

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

County PRESTON

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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.

Kingwood Elementary School wants to continue improvement strategies that have been in place with ARRA support and have contributed to the academic gains and making Adequate Yearly Progress (AYP) during the 2009-10 school year. These strategies include:

- Placement of a school improvement specialist to facilitate academic growth,
- Providing opportunities for teachers to meet in Professional Learning Communities to discuss instructional strengths and weaknesses, individual student needs, and plans of improvement,
- All professionals conducting walkthroughs to determine the extent of implementation of high quality instructional strategies and student engagement.

Additionally, the grant will provide funds to form a partnership with an External Supporting Partner to address the needs identified in the *Instruction and Learning Appraisal focused on Parent and Community Involvement* centered around school climate, communication, and Collaboration.

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
540117000907	Don Post	dpost@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.

Required revisions to the needs assessment are attached.

Attached are samples of agendas, invoices for materials, sign-in sheets to verify points earned in the LEA capacity index.

Based on our capacity index we are requesting continued technical assistance at our school in the form of:

- RTI Reading and Math – identifying DI groups and scheduling
- PLC’s – continued collaboration with WVU on writing improvement
- Walkthrough assistance from Kenny Moles, WVDE, Title I Office
- Supplemental Education Service with Dr. Karen Davies, WVDE, Title I Office

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. *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.”

<p>School Name: Kingwood Elementary</p> <p>Annual Summative Achievement Goal for Reading/Language Arts:</p> <ul style="list-style-type: none"> The percentage of students scoring at or above mastery in Reading/Language Arts within the ALL subgroup will increase a minimum of 5% each year. <u>Baseline</u> – 2009 – 70.2% of all students above mastery <u>Goal</u> – 2010 – 75.19% of all students above mastery The percentage of students scoring at or above mastery in Reading/Language Arts within the low SES subgroup will increase a minimum of 5% each year. <u>Baseline</u> - - 2009 – 60.65% of Low SES students above mastery <u>Goal</u> – 2010 – 65.65% of Low SES students above mastery The percentage of Special Education students scoring at or above mastery in Reading and Language Arts will increase annually on the WESTEST each year. <u>Baseline</u> – 2009 – 43.75% of Special Education Students above mastery <u>Goal</u> – 2010 – 49.4% of Special Education students above mastery (based on safe harbor) <p>Annual Growth Goal for Reading/Language Arts:</p>
<p>Annual Summative Achievement Goal for Mathematics:</p> <ul style="list-style-type: none"> The percentage of students scoring at or above mastery in Math within the ALL subgroup will increase a minimum of 5% each year. <u>Baseline</u> – 2009 – 64.7% of all students above mastery <u>Goal</u> – 2010 – 69.7% of all students above mastery The percentage of students scoring at or above mastery in Math within the low SES subgroup will increase a minimum of 5% each year <u>Baseline</u> - - 2009 – 52.45% of Low SES students above mastery <u>Goal</u> – 2010 – 57.45% of Low SES students above mastery We will increase the percentage of Special Education students scoring at or above mastery in Math on the WESTEST each year. <u>Baseline</u> – 2009 – 40.6% of Special Education Students above mastery <u>Goal</u> – 2010 – 47.6% of Special Education students above mastery (based on safe harbor) <p>Annual Growth Goal for Mathematics:</p>

School 2

*** Add charts for additional schools as needed. NA**

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

Kingwood Elementary will use growth goals to improve instruction at every step of the improvement process. We are going to use the growth goal data for instructional improvement to make changes that affect instruction immediately and continually reassess student learning and if need be, refocus summative goals.

We will use the data on three levels: at the school level to meet AYP, at the classroom level to focus on instructional strengths and weaknesses, and at the student level to address the individual needs of each child. They will be used to measure overall school growth and will serve as topics to be addressed during school level Professional Learning Communities.

This school year, a school improvement/curriculum specialist was added to the Kingwood staff. This person did not take over the responsibility of the principal to be the educational leader of the school. However, the school improvement specialist has been able to focus directly on academic progress when the principal has had to address the everyday emergencies that occur in all schools. This person sees that teachers have formative assessment in a timely and efficient manner. She is always present to see that grade-level teams stay on topic and have appropriate materials for discussion and planning.

Additionally, the school improvement specialist is able to conduct many walkthroughs because her time is not occupied with administrative duties.

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

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

TRANSFORMATION MODEL

a. Develop teacher and school leader effectiveness

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

Preston County 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
Kingwood Elementary	III	A	August of 2009

In one year of service at Kingwood Elementary School, the newly appointed principal with the help of a school improvement specialist has established the following competencies:

- Demonstrated the confidence to lead
- Set high expectations and developed goals for the organization
- Maintained persistent, well-planned efforts to achieve goals despite barriers
- Quickly and effectively navigated through roadblocks and issues that arise during implementation
- Remained visibly focused, committed, and self-assured
- Provided the tools and support needed to implement change
- Monitored consistency of instructional delivery for adherences to the standard implementation of the transformation model that has been planned
- Facilitated communication between internal and external stakeholders to ensure that all projects meet timelines and are within the budget
- Overseen, directed and evaluated the core school team who will take a lead in developing teacher effectiveness in the new transformation model

He will direct the creation and execution of a detailed project plan to guide the implementation of years 2 and 3 of 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 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, Preston County will become an "early adopter" of the WVDE revised educator performance evaluation system that takes into account data on student growth. To determine the adequacy of growth in Title I 1003(g) grant recipient schools, WVDE will first identify a suitable normative group to whom students in these schools can be compared. WVDE proposes that this normative group be composed of all students in the state of West Virginia. Furthermore, WVDE proposes that typical growth targets must be differentiated for students based upon their prior academic performance on WESTEST 2. This approach will allow WVDE to set realistic and individualized expectations for growth that are not based on subgroup membership. The process of documenting student growth in Title I 1003(g) grant recipient schools begins with identifying this normative group.

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

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

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

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

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

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

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

NOTE: Kingwood Elementary has two years experience in implementing collaborative teams. The first year was a very fundamental beginning. Simply making time for grade level teachers to meet and learning to discuss educational issues. Teams had to develop norms to clarify expectations regarding responsibilities and relationships among team members. Teams had to learn to focus on student achievement goals linked with school and district goals.

The second year, a school improvement specialist has been in place. This person helps keep data organized and timely, facilitates discussions, and helps with action planning. Supporting the effort, the LEA provided a summer academy with a three-day training on learning communities. Throughout

the year, principals and teacher leaders have met monthly as a professional learning community to discuss successes and problems with leading professional learning communities.

The results have been:

- reduction of isolation of teachers
- increased commitment to the goals of the school
- shared responsibility for the students
- powerful learning that defines good teaching and classroom practice
- increased meaning and understanding of the content
- significant advances in adapting teaching to the students and
- commitment to making significant and lasting changes and

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

One of the biggest obstacles in instituting school reform is the culture of the school. In a school with a negative culture and climate, students and teachers have low expectations for themselves and others which negatively impacts student achievement. Professional learning communities (PLCs) must be implemented to change the culture from one that is protecting the “status quo” to one that embraces change. Research supports the use of PLCs in reform efforts. Schools that have embraced PLCs have increased teacher expectations of student achievement, teachers working together to achieve goals, increased utilization of effective instructional practices and raised student achievement (Louis and Marks, 2005). These positive effects occur due to the collaboration and mutual accountability that occurs in PLCs (Reeves, 2005). Other benefits for schools include a decrease in the number of dropouts, increase in school and class attendance rates, and a lessening of the achievement gap between subgroups (Hord, 1997).

- a. All schools 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**

The professional learning community model at Kingwood Elementary takes on different structures. Grade level teams meet once a month to discuss their particular learning goals and students. All the professions meet monthly to discuss the same topics, but pertinent to the entire school. The principal and teacher leaders meet monthly at the central office to collaborate with other district leaders. The core mission is to focus on student learning. Every professional in the school participates with

colleagues in the ongoing exploration of three critical questions that drive the work of those within a professional learning community:

1. What do we want each student to learn?
2. What does the data show that each student is learning?
3. How will we respond when a student is not learning to expectations?

The principal and school improvement specialist will ensure that every team focuses on student learning. Each team must have time to meet during the workday and throughout the school year. Teams must focus their efforts on crucial questions related to learning and generate plans that reflect that focus, such as lists of essential outcomes, different kinds of assessment, analyses of student achievement, and strategies for improving results.

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

The school year begins with a teacher leadership academy in August. The topic will be PLCs and a continuation of the Writing focus from 2009-2010. Additionally, the school will have a curriculum team (CT) made up of a teacher from each grade level that leads discussions on mathematics as that is a new adoption for 2010-2011.

PLCs/CTs meet monthly throughout the year. Grade level teams meet monthly. The entire school faculty meets monthly as a PLC. The principal and teacher leader will meet monthly with like representatives from each school in the district.

The CTs making up the school PLC will judge their effectiveness on the basis of results. Working together to improve student achievement will be the focus of everyone in the school. Every team participates in an ongoing process of identifying the current level of student achievement, establishing a goal to improve the current level, working together to achieve that goal, and providing periodic evidence of progress via formative assessment. See page three for goals. Such data will become a catalyst for improved instruction.

As curriculum teams establish common formative assessments throughout the school year, each teacher can identify how his or her students performed on each skill compared with other students. Individual teachers can call on their team colleagues to help them reflect on areas of concern. Each teacher can provide ideas and assistance to others. Everyone has access to the ideas, materials, strategies, and talents of the entire team.

In order to address the identified needs of a more positive school climate, communication, and collaboration reported in the *Instruction and Learning Appraisal focused on Parent and Community Involvement*, the grant will help fund on-site visits by The Flippen Group (TFG) consultant. This consultant will provide support and feedback to the school administration to encourage the day-to-day behaviors and actions needed to execute the transformational processes taught by TFG. Conducted in consecutive two or three-day sessions, clients will have the opportunity to work one-on-one with an experienced consultant who will customize consultations to optimize efforts, while assisting in the implementation of TFG strategies. Sessions include 1) how to live by, cascade, and make the social contract more meaningful, 2) dealing with conflict and how to get resolution, 3) developing champions, 4) facilitating effective meetings, 5) establishing an effective communication system that helps all associates feel involved, heard, and committed, 6) other needs, as determined by the TFG campus consultant.

Outcomes: TFG helps clients 1) continue to grow a safe, trusting, school, 2) refine action steps in order to fully implement improvement processes and strategies, 3) address obstacles, and 4) continue the goal of developing a high-performing culture.

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

Detailed description of Kingwood Elementary School's professional development plan

Year One: July 2010 - August 2011

Date	Topic	Presenter(s)
August 10, 2010	Professional Learning Communities/Curriculum Teams	WVU Benedum Staff
August 11& 12	Building a Positive School Climate	TFG
Ongoing	Monthly grade level and school level PLC meetings	Facilitated by teacher leaders

Year Two: September 2011 - August 2012

Date (month)	Topic	Presenter(s)
August (3 days)	Summer Leadership Academy	WVU
August (2 day)	Building a Positive School Culture	TFG
Ongoing	Monthly grade level and school level PLC meetings	Facilitated by teacher leaders

Year Three: September 2012 - August 2013

Date (month)	Topic	Presenter(s)
August (3 days)	Summer Leadership Academy	LEA staff
August (1 day)	Building a Positive School Culture	TFG
Ongoing	Monthly grade level and school level PLC meetings	Facilitated by teacher leaders

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.

Each year, Central Office staff provide each school a Data Notebook with summative data. Each school is given funds to pay stipends for data analysis and planning just before school begins in August. Kingwood also has a School Improvement Specialist that helps organize formative assessments, such as Acuity, DIBELS, and teacher made assessments. At regularly scheduled curriculum team meetings, teachers analyze the data, discuss the meaning, identify needs, and plan for improvement. In the past, whole faculty meetings have addressed school-wide learning needs. Teachers have asked that cross grade-level meetings be added to this school year's professional development. All discussions and plans on based on State academic standards and assessments. Additionally, the principal, the improvement specialist and teacher teams conduct on-going walkthroughs to determine the level of implementation of research-based instructional strategies.

The principal and improvement specialist meet monthly in another PLC of administrators and teacher leaders to discuss the successes and challenges of school PLCs. Principals report that this has been very helpful in leading school-level PLCs.

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

In addition to the PLCs described above, Kingwood Elementary has a teacher coach provided with Special Education funds that facilitates the Response to Intervention program, helps teacher locate materials for differentiation, and models instructional practices when needed. Additional professional development on differentiated instruction (DI) has been provided by RESA VII staff. DI has been included as a targeted strategy for walkthroughs.

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.

In order to address to address the identified needs of a more positive school climate, communication, and collaboration reported in the *Instruction and Learning Appraisal focused on Parent and Community Involvement*, the grant will help fund on-site visits by The Flippen Group (TFG) consultant. This consultant will provide support and feedback to the school administration to encourage the day-to-day behaviors and actions needed to execute the transformational processes taught by TFG. Conducted in consecutive two or three-day sessions, clients will have the opportunity to work one-on-one with an experienced consultant who will customize consultations to optimize efforts, while assisting in the implementation of TFG strategies. Sessions include 1) how to live by, cascade, and make the social contract more meaningful, 2) dealing with conflict and how to get resolution, 3) developing champions, 4) facilitating effective meetings, 5) establishing an effective communication system that helps all associates feel involved, heard, and committed, 6) other needs, as determined by the TFG campus consultant.

Outcomes: TFG helps clients 1) continue to grow a safe, trusting, school, 2) refine action steps in order to fully implement improvement processes and strategies, 3) address obstacles, and 4) continue the goal of developing a high-performing culture.

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

A School Improvement Specialist and a Teacher Coach have been added to the staff to help focus on school improvement and instructional practices.

Added funds have been committed in the Title I budget to provided substitute teachers and stipends as needed to facilitate curriculum team meetings, data analysis, and additional professional development.

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.**
- **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 need for the additional professional development centered on school climate has been noted by school staff, parents, and central office staff. Additionally, a report provided by Edvantia, *Instruction and Learning Appraisal* focused on Parent and Community Involvement identified school climate, communication, and collaboration as areas of need at Kingwood Elementary.

Counselors have attended sessions from the Flippen Group at State conferences. Two years ago, a trainer from TFG presented a session for a Preston County School's training. The principal and two teachers attended a 3-day training presented by TFG in Baltimore, Maryland. All asked that they come here to train. The External Provider was contacted to apply for the State list and has been approved. Additionally, TFG was a supporter of the National Title I conference and the district director discussed needs with representatives at that conference.

Previously reported experimental (Danaher, 2006; Castro et al., 2008) and quasi-experimental (Cirillo et al., 1993, 1994; Sherwood et al., 2003;) studies, as well as numerous longitudinal case studies (The Flippen Group, 2006), have demonstrated the positive effects that components of the comprehensive proposed program process exert on behavioral and academic outcomes. The magnitude of the effect is impacted by a number of variables, including administrative support for the process and level of program implementation by school faculty members. Studies conclude that

statistically significant outcomes result when implementing The Flippen Group school improvement processes. Student scores improve in Reading, Math and Social Studies. Student pro-social skills improve in the area of trust, respect, caring, concern, and democratic values. Principal leadership and teacher relational skills improve and impact overall school culture and climate. For our purposes and with our limited funding resources, Edvantia will provide a follow-up *Instruction and Learning Appraisal*. Additional data that will be used includes attendance information, discipline reports, and surveys from staff, students and teachers.

- 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.**

- 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.**

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

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. (*Note: The principal has been replaced in our Tier III school.*)
- 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. (*Note: NA*)
- Participate in and/or provide input to the Teacher Evaluation Task Force to develop recommendations to the WV BOE and WV Legislature for revisions in W.Va. Code and WVBE Policy regarding a teacher evaluation model that takes into account data on student growth as part of a multiple observation-based assessment measure.
- Become an "early adopter" of a rigorous, transparent and equitable evaluation system that takes into account data on student growth as a significant part to educator performance evaluations.
- Organize the school staff into PLCs and provide high quality job-embedded professional development.
- Participate in the SEA on-site monitoring and technical assistance trainings.
- Include in the contract or agreement a provision that the education management organization will be held accountable for complying with the final requirements if implementing a restart model in a Tier I or Tier II school (if applicable). (*Note: NA*)
- Comply with all state statutes and federal laws related to the Title I Part A, 1003(g) program. Appropriate records will be provided to the State Educational Agency (SEA) as needed for fiscal audit and program evaluation.
- Assure that funds made available through this statute will be used to supplement and not supplant funds from non-federal sources.
- Maintain accurate program records which document progress in implementing the plans approved in this application.
- Report to the SEA the school-level data required under Section III of the final requirements upon request.

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

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

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