

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

County McDowell County

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Superintendent Signature *Suzette Cook* Date 5/21/10

LEA Title I Director Signature *James L. Copolo* Date 5/21/10

1003(g) SCHOOL IMPROVEMENT GRANT APPLICATION COVER

Provide a brief summary of the LEA's proposed Title I school improvement grant program (not to exceed 1 page).

McDowell County proposes to serve Mount View High School (MVHS) and Sandy River Middle School (SRMS) by implementing the Transformation Intervention Model. Both schools have been identified as Tier II schools.

The principal of SRMS will be reassigned and replaced before the beginning of the 2010-2011 school term. The principal at MVHS was hired after August of 2007; therefore the replacement clause is not applicable. McDowell County Schools will employ a School Transformation Specialist (STS) to provide support to MVHS' leadership and grant implementation.

The External Lead Partnership Organization selected from the approved providers list is Edwards Educational Services, Inc. Dr. Edwards' organization will be on-site at each school 3-5 days each month. The focus of the work will be action plans and professional learning communities.

Funding to provide incentives of up to \$250 per teacher has been budgeted. Teachers will be able to purchase classroom materials and supplies for fulfilling their action plans and increasing student achievement.

Stipends will be available for professional development on West Virginia's new evaluation system and data analysis work sessions through the braiding of funds. A team of teachers from each school will attend the Teacher Leadership Institute 2010. The budget includes funding for travel expenses for staff to attend professional development conferences related to the identified needs.

A Technology Integration Specialist (TIS) will be funded at Mount View to provide job-embedded professional development in grades 6-8 with the intent to augment student achievement through technology integration. In addition to being a low-performing school, MVHS did not make Adequate Yearly Progress (AYP) in 2009 for graduation rate. A Truancy Diversion Interventionist (TDI) will be added to the staff of MVHS to implement strategies addressing this issue. Additionally, one reading and one math interventionists will be placed at MVHS to provide support for explicit instruction to at-risk students and thus addressing the existing low-performing culture.

A Technology Integration Specialist (TIS) will be funded at Sandy River Middle to provide job-embedded professional development with the intent to augment student achievement through technology integration. Additionally, one reading and one math interventionist will be placed to provide support for explicit instruction to at-risk students and thus addressing the existing low-performing culture.

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 II Schools:

School Name/ NCES ID#	Principal	Email Address	Intervention			
			Turn-around	Restart	Closure	Transformation
Mt. View High School/ 540081001246	Adam Grygiel					X
SRMS/ 540081001046	TBD					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. **If revisions were required attach a copy of the revised needs assessment and/or the capacity index.**

McDowell County is requesting technical assistance support from the West Virginia Department of Education (WVDE) in the following areas:

- Grant planning and implementation
- Professional Learning Communities
- Professional Development
- Grant Evaluation
- Sustainability
- Strengthening collaboration among the SEA, LEA, and school level stakeholders

SRMS’s Root Causes and Data Analysis are included, as this school was not part of the original Letter of Intent.

- 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.**

Initially, Superintendent Cook attended the first Title I School Improvement 1003(g) Grant Meeting on February 25th, 2010. Title I Director, James Copolo and Superintendent Cook attended a follow-up meeting on April 1, 2010.

The LEA District Transformation Team was identified by County Superintendent Cook with representation from the following:

- Keith Butcher, RESA I Director
- Becky Ball, MVHS Parent
- James Copolo, Title I Director
- Anita Deck, EdVantia Consultant, Resource Provider
- Steve Edwards, External Service Provider
- Carolyn Falin, Elementary Assistant Superintendent
- Amanda Fragile, Technology Coordinator
- SRMS Parent, Angie Hopkins
- Resource Provider, Brian Mendler, Consultant and Co-author of Discipline with Dignity
- Emily Newcomb, SRMS Student
- Darrin Martin, Closing the Achievement Gap Liaison
- James K. Spence, Secondary Assistant Superintendent
- Jordan Younger, MVHS Student

This team reviewed the Tier II schools' trend data and determined an application would be submitted for MVHS and SRMS. A letter of intent was submitted to WVDE by the District Transformation Team outlining a preliminary needs assessment, initial root causes analysis, district capacity matrix, and a preliminary budget proposal, identifying 'Transformation' as the improvement model for MVHS and SRMS, located in Appendix A.

NOTE: During the revision, newly appointed Superintendent James G. Brown provided the needed expertise in the area of Special Education. This addresses bullet 2 under Section II, Part A.

Five members of the Transformation Team attended the Title I School Improvement 10003(g) Grant Writing Workshop on April 21- 22, 2010 to begin writing the grant proposal application for MVHS and SRMS.

On May 6, 2010, the Transformation Team met with Steve Edwards, external partner, and Darrin Martin, Closing the Achievement Gap (CAG) Liaison for MVHS and SRMS to further develop a plan of action. The team continued planning on May 7, 18, 20, 21 and 24, 2010. Regular consultation occurred with members of the team and the WVDE.

Stakeholder forums with community, parents and students were held on May 3, 2010 at MVHS. As a result of the meeting, the following concerns were identified:

- Classroom management;
- Inconsistent discipline (administrators and teachers);
- Student recognition through awards and celebrations;
- Use of data to drive instruction;
- Engaging parents and students in data analysis;
- Guidance and advisement;
- Student/staff attendance and drop-out rate;
- Parental involvement; and
- Parent and student conflicts with some administrative practices.

Following a Local School Improvement Council meeting, an outreach session was held to involve SRMS stakeholders, which included educators, parents, community members, and students. As a result of the meeting, the following concerns were identified:

- Parent involvement;
- Student/staff attendance;
- Writing;
- Guidance and advisement;
- Student achievement; and
- Maintaining technology integration for 21st century teaching and learning.

The information gained at the above mentioned meetings was utilized to determine areas of support needed for school improvement.

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

School Name: MVHS
Annual Summative Achievement Goal for Reading/Language Arts: MVHS will increase by 3% in the “all” subgroup, the number of students scoring mastery or above in reading/language arts annually as measured by WESTEST 2.
Annual Growth Goal for Reading/Language Arts: The percentage of students who exhibit typical growth in grades 6-11 in reading/language arts will increase annually as measured by the WESTEST 2.
Annual Summative Achievement Goal for Mathematics: MVHS will increase by 3% in the “all” subgroup, the number of students scoring mastery or above in mathematics annually as measured by WESTEST 2.
Annual Growth Goal for Mathematics: The percentage of students who exhibit typical growth in grades 6-11 in mathematics will increase annually as measured by the WESTEST 2.

School 2

School Name: SRMS
Annual Summative Achievement Goal for Reading/Language Arts: SRMS will increase by 3% in the “all” subgroup, the number of students scoring mastery or above in reading/language arts annually as measured by WESTEST 2.
Annual Growth Goal for Reading/Language Arts: The percentage of students who exhibit typical growth in grades 6-8 in reading/language arts will increase annually as measured by the WESTEST 2.

Annual Summative Achievement Goal for Mathematics:
SRMS will increase by 3% in the “all” subgroup, the number of students scoring mastery or above in mathematics annually as measured by WESTEST 2.

Annual Growth Goal for Mathematics:
The percentage of students who exhibit typical growth in grades 6-8 in mathematics will increase annually as measured by the WESTEST 2.

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

The LEA Transformation Team will utilize targets identified in the summative and growth goals to determine academic progress. Goals will be revised for years 2 and 3 after receiving guidance from the Office of Research on both schools’ expected growth rate based on scale scores from the WESTEST 2.

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.

McDowell County has selected the following method(s) to address the transformation model requirement addressing the replacement of the principals. The new principals 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
MVHS	II	a	August 2007
SRMS	II	b	August 2010

- 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.

According to Public Impact, two primary critical competencies for a turnaround leader are achievement and impact and influence. Other competencies include initiative and persistence, monitoring and directiveness, planning ahead, team leadership, developing others, analytical thinking, conceptual thinking, and self-confidence. Each of these competencies is divided among four clusters: driving for results, influencing for results, problem solving, and showing confidence to lead. These competencies will be desired of all building administrators, in order to transform MVHS and SRMS into high performing schools. In order to ensure these leaders further develop these competencies, McDowell County Schools will design and facilitate a leadership professional development series in order to focus on the critical competencies as delineated above. The superintendent will utilize the Behavior Event Interview process from the *School Turnaround Leaders: Selection Toolkit* as a needs assessment to inform the leadership series content.

The School Transformation Specialist (STS) will assist the facilitation of team meetings with emphasis on student engagement and safe and orderly schools. The STS will assist the school leadership team on improving MVHS' school culture by increasing parent and student communication thus building community involvement. This individual will assist with building the leadership capacity of all building level administrators on the competencies needed to be an effective leader at MVHS.

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, **McDowell 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 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 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.



Stipends will be provided for instituting a system for measuring changes in instructional practices resulting from professional development in rigorous, transparent and equitable evaluation systems that take in account data on student growth.

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, **McDowell 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:

Reward Options	Amount per Staff Member
<input checked="" type="checkbox"/> Materials or supplies for teachers’ classrooms	\$250.00
<input type="checkbox"/> Attend an out of state conference	
<input type="checkbox"/> Utilize the funds towards tuition for advanced coursework and LEA HQ teacher plan	
<input type="checkbox"/> Enrichment camps for students	
<input type="checkbox"/> 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.

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).

- a. All schools receiving 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.**

Professional Learning Community concepts, for developing a plan for continuous and sustainable school/district-wide measurable improvement, will be implemented through the use of on-going, consistent, focused training matched with school and individual participant's needs. Through the use of face-to-face visits, virtual follow-ups, on-going assessment and fine-tuning with customized rubrics, this process will engage multiple stakeholders including building level administrators, school based leadership teams, teacher-based teams, individual teachers, content and skill based specialists and select central office administration.

The first step to sustainable change begins with school leaders. Training will provide school leaders with a framework for developing the mindset, skillset, and toolset to become practicing effective leaders, thus raising student achievement. At MVHS, Professional Learning Communities (PLCs) will be organized by content area teams in grades 6th -12th content area teams one day a week. At SRMS, PLCs will be organized by content areas in grades 6th – 8th one day week.

- **Frequency of meetings**

Each school's master schedule will be developed to include time for PLCs to meet weekly facilitated by teacher leaders.

- **Major areas of focus**

Grounded in Professional Learning Community beliefs PLCs will focus on building distributive leadership and maintaining a clear focus on specific measurable goals where there are high expectations and supports for all students to attain mastery of the essential school skills. All staff members are trained to purposefully engage with their colleagues and move beyond the "What are we expected to teach?" to "How will we know when each student has learned?" Teacher-Based Teams (TBTs) are created to further the collaborative process by breaking the cycle of isolations and creating common planning time for teachers to have critical conversations around student achievement.

A particular focus at MVHS will be on utilizing best practices to increase student attendance, eliminate classroom discipline affecting student work through effective teaching strategies, and develop goals for individual students to raise reading and mathematics achievement. The Truancy Diversion Interventionist will provide support for teachers in the PLCs concerning students at-risk for truancy or dropping out of

school. The TIS will participate in PLCs where strategies and ideas can be offered to engage students through technology integration.

At SRMS the focus of PLCs will be to support teachers in setting higher expectations for reading and math achievement linked to standards, assessment, and accountability. Time will be spent analyzing the impact of changes to teaching practices to discover what was effective for particular students and what was not. Teachers will apply the new knowledge in the next cycle of continuous improvement. The TIS will participate in PLCs where strategies and ideas can be offered to engage students through technology integration.

b. 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.

The District Transformation Team concluded that administrators and teachers from both MVHS and SRMS would more effectively benefit if the professional development funding from the 1003g were used to extend the efforts already established during the 2009-2010 school year in regards to the collaboration with Edwards Educational Services, Inc. through other federal funding. The funding from this grant will allow additional on-site school level support for strengthening the efforts made thus far with Framing Your Success. This will allow the FYS Team more time to specifically devote to the two identified transformation schools in this grant. The school administrators welcome the idea of having additional support time with the FYS Team. The District Transformation Team and school administration agree the job-embedded approach to school transformation will have a greater impact by modeling, practice, and monitoring rather than the traditional “sit and get” professional development sessions. Visits at each school site by the FYS Team allow for the professional development to be designed to specifically meet the need of each school rather than a “one size fits all” approach. After reviewing the professional development logs for previous training sessions for MVHS, it was determined staff attendance is low during after-school sessions. Less than 25% of the staff attend sessions scheduled outside of the contracted work day. The team also reviewed the amount of time SRMS spent in after-school and weekend professional development sessions. SRMS teachers have attended more than 25+hours in after-school professional development hours through the EETT Grant for each of the past two years. The team was also concerned about the effectiveness of this practice in relation to teacher “burn-out.”

Mount View High School Professional Development Plan Narrative

The professional development plan for MVHS was developed after analyzing reading and mathematics WESTEST2 scores, student achievement data, and external trend data. The team concluded efforts need to continue to creating a systematic and comprehensive approach to school change to permeate all levels of student performance. MVHS will continue to work collaboratively with Edwards Educational Consulting Inc., Framing Your Success Team and Central Office Administration liaisons to identify

successes and challenges by strengthening teacher action plans, developing leadership teams, building curriculum maps, and creating ongoing formative assessments to make instructional decisions.

Teachers must be proficient in the delivery of 21st Century learning. All MVHS staff must be able to implement, use, and integrate technology which will engage students thus positively impacting student attendance and behaviors. Trainings and sustained support will be provided by the school level TIS on integrating technology into their existing content areas to engage student learning. Sessions will include but not limited to Acuity, Writing Roadmap 2, techSteps, Digital Storytelling, Understanding WV Technology Tool Standards, LEARN21, and Microsoft Office products.

The School Transformation Specialist will assist with facilitating of team meetings with emphasis on student engagement and safe and orderly schools. The STS will assist the school leadership team on improving MVHS' school culture by increasing parent and student communication thus building community involvement. This individual will assist with building leadership capacity of all building level administrators.

The Truancy Diversion Interventionist will provide on-site support and mentoring for teachers on how to implement strategies addressing student attendance and graduation. The Truancy Diversion Interventionist will: (a) identify potential dropouts, implement and design strategies, advise, mentor, and counsel to address the needs of targeted students and their families/caregivers, (b) recruit, train and monitor mentors as part of the dropout prevention program, (c) monitor the school performance of targeted out-risk students in the areas of academic achievement, attendance, and positive behavior supports, (d) provide students with assistance in the areas of academic achievement, college awareness/readiness/access, school success (e.g., attendance, behavior, personal, and social issues), and life-skills (e.g. organization skills, time management, individual and social responsibility, and work ethic), that impact school performance and dropout rates.

The Teacher Leadership Team members will provide peer support for teachers at MVHS. Team members will provide mini-sessions on IS days on various topics including LEARN21, Understanding CSOs, technology integration, and other topics the staff identify as needs throughout the school year. The team will bring new information to the staff after attending monthly WVDE webinars and County Teacher Leadership Team Meetings led by the Assistant Superintendent of Curriculum and Instruction and County Technology Coordinator.

The following are key elements, as part of the professional training provided by the external provider, Edward's Educational Services, Inc. The topics will be covered throughout the on-site trainings and monitoring listed in the PD Planning Chart.

- Creating a collaborative culture through PLCs;
- Using data to drive instructional decisions;
- Establishing an accountability system through the development and use of Action Plans to guide instructional practices based on the data from on-going short-cycle assessments aligned to the district Scope and Sequence;
- Establishing a process for meeting the needs of struggling learners and traditionally underserved populations based upon the Academic Improvement Model and including Student Support Teams;
- Establishing priorities and setting measurable goals specifically targeted to improve teaching and learning as identified in the district Five Year Strategic Plan;

- Establishing Teacher-Based-Teams (TBTs) to effectively collect, analyze, and use data to inform and differentiate instruction;
- Designing curriculum and assessment maps for each grade level aligned with the West Virginia Content Standards and Objectives (CSOs), with an emphasis on short cycle common formative assessments;
- Creating a peer-to-peer instructional review process utilizing the Instructional Practices Inventory (IPI) process;
- Establishing lab classrooms where teachers can observe quality embedded research-based classroom instructional strategies;
- Linking WV CSOs, assessments (Acuity, etc.), and instructional strategies and techniques;
- Creating a clear model for teaching the writing process, identifying key elements to be taught at each grade level, and aligning them to the West Virginia Writing Rubrics utilizing Writing Roadmap2;
- Distributing leadership (through the implementation of school based leadership teams) to all stakeholders with equal levels of accountability and responsibility for measurable results in student achievement;
- Building and sustaining an effective framework for interventions using the Academic Improvement Model; and
- Establishing positive transition experiences for the 21st Century learning community.

Other Professional Development opportunities will include through braiding of funds will include:

- WVDE's School Leadership Team Training
- A team from MVHS will attend the Teacher Leadership Institute (TLI)
- Follow-up training in discipline and classroom management strategies by Brian Mendler of the Teaching Learning Center, at MVHS
- Anita Decker, Edvantia Parent Consultant, will work with MVHS to review the parent appraisals conducted in the spring of 2010. Each school will create a needs assessment and plan of action for their strategic plan for parent involvement and improving school climate.

Sandy River Middle School Professional Development Plan Narrative

The professional development plan for SRMS was developed after analysis of reading and mathematics WESTEST2 scores, student achievement data, and external trend data. The team concluded efforts need to continue to create a systematic and comprehensive approach to school change to permeate all levels of student performance. SRMS will continue to work collaboratively with Edwards Educational Consulting Inc., Framing Your Success Team and Central Office Administration liaisons to identify successes and challenges by strengthening teacher action plans, developing leadership teams, build curriculum maps, and create ongoing formative assessments to make instructional decisions.

Teachers must be proficient in the delivery of 21st Century learning. SRMS has employed full time TIS for the past two years through the EETT Grant. The TIS will remain at SRMS with the use of funding from this grant for the next three years to sustain efforts in creating a staff able to implement, use, and integrate technology which will engage students thus positively impacting student achievement. Trainings and sustained support will be provided by the school level TIS on integrating technology into their existing content areas to engage student learning. Sessions will include but not limited to utilizing SMART Boards effectively in the classroom, Digital Storytelling, LEARN 21, advancing the use of techSteps, Acuity at the Next Level, and Writing Roadmap 2.

The Teacher Leadership Team members will provide peer support for teachers at MVHS. Team members will provide mini-sessions on IS Days on various topics including LEARN21, Understanding CSOs, technology integration, and other topics staff identify as needs throughout the school year. The team will bring new information to staff members after attending monthly WVDE webinars and County Teacher Leadership Team meetings led by the Assistant Superintendent of Curriculum and Instruction and County Technology Coordinator.

The following are key elements, as part of the professional training provided by the external provider, Edward's Educational Services, Inc. The topics will be covered throughout the on-site trainings and monitoring listed in the PD Planning Chart.

- Creating a collaborative culture through PLCs;
- Using data to drive instructional decisions;
- Establishing an accountability system through the development and use of Action Plans to guide instructional practices based on the data from on-going short-cycle assessments aligned to the district Scope and Sequence;
- Establishing a process for meeting the needs of struggling learners and traditionally underserved populations based upon the Academic Improvement Model and including Student Support Teams;
- Establishing priorities and setting measurable goals specifically targeted to improve teaching and learning as identified in the district Five Year Strategic Plan;
- Establishing Teacher-Based-Teams (TBTs) to effectively collect, analyze, and use data to inform and differentiate instruction;
- Designing curriculum and assessment maps for each grade level aligned with the West Virginia Content Standards and Objectives (CSOs), with an emphasis on short cycle common formative assessments;
- Creating a peer-to-peer instructional review process utilizing the Instructional Practices Inventory (IPI) process;
- Establishing lab classrooms where teachers can observe quality embedded research-based classroom instructional strategies;
- Linking WV CSOs, assessments (Acuity, etc.), and instructional strategies and techniques;
- Creating a clear model for teaching the writing process, identifying key elements to be taught at each grade level, and aligning them to the West Virginia Writing Rubrics utilizing Writing Roadmap2;
- Distributing leadership (through the implementation of school based leadership teams) to all stakeholders with equal levels of accountability and responsibility for measurable results in student achievement;
- Building and sustaining an effective framework for interventions using the Academic Improvement Model; and
- Establishing positive transition experiences for the 21st Century learning community.

Other Professional Development opportunities will include:

- WVDE's School Leadership Team Training
- A team from SRMS will attend the Teacher Leadership Institute (TLI)
- Anita Decker, Edvantia Parent Consultant, will work with SRMS to review the parent appraisals conducted in the spring of 2010. Each school will create a needs assessment and plan of action for their strategic plan for parent involvement.

- 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 MVHS's Professional Development Plan from Braided Funding

Year One: July 2010 - August 2011

Date	Topic	Presenter(s)
July 11-16, 2010	Teacher Leadership Institute	WVDE
August 9-13, 2010	Framing Your Success Institute <ul style="list-style-type: none"> • Individual teacher/principal action plans focused on reading, math, and attendance • Data analysis and decision making, based upon school specific reading and math data • Teacher training for 6 + 1 Writing Traits correlated with the WV Rubrics • Training on differentiation and student group modification practices • Creation of school leadership teams, or teacher based teams (TBTs) to build capacity for change • Building common formative assessments 	Edward's Educational Services, Inc.
Monthly September 22-29 October 19-21 November 8-10 January 25-27 February 15-17 March 7-9 April 5-7 May 3-5	Framing Your Success School Improvement Trainings <i>(These trainings build upon knowledge and skills learned in the above Institute).</i>	Edward's Educational Services, Inc.
Bi-Monthly	School Leadership Series <i>(School administration will participate in a mini-series of school leadership sessions scheduled by the Superintendent. The sessions will focus on building the required leadership competencies leaders must possess in McDowell County Schools.)</i>	Superintendent Assistant Superintendents WVDE
August 31, 2010 September 1, 2010	Carnegie Mathematics Bridged Algebra, Algebra Support, and Cognitive Tutor	Carnegie

September 9, 2010		
TBD (4 weeks of in class support)	Job Embedded Carnegie In Class Support	Carnegie
September 2010	WVDE Evaluation System	WVDE RESA I WVCPD
October 12, 2010 IS Day	Carnegie Learning Bridged Algebra, Algebra Support, and Cognitive Tutor	Carnegie
December 23, 2010 IS Day	READ 180 and System 44 Training (Utilizing Lexile Scores in Content Areas)	School Administration
February 15, 2011 IS Day	6+1 Traits for Writing	School Administration
April 2, 2011 IS Day	Enhancing Classrooms with LEARN21	School Administration/ TIS
June 8, 2011 IS Day	Looking “Forward” with Today’s Data	School Administration
October 2010	Implementing/ Sustaining techSteps	TIS
October 2010	Learn21	TIS
October 2010	Engage them with SMART Boards	TIS
September 2010	Acuity in the Classroom Using Responders	TIS
November 2010	Writing Roadmap 2.0	TIS
December 2010	Utilizing Microsoft Office Products	TIS
January 2011	Internet Safety and Acceptable Use	TIS
September 9, 2010	Instructional Practices Inventory (IPI)	Darrin Martin, TS
August 16-18, 2010	Transformation Specialist Training	WVDE
October 18-20, 2010	School Leadership Team Training	WVDE
February 16-18, 2011	School Leadership Team Training	WVDE
March 14-17, 2011	Effective Classroom Management and Discipline	APL Associates
April 21-22, 2011	School Leadership Team Training	WVDE
Daily	Job-embedded 21 st Century Skills and Tech Tool Integration	School level TIS

Year Two: September 2011 - August 2012

Date (month)	Topic	Presenter(s)
Monthly	Framing Your Success School Improvement	Edward’s Educational Services, Inc.
Daily	Job-embedded 21 st Century Skills and Tech Tool Integration	School level TIS
Daily	Job-embedded support for leadership, data	Darrin Martin, TS

	analysis, PLCs, IPI, etc.	
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Year Three: September 2012 - August 2013

Date (month)	Topic	Presenter(s)
Monthly	Framing Your Success School Improvement	Edward's Educational Services, Inc.
Daily	Job-embedded 21 st Century Skills and Tech Tool Integration	School level TIS
Daily	Job-embedded support for leadership, data analysis, PLCs, IPI, etc.	Darrin Martin, TS

Detailed Description of SRMS' Professional Development Plan from Braided Funding

Year One: July 2010 - August 2011

Date	Topic	Presenter(s)
July 11-16, 2010	Teacher Leadership Institute	WVDE
August 9-13, 2010	Framing Your Success Institute <ul style="list-style-type: none"> • Individual teacher/principal action plans focused on reading, math, and attendance • Data analysis and decision making, based upon school specific reading and math data • Teacher training for 6 + 1 Writing Traits correlated with the WV Rubrics • Training on differentiation and student group modification practices • Building common formative assessments • Creation of school leadership teams, or teacher based teams (TBTs) to build capacity for change 	Edward's Educational Services, Inc.
Monthly September 22-29 October 19-21 November 8-10 January 25-27 February 15-17 March 7-9 April 5-7 May 3-5	Framing Your Success School Improvement <i>(These trainings build upon knowledge and skills learned in the above Institute).</i>	Edward's Educational Services, Inc.
Bi-Monthly	School Leadership Series <i>(School administration will participate in a mini-series of school leadership sessions scheduled by the Superintendent. The sessions will focus on building the required leadership competencies leaders must possess in McDowell County Schools.)</i>	Superintendent Assistant Superintendents WVDE
August 31, 2010 September 1, 2010 September 9, 2010	Carnegie Mathematics Bridged Algebra and Cognitive Tutor	Carnegie
TBD <i>(4 weeks of in class</i>	Job Embedded Carnegie In Class Support	Carnegie

<i>support)</i>		
September 2010	WVDE Evaluation System	WVDE RESA I WVCPD
October 12, 2010 IS Day	Carnegie Learning Bridged Algebra and Cognitive Tutor	Carnegie
December 23, 2010 IS Day	READ 180 and System 44 Training (Utilizing Lexile Scores in Content Areas)	School Administration
February 15, 2011 IS Day	6+1 Writing Traits Across the Curriculum	School Administration
April 2, 2011 IS Day	Enhancing Classrooms with LEARN21	School Administration/ TIS
March 14-17, 2011	Effective Classroom Management and Discipline	APL Associates
June 8, 2011 IS Day	Looking “Forward” with Today’s Data	School Administration
September 2010	Acuity at the Next Level Using Student Responders	TIS
November 2010	Writing Roadmap 2.0	TIS
December 2010	Utilizing Microsoft Office Products	TIS
January 2011	Internet Safety and Acceptable Use	TIS
Daily	Job-embedded 21 st Century Skills and Tech Tool Integration	School level TIS
Monthly	County Teacher Leadership Team Meetings/Webinars <i>(TLI Team Members will learn new information and strategies to take back to their sites for mini-professional development sessions on IS Days.)</i>	TLI Team
Monthly	Interventionist and TIS Support Meetings/Trainings with Central Office Administration	Central Office Staff

Year Two: September 2011 - August 2012

Date (month)	Topic	Presenter(s)
Monthly	Framing Your Success School Improvement	Edward’s Educational Services, Inc.
Daily	Job-embedded 21 st Century Skills and Tech Tool Integration	School level TIS
Daily	Job-embedded support for leadership, data analysis, PLCs, IPI, etc.	Darrin Martin, TS

Year Three: September 2012 - August 2013

Date (month)	Topic	Presenter(s)
Monthly	Framing Your Success School Improvement	Edward's Educational Services, Inc.
Daily	Job-embedded 21 st Century Skills and Tech Tool Integration	School level TIS
Daily	Job-embedded support for leadership, data analysis, PLCs, IPI, etc.	Darrin Martin, TS

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

The first step will be to ensure all data is entered correctly and to offer support for teachers to become highly qualified. This will be accomplished by the following:

1. WVEIS certification data will be entered and updated regularly for all teachers by the school principal or designee.
2. Principals will be retrained on correct WVEIS entry.
3. The principal or designee will review all WVEIS certification data to identify potential problems and to address them by:
 1. Ensuring teaching assignments match endorsements
 2. Ensuring WVEIS information is properly coded
 3. Notifying teachers who are not "highly qualified"
4. The personnel office will, in a timely manner, notify teachers whose certificates, permits, or authorization will expire at the end of the year and appropriate action will be taken.
5. Unqualified teachers will be required to enroll in a program of study in the area in which s/he holds a permit, in accordance with the State of West Virginia's certification requirements.
6. The unqualified teacher will apply to WVDE for tuition reimbursement for completed coursework, as his or her first avenue for financial support.
7. After a teacher has applied to and been denied by WVDE for tuition reimbursement, then s/he may submit a request to McDowell County Schools for possible reimbursement through Title I, Title II, or Special Education.
8. All reimbursements will adhere to the County's Tuition Reimbursement Policy.
9. Parents will be informed of their rights through the McDowell County Schools' Student/Parent Handbook distributed to all students at the beginning of each school year.

The following strategies will be used to recruit staff at MVHS and SRMS:

1. Recruit highly qualified staff from colleges and universities;
2. Post job openings statewide;
3. Counsel students into the field of teaching utilizing high school counselors and software such as Career Cruising and Classroom Inc. ;
4. Encourage teacher aides/ paraprofessionals to become certified teachers;
5. Utilize the county's tuition reimbursement policy to utilize Title I and Title II funding to assist teachers in completing the course work;

6. Provide funds to reimburse teachers who take and pass the Praxis certification in high need areas;
7. Require teachers who are on permit to become highly qualified;
8. Post jobs on the county website, as well as the WVDE's website;
9. Broaden recruiting efforts to reach a wider audience;
10. Provide opportunities for alternative certification through Transition to Teaching;
11. Provide opportunities for obtaining an alternative teaching certificate through the Alternative Route Certification Program and,
12. Work with Bluefield College & Virginia Intermont College to provide credit for student teaching via substitute teaching.

The following strategies will be used to recruit and retain staff at MVHS and SRMS:

1. Provide support for new teachers through a beginning teacher mentor program;
2. Develop mentoring programs for teachers changing subjects and/or programmatic levels;
3. Support teachers seeking administrative certification via Title II funds;
4. Provide a means of teacher support through a Technology Integration Specialist (TIS) and School Transformation Specialist;
5. Provide opportunities for new teachers to attend both tracks of WVCPCD's Beginning Teacher Academy;
6. Encourage and provide reimbursement for teachers wanting to pursue National Board Certification;
7. Pursue the option of having teachers that are highly qualified in one core subject to become highly qualified in additional core subjects;
8. Create a *Teacher Handbook* to support new teachers;
9. Continue providing principals training in Charlotte Danielson's Framework to support teachers in the classroom;
10. Continue to provide support for Professional Learning Communities through Framing Your Success that establishes school learning teams focusing on implementing coherent, sustained, and evidenced-based learning strategies that improve instruction effectiveness and subject achievement;
11. Maintain a spreadsheet of all teachers not meeting the definition of highly qualified and create individualized plans for each one;
12. Recognize teachers that have students winning spelling bees, science fairs, Young Writers, etc, as well as the students, at local board meetings;
13. Provide opportunities for all teachers to attend county professional development in their content areas and,
14. Reward principals and teachers with \$250.00 for meeting their summative and overall growth goals for reading/language arts and mathematics and \$250.00 for completion of their individual action steps.

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.

MVHS will begin utilization of the peer-to-peer instructional review process for the 2010-2011 school year. This will be created utilizing the Instructional Practices Inventory (IPI) process. This process will develop a school-wide picture of student learning practices that will serve as the basis for faculty reflection and instructional improvement and to collect data that will be used as a dependent variable to

measure the impact of the school improvement interventions. Through the braiding of funds, stipends and substitutes costs will be covered.

SRMS is currently utilizing the peer-to-peer instructional review process. Staff members have been trained in using the Instructional Practices Inventory (IPI) process. This process develops a school-wide picture of student learning practices that serve as the basis for faculty reflection and instructional improvement and to collect data used as a dependent variable to measure the impact of the school improvement interventions. Through the braiding of funds, stipends and substitutes costs will be covered to provide additional support and professional development.

McDowell County Schools will design and facilitate a leadership professional development series in order to focus on the critical competencies as delineated above. The superintendent will utilize the Behavior Event Interview process from the *School Turnaround Leaders: Selection Toolkit* as a needs assessment to inform the leadership series content. MVHS and SRMS administrators will participate in the leadership series.

MVHS and SRMS have identified five teachers and each school administrator who will attend the Teacher Leadership Institute (TLI) in July. The team was established to increase teacher and school leader effectiveness. The team will meet regularly with the existing Teacher Leadership Teams from the previous three years. The TLI Team will build capacity with their peers through providing content area professional development sessions. The team will receive support from the Assistant Superintendent of Curriculum and Instruction and the Technology/Testing Coordinator through monthly meetings, WVDE webinars, and county level professional development.

MVHS and SRMS principals will conduct 10-minute meetings focusing on student and teacher work. The principals will continue to receive sustained support and professional development related to the framework of the 10-minute meetings. The Superintendent, Assistant Superintendents, and External Lead Partner, Edwards Educational Services Inc., will monitor the implementation of 10-minute meetings through the use of an online Google Document which is shared between all parties.

The School Transformation Specialist will assist with facilitation of team meetings with emphasis on student engagement and safe and orderly schools. The STS will assist the school leadership team on improving MVHS' school culture by increasing parent and student communication thus building community involvement. This individual will assist with building the leadership capacity of all building level administrators.

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.**

Work will begin in August 2010 at the Framing Your Success Institute to begin the design of curriculum and assessment maps aligned with the West Virginia Content Standards and Objectives (CSOs) for each grade level, with emphasis on creating short cycle common formative assessments. Acuity tests and other formative assessments will be linked to the CSOs and shared by classroom teachers. Effective instructional strategies and teaching techniques will be embedded through peer to peer reviews at MVHS

and SRMS. The writing process 6+1 Writing Traits, will identify key elements to be taught at each grade level, and align them to West Virginia Writing Rubrics utilizing Writing Roadmap. The TIS will assist with providing professional development on the integration of Acuity, Writing Roadmap, and techSteps.

MVHS and SRMS will use data and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with WV academic standards, through school level Professional Learning Communities. Resources will be provided (e.g., time, expertise, planning support, professional development) to enable teachers to incorporate changes required to align instruction with the CSOs. Through braided funding, the external lead partnership organization, Edwards Educational Services, Inc., will assist in building capacity to monitor and maintain alignment between curriculum standards and classroom instruction, including the use of formative assessment data.

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

MVHS will schedule an eight period day for the 2010-2011 school year. Data analysis reflects high teacher and student absenteeism as a root cause for low student achievement. The eight period day will decrease the amount of instructional time lost when teachers or students are absent compared to the block schedule. Teachers will have a forty-five minute planning period which will allow for smaller class size. Within PLCs teachers will share strategies and develop techniques for increasing student engagement during the shorter class period.

Within their learning communities at both MVHS and SRMS, participants will develop a cohesive system of data collection, analysis and decision-making. Looking at data gathered from multiple sources (perception, demographic, student assessment and school progress) will enable the teacher-based teams (TBTs) to create a research-based structure for facilitating purposeful conversation around student achievement data, create common formative assessments and horizontal and vertical transitioning supports for students. TBTs will monitor student data to inform and differentiate instruction.

McDowell County Schools will provide sustained support for the reading and mathematics interventionists, and the TIS at each school through monthly meetings led by the Central Office Administration. Researched based techniques and strategies as well as data mining will be offered to promote the continuous use of data to differentiate instruction.

Principals at both MVHS and SRMS will conduct ten-minute meetings with teachers focused on the student work. Guiding questions will be created to focus conversations on meeting individual student needs. Within PLCs, teacher-based teams will identify which students are at risk for difficulties, provide more intense instruction to students identified as at risk, and track the progress of students receiving intervention services towards CSOs. Teacher-created common formative assessments will be used to evaluate learning and determine what adjustments need to be made to instruction in order to enhance student learning. Teachers will implement a tiered instructional approach to meet the individual needs of all students.

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

McDowell County Schools will implement the following comprehensive instructional reform programs, to include the following:

1. MVHS

- Provide reading intervention to students in grades 6-10 through the employment of two interventionists. One for reading and one for mathematics.
- TIS will provide and/or coordinate appropriate professional development activities for all teachers at a school level basis.
- Through braiding of funding, additional site licenses and resources will be purchased for the implementation of READ 180 and System 44.
- Professional development will be provided to support the instructional delivery of READ 180 and System 44.
- Implement Carnegie Mathematics, a research based approach to learning is a motivating approach to all students that improves reasoning and since making skills, as a bridge to Algebra and for Algebra I Support. It includes formative assessments and reporting systems to track progress and foster the improvement for students. A four week in-class support through coaching and observation will be provided to teachers after the initial training. Carnegie Mathematics will be aligned to the new Pearson Mathematics adoption and the WV CSOs.

2. SRMS

- Provide reading intervention to students in grades 6-8 through the employment of two interventionists. One for reading and one for mathematics.
- TIS will provide and/or coordinate appropriate professional development activities for all teachers at a school level basis
- Through braiding of funding, additional site licenses and resources will be purchased for the implementation of READ 180 and System 44.
- Professional development will be provided to support the instructional delivery of READ 180 and System 44.
- Implement Carnegie Mathematics, a research based approach to learning is a motivating approach to all students that improves reasoning and since making skills, as a bridge to Algebra. It includes formative assessments and reporting systems to track progress and foster the improvement for students. A four week in-class support through coaching and observation will be provided to teachers after the initial training. Carnegie Mathematics will be aligned to the new Pearson Mathematics adoption and the WV CSOs

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.**

The expansion of learning time has great potential to increase student performance, close achievement gaps, expand enrichment opportunities, and change school culture to better support learning and teaching.

After school programs and parent involvement activities are provided through McDowell County's 21st Century Community Learning Center grant. Gear Up funds are also used with after-school activities for students to promote college readiness for 8th graders. MVHS serves students twice per week, 3 hours per day. SRMS serves students 4 times per week for 2 hours each day.

The After School Program at MVHS and SRMS are student focused. Lessons are differentiated based on data analysis of WESTEST2 and Acuity Benchmarks. Teachers collaborate on individualized student needs through the use of an Intervention Chart. The After School staffs at both MVHS and SRMS utilize the use of PBLs in their lessons.

Policy 2512 Critical Skills grant will provide additional resources to extend the school year for 8th grade students at MVHS and SRMS. Instruction will be focused on student assessment data in order to differentiate instruction and close critical skill gaps to students. Teachers will maintain an intervention log and track each student's tier levels for reading and mathematics.

The McDowell County Schools Board of Education will schedule and plan for a two hour early dismissal for MVHS and SRMS after each Acuity benchmark test to allow time for teachers to analyze data and modify instructional plans. Teachers, building level administrators and the STS along with support from the Central Office Administration will mine data to enable teachers to differentiate instruction based on the class and student Acuity Item Analysis Report, classroom observations, and other formative assessments.

Additional time will be provided at MVHS and SRMS for students through the following:

- Advisory periods to build relationships between students, faculty and other school staff will be included within the school day;
- Two week 6th grade summer transition program, including parent/community trainings on health and wellness, technology safety and usage, and how parents support classroom instruction and increase student achievement;
- Credit recovery opportunities are available during the school year and summer;
- Summer exploratory programs at the Career and Technology Center, and
- Time for teachers to plan, meet together, and participate in professional development.

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

As a component of the McDowell County Schools summer program, weekly parent/community trainings on health and wellness, technology, and how parents can support classroom instruction and increase student achievement, as well as other activities, will be provided through both the Policy 2512 Critical Skills grant and the McDowell County 21st Century Community Learning Center grant. Each school will involve parents and the community in their strategic planning process. Community meetings and surveys will be conducted to gauge parent and community satisfaction and support.

The Truancy Diversion Interventionist (TDI) at MVHS will actively communicate with all stakeholders including parents and community members as to how to prevent truancy and recruit, train, and monitor mentors for at-risk students. The TDI will provide community forums and trainings to assist parents and students with focused assistance in relation to preventing dropout and increasing student attendance.

The TIS at both MVHS and SRMS will hold training sessions for parents and community members on Internet safety and acceptable uses of technology in today's world. Research on best practices will be provided concerning social networking and protecting students from online predators. Interactive games, guest speakers, and multimedia presentations will be used during the trainings. The trainings will be open to all parents and communities in McDowell County as part of the outreach program.

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

A truancy diversion interventionist will be employed at MVHS to implement strategies addressing student attendance and graduation. The truancy diversion interventionist will: (a) identify potential dropouts, implement and design strategies, include advise, mentor, and counsel targeted students and their families/caregivers, (b) recruit, train and monitor mentors as part of the dropout prevention program, (c) monitor the school performance of targeted out-risk students in the areas of academic achievement, attendance, and positive behavior supports, (d) provide students with assistance in the areas of academic achievement, college awareness/readiness/access, school success (attendance, behavior, personal, and social issues), and life-skills (e.g. organization skills, time management, individual and social responsibility, and work ethic), and that impact school performance and dropout rates.

The School Transformation Specialist (STS) will assist the school leadership team on improving MVHS' school culture by increasing parent and student communication thus building community involvement. This individual will assist with building the leadership capacity of all building level administrators.

D. Provide operating flexibility and sustained support

1. Describe the operational flexibility (e.g., staffing, calendar, time, and 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.

In order for MVHS and SRMS to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates, the following operational flexibility opportunities will be provided:

- McDowell County Schools will employ, with LEA funds, an Assistant Superintendent with specific work tasks associated with monitoring implementation of the activities delineated in the grant;
- McDowell County School's Assistant Superintendent of Curriculum and Instruction will ensure best practices are delivered with fidelity by engaging in dialogue and observations with teachers and principals;
- Dedicated time weekly for PLCs (Vertical and horizontal teaming by content areas);
- Braided funding for after-school professional development and planning;
- Policy revision to support staff and students e.g. grading, attendance, etc.;
- The development of an aligned curriculum that includes K-12 curriculum maps and sample instructional strategies aligned with WV CSOs;
- The creation of district-wide and school-level summative and formative assessments;

- Two hour release after each Acuity benchmark test to allow time for teachers to analyze data and modify instructional plans;
- Professional development to educators on how to engage in ongoing problem solving;
- Building leadership and instructional capacity through Framing Your Success.

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 WVDE 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:**
Planning, evaluation of professional development and the budgeting process.

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

b. LEA Technical Assistance: Provide a description of the ongoing, intensive technical assistance and related support the LEA will provide to each school.

School Transformation Specialist will work with MVHS. The STS will offer the following services:

- Provide direct and on-going assistance in the development and implementation of improvement strategies
- Facilitate the analysis of assessment data and assist county and school staff in the design and delivery of instruction to address identified deficiencies
- Assist in the development and implementation of the each school's Five Year Strategic Plan
- Facilitate staff development based on identified needs at each school
- Work collaboratively with WVDE staff, RESA I, McDowell County Schools, MVHS, SRMS, and other agencies and organizations to ensure school improvement

The LEA will work to support the efforts of the STS and the External Lead Partner described in the section below. On-going job-embedded professional development will be provided through the additional personnel funded by this grant, such as a Technology Integration Specialist, Truancy Diversion Interventionist (MVHS only), and a reading and mathematics interventionist at each school.

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

Edwards Educational Services, Inc. has been selected as the external lead partnership organization for both MVHS and SRMS. Key elements, as part of the professional training provided by the external provider will include:

- Creating a collaborative culture through PLCs;
- Using data to drive instructional decisions;
- Establishing an accountability system through the development and use of Action Plans to guide instructional practices based on the data from ongoing short-cycle assessments aligned to the district Scope and Sequence;
- Establishing a process for meeting the needs of struggling learners and traditionally underserved populations based upon the Academic Improvement Model and including Student Support Teams;
- Establishing priorities and setting measurable goals specifically targeted to improve teaching and learning as identified in the district Five Year Strategic Plan;
- Establishing Teacher-Based-Teams (TBTs) to effectively collect, analyze, and use data to inform and differentiate instruction;
- Designing curriculum and assessment maps for each grade level aligned with the West Virginia Content Standards and Objectives (CSOs), with an emphasis on short cycle common formative assessments;
- Creating a peer-to-peer instructional review process utilizing the Instructional Practices Inventory (IPI) process;
- Establishing lab classrooms where teachers can observe quality embedded research-based classroom instructional strategies;

- Linking state CSOs, assessments (Acuity, etc.), and instructional strategies and techniques;
- Creating a clear model for teaching the writing process, identifying key elements to be taught at each grade level, and aligning them to the West Virginia Writing Rubrics utilizing Writing Roadmap2;
- Distributing leadership (through the implementation of school based leadership teams) to all stakeholders with equal levels of accountability and responsibility for measurable results in student achievement;
- Building and sustaining an effective framework for interventions using the Academic Improvement Model; and
- Establishing positive transition experiences for the 21st Century learning community.

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

A Truancy Diversion Interventionist will be employed at MVHS to implement strategies addressing student attendance and graduation. The truancy diversion interventionist will: (a) identify potential dropouts, implement and design strategies, including advising, mentoring, and counseling services to address the needs of targeted students and their families/caregivers, (b) recruit, train and monitor mentors as part of the dropout prevention program, (c) monitor the school performance of targeted out-risk students in the areas of academic achievement, attendance, and positive behavior supports, (d) provide students with assistance in the areas of academic achievement, college awareness/readiness/access, school success (attendance, behavior, personal, and social issues), and life-skills (e.g. organization skills, time management, individual and social responsibility, and work ethic), and that impact school performance and dropout rates.

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.

- **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.**

During the 2009-2010 school year, McDowell County began using Edwards Educational Services, Inc. for school improvement support. This provider is listed as an approved provider on the Approved List of External Support Partners. These services will be augmented with support from this grant at MVHS and SRMS.

- **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**

Edwards Educational Services, Inc. meets the identified needs of each school based on the work that has already begun at each school during the 2009-2010 school year through other federal funds. During the 2009-2010 school year, the foundation was laid for school reform with the implementation of teacher level and school level action plans focused on three district-wide nonnegotiable goals. Support will be provided for developing leadership capacity at each school via Professional Learning Communities focused on student work, regular walk-throughs, and teacher-principal ten minute meetings, where the inquiry process is used to focus on individual student achievement.

The LEA will evaluate the effectiveness of the external provider through regular feedback from principals and teachers, the artifacts and evidence collected by schools and individual teachers, increased student achievement on common formative assessment, and ultimately an increase in WESTEST2 performance.

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.

McDowell County is currently revising the county policy manual. Any barriers identified will be addressed during this process. School level policies and procedures will be reviewed for possible conflicts.

Anita Deck, Director of West Virginia Parent Connections (WVPC) at Edvantia for the purposes of implementing parent involvement activities that lead to improved student achievement and stronger partnerships between families and educators at MVHS and SRMS.

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.

Funding for this grant will be braided among the following programs: RLIS, Title II, Special Education, Title I, 21st Century Community Learning Centers, and Step 7. The school improvement process used by both schools will be ground in professional learning communities, developing leadership capacity and action planning. Once established, sustainability will continue through the use of newly embedded practices that will require little funding. Time for planning and peer observations will be sustained through funding set aside for stipends and substitutes from the aforementioned programs. Additional personnel still needed after the grant funding period, will also be funded through other county/federal programs.

<p>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.</p>

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

- 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).**
- 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.

The only funding budgeted at the LEA level is for indirect costs.

2. School-Level Detail

- Budget Spreadsheet: The LEA will complete a separate budget spreadsheet for each eligible school receiving school improvement funds.**
- Budget Narrative will include:**
 - an overview of the projects included in the budget

MVHS

McDowell County proposes to serve MVHS by implementing the Transformation intervention model. The school has been identified as a Tier II school.

The External Lead Partnership Organization selected from the approved providers list is Edwards Educational Services, Inc. Dr. Edwards' organization will be on-site at the school 3-5 days each month. The focus of the work will be action plans and professional learning communities.

Funding to provide incentives of up to \$250.00 teachers has been budgeted. Teachers will be able to purchase classroom materials and supplies for fulfilling their action plans and increasing student achievement.

Stipends will be available for professional development on West Virginia's new evaluation system and data analysis work sessions. Substitutes will be made available to provide release time to teachers for collaboration. A team of teachers from the school will attend the Teacher Leadership Institute 2010. The budget includes funding for travel expenses for staff to attend professional development conferences related to the identified needs.

A Technology Integration Specialist (TIS) will be funded for the school to provide job-embedded professional development.

In addition to being a low-performing school, MVHS did not make Adequate Yearly Progress (AYP) for 2009 for graduation rate. A Truancy Diversion Interventionist will be added to the staff of MVHS in order to provide personnel to focus attention to this issue.

An interventionist will be added to the staff of SRMS in order to assist with tiered-instruction in the areas of reading/language arts and mathematics.

MVHS will be assisted by a School Transformation Specialist.

SRMS

McDowell County proposes to serve SRMS by implementing the Transformation intervention model. The school has been identified as a Tier II school.

The External Lead Partnership Organization selected from the approved providers list is Edwards Educational Services, Inc. Dr. Edwards' organization will be on-site at the school 3-5 days each month. The focus of the work will be action plans and professional learning communities.

Funding to provide incentives of up to \$250.00 per teachers has been budgeted. Teachers will be able to purchase classroom materials and supplies for fulfilling their action plans and increasing student achievement.

Stipends will be available for professional development on West Virginia's new evaluation system and data analysis work sessions. Substitutes will be made available to provide release time to teachers for collaboration. A team of teachers from the school will attend the Teacher Leadership Institute 2010. The budget includes funding for travel expenses for staff to attend professional development conferences related to the identified needs.

A Technology Integration Specialist (TIS) will be funded for the school to provide job-embedded professional development.

An interventionist will be added to the staff of SRMS in order to assist with tiered-instruction in the areas of reading/language arts and mathematics.

- **a description of how other federal, state, and local funds will be leveraged to further support school improvement plans**

Funding for this grant will be braided among the following programs: RLIS, Title II, Special Education, Title I, 21st Century Community Learning Centers, and Step 7. The school improvement process used by both schools will be ground in professional learning communities, developing leadership capacity and action planning. Once established, sustainability will continue through the use of newly embedded practices that will require little funding. Time for planning and peer observations will be sustained through funding set aside for stipends and substitutes from the aforementioned programs. Additional personnel still needed after the grant funding period, will also be funded through other county/federal programs.

- **a description of any broad items in the budget, e.g., personnel, contracted services, professional development, equipment and travel expenses.**

Mount View High School Budget Narrative

The Instruction K-12 Category:

Two Contracted Classroom Interventionists – One reading and one mathematics interventionist will be utilized at MVHS to sustain efforts for intervention support for Carnegie Learning and Read 180/System 44. These two interventionists are critical to the process of transformation as they will be responsible for student data collection and reporting to the PLCs. They will also provide a direct service to students within the Tiered Intervention Model. These contracted individuals will be retired teachers due to the lack of available certified reading and mathematics teachers in McDowell and surrounding counties.

Substitute Funding - This expenditure will allow for on-site staff development by providing coverage for teachers not to interrupt classroom learning and to ensure coverage of READ 180/ System 44 classes continue if the interventionist is absent.

Software – Purchase additional READ 180 licenses in order to serve more students for interventions.

Supplies – Purchase READ 180 consumable workbooks for students receiving reading interventions.

Hardware - Purchase student computer workstations during Year 1 to add additional machines for the READ 180 Program. Purchase student responders during Years 2 and 3 to increase engagement in the classroom.

The Support Services Category:

Truancy Diversion Interventionist - A Truancy Diversion Interventionist will be employed at MVHS to implement strategies addressing student attendance and graduation.

The Professional Development

Technology Integration Specialist – A Technology Integration Specialist (TIS) will be funded to provide job-embedded professional development with the intent to augment student achievement through technology integration.

Stipends/Incentives – Professional development stipends will be paid for afterschool professional development related to PLCs, Teacher Leadership, and School Leadership Series sessions. Teachers will be provided with a \$250.00 incentive to be utilized in the purchase of classroom materials. This expenditure will occur when the school demonstrates annual increase in reading/language arts and mathematics based on the student growth model in comparison to student achievement.

External Lead Partner - Edwards Educational Services, Inc. organization will be on-site at each school 3-5 days each month. The focus of the work will be action plans and professional learning communities.

Travel – Monies are budgeted for out of county travel including but not limited to TIS Training, School Transformation Team Meetings, and etc.

Support Service Administration – School Level

Transformational Specialist - McDowell County Schools will employ a School Transformation Specialist (STS) to provide support to MVHS’ leadership and grant implementation

Sandy River Middle School Budget Narrative

The Instruction K-12 Category:

Two Contracted Classroom Interventionists – One reading and one mathematics interventionist will be utilized at SRMS to sustain efforts for intervention support for Carnegie Learning and Read 180/System 44. These two interventionists are critical to the process of transformation as they will be responsible for student data collection and reporting to the PLCs. They will also provide a direct service to students within the Tiered Intervention Model. These contracted individuals will be retired teachers due to the lack of available certified reading and mathematics teachers in McDowell and surrounding counties.

Substitute Funding - This expenditure will allow for on-site staff development by providing coverage for teachers not to interrupt classroom learning and to ensure coverage of READ 180/ System 44 classes continue if the interventionist is absent.

Software – Purchase additional READ 180 licenses in order to serve more students for interventions.

Supplies – Purchase READ 180 consumable workbooks for students receiving reading interventions.

Hardware - Purchase student responders to increase engagement in the classroom. Two sets will be purchased each year during the life of the grant.

The Professional Development

Technology Integration Specialist – A Technology Integration Specialist (TIS) will be funded to provide job-embedded professional development with the intent to augment student achievement through technology integration.

Stipends/Incentives – Professional development stipends will be paid for afterschool professional development related to PLCs, Teacher Leadership, and School Leadership Series sessions. Teachers will be provided with a \$250.00 incentive to be utilized in the purchase of classroom materials. This expenditure will occur when the school demonstrates annual increase in reading/language arts and mathematics based on the student growth model in comparison to student achievement.

External Lead Partner - Edwards Educational Services, Inc. organization will be on-site at each school 3-5 days each month. The focus of the work will be action plans and professional learning communities.

Travel – Monies are budgeted for out of county travel including but not limited to TIS Training, School Transformation Team Meetings, and etc.

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.

Appendix A

MVHS NEEDS ASSESSMENT

OVERVIEW OF WESTEST2 DATA

SPRING 2009 SIXTH GRADE WESTEST2 DATA										
SUBGROUP	NOVICE		BELOW MASTERY		MASTERY		ABOVE MASTERY		DISTINGUISHED	
	R	M	R	M	R	M	R	M	R	M
ALL	11.40	7.89	44.74	40.35	31.58	35.96	11.40	13.16	.88	2.63
BLACK	9.68	12.90	45.16	35.48	32.26	38.71	9.68	9.68	3.23	3.23
WHITE	12.05	6.02	44.58	42.17	31.33	34.94	12.05	14.46	0	2.41
SPECIAL EDUCATION	33.33	18.52	44.44	48.15	3.70	22.22	18.52	11.11	0	0
LOW SES	11.70	9.57	51.06	41.19	26.60	35.11	10.64	12.77	0	1.06

The state projection for mastery or above in Sixth Grade RLA was 59.2%; therefore, **none** of the subgroups met AYP in RLA. The state projection for mastery or above in Sixth Grade Mathematics was 56.6%. MVHS did not have **any** subgroups making AYP in Mathematics.

SPRING 2009 SEVENTH GRADE WESTEST2 DATA										
SUBGROUP	NOVICE		BELOW MASTERY		MASTERY		ABOVE MASTERY		DISTINGUISHED	
	R	M	R	M	R	M	R	M	R	M
ALL	2.59	12.93	54.31	43.97	35.34	34.48	7.76	6.03	0	2.59
BLACK	0	20	55	55	40	20	5	5	0	0
WHITE	3.13	11.46	54.17	41.67	34.38	37.50	8.33	6.25	0	3.13
SPECIAL EDUCATION	7.41	33.33	81.48	55.56	3.70	3.70	7.41	7.41	0	0
LOW SES	2.08	14.58	57.29	45.83	33.33	32.29	7.29	5.21	0	2.08

The state projection for mastery or above in Seventh Grade RLA was 58.7%; therefore, **none** of the subgroups met AYP in RLA. The state projection for mastery or above in Seventh Grade Mathematics was 53%. MVHS did not have **any** subgroups making AYP in Mathematics.

SPRING 2009 EIGHTH GRADE WESTEST2 DATA										
SUBGROUP	NOVICE		BELOW MASTERY		MASTERY		ABOVE MASTERY		DISTINGUISHED	
	R	M	R	M	R	M	R	M	R	M
ALL	7.69	23.08	62.39	32.48	28.21	35.90	1.71	7.69	0	.85
BLACK	0	30.43	69.57	13.04	26.09	43.48	4.35	8.70	0	4.35
WHITE	9.68	21.51	60.22	37.63	29.03	33.33	1.08	7.53	0	0
SPECIAL EDUCATION	29.41	52.94	70.59	29.41	0	17.65	0	0	0	0
LOW SES	9.09	24.44	60.61	34.34	28.28	32.32	2.02	8.08	0	1.01

The state projection for mastery or above in Eighth Grade RLA was 52.7%; therefore, **none** of the subgroups met AYP in RLA. The state projection for mastery or above in Eighth Grade Mathematics was 51.6%. The Black subgroup was the **only** subgroup to make proficiency at 56.52%.

SPRING 2009 NINTH GRADE WESTEST2 DATA										
SUBGROUP	NOVICE		BELOW MASTERY		MASTERY		ABOVE MASTERY		DISTINGUISHED	
	R	M	R	M	R	M	R	M	R	M
ALL	32.43	30.63	49.55	18.02	16.22	61.35	1.80	0	0	0
BLACK	32	36	60	20	8	44	0	0	0	0
WHITE	32.56	29.07	46.51	17.44	18.60	53.49	2.33	0	0	0
SPECIAL EDUCATION	81.82	50	18.18	31.82	0	18.18	0	0	0	0
LOW SES	33.33	35.71	50	19.05	14.29	45.24	2.38	0	0	0

The state projection for mastery or above in Ninth Grade RLA was 48.9%; therefore, **none** of the subgroups met AYP in RLA. The state projection for mastery or above in Ninth Grade Mathematics was 52.5%. The White subgroup was the **only** subgroup to make proficiency at 53.49%.

SPRING 2009 TENTH GRADE WESTEST2 DATA										
SUBGROUP	NOVICE		BELOW MASTERY		MASTERY		ABOVE MASTERY		DISTINGUISHED	
	R	M	R	M	R	M	R	M	R	M
ALL	29.55	26.44	54.55	39.08	14.77	33.33	1.14	1.15	0	0
BLACK	62.50	39.13	37.50	43.48	0	17.39	0	0	0	0
WHITE	17.19	21.88	60.94	37.50	20.31	39.06	1.56	1.56	0	0
SPECIAL EDUCATION	82.61	47.83	17.39	47.83	0	4.35	0	0	0	0
LOW SES	33.33	29.23	54.55	43.08	12.12	26.15	0	1.54	0	0

The state projection for mastery or above in Tenth Grade RLA was 42.7%; therefore, **none** of the subgroups met AYP in RLA. The state projection for mastery or above in Tenth Grade Mathematics was 50.4%. MVHS did not have **any** subgroups making AYP in Mathematics.

SPRING 2009 ELEVENTH GRADE WESTEST2 DATA										
SUBGROUP	NOVICE		BELOW MASTERY		MASTERY		ABOVE MASTERY		DISTINGUISHED	
	R	M	R	M	R	M	R	M	R	M
ALL	27.47	31.87	48.35	32.97	23.08	31.87	1.10	3.30	0	0
BLACK	50	33.33	45.83	33.33	0	29.17	4.17	4.17	0	0
WHITE	19.40	31.34	49.25	32.84	31.34	32.84	0	2.99	0	0
SPECIAL EDUCATION	72.73	63.64	18.18	18.18	9.09	13.64	0	4.55	0	0
LOW SES	30.36	33.93	50	33.93	17.86	28.57	1.79	3.57	0	0

The state projection for mastery or above in Eleventh Grade RLA was 40%; therefore, **none** of the subgroups met AYP in RLA. The state projection for mastery or above in Tenth Grade Mathematics was 46.6%. MVHS did not have **any** subgroups making AYP in Mathematics.

MHVS did not meet standard in the All and Special Education subgroups for mathematics. MVHS did not meet standard in the All, Special Education, and Low SES subgroups in RLA. MVHS scored below the county average for percent mastery in RLA in all grades except grade 7. All grade levels scored below the state average of percent mastery in RLA. In mathematics, MVHS scored below the county average of percent mastery in grades 6, 10, and 11 and below the state average of percent mastery in all grade levels. Trend data over the past five years indicates MVHS did not attain AYP on the 2008 and 2009 WESTEST2.

On the writing component of the WESTEST2, MVHS performed below the county and state percent mastery level at all grade levels. The percentage of students scoring mastery on the Online Writing Assessment dropped dramatically in grades 9, 10, and 11. In ninth grade, 11% of the students were at mastery as compared to the county average of 32% and the state average of 55%. In tenth grade, 14% of the students were at mastery as compared to the county average of 32% and the state average of 55%. In eleventh grade, 13% of the students were at mastery as compared to the county average of 33% and the state average of 56%. According to the September 2009 through April 2010 School Usage Report for Writing Roadmap 876 assignments were created, but only 177 were completed.

MVHS met AYP for participation for the 2008-2009 school year with 98.4% participating in the Reading and Math WESTEST2 Assessment.

STUDENT ACHEIVMENT DATA

MVHS ACUITY 2009 DATA			
Average Percent Points Obtained			
Grade Level/Content	Benchmark 1	Benchmark 2	Benchmark 3
6th RLA	42	48	51
6th Math	40	48	39
7th RLA	45	38	49
7th Math	34	31	31
8th RLA	42	37	45
8th Math	38	38	35
9th RLA	35	39	46
9th Math	27	31	26
10th RLA	46	51	41
10th Math	29	31	35
11th RLA	46	51	48
11th Math	29	23	27

The Acuity Platform is being used by MVHS students in grades 6-11 to measure proficiency and track progress towards mastery of the West Virginia Content Standards and Objectives (CSOs). County Benchmark 3 data indicates all MVHS grade levels scored below the state average in the area of mathematics except grade 10. In RLA, all grade levels scored below the state average except grade 11. According to the September 2009 through March 2010 School Acuity Usage Report, MVHS students completed 1294 math assessments, 1184 RLA assessments, and 0 for science and social studies. The total number of exercises completed was 1192.

McDowell County Schools ranked 55th out of 55 counties on the ACT Plan in 2010 in English and Reading and 54th in Math and Science. The estimated ACT comp range low prediction for the McDowell County was 15.1 in comparison to the state at 16.9. The estimated ACT comp range high prediction for the McDowell County was 19.0 in comparison to the state at 20.8. MVHS ranked 119th out 124 schools on the English benchmark at 55.56%. In Mathematics, MVHS ranked 117th at 11.11%. In Reading, MVHS ranked 121st at 32.22%. In Science, MVHS ranked 116th at 6.06%.

McDowell County Schools ranked 54th out of 55 counties on the ACT Explore in 2010 in English at 39.68%, 54th in Mathematics at 15.73% and 54th in Reading at 23.41% and 52nd in Science at 3.24%. MVHS ranked 152nd out of 194 schools on the English benchmark at 44.04%. MVHS ranked 156th on the Mathematics benchmark at 17.43%. MVHS ranked 167th on the Reading benchmark at 25.45%. MVHS ranked 171st at 1.83%.

One hundred four McDowell County students completed the 2009 ACT. The ACT Profile Report indicated that 47% of McDowell County students met the College Readiness Benchmark in English as compared to the state readiness of 71%. The average ACT score for English was 17.6 as compared to the state's 20.8%. On the College Readiness Benchmark in Mathematics, 12% of the students met benchmark with an average score of 17.5% as compared to the state's 19.6%. The ACT Profile Report indicated that 32% of McDowell County students met the College Readiness Benchmark in Reading as compared to the state readiness of 54%. The average ACT score for Reading was 17.9 as compared to the state's 21.4%. The ACT Profile Report indicated that 9% of McDowell County students met the College Readiness Benchmark in Science as compared to the state readiness of 25%. The average ACT score for Science was 18.1 as compared to the state's 20.5%. Only 4% of McDowell County students met all 4 College Readiness Benchmarks. Thirty-one students completed the optional ACT English and Writing Test. An average English ACT score of those who took writing was 18.1 as compared to the state's 21.8. The average ACT essay score was 6.2 as compared to the state's 6.4.

McDowell County continues to score below the State Average on the 2008 ACT on all subtests. Average ACT Scores in English is 18.1, while State score is 20.8; average score in Mathematics is 17.2, while State score is 19.6; average score for Reading is 19.5, while State score is 21.4; average score for Science is 18.4, while State score is 20.5; and average Composite Score is 18.4, while State Composite score is 20.7. College readiness benchmark scores indicate out of 124 students tested in McDowell County, 57% met readiness benchmarks in English, while 72% met readiness benchmarks in the State; 14% met readiness benchmarks in Mathematics, while 31% met readiness benchmarks in the State; 36% met readiness benchmarks in Reading, while 52% met readiness benchmarks in the State; 7% met readiness benchmarks in Science, while 23% met readiness benchmarks in the state; those students in the county

meeting readiness benchmarks in all four areas is 3%, while the State had 16% meeting all four readiness benchmarks. MVHS' average ACT scores are as follows: English was 17.5, Mathematics 17.3, Reading 18.4, Science 18.4, and Composite 18.

MVHS' 6-8 teachers began implementation of techSteps during the 2009-2010 school year. Each student was required to complete one project in each of the four content areas. In 6th grade, 129 students completed 132 projects indicating the year-to-date average projects assessed was 1.02. The average attainment 6th grade profile points were 17.25. In 7th grade, the 131 students completed 82 projects with a year-to-date average of .63 and an average attainment profile points of 12.15. In 8th grade, the 129 students completed 109 projects with a year-to-date average of .42 and an average attainment profile points of 11.43. For the 2010-2011 school year, MVHS will implement techSteps 9-12. Fifteen teachers were trained in July.

EXTERNAL TREND DATA

McDowell County's percent of needy students is 80.95% and MVHS' is 78.52%, thus designating the school as a high poverty school by the West Virginia Department of Education. Over the past five years, we have seen the significant decrease in student population due to the economic status in McDowell County. This places a major impact on the community support and the relationships with the school community. Migration to other counties and states has affected student population and has increased the low SES subgroup within the WESTEST2. Poverty continues to be a major social issue in our school as evidenced by the number of students receiving free and reduced lunch. With emphasis being placed on global awareness through the utilization of technology and the Internet to develop real world problem solving and creative thinking skills, this will prepare our students to be productive in the 21st century. Some of the identified root causes include the following (Source: WV Kids Count & McDowell County Blueprints Community Report and district data):

- 39.7% of McDowell county mothers have less than a 12th grade education level compared to the state level 18.6%, ranking McDowell County 55th in the state;
- 46.4% of high school graduates took the ACT College entrance exam as compared to a state rate of 59.8%; only 5.6 % of county residences hold a college degree;
- 23% of McDowell County's population is under 18 years of age; 16% is 65 years of age or older;
- McDowell County ranks 55th in unemployment; and
- 54.8% of McDowell County four year olds are enrolled in Pre-K.

OTHER STUDENT OUTCOMES

MVHS' total school enrollment for 2009-2010 school year was 782. The attendance rate was 92.21% and the graduation rate was 72.57% as compared to the county's 94% for attendance and 85.06% for graduation. The trend data reflects that MVHS graduation rate improved each year from 2004-2007; however, 2008 data indicated a decrease by 13% with significant drops in the black and low SES subgroup. MVHS' dropout rate was 4.80. The average class was 19 students. 2009-2010 Highly Qualified data indicated 86.8% of staff is highly qualified, an improvement of last year's 78.8%. Core academic subjects not having 100% highly qualified staff include: mathematics (67.2%), science (77.8%), history (94.1%) and English (96.7%). The percentage of total absences for the 57 professionals at MVHS for the 2009-2010 school was 627. Therefore, the absence per professional was 11 days.

MVHS' discipline data for the 2009-2010 school year indicated a total of 754 infractions. Of 754, four hundred three resulted in out-of-school suspension, while 203 resulted in in-school suspensions. Only two were referred to a counselor, one parent phone call, and four parent conferences. After reviewing data, the team found the infractions occurring most often was disobeying staff (156), physical fighting (147), violation of school rules and policy (73), and skipping class (74).

MVHS retained 35 students in the 2009-2010 school year based on 10th Month Enrollment Report in WVEIS.

The Digital Divide Report: The 2008-2009 student to computer ration for MVHS is 3.18. The teacher to computer ratio is 2.11. The digital divides will be updated by each school's System Operator in late August to reflect recent ARRA and EETT Formula purchases. To date, MVHS has 90 laptops in 3 mobile labs, 3 stationary labs housing 93 computers, and every teacher was issued a laptop during the 09-10 school year with ARRA funding. In addition, 4 computers were added to every Science, Math, English Language Arts, and social studies classroom. Through a Frontier grant, 24 SMART Document Cameras are being purchased. Every special education classroom was afforded a SMARTBoard from IDEA ARRA funds, with the goal of adding more for content area teachers in the future. The County Technology Team is currently working to upgrade to a 20 Mb WAN for the upcoming school year at MVHS. Forty out of 57 teachers have received 6-15 hours of technology training. Thirteen indicated they have completed 16-25 hours.

ANALYSIS OF CULTURE, CONDITIONS AND PRACTICES

In a July 2009 Culture & Climate Survey, MVHS staff indicated the following were rarely noted or non-existent:

- 84% felt a lack of an inspiring vision, backed by a clear, limited and challenging mission
- 77% acknowledged the curriculum, modes of instruction, assessments and learning opportunities were not clearly linked to the vision and mission and tailored to the needs and interests of the students
- 73% indicated an insufficient amount of time for teachers and students to do their work well
- 77% reported there was not a pervasive focus on student and teacher learning, coupled with a continual, school wide conversation about the quality of everyone's work
- 73% expressed a concern over the lack of teacher/teacher, student/student, and teacher/student relationships

- 96% felt opportunities and venues for creating culture, discussing fundamental values, taking responsibility, coming together as a community and celebrating individual and group success are non-existent
- 69% cited a lack of leadership that encourages and protects trust, on-the-job learning, flexibility, risk-taking, innovation, an adaptation to change
- 66% believe that data-driven decision-making systems do not draw on timely, accurate, qualitative and quantitative information about progress toward the vision and sophisticated knowledge about organizational change
- 96% noted a lack of support from parents
- 96% thought the district lacked flexibility and support for multiple-school designs, visions, missions, and innovations

As part of the requirements for participating in the 2010 Teacher Leadership Institute each school must complete a school climate and culture survey. The survey was to be completed by all staff members. The following areas were determined to be factors that are contributing to the school's climate and culture problems at MVHS:

- Efficacy Factor
 - 34 of 43 teachers felt it is a waste of time to try to do my best as a teacher.
 - 39 of 43 teachers felt students are not capable of learning the material that they are supposed to teach.
- The three overall factor areas that the MVHS staff scored low on were:
 - Collaborative Leadership – 2.83
 - Teacher Collaboration – 2.71
 - Learning Partnerships – 2.38

A Framing Your Success Matrix, completed by MVHS staff, identifying the school's status in regard to characteristics of high-performing schools indicated the following weaknesses:

- Involvement of all stakeholders
- Implementing new strategies and techniques
- Transferring data to instructional practices
- Linking data to school goals
- Modifying strategies to meet school needs

MVHS - Root Causes

1. Administrator(s) and Teachers

- Need for evaluation system that takes into account data on student growth
- Need for more data analysis
- Need to improve staff attendance
- Staff needs to set high expectations for all students

2. Curriculum and Resources

- Lack of identification of AYP targets

- Need for Development and monitoring of workable strategic plan
- Need for interventions
- Need for improvements in the integration of technology
- Need for professional development in the area of standards-based instructional strategies
- Need to conduct Instructional Practices Inventory (IPI) by System of Support

3. Schedule and Classroom Management

- Need to improve student engagement to reduce discipline issues
- Need to reduce failure rates
- Need to identify students who did not make ‘mastery’
- Need for enrichment opportunities for students to encourage readiness for AP coursework

4. Students and Parental Involvement

- Need for transition programs at each programmatic level
- Need for increase in college going rate
- Need improved parent involvement through training, opportunities for decision-making, distribution of information, improved communication
- Need for improved community involvement
- Need to improve graduation rate and attendance rate
- Need to reduce disciplinary infractions

SRMS NEEDS ASSESSMENT

OVERVIEW OF WESTEST2 DATA

SPRING 2009 SIXTH GRADE WESTEST2 DATA										
SUBGROUP	NOVICE		BELOW MASTERY		MASTERY		ABOVE MASTERY		DISTINGUISHED	
	R	M	R	M	R	M	R	M	R	M
ALL	6.19	11.34	41.24	20.62	30.93	44.33	15.46	14.43	6.19	9.28
BLACK	0	0	0	0	0	0	0	0	0	0
WHITE	6.19	11.34	41.24	20.62	30.93	44.33	15.46	14.43	6.19	9.28
SPECIAL EDUCATION	26.67	40	60	33.33	13.33	26.67	0	0	0	0
LOW SES	7.89	13.16	42.11	21.05	30.26	44.74	17.11	11.84	2.63	9.21

The state projection for mastery or above in Sixth Grade RLA was 59.2%; therefore, **none** of the subgroups met AYP in RLA. The state projection for mastery or above in Sixth Grade Mathematics was 56.6%. Special Education was the only subgroup not meeting the state projection.

SPRING 2009 SEVENTH GRADE WESTEST2 DATA										
SUBGROUP	NOVICE		BELOW MASTERY		MASTERY		ABOVE MASTERY		DISTINGUISHED	
	R	M	R	M	R	M	R	M	R	M
ALL	7.61	15.22	54.35	46.74	26.09	30.43	10.87	6.52	1.09	1.09
BLACK	0	0	0	0	0	0	0	0	0	0
WHITE	7.61	15.22	54.35	46.74	26.09	30.43	10.87	6.52	1.09	1.09
SPECIAL EDUCATION	29.41	29.41	58.82	52.94	0	11.76	11.76	5.88	0	0
LOW SES	9.21	15.79	52.63	50	28.95	31.57	9.21	2.63	0	0

The state projection for mastery or above in Seventh Grade RLA was 58.7%; therefore, **none** of the subgroups met AYP in RLA. The state projection for mastery or above in Seventh Grade Mathematics was 53%. SRMS did not have **any** subgroups making AYP in Mathematics.

SPRING 2009 EIGHTH GRADE WESTEST2 DATA										
SUBGROUP	NOVICE		BELOW MASTERY		MASTERY		ABOVE MASTERY		DISTINGUISHED	
	R	M	R	M	R	M	R	M	R	M
ALL	11.11	21.21	43.43	26.26	33.33	34.34	11.11	18.18	1.01	0
BLACK	0	0	0	0	0	0	0	0	0	0
WHITE	11.11	21.21	43.43	26.26	33.33	34.34	11.11	18.18	1.01	0
SPECIAL EDUCATION	53.85	38.46	30.77	53.85	7.69	7.69	7.69	0	0	0
LOW SES	13.16	22.37	44.74	27.63	31.58	35.53	9.21	13.47	1.32	0

The state projection for mastery or above in Eighth Grade RLA was 52.7%; therefore, **none** of the subgroups met AYP in RLA. The state projection for mastery or above in Eighth Grade Mathematics was 51.6%. The All and White subgroup were the **only** subgroups to meet the state projection.

SRMS did not meet standard in the All, White, and LOW SES subgroups for RLA. However, every subgroup met AYP in mathematics. In grades 6-8, SRMS scored below the state average for percent mastery in RLA and higher than the county average in all but the 8th grade. In mathematics, SRMS scored above the county and state average at the 6th and 8th grade levels. SRMS scored above the county, but below the state at the 7th grade level. Trend data over the past five years indicates SRMS did not attain AYP four out of the last five years.

On the writing component of the WESTEST2, SRMS performed above county average at all grade levels and above the state average at the 6th grade level. In 6th grade, 51% of the students were at mastery as compared to the county average of 50% and the state average of 49%. In 7th grade, 50% of the students were at mastery as compared to the county average of 42% and the state average of 55%. In 8th grade, 47% of the students were at mastery as compared to the county average of 38% and the state average of 55%. According to the September 2009 through April 2010 School Usage Report for Writing Roadmap 2308 assignments were created and 1951 were completed, indicating Writing Roadmap is being utilized to address the 279 students at SRMS.

SRMS met AYP for participation for the 2008-2009 school year with 99.7% participating in the Reading and Math WESTEST2 Assessment.

Achievement data over the past five years have accentuated the gap between the all-student-sub-group and that of the low social economic status. Throughout analysis of formative and summative data, several issues of student achievement became apparent. After the review of WESTEST 2 scores, it became evident that 7th grade student scores have shown a dramatic drop in comparison to other grade levels. In mathematics, only 36% of 7th grade students have achieved mastery and above on the test, with males showing considerably lower achievement scores in comparison to females. Similar issues have arisen in

the reading language arts data. 37% of students have shown proficient scores, with males falling behind females by 28%. Writing and reading sections of the reading language arts part of WESTEST 2 do not show significant gaps, with both sections requiring considerable amount of work to bring students to the proficiency levels.

Further analyzing reading language arts of WESTEST 2 on the 7th grade level, it became evident that student scored significantly lower on questions with a higher depth of knowledge that required them to make connections/themes among ideas in literary and informational texts and recognize the significance of global awareness to the promotion of understanding and tolerance (RLA.0.7.1.6). The questions that required them to summarize explicit and implied information from literary and informational texts (RLA.0.7.1.7) and to use a variety of sources for different types of information (RLA.0.7.2.7) posed a challenge for the 7th grade students. When looking at the scores from Writing Assessment, it was noted that around 20% of students have scored one point out of six in most analytical traits. Even though there were no students with a score of a zero, almost nobody scored six points. Thus, the challenge lies in bringing the students from the below mastery level to becoming proficient in writing.

STUDENT ACHEIVMENT DATA

SRMS ACUITY 2009 DATA			
Average Percent Points Obtained			
Grade Level/Content	Benchmark 1	Benchmark 2	Benchmark 3
6th RLA	40	53	57
6th Math	44	54	46
7th RLA	45	46	52
7th Math	38	35	37
8th RLA	38	38	46
8th Math	37	39	40

The Acuity Platform is being used by SRMS students in grades 6-8 to measure proficiency and track progress towards mastery of the West Virginia Content Standards and Objectives (CSOs). All grade levels scored at or above the state average for benchmark 3, except 8th grade RLA (46% as compared to the state's 48%). According to the September 2009 through March 2010 School Acuity Usage Report, SRMS students completed 1747 math assessments, 1541 RLA assessments, and 7 for science and 0 social studies. The total number of exercises completed was 3325.

McDowell County Schools ranked 55th out of 55 counties on the ACT Plan in 2010 in English and Reading and 54th in Math and Science. The estimated ACT comp range low prediction for the McDowell County was 15.1 in comparison to the state at 16.9. The estimated ACT comp range high prediction for the McDowell County was 19.0 in comparison to the state at 20.8. SRMS ranked 172nd out 194 schools on the English benchmark at 41.57%. In Mathematics, SRMS ranked 151st at 19.10%. In Reading, SRMS ranked 149th at 29.21%. In Science, SRMS ranked 124th at 6.74%.

SRMS' 6-8 teachers began implementation of techSteps during the 2008-2009 school year. Each student was required to complete one project in each of the four content areas. In 6th grade, 80 students completed 398 projects indicating the year-to-date average projects assessed was 4.98. The average attainment 6th grade profile points were 93.71. In 7th grade, the 100 students completed 563 projects with a year-to-date average of 5.63 and an average attainment profile points of 101.77. In 8th grade, the 101 students completed 467 projects with a year-to-date average of 4.67 and an average attainment profile points of 97.87.

EXTERNAL TREND DATA

McDowell County's percent of needy students is 80.95% and SRMS' is 78.89%, thus designating the school as a high poverty school by the West Virginia Department of Education. Over the past five years, we have seen the significant decrease in student population due to the economic status in McDowell County. This places a major impact on the community support and the relationships with the school community. Migration to other counties and states has affected student population and has increased the low SES subgroup within the WESTEST2. Poverty continues to be a major social issue in our school as evidenced by the number of students receiving free and reduced lunch. With emphasis being placed on global awareness through the utilization of technology and the Internet to develop real world problem solving and creative thinking skills, this will prepare our students to be productive in the 21st century. Some of the identified root causes include the following (Source: WV Kids Count & McDowell County Blueprints Community Report and district data):

- 39.7% of McDowell county mothers have less than a 12th grade education level compared to the state level 18.6%, ranking McDowell County 55th in the state;
- 46.4% of high school graduates took the ACT College entrance exam as compared to a state rate of 59.8%; only 5.6 % of county residences hold a college degree;
- 23% of McDowell County's population is under 18 years of age; 16% is 65 years of age or older;
- McDowell County ranks 55th in unemployment; and
- 54.8% of McDowell County four year olds are enrolled in Pre-K.

OTHER STUDENT OUTCOMES

SRMS' total school enrollment for 2009-2010 school year was 279. The attendance rate was 93.2% as compared to the county at 94%. The team reviewed staff attendance and concluded that staff attendance was not a contributing factor to low achievement at SRMS. The dropout rate for SRMS is .50%. The average class was 19.8 students. 2009-2010 Highly Qualified data indicated 83.8% of staff is highly qualified, a decrease from the 2008-2009 school year (95.2%). Core academic subjects not having 100% highly qualified staff include: mathematics (76%), science (92.3%), the arts (75%) and English (94.7%).

SRMS did not retain any students in the 2009-2010 school year based on 10th Month Enrollment Report in WVEIS.

SRMS' discipline data for the 2009-2010 school year indicated a total of 33 infractions. Of the 33, twenty-five resulted in out-of-school suspension, while 4 resulted in in-school suspensions. After

reviewing data, the team found the infractions occurring most often were physical fighting (20) and anti-social conduct (8).

The Digital Divide Report: The 2008-2009 student to computer ration for SRMS is 1.81. The teacher to computer ratio is .49. The digital divides will be updated by each school's System Operator in late August to reflect recent ARRA and EETT Formula purchases. To date, SRMS has 198 student computers, 64 stationary lab computers, 75 mobile lab computers. Every teacher has a laptop purchased through Tools for Schools (TFS) and ARRA funding. ARRA funds were used to purchase a SMARTBoard for all classrooms and labs. The County Technology Team is currently working to upgrade to 4 bonded-Ts for the upcoming school year at SRMS. Seventeen out of 17 teachers have received 26-50 hours of technology training.

ANALYSIS OF CULTURE, CONDITIONS AND PRACTICES

In a July 2009 Culture & Climate Survey, Sandy River Middle School staff indicated the following were rarely noted or non-existent:

- 33% indicated an insufficient amount of time for teachers and students to do their work well
- 38% cited a lack of leadership that encourages and protects trust, on-the-job learning, flexibility, risk-taking, innovation, an adaptation to change
- 90% noted a lack of support from parents

As part of the requirements for participating in the 2010 Teacher Leadership Institute each school must complete a school climate and culture survey. The survey was to be completed by all staff members. The following specific areas were determined to be factors that are contributing to the school's climate and culture problems at SRMS:

- Learning Partnership Factor
 - 13 of 21 teachers do not agree that teachers and parents have common expectations.
 - 10 of 24 teachers disagree that students accept the responsibility for their schooling, for example they engage mentally in class and complete homework.

A Framing Your Success Matrix, completed by SRMS staff, indentifying the school's status in regard to characteristics of high-performing schools indicated the following areas needing improvement:

- Regular conversations centered around student achievement
- Using summative benchmark and common formative assessment data to drive instructional practice
- Modifying strategies to meet school needs
- Need for evaluation system that takes into account data on student growth
- Need for more data analysis
- Need for Cultural Survey conducted by System of Support
- Need to improve staff attendance
- Need for evaluation system that takes into account data on student growth
- Need for more data analysis
- Need for Cultural Survey conducted by System of Support
- Need to improve staff attendance

SRMS Root Causes

1. Administrators and Teachers

- Scheduling issues that hinder quality common planning time and PLC operations need to be addressed
- A collaborative vision should be developed followed by actions and steps for student achievement
- Higher expectations are needed from all staff
- Communication needs strengthened between administration and all staff

2. Curriculum and Resources

- Need for interventions
- Need for professional development in the area of standards-based instructional strategies
- Need to improve Instructional Practices Inventory (IPI) by System of Support

3. Schedule and Classroom Management

- Need to improve student motivation and engagement
- Need to identify students who did not make mastery
- Need to improve failure rates
- Need for enrichment opportunities

4. Students and Parental Involvement

- Need for transition programs at each programmatic level
- Need for improved parent involvement through training, opportunities for decision making, distribution of information, improved communication
- Need for improved community involvement