

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

County Wood County

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Others may be added as needed by the LEA.

Superintendent Signature _____ **Date** _____

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

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

(not to exceed 1 page).

Please note that the Executive Summary is located on the next page.

Executive Summary of Wood County Schools Improvement Grant Program

The mission of Wood County Schools (WCS) is to create a challenging and diverse educational environment in which all students will master the essential curriculum and beyond to become successful members of society. We believe that students are our most important community resource and deserve the highest quality education we can provide, and that education is a valued partnership shared by school, family, and community. The improvement grant application that follows meets the mission, vision, and beliefs of Wood County Schools and was written with input from various business, community, school, and parent organizations.

Most of our schools meet the standards set by the West Virginia Department of Education (WVDE). In fact, 82% of our Title I schools made AYP last year (9 of 11.) The two exceptions are VanDevender Middle and Franklin Elementary. VanDevender just missed AYP in one specific group, but overall did comparable to other Wood County Schools. Franklin Elementary Center, however, is the lowest achieving school in West Virginia, and is listed as a Tier 1 School. The primary focus of this application is to improve achievement and school climate at Franklin so that the students achieve at high levels. We believe that with the assistance of the WVDE, we have a plan that that will enable the students at Franklin to show long term growth.

The application plans to address the achievement and culture issues by emphasizing professional development for staff and extended time for students. Wood County Schools has been working with national experts in school reform and plans to continue and expand these partnerships should this application be funded. Wood County Schools has planned a total of 18 days over the next year to work with these experts. In addition, Wood County Schools plans to hire an assistant principal in charge of curriculum that will work with Franklin.

The application also requests funds to continue the services of the Technology Integration Specialist at Franklin. Wood County Schools believes that this position along with an Assistant Principal in charge of curriculum at Franklin will lead to school improvement. All schools on improvement will now offer a uniform process to improving achievement.

Wood County Schools Superintendent, William Niday, future Superintendent Dr. Patrick Law, Federal Programs Director, John Merritt, Director of Elementary Education Karen Brunicardi, Franklin Principal, Michelle Jeffers, and the staff at Franklin are committed to helping the students at Franklin achieve. This grant will allow WCS students to reach their full potential.

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 |
| Franklin Elementary NCES #540162000679 | Michelle Jeffers | mdjeffer@access.k12.wv.us | | | | X |
| | | | | | | |
| | | | | | | |

Tier II Schools: *Not Applicable for Wood County*

| School Name/ NCES ID# | Principal | Email Address | Intervention | | | |
|--------------------------|-----------|---------------|--------------|---------|---------|----------------|
| | | | Turn-around | Restart | Closure | Transformation |
| Not Applicable | | | | | | |
| | | | | | | |
| | | | | | | |

Tier III Schools:

| School Name/ NCES ID# | Principal | Email Address |
|--------------------------|-----------|---------------|
| | | |
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| | | |

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.**

No revisions were required.

- 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.**

Wood County Schools (WCS) has provided information to the public and all relevant stakeholders through several meetings and parent events. Information was provided to these groups regarding the application, the four models of school improvement, the transformational model, the educator evaluation changes, incentive type pay for teachers, and a draft budget for the entire application. This information was provided by schools to their staffs on May 3rd. A presentation was also made to the Wood County Board of Education during its May 18th public meeting by Superintendent, Bill Niday. News media were also present for this presentation. In addition, a meeting was held with the Chamber of Commerce during their subcommittee meeting to discuss the application. Information was also provided during the county Parent Advisory Council meeting on May 14th. All groups were very supportive of the application moving forward.

- C(1). 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: Franklin Elementary Center |
| Annual Summative Achievement Goal for Reading/Language Arts: The percentage of all students who reach proficiency in reading/language arts on the WESTEST 2 will increase by at least 7.5% annually. |
| Annual Growth Goal for Reading/Language Arts: The percentage of students who exhibit typical growth in grades K-5 in reading/language arts will increase annually as measured by the WESTEST 2 |
| Annual Summative Achievement Goal for Mathematics: The percentage of all students who reach proficiency on the WESTEST 2 in mathematics will increase by at least 6.5% annually. |
| Annual Growth Goal for Mathematics: The percentage of students who exhibit typical growth in grades K-5 in mathematics will increase annually as measured by the WESTEST 2 |

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

Based on the above chart, WCS and the individual school’s staff will review the WESTEST 2 results. Once the WESTEST results are received, WCS will hold meetings with all schools to review the results. The director of Federal Programs will meet with the Franklin staff to discuss AYP and where the school stands with the results. The Principal, Director of Federal Program, Curriculum Assistant Principal, Director of Elementary Education and staff will analyze the results by team. Each team will analyze the results by student. Individual learning paths will be created in Compass for students that miss the target. Acuity will be used to measure growth over the year with the data being analyzed by teacher as indicated above. AYP will also be reviewed to determine school growth based on the safe harbors provision.

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.

WCS 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 |
|----------------------------|-------------|---|------------------------------------|
| Franklin Elementary Center | I | a | 7/1/2009 |

- 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.

WCS will require the principal at Franklin Elementary Center to possess critical competencies – or patterns of thinking, feeling, speaking and acting – that enable the school to be successful in attempts to transform from failure to excellence quickly and dramatically.

These competencies are arranged into four clusters of related capabilities.

Driving for Results Cluster – These enable a focus on learning results.

- Achievement: The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
- Initiative and Persistence: The drive and actions to do more than is expected or required in order to accomplish a challenging task.
- Monitoring and Directiveness: The ability to set clear expectations and to hold others accountable for performance.
- Planning Ahead: A bias towards planning in order to derive future benefits or to avoid problems.

Influencing for Results Cluster – These enable working through and with others.

- Impact and Influence: Acting with the purpose of affecting the perceptions, thinking and actions of others.
- Team Leadership: Assuming authoritative leadership of a group for the benefit of the organization.
- Developing Others: Influence with the specific intent to increase the short and long-term effectiveness of another person.

Problem Solving Cluster – These enable solving and simplifying complex problems.

- Analytical Thinking: The ability to break things down in a logical way and to recognize cause and effect.
- Conceptual Thinking: The ability to see patterns and links among seemingly unrelated things.

Showing Confidence to Lead – Concerned with staying focused, committed, and self-assured.

- Self-Confidence: A personal belief in one’s ability to accomplish tasks and the actions that reflect that belief.

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, WCS 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, WCS 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 checked="" type="checkbox"/> Materials or supplies for teachers' classrooms | \$250.00 |
| <input type="checkbox"/> Attend an out of state conference | |
| <input type="checkbox"/> Utilize the funds towards tuition for advanced coursework and LEA HQ teacher plan | |
| <input type="checkbox"/> Enrichment camps for students | |
| <input type="checkbox"/> Other (Please specify) | |

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

One of the biggest obstacles 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**

All schools in Wood County have established professional learning communities. Next year, WCS will create additional processes for assisting the PLCs in their work. WCS plan to request PLC documentation so that district and school personnel are more aware of what is being covered during

the PLC meetings. This information will be provided to the newly create Turnaround Specialist and building level administrators and ensure that the PLCs are operating effectively.

Franklin Elementary has two PLCs in place. The first is by grade level. They meet each week for grade level collaboration with interventionists attending as needed. During these meetings student progress in reading and math is discussed and adjustments are made as needed to students' intervention groups. Franklin Elementary has recently developed a vertical PLC. The groups are made up of PK-2, 3-5, special education, and special subjects (library, PE music, counselor). These groups meet monthly to look at needs in their particular area. Next year Franklin Elementary will use the PLC to look at data vertically and across the curriculum. A plan for addressing the 4 essential questions by PLCs will be addressed once the principal returns to Franklin later this summer.

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.

Franklin Elementary is focusing on improving school climate/culture Tier 1 instruction and intervention. The PD planned will provide the staff with strategies that will be consistent and pervasive throughout the school. Technology will be used as a tool for student achievement by teachers and students.

In addition, the professional development provided by the technology integration specialists will continue at Franklin. The TIS is a research-based model proven to improve student achievement (Dale Mann, WV Study - <http://wvde.state.wv.us/evaluation/>). The Technology Integration Specialist (TIS) will continue working with teachers daily to assist in the use of technology as a tool for both students and teachers. The TIS created online training for staff in the use of TechSteps this year and it will be used with new staff as well as a reference for veteran staff members. Since all but one staff member are returning this year, the TIS will be differentiating his instruction based upon the level of the teachers. All staff will be trained in the use of Flash Masters for math practice and in the use of responders in the classroom.

In order to build consistent and pervasive practices at Franklin Elementary, teachers in grades K-2 will be trained in the Ashlock Strategies for reading instruction. This training will build instructional practices utilizing the MacMillan/McGraw-Hill Treasures series adopted by Wood County. By training the teachers in grades K-2, these instructional practices will be consistent and pervasive through the critical primary grades in Tier 1 delivery methods.

Rhonda Jelich will work with all grade levels to improve small group intervention strategies for Tier 2. As the 2009-2010 school year ends, she will be working with all teachers, using real end-of-year data to refine teachers' skills in grouping and planning for instruction. As a result, Franklin staff will be able to begin intervention during the second week of school. Phonological Awareness Screener for Intervention (PASI) and DIBELS are used as assessment tools to determine students' needs for intervention. Franklin Elementary will request technical assistance from Rhonda Jelich to assist teachers with vocabulary and the newly adopted EVERYDAY math series.

WCS Teacher Coaches began working with classroom teachers in grades 2-5 in Four Square Writing Strategies. This year the staff attended professional development activities throughout the year to learn the Four Square Writing Strategies. WCS Teacher Coaches will continue to refine and enhance the method by periodically embedding professional development into classroom instruction.

The Lexia program will be purchased for the extended day program. All staff will receive training in its use before school begins. Summer training will also be provided by Apple on the use of the IPOD Touch in the classroom.

The LEA has arranged for training by David Langford and the use of Quality Tools for Learning. Mr. Langford will be at Franklin for 10 days as indicated in the professional development table. As noted on Langford International's website, by implementing quality learning techniques and basic statistical tools, individuals are able to chart their learning, evaluate their work and take responsibility for their learning and work processes. They improve their learning process by identifying, defining and overcoming the barriers that stand in their way.

According to Mr. Langford's bio, David Langford first implemented quality learning tools, techniques, theories, and philosophies in the educational environment almost two decades ago. The results were dramatic and students realized that school exists to foster lifelong learning. Since that time, Langford International Inc. has integrated continual improvement methods and concepts into student learning, school leadership, and promoting partnerships between the corporate and educational worlds. It is Langford International, Inc's vision that quality learning processes which create and motivate committed, knowledgeable Leaders and Facilitators will improve educational systems. Langford's purpose is to aid in the construction and development of improvement processes that create knowledgeable Leader/Facilitators. David Langford will be working with Franklin administrators and teachers to assist them in (from website):

- Understanding the need for systemic improvement.
- Being motivated to improve systems.
- Working to exceed the expectations of society.
- Using effective communication techniques.
- Constructing, applying, analyzing, synthesizing, and evaluating improvement innovations.
- Understanding that trust and teamwork play an important role in organizational improvement.
- Guiding and training others to understand the overall importance of philosophies and theoretical approaches directed toward improving learning in all walks of life.
- Developing experiential projects and exercises designed to formulate an effective systemic improvement process.
- Improving the quality of learning as a natural part of the education process.

Franklin has already worked with David Langford for two days this spring. The visit was very informative. Mr. Langford observed classes on the first day and met with collaborative teams the second day. The second day was followed by a meeting with school and district administrators He observed the following during his visit:

- There was a great deal of teacher directed learning but no student directed learning
- There was a confusing hierarchy of who is in charge at Franklin
- Students do not know why they are learning a topic
- Franklin needs to move toward process management
- Too many teachers still blaming the students (i.e. “These kids”)
- Franklin needs to move toward portfolio assessment

David Langford will be working with teachers to address the above bulleted items. Mr. Langford noted that things do not change overnight and said that change typically takes three years. It is perfect that this grant process is also three years. WCS hope to move Franklin from the lowest performing West Virginia school to a model school. Mr. Langford will be working with teachers and administrators for 10 days throughout the year and everything Mr. Langford does will be targeted for Franklin staff.

According to the West Virginia System of Support team, Franklin has problems with climate and culture. WCS has been working with Solution Tree and has scheduled nine days of work with Tim Brown. Mr. Brown has excelled at working with climate and culture. According to the Solution Tree’s website, Tim Brown has been a principal at the elementary, middle, and high school levels and has implemented the Professional Learning Communities at Work™ model in his district. At his last school, Campbell Elementary in Springfield, Missouri, where 87 percent of the student population was eligible for free and reduced lunch, Mr. Brown and his staff instituted the principles of PLCs with amazing results. The school became a flagship of success and has been recognized as one of the states Most Improved Schools. The school also received recognition as an Exemplary Practices School and gained national recognition for its unique model of connecting the school to the business community.

With over 20 years of experience in administration at both the elementary and secondary levels, Mr. Brown excels at creating a positive school climate based on collaboration among educators. After retiring from Springfield Public Schools, Mr. Brown became a project director for the Missouri Professional Learning Communities Program. Working at a variety of school sites, he developed presentations and training programs, conducted team meetings, and helped teams examine data and write SMART goals. The schools he worked with all reported increases in student achievement. In 2005, he was selected to represent his state as the National Distinguished Elementary Principal. Now a full-time Solution Tree associate, Mr. Brown has been active in numerous professional committees and task forces and received several awards and honors for his leadership.

WCS administrators have attended Mr. Brown’s sessions at the WVDE Leadership Institute a few years ago. Mr. Brown’s amazing energy, enthusiasm, and knowledge of climate and culture will energize the staff and assist them in improving the climate and culture of the school. Franklin staff look forward to his work over the course of next year, and over the entire three year project. During the last day of Mr. Brown’s visit, Anthony Muhammad will be at Franklin to discuss the year and where the school needs to go from that point.

From Solution Tree’s website, Anthony Muhammad, PhD, is a much sought-after education consultant. A practitioner for nearly 20 years, he has served as a middle school teacher, assistant principal, and principal, and as a high school principal. His tenure as a practitioner has earned him several awards as both a teacher and a principal. Dr. Muhammad’s most notable accomplishment came as principal of Levey Middle School in Southfield, Michigan, a National School of Excellence, where student proficiency on state assessments more than doubled in five years. Dr. Muhammad and the staff at Levey used the PLCs at Work™ model of school improvement, and they have been recognized in several videos and articles as a model high-performing PLC.

- 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.**

Detailed description of Franklin Elementary Center’s professional development plan

Year One: July 2010 - August 2011

| Date | Topic | Presenter(s) |
|----------------------------|---|----------------------------|
| July 12 & 13, 2010 | IPOD/IPAD use in the classroom | Apple |
| Aug. 2, 2010 | Tim Brown Workshop/ Culture | Tim Brown Solution Tree |
| Aug. 10-11, 2010 | Quality Learning Tools | David Langford |
| August 12, 2010(tentative) | Ashlock Strategies for all teachers K-2 | Ashlock Trainer |
| August 16-18 2010 | WVDE Training for new assistant principal. | WVDE |
| August 18, 2010 | WESTEST 2 data analysis | Michelle Jeffers |
| Aug. 19, 2010 | Responders and Flash Masters | TIS |
| September 1-30, 2010 | Tech Planning: Individuals/ grade levels will self assess and determine technology needs. | TIS |
| Sept. 15 & 16, 2010 | Culture/Climate | Tim Brown Solution Tree |
| September 30, 2010 | Vocabulary Instruction | Rhonda Jelich |

| | | |
|---------------------------|---|----------------------------------|
| Oct.7-8, 2010 | Culture/Climate | Tim Brown Solution Tree |
| Oct. 1,2010- May1,2010 | 4 Square Writing arranged by grade levels monthly | Wood County Teacher Coaches |
| Oct. 1,2010- May1,2010 | Everyday Math arranged by grade levels monthly | Wood County Teacher Coaches |
| October 18-20, 2010 | Leadership Team Training | WVDE |
| Dec. 2-3, 2010 | Tim Brown Workshop/ Culture | Tim Brown Solution Tree |
| Jan.4-5, 2011 | Quality Learning Tools | David Langford |
| Feb. 16-18 2011 | Leadership Team Training | WVDE |
| March 28-29, 2011 | Culture/ Climate | Tim Brown Solution Tree |
| April 9, 2011 | Culture/ Climate Book Study | Tim Brown/Anthony Muhammad |
| April 21-22, 2011 | Leadership Team Training | WVDE |
| April 28-29, 2011 | Quality Learning Tools | David Langford |
| May 9, 2011 | Culture/ Climate | Tim Brown Solution Tree |

Year Two: September 2011 - August 2012

| Date (month) | Topic | Presenter(s) |
|---------------------|---|---|
| Aug | New staff training (Reading Strategies, Everyday Math, 4 Square Writing) | Wood County Teacher Coaches and Rhonda Jelich |
| Aug. | New staff training Technology (use of mimio, responders, flash masters, TechSteps, Acuity) | TIS |
| Aug, | WESTEST 2 Data Analyses | Michelle Jeffers |
| Sept. - June | Technology Integration based upon individual needs of | TIS |

| | | |
|-------------------------------|--|-----------------------------|
| | teachers | |
| Oct. 1,2011- May1,2012 | 4 Square Writing/Reading Strategies arranged by grade levels monthly | Wood County Teacher Coaches |
| Oct. 1,2011- May1,2012 | Everyday Math arranged by grade levels monthly | Wood County Teacher Coaches |
| August, Nov., Feb., May | Data & Quality Tools Culture | Langford, Brown |

Year Three: September 2012 - August 2013

| Date (month) | Topic | Presenter(s) |
|---------------------------|--|---|
| Aug | New staff training (Reading Strategies, Everyday Math, 4 Square Writing) | Wood County Teacher Coaches and Rhonda Jelich |
| Aug. | New staff training Technology (use of mimio, responders, flashmasters, TechSteps, Acuity) | TIS |
| Aug | New staff training (Reading Strategies, Everyday Math, 4 Square Writing) | Wood County Teacher Coaches and Rhonda Jelich |
| Aug, | WESTEST 2 Data Analyses | Michelle Jeffers |
| Sept. - June | Technology Integration based upon individual needs of teachers | TIS |
| Oct. 1,2012- May1,2013 | 4 Square Writing/Reading Strategies arranged by grade levels monthly | Wood County Teacher Coaches |
| Oct. 1,2012- May1,2013 | Everyday Math arranged by grade levels monthly | Wood County Teacher Coaches |

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

Wood County is fortunate to have hundreds of quality substitute teachers wanting to work in Wood County. Recruiting teachers is not difficult as most elementary positions have 80-100 applicants for each open position. WCS Assistant Superintendent of Personnel and Pupil Services also visits colleges 2-4 times per year to recruit teachers for hard to fill high school positions such as Biology and Spanish.

WCS is now using the software program, Search Soft, which allows interested persons to apply for positions online. The program has many benefits for applicants as they can see and apply for open positions. Administrators may search the list of applicants quickly and view their qualifications. This program has aided with recruitment efforts as applicants may view and apply for positions from anywhere.

Thus, because of the high number of applicants, the recruiting effort, and the new software, recruiting and placing teachers in the schools served by the 1003(g) grants is not difficult.

Retaining staff has been a problem with teachers leaving for other schools. However, this has changed greatly in the past couple of years. This year, for example, Franklin will have a nearly intact staff for 2010-2011. Part of the reason for this has been the professional development opportunities that teachers are afforded in the schools on improvement. In addition, these schools also have smaller class sizes than other schools, more technology, and more support staff in terms of additional administrators and technology integration specialists.

WCS believes that with increased technology, additional support, smaller class sizes, and additional professional development, teachers will be encouraged to stay at 1003(g) schools.

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.

WCS plans to hire an assistant principal at Franklin Elementary focusing on curriculum and professional development. This position should assist the school in making AYP.

WCS also plans to continue the technology integration specialist positions at Franklin Elementary as this model has shown to improve student achievement in West Virginia. (Dale Mann, WV Study - <http://wvde.state.wv.us/evaluation/>). WCS will also continue the county level support team that meets with school leaders and team members on a routine basis (at least once or twice a month.)

The WVDE also discussed the possibility of working with an external partner to assist Tier 1 schools and created a list of approved firms to provide this professional development. WCS has already held two days of onsite professional development at Franklin with David Langford of Langford International. Mr. Langford is responsible for assisting the school in improving achievement. In addition, WCS plans to consult with Solution Tree to assist the school with culture and climate.

Dates have already been reserved with Tim Brown and Anthony Muhammad and the already created contracts will be signed once funding is approved. WCS plans to work with each consultant 9-10 days each year. After the first year, the culture and achievement will be examined to determine the continuation of the consultants. Achievement will be measured by student growth and WESTEST 2 scores. Culture will be measured by requesting that the WVDE System of Support group return and review the culture at the school. WCS will compare the results from this review as compared to the one performed this school year. It is possible that the county may change consultants for year two and/or year three if needed.

WCS will also participate in all professional development offered by the WVDE, including the teacher leader institute, and required meetings throughout the year.

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.**

Franklin Elementary will continue to increase the use of data to identify and implement an effective instructional program. The data from Test-Mate Clarity will be used to track student performance on the WESTEST 2 and identify weak instructional areas. Staff will make changes in delivery models based upon this information. Acuity will be used to identify weak CSOs and intervention will be planned based on that information. The staff will meet every 9 weeks to discuss both progress and problems vertically to enable a successful progression from one grade level to the next by ensuring the State academic standards are met at each level.

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

Franklin Elementary will continue to increase the use of data in order to provide differentiated instruction that best meets the needs of each student. DIBELS and STAR Reading will again be the foundation of the reading program. Franklin Elementary will be adding the Lexia online reading program so that students in the extended day program will receive instruction and practice based upon their weak areas. The new math series provides an online assessment program that will give us the information needed to differentiate math instruction in the classroom and during the extended day program. The Odyssey and Acuity benchmarks will also provide teachers with data to make informed instructional decisions.

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

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.

Franklin Elementary will extend the school day by 60 minutes Monday through Thursday for the entire school year. The extended day program will be offered to all students, but if space becomes a problem, Franklin will focus on those students who are failing and/or scoring poorly on assessments (including Acuity.) The school will open the computer lab 20 minutes before school and leave the lab open for 40 minutes after school. These times will also work within the bus schedules so that instead of students waiting on a bus, they may be working with appropriate Lexia and Compass computer lessons that correspond to what is being taught in the classroom. The lessons created will be based on each student's need, as indicated in the Lexia assessment and Acuity assessment. Certified Franklin staff members will supervise the lab during the open lab times and be available for questions.

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

The Franklin Title I program will plan family activities, along with all staff, that will provide parents with strategies to increase learning in reading and math at home. Some of the activities include a family math night, a family dinner (with support from child nutrition), a beginning of year "Welcome Back" meeting, an end of year meeting, and other Title I parent meetings. Community engagement is also obtained from the Christmas Program, Veterans Day program, Spring Musical and awards ceremonies. Finding a place to park during these events is very difficult. Sports programs also bring in many parents and Franklin's gymnasium is used for many community events. Being one of the largest gyms in the county, many county events and tournaments are held at Franklin. Next year, a new Boy Scout troop will be formed at Franklin as well.

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

WCS provides several opportunities for summer instruction for those students in Title I schools. WCS Title I summer school is open to all students in Title I schools. Currently, enrollment is open to all Title I students on a first come, first serve basis. Next year, WCS will give preference to students of Franklin Elementary. Franklin Elementary also hosts Energy Express so students may attend this program at their home school.

In addition to these summer programs, WCS also has summer programs for those students in grades 3 and 8 who are at risk of falling behind. This summer program, Critical Skills, is funded by the WVDE and will serve all students, including those at Franklin, Jefferson, and VanDevender, at specific sites throughout the county. Students will also receive transportation to these programs.

The community is a part of all schools in Wood County. All schools have at least one business partner and most have several. This grant was written with support from the community. Discussions were held with the Board, the Chamber of Commerce, and the county Parent Advisory Committee. Each school has a very detailed parent compact and parent involvement policy. Most

school buildings are used for community events and nearly all playgrounds were funded as community playgrounds. WCS is fortunate to have community involvement and believe that all schools in the county are truly community schools.

D. Provide operating flexibility and sustained support

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

Operational flexibility has been given to the schools when working with the schedule at Franklin. The schedule has been created so that all interventionists are available at each grade level during intervention time. This allows for small groups based upon needs that are supported by data. The schedule allows for grade level collaboration weekly.

Each school meets in the spring to go over the Title I budget. Each school is given the flexibility (with oversight and guidance from the Title I Director) to determine their own budget to meet the individual needs of the school. The director places in required amounts for salaries, benefits, and tells schools how much they must spend on parental involvement and professional development. However, the school determines how to spend their parental involvement and professional development funds and also determines how additional funds are spent after required amounts are in place. The same holds true for most improvement grants. The partnership between the school and the county promote budget flexibility and accountability.

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 WVDE Title I school improvement coordinators will regularly monitor to ensure that each LEA receiving a grant is implementing a school intervention model fully and effectively in Tier I and Tier II schools.

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

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

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

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

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

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

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

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

Franklin Elementary has a county support team in place for improving student achievement. The leadership team consists of John Merritt, the Director of Federal Programs; Karen Brunicardi, the Director of Elementary Education; Dr. Frieda Owen, the Assistant Superintendent of Curriculum; and Michelle Jeffers, the School Principal. After the WVDE system of support team met with teachers, the teachers indicated that they were unaware of the monthly support team meetings. Thus, WCS has already implemented a new process where teachers will rotate in on the meetings. The team meets monthly and incorporates opinions from staff and administration to make decisions at the school.

The meetings are used as a way to plan all professional development at the school. Trainings and parental involvement activities are discussed. These are not just “How is everything going?” types of meetings. Agendas are created for the meetings and decisions are made regarding appropriate activities to assist the school in making AYP. Specific instructional interventions are also discussed including when and how best to use the coaches and school based Title I personnel.

County support is evident through county wide professional development including those sessions on PLCs (collaborative teams), analyzing data, and the new math curriculum series. In addition, the Title I Director holds meetings specifically for schools on improvement for developing their strategic plan. Additional technical assistance is provided for the school in terms of monthly principal meetings.

Describe the intensive technical assistance and related support for each school that will be provided by a designated external lead partnership organization, if applicable.

WCS has already been working with an external lead partnership organization, Langford International. David Langford has already spent two days in the school and has provided valuable feedback to the staff, administration, and central office.

The LEA has arranged for training by David Langford and the use of Quality Tools for Learning. Mr. Langford will be at Franklin for 10 days as indicated in the professional development table. As noted on Langford International's website, by implementing quality learning techniques and basic statistical tools, individuals are able to chart their learning, evaluate their work and take responsibility for their learning and work processes. They improve their learning process by identifying, defining and overcoming the barriers that stand in their way.

According to Mr. Langford's bio, David Langford first implemented quality learning tools, techniques, theories, and philosophies in the educational environment almost two decades ago. The results were dramatic and students realized that school exists to foster lifelong learning. Since that time, Langford International Inc. has integrated continual improvement methods and concepts into student learning, school leadership, and promoting partnerships between the corporate and educational worlds. It is Langford International, Inc's vision that quality learning processes which create and motivate committed, knowledgeable Leaders and Facilitators will improve educational systems. Langford's purpose is to aid in the construction and development of improvement processes that create knowledgeable Leader/Facilitators. David Langford will be working with Franklin administrators and teachers to assist them in (from website):

- Understanding the need for systemic improvement.
- Being motivated to improve systems.
- Working to exceed the expectations of society.
- Using effective communication techniques.
- Constructing, applying, analyzing, synthesizing, and evaluating improvement innovations.
- Understanding that trust and teamwork play an important role in organizational improvement.
- Guiding and training others to understand the overall importance of philosophies and theoretical approaches directed toward improving learning in all walks of life.
- Developing experiential projects and exercises designed to formulate an effective systemic improvement process.
- Improving the quality of learning as a natural part of the education process.

Franklin has already worked with David Langford for two days this spring. The visit was very informative. Mr. Langford observed classes on the first day and met with collaborative teams the second day. The second day was followed by a meeting with school and district administrators He observed the following during his visit:

- There was a great deal of teacher directed learning but no student directed learning

- There was a confusing hierarchy of who is in charge at Franklin
- Students do not know why they are learning a topic
- Franklin needs to move toward process management
- Too many teachers still blaming the students (i.e. “These kids”)
- Franklin needs to move toward portfolio assessment

David Langford will be working with teachers to address the above bulleted items. Mr. Langford noted that things do not change overnight and said that change typically takes three years. It is perfect that this grant process is also three years. WCS hope to move Franklin from the lowest performing West Virginia school to a model school. Mr. Langford will be working with teachers and administrators for 10 days throughout the year and everything Mr. Langford does will be targeted for Franklin staff.

In addition to David Langford, who will be focusing on curricular issues, WCS has been in contact with Solution Tree and has already scheduled tentative dates for Tim Brown and Anthony Muhammad to work with the school on school climate. According to the West Virginia System of Support team, Franklin has problems with climate and culture. WCS has been working with Solution Tree and has scheduled nine days of work with Tim Brown. Mr. Brown has excelled at working with climate and culture. According to the Solution Tree’s website, Tim Brown has been a principal at the elementary, middle, and high school levels and has implemented the Professional Learning Communities at Work™ model in his district. At his last school, Campbell Elementary in Springfield, Missouri, where 87 percent of the student population was eligible for free and reduced lunch, Mr. Brown and his staff instituted the principles of PLCs with amazing results. The school became a flagship of success and has been recognized as one of Missouri’s Most Improved Schools. The school also received recognition as an Exemplary Practices School and gained national recognition for its unique model of connecting the school to the business community.

With over 20 years of experience in administration at both the elementary and secondary levels, Mr. Brown excels at creating a positive school climate based on collaboration among educators. After retiring from Springfield Public Schools, Mr. Brown became a project director for the Missouri Professional Learning Communities Program. Working at a variety of school sites, he developed presentations and training programs, conducted team meetings, and helped teams examine data and write SMART goals. The schools he worked with all reported increases in student achievement. In 2005, he was selected to represent his state as the National Distinguished Elementary Principal. Now a full-time Solution Tree associate, Mr. Brown has been active in numerous professional committees and task forces and received several awards and honors for his leadership.

WCS administrators have attended Mr. Brown’s sessions at the WVDE Leadership Institute a few years ago. Mr. Brown’s amazing energy, enthusiasm, and knowledge of climate and culture will energize the staff and assist them in improving the climate and culture of the school. Franklin staff look forward to his work over the course of next year, and over the entire three year project. During the last day of Mr. Brown’s visit, Anthony Muhammad will be at Franklin to discuss the year and where the school needs to go from that point.

From Solution Tree’s website, Anthony Muhammad, PhD, is a much sought-after education consultant. A practitioner for nearly 20 years, he has served as a middle school teacher, assistant principal, and principal, and as a high school principal. His tenure as a practitioner has earned him several awards as both a teacher and a principal. Dr. Muhammad’s most notable accomplishment came as principal of Levey Middle School in Southfield, Michigan, a National School of Excellence, where student proficiency on state assessments more than doubled in five years. Dr. Muhammad and the staff at Levey used the Professional Learning Communities at Work™ model of school improvement, and they have been recognized in several videos and articles as a model high-performing PLC.

WCS will evaluate where the program are at the end of the first year to see if the external providers were instrumental in assisting the school to improve its scores. Student growth will be measured and WESTEST scores reviewed from the previous year to determine growth. WCS will assume growth if the results are in line with expectations as noted in the schools strategic plans. In addition, WCS will request technical assistance from the WVDE System of Support team to come back and measure the culture and climate of the school. WCS will determine if the culture has improved based on the first report and second report. Since Solution Tree is on the list and since the WVDE (through RESA) has also worked with David Langford, WCS welcomes WVDE input into whether these relationships should continue or be changed to a different provider.

WCS has also worked with both David Langford and Solution tree to see that both external lead partners work with each other to be sure that the district is offering a cohesive approach to school improvement.

RTI is an area where the school has struggled. Rhonda Jelich will assist the school next year with how to do RTI effectively. Her work in the school this year has been very well received and she has also assisted the school with assessment of students.

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

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| IV. ADDITIONAL INFORMATION: This section must be addressed for each Tier I, Tier II and Tier III school the district elects to serve. |
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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.**

As mentioned in section III.3, WCS has already selected external partners, has scheduled dates for training, and has already started work with these partners (using other funding). Of course, WCS will not sign the contracts for next year until the district receives grant approval. The external partners are holding the training dates until the district receives notification of grant approval. The district is very concerned about Franklin Elementary and did not wish to wait on SIG funding to start the process.

WCS selected David Langford due to his work with RESA V and based on some of the processes he uses with shared decision making, and student responsibility for learning. Franklin staff thought they were using some of his work, but were not using it to benefit student learning. By having David Langford in the building as a consultant, teachers were able to see the appropriate way to use his strategies.

Tim Brown presented at the WVDE Fall conference a couple of years ago. Mr. Brown’s energy and knowledge of school culture was very impressive. School culture was viewed by the WVDE System of Support teams as a critical need. Both the school administration and the central office have a very positive opinion of his work with schools. Tim Brown is part of Solution Tree which is one of the approved external partners. WCS has worked with Lisa Williams in scheduling Tim Brown over the course of next year, with the first meeting occurring August 2, 2010. Please find the detailed timeline below for the first year. The second and third year will be scheduled during the 2010-2011 school year. The timeline is listed below.

| Date | Event |
|-----------------------|--|
| January 2010 | Contact David Langford |
| February 2010 | Contract with David Langford for April Training |
| March 23, 2010 | Contact Lisa Williams from Solution Tree |
| April, 23, 2010 | Conference Call with David Langford |
| April 29, 30 | Two Day consultant work by David Langford at Franklin |
| May 18, 2010 | Schedule training dates for Tim Brown and Anthony Muhammad |
| August 2, 2010 | Tim Brown Workshop |
| August 10-11 | David Langford |
| September 15-16, 2010 | Tim Brown` |
| October 7-8, 2010 | David Langford |
| December 2-3, 2010 | Tim Brown |
| January 4-5, 2011 | David Langford (Dates not confirmed) |
| March 28-29, 2011 | Tim Brown |
| April 2-3, 2011 | David Langford (Dates not confirmed) |
| April 9, 2011 | Tim Brown/Anthony Muhammad |
| April 28, 29, 2011 | David Langford |
| May 9, 2011 | Tim Brown |

- **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**

Franklin Elementary has problems in two areas, achievement and culture. David Langford will be working on the achievement issues and Tim Brown will be addressing school culture. Since the two areas go hand-in-hand, David Langford and Tim Brown will be working together to determine best practices and next steps. In addition, Anthony Muhammad will conclude the professional

development provided by Solution Tree. His presentation will focus on assessing where the school is at the end of the first year and discuss plans for the second year.

WCS does not believe that the traditional “sit down” training and PowerPoint presentations will work for the school. The district feels that all work should be performed at the school with the school staff in a more direct way. Obviously, there are times where a large group meeting will be valuable, but overall, the district feels confident that working in the school with the administration and teaching staff in a consulting type role will produce the best results for student learning and culture.

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 only barriers that exist are those that are currently not permitted by WV state law. Legislative changes may assist with some of these barriers. WCS will implement the interventions fully and effectively as long as they are legally permitted.

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.

Being a county on corrective action, WCS must spend 10% of the district’s Title I allocation on professional development. Thus, around \$400,000 must be spent on professional development and improving achievement is the focus of this expenditure. Additional positions created with grant funds may be continued as part of the professional development requirement, based on the amount of funding the district receives in future allocations. The improvement schools will continue to budget 10% of their allocation for professional development which will be used to improve achievement.

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| <p>V. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.</p> |
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Align other resources with the intervention as detailed in the budget and the budget narrative for each school.

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

The information for this section may be found under sections 1 and 2 below under budget detail.

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).**

WCS has attached a budget spreadsheet that details all costs of the program.

b. Budget Narrative will include:

- **an overview of the projects included in the budget**
- **a description of any broad items in the budget, e.g., personnel, contracted services, professional development, equipment and travel expenses.**
- **a description of how other federal, state, and local funds will be leveraged to further support school improvement plans**

All funds requested are for Franklin Elementary. No funds will be retained by the county with the exception of indirect costs.

The district will support the project by providing utility costs, cost for the location, bandwidth, and additional infrastructure. In addition, the Federal Programs Director and Reading Specialist will support the project at the county level. The director routinely spends approximately 25% of his time working in/with the project schools. The entire central office team also supports the project. The superintendent, assistant superintendents, elementary education director, and curriculum supervisors routinely spend time working with the identified schools. The entire special education office also provides services to these schools. Other services, such as finance, payroll, insurance, benefits, personnel, and many others have a role in supporting the schools and staff.

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 any broad items in the budget, e.g., personnel, contracted services, professional development, equipment and travel expenses.**
- **a description of how other federal, state, and local funds will be leveraged to further support school improvement plans**

Franklin's budget is divided into 3 main areas. First, WCS has requested funds for an extended day program. This 60 minute program will cost \$16,200. This program would run 4 days per week (approximately 131 days) and would staff up to 4 persons at \$22 per hour + \$8.91 per hour for benefits. In addition WCS has allocated \$25,000 to purchase the Lexia program which is online software that targets students' deficiencies. This program will be used during the extended day

program and will be available at home as well. This is a one-time cost. The \$25,000 will be used in years 2 and 3 to account for expected salary and benefit increases as well as increases in consultant costs. Total cost for this section: \$41,200 per year.

The second area involves professional development. Franklin plans to hire an assistant principal to focus on curriculum and professional development. Currently, WCS practice is to only provide an assistant principal at elementary schools when the school enrollment is at 450 students or greater. Currently, the number of students at Franklin is approximately 300. Therefore, adding this position is not a supplant violation. WCS may post this position as a full time assistant principal. This would increase the cost to \$75,000 + \$19,874 in benefits. Total cost for this section is \$94,874.

Franklin also plans to continue the work of the TIS in the schools. The cost of the TIS is \$45,000 + \$16,562 in benefits for a total of \$61,562. While most of the consultant work provided by the national consultants will be provided onsite while the teachers are working, WCS anticipate at least 5 days where the staff will work with the teachers over the summer. Since WCS will request that teachers attend this training, WCS must pay daily rate. The daily rate is \$200 + \$66.67 for benefits per teachers. So, $\$266.67 \times 5 \text{ days} \times 30 \text{ teachers} = \$40,000$. WCS also anticipate substitute costs over the year for professional development to average \$9,000. This anticipates \$150 per sub per day for 2 days for 30 teachers. ($\$150 \times 30 \times 2$). In addition, WCS have budgeted \$10,000 for the leadership team to attend required meetings. WCS have also budgeted funds for a rewards program at \$250 per teacher x 30 teachers = \$7,500. Total cost for this section is \$128,062

The third area is in the form of consultants and contractual services. WCS are working with David Langford of Langford International. WCS plan to continue our relationship with Mr. Langford. His costs are \$5,000 per day plus expenses. WCS have estimated \$1,000 per day for expenses. So, the total cost for 10 days would be \$60,000. WCS have also contacted Solution Tree to have Tim Brown work with the school on culture. WCS have scheduled 9 days with Mr. Brown (one of those days will be with Anthony Muhammad.) The cost per day is \$6,500 which includes expenses for a total of \$58,500. The total cost for this section is \$118,500.

Thus, the total cost of the application for Franklin is \$382,636 for the first year. Indirect costs account for \$7,269.96. The total cost per year is thus \$389,905.96. WCS anticipates that the programs will remain the same for the three years. Thus, the total cost for Franklin for the three year program is \$1,169,717.88.

Several state, federal, and local sources will be used to assist with the grant budget. Technology purchased through previous improvement grants will be use to support the project. In addition, Tools for Schools state funds are allocated equally to support each school. Franklin recently received a new computer lab to support instruction at the school. In addition, federal E-rate funds are used to support the internet connections at the school and all schools are running fiber to maximize speeds. E-rate funds also support some of the technology or provide discounts for some technology needed to maintain the network, including networking, cabling, switches, etc.

The schools Title I allocation will be used to support the grant project. The entire schools' allocation which funds approximately 20 staff between the three schools will be used to assist students in

increasing achievement. The combined allocation for this year will be over \$1.5 million for the three schools.

Title II funds will also be used in the schools as the instructional coaches will work with the schools. Each coach has a “home” school and the schools on improvement are well served by the instructional coaches. Title III funds are very limited and do not cover salary costs. However, ESL services are provided by the county for all schools.

The schools will also use space in the buildings to house the TISs and Assistant Principals, funded by grant funds. This includes the building use, utility costs, copier costs, and other materials provided by the school to fund these positions. These costs will be covered through local funds.

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.
- 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).
- Comply with all state statutes and federal laws related to the Title I Part A, 1003(g) program. Appropriate records will be provided to the State Educational Agency (SEA) as needed for fiscal audit and program evaluation.
- Assure that funds made available through this statute will be used to supplement and not supplant funds from non-federal sources.

Maintain accurate program records which document progress in implementing the plans approved in this application.

Report to the SEA the school-level data required under Section III of the final requirements upon request.

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

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

Extending the period of availability of school improvement funds.

"Starting over" in the school improvement timeline for Tier I or Tier II schools implementing a turnaround or restart model.

The LEA that chooses to implement one or more of these waivers will comply with section I.A.7 of the final requirements.

The LEA assures that it will implement the waiver(s) only if the LEA receives a school improvement grant and requests to implement the waiver(s) in its application. As such, the LEA will only implement the waivers(s) in Tier I, Tier II, and Tier III schools, as applicable, included in this application.