permissible activities, as defined in the regulations that the schools will implement as comprehensive instructional reform programs.**

Lincoln County has not elected to include additional activities in this area.

**C. Increasing learning time and creating community-oriented schools**

**1. Describe how each school will establish schedules and strategies that provide increased learning time and create community-oriented schools. An additional 300 hours per year is recommended by ED.**

Research indicates that there is a correlation between increased learning time and gains in achievement. All schools seeking funding currently provide 30-45 minutes in the master schedule to provide tiered intervention for students who are identified at-risk. Those schools having students in grades 6-8 currently double block math and reading/language arts classes. To further increase learning time, this funding will provide extend day

programs at each school. The after school program will operate four days a week with a concentration in the area of reading and mathematics. Instruction will be delivered in a way that is effective, efficient and motivating. Teachers will receive professional development to assist them with providing instruction in this manner.

In an effort to create community-oriented schools, the LEA will encourage local partnerships with parents and community businesses. The parent coordinator at each school will organize parent volunteers and community members to provide enrichment activities to coincide with the intervention activities which will occur during the afterschool program.

## **2. Describe how each school will provide ongoing mechanisms for family and community engagement.**

Research shows that schools can improve their students' learning by engaging parents in ways that directly relate to their children's academic progress, maintaining a consistent message of what is expected of parents, and reaching parents directly, personally, and with a trusting approach (Epstein, 1995; Henderson & Mapp, 2002; Patrikakou, Weissberg, Redding, & Walberg, 2005; Redding, 2000). (CII 2010)

A community-oriented school is both a place and a set of partnerships between the public school and other community resources, and it is often open for extended hours and days. Its integrated focus on academics, health and social services, youth and community development, and family and community engagement leads to improved student achievement and attendance, stronger and more involved families, and healthier communities (Bireda, 2009; Blank, Melaville, & Shah, 2003).

Research also states that when the core academic curriculum is tied to the community, removing the artificial separation between the classroom and the real world, student outcomes are improved (Blank, Berg, & Melaville, 2006). "Complementary learning" involves coordinating non-school community and family resources with existing school services; co-locating these services at the school can have a positive, synergistic effect on a number of desirable outcomes for students, families, schools, and communities (Grossman & Vang, 2009).

At the district level, Lincoln County Schools encourages partnerships between schools, family and community. This will be achieved by offering various workshops and trainings for parents to encourage and support them with the education of their children. Parent workshop offerings will be provided at various times to meet the needs of working parents. Each school will also utilize the school and county website as a means of communicating with parents. All schools will also provide the web service Engrade, which will provide

parents instant access to student assignments and grades on line as well as a means of communicating with teachers via email. The parent coordinator will organize activities which will encourage parent involvement at the school. Activities may include: tutoring, organizing and running a school library, and assisting teachers with classroom activities. The parent coordinator will be critical to the success of the schools by providing technical assistance and other support necessary to assist schools in building the capacity for strong parent involvement to improve student academic achievement and school performance.

Schools will seek to improve student learning by providing engaging parent workshops to address the following topics:

- Title I Orientation
- Coffee With the Principal
- Family Literacy Night
- Family Math Night
- Preparing for the Parent Teacher Conference
- Homework Made Easier
- Introduction to Technology
- Getting Ready to Test
- Learning Activities for Summer Vacation Workshops
- Give Parents Practical Jargon Free Guidance on Ways to Maintain Supportive Verbal Interaction with Their Children

The principals will work with the parent coordinator to ensure that the workshops offered will provide parents with a direct connection to the academic program. This process will begin during the first two workshops where the principals will communicate to the parents the importance of their participation as well as the school's desire for parents to contribute their perspective of the needs required to ensure improved community engagement.

Historically, creating partnerships with community and business members has been a struggle due to the lack of local businesses and organizations in the communities to be served by the grant. The LEA will support the schools by providing professional development that fosters community relationships. The LEA will direct any extra resources available to support partnerships between community and business members.

Schools will assess areas of need and identify potential community partners who may address those needs. The school will allow time for school leaders to meet partners in person to develop relationships. Schools will communicate regularly with community/business partners and publicly recognize these people for their support. The schools will continuously evaluate partnerships for continuous improvement and sustained relationships.

**3. Describe other permissible activities, as defined in the regulations that each school will implement to increase learning time and create community-oriented schools.**

Not Applicable. Lincoln County Schools will not be implementing other activities.

**D. Provide operating flexibility and sustained support**

**1. Describe the operational flexibility (e.g., staffing, calendar, time, budget) that schools will be given in order to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.**

A comprehensive approach to substantial improvement of student achievement will occur by providing collaboration in the form of PLC's, and additional contract days for employment.

Grade level teams will meet no less than once a week during the school day for collaboration, common planning time and study groups to address specific needs of students. Each team will meet weekly after school to participate in book studies and to receive training and professional development in the focus areas of school culture, assessment data, and intervention/enrichment. Teachers will also meet once a month to serve on a vertical team to allow for curriculum development and planning. This time can also be used to coordinate lesson plans, generate high quality questioning (DOK), determine key vocabulary, and generate explanations of math and science terms that are difficult to explain.

Operational flexibility will be provided teachers and administrators with additional days of employment. Teachers and administrators will have the flexibility to participate in PLC's before or after school throughout the duration of the grant. Funding will be provided to support the PLC process with Title I Part A and/or the School Improvement Grant. The schedules will be modified to accommodate a longer school year in order to set aside time for teachers to meet to analyze data, discuss student work and engage in professional development. This will begin with the faculties at the three schools returning to work one week early in the fall. Specific details about each school's plan for professional development during the extended week are discussed in the above paragraph. Each school will have specific needs; therefore, the charts and paragraphs above indicate differentiated professional development offerings that will be provided for the staffs at each of the three schools.

## **2. Describe the ongoing, intensive technical assistance and related support from the SEA and LEA.**

- **SEA and/or LEA Technical Assistance**

The SEA will provide technical assistance to the LEA and the schools as described below. The West Virginia Department of Education Title I school improvement coordinators will regularly monitor to ensure that each LEA receiving a grant is implementing a school intervention model fully and effectively in Tier I and Tier II schools.

As indicated on the WVDE State System of Support (SSOS) School Improvement Model, the grant effectiveness of Tier I and Tier II schools will be monitored by the Title I office as part of the SSOS process in conjunction with the Office of Organizational Effectiveness and Leadership. In addition, Tier I and Tier II schools will be assigned a SEA Title I school improvement coordinator who will be responsible for continuous monitoring of each school's grant implementation. The coordinators will report the school's progress to the SSOS team on a monthly basis for Tier I and Tier II schools and semi-annually for Tier III schools.

In addition, each school receiving a school improvement 1003(g) grant will be provided with statewide training and support to include:

- **Turnaround Specialist (Leadership/School Improvement Specialist)** (Tentative date: August, 2010). This training will focus on performance standards and indicators for the transformation specialist, leadership coach or school improvement specialist. In addition, the training will focus on the evaluation of professional development and action steps of improvement planning. This specialist will also attend all other SEA provided training in October 2010, February 2011 and April 2011.
- **School Leadership Team Workshops** (Tentative dates: October, 2010 and February & April, 2011). Each school must send an 8 person collaborative team consisting of the principal, five representative teachers, the county Title I director and another district or RESA representative. These sessions will focus on the following curriculum and instruction areas:

**October 18,19 and 20, 2010:** Data usage, culture, vision, core beliefs, depth of knowledge, prioritized focus from data, and action steps of the improvement plan. The transformation specialist will also receive IPI training.

**February 16, 17 and 18, 2011:** Shared leadership, the change process, collaboration, teaming and IPI data review.

**April 21 and 22, 2011:** Strategic planning, evaluation of professional development and the budgeting process.

Additional follow-up training to be announced for years 2 and 3.

The SEA will provide technical assistance to the LEA and the schools as described below. The West Virginia Department of Education Title I school improvement coordinators will regularly monitor to ensure that each LEA receiving a grant is implementing a school intervention model fully and effectively in Tier I and Tier II schools.

As indicated on the WVDE State System of Support (SSOS) School Improvement Model, the grant effectiveness of Tier I and Tier II schools will be monitored by the Title I office as part of the SSOS process in conjunction with the Office of Organizational Effectiveness and Leadership. In addition, Tier I and Tier II schools will be assigned a SEA Title I school improvement coordinator who will be responsible for continuous monitoring of each school's grant implementation. The coordinators will report each school's progress to the SSOS team on a monthly basis for Tier I and Tier II schools and semi-annually for Tier III schools.

Additional follow-up training to be announced for years 2 and 3.

#### **LEA – Technical Assistance**

The LEA will regularly monitor to ensure that each school receiving a grant is effectively implementing the Transformation Model. The LEA will participate with the school leadership teams in all SEA sponsored trainings in order to gain knowledge and skills needed to effectively provide technical assistance to each school. The LEA will also monitor school level implementation by conducting walkthroughs and providing constructive feedback to building administrators. Regular meetings between school leaders, LEA administration and the consultants will occur throughout the year. The primary focus of the meetings will be to assure the schools are progressing towards their goals. Additionally, the LEA will conduct a midyear review to evaluate the progress being made toward the end of year goals.

**3. Describe the intensive technical assistance and related support for each school that will be provided by a designated external lead partnership organization, if applicable.**

Not applicable – Lincoln County is not using a company as an external lead or supporting partner.

**4. Describe other permissible activities that each school will implement to provide operating flexibility and sustained support (e.g., staffing, scheduling, budgeting).**

Not applicable. Lincoln County is not utilizing other activities.

**IV. ADDITIONAL INFORMATION:** This section must be addressed for each Tier I, Tier II and Tier III school the district elects to serve.

**A. Recruit, screen, and select external providers, if applicable, to ensure their quality.**

Not Applicable – Lincoln County is not using a company as an external lead or supporting partner. The consultants who will be contracted for Guyan Valley Middle School are individuals who have done work previously in the district and have a demonstrated record of effectiveness.

- **Describe the procedures the LEA will use to recruit, screen, and select external providers. The process shall include input from a variety of stakeholders. A specific timeline to complete these activities must be included.**  
Not applicable.
- **Provide a written explanation outlining the following:**
  - **how the external provider selected meets the identified needs of the school**
  - **the projected work to be completed annually by the external provider**
  - **a description of how the LEA will evaluate the effectiveness of the external provider**

Not applicable.

**How do the consultants selected meet the needs of the school?**

Not applicable.

**What is the projected work to be completed annually by consultants?**

Not applicable.

**How will the LEA evaluate the effectiveness of the consultants?**

Not applicable.

**B. Describe how the LEA/schools will modify practices or policies to enable its schools to implement the interventions fully and effectively. Identify barriers and discuss the willingness of the district to modify procedures as necessary.**

The LEA/schools wish to move our students to the top of the pyramid by basing all decisions on the needs of students as opposed to the needs of adults. Moreover, the school district is willing to do whatever is necessary to enable our schools to fully and effectively implement the interventions proposed in this grant regardless of barriers that may exist. This would include practices or policies that could inhibit the implementation of interventions describe in the grant application.

Our County Curriculum Team has examined current county/state policies and practices as well as examined teacher surveys to make changes that will allow for effective implementation of interventions. The decision was made to increase the school year for teachers by five days for all three schools. Daily teacher and school schedules will be adjusted to increase opportunities for teachers to collaborate and to increase time for tiers of intervention.

**C. Describe how the LEA and schools will sustain the reform efforts after the funding period ends. Address funding, staffing and other resources that will be needed to sustain improvement efforts.**

Lincoln County is not utilizing a company as an external lead or supporting partner.

The LEA and schools will utilize all available funding sources to continue the grant activities after the funding period ends. Possible funding sources will include the following:

- Title I Funds
- Title II Funds
- RLIS Funds
- Special Education Funds
- State Funds
- Local Levy Funds

If it is determined that additional funding sources will be needed to continue the grant activities, then the school district will apply for state and federal grants that may be available to support the grant activities. The decision to seek additional funding will be made by the District Leadership Team well before the funding period ends. These funding sources will help to ensure that the following activities continue beyond the life of this grant:

- Increased parent involvement in the schools
- Support for beginning teachers

- Continue to extend the school year for teachers
- Continue to utilize consultants and interventionists
- Continue to reward teachers and administrators for achieving goals
- Support additional time, substitutes, stipends, and after school tutoring/summer school programs
- Needed materials and supplies for the schools
- Continue to provide teachers with collaboration time and job-embedded professional development

**V. BUDGET:** An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

Align other resources with the intervention as detailed in the budget and the budget narrative for each school.

- The detailed budget narrative will provide evidence of how other sources (regular school Title I, Title I 1003(a), Title II, Part A, Title III, Part A, state/local commitment and community resources) are aligned with the selected interventions.
- The LEA will provide a narrative description of how other resources (e.g., personnel, materials and services) will be used to support the selected intervention model in the grant application.

An LEA's proposed budget should cover a three-year period, (SY 10-11; SY 11-12; SY 12-13) as the SEA has applied for a waiver to extend the period of availability of funds. The overall LEA budget must indicate how it will allocate school improvement funds, over a three-year period, among the Tier I, Tier II, and Tier III schools it commits to serve.

Submit budget spreadsheets and narrative as specified below:

1. LEA Budget Detail
  - a. Budget Spreadsheet: Complete the LEA budget spreadsheet and detail how the requested funds will be used at the LEA level to support the school improvement models (Tier I and Tier II schools) and activities (Tier III schools).
  - b. Budget Narrative will include:
    - an overview of the projects included in the budget
    - a description of how other federal, state, and local funds will be leveraged to further support school improvement plans
    - a description of any broad items in the budget, e.g., personnel, contracted services, professional development, equipment and travel expenses.

2. School-Level Detail
  - a. Budget Spreadsheet: The LEA will complete a separate budget spreadsheet for each eligible school receiving school improvement funds.
  - b. Budget Narrative will include:
    - an overview of the projects included in the budget
    - a description of how other federal, state, and local funds will be leveraged to further support school improvement plans
    - a description of any broad items in the budget, e.g., personnel, contracted services, professional development, equipment and travel expenses.

## **Budget Narrative**

### **LEA Budget Narrative**

The LEA budget includes funding for the transformation specialist (contracted position) who will be shared between Guyan Valley Middle School and Hamlin PK-8.

### **Budget Narrative-West Hamlin Elementary**

West Hamlin Elementary elected to implement the Transformation Model for the Title I 1003(g) grant funding.

#### **A. Develop teacher and school leader effectiveness**

The principal was replaced prior to the start of the 2010-2011 school year; however, no cost for this activity is related to the 1003(g) grant funding.

To develop the teacher and administrative leadership skills, a six person school leadership team will participate in 8 days of professional development training provide by the WVDE. The focus of this training will be provided in the following areas:

- ✓ Developing a school vision, mission, core beliefs to establish a positive school culture
- ✓ Analysis of data and identification of root causes
- ✓ Development and implementation strategic plan
- ✓ Development of professional learning communities
- ✓ Plan, implement and evaluate the effectiveness of professional development
- ✓ Utilizing an administrative and teacher evaluation system that takes into account student growth.

The cost of substitutes for the participating teachers and the travel costs associated with the 8 days of meetings will be included in the 1003(g) grant expenditures.

The grant budget also includes a fiscal reward for all professional staff members who participate in professional learning communities and work collaboratively to achieve the school goals defined in the Descriptive Information II, Section C1. Section 2 of the grant defines the process that will be utilized to reward those staff members who increase student achievement based on the growth model.

High quality job embedded professional development will be provided in a variety of means with the financial support of the FY'10 1003(a) grant. Specifically, this grant will provide for collaborative team meetings to occur throughout the school year. The focus will be on collaborative planning and common assessments. Additionally, the grant will enable staff members to participate in the WVDE sponsored math, professional learning community which provides teachers with ongoing professional development in research-based instructional strategies, technology integration, and lesson plan development. Also, this initiative focuses on increasing the teachers' content knowledge in the areas of algebraic reasoning.

There is funding available to provide teachers with a two-day technology academy July 13 and 14, 2010. The focus of the academy will be the utilization of Acuity, Writing Roadmap, Odyssey and techSteps in the classroom.

Implementing strategies to recruit, place and retain staff members will be supported by the 1003(g) grant. Five-days of additional employment for teachers and **ten additional days for the principal** will occur prior to the beginning of the 2010/11-2013 school years. During these days, teachers will receive an overview of the grant activities. In addition, data analysis of WESTEST, Acuity, and DIBELS will occur during the week in the form of vertical planning. Norms for the professional learning community meetings will be established. The staff will begin a book study utilizing the book "Mindset" by author Carol S. Dweck, Ph.D. The book focuses on parenting, business, school, and relationships. Collaborative planning for tiered instruction will be a focus for the week's activities. Also, training for the implementation of the Wilson Reading program will occur.

## **B. Comprehensive instructional reform programs**

The planned comprehensive instructional reform strategies for West Hamlin Elementary School will be supported by both the Title I 1003(a) grant and also the Title I 1003(g) grant. To increase student engagement and assist teachers in utilizing technology for instruction, a technology integration specialist will continue to be employed with the 1003(a) grant. This individual will provide training in Acuity, Writing Roadmap, techSteps and additional technology programs during a 2010 summer academy. All mathematics teachers in this school will continue to participate in the WVDE Title I Mathematics Initiative focused on

teaching fractions, decimals and percents. The costs associated with these initiatives are being supported with the 1003(a) grant.

The utilization of this grant will enable the staff to promote the continuous use of student data to inform and differentiate instruction. West Hamlin Elementary will utilize the grant to employ two interventionists whose focus will be mathematics and reading/language arts. Also, the school will purchase the Wilson Reading Program for Tier III intervention. This program will be used to meet individual needs of students who are struggling in the area of reading.

The professional learning communities will utilize student data to identify and implement a research based instructional program based on the WV CSOs and aligned vertically from one grade level to the next.

### **C. Increasing learning time and creating community oriented schools**

Currently, West Hamlin Elementary School supports an extended day program four days per week. Supplemental instruction is offered in the areas of reading/language arts and mathematics. To support this initiative for the first year, the school will utilize the ARRA funding. For the second and third year of the grant, funding to continue the extended day program will be provided by the 1003(g) grant.

Since West Hamlin is a Title I school which receives an annual Title I Part A allocation, activities related to family and community engagement will be provided by the school allocations for the duration of this grant. Specific activities will be described in the school's strategic plan.

### **D. Provide operating flexibility and sustained support**

Lincoln County will provide operating flexibility to West Hamlin Elementary by permitting them to provide additional days of employment for both the administrator and the teachers. Funding for this flexibility is described in this grant in the under the section for recruiting and retaining staff.

School support will be available from both the SEA and the LEA levels. The specific activities are described in section D 2 of this grant application. Additional funding for this technical assistance and support is not needed in this section of the budget.

In designing activities and this budget the district and school administrators have braided the activities and funding from ARRA, the Title I 1003(a) school improvement grants, and the Title I 1003(g) to design a comprehensive approach for the implementation of a Transformation Model.

**VI. ASSURANCES:** The LEA must include the following assurances in its application for a school improvement grant. Please check the applicable boxes.

The LEA assures that it will:

- ✓ Replace the principal in each Tier I or Tier II School it commits to serve as per the regulations of the Title I 1003(g) grant program.
- ✓ Establish annual goals (summative and growth) for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I, Tier II and Tier III school it serves with school improvement funds.
- ✓ Use its school improvement grant to fully and effectively implement an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
- ✓ Participate in and/or provide input to the Teacher Evaluation Task Force to develop recommendations to the WV BOE and WV Legislature for revisions in W.Va. Code and WVBE Policy regarding a teacher evaluation model that takes into account data on student growth as part of a multiple observation-based assessment measure.
- ✓ Become an "early adopter" of a rigorous, transparent and equitable evaluation system that takes into account data on student growth as a significant part to educator performance evaluations.
- ✓ Organize the school staff into PLCs and provide high quality job-embedded professional development.
- ✓ Participate in the SEA on-site monitoring and technical assistance trainings.  
  
Include in the contract or agreement a provision that the education management organization will be held accountable for complying with the final requirements if implementing a restart model in a Tier I or Tier II school (if applicable). **NA**
- ✓ Comply with all state statutes and federal laws related to the Title I Part A, 1003(g) program. Appropriate records will be provided to the State Educational Agency (SEA) as needed for fiscal audit and program evaluation.
- ✓ Assure that funds made available through this statute will be used to supplement and not supplant funds from non-federal sources.

- ✓ Maintain accurate program records which document progress in implementing the plans approved in this application.
- ✓ Report to the SEA the school-level data required under Section III of the final requirements upon request.

**VII. WAIVERS:** The SEA has obtained waivers of requirements applicable to the LEA's School Improvement Grant. The LEA must indicate which of those waivers it intends to implement.

**The LEA must check each waiver that the LEA will implement.** If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- ✓ Extending the period of availability of school improvement funds.

**NA** Starting over" in the school improvement timeline for Tier I or Tier II schools implementing a turnaround or restart model.

The LEA that chooses to implement one or more of these waivers will comply with section I.A.7 of the final requirements.

- ✓ The LEA assures that it will implement the waiver(s) only if the LEA receives a school improvement grant and requests to implement the waiver(s) in its application. As such, the LEA will only implement the waivers(s) in Tier I, Tier II, and Tier III schools, as applicable, included in this application.