

1003(g) SCHOOL IMPROVEMENT GRANT APPLICATION COVER

County Randolph

LEA Title I Director Pamela Isner Hewitt E-mail phewitt@access.k12.wv.us

LEA Curriculum Director Pamela Isner Hewitt E-mail phewitt@access.k12.wv.us

LEA Special Education Director Donna Simmons E-mail dnsimmon@access.k12.wv.us

Others may be added as needed by the LEA.

Superintendent Signature *Dr. James B. Phares* **Date** 5-21-10

LEA Title I Director Signature *Pamela Isner Hewitt* **Date** 5-21-10

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

Through this grant we would like to continue with the initiatives that have already begun at George Ward Elementary School. Funds from the grant will be used to pay the salary of our Technology Integration Specialist. The Technology Integration Specialist will continue to assist teachers in the integration of all technology within our curriculum and support the implementation of Project Based Learning. She will provide professional development sessions for teachers and staff on a variety of technology programs and tools. Community Technology Classes will be offered by our Technology Integration Specialist to help with the school-community connection.

Our professional development program is going to focus on *The Who Took My Chalk?* Turnaround Model provided by the EdVenture Group. The components of the plan will begin with our George Ward Summer Institute that features the HOTT (Higher Order Thinking) Academy (funded by School Improvement Grant #41912). The continuation of this Turnaround Model will extend throughout the grant period of three years. The implementation of this model will include assistance with goal setting based on data as well as changing the instructional environment, the implementation of 21st Century skills and framework, multilayered evaluation process, data collection pre/post and goal setting by virtue of the data collection. Activities will include pre-assessment, Principal Discussion, workshops, face to face meetings, technology, customized professional development, and on-site coaching. During the last year, the EdVenture Group will provide workshops on community involvement and creating a more welcoming environment and the effects of positive parental engagement on academic achievement.

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
George Ward Elementary School - 540126000998	Diana Arbogast	darbogas@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.**

SEE ATTACHMENT 1 (for the narrative of the data analysis). The Data Analysis and Determination of Root Causes sheet and documentation to support the District Capacity Index will be mailed

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.

N/A

C1. For each Tier I, Tier II and Tier III school the LEA will serve, develop measurable summative and growth goals that will be used by the LEA to monitor progress of student achievement on the State's assessments in both reading/language arts and mathematics.

School 1

School Name: George Ward Elementary School

Annual Summative Achievement Goal for Reading/Language Arts:

By 2014, 100% of all students in grades 3-5 will achieve mastery in Reading/Language Arts.

Annual Growth Goal for Reading/Language Arts:

The percentage of students who exhibit typical growth in grades 3-5 will increase annually as measured by the WESTEST 2.

Annual Summative Achievement Goal for Mathematics:

By 2014, 100% of all students in grades 3-5 will achieve mastery in Mathematics.

Annual Growth Goal for Mathematics:

The percentage of students who exhibit typical growth in grades 3-5 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.

Academic progress will be evaluated through WESTEST and Acuity. Tests will be analyzed and deficiencies identified for classrooms as well as individual students. The school's Professional Learning Communities will determine growth and instructional needs based on these scores. Also, longitudinal studies of groups will be made to help determine growth and gaps in instruction.

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

1. Leading for Change

Randolph County Schools has focused on developing teacher and school leader effectiveness in the following manner.

1. We have a leadership liaison that works with the principal for reviewing the strategic plan, for organizing professional development, for conducting school walkthroughs, and for providing positive feedback to teachers through classroom walkthroughs. Under this grant, Randolph County Schools will continue this relationship through a separate funding source.
2. A second component has been to support the Technology Integration Specialist who has worked with classroom teachers and the principal to embed the following PD activities within the school:
 - Developed a PortaPortal that addressed targeted CSOs identified within the root causes of the school achievement deficient areas
 - Interactive whiteboard training,
 - CPS training
 - Document Camera training
 - Acuity training
 - TechSteps training
 - Teach 21 training
 - Writing Roadmap 2 training
 - Odyssey training
 - Starrmatica training
 - RM Easiteach training
 - Integration of technology into reading and math training
 - Organizing the reading professional development academies for the summer of 2009 and 2010

3. Another important component of developing teacher and leader effectiveness has been the development of the Professional Learning Communities in all of Randolph County Schools and more importantly at George Ward Elementary School. The Leadership Liaison and the Technology Integration Specialist have actuated real discussions with classroom teachers on the focus of student achievement. Professional Learning Community activities have been a huge component of shared leadership and shared responsibility for the growth and progress of every child in the school. There have been several activities that have aided in George Ward Elementary School achieving AYP for the current school year. Those activities include:
 - Team building, arranging common planning periods and extended planning periods for data analysis, looking at the models of the Professional Learning Community and the protocol to establish these within the school, and holding a book study on the Professional Learning Communities at Work Workbook by Rebecca and Richard DuFour and Robert Eaker. All of these activities have made George Ward Elementary School a more cohesive and focused staff.

It is important to note that the school has already made major strides in developing a shared leadership system and a shared responsibility for accountability. Much of the gains made at George Ward Elementary School have been because of the work of the total staff to identify targeted student needs, to use benchmark and formative data assessment to measure growth, and then to adjust instruction based on that data analysis.

The essence of this grant will continue the work that will expand the success of some immediate initiatives (Technology Integration Specialist, Professional Learning Community, and Leadership Liaison) that are in place that will help sustain the improvement of George Ward Elementary School. More importantly, this will enable the county and school leadership teams to create a viable model for tying student achievement into performance evaluations of classroom teachers. It is important to note that, in Randolph County Schools, student achievement is tied to all County Office administrators' evaluations and every principal's professional evaluation. This grant enables the county and school leadership teams to explore ways to use a student growth model to perpetuate the teacher professional growth.

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

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

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

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

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

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

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

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



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

One of the biggest obstacles in instituting school reform is the culture of the school. In a school with a negative culture and climate, students and teachers have low expectations for themselves and others

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

- 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**

An important component of developing teacher and leader effectiveness has been the development of the Professional Learning Communities in all of Randolph County Schools and more importantly at George Ward Elementary School. The Leadership Liaison and the Technology Integration Specialist have actuated real discussions with classroom teachers on the focus of student achievement.

Professional Learning Community activities have been a huge component of shared leadership and shared responsibility for the growth and progress of every child in the school. There have been several activities that have aided in George Ward Elementary School achieving AYP for the current school year. Those activities include:

- Team building, arranging common planning periods and extended planning periods for data analysis, looking at the models of the Professional Learning Community and the protocol to establish these within the school, and holding a book study on the Professional Learning Communities at Work Workbook by Rebecca and Richard DuFour and Robert Eaker. All of these activities have made George Ward Elementary School a more cohesive and focused staff.

It is important to note that the school has already made major strides in developing a shared leadership system and a shared responsibility for accountability. Much of the gains made at GWES have been because of the work of the total staff to identify targeted student needs, to use benchmark and formative data assessment to measure growth, and then to adjust instruction based on that data analysis.

- 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.**

George Ward Elementary School will continue to have Professional Learning Communities where teachers assume leadership roles on committees and the continuation of the Summer Academy at George Ward Elementary School. So far there has been horizontal teaming during the Data Days that occurred during the 2009-2010 school year. The new professional development will concentrate on vertical teaming and the development of the growth model to examine student achievement across grade levels. There will be a focus on the application of Fast ForWord and how it can be maximized to improve student growth. Professional development will be provided to teachers on what to do when student interventions are needed in Fast ForWord. A focus on the depth of knowledge and critical thinking questioning techniques, instructional strategy development, and engagement of students in activities will occur during the George Ward Summer Academy when three days will be devoted to Higher Level Thinking strategies.

- 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.**

We will be following through with the initiatives that began with the previous School Improvement Grants. We will continue the technology initiative by retaining our Technology Integration Specialist with the 1003g SIG grant. This will continue to provide support to teachers in implementing the 21st Century tools, programs, and student engagement.

The Professional Learning Community activities have been a huge component of shared leadership and shared responsibility for the growth and progress of every child in the school. This will be continued by using the three days of early dismissals provided by the county and the ARRA funds provided to us by the county for our Professional Learning Communities to have additional days to analyze data. One day at the beginning of the year for WESTEST2 analysis and a day after the second benchmark to realign instruction based on needs and to keep the data notebooks up to date.

Our instruction will continue to be data driven. Standards based instruction using Project Based Learning will be encouraged and supported through professional development provided by School Improvement Grant #41913 Summer Academy. This training will include the Thinkquest program and creating rubrics for Problem/Project Based Learning and Multi Media projects. This will tie in with our Inquiry based questioning to assist in creating projects and higher level questioning across the curriculum.

During year one of the 1003g grant, we will be working with the EdVenture Group to extend learning for students and staff. This will be continued during the second year of the 1003g grant with support provided and in year three, the teacher committees will take control of the initiatives with monitoring being provided by the EdVenture Group staff .

Year One: July 2010 - August 2011

Date	Topic	Presenter(s)
7-26-10	Thinkquest	WVDE/Bodie Fulford
7-27-10	Higher Order Thinking Skills Academy provided by the EdVenture Group	Jennifer Wotring
7-28-10	Higher Order Thinking Skills Academy provided by the EdVenture Group	Jennifer Wotring
7-29-10	Higher Order Thinking Skills Academy provided by the EdVenture Group	Jennifer Wotring
8-13-10	PLC Data day	Staff
9-10	Begin Who Took My Chalk? Program Implementation provided by EdVenture Group Face to Face pre-assessment and principal discussion	Jennifer Wotring
9-20-10	WESTEST 2 Talks	Staff
August and September	Questioning Strategies Relating to PBL through Curriculum Framing Questions	Books: <i>Quality Questioning</i>
October, 2010	1 day customized workshop on school goals for teachers on Who Took My Chalk? provided by EdVenture Group	Jennifer Wotring
December, 2010	Technology Follow Up provided by EdVenture Group	Jennifer Wotring
January 27, 2011	Data Day grades 3-5	Staff
January 28, 2011	Data Day grades K-2	Staff
February 2, 2011	Face to Face Follow Up Sessions with the teachers to check on progress of program implementation	Jennifer Wotring
April 5, 2011	Face to Face Follow Up Sessions with the teachers to check on progress of program implementation	Jennifer Wotring
8-14-11	PLC/Data Day	Staff

*SIG 40912

*Title I Funded

*County Title I PLC ARRA

*1003g grant

Year Two: September 2011 - August 2012

Date (month)	Topic	Presenter(s)
9-2011	The Who Took My Chalk Turnaround Module Follow Up and Coaching provided by the EdVenture Group	Jennifer Wotring
10-2011	Customized Professional Development provided by the	Jennifer Wotring

	EdVenture Group	
10-2011	On Site Coaching provided by the EdVenture Group	Jennifer Wotring
11-2011	On Site Coaching provided by the EdVenture Group	Jennifer Wotring
12-2011	On Site Coaching provided by the EdVenture Group	Jennifer Wotring
12-2011	The Who Took My Chalk Turnaround Module Follow Up and Coaching provided by the EdVenture Group	Jennifer Wotring
2-2012	On Site Coaching provided by the EdVenture Group	Jennifer Wotring
3-2012	On Site Coaching provided by the EdVenture Group	Jennifer Wotring
3-2012	Customized Professional Development provided by EdVenture Group	Jennifer Wotring
4-2012	On Site Coaching provided by the EdVenture Group	Jennifer Wotring
4-2012	The Who Took My Chalk Turnaround Module Follow Up and Coaching provided by the EdVenture Group	Jennifer Wotring

*1003g grant

Year Three: September 2012 - August 2013

Date (month)	Topic	Presenter(s)
10-2012	The Who Took My Chalk Follow Up Face to Face session provided by the EdVenture Group	Jennifer Wotring
2-2013	The Who Took My Chalk Follow Up Face to Face session provided by the EdVenture Group	Jennifer Wotring
4-2013	The Who Took My Chalk Follow Up Face to Face session provided by the EdVenture Group	Jennifer Wotring
5-2013	Creating Welcoming School Environments and Welcoming Families in Transition for K-2 Teachers	Jennifer Wotring
5-2013	Creating Welcoming School Environments and Welcoming Families in Transition for 3-5 Teachers	Jennifer Wotring

*1003g grant

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

The Randolph County Schools Personnel Director will continue to attend job fairs, but the county will use WV Policy and Code 18-A to fill the positions that are available at George Ward Elementary School. Currently, a Technology Integration Specialist is located at George Ward Elementary and this grant will allow her to remain in the position for three more years as a continuation of previous school improvement grant funding.

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.

Randolph County has a New Teacher Mentor Program where new teachers attend monthly sessions on Finance, Personnel, Federal Programs, Technology, Attendance, Special Education, Classroom Discipline and Management, Assessment and Policies. These sessions make new teachers feel welcome and a part of the Randolph County Schools family. Leadership Development and Support

Modules for sitting and prospective educational leaders will be used during the 2010-2011 school year to inform and strengthen the principals and prospective principals' leadership skills.

On the school level, George Ward Elementary School will develop a formal peer support system for new teachers. The new teacher will be paired with a veteran teacher in the same grade level who will meet with the new teacher on a weekly basis to discuss data, curriculum and overall school management. These two teachers will have a common planning time so their meetings will be embedded in the school day.

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.

The following technology, research based programs will be used to enhance data collection, pacing of activities, targeted activities, and administrative monitoring: Grades K-2: DIBELS K-2, Reading Assistant, Fast ForWord Language V2, and Odyssey. These programs will also be used to identify and implement instructional strategies. Grades 3-5 will use Fast ForWord, Acuity (formative), and Odyssey to assess what Content Standards and Objectives need to be addressed for intervention purposes. The results of these assessments will be analyzed during the weekly and monthly data meetings to see what intervention strategies need to be implemented to improve student achievement. An end of the year data meeting will be held so teachers can share student results with the students' next teacher.

Electronic data notebooks will be developed for each child. The Technology Integration Specialist will provide guidance to the teachers on how to set up these data notebooks.

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

The grouping of students for differentiated instruction is based on DIBELS, STAR Reading, Acuity benchmarks and Fast ForWord results. DIBELS and Acuity benchmark assessments are done three times a year. Based on DIBELS results, students receive small group instruction on skills they have not mastered and then progress monitoring is done three weeks later to see if the skills have been mastered. The Acuity Instructional Resources provide interventions for Content Standards and Objectives that the students have not mastered. Students are selected for the Fast ForWord Tier II/III reading program based on their DIBELS, Acuity, and WESTEST 2 results. Data that is gathered from these benchmark and formative assessments are analyzed during Data Days. Once the analysis has occurred, the results are shared with the students' parents through DIBELS and Data talks.

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

There will be an ongoing transformation model through the EdVenture Group that will provide training and instructional support for teachers, parents and students. We will continue to integrate technology in all areas of the curriculum for student engagement and project based learning, Thinkquest, Teach 21, techSteps, Writing Roadmap2, Acuity, RM Easiteach, IXL Math, and StarrMatica. Through county Title I funds, we will implement a program of parent involvement through EdVantia.

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.

George Ward extends learning through a Summer School Intervention Program and an Energy Express Reading Program. The Energy Express Program uses community members, Foster Grandparents program and college students to create an environment of cooperation and learning.

The school has a “Buddy Club” program that extends learning through peer tutors and specific reading skills that are taught to younger children. The “Buddy Club” Program and the “We Read” Program both provide extended time and are supported by our Title I program.

Technology programs such as StarrMatica and Accelerated Reader are accessible and used by students to extend learning at home.

The school provided a four week After School Program for intervention this year and hopes to be able to provide the same next year.

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

Research, experience, and common sense tell us that parent involvement invites success in children. It helps create a friendly environment in our school and makes our children feel important. That is why we strongly urge all parents to become an active participant in their child's education. Listed below are some of the organized groups of parents and supporters dedicated to making sure our students find George Ward Elementary inviting, exciting, and a great place to learn.

- **Parent Volunteer Program** serves as an example of how parents (or grandparents) make a difference at George Ward Elementary. Volunteers provide vital services to our teachers and students in a number of ways, all of which allow teachers to focus on what they do best--educating children.
- **P.T.O** supports our school goals, promotes home-school connections and raises funds for school projects. Each year they plan fun events and fund raising activities.
- **Local School Improvement Council (LSIC)** meets four times annually to review the many aspects of school operations, help develop goals and objectives used in the five year comprehensive school plan and assist in the decision-making process at school.

Members of the council are selected each fall and consist of parents, teachers, service personnel, community leaders, and the principal. All meetings are open to the public.

- **The Foster Grandparent Program** is an important program at our school. It is part of the Federal Senior Corps Program. It allows people over the age of fifty-five to share their love and life experiences to help students in the classrooms. They serve as role models, mentors, and friends. They help children learn to read, provide one-on-one tutoring, and guide children at a critical time in their lives. Put simply, they give the kind of comfort and love that sets a child on the path toward a successful future.
- George Ward also offers many Parent Involvement activities including a Back to School Breakfast, Parent Fair, and a Celebrating Technology Night. Parents are also invited into the classrooms to participate in scheduled parent activity days by grade level.

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

Fast ForWord, Reading Assistant, tiered intervention, and parent instruction on reading strategies and interventions are programs used at our school. We continue to use StarrMatica as a home based instructional tool and will begin using IXL Math in grade 5 as a home based instructional tool. All of these programs extend children's learning and foster connections between school and home.

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.**

George Ward School will receive technical assistance from a Leadership Improvement Liaison hired with the Title II grant. Title I funds will provide the school with additional money to implement school embedded professional development throughout the year. A George Ward Elementary School Summer Academy is scheduled outside the school year to increase teacher knowledge. Teacher schedules for 2010-2011 will allow for common planning and extended planning to facilitate team building throughout the school.

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

The Numeracy and Reading Coaches, Title I Coordinator/Professional Development Coordinator and County Title I Director will give assistance in areas of need. This will be done through modeling of lessons, program implementation, and instructional support.

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 District Leadership Team will hold three Roundtable sessions with the principal and lead teacher from George Ward Elementary School. Leadership Training Modules for sitting and prospective principals will be conducted throughout the 2010-2011 school year to provide technical assistance to present and prospective principals on current educational leadership trends.

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.

A Leadership Liaison will be paid for with Title II funds and will provide embedded professional development and technical assistance to the George Ward Elementary School staff. Durland Consulting will develop a school based survey for parents, teachers, and students on school culture. The consulting firm will provide assistance with data collection and the analysis of the data which will be shared with the parents, teachers, and students.

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

GWES develops its own schedule based on student and staff needs. The Professional Learning Communities are also involved in the development of the school schedule.

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.**

George Ward Elementary School chose the EdVenture Group to provide a systemic, fluid professional development plan for the three year grant. They contacted Jennifer Wotring, a consultant with the EdVenture Group, and she helped the principal and the Technology Integration Specialist develop a customized professional development plan that addressed areas of need that were found when they completed their *Data Analysis and Determination of Root Causes* sheet. A detailed description of the timeline for the three year partnership with the EdVenture Group is available in section 4C of this grant application.

- **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 EdVenture Group was chosen for George Ward Elementary School because of the customized professional development that they would provide for the school over a three year period. Year one will be the program implementation where Jennifer Wotring will meet with the principal to do a face to face pre-assessment of George Ward Elementary School. Ms. Wotring will also do a customized workshop for the teachers on school goals as well as a technology follow up. Midyear and at the end of the year, she will do face to face follow up sessions with the teachers to check on the progress of

the program implementation. During year two, on site coaching and customized professional development will be developed based on the needs at the conclusion of year one. Year three professional development will become more teacher directed with Ms. Wotring serving as a facilitator. *Creating Welcoming School Environments and Welcoming Families in Transition for K-5* teachers will conclude the three year professional development plan because transitioning students into and out of George Ward Elementary School was determined to be a root cause on the *Data Analysis and Determination of Root Causes* sheet. The effectiveness of the professional development sessions that the EdVenture Group provides will be evaluated through a written evaluation that will be given to the staff at the conclusion of each professional development session.

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.

Randolph County Schools will work cooperatively with the staff at George Ward Elementary School to implement the components of this grant. In addition, George Ward Elementary School staff will have the autonomy to design and schedule professional development for the duration of this grant. They will also be included in any county level professional development opportunities.

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.

All Federal Programs budgets will be reviewed at the end of the three years to determine if funding is available to continue the work of the Technology Integration Specialist at George Ward Elementary School. The specific, embedded professional development the teachers received over the three year period should be sustained after the end of the grant.

<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>
--

Submit budget spreadsheets and narrative as specified below:

1. LEA Budget Detail

None of the funds from this 1003g grant will be used at the LEA level.

2. School-Level Detail

a. Budget Spreadsheet:

**GEORGE WARD ELEMENTARY SCHOOL TITLE I GRANT 1003g
BUDGET Year 1**

<i>5 Digit Program Function Code</i>	3 Digit Object Code	Description	Amount from this School Improvement Grant
12213	111	Professional Personnel Regular Salary (TIS)	32,215.00
12213	211	Fixed Charges: Health/Accident Life	4,686.50
12213	221	Fixed Charges: Social Security	2,500.00
12213	231	Fixed Charges: Defined Benefit Plan I	2,450.00
12213	261	Fixed Charges: Workers Compensation	250.00
12213	136	Professional Personnel Substitutes Costs 13 Substitutes for 3 days @ \$150.00/day	5,850.00
12213	321	Purchase Educational Services The EdVenture Group 1 Full Day of Face to Face Pre-Assessment Principal Discussion 1 Full day Workshop Technology Follow Up 2 Full Days of Face to Face Follow Up Travel/Prep/Materials	13,850.00
12213	611	Supplies/General for Professional Development	457.50
		Indirect Costs	1741.00
Total Budget			\$64,000

**GEORGE WARD ELEMENTARY SCHOOL TITLE I 1003g Grant
BUDGET Year 2**

<i>5 Digit Program Function Code</i>	3 Digit Object Code	Description	Amount from this School Improvement Grant
12213	111	Professional Personnel Regular Salary (TIS)	32,802.00
12213	211	Fixed Charges: Health/Accident Life	4,750.00
12213	221	Fixed Charges: Social Security	2,600.00
12213	231	Fixed Charges: Defined Benefit Plan I	2,500.00
12213	261	Fixed Charges: Workers Compensation	300.00
12213	136	Professional Personnel Substitutes Costs 13 Substitutes for 3 days @ \$150.00/day	5,850.00
12213	321	Purchase Educational Services The EdVenture Group 3 Days of WTMC? Follow Up 2 Days of Customized Professional Development 6 Days of onsite Coaching	15,150.00

		Travel/Prep/Materials	
12213	611	Supplies/General for Professional Development	48.00
		Indirect Cost (will adjust budget during Year 2)	?
Total Budget			\$64,000

**GEORGE WARD ELEMENTARY SCHOOL TITLE I 1003g Grant
BUDGET Year 3**

<i>5 Digit Program Function Code</i>	<i>3 Digit Object Code</i>	<i>Description</i>	<i>Amount from this School Improvement Grant</i>	<i>*Amount from other Funding Sources (Specify Funding Source)</i>
12213	111	Professional Personnel Regular Salary (TIS)	33,634.00	
12213	211	Fixed Charges: Health/Accident Life	4,825.00	
12213	221	Fixed Charges: Social Security	2,700.00	
12213	231	Fixed Charges: Defined Benefit Plan I	2,550.00	
12213	261	Fixed Charges: Workers Compensation	350.00	
12213	136	Professional Personnel Substitutes Costs 19 Substitutes for 3 days @ 150	8,550.00	
12213	321	Purchase Educational Services The EdVenture Group 3 Days of Face to Face Follow Up Travel/Prep/Materials	8,000.00	
12213	321	Full Day of Training on Creating Welcoming School Environment and Welcoming Families in Transition for K-2 Teachers	1,595.00	
12213	321	Full Day of Training on Creating Welcoming School Environment and Welcoming Families in Transition for 3-5 Teachers	1,595.00	
12213		School Title I Funds 18 substitutes @ \$150.00/day (9 for each of the 2 Welcoming School Environment sessions)		2,700.00
12213	611	Supplies/General for Professional Development	201.00	
		Indirect Cost (will adjust budget during Year 3)	?	
Total Budget			\$64,000	

b. Budget Narrative:

The project for George Ward Elementary School will be a continuation of the many changes that have already taken place. We have been involved in several state and federal grants, two School Improvement Grants, a Technology Grant, as well as our Title I funds. Local funds will be used for main power source electrical upgrades, including ceiling electrical outlets for mounted projectors and additional power supplies in the computer lab to accommodate the additional computers purchased through the above grants. The expertise of the county technology director and technicians will be used to support our upgrades and maintenance of our equipment. The county has hired an Improvement Specialist through Title II to work as our Turnaround Specialist. This person will be working directly with the principal, teachers and staff to further our improvement through our Professional Learning Communities. Funds from the county have also been given to the school to use in the upcoming year to accommodate our Professional Learning Communities.

County and school Title I funds are an integral component of our improvement process. The program provides us with three interventionists as well as funds for parent involvement, supplies, technology and professional development. Special Education funds will be used to continue our Fast ForWord program and to implement Reading Assistant through Scientific Learning. The funding sources help provide us with a Randolph County Summer Academy for professional development. Additional funding costs of substitutes will be combined with this grant to allow embedded professional development. We will be using some of the Title I money to provide an after school program and a summer program for intervention. An additional state program, Energy Express, will be funded with some county Title I funds and will be located at George Ward Elementary School.

Funds from the grant will be used to pay the salary of our Technology Integration Specialist. The Technology Integration Specialist, in turn, will continue to assist teachers in the integration of all technology within our curriculum and support the implementation of Project Based Learning. She will provide professional development sessions for teachers and staff on a variety of technology programs and tools. Community Technology Classes will be offered by our Technology Integration Specialist to help with the school-community connection.

Our professional development program is going to focus on The Who Took My Chalk? Turnaround Model contracted with The EdVenture Group. The components of the plan will begin with our George Ward Summer Institute that features the HOTT (Higher Order Thinking) Academy (funded by School Improvement Grant #41912). The continuation of this Turnaround Model will extend throughout the three year grant period. The implementation of this model will include assistance with goal setting based on data as well as changing the instructional environment, the implementation of 21st Century skills and framework, multilayered evaluation process, data collection pre/post and goal setting by virtue of the data collection. Activities will include pre-assessment, principal discussion, workshops, face to face meetings, technology, customized professional development, and on-site coaching. During the last year, The EdVenture Group will provide workshops on community involvement and creating a more welcoming environment and the effects of positive parental engagement on academic achievement.

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:

N/A 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.

N/A 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.

N/A 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.

External Trend Data

A broad range of factors affect student performance in our community. Seventy-five percent of our students are considered at risk due to factors including low Socio-Economic backgrounds, single parent families, drug abuse, apathy of parents, and high population of elderly resulting in at risk children and lack of community funds to further education.

Earnings by persons employed in Randolph County increased from \$473,515* in 2004 to \$496,165* in 2005, an increase of 4.8 percent. The 2004-2005 state change was 5.1 percent and the national change was 5.6 percent. The average annual growth rate from the 1995 estimate of \$302,790* to the 2005 estimate was 5.1 percent. The average annual growth rate for the state was 4 percent and for the nation was 5.5 percent. Randolph County's economic growth is slightly below the state's percentage. (Provided by the Randolph County BOE County Strategic Plan)

The 2008-09 percentage of students in Randolph County receiving free or reduced lunch was 54.39% which is an increase from 51.35% in 2007-2008. The 2009-2010 free or reduced lunch rate is 63.52% which is an increase of 9.13%. This significant change is due to the closure of several businesses in the Randolph County area such as AGEIS and lumber mills. There was a 4.3% increase in the number of students living in poverty. 54.4% of the students are either being raised by their grandparents or have a grandparent living in their household. Some additional trends from Kids Count for Randolph County show that teen pregnancy increased by 2.8%, the percent of high school dropouts increased by 39.1%, and births to mothers with less than a 12th grade education increased by 8.8%. These factors may contribute to George Ward Elementary School's demographics in future years.

Data Analysis

During analysis of the math test scores for the last four years: 2005-65.07%, 2006-73.43%, 2007-72.80%, 2008-67.79%, 2009-- 59.16% , 52% using the Confidence Interval, there appears to be fluctuation in the math test score results. Increased math scores may be attributed to the prioritizing and aligning the CSOs for more effective math instruction. These fluctuations could be the result of going from a text based orientated curriculum to an investigative problem solving math curriculum, without a phase in process. The school followed the county math mapping, which benefited our transient students. The school used benchmarks for assessment for learning which provided opportunity for reteaching of deficit skills.

A closer examination of the 2009 WESTEST 2 math scores reveal the following: Grade 3 – 56.82%, Grade 4 – 60.0%, and Grade 5 – 60.98%. The Low Socio-Economic subgroup had a 52% proficiency in math and the Special Education subgroup had a 45% proficiency. Both of these subgroups were below the All Subgroup in math proficiency. It important to note that 2008-2009 scores cannot be compared to 2009-2010 scores because of the change in assessments from WESTEST 1 to WESTEST 2.

During analysis of the reading test scores for the last four years: 2005-65.87%, 2006-68.75%, 2007-71.20%, 2008-64.4%, 2009-- 55% at Confidence Interval, and in the Low SES 50% using the Confidence Interval there appears to be fluctuation in reading test score results. There was a rise in scores in every year until 2008 when the county adopted a new reading series. At this point the

school's curriculum was more text book driven. The scores will improve using CSO based instruction. Special Education scores have increased while using corrective reading program and inclusion of special education students in the regular classroom for reading instruction.

A closer examination of the 2009 WESTEST 2 reading scores shows the following: Grade 3 – 52.27%, Grade 4 – 57.14%, Grade 5 – 56.10%. The Low Socio-Economic subgroup had a 49% proficiency in reading and the Special Education subgroup had a 32% subgroup. These levels of proficiency are significantly lower than the All Subgroup. This shows that more work needs to be done in the Low SES and Special Education subgroups in the area of school achievement and school reform.

When looking at the comparative gap analysis for all subgroups of the WESTEST 2, the Low SES subgroup is 7% lower than the White and All subgroups in math and 5% lower than the White and All subgroups in Reading/Language Arts. The Special Education subgroup is 14% lower than the White and All subgroups in Math and 22% lower than the White and All subgroups in Reading/Language Arts.

We made AYP in the 2008-2009 school year through Confidence Interval in reading. We feel that AYP was made due to several factors including professional development, our Professional Learning Community's test analysis days, implementation of RTI and especially the use of technology for benchmark and instruction in the classroom that resulted in more student engagement.

Other Student Outcome Data:

The attendance rate for George Ward Elementary School is 97.32% which met state requirements. Student attendance can be a factor which can affect the academic success of students. As a result, it is the desire of the school principal and staff to monitor student attendance very closely and intervene where necessary with a parent contact.

Discipline is not an issue at George Ward Elementary School. A Positive Behavioral Support Program is going to be implemented to recognize students for demonstrating appropriate behavior choices during the 2010-2011 school year.

Analysis of Culture, Conditions and Practices:

Conditions are in existence at George Ward Elementary School for collaborative planning, Professional Learning Communities (collaborative teams) whose focus is data, goals, and team work. The administration has provided common planning daily as well as an extended 90 minute planning one time a week for each grade level team.

Data analysis of student work directs the instructional practices/strategies that are used in the classrooms. The focus is to determine learning needs through interpretation of student data. Formative as well as summative assessment results are considered when determining the direction for instruction.

Goals are developed after data interpretation to determine the direction for the instruction and ongoing formative assessment results.

Team work is the foundation of the Professional Learning Community. Determining instructional direction through this collaborative professional setting addresses student need and assures higher achievement. The focus for all PLCs is to determine through short term goal setting and instructional practices that leads to the success of all students.

Because of this laser like focus on data, goals, and team work, the conditions and practices are conducive to higher student achievement and effective teacher performance. GWES acquired six new teachers in 2009-2010 and through the use of common planning and the development of PLCs, these teachers were able to assimilate into the school culture and have a clear understanding of the goals of the school community. Since they are a school on improvement, professional development funds have been provided through ARRA monies, school improvement monies, and Title I Part A monies. George Ward Elementary School has become an emerging improving school because of the opportunities provided through past funding and we want to continue this effort through the School Improvement 1003(g) grant. Other county funding will be available to George Ward Elementary School to aid in the improvement process.

One hundred percent of the teachers at George Ward Elementary School are highly qualified according to federal and state standards. We have two teachers who are on permit and are attending classes for additional certification.

George Ward Elementary School has six content and program specialists who are fully certified in their programmatic areas. These specialists enhance and support the educational program at George Ward Elementary School.

Root Causes Summary: After completing the *Data Analysis and Determination of Root Causes* sheet, George Ward Elementary felt their root causes were:

- Large percentage of Low Socio-Economic students
- Transition students into and out of George Ward
- Low community and parental expectations
- Lack of preparedness of students when entering Pre-K and Kindergarten