

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

County: Berkeley County Schools

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Others may be added as needed by the LEA.

Superintendent Signature: _____ **Date:** 8/1/11

LEA Title I Director Signature: _____ **Date:** 8/1/11

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

(not to exceed 1 page).

Martinsburg North Middle School serves 549 students and has one of the most diverse student populations among middle schools in West Virginia. The school is located within West Virginia’s second largest and most rapidly growing school district. The poverty rate at the school is 63.65%, the minority rate is 36%, and students with special needs comprise 19.6% of the school population. Berkeley County Schools is seeking this grant on behalf of Martinsburg North Middle School to provide intensive training to the many new staff members working at the school and to provide extended support for students.

The broad initiatives proposed include extended time, additional administrative support from a turnaround specialist, intensive professional development on the use of student data and the development of professional learning communities, teacher rewards for achievement of summative student goals and individual achievement goals, a social work/attendance program, and monthly parental involvement programming. Extended time will occur in the form of before school programming daily, 61 two-hour sessions of after school programming with transportation, and a sixth-grade transition academy.

An external staff development provider is proposed for Martinsburg North Middle School. This is a critical strand of the grant because it will provide key training on professional learning communities and data analysis. Year 1 will consist primarily of developing functioning professional learning communities and examining data from Acuity benchmarks. Year 2 will focus on differentiating

instruction, student engagement, providing interventions, and common assessments. Year 3 will focus on transitioning to independence, grading, rubrics, and evaluation.

A second large component of the grant is the turnaround administrator. The turnaround administrator will monitor consistency of instructional delivery for adherence to the standard implementation of the transformation model that has been planned. He or she will serve as a liaison between the school, the district office, the chief instructional leader, and the office of federal programs, assist the school with data analysis, and work closely with small groups of teachers on specific action items to plan, implement, and evaluate student achievement as it relates to the school improvement plan. The turnaround specialist will advise and consult regarding the development of school strategic plan and school budget to ensure a coordinated program and will manage the relationship with the external provider to ensure that the school's needs are met.

A third major component of the school's budget is extended time. A sixth-grade academy has been planned for four days during August 2011. The goals of this academy are to eliminate the loss of instructional time at the beginning of the school year, support students in developing organizational strategies that will assist them in the more independent middle school environment, and communicate a positive school culture of high expectations early. In addition to the sixth-grade academy, a teacher will provide targeted tutoring for 45 minutes before school daily to sixth through eighth-grade students who arrive early and are in academic need. Salary and fixed costs for this service are included in the budget. On Mondays and Wednesdays, the school will add two hours of extended time tutoring after school for sixth through eighth-grade students. Transportation will be provided to return students home.

A fourth major initiative is the social work/attendance program. Attendance, tardiness, and a lack of parent and community involvement are barriers to high achievement at Martinsburg North Middle School. Grant funding will be utilized to support the cost of a part-time/temporary position that will focus on creating relationships with parents, students, and the community that will support improved attendance and reduced tardiness. This position will focus on constructive activities that parents and students can engage in before attendance becomes such a problem that the court system becomes involved. This employee will work with parents individually on issues such as getting their children to school on time, not making appointments during assessment weeks that require students to leave school, and understanding what school resources are available to access.

Teacher rewards are a fifth major initiative. A preliminary survey by the school leadership team showed that 70% of teachers would prefer materials and supplies for their classroom if they met their goals. Fifteen percent of teachers would prefer tuition reimbursement for advanced coursework, and another fifteen percent would prefer support for attending out-of-state conferences.

Intensive, sustained, on-site professional development provided by national experts coupled with the local support of a turnaround administrator will serve to improve teaching and learning at Martinsburg North Middle School. These two initiatives will make data-driven instruction a daily focus. Extended time, social work/attendance, and parental involvement programs will offer students the supports they need to make gains. Finally, teachers will be rewarded for meeting their goals.

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
540006000024	Rebecca Eyer	reyler@access.k12.wv.us				<u>X</u>

Tier III Schools:

School Name/ NCES ID#	Principal	Email Address

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.**
- 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.**

In April 2010, the major requirements of the grant application were shared with the board of education. The principal met with the school faculty to give an overview of the grant requirements. A school leadership team, including teacher leaders, was included in the grant writing process. Multiple meetings were held in late April and early May with this team, and frequent e-mail, telephone, and in person communication occurred throughout the grant development period. The school leadership team presented the grant proposal to the school's faculty for feedback on May 5, 2010.

The superintendent, the deputy superintendent, the chief instructional leader, the federal programs director, and the principal held meetings on April 2, April 23, April 27, April 30, and May 5 concerning development of the grant. The county leadership team met in May 2010 to provide input into the grant proposal. Meetings were also held with the LSIC and PTA on May 4, 2010. Letters from the PTA, LSIC business partner member, and faculty senate chair are included in the ancillary materials packet that was sent electronically. An additional letter from the chair of the LSIC is attached.

Berkeley County Schools received technical assistance from WVDE at the April 20-21 grant writing meeting in Charleston, WV. A representative of the WVDE Title I Office also visited North Middle School on May 6, 2010 to provide technical assistance and become familiar with the school. The teacher leadership team at the school meets once per month and represents all grade levels and content areas. A portion of the leadership team attended the grant meeting in Charleston. Four teacher leaders were involved with writing sections of the grant. They developed the extended time programs and surveyed the staff concerning what teacher rewards faculty would prefer. They solicited input from other staff members and explained grant requirements. The teacher leadership team met with county personnel on three different occasions during April and May 2010. Additionally, the teacher leadership team maintained extensive electronic contact while developing the extended time portions of the grant.

During the grant implementation period, the stakeholders will continue to be involved. The teacher leadership team will continue to meet with the rest of the faculty in team meetings to discuss grant progress and any suggested changes. The leadership team will provide this feedback, along with its recommendations, at monthly meetings. The next LSIC meeting is scheduled for August 24, 2010. The LSIC will meet monthly and the PTA will meet quarterly. Both groups have volunteered to be involved with the portion of the grant that provides monthly parent meetings and activities. The PTA will be present at these monthly meetings in addition to their quarterly meetings. The PTA and LSIC are working together to provide healthy snacks during these meetings. The PTA will also be available to support parents. At the monthly LSIC meetings and the quarterly PTA meetings, these stakeholders will provide input on grant implementation and suggest any changes to procedures.

In order to prepare for 2011-2012, a meeting was held on April 25, 2011 to discuss grant revisions. This meeting included the county Title I Director, the Principal, and the Transformation Specialist. Grant revisions were discussed with North's Leadership Team on April 26 and with the staff on June 7 with input gathered. North's LSIC will meet quarterly in

2011, and the PTA will meet monthly. Grant revisions will be shared with both of these stakeholder groups.

C1. For each Tier I, Tier II and Tier III school the LEA will serve, develop measurable summative and growth goals that will be used by the LEA to monitor progress of student achievement on the State’s assessments in both reading/language arts and mathematics. Annual growth goal example: “The percentage of students who exhibit typical growth in grades 6-8 in mathematics will increase annually as measured by the WESTEST 2.”

School 1

School Name: Martinsburg North Middle School
Annual Summative Achievement Goal for Reading/Language Arts: The percentage of students who achieve proficiency in Reading/Language Arts will increase 5% in the all group.
Annual Growth Goal for Reading/Language Arts: The percentage of students who exhibit typical growth in grades 6-8 in Reading/Language Arts will increase annually as measured by the WESTEST 2.
Annual Summative Achievement Goal for Mathematics: The percentage of students who achieve proficiency in mathematics will increase 5% in the all group.
Annual Growth Goal for Mathematics: The percentage of students who exhibit typical growth in grades 6-8 in mathematics will increase annually as measured by the WESTEST 2.

School 2

School Name:
Annual Summative Achievement Goal for Reading/Language Arts:
Annual Growth Goal for Reading/Language Arts:
Annual Summative Achievement Goal for Mathematics:
Annual Growth Goal for Mathematics:

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

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

In addition to the quarterly meetings between the school principal and her supervisor to examine progress on administrative goals including student achievement, the LEA will conduct quarterly meetings to examine WESTEST and Acuity benchmark data for Martinsburg North Middle School. The chief instructional leader and the turnaround specialist will meet with the principal quarterly to review students’ assessment results and teachers’ instructional goals in mathematics and reading/language arts. The August meeting will focus on WESTEST 2 results. The meetings in

October, February, and May will focus on Acuity assessment results. The principal will bring the following information to the meetings:

- 1) Assessment results: WESTEST 2 data will be provided by grade levels and cells. Acuity data will be provided by teacher and individual student reports.
- 2) Growth reports: Beginning in February 2011, the assessment results identified above will include growth reports from previous assessments.
- 3) Teacher SMART goals: Annually during the August review of the WESTEST 2 reports, teachers will set goals to address identified areas of weakness in the curriculum and to promote improved achievement of students who scored below mastery on the WESTEST 2. Following each benchmark assessment, the principal will meet with teachers to review the progress of their goals and to assist them with making appropriate revisions to their goals. The principal will share the goal revisions at the quarterly meetings with the chief instructional leader and the turnaround specialist.

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.

Berkeley County Schools 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
Martinsburg North Middle	II	a	1/18/11

- a. The principal has been replaced within the past two years, (newly defined by ED as the fall of 2007 or more recently), as required of an identified Title I school in years four and beyond placed in restructuring as defined in NCLB §1116(b)(8)(B)(ii). This change in leadership meets the requirement of restructuring the school governance for a fundamental reform. Evaluation of the individual’s performance will be conducted within the guidelines of WV Code §18A-2-12 and WV BOE Policy 5310.
- b. The principal has been or will be replaced through a mutual agreement (i.e., voluntarily applies to transfer to another available position within the district) as outlined in WV Code §18A-2. Evaluation of the individual’s performance will be conducted within the guidelines of WV Code §18A-2-12 and WV BOE Policy 5310.
- c. The principal has been or will be replaced through the performance evaluation of school personnel process as outlined in WV Code §18A-2-12 and WVBOE Policy 5310.

1b. Describe the leadership competencies the district will require for principals placed in the schools implementing the transformation model.

The principal was replaced on January 18, 2011 after a four year stint by the previous principal October 16, 2007, after the beginning of the 2007-2008 school year. A follow-up visit by the Office of Educational Performance Audits during the previous~~current~~ principal's tenure recognized positive changes in school culture, increased instructional minutes, and the creation of common planning periods for teachers. Additionally, benchmark assessments were~~are~~ being implemented, the school's mission and vision statements have been revised, and the highly qualified rate has increased by 32.3% in the last three years. The current principal has continued those items recognized by OEPA and has excelled in several more areas. Since her hire, the school has conducted a baseline and follow-up climate survey. Positive school climate has climbed markedly in the past school year. Disciplinary infractions have also decreased by 32%. The current principal has also made a commitment to build capacity within the building, and has hired a new Assistant Principal and an Academic Coach (a new position) for the 2010-1011 school year from within the ranks of the existing Faculty. The principal participated in the Principals' Leadership Institute during the 2008-2009 school year and is participating with a school team in the Teacher Leadership Institute in July 2010.

The competencies neeeded include facility with using data to drive instruction, team building among the staff, and the competency of monitoring instruction. It is anticipated that these competencies will be developed in multiple ways. First, the hiring of a new assistant principal and full time guidance counselor will create additional time for the principal to focus on instruction. The transformational specialist will provide support and mentoring for the principal. The principal will participate in several trainings offered by WVDE including Teacher Leadership Institute, Acuity, and the SIG staff development trainings. The new Transformation Specialist, Principal and Assistant Principal are also attending a week long intensive Administrative Leadership Academy held in the summer of 2011 by Berkeley County Schools. Some of the focus of that academy includes, making instruction a priority, and implementing a data-driven instructional program. Additionally, the grant provides for planning and support meetings with the external provider with just the administrative team as well as quarterly meetings with the CIL and transformational specialist. The principals' supervisor will also meet with her quarterly to discuss progress as required by the grant.

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

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

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

Schools accepting Title I 1003(g) funds will be required to adopt the newly developed framework for a multiple measure professional educator evaluation system. As a result, these schools will be labeled as "early adopters" in the timeline of implementing this framework. LEA representatives will participate in the revision of WV BOE Policy 5310 and the development of a rigorous, transparent,

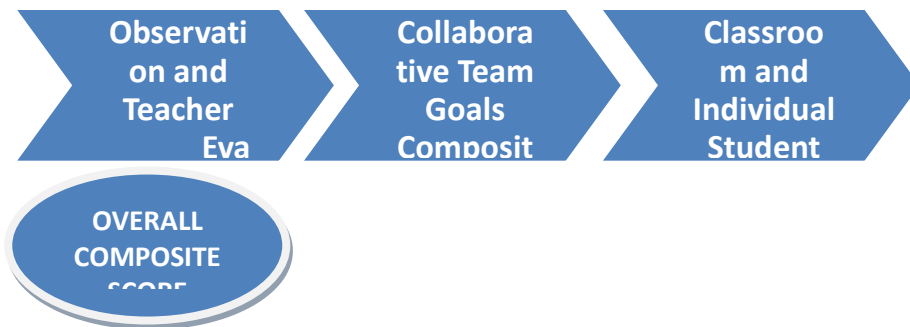
and equitable evaluation system for teachers and principals. This taskforce must include representatives from all stakeholder groups and will be guided by the task force executive committee. The timeline below illustrates the implementation stages for this new framework:

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

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

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

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



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

Nationally, reward-based compensation is becoming increasingly common as a school reform strategy because of the increased emphasis on teacher effectiveness and increased student achievement. The goal of this type of compensation structure is to significantly motivate employees

to perform well and encourage the retention of highly effective teachers in low achieving schools. According to NCLB Section 1117, each state may financially reward schools that improve student achievement and help the school meet its goals for improvement. The rewards program may also recognize and provide financial rewards to teachers teaching in a Title I school identified for improvement that consistently makes significant gains in academic achievement in the areas in which the teacher provides instruction or to teachers or principals designated as distinguished.

While WV Code §18A-4-4 and §18A-4-5a limits the options for rewarding teachers, Berkeley County Schools will implement the following procedures for meeting this criteria. The rewards will be based on student achievement results and implementation of individual action steps to achieve the school goals. The information contained in the school growth report provided by the WVDE will be utilized to determine reward-based compensation.

All professional staff members will be part of a collaborative team (professional learning community) and participate in regularly scheduled team activities. As part of the team activities, each staff member will be asked to identify specific individual action steps. The teacher will commit to completing the identified tasks as part of the overall strategies to achieve the school’s summative and growth goals for reading/language arts and mathematics. The completion of these individual action steps will be monitored quarterly by the building administrator.

Each year, an LEA having a Title I 1003(g) grant recipient school will receive a school growth report from the WVDE. After reviewing the school growth report, the LEA will determine if the school met its summative and overall school growth goals for reading/language arts and mathematics. Additionally, the building administrator will determine if the teachers completed their individual action steps. The administrator’s supervisor will in turn determine if the principal completed his/her individual action steps.

If it is determined that the school met the summative and overall school growth goals for reading/language arts and mathematics and each professional completed their individual action steps, then the professional staff members (principal and teachers) will be rewarded. Current WV Code does not permit a bonus to be paid to individuals, thus the following options are being suggested as appropriate rewards.

Check the option(s) the county will use to provide rewards:

Reward Options	Amount per Staff Member
<input type="checkbox"/> X Materials or supplies for teachers’ classrooms	\$1,000
<input checked="" type="checkbox"/> X Attend an out of state conference	\$1,000
<input checked="" type="checkbox"/> X Utilize the funds towards tuition for advanced coursework and LEA HQ teacher plan	\$1,000
<input type="checkbox"/> Enrichment camps for students	
<input type="checkbox"/> Other (Please specify)	

The school leadership team at Martinsburg North Middle School conducted a preliminary survey on rewards. It was determined that the staff would prefer to choose a reward from a bank of options.

Seventy percent of the staff preferred materials or supplies for the classroom, 15% of the staff preferred attendance at an out-of-state conference, and 15% of the staff preferred funding towards tuition for advanced coursework. If the school met its annual goals and staff members met their individual goals, each staff member would receive \$1,000 toward one of the three reward options. For Year 2, the budget reflects rewards of \$1,000 per teacher for materials only. It was noted that the tuition and conference options were difficult to exercise within the liquidation period of the grant, therefore they were removed as options.

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**

For the 2010-2011 school year, the master schedule will be revised to allow teachers to have common plannings with both their interdisciplinary grade level middle school teams and their vertically aligned subject area teams. Each teacher will have 10 planning periods per week. Three of the plannings will be required to be used with the interdisciplinary team in professional learning communities. Two of the plannings will be required to be used to collaborate with vertically aligned content area colleagues. The other 5 planning periods will be individual, providing the required daily planning period.

The principal will select facilitators for each interdisciplinary professional learning community and for the vertical content area teams. Facilitators will be selected from diverse content areas and grade

levels to promote sustainability. The facilitators will be members of the 2010-2011 school leadership team. The facilitators will be trained in data analysis and the professional learning community model. Each professional learning community will produce minutes and work products as records of their collaborative tasks.

The major areas of focus for the 2010-2011 school year will be using data to drive instruction and the foundation of professional learning communities. For the 2011-2012 school year, the focus will extend to using data to differentiate instruction and improving instructional practices. Progress monitoring of professional learning community practices will continue throughout this school year. During the 2012-2013 school year, effective grading practices and designing effective and common assessments will be foci. The professional learning communities will be prepared to transition to independence with sessions and technical assistance focused on sustainability.

The county's existing curricular initiatives with the LLC group are explained in the grant ancillaries' attachment. These initiatives are compatible as they focus on data-driven instruction, the essential curriculum, and common assessments. Representatives from Martinsburg North Middle School are included on the teacher leadership training team for these initiatives. The faculty at North Middle School will receive the same training that is provided to all schools on IS days either on IS days or after school, depending on the scheduling of their training through the external provider throughout the three-year grant period. The topics will be a focus of the North Middle School PLC's work as they are just taught and monitored more intensely through the grant plan.

Summary Describing School's Progress 2010/2011:

For the 2010-2011 school year, the master schedule allowed teachers to have common plannings with both their interdisciplinary grade level middle school teams and their vertically aligned subject area teams. Each teacher had 10 planning periods per week. 5 planning periods were individual, providing the required daily planning period. Initially, teachers used three of the plannings with the interdisciplinary team in professional learning communities, and two of the plannings were used to collaborate with vertically aligned content area colleagues. However, after discussions with the Leadership Team about need, that was changed at the beginning of the second semester to four plannings with interdisciplinary teams and one with content area teams. Facilitators of the content teams were members of the 2010-2011 school leadership team. The facilitators were trained in data analysis and the professional learning community model. Each professional learning community produced minutes and work products as records of their collaborative tasks.

The major areas of focus for the 2010-2011 school year were the foundation of professional learning communities and using data to drive instruction. Great progress was made in both of these areas of focus. PLCs created norms, purposes, and began creating and using common assessments. After implementing common assessments, data from those assessments was analyzed and interventions

planned and implemented. Data was also used to plan instruction that centered on student weaknesses and strengths. All Acuity benchmarks reflected increases in student mastery of objectives taught.

Plan for Year 2 of Collaboration using PLCs

For the 2011-2012 school year, the master schedule will allow teachers to have common planning with their interdisciplinary grade level middle school teams. Each teacher will have 10 planning periods per week. 5 planning periods will be individual. 5 planning periods will be with their interdisciplinary grade level teams. Content teams will meet once a month. The Department of Instruction is providing seven days of substitutes per teacher for PLCs for schools during the 2011-2012 school year. Facilitators of the grade level PLCs will be team leaders. Facilitators of the content teams will be members of the 2011-2012 Leadership Team. The major areas of focus for the 2011-2012 school year will extend to using data to differentiate instruction and improving instructional practices. Progress monitoring of professional learning community practices will continue throughout this school year.

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

The professional development plan will focus on building functional professional learning communities and using data to drive instruction. The areas of data analysis, data-based decision making, the development of professional learning communities and improved instructional practices will be foci. Two primary consultants will be used for the duration of the three-year grant. Anthony Muhammad specializes in professional learning communities, school culture, and middle school achievement. Paul Farmer of Marzano Research Associates specializes in data analysis and instructional practices. Because summer dates and instructional support days were not able to be secured with consistent consultants for 2010 due to the short timeline of the grant process, the school will utilize half-day substitutes on two dates during Year 1 in order for the consultants to introduce new topics. This will allow for the consultants to work with the staff in group but also maintain consistency in instruction in the building. During the additional sessions, the consultants will work with individual professional learning communities during team planning. A substitute schedule will be set up to allow for consultants to work with teams for double periods depending on the content of the session and the progress of the team. Berkeley County Schools is working with the external provider to secure the same consultants in August 2011 and August 2012 before school begins and on instructional support days for Years 2 and 3 to further maximize instructional time. A detailed proposal including dates and costs for each activity is attached to this grant application.

The first fall session will be designed for school and district level administrators and the turnaround specialist. The focus of this meeting is to conduct a building level needs assessment and to create the details of the plan for the year. Key components of the work for the year will be defined and support structures will be analyzed. A Building Level Needs Assessment will be completed so that the work can be customized for the school. The school's progress in regard to the reform effort will be determined through an assessment tool. Data will be collected during this session in regard to school procedures and teacher and student perceptions. Student achievement data will be reviewed. This will allow for more focused work throughout the year and the creation of benchmarks for progress monitoring and celebration of growth.

On September 30, 2010, a professional learning communities' orientation for faculty and staff will be conducted. The primary emphasis will be on creating a collaborative culture that supports a focus on learning and drives results. The orientation will also continue emphasis on the need for a common system around assessments, strong, effective classroom instruction, and the identification of learning needs specific to the school's population.

During October, teachers will engage in staff development focusing on utilizing data to drive instruction. The focus of this session will be how to translate the data that is collected on various student achievement assessments into practical classroom implementation of strategies that will improve student achievement. Participants will learn how to foster collaborative inquiry, set norms for groups, develop logistics, pose quality questions, facilitate dialogue, and translate data into changes in instructional practice.

Another session will be conducted November 4 after the first Acuity benchmark. The focus will be on analyzing what trends, biases, and reliability interpretations can be drawn from the data and will begin to focus on appropriate instructional strategies that will respond to strands

where student performance was lower than expected. Professional learning communities will practice a collaborative method of investigation under the monitoring of the Solution Tree lead associate. A follow up session is planned within this same benchmark period to continue work on collaboration strategies and SMART goals.

During the first year of the grant, additional sessions are planned after Acuity Benchmarks II and III to analyze data as well as three additional follow-up sessions to monitor the work of collaborative teams. The first year of professional development was designed to be the most intensive to establish a foundation of how professional learning communities use data to make decisions. The majority of sessions will involve teams actually working in their professional learning communities with the consultant guiding and monitoring their work. Only four of the days will involve large group presentations. Rotating substitutes and regularly scheduled collaborative planning periods will be utilized so that professional learning communities each have an opportunity to work with the consultant in their groups and students do not miss large amounts of instruction. Additionally, this format will allow the external vendor and the turnaround specialist to monitor the progress of the teams more closely. The turnaround specialist and the building administrator will be able to provide more support to any struggling teams in between visits by the external partner.

During the second year of the grant, the focus will be on differentiating instruction. On August 15, 2011, during the Teacher Academy, a full day session will be presented by Mitzi Hoback of Marzano Research Laboratory providing an overview of Marzano's The Art and Science of Teaching. During this lesson, the following topics will be outlined: providing clear goals, giving feedback, celebrating growth, establishing routines, considering physical organization of the classroom. On September 12, 2011, substitutes will be provided to teachers for half-day sessions with Mitzi Hoback sustaining the August 15 presentation. On October 17, 2011, again substitutes will be provided to teachers for sessions on practicing and deepening knowledge and teaching cognitively complex tasks. This session will be presented by Tina Boogren of Marzano Research Laboratory. On November 14, Mitzi Hoback will spend the day doing classroom observations looking specifically for implementation of practices. On December 12, substitutes will be provided for teachers to attend half-day sessions on differentiating instruction, including: understanding learning styles and preferences, scaffolding instruction, and reading strategies for struggling students.

The second semester will focus on The Highly Engaged Classroom, beginning with a full day session on January 17. Topics will include the student perspectives of How do I feel?, Am I Interested, Is this important, and Can I do this? On February 13, 2012, Tina Boogren will do instructional rounds. On March 12, 2012, Mitzi will present half day sessions focused on building background knowledge, specifically with vocabulary. On April 2, 2012, more instructional rounds will be done by Tina. Finally, on April 20, 2012, Chapter 10 of The Art and Science of Teaching will be reviewed specifically a review of instructional strategies and lesson design.

During 2011-2012, teams will continue to work on S_MART goals in their professional learning communities. Ongoing data analysis from classroom assessments and state benchmark testing will help drive the work. Student engagement strategies will also be a focus, and IPI data collected by the turnaround specialist and the staff's IPI team during Year 1 will provide a data baseline for this.

The lead associate will conduct a planning, strategy, and training meeting for teacher leaders in August 2012. A two-day intensive training will be conducted on how to lead school teams

forward. Teacher leaders will learn how to monitor products from team meetings and analyze team progress as well as offer guidance and suggestions for teams who do not seem to be progressing appropriately. These teacher leaders will fully understand what it means to ensure that teams are focused solely on student learning. They will learn how to mentor new staff members and strategies for integrating them into existing professional learning communities. They will work with district and building administrators to develop non-negotiable norms for their building in the areas of collaboration, focus on student learning, and fidelity to instructional strategies. The focus of Year 3 will be to develop the teacher leadership that has emerged in the school and scaffold the supports in such a way that the professional learning community structure will thrive after the external vendor has exited.

During an August 2012 session for the entire faculty, participants will become familiar with the issues surrounding common assessments, grading and homework. Participants will understand the basics of evaluating assessment to ensure quality and how that connects to research-based grading practices. Quality homework assignments will be discussed. Assessment, grading, and homework will be addressed in detail throughout the course of Year 3 training.

The format of Year 3 training will be similar to Years 1 and 2. Whole group sessions are planned for August, October, and February. An additional seven sessions are planned to work with individual professional learning communities on the targeted topics, utilizing common planning time and rotating substitutes to ensure individualization and reduce missed instructional time for students. Teams will focus on quality standards-based grading practices. Teachers will be asked to present grading issues they have encountered and will be led through a problem-solving process in a collaborative format. The lead associate from the external vendor will work with teams on proficiency scale development to check the quality of existing assessments and to assist in the creation of new quality assessments as they relate to previously identified learning goals and objectives. The implementation of common assessments and their importance will be examined as quality assessments are being created by each school team. Teachers will understand how using proficiency scales to develop quality assessments will allow them to identify differences between proficient and non-proficient work as well as the degree of proficiency on a continuum.

The external vendor will monitor this process by examining the assessments developed at each visit and offering assistance. School teams will examine item types, item difficulty, and how to use scaled interventions when students fall into the barely beginning level of proficiency. PLC leadership and school teams will conduct an assessment of their work using rubrics provided in Learning by Doing to analyze where they are in the PLC continuum and what next steps must be taken to sustain implementation. Teams will develop action steps under the supervision of the external vendor that will sustain their activities in Year 4 and beyond. In August 2013, a final meeting will be conducted with leadership and building teams to create plans to train and mentor new staff and develop a system of accountability for district, school and team leadership. Common goals for the next several years can be discussed, and teams can work on developing new SMART goals to lead student academic and behavioral performance forward.

- 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.

Martinsburg North Middle School's Professional Development Plan

Year One: July 2010 - August 2011

Date	Topic	Presenter(s)
8/16/10 8/17/10 8/18/10	WVDE Training for Transformation Specialist	West Virginia Department of Education
9/16/10 9/17/10	Initial Planning Meeting and Building Level Needs Assessment	Solution Tree/Marzano Research Associates: Paul Farmer
9/30/10	PLC On-Site Orientation for Faculty and Staff	Solution Tree: Anthony Muhammad
10/11/10	Using Data to Drive Instruction	Solution Tree/Marzano Research Associates: Paul Farmer
10/18/10 10/19/10 10/20/10	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 (student engagement).	West Virginia Department of Education
11/4/10	Facilitating Data Teams with Acuity Benchmark Data: Benchmark I	Paul Farmer

11/30/10	PLC Continued Training, Based on Building Needs Assessment: Working with Individual Teams and Monitoring Product	Solution Tree: Anthony Muhammad
1/26/11	Facilitating Data Teams with Acuity Benchmark Data: Benchmark II	Solution Tree/Marzano Research Associates: Paul Farmer
2/16/11 2/17/11 2/18/11	Shared leadership, the change process, collaboration, teaming, and IPI data review.	West Virginia Department of Education
2/21/11	PLC Continued Training, Based on Building Needs Assessment: Working with Individual Teams and Monitoring Product	Solution Tree/Marzano Research Associates: Paul Farmer
3/2/11	PLC Continued Training, Based on Building Needs Assessment: Working with Individual Teams and Monitoring Product	Solution Tree: Anthony Muhammad
4/1/11	Facilitating Data Teams with Acuity Benchmark Data: Benchmark III	Solution Tree/Marzano Research Associates: Paul Farmer
4/12/11	PLC Continued Training, Based on Building Needs Assessment: Working with Individual Teams and Monitoring Product	Solution Tree: Anthony Muhammad
4/21/11 4/22/11	Strategic Planning, Evaluation of Professional Development and the Budgeting Process.	West Virginia Department of Education
8/15/11	<p><u>Overview of Art and Science of Teaching.</u></p> <p>Lesson Segment One:</p> <ul style="list-style-type: none"> • Providing clear goals • Giving feedback • Celebrating growth • Establishing routines • Considering physical organization of 	Solution Tree/Marzano Research Associates: Mitzi Hoback

	classroom	
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Year Two: September 2011 - August 2012

Date (month)	Topic	Presenter(s)
9/12/11	Lesson Segment Two A <ul style="list-style-type: none"> Teaching New Content 	Marzano Research Laboratory: Mitzi Hoback
10/17/11	Lesson Segment Two B and C <ul style="list-style-type: none"> Practicing and Deepening Knowledge Teaching Cognitively Complex Tasks 	Marzano Research Laboratory: Tina Boogren
11/14/11	Classroom Observations	Marzano Research Laboratory: Mitzi Hoback
12/12/11	Differentiating Instruction	Marzano Research Laboratory: Mitzi Hoback
1/17/12	<u>The Highly Engaged Classroom</u> <ul style="list-style-type: none"> How do I feel? Am I interested? Is This Important? Can I Do This? 	Marzano Research Laboratory: Mitzi Hoback
2/13/12	Instructional Rounds	Marzano Research Laboratory: Tina Boogren
3/12/12	Building Background Knowledge (Vocabulary)	Marzano Research Laboratory: Mitzi Hoback
4/2/12	Instructional Rounds	Marzano Research Laboratory: Tina Boogren
4/20/12	<u>The Art and Science of Teaching – Chapter 10</u>	Marzano Research

	<ul style="list-style-type: none"> • Review of instructional strategies • Lesson design 	Laboratory: Mitzi Hoback
8/12	Administrative Training for PLC's: Principal, Assistant Principal, and Transformational Specialist	Solution Tree
8/12 Two-Day Training Prior to School Term	PLC's: Teacher Leader Training	Solution Tree
8/12	Instructional Practices: Effective Grading Practices	Solution Tree

Year Three: September 2012 - August 2013

Date (month)	Topic	Presenter(s)
Late September 2012	Working with Individual Teams and Monitoring Implementation of Effective Grading Practices	Solution Tree
October 2012	Working with Individual Teams and Monitoring Implementation of Effective Grading Practices	Solution Tree
October IS Day 2012	Instructional Practices: Designing Good Assessments	Solution Tree
November 2012	PLC's: Working with Individual Teams and Teacher Leaders: Transitioning to Independence	Solution Tree
December 2012	Working with Individual Teams and Monitoring Implementation of Designing Good Assessments	Solution Tree
January 2013	PLC: Working with Individual Teams and Teacher Leaders: Transitioning to Independence	Solution Tree
February IS Day, 2013	Instructional Practices: Designing Common Assessments	Solution Tree
Late March 2013	Working with Individual Teams and Monitoring Implementation of Common Assessments	Solution Tree
April 2013	Working with Individual Teams and Monitoring Implementation of Common Assessments	Solution Tree
August 2013 IS Day	PLC's: Sustaining Implementation	Solution Tree

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

Martinsburg North Middle School has made strides in increasing the percentage of classes taught by highly qualified teachers. When the current principal began tenure in October 2007, the HQ rate was 56.8%. The rate increased to 77.5% for the 2008-2009 school year and to 89.1% for the 2009-2010 school year. This is comparable to the district average of 90.3% for all schools and exceeds the district average for middle schools of 82.4%.

Berkeley County Schools is located in the greater metropolitan area of Washington, D.C. and Baltimore, Maryland. Our demographic growth has slowed this year due to the struggling economy; therefore, some pressure has been relieved with respect to our inability to recruit and retain highly qualified teachers. Because of Berkeley County Schools' location in a quad-state area, recruitment and retention are challenging. Three other states are within a twenty minute radius, and teacher salaries and benefits are far above what in-state systems offer. The pattern has been that during times when the national economy prospers, Berkeley County experiences both high student growth and difficulty competing with the high salaries and benefits of surrounding areas, which simultaneously experience high student growth and a high demand for teachers but offer much more competitive packages.

In order to compensate for this disadvantage, Berkeley County Schools has instituted an aggressive recruiting campaign over the last five years. The district sends recruiting teams to over 100 colleges and universities, implements a web-based application system, and markets the school system through videos, media campaigns, and literature. The Berkeley County Board of Education offers dental and vision plans as additional benefits to attract and retain teachers as well as a housing allowance and an unused sick leave incentive. A new teacher orientation stipend is also offered.

Berkeley County Schools will continue to strive to recruit, place, and retain highly qualified staff by participating in job fairs at regional colleges and universities, providing enhanced benefits, maintaining a good working environment, and promoting the high quality of life in West Virginia's eastern panhandle.

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.

The district will hire a school turnaround specialist to assist the school in developing teacher and school leader effectiveness. The county and school leadership teams determined that this position would increase capacity and the likelihood of sustainable change. Several factors were considered when making this decision. The current school leader is the seventh principal at the school in 13 years and has 2.5 years of tenure as a principal. She will be hiring and training a new assistant principal for the 2010-2011 school year as well as hiring a new guidance counselor. As indicated in the needs assessment, the school has reduced the number of disciplinary issues but still needs to make improvement in this area. It is anticipated that the new assistant principal will spend a substantial percentage of time continuing and accelerating this improvement. The ratio of LEA administrators to students is also below the state average and less than half of that of an adjacent similarly-sized district in a neighboring state. During the past four years, closing the Achievement Gap specialists have worked at the school part-time while servicing other schools. While the services have been helpful, the part-time assistance has failed to produce the needed changes. Given what is known about the pace of

change (Heifetz & Linsky, 2002) and the greater likelihood of change being produced by teams (Gladwell, 2002; Rubin, 2002), the county and school leadership teams determined that additional administrative support is necessary during the grant period to ensure that the change process is well underway.

The turnaround specialist will monitor the consistency of instructional delivery for adherence to the standards of implementation of the transformation model that has been planned. He or she will guide the implementation of the detailed project plan and ensure that all documentation and evaluation procedures are followed. The turnaround specialist will serve as a liaison between the school, the district office, students' families, and the local business community to assist the school with acquiring additional resources to facilitate and sustain the transformation process. He or she will advise and consult regarding the collaborative development of the school strategic plan. The turnaround specialist will also serve as a liaison between the school, the Office of Federal Programs, the Chief Instructional Leader, and the superintendent's cabinet regarding progress on the planned transformation model. He or she will engage in 11 days of intensive training during the 2010-2011 school year provided by the West Virginia Department of Education.

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 August, teachers will analyze the WESTEST 2 results for mathematics and reading / language arts and will identify: 1- subcells that did not achieve mastery; 2- students who did not achieve mastery, and 3- curriculum objectives where fewer students achieved mastery. They will use this data to develop school goals that are intended to raise student achievement in these targeted areas. Annually, the growth made by individual students and groups of students by grade level will be compared with the results from the previous year. These results will be shared with students and, together, the teachers and students will set achievement goals for the upcoming year.

Throughout the school year, teachers will review Acuity benchmark data in their professional learning communities and set SMART goals for student achievement with the next benchmark. They will examine student weaknesses individually and collectively. Group weaknesses will be examined in terms of where the instruction would normally occur following the district's curriculum map. Teachers will plan time to pre-teach and possibly re-teach these objectives. Extra attention will be given to differentiating the instruction related to these areas.

Teachers will discuss how to address individual student weaknesses through intervention and look at methods of support for students and whether these students may need increased instructional intensity, flexible grouping, or work with an interventionist. Candidacy for the extended time programs before and after school will also be considered.

Finally, teachers will examine performance data in their vertically aligned subject area collaborative teams and make common decisions about how they can adjust instruction to compensate for collective student weaknesses that persist across grade levels. Utilizing the collaborative time provided by the new master schedule, teachers will be able to share engaging instructional techniques and student work samples to formulate solutions to whole department instructional issues.

A formal survey has not been conducted concerning the reasons for teacher absences. The district does have a sick leave bonus policy to encourage attendance. In the event that morale and ownership are underlying issues with the absenteeism rate, it is anticipated that the PLC structure will increase morale and reduce isolation which could lead to better attendance. The teacher reward system being provided by the grant could create more ownership in student performance and meeting individual goals, which could also increase attendance.

The data analysis revealed needs in the areas of mathematics and reducing discipline referrals as well as decreasing student tardiness. To address mathematics, the school has signed on to RESA II's I3 grant proposal to utilize the Carnegie program. Additional mathematics intervention has been planned with the funding provided through Policy 5312. Mathematics will also be an area of focus with the PLC staff development and Acuity data analysis. The school has recently hired a new assistant principal and counselor. Positive behavioral supports will be a focus of their practice, which will assist with reducing discipline referrals. The social work/parent liaison part-time position proposed through the grant will assist with creating programs to reduce student tardiness.

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

The professional development plan will focus on using data to drive instruction through the vehicle of professional learning communities. The areas of data analysis, data-based decision making, and improved instructional practices will be foci.

The first session will be designed for school and district level administrators and the turnaround specialist. The focus of this meeting is to conduct a building level needs assessment and to create the details of the plan for the year. Key components of the work for the year will be defined and support structures will be analyzed. A Building Level Needs Assessment will be completed so that the work can be customized for the school. The school's progress in regard to the reform effort will be determined through an assessment tool. Data will be collected during this session in regard to school procedures and teacher and student perceptions. Student achievement data will be reviewed. This will allow for more focused work throughout the year and create benchmarks for progress monitoring.

During the first year of the grant, teachers will engage in staff development focusing on utilizing data to drive instruction. The focus of the introductory session will be how to translate the data that is collected on various student achievement assessments into practical classroom

implementation of strategies that will improve student achievement. Participants will learn how to foster collaborative inquiry, set norms for groups, develop logistics, pose quality questions, facilitate dialogue, and translate data into changes in instructional practice.

Another session will be conducted after the first Acuity benchmark. The focus will be on analyzing what trends, biases, and reliability interpretations can be drawn from the data and will begin to focus on appropriate instructional strategies that will respond to strands where student performance was lower than expected. Professional learning communities will practice a collaborative method of investigation under the monitoring of the Solution Tree lead associate. A follow up session is planned within this same benchmark period to continue work on collaboration strategies and SMART goals. During the first year of the grant, additional sessions are planned after Acuity Benchmarks II and III to analyze data as well as two additional follow-up sessions to monitor the work of collaborative teams.

The Year 2 plan involves two large group sessions in which the focus will be differentiating instruction. Learning goals, the creation of rubrics for learning objectives, and matching intervention strategies with the best instructional methods will be foci. Seven sessions that involve working with individual professional learning communities and monitoring their work product will be planned. Teams will work on ordering goals by level of difficulty and creating a sequenced plan. Ongoing data analysis from classroom assessments and state benchmark testing will drive the work. PLC's will examine learning goals over the course of a year and how to organize objectives into long-term academic goals. They will learn about tools through which students can keep more detailed track of their individual progress and can participate in continuous improvement. The issue of grading and using a rubric scale for grading will be examined, and teachers will learn how to convert rubric scales into traditional grades. Student engagement strategies will also be a focus, and IPI data collected by the turnaround specialist and the district's department of instruction during Year 1 will provide a data baseline for this.

The lead associate will conduct a planning, strategy, and training meeting for teacher leaders in August 2012. A two-day intensive training will be conducted on how to lead school teams forward. Teacher leaders will learn how to monitor products from team meetings and analyze team progress as well as offer guidance and suggestions for teams who do not seem to be progressing appropriately. These teacher leaders will fully understand what it means to ensure that teams are focuses solely on student learning. They will learn how to mentor new staff members and strategies for integrating them into existing professional learning communities. They will work with district and building administrators to develop non-negotiable norms for their building in the areas of collaboration, focus on student learning based on data, and fidelity to instructional strategies. The focus of Year 3 will be to develop the teacher leadership that has emerged in the school and scaffold the supports in such a way that the professional learning community structure will thrive after the external vendor has exited.

During an August 2012 session for the entire faculty, participants will become familiar with the issues surrounding common assessments, grading and homework. Participants will understand the basics of evaluating assessment to ensure quality and how that connects to research-based grading practices. Quality homework assignments will be discussed. Assessment, grading, and homework will be addressed in detail throughout the course of Year 3 training.

The format of Year 3 training will be similar to Years 1 and 2. Whole group sessions are planned for August, October, and February. An additional seven sessions are planned to work with individual professional learning communities on the targeted topics, utilizing common

planning time and rotating substitutes to ensure individualization and reduce missed instructional time for students. Teams will focus on quality standards-based grading practices. Teachers will be asked to present grading issues they have encountered and will be led through a problem-solving process in a collaborative format. The lead associate from the external vendor will work with teams on proficiency scale development to check the quality of existing assessments and to assist in the creation of new quality assessments as they relate to previously identified learning goals and objectives. The implementation of common assessments and their importance will be examined as quality assessments are being created by each school team. Teachers will understand how using proficiency scales to develop quality assessments will allow them to identify differences between proficient and non-proficient work as well as the degree of proficiency on a continuum.

The external vendor will monitor this process by examining the assessments developed at each visit and offering assistance. School teams will examine item types, item difficulty, and how to use scaled interventions when students fall into the barely beginning level of proficiency. PLC leadership and school teams will conduct an assessment of their work using rubrics provided in Learning by Doing to analyze where they are in the PLC continuum and what next steps must be taken to sustain implementation. Teams will develop action steps under the supervision of the external vendor that will sustain their activities in Year 4 and beyond. In August 2013, a final meeting will be conducted with leadership and building teams to create plans to train and mentor new staff and develop a system of accountability for district, school and team leadership. Common goals for the next several years can be discussed, and teams can work on developing new SMART goals to lead student academic and behavioral performance forward.

The use of classroom formative data, behavioral data, and climate data will be incorporated to inform and differentiate instruction beginning in Year 2 of the grant. The new assistant principal will be tracking school wide behavioral data. Classroom formative data will be a focus of staff development beyond Year 1. The transformational specialist will be trained in IPI in the fall of 2010, and this data will be available for use as well.

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

In addition to the grant activities, Martinsburg North Middle School will address math deficiencies by implementing Scholastic Fast Math. Scholastic Fast Math is a server-based math program being provided through state funding received under Policy 2512. Students who need additional assistance will be scheduled for additional math time.

Martinsburg North Middle School is also part of an I-3 middle school mathematics program proposal. The proposal involves implementing Cognitive Tutor mathematics software in Algebra Support, Algebra, Geometry, and Algebra II courses in middle and high schools during the next five years. Cognitive Tutor, a Carnegie Learning program, is a research-based program with a track record of improving student math achievement according to data on the United States Department of Education's What Works Clearinghouse.

In addition, Scholastic Read 180 has been implemented at Martinsburg North Middle School beginning with the 2008-2009 school year. Sixty students are selected for the intervention based on their WESTEST lexile scores. Students who are reading at about two years below grade level have been determined to be those who derive the most benefit from the program. Martinsburg North Middle School has hired a reading specialist to implement the program.

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.**

North Middle School will establish an extended day program of 255 hours of additional instruction per school year including before school, after school, and summer school instruction.

Morning program: One North Middle School teacher will provide educational support for forty-five minutes each morning from 6:30-7:15 AM. Students will receive assistance in organizational skills to promote a more successful start to the day. In addition, students will receive assistance with remediation and enrichment activities to target key areas of need as determined by teachers.

After-School Program: Students at North Middle will be offered extended day support after school every Monday and Wednesday from 2:45-4:45 PM beginning in September 2010. Six teachers, two per grade level, will provide after-school instruction to students who are identified by their teachers as having critical academic needs in math or reading/language arts. Students will receive additional instructional support with activities that target specific content standards and objectives. All after school sessions will be held in rooms equipped with a virtual whiteboard and/or other technology to allow more possibilities for student engagement.

Transportation: County school bus services will be provided to take students home when the program ends at 4:45 PM. Five buses will be available including one equipped for students with special needs. An aide will be available to travel with those students who need additional assistance.

Referrals: Initial student referrals for the program will be based on a rubric that considers a student's WESTEST2 scores the previous year, a baseline assessment made at the beginning of the current school year, and teacher recommendations (See attached rubric). Additional student referrals may be made by teachers throughout the school year for students who transfer to North Middle or who develop a critical need after initial referrals are made. The same rubric will be used for these referrals as well.

Program Assessment: At the end of the first half of the tutoring sessions in December 2010, a benchmark assessment will be given to all participants. This will assess the progress made by students as well as the instruction provided in the program. Assessments will be generated using Acuity questions and will align with each grade level's curriculum map. The second half of the tutoring sessions will follow the same format providing structured support in math and reading/language arts from 2:45-4:45 on Mondays and Wednesdays. The second session will run from January to May 2011. Another assessment will be given in May before the

WESTEST2. Results of this assessment will be used to drive instructional plans for the extended day program the following school year.

Summer Program: In order to improve student transition from intermediate school to middle school, rising sixth grade students will be invited to attend a Sixth Grade Academy the week before the school year begins. The goals of the sixth-grade academy are to facilitate the middle school transition, to reduce lost instructional time early in the school year due to transition issues, and to acclimate students to a positive culture of high expectations at North Middle School.

~~The academy will be held for multiple, consecutive days in August. The academy will be held August 9-12 from 9:00-11:30 AM.~~ During this time, students will receive instruction in school procedures, class expectations, organizational strategies, and locker usage. They will have the chance to practice navigating their assigned class schedule to build confidence before the first day. They will set up Edline accounts, register for library use, and visit the school store. They will also participate in team building activities to help facilitate a smooth transition from a single classroom elementary experience to the more independent, multi-classroom middle school environment. See attached brochure, objectives, and schedule of activities.

~~At the conclusion of the first academy, held August 9-12, 2010 from 9:00-11:30 AM, facilitators and the school's Leadership Academy participated on a reflection process to refine the program and plan for the upcoming year. Participant and parental feedback was gathered and evaluated. As a result of that collaboration, the program for the Summer of 2011 was shortened by one day and lengthened by half an hour.~~

Transportation: ~~Transportation will not be provided in Year 1.~~ Because grant funding ~~e~~ could ~~not~~ be assured until July 2010, summer transportation routes could ~~ann~~not be organized before students ~~left~~ave their elementary schools for the summer of 2010. ~~At the conclusion of the 2010 academy, transportation was evaluated and deemed unnecessary for the success of the program. Most of the homes serving North Middle School are within walking distance, and the completion of a sidewalk system in 2009 by a "Safe Routes to School" grant, has provided easier accessibility to the school. Because the program is offered during day time hours, transportation concerns are lessened. Additionally, many of the communities housing North Middle's student population are subdivisions with child care providers who have and are able to transport multiple students to the academy.~~ ~~The addition of transportation will be a goal for Years 2 and 3.~~

Referrals: All rising sixth-grade students will be invited to attend the academy. Brochures are disseminated to 5th graders at the end of their school year. Major feeder schools receive their brochures at an end of the year meet-and-greet with North Middle School's principal. ~~with registration forms will be mailed out as soon as confirmation of the grant is received.~~

Program Assessment: At the end of the academy, teachers who serve as program facilitators will evaluate the activities and procedures they used. Participating students will complete an evaluation of the academy as well as an assessment to see if knowledge was gained. At the end of the first two weeks of school, program participants will be asked to complete a survey evaluating how much they believe the summer academy helped their transition. Feedback from facilitators and students will be used to shape the academy in the second year.

Extended Time Coordinator (ETC): A small stipend will be provided for a teacher to serve as an extended time coordinator. The coordinator will serve as a liaison between the students, staff, parents, and administration. The ETC will be responsible for coordinating schedules and placing students into appropriate content tutoring sessions based upon pre-assessments and teacher referrals. In addition, the ETC will make parental contacts as necessary, collect rubrics and referrals of teachers, handle extended day discipline problems, and disseminate data to the turnaround specialist. The ETC will meet with the principal quarterly and the turnaround specialist bi-monthly.

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

Once a month from 4:45-5:45, parents will be invited by advisor postcard invitation and Edline to come to the school with their children. This time will be used for guidance, parent accountability, resources and skill development. This time will be structured so that families will be able to get help checking student Edline account. Edline is an online system that allows parents to check their students' grades and the existence of and completion of homework assignments. Parents will be able to talk with a teacher from each grade level or content area in a relaxed atmosphere, and parents and students will be provided with academic support, study skills tips, and healthy eating tips and snacks.

Martinsburg North Middle School's guidance counselor and SIG grant funded part-time social worker as well as Berkeley County School's cultural diversity coordinator will offer programs educating parents about the issues affecting their middle school children monthly at the school. A tentative schedule is attached. Parents will be invited by advisor postcard invitation and Edline to come to the school with their children. Translation services will be available for non-English speaking parents upon parent request.

Six teachers will be available before or after the formal program to provide family support and create collaborative culture. Parents will have an opportunity to voice any questions or concerns to their child's teachers. Families will be able to get assistance checking students' Edline accounts. Edline is an internet based system that allows parents to check their students' grades and the existence of and completion of homework assignments. Parents and students will be provided with academic support resource information, study skills tips, and healthy eating tips. Snacks will be provided by the PTA.

Students' work will be displayed for parents and the community. Student work will include but not be limited to social studies and science fair projects, art projects, PowerPoint presentations, other academic achievements, and community service learning projects.

Parental involvement will be documented with agendas and sign in sheets. Parents will be provided with evaluation forms to offer input for future activities. At the completion of the first year of the program it was determined that monthly meetings were too frequent to provide parents with a meaningful experience, particularly when scheduling around major holidays in the months of November, December and May. The month of September has parent involvement built into the calendar through nights like Openhouse, and PTA Meet and Greet.

Therefore the number of Parent Involvement nights was reduced in years 2 and 3, and that reduction is reflected in the budget.

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

The previous organization of homeroom at North Middle School will be restructured into an advisor/advisee program. These smaller-based teams will allow mentors opportunities to monitor attendance, make parental contact, make sure the students are prepared for the day, and provide support. It will also provide an adult mentor in the building who will work with students in small groups and assist them with interventions and resources that will positively affect behavior and attendance.

D. Provide operating flexibility and sustained support

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

Berkeley County Schools will provide flexibility in a portion of Martinsburg North Middle School's instructional support day schedule. Berkeley County Schools' Office of Instruction will modify district requirements so that the staff at Martinsburg North Middle School may use portions of instructional support days to engage in more intensive staff development. The district will provide a team of middle teacher leaders representative of each core content area who have been trained by the Leadership and Learning Group to provide two two-hour after school staff development sessions to Martinsburg North Middle School's staff. This will ensure that the school is not left out of district initiatives. The trainings will focus on the development of the essential curriculum and the development of formative assessments; therefore, they should be complementary to the work of Martinsburg North Middle School.

Additionally, the district provides two week-long staff development sessions each summer focusing on basic classroom management strategies. APL consulting group provides these workshops. Annual update sessions for school administrators are also provided in conjunction with a neighboring district. Some of the strategies practiced include stating objectives in student friendly language, providing agendas, teaching bell to bell, checking for understanding, utilizing proximity, effectively facilitating cooperative learning groups, providing wait time, student engagement, and summarizing the learning. These sessions are in high demand and fill quickly. Graduate credit is offered. Berkeley County Schools will reserve one of the weeks for teachers from Martinsburg North Middle School in July 2011. This extra commitment of resources was made in an effort to further reduce discipline incidents at the school as well as to support staff, many of whom are new to the school within the last three years.

Operation flexibility will also be given to the school to allow for teachers to attend a two-day staff development session focused on data analysis before the school year begins. Additionally, Berkeley County Schools' Office of Transportation is working with the school to provide flexibility by planning changes to transportation times and routes that will accommodate taking students home from after-school tutoring. Finally, the school will change its master schedule to allow time for both interdisciplinary team collaboration and vertical content area collaboration.

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

a. SEA Technical Assistance

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

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

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

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

Year 1:

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.

Year 2: October 19, 20, and 21 2011: Teacher evaluation training and SSOS training

February 14, 15 , and 16 2012: Teacher evaluation training and SSOS training

April 18 and 19 2012: Teacher evaluation training and SSOS training

Additional follow-up training to be announced for year 3.

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

The LEA will hire a full time turnaround specialist utilizing grant funding. The specialist will participate in 11 days of training provided by the SEA. The turnaround specialist will monitor the consistency of instructional delivery for adherence to the standard implementation of the transformation model that has been planned. He or she will facilitate communication between internal and external stakeholders to ensure that all projects meet timelines and are within budget. The turnaround specialist will serve as the liaison between the district office and the school. He or she will have a formal monthly meeting with the chief instructional leader, federal programs director and deputy superintendent to provide updates on the school's progress in addition to regular ongoing communication. The turnaround specialist will also consult regarding the development of budgets and plans for the second and third years of the grant, troubleshoot any communication issues, and assist the school with data analysis and the details of planning staff development sessions.

The LEA will hire a full-time Academic Coach utilizing grant funding. Responsibilities of the coach will revolve around the following tasks: work with teachers to implement effective strategies based on exemplary practices, accelerate the use of exemplary practices in instruction to improve student achievement, assist in the development, revision, and execution of the 5 Year Strategic Plan, assist content teams in the development and execution of their SMART goals, conduct content team meetings with agenda items centered around data, curriculum, and instructional initiatives, analyze WESTEST data in order to determine academic goals for the school year, assist teams with using WESTEST data to strengthen curriculum, manage student data notebook implementation, coordinate common assessments, such as Acuity and WV Writes. Work with teachers to analyze data and strengthen their curriculum, coordinate universal screening three times yearly and assist teachers with analyzing data and work with Support coordinator to assist teachers with instruction in Tiers 1, 2, and 3.

In addition to the grant activities, Martinsburg North Middle School will be included in district improvement activities provided with Title I Part A funding designated for county improvement. New teachers of special education will be provided with two days of training on classroom management and instructional strategies during the summer or early fall, depending upon their hire date. An itinerant student achievement specialist who visits several schools will be assigned to any new

teachers at North Middle School and will visit and observe new staff members every few weeks during the school year. The student achievement specialist will mentor new teachers and provide information on specified topics, including Marzano's effective teaching strategies, classroom management, and effective parent communication.

A train-the-trainer book study on culturally responsive teaching strategies will be held in the summers of 2010 and 2011, and participants from North Middle School will be invited. The district will offer to fund a book study at the school in the fall. District trainings on effective instructional strategies for ESL students and building a culture to promote high academic achievement among ESL students are planned for June 2010 and September 14, 2010, and staff from North Middle School will be invited to both events. The June training is sponsored cooperatively by Berkeley County Schools and the West Virginia Department of Education Title III program. It will feature an expert from the Center for Applied Linguistics. The September training workshop will be provided by Dr. Pedro Noguera of New York University, a national expert who has authored numerous articles and books on these topics.

The district is working closely with Dr. Doug Reeves and The Leadership and Learning Group (LLG) on a multi-year study of curriculum, instructional strategies, formative assessment, and the effective use of data. Presently Berkeley County Schools is developing the "Essential Curriculum" for our district that requires mastery of eight to twelve essential learning objectives in each grade level/course. Teachers in all schools, including North Middle School, will receive training in the fall of 2010 when the essential curriculum is implemented. Additional LLG initiatives for 2011-2012 are to develop power strategies for effective teaching, engaging classroom assessments, and data teams. For five years Berkeley County Schools has studied the work of Dr. Robert Marzano and has implemented his research-based instructional strategies in classrooms. Teachers in all schools will receive additional training by February 2011. In 2011-12, teachers will study and begin implementation of engaging classroom assessments and the effective use of data.

Berkeley County Schools will also support Martinsburg North Middle School by organizing quarterly meetings among the chief instructional leader, the turnaround administrator, and the school principal to review data. The content of these meetings is detailed in another section of this application. Quarterly meetings between the principal and her supervisor focusing on administrative goals will also be provided. Several members of the county leadership team, including the chief instructional leader, the director of federal programs, and the turnaround administrator, will attend the support trainings provided by the SEA with the school leadership team from Martinsburg North Middle School.

Other than the flexibility offered with scheduling trainings and transportation, the county is not proposing eliminating requirements for the school. Many of the required county trainings are items that the school must do because of other requirements (e.g. test data analysis or strategic plan). Of the other trainings, only three hours on two IS days are required. The county is shortening these trainings to

two hours and is willing to provide them after school for Martinsburg North Middle. They will be conducted by teacher leaders who have had extensive training, including teacher leaders from North Middle School. They will focus on using data to drive instruction, the essential curriculum, and common assessments. All of these topics are compatible with North's initiatives. County trainings are being offered in the areas of increasing ESL achievement and culturally responsive teaching strategies as part of county improvement initiatives. As the most diverse middle school in Berkeley County, North will have participating teams with our other schools.

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.

Solution Tree will provide intensive technical assistance in the areas of data analysis, data-based decision making, the development of professional learning communities and improved instructional practices. It is anticipated that two consultants will be working with the school over the three-year period. One consultant will work with the school on the development of professional learning communities. Solution Tree will utilize a second consultant from Marzano Research Institute to provide expertise on instructional practices. A detailed proposal including dates and costs for each activity is attached.

The first fall session will be designed for school and district level administrators and the turnaround specialist. The focus of this meeting is to conduct a building level needs assessment and to create the details of the plan for the year. Key components of the work for the year will be defined and support structures will be analyzed. A Building Level Needs Assessment will be completed so that the work can be customized for the school. The school's progress in regard to the reform effort will be determined through an assessment tool. Data will be collected during this session in regard to school procedures and teacher and student perceptions. Student achievement data will be reviewed. This will allow for more focused work throughout the year and create benchmarks for progress monitoring and celebration of growth.

On September 30, 2010, a professional learning communities' orientation for faculty and staff will be conducted. The primary emphasis will be on creating a collaborative culture that supports a focus on learning and drives results. The orientation will also continue emphasis on the need for a common system around assessments, strong, effective classroom instruction, and the identification of learning needs specific to the school's population.

During the first year of the grant, teachers will engage in staff development focusing on utilizing data to drive instruction. The focus of the October 19 session will be how to translate the data that is collected on various student achievement assessments into practical classroom implementation of strategies that will improve student achievement. Participants will learn how to foster collaborative inquire, set norms for groups, develop logistics, pose quality questions, facilitate dialogue, and translate data into changes in instructional practice.

Another session will be conducted after the first Acuity benchmark. The focus will be on analyzing what trends, biases, and reliability interpretations can be drawn from the data and

will begin to focus on appropriate instructional strategies that will respond to strands where student performance was lower than expected. Professional learning communities will practice a collaborative method of investigation under the monitoring of the Solution Tree lead associate. A follow up session is planned within this same benchmark period to continue work on collaboration strategies and SMART goals.

During the first year of the grant, additional sessions are planned after Acuity Benchmarks II and III to analyze data as well as two additional follow-up sessions to monitor the work of collaborative teams. The first year of professional development was designed to be the most intensive to establish a foundation of how professional learning communities use data to make decisions. The majority of sessions will involve teams actually working in their professional learning communities with the consultant guiding and monitoring their work. Only four of the days will involve large group presentations. Rotating substitutes and regularly scheduled collaborative planning periods will be utilized so that professional learning communities each have an opportunity to work with the consultant in their groups and students do not miss large amounts of instruction. Additionally, this format will allow the external vendor and the turnaround specialist to monitor the progress of the teams more closely. The turnaround specialist and the building administrator will be able to provide more support to any struggling teams in between visits by the external partner.

On August 15, 2011, a lead associate from the external partner will meet with the district and school leadership team to discuss transition to Year 2. This will involve revisiting the needs assessment and a thorough examination of school culture and climate, discipline and behavior models, collaboration structures, and intervention structures to determine next steps. Additionally, a discussion of and plan for the focus of instructional practices for Year 2 will be refined.

During the second year of the grant, two large group sessions and five small group sessions will be planned in which the focus will be differentiating instruction. Strategies will be presented in providing clear goals, giving feedback, celebrating growth, establishing routines, considering physical organization of the classroom, understanding learning styles and preferences, scaffolding instruction, reading strategies for struggling students, and finally building background knowledge. The MRL consultants will conduct three days of classroom observations looking specifically for implementation of practices.

During 2011-2011, teams will continue to work on goals in their professional learning communities. Ongoing data analysis from classroom assessments and state benchmark testing will help drive the work. Student engagement strategies will also be a focus, and IPI data collected by the turnaround specialist and the staff's IPI team during Year 1 will provide a data baseline for this.

The lead associate will conduct a planning, strategy, and training meeting for teacher leaders in August 2012. A two-day intensive training will be conducted on how to lead school teams forward. Teacher leaders will learn how to monitor products from team meetings and analyze team progress as well as offer guidance and suggestions for teams who do not seem to be progressing appropriately. These teacher leaders will fully understand what it means to ensure that teams are focuses solely on student learning. They will learn how to mentor new staff members and strategies for integrating them into existing professional learning communities. They will work with district and building administrators to develop non-negotiable norms for their building in the areas of collaboration, focus on student learning, and fidelity to

instructional strategies. The focus of Year 3 will be to develop the teacher leadership that has emerged in the school and scaffold the supports in such a way that the professional learning community structure will thrive after the external vendor has exited.

During an August 2012 session for the entire faculty, participants will become familiar with the issues surrounding common assessments, grading and homework. Participants will understand the basics of evaluating assessment to ensure quality and how that connects to research-based grading practices. Quality homework assignments will be discussed. Assessment, grading, and homework will be addressed in detail throughout the course of Year 3 training.

The format of Year 3 training will be similar to Years 1 and 2. Whole group sessions are planned for August, October, and February. An additional seven sessions are planned to work with individual professional learning communities on the targeted topics, utilizing common planning time and rotating substitutes to ensure individualization and reduce missed instructional time for students. Teams will focus on quality standards-based grading practices. Teachers will be asked to present grading issues they have encountered and will be led through a problem-solving process in a collaborative format. The lead associate from the external vendor will work with teams on proficiency scale development to check the quality of existing assessments and to assist in the creation of new quality assessments as they relate to previously identified learning goals and objectives. The implementation of common assessments and their importance will be examined as quality assessments are being created by each school team. Teachers will understand how using proficiency scales to develop quality assessments will allow them to identify differences between proficient and non-proficient work as well as the degree of proficiency on a continuum.

The external vendor will monitor this process by examining the assessments developed at each visit and offering assistance. School teams will examine item types, item difficulty, and how to use scaled interventions when students fall into the barely beginning level of proficiency. PLC leadership and school teams will conduct an assessment of their work using rubrics provided in Learning by Doing to analyze where they are in the PLC continuum and what next steps must be taken to sustain implementation. Teams will develop action steps under the supervision of the external vendor that will sustain their activities in Year 4 and beyond. In August 2013, a final meeting will be conducted with leadership and building teams to create plans to train and mentor new staff and develop a system of accountability for district, school and team leadership. Common goals for the next several years can be discussed, and teams can work on developing new SMART goals to lead student academic and behavioral performance forward.

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

A new assistant principal and a new guidance counselor will be hired for the 2010-2011 school year following retirements. It is anticipated that this will give Martinsburg North Middle School additional opportunities for culture change. These positions will be funded by the district.

Funding made available through a recent bond election and the West Virginia School Building Authority will be utilized to renovate and expand Martinsburg North Middle School. Several studies have indicated that both student achievement and student behavior is positively correlated with better building conditions (Hines, 1996; Lanham, 1999; Lemasters, 1997;

O’Neil, 2000). Specifically, the alleviation of overcrowding and the improvement of thermal quality and lighting have positive effects (Burnett, 1996; Heschong & Kneeth, 1999). It is anticipated that the renovations and additions, which will add approximately 14,000 square feet to the school, will begin in the 2011-2012 school year. Benefits of the renovations and addition will include the reduction of portables through the addition of a wing and a design that will include wiring and drops for 21st century learning. Four science laboratories that will include running water and preparation areas will be added. An additional 16 classrooms will be added in a new wing for a total of 20 classrooms. The renovation plan also includes replacing windows. The renovations could assist with changes in school culture by changing the physical environment and by providing a common project in which parents, students, faculty, and business partners can share.

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.**

The county and school improvement teams reviewed the West Virginia Department of Education’s approved providers list as well as the needs assessment for the school during April and May 2010. The Closing the Achievement Gap specialist who is currently working with the school was also consulted. It was determined that the current level of implementation of professional learning communities in the school was not optimal, and that the establishment of functional professional learning communities would provide a foundation through which to improve data analysis, enhance instructional practices, and develop common assessments. The county and school leadership teams narrowed their selections to two external vendors. Both companies were consulted concerning pricing and services provided. Members of the county and school support team have attended or organized trainings with both vendors in the past 12 months, and their feedback was sought. The teams also sought feedback from other educational professionals in the state who had utilized both vendors. Both vendors had solid proposals.

The stakeholders in this selection process included the superintendent, the deputy superintendent, the chief instructional leader, the director of federal programs, the school principal, the teacher leadership team, the school’s faculty, and the county leadership team. Meetings were held on April 21 and 22, April 23, May 4, May 5, May 10, May 18, and May 24, 2010 with various stakeholder groups. The stakeholders considered the information provided by the West Virginia Department of Education about approved vendors, information from internal and external colleagues who had utilized some of the vendors, and the needs of the needs of the school.

It was determined that working with a single vendor to provide the professional learning community, data analysis, and instructional practices improvement foci would offer the most continuity to the school. The school has experienced discontinuity with 7 principals in the last 13 years and a high percentage of staff turnover. One vendor was able to allow the district to choose the consultants that would best meet its needs and offer consistency to the school. As a former principal, the consultant chosen to work with the school on the professional learning communities focus over the three-year grant period doubled achievement at a high-poverty middle school and is also a national expert on school culture. The county and school leadership teams are in agreement that this would best meet the needs of Martinsburg North Middle School.

- **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 external provider selected meets the identified needs of the school because it is able to provide the professional learning community, data analysis, and instructional practices improvement foci while offering continuity to the school. The consultant selected to focus on professional learning communities and data analysis has experience improving achievement at a high poverty middle school in the principalship role and is a national expert on school culture.

Additionally, the instructional practices and common assessments portions of the plan will utilize Dr. Robert Marzano's research-based strategies. It is anticipated that Marzano Research Institute will provide one instructional consultant who will operate under the external provider's umbrella to work with the school on instruction over the grant period. Berkeley County Schools has had a five-year focus on Marzano's effective instructional strategies, but the strategies are currently not being implemented evenly at Martinsburg North Middle School. The school will benefit from participating in more extensive professional development surrounding these effective strategies rather than shifting to differing terminology. The county and school leadership teams agreed that having continuity in the usage of external providers, continuity of particular consultants working at the school site, and continuity of language and approach to utilizing research-based instructional practices is in the school's best interest.

The district and school will use multiple data points to evaluate the work of the external vendor. Reports indicating Acuity benchmarking usage will be examined to determine whether the staff development provided to teachers on usage of data has translated into practice. If teachers are beginning to collaborate effectively and use data to drive instruction, student achievement should be affected. Acuity scores will be examined for an increase in the percentage of students scoring in the higher tiers. WVEIS data will be examined to

determine whether failure rates have improved. Teachers will set SMART goals for subsequent rounds of Acuity benchmarking, which will provide evidence of data usage. The district's classroom walk through template is aligned to Marzano strategies. Data from the administrators' walkthroughs should indicate an increase in use of the strategies after intensive professional development is provided by Marzano Research Institute consultants. Finally, teachers will be surveyed concerning whether the staff development provided by external vendors has met their needs and what changes in practice have been made as a result of the staff development.

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.

The school will modify its master schedule to allow for common planning among grade-level interdisciplinary teams as well as vertically aligned content area teachers. Homeroom will be reorganized into an advisory model, giving each teacher a smaller number of students and personalizing the school culture. Homerooms of 25 to 30 students will be reduced to advisory groups of 10-12 students by assigning each teacher a group.

The district will make accommodations in its professional development requirements for North Middle School. The school will be permitted to utilize its external vendor and turnaround specialist during portions of instructional support days if needed to provide intensive on-site staff development rather than utilizing that time to study district initiatives. The district will provide trained facilitators to provide instruction district initiatives during two after school sessions at Martinsburg North Middle School.

The district's current multi-year initiative with Dr. Doug Reeves and the Leadership and Learning Group, however, will complement North Middle School's efforts. For the fall of 2010, training will be provided on the essential curriculum, which requires mastery of eight to twelve essential learning objectives in each grade level/course. In February of 2011, training will focus on power strategies for effective teaching. In 2011-2012, the focus will be on engaging classroom assessments. Accordingly, teacher leaders from North Middle School will continue to be included in the training and work sessions. Teacher leaders from North Middle School and other schools will provide two days of after-school staff development in order to include the school in district initiatives and facilitate the transition to independence after the grant period concludes. For the fall of 2010, teachers in all schools will receive training.

One county procedure that needs to be modified to support the school in implementing interventions is increasing monitoring for struggling schools. The quarterly meetings of the principal, chief instructional leader, and transformational specialist to review data and progress will increase the level of monitoring. Additionally, the quarterly meetings of the principal with her supervisor focused on leadership performance as required by the grant will increase monitoring. The transformation specialist, proposed as an LEA employee, will be able to provide daily monitoring of the instructional initiatives on site.

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.

It is anticipated that the revised master schedule allowing for collaboration that will be implemented in 2010-2011 will be sustainable. The third year of training concerning Professional Learning Communities will focus on sustainability and independence to increase the chances that positive change will continue at the school. Facilitators at the school will be trained during the three-year period, and they will serve as resources to sustain change. The school leadership team, 5 members of which will be engaged in extensive additional training by the SEA, will also assist with sustaining change.

It is anticipated that the new assistant principal and guidance counselor as well as the new advisory program will be instrumental in sustaining school change in terms of the discipline culture. It is anticipated that an improved school culture resulting from imbedding PLC practices and increasing effective instructional strategies will limit discipline concerns. Finally, it is anticipated that the renovations and addition at the school will be completed after the grant period and will provide updated facilities and an infrastructure for technology that will offer a good foundation for the future.

After a three-year evaluation of professional development opportunities and extended day/year programs, decisions will be made regarding what will be the most effective use of school, county, and/or community partner funds for sustaining the transformation. The district anticipates moving from a train-the-trainer model to a professional learning community model and is currently moving along that continuum with the training of teacher leaders who can serve as facilitators in the future and with 11 schools piloting professional learning communities.

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

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

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

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

Submit budget spreadsheets and narrative as specified below:

1. LEA Budget Detail

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

2. School-Level Detail

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

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. (Completed 10-16/07)
- Establish annual goals (summative and growth) for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I, Tier II and Tier III school it serves with school improvement funds.
- Use its school improvement grant to fully and effectively implement an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
- Participate in and/or provide input to the Teacher Evaluation Task Force to develop recommendations to the WV BOE and WV Legislature for revisions in W.Va. Code and WVBE Policy regarding a teacher evaluation model that takes into account data on student growth as part of a multiple observation-based assessment measure.
- Become an "early adopter" of a rigorous, transparent and equitable evaluation system that takes into account data on student growth as a significant part to educator performance evaluations.
- Organize the school staff into PLCs and provide high quality job-embedded professional development.
- Participate in the SEA on-site monitoring and technical assistance trainings.
- Include in the contract or agreement a provision that the education management organization will be held accountable for complying with the final requirements if implementing a restart model in a Tier I or Tier II school (if applicable). Does not apply.
- 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. Does not apply.

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.

LEA Budget Narrative

The LEA is requesting no additional funding for the administration of this project so that the balance of the funding can be utilized at the school level. The LEA will provide technology and some supplies for the turnaround specialist from county funding. Travel to the required SEA meetings for the county support personnel will be provided through the district's regular Title I Part A grant.

Title I, Part A county improvement funding will be utilized to support Martinsburg North Middle School in several ways. First, the school has applied to be a professional learning community pilot in 2010-2011. Each school in the district applying to pilot professional learning communities receives a specified number of substitute days based on the number of teachers participating at the school. A small amount of funding for materials for book studies on professional learning communities and support for attending local and regional trainings on PLC's offered by Solution Tree have also been provided. Martinsburg North Middle School has registered a team to attend a regional training prior to the beginning of the grant activities. The 2010-2011 school year will be the second year of this initiative.

Title I, Part A county improvement funding and Title II funding was utilized to support Martinsburg North Middle School by offering the school the opportunity to have two teachers trained in June 2010 to facilitate a book study on culturally responsive teaching strategies. In the fall of 2010, Title II funding was used to support an after-school book study on this topic for up to 12 participants at the school. This opportunity was offered to every school. In July 2011, a Level II Culturally Responsive Teaching train-the-trainer institute will be held. In the fall of 2011, Title II funding will be used to support an after-school book study for up to 12 participants at each school. Title I, Part A funding will be utilized to pay participants for after school time in Title I schools. Title II funding will be utilized to pay participants for after school time in non-Title I schools. The goal of the book studies is to create awareness and make progress towards closing the achievement gap.

Title I, Part A county improvement funding and Title III funding will be used to support Martinsburg North Middle School in teaching English Language Learners. Berkeley County Schools did not make adequate yearly progress for one year in the Limited English Proficient student group for the 2008-2009 school year at the middle grades level. Martinsburg North Middle School has the highest number of ESL students in a middle school in the district. Teachers from Martinsburg North Middle School will be invited to a day of training provided during the secondary summer institute by an expert from the Center for Applied Linguistics. This speaker is being collaboratively funded by Berkeley County Schools Title III and the West Virginia Department of Education Title III office and will be open to participants from other areas. A second training on how to build school cultures that promote high academic achievement and literacy among English Language Learners will be provided in September 2010 for teams from each school and will be funded through Title I, Part A County Improvement. More slots will be allocated for schools like Martinsburg North Middle that have high ESL populations. For 2011, North will be a SIOP pilot school because of its high ESL population. SIOP is a research-based program for working with ESL students in the general education

environment. An intensive five days of training will be provided for 15 teachers at North Middle. Follow up trainings are being planned for early 2011 that will be supported by Title III funding. Additionally, the district held trainings on the TransACT translating resources for common school documents that were purchased by the West Virginia Department of Education. Preliminary plans include training the following people who serve Martinsburg North Middle School through various targeted webinars: school principal, school secretary, counselor assigned to ESL students, part-time social worker hired through SIG 1003(g) grant if funding is acquired, district diversity coordinator, ESL teacher, and school nurse. Additionally, the district is planning several general webinars in which any general education teacher may choose to participate.

The essential learning and common assessment work through Leadership and Learning Group described in this application will also be supported through Title I, Part A county improvement and Title II funds. County funds were used to pay the trained facilitators to stay after school to train Martinsburg North Middle School on a different schedule so that they can engage in intensive staff development on professional learning communities during portions of instructional support days for 2010-2011.

Funds provided through a Policy 2512 grant will provide Scholastic Fast Math, an additional math resource that can assist with remediation. Last year, Berkeley County Schools purchased Read 180 for Martinsburg North Middle School. Ongoing costs are supported by the county. Finally, Martinsburg North Middle School is part of a RESA II I-3 grant application which would give students access to Carnegie Cognitive Tutor math programming.

Local bond and West Virginia School Building authority funds will be utilized to renovate and expand Martinsburg North Middle School as previously described in this grant application. An addition of 14,000 square feet and 20 new classrooms will eliminate portables and overcrowding. Four science labs equipped with running water and preparation areas will be included in the 20 new classrooms.

School-Level Budget Narrative

Overview of Projects Contained within the Budget

A Year 1 budget of \$461,691 was being proposed for Martinsburg North Middle School. This budget supported several programs and resources that are critical to grant requirements and the success of the school in making improvements. The broad programs that were supported include extended time, additional administrative support from a turnaround specialist, intensive professional development on the use of student data and the development of professional learning communities, teacher rewards for achievement of summative student goals and individual achievement goals, a social work/attendance program, and monthly parental involvement programming. Extended time occurred in the form of before school programming, 61 two-hour sessions of after school programming with transportation, and a sixth-grade transition academy. Because only 37% of the professional staff at Martinsburg North Middle School had a teacher classroom computer at the start of this grant, some laptop purchases were included in the intensive professional development. There will be a high expectation of data usage during and beyond the grant period, and this will allow teachers to access Acuity data during trainings and during their professional learning community work sessions.

During the 2011-2012 school year, the extended time, additional support through a turnaround specialist, teacher rewards for achievement of summative student goals and individual achievement goals, social work/attendance program, parent involvement programming will continue. A data coach position will be added and supported by the grant as the school continues its work. The staff development focus in the PLC's for Year 2 will be differentiated instruction and common formative assessments. The staff and leadership team will also participate in WVDE training concerning the revised teacher evaluation system and in training on instructional rounds.

Description of How Other Resources Will Be Leveraged

Title I, Part A county improvement funding will be utilized to support Martinsburg North Middle School in several ways. First, the school has applied to be a professional learning community pilot. Each school in the district applying to pilot professional learning communities receives a specified number of substitute days based on the number of teachers participating at the school. A small amount of funding for materials for book studies on professional learning communities and support for attending local and regional trainings on PLC's offered by Solution Tree have also been provided. Martinsburg North Middle School has registered a team to attend a regional training prior to the beginning of the grant activities. The 2010-2011 school year will be the second year of this initiative.

Title I, Part A county improvement funding and Title II funding will also be utilized to support Martinsburg North Middle School by offering the school the opportunity to have two teachers trained in June 2010 to facilitate a book study on culturally responsive teaching strategies. In the fall of 2010, Title II funding will be used to support an after-school book study on this topic for up to 12 participants at the school. This opportunity will be offered to every school. Title I, Part A funding will be utilized to pay participants for after school time in Title I schools. Title II funding will be

utilized to pay participants for after school time in non-Title I schools. The goal of the book studies is to create awareness and make progress towards closing the achievement gap.

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The essential learning and common assessment work through Leadership and Learning Group described in this application will also be supported through Title I, Part A county improvement and Title II funds. County funds will be used to pay the trained facilitators to stay after school to train Martinsburg North Middle School on a different schedule so that they can engage in intensive staff development on professional learning communities during portions of instructional support days. County funds will also be utilized to provide wireless internet access in the library. This is necessary because there is no place within the building that the staff can participate as a group in staff development training on data and access Acuity reports.

Funds provided through a Policy 2512 grant will provide Scholastic Fast Math, an additional math resource that can assist with remediation. Last year, Berkeley County Schools purchased Read 180 for Martinsburg North Middle School. Ongoing costs are supported by the county. Finally, Martinsburg North Middle School is part of a RESA II I-3 grant application which would give students access to Carnegie Cognitive Tutor math programming.

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Four science labs equipped with running water and preparation areas will be included in the 20 new classrooms.

Description of Broad Items in the Budget

Solution Tree has been selected as the external vendor for Martinsburg North Middle School. A three-year proposal for their work is attached. This is a critical strand of the grant because Solution Tree will provide key training on professional learning communities and data analysis. Year 1 will consist primarily of developing functioning professional learning communities and examining data from Acuity benchmarks. Year 2 will focus on differentiating instruction, student engagement, providing interventions, and common assessments. Year 3 will focus on transitioning to independence, grading, rubrics, and evaluation. Planning sessions will occur each fall with the district leadership team and principal. The external provider will conduct needs assessments and examine progress on evaluation instruments as well as continuously examine student data.

The first year, the budget allows for substitutes to support professional development days for the staff with the external vendor. Two whole group sessions will be conducted that will require a half-day substitute for each teacher. The rest of the sessions will be monthly and will occur with the individual teams during collaborative planning periods. If extended time is needed, rotating substitutes will be utilized through the county's professional learning communities' pilot program and will be funded outside the grant. The external provider portion of the grant covers the quoted costs for the three years of requested training by Solution Tree, the quoted costs of the training materials identified, stipends for teachers for two days each summer including social security, workers' compensation, and retirement, and the cost of laptops, cases, cords, and basic Microsoft Office software for teachers who do not have them so that data usage can be a priority. A quote has been obtained for the laptops and wireless internet access in the school library, and the budget has been built accordingly. A small amount of money has been budgeted for setting up the laptops. Because of the size and growth of the system, teachers could have a long wait before being able to utilize the laptops otherwise. It is imperative that they are prepared with the necessary tools to examine their data in August 2010.

A second large component of the grant is the turnaround specialist. A job description for this specialist has been developed based on resources provided by the state, information from the University of Virginia, and similar job descriptions from districts in surrounding states. The turnaround specialist will have the following responsibilities:

1. Monitors consistency of instructional delivery for adherence to the standard implementation of the transformation model that has been planned.
2. Facilitates communication between internal and external stakeholders to ensure that all projects meet timelines and are within budget.
3. Directs the execution of a detailed project plan in Year 1 of the transformation model.
4. Directs the creation and execution of a detailed project plan to guide the implementation of Years 2 and 3 of the transformation model.

5. Ensures that school improvement grants are expended within federal guidelines and according to developed plans.
6. Ensures that documentation and evaluation procedures for grant activities are followed.
7. Serves as a liaison between the school, the district office, students' families, and the local business community to assist the school with acquiring additional resources to facilitate and sustain the transformation process.
8. Serves as a liaison between the school, the Office of Federal Programs, and the Chief Instructional Leader regarding progress on the planned transformational model.
9. Assists the school with data analysis and utilizes data to inform decisions.
10. Works closely with small groups of teachers on specific action items to plan, implement, and evaluate student achievement as it relates to the school improvement plan.
11. Advises and consults regarding the development of school strategic plan and school budget.
12. Analyzes complex information to formulate strategic vision and develop action plans.
13. Identifies and eliminates roadblocks directly tied to communication breakdowns at any level.
14. Attends relevant trainings on school turnaround processes as well as relevant staff development with the school and county leadership teams.
15. Other duties as assigned.

The district has determined that this position is necessary because the principal will be training a new assistant principal and counselor during the 2010-2011 school year as well as serving as the instructional leader. **Developments during Year 1 of the grant even further exacerbate the need for this position, as an even newer principal will be training a different brand new Assistant Principal and Academic Coach for the 2011-2012 school year.** The school needs to make additional progress in providing positive behavioral supports and reducing disciplinary issues, and it is anticipated that some of the new assistant principal's time will be expended this way. It has been determined that additional administrative support to provide consistency during the grant period is imperative to the success of the school, and that school does not currently have the human resource capacity to improve without it. It is expected that as the teachers in the school develop, the new assistant principal and counselor acquire experience, discipline issues are reduced, better relationships are forged with parents, and the principal is able to spend increasing amounts of time on instructional issues, the need for additional support will diminish. It is also anticipated that the resources that the turnaround specialist brings to the school will outlast the grant period.

A third major component of the school's budget is extended time. A sixth-grade academy will be held in August each year of the grant. The focus of this academy is to alleviate the anxiety of sixth-graders about attending middle school by helping them understand what to expect. Students will learn about the expectations at North Middle School as well as learning about how to read schedules, learning the floor plan of the building, and learning organizational strategies for managing time, materials and homework when switching classes. Students will also be provided with literature they will be encouraged to read over the summer. They will have the opportunity to learn how they can access key resources in the school like counseling staff, the school nurse, and administrative staff. The school staff will also use this opportunity to conduct pre-assessments. This academy is designed to promote parental involvement and reduce lost instructional time at the beginning of the year. The budget for this item reflects staffing, fixed costs, and materials. The district will use low cost or no

cost advertising for this academy such as the electronic NTouch system targeted by zone, Channel 19, and postcard mailings. It should be noted that the summer academy is focused and brief because the county already provides summer school for students during the month of July.

In addition to the sixth-grade academy, a teacher provided targeted tutoring for 45 minutes before school daily to sixth through eighth-grade students who arrived early and were in academic need for the 2010-2011 school year. Salary and fixed costs for this service were included in the Year 1 budget as "Professional Personnel Supplemental Salary." On Mondays and Wednesdays, the school will add two hours of extended time tutoring after school for sixth through eighth-grade students. A stipend is budgeted for a teacher to serve as the extended time coordinator. He or she will assist with the necessary paperwork, scheduling, and communication needed to make the programs successful. After the first year of the grant, it was determined that very few students were available for before school tutoring. The after school program will continue for Years 2 and 3.

Transportation was/will be provided to return students home. Budgeted costs reflect six teachers and fixed costs for 61 after school sessions, transportation routes to include a possible four regular buses and a special needs bus (depending on the location and needs of the students who need to attend), and materials. Transportation costs have been budgeted on the high end because of the likelihood of overtime and because of efforts to get students to city bus stops before dark and to reduce travel time.

A fourth major initiative is the social work/attendance program. Attendance, tardies, and a lack of parent and community involvement are barriers at Martinsburg North Middle School. Grant funding was/will be utilized to support the cost of a part-time/temporary position that will focus on creating relationships with parents, students, and the community that will support improved attendance and reduced tardies. This position will focus on constructive activities that parents and students can engage in before attendance becomes such a problem that the court system becomes involved. This employee will work with parents individually on issues such as getting their children to school on time, not making appointments during assessment weeks that require students to leave school, and understanding what school resources are available to access. The budget reflects salary, fixed costs, supplies, and in county mileage as home visits are anticipated. During the 2010-2011 school year, the position was shared by two employees. One employee had formal training in this area and connections to community agencies. The other employee had connections and credibility with the community the school serves. The complementary arrangement worked well and was very successful.

Teacher rewards are a fifth major initiative. A preliminary survey by the school leadership team showed that 70% of teachers would prefer materials and supplies for their classroom if they met their goals. Fifteen percent of teachers would prefer tuition reimbursement for advanced coursework, and another fifteen percent would prefer support for attending out-of-state conferences. The budget for Year 1 reflected a reward of \$1,000 per teacher divided into these three categories based on the survey. For Year 2, the budget reflects rewards of \$1,000 per teacher for materials only. It was noted that the tuition and conference options were difficult to exercise within the liquidation period of the grant. \$38,000 has been budgeted for incentives.

The budget also reflects the costs of a parent program held monthly after school. Salary costs for teachers and guidance counselors to prepare for the programs as well as fixed charges are included. A small materials budget as well as postage and supplies were reflected for the first year. A tentative topic list for Year 1 is included in attachments, and a full description can be found earlier in this document. A parent program will be continued for Years 2 and 3.

Finally, a small amount of money has been for Year 1 was budgeted to pay staff members to stay after school for two two-hour sessions to receive training on county professional development initiatives. The county covered the cost of the trainers for after school. This was a collaborative way to accommodate the grant's initiatives because of the school using portions of instructional support days when staff would have received this training for intensive professional development with the external provider or turnaround specialist. The after school training complemented the initiatives of the school by focusing on essential learnings. An additional \$10,000 was budgeted to support the travel of the school leadership team to the SEA technical assistance trainings.

In Year 2, a data coach position was added based at North Middle School based on the needs identified by the transformation specialist and new principal. The year 2 budget also reflects a two-day summer training for North's teachers. Travel for the school leadership team to WVDE trainings is reflected, as well as travel to instructional rounds training and travel expenses related to conducting the instructional rounds. The Year 2 budget also reflects the cost of North Middle's staff attending the evaluation training provided by WVDE, which is estimated at \$32,430.69 if most teachers participated.

Finally, a small portion of funds are budgeted for teachers to acquire technology to support differentiation of instruction. In year 2, \$34,318.27 is budgeted for technology hardware. A minimal amount of this funding will be used to purchase teacher computers for any educator in the building who may still need technology to make data easily accessible and an instructional priority in the classroom, while a large sum of those funds will be used to purchase Elmos. These Elmos will be used as instruments to promote Differentiated Instruction. Teachers will be able to project hands-on activities, allow students to present their own work, and a myriad of other activities with the Elmos to facilitate Differentiated Instruction within the classroom. Elmos have even been shown as effective tools in the education of students with spectrum disabilities like autism-of which North Middle School has a larger percentage population than all four other middle schools in the county. (Wagner, S., *Inclusive programming for middle school students with Autism/Asperger's Syndrome*. (Arlington, TX: Future Horizons, Inc. 2001)

The technology expenditures in year 3 include \$46,895 for hardware/student computers, \$2,800 for software, and \$23,500 for technology equipment. The student computers will be used to fulfill the need established by initiatives from years 1 and 2. For instance, additional student computers will be the physical extension for running SIOP software, continuing the use of online benchmarking, use of Scholastic Fast Math, technological availability for families checking Edline...etc The \$2,800 will include the software programs supporting the hardware and technological equipment purchased. That technological equipment includes smartboards, data projectors...etc. This equipment is all part of even the barest 21st Century classrooms, and with year 3's focus being sustainability, these classroom

materials can only strengthen the school's ability to carry out all of the initiative determined by the grant.

A few other costs are not specified as major initiatives but are none the less instrumental costs to the success of the program. For instance, \$58,250 is dedicated to general supplies. \$38,000 of that amount is dedicated to teacher incentives. The remaining \$22,250 will be used in a variety of ways including: materials for teacher make-and-take sessions with the Academic Coach, general classroom materials, and an incremental amount to be used for office materials.

The leadership team will be evaluating the success of each initiative and making recommendations on whether initiatives needs to be adjusted or expanded in Year 3 to make them more successful.