

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

County - Mason County

LEA Title I Director – Patricia Park

E-mail – ppark@access.k12.wv.us

LEA Curriculum Director – Rebecca Hatfield

E-mail – rhatfiel@access.k12.wv.us

LEA Special Education Director – Dr. Douglas Sturgeon

E-mail – dsturgeon@access.k12.wv.us

Others may be added as needed by the LEA.

**Superintendent Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**LEA Title I Director Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

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

(not to exceed 1 page).

Mason County Schools plans to utilize a new principal, assistant principal, and a full time guidance counselor as additional staff to address the cultural, climate, family, and discipline problems that have plagued Point Pleasant Intermediate School since it opened. In addition, an external partner will be employed to implement the Professional Learning Community concept over a three year period. To address the long standing problem of failure to consistently make AYP at this school, and others in the county, a turnaround specialist/school improvement coordinator will be hired to inspect data systems, benchmarks, formative and summative assessments through the PLC process. All staff will participate in all training processes and implementation required in this grant.

It is the goal of Mason County Schools to ensure follow-through with implemented programs already in place, but not always adhered to with staff turnover (29% in 2009-10). This will be a responsibility of both principals. Community partners will be invited to participate in the process. The concept of distributing some of the duties of curriculum will be shared by the district leadership team, school improvement team, administrators, counselors, and grade level leaders which is already a part of the corrective action in place under NCLB sanctions. It is the intent of the district to take an in depth look at all factors contributing to the failure of this school, including grade re-configuration, if necessary.

Professional development and training for all staff in all areas of grant implementation will attest to the support of the school during this three year process.

### 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 III School: Point Pleasant Intermediate**

School Name/ NCES ID#	Principal	Email Address	Intervention			
			Turn-around	Restart	Closure	Transformation
Point Pleasant Intermediate School/ 540078001136/	Vicki Hall	sunnery@access.k12.wv.us				X

Having studied the analysis of the needs assessment the LEA determined the appropriate intervention model for PPIS is the Transformation Model.

**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. **If revisions were required attach a copy of the revised needs assessment and/or the capacity index.**

**See attachments.**

The LEA reviewed a variety of **data** to construct the needs assessment and establish a mission to increase performance on benchmarks to include WESTEST 2. This process assisted the LEA in identifying the following **root causes** of failure to continuously make adequate yearly progress:

- The lack of consistent administrative leaders knowledgeable in curricular issues
- The lack of consistent monitoring of classroom teachers/practices
- The lack of a consistent school wide discipline program
- The lack of carry-over of current professional development into classrooms on a sustained daily basis.

**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.

**Stakeholders** consisting of the LEA, curriculum team, LSIC, PTA, service personnel, Title I committee, and the principal were involved in developing the grant and keeping all stakeholders involved in the process. Open forum meetings were held to explain the transformation model and input was solicited from parents, staff, and community partners. Meeting results indicated the transformation model was the most appropriate model for PPIS. After stakeholders had time for reflection other suggestions were made to the LEA. The successful implementation of the grant will depend upon keeping all stakeholders abreast of the on-going process. Communication with teachers, parents, central office, and outside entities will be maintained by periodic up-dates and by receiving feedback. Communication and involvement of all stakeholders increase the potential for **all** students to meet the challenging state academic content standards.

**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.”**

**School 1**

<b>School Name: Point Pleasant Intermediate School</b>
Annual Summative Achievement Goal for Reading/Language Arts: To increase the percent of students scoring at mastery or above in the ALL subgroup on the WESTEST 2 reading/language arts section by 3% annually.
Annual Growth Goal for Reading/Language Arts: The percentage of students who exhibit typical growth in grades 3-6 in reading/language arts will increase 3% annually as measured by WESTEST 2.
Annual Summative Achievement Goal for Mathematics: To increase the percent of students scoring at mastery or above in the ALL subgroup on the WESTEST 2 mathematics section by 3% annually.
Annual Growth Goal for Mathematics: The percentage of students who exhibit typical growth in grades 3-6 in mathematics will increase 3% annually as measured by WESTEST 2.

**C2. Describe below how the summative and growth goals will be utilized by the LEA to evaluate the school’s academic progress.**

Mason County Schools will monitor Point Pleasant Intermediate School’s utilization of summative and formative assessments. Summative assessments include, but are not limited to, WESTEST 2, DIBELS benchmarks, and Acuity benchmarks. Formative assessments include, but are not limited to, DIBELS progress monitoring, Writing Roadmap 2, Calendar Math monthly assessments, ongoing assessments included in the newly adopted math series, assessments included in the adopted reading series, teacher-made tests, checklists, and portfolios.

PPIS staff under the supervision of Mason County Schools will disaggregate WESTEST 2 data in September. Areas of main concern will be identified and correlated to CSOs. Teachers will compile a list of individual student’s strengths and weaknesses. Results of WESTEST 2 analysis will drive the instruction at PPIS.

The strengthening of Tier I instruction in the classroom will be the main focus during the 2010-2011 school year. Title I and special education teachers will coordinate schedules to allow for maximum instructional support for all students. Tier 2, when feasible, will be conducted within the classroom by the regular classroom teacher and support staff. Tier 3 will be conducted in a pullout setting by specialists. DIBELS benchmarks and Acuity benchmarks administered three times per year will allow PPIS to adjust schedules and tiers as needed. Formative assessments will be completed and utilized throughout the school year to adjust classroom instruction.

Mason County Schools will form a committee to **review**, monitor, and **evaluate** instructional practices and **academic progress** at PPIS. This committee will provide feedback in the form of written reports or checklists to enable PPIS staff to be cognizant of the total school curricular needs. The committee will meet quarterly and consist of Patricia Park, Title I Coordinator, Rebecca Hatfield, Elementary Curriculum Coordinator, Dr. Douglas Sturgeon, Director of Special Education, Ruth Caplinger, Director of Career Center, and Homer Preece, Director of Marshall University Mid-Ohio Valley Center. At least one member of the LEA support team serves on the PPIS School Improvement team.

**III. 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.**

**Mason 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
Point Pleasant Intermediate	III	A	8-11-10

- 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.**

- Must demonstrate understanding of sustained learning and teaching of all ability level students.
- Must have skill in assessing the learning culture of the school and its community.
- Must recognize the critical importance of teaming and cooperation with all internal stakeholders.
- Must exhibit professional assessment skills for teachers, students, and the school as an instructional unit.
- Must be aware and willing to implement best practice instruction in Math and RLA.
- Must show an awareness and understanding of Federal and State Statutes and laws pertaining to school instructional and leadership effectiveness.
- Must be able at a high level of competency to conduct leadership pertaining to data analysis and decision making for the school's overall effectiveness.
- Must be a team leader and demonstrate the ability to work effectively with the recognized needs of all teachers in the building as well as district staff.
- Must view meaningful professional development for all staff as the key priority for teaching effectiveness and success of students.
- Must have demonstrated experiences and implementation strategies in implementation of programs for at risk students as well as other instructional support strategies required in the school for student success.
- Must recognize and be able to implement leadership/instructional initiatives with staff inclusive of PLCs, content area teaming, vertical teaming, horizontal teaming, and other cooperative areas required for student achievement.
- Must demonstrate direct experiences with organizing and implementing effective parent involvement.
- Must exhibit the skills of a progressive professional leader who can create an atmosphere of high level rigor for instructional leadership and have the ability to convey this to all staff in a positive and supportive manner.

**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, **Mason County Schools** will become an "early adopter" 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.



**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.**

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).

Embedded research-based staff development has been offered for the past five years at PPIS with funding from school improvement grants. Each year the staff has a Summer Learning Academy with national consultants as well as WVDE personnel. Follow-up professional development occurs throughout the school year. Staff turnover (29% in 2009-10) as well as a lack of monitoring of instructional practices by the administration has resulted in partial implementation of effective instructional initiatives. Teachers tend to revert to former, more comfortable methods, rather than implement new strategies.

- a. 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**

**Point Pleasant Intermediate School’s PLCs**

<b>Structure</b>	<b>Frequency of Meetings</b>	<b>Major Area of Focus</b>
Leadership Team	Monthly	Coordinating Corrective Action and Transformational Model Initiatives
Grade-Level Teams	Monthly	Curriculum Development and Implementation
Content Area Teams	Bi-monthly	Curriculum Alignment
PPIS TLI Team	Monthly	Inquiry Based Math and Science, Action Research Projects for School Improvement

Point Pleasant Intermediate School has PLCs in place, but not all of the PLCs function as intended. Mason County Schools will utilize Solution Tree, WVDE Title I, and RESA II staff to help implement PLCs at PPIS. Release time will be provided for staff to participate in PLCs.

**b. Overall description of professional development**

Professional development at Point Pleasant Intermediate School will be a continuous process throughout the year and focus on the primary goal of improving mathematics and reading/language arts instruction for all students. Mason County Schools will work together with PPIS to develop and prioritize sessions needed to achieve goals. All sessions will align with the Five-Year Strategic Plan.

Mason County Schools and PPIS recognize collaboration among colleagues is a very important part of job-embedded staff development. Two teachers from each grade level have common planning times during the school day. Since it is not possible to have all teachers at the same grade level planning at the same time, release time will be provided for Grade-level Teams to meet one day monthly. During this time academic benchmarks will be identified, student progress examined and analyzed to assist in the development of interventions, and instruction will be adjusted to accommodate student deficiencies. Written agendas with specific assignments will be used and documentation of every grade-level meeting maintained. Copies will be submitted to the Title I director, principal, and leadership team for monitoring purposes.

Professional development and work sessions will emphasize how to incorporate the theory into practice and classroom application for maximizing student engagement to improve student achievement. Differentiated professional development will be necessary as staff members retire or leave and new personnel come on board.

Effective, sustained staff development is the catalyst of change and key to school reform at PPIS. Research shows collaborative planning and peer observation/coaching with feedback are valuable activities to assist school staff in their quest toward full implementation and maintenance of information gleaned through professional development and trainings. Mason County Schools will contract days with a math and a reading mentor teacher to provide monthly classroom observations, classroom modeling, professional development sessions, and disaggregating data.

Staff development without the proper implementation of learned strategies is of no value. For this reason, new skills are utilized by application to classroom instruction. As part of job-embedded staff development the following are done:

- Practice new skills/strategies with support and modeling provided by the mentor teachers and team leaders
- County office personnel, administrator, and mentor teachers observe teachers using new skills/strategies and provide feedback throughout the year
- Monitor student outcomes while using new skills/strategies during PLC meetings
- Collaborate with peers concerning student outcomes while using new skills/strategies during PLC meetings

The successful implementation of effective instructional strategies and generation of successful student outcomes equals institutionalization. As the reform program is continually modified and refined, the strategies yield results conducive to student success.

- c. 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 Point Pleasant Intermediate School's Professional Development Plan

### Year One: July 2010 - August 2011

<b>Date</b>	<b>Topic</b>	<b>Presenter(s)</b>
7-26-10	Initial Planning Meeting/Scheduling Issues	Solution Tree
8-9-10	On-site Orientation for Faculty and Staff	Solution Tree
8-10-10 and 8-11-10	Administrative Leadership Training	Solution Tree
8-16-10 and 8-17-10	School Culture/Discipline Model	Solution Tree
8-16-10 to 8-18-10	Transformation Specialist Training	WVDE
10-4-10, 11- 8-10, 12-17- 10, 1-24-11, 2-8-11, 3- 15-11	On-site Data Analysis and Progress Monitoring Support Administrator Consultative Support	Solution Tree
10-18-10 to 10-20-10, 2- 16-11 to 2- 18-11, 4-21- 11 to 4-22- 11	School Leadership Team Workshops	WVDE
10-28-10 to 10-29-10	Regional National Teacher of Mathematics Conference	NCTM
11-18-10 to 11-19-10	West Virginia Reading Association Annual Conference	WVRA
3-18-11 to 3-19-11	West Virginia Council of Teachers of Mathematics Annual Conference	WVCTM
5-8-11 to 5-11-11	International Reading Association Conference	IRA
TBD – ongoing (monthly/bi- monthly)	Leadership Development  Curriculum Development and Alignment	PPIS PLCs

	Inquiry Based Math and Science	
TBD – ongoing	Reading and Math Coaching/Modeling	Mentor Teachers

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

<b>Date (month)</b>	<b>Topic</b>	<b>Presenter(s)</b>
Summer 2011	Development of Observational Protocol of selected instructional strategies	Solution Tree
August/September 2011, October 2011, February 2012, April 2012	Instructional Practices: Implementing Instructional Practices That Work On-site Training	Solution Tree
September 2011 November 2011 March 2012 May 2012	PLC Work with Individual Teams and Monitoring Product	Solution Tree
November 2011	West Virginia Reading Association Annual Conference	WVRA
March 2012	West Virginia Teacher of Mathematics Annual Conference	WVCTM
TBD – ongoing (monthly/bi-monthly)	Curriculum Development	PPIS PLCs
TBD – ongoing	Reading and Math Coaching/Modeling	Mentor Teachers

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

<b>Date (month)</b>	<b>Topic</b>	<b>Presenter(s)</b>
Summer 2012	Administrative Training for Formative Assessment and Standards-Based Grading	Solution Tree
Summer 2012	Formative Assessment and Standards-Based Grading: Full Orientation	Solution Tree
September/October 2012	Working with Individual Teams and Monitoring Implementation of Effective Grading Practices	Solution Tree
November 2012	Instructional Practices: Understanding and Using Effective	Solution Tree

	Grading Practices	
November 2012	West Virginia Reading Association Annual Conference	WVRA
December 2012 March 2013 April 2013	Working with Individual Teams and Monitoring Implementation of Designing Good Assessments and Effective Grading Practices	Solution Tree
January 2013	PLC Working with Individual Teams and Teacher Leaders: Transitioning to Independence	Solution Tree
March 2013	West Virginia Council Teachers of Mathematics Annual Conference	WVCTM
August 2013	PLCs: Sustaining Implementation	Solution Tree
TBD – ongoing (monthly/bi-monthly)	Curriculum Development	PPIS PLCs
TBD – ongoing	Reading and Math Coaching/Modeling	Mentor Teachers

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

The LEA has attended Higher Education Work Fairs and placed ads for teachers on the SEA website and in national newspapers. Part of the Title II funding will be set aside to help professional personnel obtain needed classes. Mason County Schools has entered into an agreement with Marshall University to form a Special Education cohort. Marshall University is planning on offering a master’s program in reading at MOVC (located in Point Pleasant). Along with the State Mentoring program, Mason County is providing mentoring training to recently retired teachers to allow for more support for all staff. The mentor teachers will meet a minimum of four times per year with newly hired staff. Mason County Schools will provide a math reading teacher and a reading mentor teacher for PPIS.

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

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

**a. SEA 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:

- **Transformation Specialist (Leadership Coach or 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.

<b>IV. ADDITIONAL INFORMATION:</b> This section must be addressed for each Tier I, Tier II and Tier III school the district elects to serve.
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- A. Recruit, screen, and select external providers, if applicable, to ensure their quality.**

- **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.**
  
- **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**

Success for All, Pearson’s K-12 Step Model Research Base, and Solution Tree were reviewed as possible external partners for Point Pleasant Intermediate School. Each partner submitted a written proposal for a district level team to peruse. An in-depth look at the needs of PPIS was considered when looking for an external partner focusing on Professional Learning Communities and the comprehensive needs of PPIS such as the lack of the following: consistent administrative leaders knowledgeable in curricular issues, monitoring of classroom teachers/practices, a school wide discipline program, and carry-over of current professional development into classrooms on a sustained daily basis.

Solution Tree was chosen by Mason County Schools as the best external provider for PPIS. The assigned consultant from Solution Tree has experience in middle grades (PPIS is a 3-6 configuration). Solution Tree’s proposal addressed all of the needs of Point Pleasant Intermediate School and will provide professional development and support on administrative/leadership development, school culture/discipline, and data analysis.

Year 1 work will involve orientation of faculty and staff, administration, district leadership in planning and addressing scheduling issues. Instructional alignment using the WV CSOs and power standards will follow with the school culture and discipline mode. The final piece for year 1 involves training with data analysis and continuous progress monitoring.

Year 2 will enhance instructional practices, PLC working with teams, modeling and monitoring, and evaluating next steps.

In Year 3 formative assessments and standards based grading will be developed. Effective grading practices and designing good assessments will be completed. Sustaining implementation and evaluating effectiveness will be the final focus.

At the end of each year, the LEA will evaluate the effectiveness of Solution Tree’s professional development and services by reviewing data sources such as discipline reports, cultural and condition surveys, parent satisfaction surveys, and student achievement data . Adjustments will be made as necessary.

- 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.**

Solution Tree, after initial visits and studies of the school culture and data analyses, will be offering interventions and practices to be implemented and improved. The LEA/school will endorse the offerings and ensure they are carried through. Plans are in place to employ a new principal and assistant principal, school improvement coordinator as well as a full time counselor who will address the root causes of failure to make adequate yearly progress.

Other modifications might include adaptations of policy affecting the following topics: school attendance, school schedules, homework policies, grading policy, and effective utilization of staff.

**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.**

The LEA will sustain the reform efforts after the funding period by continuing the support for the additional personnel – the assistant principal, the full time counselor, and school improvement coordinator. Title I funds will be utilized to provide support for substitutes and professional development. School improvement efforts are sustained through combined resources at the county and school level. Title I, Title I School Improvement Grants, and Local Levy Funds support this program. County stakeholder groups pledge to support the improvement effort. If necessary, fundraisers, additional grant monies, and other resources could be generated by these groups. These monies help continue staff development and important follow-up sessions to achieve continuous school improvement. Proven methods are institutionalized and new methods are incorporated to meet future needs of students.

**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/Coordination of Resources Narrative**

Mason County, providing oversight for Point Pleasant Intermediate School (PPIS), will coordinate resources from Federal, State, and local funds to support and sustain school reform. Since there is only one identified school in the county, the LEA and school budget will be the same.

The following is a broad description of the budget of planned school improvement activities including a summary chart showing funding sources. A specific and detailed listing of the use of Title I 1003(g) SIG monies is found on the budget spreadsheet.

- Solution Tree will serve as the external provider and will support PPIS by providing training including but not limited to the following: Administrative Leadership, Behavior Management Strategies, Professional Learning Communities (PLCs), Vertical and Horizontal Curriculum Alignment, determining the Status of the School Culture/Climate and Providing Resources for Improvement, and improvement of existing Response to Intervention (RTI) implementation.
- Classroom Coaching and Modeling in the content areas of Mathematics and Reading including standards and research based instruction and balanced assessment practices.
- Assignment of Grade Level Leaders to serve as Mentors to new staff. New staff includes newly hired personnel and more experienced personnel transferring into the PPIS team.
- Staff development on WV BOE Policy 5310. This includes training on proposed staff evaluation changes and ties directly to Mason County agreeing to become an early adopter of the proposed revisions.
- A site-based Teacher Leadership Institute (TLI) Team will be sent to the 2010 TLI Program. The site-based TLI team will implement a PLC, action research studies, data analysis including culture and student achievement, and focus on inquiry-based mathematics and science instruction.

This site-based team will participate within the existing county TLI team and will receive support via webinars from the WVDE and video conferences organized by System Support Improvement.

- A team will be established to serve as the site-based Transformational Specialist Team which will participate in WVDE sponsored trainings targeting school improvement strategies.
- A team will be established as the site-based School Based Leadership Team which will participate in established WVDE sponsored trainings.
- The existing Response to Intervention (RTI) Tiers will be fine tuned to better serve qualifying students. Student placement in RTI Tiers is determined by individual student data along with teacher referral.
- Edvantia, which serves as the WV Parent Information Resource Center (PIRC), has been asked to provide technical assistance to increase and build the capacity for parent and community involvement. Edvantia is also assisting in the implementation of the Parents As Teachers (PAT) Program countywide.
- Mason County will post a School Improvement Coordinator position to provide technical assistance and support to Title I schools not making Adequate Yearly Progress (AYP).

<b>School Improvement Activities</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>	<b>Funding Source</b>
<b>Solution Tree (Administrative Leadership, Behavior Management Strategies Training, Culture/Climate, PLCs, RTI, Curriculum Alignment)</b>	<b>\$88,010</b>	<b>\$57,800</b>	<b>\$92,000</b>	<b>\$237,810</b>	<b>FY 11-13 Title I 1003(g)SIG</b>
<b>Classroom Coaching &amp; Modeling for Mathematics and Reading</b>	<b>9,000</b>	<b>9,000</b>	<b>9,000</b>	<b>27,000</b>	<b>FY 10 Title I 1003(g)SIG</b>
<b>Assign Grade Level Leaders as Mentors to New Staff</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>FY 10 Title I 1003(g) SIG</b>
<b>Staff Development on yearly evaluation system adoption (WV BOE Policy 5310 revision)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>FY 10 Title I 1003(g)SIG</b>
<b>2010 Teacher Leadership Institute School Based Team</b>	<b>4,400</b>	<b>0</b>	<b>0</b>	<b>4,400</b>	<b>LEA Title II</b>
<b>Transformational Specialist Team Training (WVDE initial &amp; yearly follow-up)</b>	<b>2,300</b>	<b>2,300</b>	<b>2,300</b>	<b>6,900</b>	<b>School Title I</b>
<b>School Leadership Team Workshops (WVDE initial</b>	<b>9,150</b>	<b>9,150</b>	<b>9,150</b>	<b>27,450</b>	<b>School Title I &amp;</b>

<b>&amp; yearly follow-up)</b>					<b>FY 11-13 Title I 1003(g) SIG</b>
<b>Ongoing Family &amp; Community Involvement Training and Activities</b>	<b>300</b>	<b>300</b>	<b>300</b>	<b>900</b>	<b>School Title I</b>
<b>School Improvement Coordinator</b>	<b>95,000</b>	<b>95,000</b>	<b>95,000</b>	<b>285,000</b>	<b>LEA Title I</b>
<b>Total:</b>	<b>208,160</b>	<b>173,550</b>	<b>207,750</b>	<b>589,460</b>	

The major expense represented in all three fiscal year budgets is Solution Tree which will serve as the external provider. A brief narrative above includes information related to the services they will be contracted to provide.

**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).
- 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.
  
- "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.