

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

County__Mineral_____

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Superintendent Signature_____ **Date**_____

LEA Title I Director Signature_____ **Date**_____

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

Mineral County Schools has elected to select components of the Transformation Model as the basis of the Title I 1003(g) school improvement grant. Keyser Primary Middle School is currently in Restructuring 1, as defined by NCLB §1116, and must therefore have a plan in place to restructure the organization of the school for the 2010-2011 school year. The goal of this grant is to provide the funding for the restructuring process and to focus on the development of the teacher and leadership effectiveness in the following areas:

- Restructure the school into the collaborative teams/professional learning communities (PLCs)
- Provide high quality job embedded professional development
- Use rigorous, transparent and equitable evaluation systems that take into account data on student growth.

Specifically, through the utilization and support of two outside consultants, an administrative consultant, and a curriculum consultant, Keyser Primary Middle School will restructure the staff utilizing the collaborative team (PLC) context. Each school team, grade levels in K-5 and subject areas in 6-8, will also meet during a regularly scheduled collaborative time. The administrative consultant and a curriculum consultant will meet with the teams three times per week during planning times to work in PLCs.

Job-embedded professional development will be a major component of the plan and all available funding will be braided to meet these needs. Previous Title I school improvement grant funding was used to set the stage for this new Title I 1003(g) funds. A technology integrations specialist (TIS) is employed; computers and other technology have been purchased to improve the hardware needs at the school.

An active local education agency (LEA) technical support team is in place and has worked with the local administration to implement PLCs and to deconstruct the WV Content Standards and Objectives (CSO's). Mineral County Schools has embraced and effectively utilized past Title I grant funding and has the capacity and desire to implement Title I 1003(g) funds.

LEA APPLICATION

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

Tier III Schools:

School Name/ NCES ID#	Principal	Email Address
Keyser Primary Middle School 54007001402-School 5400700-County	John Campbell	jbcampbe@access.k12.wv.us

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

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.

School 1

<p>School Name: Keyser Primary Middle School</p> <p>Annual Summative Achievement Goal for Reading/Language Arts: The percentage of students in the "all" subgroup who achieve proficiency in the area of reading/language arts will increase 3% annually as measured by WESTEST 2. The 2010 WESTEST 2 assessment results will be used as the baseline data.</p> <p>Annual Growth Goal for Reading/Language Arts: The percentage of students who exhibit typical growth in grades 3-8 in reading/language arts will increase annually as measured by the WESTEST 2. The 2010 WESTEST 2 assessment results will be used as the baseline data.</p> <p>Annual Summative Achievement Goal for Mathematics: The percentage of students in the "all" subgroup who achieve proficiency in the area of mathematics will increase 3% annually, as measured by WESTEST 2. The 2010 WESTEST 2 assessment results will be used as the baseline data.</p> <p>Annual Growth Goal for Mathematics: The percentage of students who exhibit typical growth in grades 3-8 in mathematics will increase annually as measured by the WESTEST 2. The 2010 WESTEST 2 assessment results will be used as the baseline data.</p>
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C2. Describe below how the summative and growth goals will be utilized by the LEA to evaluate the school's academic progress.

Annually, Mineral County reviews the WESTEST 2 scores when notified by the state of the availability. The office of the superintendent publicizes and disseminates WESTEST 2 results to principals, parents, and community. Specifically, the school's achievement on AYP is reviewed and analyzed by sub-groups and grade levels in reading/language arts and mathematics. Scale score growth of students within sub-groups will be reviewed to determine annual individual student growth and also school growth. The strengths and weaknesses exhibited by students' attainment or nonattainment of mastery on the CSO's will be identified and analyzed through WESTEST 2 and Acuity. The results of the summative and benchmark analysis are used to formulate the action steps in the strategic plan to accomplish the aforementioned goals.

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.

1. Describe the components of one of the four intervention models the district has selected as a focus for the Title I 1003(g) grant funding.

Mineral County Schools has elected to select components of the Transformation Model as the basis of the Title I 1003(g) school improvement grant. Keyser Primary Middle School is currently in Restructuring 1 as defined by NCLB §1116; therefore, must have a plan in place to restructure the organization of the school beginning with the 2010-2011 school year. The goal of this grant is to provide the funding for the restructuring process and to focus on the development of the teacher and leadership effectiveness in the following areas:

- Restructure the school into professional learning communities (PLCs)
- Provide high quality job embedded professional development
- Use rigorous, transparent and equitable evaluation systems that take into account data on student growth.

Specifically, through the utilization and support of two outside consultants, an administrative consultant and a curriculum consultant, Keyser Primary Middle School will restructure the staff utilizing the collaborative team (PLC) context. Each school team, grade levels in K-5 and subject areas in 6-8, will meet during a regularly scheduled collaborative time. The administrative consultant and a curriculum consultant will meet with the teams three times per week during planning times to work in PLCs. Vertical alignment is achieved in the primary grades as all teachers in grades K-5 have a common planning time at the end of the school day. This common planning time is used so teachers at various grades levels can meet and review instructional programming.

Vertical alignment is established with teachers in grades 6, 7, and 8 that include a daily common planning/PLC period. For example, all science teachers teach 6th, 7th, and 8th grade; consequently, they are familiar with the entire curriculum. They plan as a team to establish goals and assessments. This occurs in all core content areas in grades 6, 7, and 8.

The four areas of focus for the PLCs will address the following questions:

- What is it we want students to learn?
- How will we know when students have mastered the learning targets and concepts?
- What will we do when students don't master the learning targets and concepts?
- How will we enrich and extend the learning for students who are already proficient?

Teams will work collaboratively to continue the work from last year on the deconstructing of the CSOs in core content areas and developing learning targets that are aligned with the State academic standards. Once the specific learning targets are developed, the work of the teachers in the PLCs will focus on developing common assessments for the learning targets. A form of action research will be conducted within the collaborative teams. Teachers will implement specific, self-selected teaching strategies for their respective classrooms. Then the common assessments will be administered to all students for whom the team is responsible. Results of the common assessments will be shared with the entire group; teachers will then determine the most effective teaching strategies proven to be effective in addressing the learning targets. The results of the common assessments will be used to differentiate instruction and provide specific interventions for students who have not demonstrated mastery of the specific learning targets. Students who have demonstrated mastery of the learning targets will be provided enrichment activities within the Tier I reading /language arts and mathematics classes.

The work of these professional learning communities will also focus on accessing the utilization and outcomes from current instructional programs and assessments used in the school. The following programs have been established at the school with moderate success but will now be monitored more closely with higher standards of accountability being implemented.

- Nova Net- Currently this program is used only for summer remediation. It will be expanded to after school programming as well as during the school day for interventions. This is a computer based program that is self-paced and provides intervention as required. It allows students to work at computers in the regular classroom or at other locations and times during the school day.
- TechSteps- The school reports verify sporadic use of this program. The lack of bandwidth is a major barrier. The purchase of a WAN will make increased bandwidth available for all technology programming. An increase of computer availability should increase TechSteps usage. TechSteps is a program recommended by the State Education Agency (SEA) to account for student time on computers and skill level attainment.
- Johns Hopkins Guided Reading- This is a research-based high interest, low level reading program for middle school students. These classes are offered to Tier II students in need

of intervention in reading and English. The teachers use novels and other approved supplemental materials to motivate the slow or reluctant reader.

- Odyssey- The school reports verify sporadic use. The lack of bandwidth is a major barrier. The purchase of a WAN will make increased bandwidth available for all technology programming. An increase of computer availability should increase Odyssey usage and enable greater differentiated instruction. Teachers have been trained and are skilled in the use of Odyssey but indicated that computer time and availability plus bandwidth caused problems. The Title I 1003(a) FY 10 school improvement funds were used to purchase two mobile labs to better serve the students.
- Discovery Health- School reports verify sporadic use. The lack of bandwidth is a major barrier. The purchase of a WAN will make increased bandwidth available for all technology programming. An increase of computer availability should increase Discovery Health usage and enable greater differentiated instruction.
- Summative assessment-WESTEST 2 is a summative assessment that identifies students not making AYP. The identified targeted student is provided an individual plan that will alter their instruction, time, and delivery.
- Benchmark tests-Acuity benchmarks are administered three times per year. During the collaborative PLC meetings, teachers will utilize the results of the benchmark assessments to identify students in need of intervention and to determine differentiated instructional activities.
- Formative assessments/progress monitoring-In the lower grades three-tiered instruction is in place and DIBELS is used as a formative assessment to guide instruction.
- Writing Roadmap II-This assessment tool is utilized in all appropriate grades to improve writing skills. A common rubric provides teachers with data to improve writing skills.

One of the primary 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, effectively implemented, can change the culture from one that is protecting the “status quo” to a culture 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).

The administrative consultant and the curriculum consultant will be charged to improve school culture by providing sustained, research-based and job-embedded opportunities and support for all teachers throughout the school year. The embedded professional development will be delivered with the required time for collaborative team planning. Professional development will focus specifically on the effective implementation of improving the functionality of the established PLCs and successful administration and analysis of formative assessments. The school administrative team will work with the administration consultant at least three times per week; focusing on school climate and culture. Thus, a two-pronged approach will be employed; teachers and the outside consultant for curriculum will work in PLCs, and the administrative

team will work with the administrative consultant on school climate and culture. The first year the administrative consultant and a curriculum consultant will be very active and report to the County Support Team, which includes the school administrative team, twice a month. In the subsequent years, the school's administrative team will take a much more active role in the PLCs and the administrative consultant and curriculum consultant will be phased out.

School climate and culture will also be addressed with the help of the SEA. A team of experts from the Title I office at the SEA will visit the school and conduct a culture topology and an instructional practices inventory (IPI). Data from these reports will guide the outside consultant for administration and the administrative team (Principal, Vice Principals) in their work for the school year. The Title I Pilot Parent Involvement Project: *Instructional and Learning Appraisal Focused on Parent and Community Involvement* at the School was conducted by Edvantia, but the results were not reviewed in detail or the recommendations implemented. This data will also be used by the aforementioned team to guide their work in increasing parental involvement and commitment to learning during the school year.

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, **Mineral County Schools/Keyser Primary Middle School** will become an “early adopter” of the WVDE revised educator performance evaluation system that takes into account data on student growth. To determine the adequacy of growth in Title I 1003(g) grant recipient schools, WVDE will first identify a suitable normative group to whom students in these schools can be compared. WVDE proposes that this normative group be composed of all students in the state of West Virginia. Furthermore, WVDE proposes that typical growth targets must be differentiated for students based upon their prior academic performance on WESTEST 2. This approach will allow WVDE to set realistic and individualized expectations for growth that are not based on subgroup membership. The process of documenting student growth in Title I 1003(g) grant recipient schools begins with identifying this normative group.

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

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

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

- 2009-2010: State task force was established to study the WV teacher and leader performance evaluation system and review the work that has been completed on the teaching standards.
- 2010-2011: State task force continues to meet and recommends revisions to Policy 5310 and WV teacher and leader performance evaluation system. Provide professional development to teachers and administrators on the newly revised WV teacher and leader performance evaluation system.
- 2011-2012: Implement revised WV teacher and leader performance evaluation system as an “early adopter”.

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



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

All schools that receive a Title I 1003(g) school improvement grant are required to have PLCs as a means for providing job-embedded, sustainable professional development that will lead to lasting change. Describe the format for the professional learning communities in the district and further delineate where the individual schools differ, if applicable. The description must address the following items:

- Structure – grade level, content area, facilitators, etc.
- Frequency of meetings
- Major areas of focus

The staff members of Keyser Primary Middle School are divided into professional learning communities. The elementary is divided into grade level PLCs in grades K-5. The middle school, grades 6-8, are divided into subject area PLCs. Each PLC has two planning periods per day, one of which must be used for collaborative team activities. In grades 6-8 each subject area PLC has a team leader who acts as a facilitator. In the primary grades, K-5, the vice principals meet once per week with the primary PLCs to act as the facilitator. Vertical alignment that includes a daily common planning/PLC period is established with teachers in the grades 6, 7, and 8. For example, all science teachers teach 6th, 7th, and 8th grade, consequently, they are familiar with the entire curriculum. They then plan as a team to establish goals and assessments. This occurs in all content areas in grades 6, 7, and 8.

The work of the professional learning communities will focus on the four essential questions of PLCs as previously addressed in detail on page four of the grant application.

1. What is it we want all students to learn?

Major academic concerns for the school are mathematics and reading/language arts achievement in the special education and SES populations. Specific deficiencies will be identified for each grade level according to the CSOs. Teachers will then deconstruct the CSOs and establish specific measureable learning targets.

2. How will we know when all students have mastered the concepts?

Keyser Primary Middle School is in the process of developing common grade level assessments for specific learning targets. The results of these common assessments will be utilized to identify students for interventions/enrichment activities. Differentiated instructional activities for Tier I instruction will also be designed based on the results of the common assessments.

3. How will we respond when some of students do not learn?

Those students who do not demonstrate progress toward mastery of content standards in mathematics and language arts skills will be targeted for prescriptive interventions using the following tools:

- Nova Net instructional program: This is a web-based program that further evaluates student weaknesses in core content areas in grades 3-8. Lessons are correlated to the WV content standards. Nova Net will be used during the school day, after school, and during summer remediation.
- Accelerated Reader program-This is a web-based program purchased from Renaissance Learning. It will be used throughout the school day at targeted times to enhance and develop reading skills.
- Writing Roadmap II- Will be used throughout the school day at targeted times to enhance writing skills; three tiered instruction for grades K-4;
- Acuity intervention activities: These will be used to re-teach areas of deficiency.
- After School Enrichment Program: Targeted students will remain after school to receive skill remediation through a variety of tools including NovaNet, Odyssey, Acuity; Writing Roadmap II, and one-on-one tutoring.
- Summer Remediation/Enrichment: Targeted students will receive critical skills remediation through a variety of tools including NovaNet, Odyssey, Acuity; Writing Roadmap II, and one-on-one tutoring during a summer remediation program that is defined under Policy 2512 (Critical Skills Grant).

4. How will we enrich and extend and learning for students who are already proficient?

Many of the same activities that are used to remediate students in critical skills areas will also be available for students who are already proficient in reading/language arts and mathematics. Activities already defined in part (3) of this section include: NovaNet; Accelerated Reader; Writing Road Map II; Acuity Benchmark Assessments; Odyssey; After School Enrichment; Summer Remediation/Enrichment.

Other activities that are available throughout the school year to enrich student learning in mathematics and reading/language arts include the following programs:

- Energy Express (Summer Enrichment Program);
- Young Writers Contest;
- Local and Regional Science Fair;
- Local, Regional, and State Social Studies Fair;
- Local, Regional, and State Mathematics Field Day;
- Participation in WV History Bowl;
- Participation in a variety of field trips at all grade and core content levels that develop 21st century skills in mathematics, reading/language arts, career exploration, oral and written communication skills, and good citizenship.

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.

Based on the reading/language arts and mathematics in the special education and low SES populations in which the school did not meet AYP, the following sustained professional development will be offered throughout the year with focus on research-based reading and mathematics strategies. Professional development will focus specifically on the effective implementation of improving the functionality of the established PLCs and successful administration and analysis of formative assessment. The outside consultants will work to improve school culture and climate by providing sustained, research-based and Job embedded opportunities for all teachers throughout the school year. These activities have been summarized in greater detail in Section III Item #1.

Detailed description of Keyser Primary Middle School’s professional development plan

Year One: July 2010 - August 2011 (MUST BE DATE SPECIFIC)

Date	Topic	Presenter(s) The Outside Consultants- Administrative and Curriculum-will be referred to as OCAC.
August 9,10,and 11	The principal and vice principals will meet with the outside consultants at Potomac State College to review school policies, procedures, etc to develop a team plan for the year.	Administrative and Curriculum Consultants OCAC
August 17 Half day for school level PD	Outside consultants will meet the staff and explain their role and the plan for the school year. An overview and expectations for the year will be presented.	Administrative and Curriculum Consultants OCAC
September 14 The first early release day	<p>The OCAC’s will introduce the staff to working in professional learning communities (PLC). The staff is familiar with and has tried the concept, but will now be required to attend those three days per week during planning time. This will be first kickoff meeting and will go into depth as to what is expected and how the meetings will be conducted. Each week the teacher teams will meet with the outside consultant for curriculum to work on PLC. The first topic is: “What do we want all students to learn” it will include deconstructing the CSO, DOK and identifying learning targets.</p> <p>This procedure of meeting three times per week will occur every week throughout the year.</p>	OCAC
The administrative team will meet three times per week to work on culture and climate of the school.	The principals and the OCAC for administration will meet to develop team plans for each week. School culture will be the topic of emphasis for the first semester.	OCAC
	<p>Each month on the early release or IS&E days a “kick off or evaluation” on one of the four areas for the PLCs will be explored. Oct. 6, Nov. 16, Dec 23, Jan 13, Feb.15, March15, April 21, and May 27 are the dates for these meetings.</p> <p>Specific topics to be addressed on these dates are described below.</p>	OCAC Other consultants will be contracted to provide specific PD based on the needs of the teachers.

Date (month)	Topic	Presenter(s)
October to May	<p>Each month on the early release or IS&E days a “kick off or evaluation” on one of the four areas for the PLCs will be explored. Oct. 6, Nov. 16, Dec 23, Jan 13, Feb.15, March15, April 21, and May 27 are the dates for these meetings.</p> <p>Specific topics to be addressed on these dates are described below.</p>	<p>OCAC Other consultants will be contracted to provide specific PD based on the needs of the teachers.</p>
October 6 th	<p>At the early release the new topic “How will we know when students have mastered the concepts?” will be introduced. The development of common grade level assessments for specific learning targets.</p>	OCAC
October 18,19 and 20	WVDE School Leadership Team Workshop	SEA
November16	Continue with October’s topic developing common assessments for specific learning targets.	OCAC
December 23	Continue with same topic developing common assessments for specific learning targets.	OCAC
January 13	<p>Introduce third topic “How will we respond when some students do not learn?” Ensure that students receive extra time and additional support.</p> <p>The Administrative Team will meet to change their focus to school climate for the second semester. A plan will be developed and worked on all semester.</p>	<p>OCAC and another outside consultant on meeting needs of students with special needs</p>
Feb. 15	Continue with third topic “How will we respond when some students do not learn?” Ensure that students receive extra time and additional support.	OCAC
Feb16,17,18	WVDE School Leadership Team Workshop	SEA
March 15	Introduce Fourth topic “How will we enrich and extend the learning for students that have already learned? A discussion of enrichment activities for students will take place within the team meetings.	OCAC
April 21,22	WVDE School Leadership Team Workshop	SEA

Date (month)	Topic	Presenter(s)
April 26	Continue with topic four "How will we enrich and extend the learning for students that have already learned? Enrichment activities	OCAC
May 27	Review all four topics of the PLC	OCAC
June 15	Principals and OCAC meet for a day to review the year and plan for next year	(OCAC
August 6	Principals will meet at Potomac State College to get ready for the new school year. Using WESTEST data and other measures a plan for the year will be developed.	OCAC

Year Two: September 2011- August 2012

This section will be updated at the conclusion of the 2010 -2011school year.

Date (month)	Topic	Presenter(s)
September to May	The same format will be utilized as in 2010-2011 school year. PD will be offered once per month on IS&E and early release days. Three days per week teachers will meet during planning periods with the OCAC	OCAC
Three times per year the leadership team will meet with the SEA. Dates to be determined by the state	The School Leadership Team will continue to be active with the state team to learn more and improve the PLCs.	SEA
First week in August	All new teachers will work with the OCAC and school administration to learn culture of the school and become familiar with PLCs.	Principals and OCAC
	Vertical alignment and improving special education student performance will be the focus for this school year.	
September and October	PD training on the new evaluation system will be conducted for all teachers.	SEA or principals and OCAC if needed
November to May	The school administration will take a more active part in PD. They will seek out other experts to provide PD each month in addition the OCASs. The findings from the Instructional Practices Inventory and other data will dictate what is needed.	Outside experts and the administrative team
June	A two day academy will be offered after school is out. It will be time for reflection and time for the teachers to plan and work together. This will be done without the OCAC as the plan is to wean them away and confer more responsibility with respect to PD and school climate and culture to the principals	School administrative team

Year Three: September 2012 - August 2013

This section will be updated at the conclusion of the 2011 -2012 school year.

Date (month)	Topic	Presenter(s)
August	The administrative team will meet at a location outside the school for three days to plan for the upcoming school year	County office technology support team and the OCAC
	This year the prominence will change for the administration. The OCAC will take a diminishing role at the school, while the school administration team will assume the lead. Other outside consultants with expertise in standards base learning, project learning, motivating student with special needs and initiatives or topics from the needs assessment or the IPI review will be contracted.	Outside experts and the SEA
	The same format will be used as in the prior year. PD will be offered once per month on IS&E and early release days. Three days per week teachers will meet during planning periods with the OCAC	
Dates to be determined	School Leadership Team will continue to be active with the state team to learn more and improve the PLCs.	
June	A final meeting for staff with the OCAC to review and reflect on the three year experience.	

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

As a result of continuous, embedded staff development, professional staff will be better equipped to interpret student data and differentiate instruction. The role of the PLC will be refined and targeted toward data driven differentiated instruction. Administrators will continuously monitor the PLCs and encourage their sharing of student data through presentations. All PLCs will be required to share their successes and encourage other PLCs to model best practices.

D. Provide operating flexibility and sustained support

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

Mineral County has five half days built into the school calendar for PD. Thus in conjunction with the five IS&E days, each school has one half day per month to work on PD. Each team of teachers in the school has two planning periods per day, three of which will be used weekly for PLCs.

Four additional teachers of mathematics were hired to provide twice the time for mathematics instruction per day (87 minutes). Additional funding from Title I provides for after school PD and summer academies. Thus, time and funding is provided for staff to have ongoing embedded PD during the school year both during the school day and after the school day.

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

a. SEA Technical Assistance

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

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

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

- **Turnaround Specialist (Leadership Coach or School Improvement Specialist)**
(Tentative date: August, 2010). This training will focus on performance standards and indicators for the turnaround 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**
Each school must send an eight person collaborative team consisting of the principal, five representative teachers, the county Title I director and another district or RESA representative. These sessions will focus on the following curriculum and instruction areas:

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

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

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

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

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

Mineral County Schools currently has a LEA Instructional Support Team which meets with the Keyser Primary-Middle School Administrative Team to review progress toward the goal of instructional improvement and in particular meeting AYP goals. This team consists of the Superintendent, the Assistant Superintendent for Curriculum and Instruction, the Coordinator of Early Childhood Education/Title I/Head Start, the Coordinator of Middle and High Schools, the Coordinator of Special Education and the Director of Psychological Services and Assessment and others participate as needed.

These meetings will continue on a bi-weekly basis with the outside consultants for administration and curriculum to review progress and set improvement goals for the following two weeks.

The County Administrative Staff, which includes the above County Administrative Personnel, as well as other County Administrators, meets weekly. During these meetings, the Superintendent will review progress and give direction to county staff as to ways in which they may help the improvement effort.

The two outside consultants will report directly to the Superintendent, who will then direct them to other instructional support personnel as needed. The outside consultant for curriculum will in particular, work closely with the Assistant Superintendent for Curriculum and Instruction, the Coordinator of Early Childhood Education/Title I/Head Start, the Coordinator of Middle and High Schools, the Coordinator of Special Education and the Director of Psychological Services and Assessment as needed.

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

A. In the anticipation of grant funding, the administration of Mineral County Schools will begin the process determining the desirable characteristics of the two consultants needed to provide the necessary technical assistance to Keyser Primary/Middle School. Part of the process will be re-examine available data from the school, including assessments compiled by the West Virginia Department of Education, the school’s self-assessment of need, and student achievement data available via WVEIS or in the form of formal and informal student assessments.

The Superintendent’s staff, in concert with the leadership team at Keyser Primary/Middle School, will review the “resumes” from the approved list of External Partners. The county administrative staff will work with the various identified stakeholders in order to develop consensus on the most effective strategies to correct deficiencies at the school.

Timeline:

Date	Activity	Person Responsible
June 2010	Superintendent and staff will meet with school leadership team to identify greatest needs and develop desirable areas of expertise of external consultants	Superintendent, Assistant Superintendent, Director of Early Childhood/Title I, and Director of Middle School/High School Curriculum
July 15, 2010	Review “resumes” of potential external consultants	Superintendent
July 30, 2010	Select consultants and approve contract	Superintendent
August 9 -11, 2010	Consultants meet with school administration to review policies, procedures, etc. to develop the corrective action/technical assistance plan for the 2010-2011 school term	Assistant Superintendent and Directors

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**

The selection of the external provider/partner(s) will be based on the match of the partners' areas of expertise and the identified needs of the school based on a review of the available data. It is expected that the two (2) external consultants will report directly to the superintendent and work in collaboration with the LEA Support Team.

The external partners will be expected to work in two primary areas of concentration. The first being an administrative consultant will work with the LEA Support Team in restructuring the school into its professional learning communities. This will be the primary focus of the initial planning meetings of the partners and the school's administrative team in early August. Although the school has been introduced to the concept of professional learning communities and have functioned somewhat in a rudimentary manner in the past couple of years, the PLCs have not moved beyond the beginning level of book studies. They have not yet seen themselves as units which could lead to school improvement by addressing problem issues and seeking solutions. This is probably due to the school's administrative team not functioning as the instructional leaders of the professional learning community process. The curriculum consultant will work primarily with the school teams to further implement the PLC concept, continue the deconstruction of the CSO's, and identify job-embedded professional development as keys to the improvement process.

The administrative consultant will work more directly with the school's administrative team to identify effective and efficient ways to utilize available data to chart and track improvement processes.

Assessing the school's culture and climate will be an immediate focus of the administrative consultant. The data, once received and disaggregated, will be utilized by the administrative consultant to work directly with the school's administrative team to identify and initiate strategies to improve the climate and culture of the school. The leadership/administrative team will utilize the data retrieved from an instructional practices inventory, the Instructional and Learning Appraisal Focused on Community and Parent Involvement, and a school climate/culture appraisal completed by the WVDE Title I office to develop and implement necessary job-embedded professional development for the school's administrators. The results from this data collection will also be used to develop evaluation goals for the school's administrators. The Director of Early Childhood Education/Title I and the Director of Middle/High Schools will conduct the evaluation of the school's administrators effective with the 2010-2011 school year.

The outside consultants, collaboratively with the administrators, will set goals for the year. These mutually agreed upon goals will help determine their success. At least bimonthly the aforementioned administrators, superintendent and the outside consultants will meet and assess progress toward meeting the goals. Progress toward meeting their goals will dictate modifications if needed. The superintendent

of Mineral County Schools will ultimately determine the success of the consultants using data provide to him.

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

The school must begin to utilize available data to recognize areas of strength and areas requiring attention and actions to make improvements. The school administrators and professional staff recognize the need to improve, but do not comprehend the functionality of the data that is or can be available to them. This is a major barrier to implementing effective school reform measures.

The administrative consultant will be charged with assisting the administrative team, through job-embedded professional development, in disaggregating data and the use of data to development improvement goals and strategies. The district will support the external consultants to the degree necessary to achieve the school's reform and restructuring goals.

Since the school has not met AYP for several consecutive years, the district leadership has made changes to the school master schedule, provided additional staff, and provided extra time for PD. Thus modifications have already taken place and the school continues to struggle. However, if based on data, more interventions/corrective actions are needed they will be made.

The local technical support team is committed to making this grant initiative work. They will monitor the situation on a biweekly basis; make required modifications and provide suggestions as a regular part of these meetings.

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

The LEA will support the reform efforts through the funded years by decreasing the reliance on the external consultants in years two and three. Available funds will be channeled from direct support of the school's administrators and staff to a greater focus on professional development. The LEA will continue monthly support meetings with the school's administrators and leadership team. No additional funding is necessary for the LEA support activities with the school's leadership team, since the support structure is already in place.

Funds for necessary professional development will come from the county staff development council, county funds generated by the excess levy, or funds obtained through grant opportunities.

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

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

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

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

Submit budget spreadsheets and narrative as specified below:

1. LEA Budget Detail

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

2. School-Level Detail

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

Budget Narrative

Mineral County supports its school with local staff development funds; each school applies to the staff development council who funds PD based on the school's strategic plan. Keyser Primary Middle has and will continue to apply for and receive funding. KPMS has a School Improvement Grant, and Title II and Title I funds that are used for PD. Thus, there is sustainability for continued professional development after this Title I 1003(g) grant funds are depleted.

The local funds will be used to provide for other PD, travel and supplies that the Title I 1003(g) grant cannot provide. The concept is to braid all the available funds to meet the needs of the school; having the major focus on PLCs and school administrative reform. However RTI, standards-based mathematics and other initiatives must be incorporated as well. Thus, the other aforementioned funds will be used to the extent practical.

In recent years the school has received several Title I grants. In particular Title I 1003(a) for the purchase of equipment and Title I 1003(g) to support a TIS. Two mobile computer labs were purchased to decrease the ratio of student to computer thus allowing more computer instruction per student. The role of the TIS was to support instruction and provide professional development for the staff. The TIS worked very closely with staff on Acuity, deconstructing the CSO's and Writing Roadmap II. This support gave the teachers the ability to gather data and use it to guide instruction. Upon approval of the Title I 1003(g) grant money, this work will be expanded.

School year 2010-2011

The majority of the Title I 1003(g) budget will be used to contract two outside consultants. One consultant will work on the administrative components of the school and the other consultant will provide curriculum PD for the staff; however, they will work as a team and share time and efforts when and where needed. This first year the team will be contracted for 160 days at \$400.00 per day (\$64,000 budgeted).

Two other outside experts will be contracted as well; one who will provide PD on understanding poverty and another on the needs of special students. (\$8,700 budgeted).

The school leadership team will attend the professional development sessions offered by the SEA. A budget of \$17,000 is set for mileage, meals, and rooms for at least eight professional to attend the three trainings. Stipends of \$3,000 are part of the budget to cover any payments to staff for attending meetings off contract time.

A meeting at Potomac State College is planned for the principals, outside consultants and other key staff to work prior to the start of school; \$1,300 is budgeted for room rent and food for the five days that are planned.

School year 2011-2012

Again this year the majority of the funds will be used for the contracts for the outside consultants, but at a reduced cost from the prior year, as the number of days of consultative services will be reduced. The concept is to reduce the dependency on the consultants and contract other outside experts that will provide PD on specific topics as determined by the IPI and other school data.

Another meeting at Potomac State College is planned and a post year debriefing as well.

The leadership team will continue to be active and attend the SEA meetings.

The school will be an early adopter of the new evaluation system and funds are set aside to attend PD on that topic.

School year 2012-2013

Continuing with the concept of reducing dependency on the outside consultants, their contacts will be reduced and more PD from other experts.

The Potomac State College meeting, SEA meetings, and post contract meetings will continue.

More funding is added for travel for professional meetings to allow key staff to gain expertise to be school leaders.

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:

- ✓ 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.
- ✓ 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 PLC' and provide high quality job-embedded professional development.
- ✓ Participate in the SEA on-site monitoring and technical assistance trainings.
- ✓ 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.