

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

County - Monroe

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Others may be added as needed by the LEA.

Superintendent Signature _____ **Date** _____

LEA Title I Director Signature _____ **Date** _____

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

“If you always do what you have always done, you will always get what you have always gotten.” It is time for a fundamental change in the delivery of improvement at the school level. Clearly, many past initiatives, efforts and actions have had a beneficial effect. However, now is the time for a new and unique initiative to achieve the final level of success. This grant is focused and built around a new approach.

- Out with traditional staff development and in with embedded, differentiated, and on-time professional development
- Out with mandates and in with tangible support (recognition) for teachers when they exhibit the desired change at the highest level
- The elimination of segregated services and delivery and the integration of all available resources to a single focused outcome.

This grant is unlike any Monroe County has ever written and is different from that of any model ever used. Our grant is designed with a specific end in mind. This plan is specifically directed at providing embedded professional development, based on the specific and identified needs of each individual classroom and core subject teacher at Mountain View School. Its intended outcome is to have in place by the end of three years a school of highly effective teachers who are not only armed with 21st Century teaching skills, but who are able to demonstrate their abilities by raising the achievement level of every child in the school - not only to the minimum level - but with an eye toward above mastery and distinguished. This goal will be met by continuous professional development in the form of two highly experienced and proficient teachers who have previously worked in the school system.

They, in tandem with the school improvement coach, the TIS, and the school's leadership team will constantly train, model, observe, retrain if necessary, observe, and assist each teacher to become highly effective in his or her classroom. Monroe County Schools expects that our unique and innovative approaches to address the needs of Mountain View School will not only result in success for the students there, but will serve as a model for the State of West Virginia.

LEA APPLICATION

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

Tier I School:

School Name/ NCES ID#	Principal	Email Address	Intervention			
			Turn-around	Restart	Closure	Transformation

Tier II Schools:

School Name/ NCES ID#	Principal	Email Address	Intervention			
			Turn-around	Restart	Closure	Transformation

Tier III Schools:

School Name/ NCES ID#	Principal	Email Address
Mountain View School 540096001044	Mr. Jeff Dunbar	rdunbar@access.k12.wv.us

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. A copy of the revised needs assessment is attached.**
- 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. **(Tier III – NA)**

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 Name: Mountain View Elementary/Middle

Annual Summative Achievement Goal for Reading/Language Arts:

Using the 2009-2010 school year as a baseline, all students and all subgroups will achieve at or above the NCLB benchmarks while making incremental progress toward 100% proficiency in reading/ language arts by the 2013-14 school year through the integration of 21st Century skills and content.

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.

Annual Summative Achievement Goal for Mathematics:

Using the 2009-2010 school year as a baseline, all students and all subgroups will achieve at or above the NCLB benchmarks while making incremental progress toward 100% proficiency in mathematics by the 2013-14 school year through the integration of 21st Century skills and content.

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.

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

Our LEA goal is to dramatically increase student achievement by virtue of creating a community of highly effective teachers at Mountain View School. We will conduct an annual analysis of data from multiple sources which will then drive sustained improvements. The results of the data analysis will also be shared with the school’s stakeholders.

Moreover, the design of this grant will allow the school and the LEA to collect and review data more frequently than on an annual basis. This steady flow of information and analysis will come in several forms. One will be through PLC meetings as teachers review student work, progress monitoring and benchmark results, and develop and analyze common assessments to refine skill achievement. Another form of steady data will come from the school’s grant-funded professional development specialists who will not only train, but will subsequently observe in classrooms to examine how these same teachers are using the standards-based instructional methods they have been taught. Finally, the school’s principal will continue his walkthroughs and work with its leadership team and the LEA on unremitting assessment and improvement.

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

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

TRANSFORMATION MODEL

a. Develop teacher and school leader effectiveness (Tier III – NA)

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

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

School Name	Tier	Method of Replacement (Choose a, b or c. See below.)	Start Date of the Principal

- 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.

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

process of documenting student growth in Title I 1003(g) grant recipient schools begins with identifying this normative group.

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

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

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

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

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

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

This multiple measure approach will examine three areas of teacher and leader effectiveness. The first measure will be based upon observation and traditional teacher evaluation. This component will encompass peer review, content knowledge, pedagogy, and professionalism, among other areas. The second measure will examine established collaborative team goals based upon growth data and observation-based assessment measures. These team goals and action steps will be based upon a needs assessment, student growth, and summative assessment data. Examples of assessment data collection may include Writing Roadmap,

Acuity, TechSteps, etc. The third component, to be implemented at a later date, will encompass classroom and individual student growth. These data sets will include WESTEST 2, the eventual common core assessment standards and benchmarks, student grades, student portfolios, and classroom rubrics. The expectation for this developing evaluation system is that it will take into account student growth as a “significant factor” in the teacher and leader evaluation process.



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

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, [name of district] 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 type="checkbox"/> Materials or supplies for teachers' classrooms	
<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 to 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 adversely affect student achievement. Professional learning communities (PLCs) transform 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, teacher collaboration, use of effective instructional practices, and 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, an increase in school and class attendance rates, and a lessening of the achievement gap between subgroups (Hord, 1997).

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

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

Monroe County has implemented professional learning communities to the extent possible within our current budget and scheduling constraints. LEA support has been provided for individual schools through Title II to assist in stipends and/or substitutes. In general, teachers are provided weekly PLC time, usually not to exceed one hour per week. There is no set program or format county-wide as it is left up to the needs of the individual schools. However, Mountain View School, through the leadership of the new principal, has instituted

a comprehensive and innovative PLC program. The staff has also been trained by him and by Tim Brown of Solution Tree on how effective PLCs operate.

The professional learning communities at Mountain View School will provide job-embedded, sustainable professional development that will lead to lasting change by virtue of their structure, frequency of meeting, the oversight provided to them, and their areas of focus. Beyond common planning periods, grade-level teachers will have the opportunity to collaborate with related arts teachers, special education teachers and Title I teachers via an established 30 minute block rotation every third day. These PLC's will be guided by a school leadership team member as well as the professional learning specialists provided by this grant. Each PLC team will outline their goals, purpose, action plan, topics/agenda, data to be analyzed, results, and conclusions. Other focal points of the meeting will be to recognize teaching strengths and effective strategies, point to areas of improvement, develop individual and group action plans and strategies for improvement, and identify students in need of extra support. A written summary of the agenda/meeting will be maintained.

The school administration and RTI coordinator will visit team meeting on a rotational basis. Quarterly, each PLC will review how well the team met its goals. The school's leadership team will then review the results of the PLC report to assist each team as they strive to improve their skills on a continuous basis.

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.

Mountain View School will be implementing a vastly different and innovative approach to its professional development plan. Due to the school being identified as "needs improvement" for the last five (5) years, it has been the recipient of numerous grants, awards, and opportunities for staff development. The overwhelming focus of these has been on sending selected teachers, or teams, for training or on bringing in outside consultants for a one-time exposure to a strategy or concept linked to an identified need. These professional development sessions, while beneficial, do not necessarily insure the assimilation of effective teaching practices.

Frequent changes in staff and teaching assignments further contribute to the inconsistent application of effective strategies. While some teachers have implemented significant changes in how they teach, there is no verified and documented evidence of this, nor has it been measured.

The model addressed in this grant will be built around the intertwined approaches of:

1. "On-site and On-time" training being provided by embedded professional educators

And

2. “Demonstrations of Performance” requirements for teachers to verify their understanding of the concepts, demonstration of their application, and evaluation of the results.

“On-site and On-time Professional Development”: Two highly trained and skilled retired professional educators will be hired as PD Specialists to provide this aspect of professional development. The individuals chosen will be required to have and demonstrate the following: successful experience at the elementary/middle level; previous employment by the county school system and subsequent recognition and respect by current staff for their past successful demonstrations of teaching excellence; training and experience in the professional mentoring program for teachers; and willingness to receive training in all current approaches required in the “Demonstrations of Performance” component.

These individuals will regularly and consistently visit classrooms throughout the school. The choice of two individuals is necessary as each will serve as a cross-check on the other in order to provide different perspectives on the performance of individual teachers. As a result of their observations they, in consultation with the individual teacher, will identify the teacher’s specific education training needs in order to improve his or her teaching performance. In addition, the administrative staff will conduct a comprehensive series of Ewalks (walk-throughs) gathering data on the key performance areas identified in this plan. An additional resource will be the work done by the Title I Improvement Coach already employed by the school. This person will work in tandem with the PD Specialists.

As a result of this extensive and on-going data collection and analysis, a program of “differentiated staff development” will be designed and implemented based upon teacher needs. The professional development sessions may be delivered through any of the following means, as best determined by the PD Specialist and administration.

- Individual teacher coaching: This would be provided to teachers with the goal being that they will incorporate more effective strategies into their teaching methods. Implementation will be monitored through follow-up observations and walk-throughs. Result: Ongoing verification that effective practices are being implemented.
- Modeling: The PD Specialist would model the instructional practices and follow up with the individual teacher to determine the level of implementation. Result: In-class professional training that can be immediately followed up by the specialist to insure proper implementation.
- Small Group Training: When several teachers are identified with the same need, small-group training would be established on ISE days, after school, or as can be arranged. Follow-up observations would occur. Result: Professional development only to those who need it and followed by coaching and/or modeling as necessary.
- Large Group Training: If it is determined that large numbers of staff would need training, this would be facilitated by the mentors. Additional consultants would be secured as needed. Professional development would be identified based upon actual

observation of weakness and designed to meet actual needs. Result: Laser-focused staff development would be provided and monitored by the embedded PD Specialist.

Summary: “On-site and On-time” Professional Development would, for the first time, provide consistent, coordinated training to those teachers who have specific identified needs over the course of an entire year. Result: Meaningful change, not just for a day or a week, but embedded change and improvement for years.

“Demonstrations of Performance:” As noted above, the means to insure that teachers put into practice what they have learned is one of the most critical elements of professional development and the one aspect that is most often overlooked. In our embedded professional development model this will be addressed by incorporating a “Demonstrations of Performance” component. The following performance areas are specifically identified and based upon past needs assessments and data analysis, Global 21 Professional Teaching Standards, and OEPA and Title I performance reviews. Participation in any of these “performances” will mean that the individual teacher will engage in professional training outside of the regular work requirements. Upon completion of training they may then choose to engage in the “Demonstration of Performance” which will result in receiving a stipend for successful completion. A rubric will be designed for each area based on the models established in the new Global 21 Professional Teaching Standards.

The following Performance Areas have been identified:

- Early Adoption of Revised Evaluation Standards: Teachers will be evaluated using the new model (in addition to current evaluation) and will provide written feedback on its effectiveness.
- Utilization of AYP Growth Model: Teachers will actively participate in compiling and analyzing individual student data and tracking instructional achievement. Written reports will be submitted to the school and to individual parents.
- Incorporation of Higher Level Thinking Skills into Lessons: Teachers will demonstrate mastery in this area. Once competency is demonstrated they will prepare a revised unit within their pacing guide that will incorporate at least four (4) or more specific lessons per week using this specific approach. Observation and feedback will be provided by the PD Specialist. Written summaries of successful lessons will be submitted for incorporation into pacing guides. A Bloom’s Taxonomy reference booklet shall be the basis for verification of the level of thinking skills being incorporated.
- Incorporation of Goals of School’s Strategic Plan: Teachers will prepare specific lessons and/or instructional activities that demonstrate understanding of the goals of the school. The specific focus will be to address the goals related to improving school culture and professional learning communities. Evidence will be provided through submission of written documentation and class-based projects related to each specific goal. Teachers will document implementation/communication of goals with fellow colleagues, parents, and community.

- Lesson plans Demonstrate Differentiated Instruction: Teachers will demonstrate competency in designing and delivering Tier I lessons which include interventions and enrichment opportunities for students. Once mastery is demonstrated, they will prepare a revised unit within their pacing guide that will incorporate at least four (4) or more specific lessons per week using this specific approach. Observation and feedback will be provided by the PD Mentors. Written summaries of successful lessons will be submitted for incorporation into pacing guides. Technical assistance will be provided by the Title I Improvement Coach.
- PLC teams will agree to implement higher standards of collaboration resulting in increased student achievement. Records will be kept of the team's work in areas yet to be determined.
- Delivery of 21st Century Skills Utilizing Technology: The documentation of the use of technology will be provided through lesson plans and incorporation into pacing guides. Evidence will be provided that technology is used by the teacher in at least 50% of all core lessons over a nine-week period. In addition, 25% of all lessons will incorporate student use of technology in a variety of means. The Technology Integration Specialist will provide technical assistance.
- Administrative Standards of Engagement and Achievement: Principal and Assistant Principal will establish a series of benchmarks which will demonstrate their increased engagement with teachers in the demonstration and completion of the preceding competencies. In addition, they will prepare a data-driven end-of-year summary as to the level of their engagement in these activities and measure of student success as a result of this work. The basis for performance shall be the models set out in "Compelling Conversations" by Drs. Tominsia and William Piercy.

Staff who successfully demonstrate the above competencies, and provide verification as identified, will be entitled to a stipend. This stipend will be provided due to the extra time, training, effort, and commitment required. All documentation shall be provided to the school principal and, using a review committee made up of selected staff from the School Leadership Team and the embedded PD Specialists, will verify the level of completion and quality of the performance area as to the extent a stipend is warranted. Within the grant funding allocation, the amount of stipend per competency will be determined by the school leadership team.

Summary: "Demonstrations of Performance" is a means to move beyond the simple "sit and get" professional development approach to active engagement of the teacher. This model will allow teachers to concretely demonstrate mastery of any selected performance area or areas. Result: Proof of actual performance improvement that is high-quality, peer-reviewed, and sustained over time.

Three Year Plan - The primary focus of the first year will be to deliver the on-time embedded professional development. A weakness of most professional development is that it is not maintained over time. This grant will continue the use of the embedded professional

development specialists over a three year period. However, the focus for the second and third year will be narrowed down to the following:

- Current staff who have not shown competency in the performance areas after training
- Remaining staff who have not participated in the performance areas
- Identification of new performance areas based upon on-going needs assessments and additional recommendations from state department personnel
- New staff to the school and staff who may have changed teaching assignments

The amount of time needed for the above is expected to diminish over time and the budget allocations reflect this expectation.

- 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.**

Based upon the above described unique approach to on-time and embedded professional development an anticipated time-line of major activities is difficult to project. However, what is listed below is our professional development for the school that represents the ongoing plan in the grant. Since the state sessions are listed later on in this application, they are not noted in this three year plan but will be included.

Detailed description of Mountain View School’s professional development plan

Year One: July 2010 - August 2011

Date	Topic	Presenter(s)
August 2010	Pacing Guides vertical and horizontal alignment Scaffolding for special needs students Differentiation of instruction/enrichment pacing guides	Administrative staff
August 2010	Demonstration of Performance Overview (all professional staff)	Co/School Admin.
Sept – May	Individual staff training on identified performance areas	Embedded mentors
Monthly	Small group training for identified personnel as needed	Embedded mentors
October 2010	Higher Level teaching skills	Trainer Led
December 2010	Differentiated Instruction	Trainer Led
March 2011	Student growth model	Trainer Led
June 2011	Pacing guides review and revision	Admin. staff

Year Two: September 2011 - August 2012

Date (month)	Topic	Presenter(s)
Summer Academy	Performance Indicators	Trainer Led
August 2011	Demonstration of Performance training - (All professional staff)	Co/School Admin.
Sept – May	Individual staff training on identified performance areas	Embedded mentors
Monthly	Small group training for identified personnel as needed	Embedded mentors
October 2011	Higher Level Teaching Skills	Trainer Led
December 2011	Differentiated Instruction	Trainer Led
March 2012	Student Growth Model	Trainer Led

Year Three: September 2012 - August 2013

Date (month)	Topic	Presenter(s)
Summer Academy	Performance Indicators	Trainer Led
August 2012	Demonstration of Performance training - (All professional staff)	School Admin
Sept – May	Individual staff training on identified performance areas	Embedded mentors
Monthly	Small group training for identified personnel as needed	Embedded mentors
October 2012	Performance Indicators (based upon needs assessments)	Trainer Led
December 2012	Performance Indicators (based upon needs assessments)	Trainer Led
March 2013	Performance Indicators (based upon needs assessments)	Trainer Led

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

Monroe County Schools has embarked upon an aggressive campaign to address this concern county wide. With Title II funds, numerous strategies to recruit, place, and retain staff have

been implemented. Our efforts received commendations during our Title II monitoring in the winter of 2010. In addition to the professional development sessions mentioned above, the following efforts will be undertaken to address the specific needs of Mountain View School. All support shall be made through the use of Title I, Title II, and Special Education funds. No funds shall be directed from this grant proposal.

First, a program of full reimbursement for educational costs to non-certified and/or under-certified teachers will be provided. Full reimbursement for college courses, textbooks and Praxis testing will be provided for those seeking certification, additional certifications, and/or advanced degrees in the critical areas of special education, reading, math, and science. Funds will be provided during the three year length of the grant. County policy will require that teachers who take advantage of this opportunity must remain in the certification area for one year for each year they accept reimbursement. If they request to transfer to another teaching area in which the certification for which they are receiving reimbursement is not required, they then must reimburse 75% of the awarded reimbursements.

Second, will be a focus on special education support. The major area of concern is that of the special education staff that works with students at the MI/LD/BD level. Over 50% of the current staff is not HQT certified. Data analysis has shown that this has been the case for the last several years. Repeated teacher turn-over has resulted in a steady stream of uncertified teachers who move out of special education to take positions in elementary education. This trend is not expected to change in the near future.

In addition to the above mentioned incentives for teachers to receive certification, the following will also be put into place. A “Special Education Interventionist” will be supported through county funds. This individual will be required to be fully certified and have administrative training. He or she will be assigned, on a half-time basis, to oversee and manage the school’s special education program, provide direct embedded specialist training to special education staff, observe and monitor the delivery of special education instruction to insure high-quality teaching, and assist the school’s administrative staff in the scheduling and delivery of special education services. In addition, the special education staff will be reorganized and, through special education funds, two additional special education supervisory aides will be hired. These individuals will work directly in the classrooms, providing additional assistance to special needs students. The goal of the preceding is not only to achieve the classification of “High Quality Teachers” but also to lay the ground-work for moving teachers to “Highly Effective”.

- 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. (Tier III – NA)**

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.**

Mountain View's instructional program is aligned with the county Programs of Study and in accordance with Policy 2510 and 2419. A researched-based and programmatic system for vertical alignment is supported by the implementation of professional learning communities within the master schedule as well as grade-level common planning. This system of collaboration allows maximum opportunity for data analysis and development of instructional strategies based on the data. Teachers will analyze Acuity, DIBELS, and mCLASS results during their regularly scheduled PLC team meetings and use this data to make continuous adjustments in order to raise the rigor of classroom instruction. TechSteps and Writing Roadmap will also be used as a resource within the instructional program. Electronic lesson plans integrating 21st Century learning skills and various instructional strategies will enable the administration to monitor use of researched-based strategies as related to WV CSOs. The implementation of pacing guides will guide programmatic instruction allowing for vertically aligned planning within the professional learning communities.

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

Professional development activities will include a summer data camp for data analysis of benchmarks and WESTEST 2. From this analysis teachers will formulate intervention groupings, as well as a needs assessment for an initial differentiated classroom instruction model. Continuous progress monitoring of at-risk students and benchmark assessments will allow teachers to have data on hand to identify student strengths and weaknesses and modify direct classroom instruction. This analysis will be conducted throughout the school year within the PLC's. Follow-up trainings within our professional development schedule will provide review in various topics such as Acuity, Lexiles, co-teaching, etc.

- 3. Describe other permissible activities, as defined in the regulations that the schools will implement as comprehensive instructional reform programs. (Tier III – NA)**

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 LEA has already worked with Dr. Lynn Canady and Michael Rettig to establish a schedule at Mountain View which provides increased learning time and support for a teacher community-oriented school. To further enhance and expand student learning time, this grant will allow the school to develop and operate a *Jump Start Program* for K-8 students. One week before school begins, teachers who successfully bid in, will provide scaffolding-based instruction to at-risk students in CSO-related content in mathematics and reading/language

arts. This will provide the “jump start” these pupils need to begin the school year with more confidence and the capacity to succeed.

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

As described in the needs assessment, Mountain View School has encountered problems with sufficient parent involvement. One of the root causes comes from the fact that the school is an amalgamation of three now defunct school districts: Gap Mills, Greenville, and Union. Other issues related to parent involvement have to do with homes where both parents work. Frequently one or both parents travel out of the county, arriving home late from their jobs.

The school has worked on flexible meeting times and getting students excited about upcoming family events in order to draw their parents in for sessions. Mountain View will continue to focus on activities that have children “itching” to get their parents to the school such as continuing its highly successful book fair, talent show, and student presentations. The Title I parent coordinator will also continue to partner with the Title I teachers and LEA director on how vital information about academics and Title I can more effectively be inserted into those highly attended functions so parents can have the information they need to better serve their children.

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

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. (Tier III – NA)**
- 2. Describe the ongoing, intensive technical assistance and related support from the SEA and LEA.**

a. SEA Technical Assistance

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

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

report the school's progress to the SSOS team on a monthly basis for Tier I and Tier II schools and semi-annually for Tier III schools.

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

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

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

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

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

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

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

The LEA received a commendation in its recent on-site review for guiding and providing feedback to each of its Title I schools. This grant will only increase the level of support Mountain View School will receive from the LEA.

The county's Title I program will continue its technical assistance and support with a school improvement coach and TIS, both of whom will work at Mountain View School. In addition to these individuals, the LEA has an RTI specialist who works with teachers on issues related to RTI, benchmarking, progress monitoring, and effective interventions. The special education department provides the services of specialists who will continue their work at the school on student attendance issues and assistance with SAT team meetings. Parents will be assisted with a school-based parent involvement coordinator and homeless students will garner help from the county's homeless liaison.

The county also has levy and Step VII funds which will continue to offer the school's leadership team and LSIC a measure of autonomy to meet specific site-based needs that may not be covered by other programs such as Title I or special education. The school also has a measure of Title II funds the LEA has set aside for additional professional development to allow for training outside the scope of this grant and Title I.

The grant will supply two highly trained and skilled professional educators to regularly monitor teaching in the classrooms and intervention groups to assess which teachers need assistance with standards-based teaching. Once they are able to identify individuals who need support, they will work with the school improvement coach to provide inservice in a variety of ways as listed on page 11.

The LEA will also continue its practice of meeting with the school's administrative team to review data on a regular basis, assist with the establishment of the training programs for years 1-3, conduct a peer review of school plans, and work with the leadership team on an as needed basis.

Last of all, the school has just been outfitted with mobile labs, teacher presentation stations, and software upgrades to be used in regular education classes, special education classrooms, RTI sections, and co-taught classrooms.

- 3. Describe the intensive technical assistance and related support for each school that will be provided by a designated external lead partnership organization, if applicable. (Tier III – NA)**
- 4. Describe other permissible activities that each school will implement to provide operating flexibility and sustained support (e.g., staffing, scheduling, budgeting).**

Activities providing operating flexibility and sustained support are continuously implemented. Scheduling will provide a researched-based and programmatic system for vertical alignment supported by the implementation of professional learning communities within the master schedule as well as grade-level common planning. This system of collaboration allows maximum opportunity for data analysis and instructional strategies based on the data. Staffing within the school will be effectively used for cross-grade interventions as well as co-teaching. Structures are in place through LSIC, Title I funds, etc. to sustain the elements of instruction, intervention, and collaboration.

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. (Tier III – NA)**
 - Provide a written explanation outlining the following: (Tier III – NA)**

- **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**

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.

After a careful analysis of Mountain View School, we have been able to identify its greatest barrier. Despite making significant gains in many areas and with most subgroups, this school still has not met AYP with regard to the special education cell. Many inservice sessions have been offered, schedules have been revised again and again, and a new administration is in place, but despite these changes the barrier that has eluded the school is the ability to have an all-encompassing focus on teaching at a highly effective level. This is not to say that the school lacks successful teaching and teachers. Quite the contrary, but the barrier seems to lie in the lack of a cohesive community of focus driven and effective teaching in the core subjects and at all grade levels.

With that in mind, this grant will lay the foundation for the pervasive focus on highly effective teachers and teaching. Monroe County Schools also stand ready to provide assistance in whatever manner possible. In a review of the “Root Causes” portion of the grant application we have been able to, and will continue to, address the following interventions:

- Title II support for addressing teacher certification to help non-HQT become highly qualified,
- Funding support for development of comprehensive pacing guides which will help teachers as they plan in a more effective manner,
- Staffing changes to address special education student needs in a more efficacious manner.

The county has also completely revised and expanded its Programs of Studies policy which puts it in line with state policies and is very descriptive and detailed on a grade-by-grade basis on not only the subjects that are to be taught and the time allotted to each, but also what standards of instruction are expected.

In the event the needs assessment data and/or school analysis identifies policy or guideline changes, the county administrative staff will provide assistance in the revision of such policies and promote their adoption by the Monroe County Board of Education. Each of these will provide support for the innovations as described in the grant proposal.

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.

Our grant is designed with a specific end in mind. Our focus is specifically directed at providing embedded professional development, based on specifically identified needs of teachers, in order to produce a highly trained and skilled staff of 21st Century educators at the end of the three year period. This grant is not dependent on continued funding for outside consultants or additional internal staff. Our special education program, Title II and Title I are blended and braided into this model. These programs are specifically earmarked to provide supplemental funding for the interventions in a manner that is focused, short term, and not dependent on a continuous influx of funds or personnel over an extended period. Our unique emphasis on providing on-site, in-time, and individualized training will not only result in superior student achievement, but more to the point, will achieve the grant's goal of developing a community of highly effective teachers delivering 21st Century instruction.

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.

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:

1. a. – Budget spreadsheet - **The budget spreadsheet has been submitted with the grant in Excel format. The Excel program at the LEA level was not working properly. Erin Sullivan made the corrections according to the LEA's description and the Excel sheet was to be forwarded to Karen Davies.**

- b. Budget Narrative

1. b

Overview of the projects in the budget - **The LEA portion of the budget is very simple. The LEA will provide demonstration teachers who will work under the guidance of the LEA but who will spend most of their time in the school. These demonstration teachers will provide embedded professional development, based on the specific and identified needs of each individual classroom and core subject teacher at Mountain View School. Our intended outcome is to have highly effective teachers in place by the grant's conclusion who are fully capable and of demonstrating the continuous use of 21st Century teaching skills resulting in exceptionally high levels of achievement for every child in the school. The grant will put in place two highly experienced and proficient teachers who have previously worked in the school system. They, in tandem with the school improvement coach, the TIS, and the school's leadership team will constantly train, model, observe, retrain if necessary, observe, and assist each teacher to become highly effective in his or her classroom.**

Description of how other federal, state, and local funds will be leveraged to further support school improvement plans - **As stated in the body of the grant, the LEA will use other sources of funds to support school improvement plans.**

1. **We will continue the use of Title I Part A funds to supply the school with a school improvement coach along with other monies from Part A for additional professional development and for the development of highly qualified Title I staff (if needed). Some of this PD money will support the school in summer academies for teachers to learn new skills or hone the ones they have.**
2. **Other Title I SI money will support additional professional development and the school's TIS.**

3. **Title II funds will also assist with training support as well as tuition support for teachers who are not highly qualified.**

Description of any broad items in the budget - **The LEA budget is very simple. In addition to the embedded professional development mentors or demonstration teachers funded by the LEA portion of the grant, mentioned above, the school's portion of the grant will be used to (1) supply stipends for teachers and (2) for contract purposes.**

2. School-Level Detail
 - a. Budget Spreadsheet:

2. a – Budget spreadsheet

This has been submitted with the grant in Excel format. The Excel program at the LEA level was not working properly. Erin Sullivan made the corrections according to the LEA's description and the Excel sheet was to be forwarded to Karen Davies.

2. b

Overview of the projects in the budget - **The school's portion of the budget is also very simple. The grant funds at Mountain View will be used to (1) supply stipends for teachers and (2) for contract purposes.**

The stipends will be used in two ways. First, the stipends will pay for traditional after school training which will occur as teacher needs are identified by the mentors. Secondly, stipends will be paid to teachers who are willing to engage in demonstrations of performance in any of the following areas and as outlined on pages 12 and 13:

Early Adoption of Revised Evaluation Standards

Use of AYP Growth Model

Incorporation of Higher Level Thinking Skills into Lessons

Incorporation of Goals of School's Strategic Plan

Lesson plans Demonstrating Differentiated Instruction

PLCs implementing higher standards of collaboration and increasing student achievement

Delivery of 21st Century Skills Utilizing Technology

The contracted services will allow the school to let teachers bid in on the *Jump Start Program*. This will be a week-long session for at-risk students. It will begin before school starts to allow for scaffolding and review so students who may have fallen behind at the beginning of the school year can have a jump on their CSO content in math and reading/language arts.

Description of how other federal, state, and local funds will be leveraged to further support school improvement plans - **The county also has levy and STEP VII money at its disposal for schools to use for materials, services, professional development, and teacher support. Each school is given a print out each year of the actual amount of money it has at its disposal which equals a substantial commitment of LEA and community resources for site-based needs. Mountain View had \$61,950.00 in levy funds this year and \$22,520 out of STEP VII.**

In addition to funding, the LEA supplies additional support to each school in the form of personnel. Each Title I school has a parent coordinator. The special education department has a coordinator to assist each school with attendance issues on a child by child basis – this, in addition to the county’s attendance director. This department also provides schools with an RTI specialist as well as a SAT coordinator.

Finally, the school has a critical needs grant for students at risk in grades three and eight for summer assistance. The school also runs extended learning programs for students out of Energy Express funds and the LEA’s 21st Century grant.

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.
- X 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.
- X 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.
- X 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.
- X Organize the school staff into PLCs and provide high quality job-embedded professional development.
- X 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).
- X 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.

- X Assure that funds made available through this statute will be used to supplement and not supplant funds from non-federal sources.
- X Maintain accurate program records which document progress in implementing the plans approved in this application.
- X 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.

- X 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.