

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

County Wood County

LEA Title I Director John Merritt E-mail jmerritt@access.k12.wv.us

LEA Curriculum Director Frieda Owen E-mail fowen@access.k12.wv.us

LEA Special Education Director Yvonne Santin E-mail ysantin@access.k12.wv.us

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.

In addition to Franklin, the grant also requests funds for VanDevender Middle and Jefferson Elementary. These schools are Tier 3 schools and have not made AYP in the past in specific cells. Jefferson, however, made AYP last year and will be off of improvement should they make AYP this year.

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 a turnaround specialist that will work with Jefferson, VanDevender, and Franklin.

The application also requests funds to continue the services of the Technology Integration Specialists at all three schools and the assistant principals of curriculum at Jefferson and VanDevender. Wood County Schools believes that these positions have led to improvement at both VanDevender and Jefferson and plans to add an Assistant Principal position at Franklin through grant funds so that all schools will now offer a uniform process to improving achievement. The only difference in the assistant at Franklin is that the person will be in charge of discipline areas so that the principal may focus on curricular issues.

Wood County Schools Superintendent, William Niday, future Superintendent Dr. Patrick Law, Federal Programs Director, John Merritt, Director of Elementary Education Karen Brunicardi, administrators at Franklin, Jefferson, and VanDevender, and the staffs at the targeted schools are committed to helping the students at Franklin, Jefferson, and VanDevender 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
Jefferson Elementary NCES#540162001157	Judy Johnson	jdajohns@access.k12.wv.us
VanDevender Middle NCES#540162001180	Steve Taylor	staylor@access.k12.wv.us

II. DESCRIPTIVE INFORMATION: Address the following information in the LEA application for the 1003(g) school improvement grant.

A. The needs assessment and capacity index were previously provided in the letter of intent to apply. The letter of intent to apply has been evaluated according to the established criteria and if it was deemed to have met the standard, no further action is required. **If revisions were required attach a copy of the revised needs assessment and/or the capacity index.**

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%.
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 will increase by at least 6.5%
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

School 2

School Name: Jefferson Elementary Center

Annual Summative Achievement Goal for Reading/Language Arts:

The percentage of all students scoring at or above mastery in reading/language arts will increase by at least three percentage points annually. Measure WESTEST 2, ETS Interim Assessment, DIBELS Base 50.2 Target 53.2

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 scoring at or above mastery in mathematics will increase annually by at least three percentage points. Measure WESTEST 2; ETS Interim Assessments Base 56.5 Target 59.5

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

School 3

School Name: VanDevender Middle School

Annual Summative Achievement Goal for Reading/Language Arts:

The percentage of all students scoring at or above mastery in reading/language arts will increase by at least three percentage points annually. Measure WESTEST 2, Interim Assessment Base 73.22 Target 76.22

Annual Growth Goal for Reading/Language Arts:

The percentage of students who exhibit typical growth in grades 6-8 in reading/language arts Arts will increase annually as measured by the WESTEST 2

Annual Summative Achievement Goal for Mathematics:

The percentage of all students scoring at or above mastery in mathematics will increase annually by at least three percentage points. Measure WESTEST 2; Interim Assessments Base 75.59 Target 78.50

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

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 schools' staff will review the WESTEST 2 results. The results will be analyzed at the county level, school level, grade level and finally down to the student level to determine if students have met their growth goals. 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.

Jefferson Elementary teachers collaborate, at a minimum, twice a month. Grade-level collaboration meetings include Title I, Reading Resource, and Special Education staff. During these meetings, formative assessment data is utilized to plan for instruction and determine needs of students in Tiers 2

and 3. The School Improvement Assistant Principal facilitates the collaboration meetings and provides support for teachers throughout the decision-making processes.

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.

VanDevender holds three grade level PLC meetings per day. The PLCs are made up of six to seven teachers from each grade level. There are two reading language arts (R/LA) teachers, two math teachers, one science teacher and one social studies teacher on each PLC. The sixth and eighth grades PLCs also have an inclusion teacher. In addition to the core members the assistant principal of curriculum and instruction meets with each PLC three to five times per week. The TIS and truancy diversion worker meet with the PLCs on an as needed basis. The assistant principal who is in charge of discipline and attendance also meets with each PLC on an as needed basis. Facilitators are chosen by the PLC.

VanDevender's PLCs follow a similar structure. One day a week is for collaboration. During this time they discuss student progress on Acuity and determine what needs to be covered during the flex period. R/LA and math teachers look at benchmark and formative assessments and help the other PLC members to develop plans for the week for working with students during flex. One day a week is set aside for professional development. VanDevender's focus has been formative and benchmark assessment to guide instruction along with incorporating technology in to the Learning Focused Strategies lesson units. The other three days focus on student achievement and parent conferences. Teachers have developed a method to document interventions and follow up on the progress of each student.

In addition to grade level PLCs VanDevender has an encore PLC that meets once a month during flex. They discuss issues relevant to non-core subjects. Special education teachers meet once a month to discuss progress monitoring of students.

Once a month, math and R/LA teachers at VanDevender meet during flex. Administrators cover their classes during flex so that the departments can meet. They discuss curriculum issues and resources.

- 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:

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.

VanDevender Middle:

VanDevender's professional development plan will continue several of the successful strategies the school began in 2005. The school will be revisiting the Learning Focused Strategies that have been a key element in increasing test scores. New teachers are trained on the strategies at the beginning of school and are provided assistance from the curriculum assistant principal to plan instructional units.

Ashley Thompson at Learning Focused Strategies will present a one day workshop on "Unlocking the Strategies." This is a workshop for teachers using Learning Focused Strategies and for those teachers who are new to the model. For the next three years, VanDevender will revisit specific components of Learning Focused Strategies in conjunction with data analysis to improve student learning.

Material to be covered by the Assistant Principal of Curriculum includes transforming standards into learning through developing student learning maps and essential questions. VanDevender will look specifically at acquisition lessons in reading and math and provide previewing and activating thinking strategies. In addition to looking at student data, VanDevender will also emphasize looking at student work and conferencing with students about their work. What Moves You is a series of one-hour professional development sessions to improve teacher application of the strategies- to move from "knowing" to "doing with quality". The following two years of Learning Focused Strategies will emphasize sustaining exemplary practices.

In addition, the professional development provided by the technology integration specialists will continue at VanDevender. 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 Specialists will continue professional development on the use of Tech Steps, Acuity, Writing Roadmap, and Thinkquest with an emphasis on individualizing instruction to meet specific student needs. The TIS will present how to effectively use technology tools such as Airliner Slates, Elmo's, and Responders. VanDevender is purchasing five HP Multi-station computers and the TIS and assistant principal will be instrumental in helping teachers implement these in the inclusion classes. To continue VanDevender's work with Project Based Instruction the TIS will present ways for students to store and share their work through the use of Manhattan and E Pearl. The TIS will continue to provide information and assistance to classroom teachers when new products or ideas are available. Additional professional development will be provided to assist staff on using data to drive instruction.

Van Devender teachers are proficient in analyzing data to drive instruction. Teachers will work with the academic coaches to learn new strategies to correct identified deficiencies. At the end of each grading period the staff looks at the scores for Acuity, STAR, and other available data to determine progress on CSOs and particular students who need additional instruction during the flex period. At Van Devender looking at data is not enough; the staff use the information to guide instruction and progress monitor.

Jefferson Elementary:

During the 2009-2010 school year, fundamental changes occurred at Jefferson Elementary involving professional development. These fundamentals are the “nuts and bolts” of research-based instructional practices. The three year plan builds on the changes that were made this year to the professional development plan and shows a progression of how it will evolve to enhance the teaching and learning process at Jefferson Elementary.

The Wood County Teacher Coaches facilitated a research-based strategy study utilizing the book Strategies that Work this school year (2009-2010). All teachers at Jefferson participated in the strategy study so that all teachers were utilizing best practices and similar vocabulary school-wide. This study will continue through the 2010-2011 school year. Each year thereafter, when new staff members are hired at Jefferson, they will be trained in the strategies in a cyclical format.

In order to build consistent and pervasive practices at Jefferson Elementary, the goal for the 2010-2011 school year is to have teachers in grades K-2 trained in the Ashlock Strategies for reading instruction. Ashlock Strategies provide professional development of best practices as identified by scientifically-based research. 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. New staff to Jefferson Elementary will have to be trained each year in Ashlock Strategies for building consistency.

Jan McNeel consulted with the K-2 teachers in August of 2009 in Tier 1 instruction. With eight new teachers in grades K-2, it was important that time was spent with the reading curriculum prior to the beginning of the school year with the new staff. Jan McNeel provides research based strategies for the teachers to utilize in the Tier 1 classroom and will continue working with the veteran staff and new hires over the course of the next three years to enhance the Tier 1 instructional practices. Jan McNeel has been trained in the Ashlock Strategies.

Rhonda Jelich, WVDE (located at RESA V), has assisted primary grade-levels with small group intervention strategies for Tier II. Jefferson Elementary uses the Blueprint for Intervention and the Triumphs series for Tier II instruction, depending upon the grade level. Phonological Awareness Screener for Intervention (PASI) and the Phonics Screener for Intervention (PSI) are used as assessment tools to determine students’ needs for intervention. As Wood County moves into the newly adopted EVERYDAY math series, Rhonda Jelich will be invited to assist Jefferson Elementary with the Tier II interventions and assessments in mathematics in grades K-5.

WCS Teacher Coaches have begun working with all staff members that teach students 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. New staff to Jefferson will have this same opportunity throughout the year. For the veteran teachers of Four Square Writing, WCS Teacher Coaches will continue to refine and enhance the method by periodically embedding the professional development into the classrooms with students.

At the conclusion of Strategies that Work research-based study, the focus for the school years 2011-2012 and 2012-2013, will be focused on How the Brain Learns. This series has several books and strategies such as How the Brain Learns to Read and How the Brain Learn Mathematics. This series by David Sousa is a natural progression to fine tuning the professional development needs at Jefferson Elementary. In 2010-2011, Jefferson will debut this series first with special education teachers. Jefferson Elementary has been on improvement for seven years due to the Special Education Subgroup not making annual yearly progress. David Sousa's book How the Special Education Brain Learns will be the first study of the series for the special education staff. This book study will be facilitated by the WCS Special Education Teacher coach. Classroom teachers will also participate in this book study.

- 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
July 17-21, 2010	Leadership Team Training	WVDE TITLE 1
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 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
Nov.-date TBD by WVDE	Leadership Team Training	WVDE TITLE 1
Dec. 2-3, 2010	Tim Brown Workshop/ Culture	Tim Brown Solution Tree
Jan.4-5, 2011	Quality Learning Tools	David Langford
Feb, 2011(TBD by WVDE)	Leadership Team Training	WVDE TITLE 1
March 28-29, 2011	Culture/ Climate	Tim Brown Solution Tree
April	Leadership Team Training	WVDE TITLE 1
April 9, 2011	Culture/ Climate Book Study	Tim Brown/Anthony Muhammad
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 teachers	TIS
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

Detailed description of Jefferson Elementary Center’s professional development plan

Date	Topic	Presenter
August 11, 2010	Ashlock Strategies for all teachers K-2	Ashlock Trainer
August 12, 2010	Everyday Mathematics	WCS Teacher Coaches
September 17, 2010	Reading Strategies for Tier 1 Instruction	Jan McNeel
September 24, 2010	Small Group Intervention Strategies for Tier 2	Rhonda Jelic
October, 15, 2010 November 12, 2010 January 21, 2011 February 18, 2011	<u>Strategies that Work</u> – Strategy Study for Reading Instruction	WCS Teacher Coaches
Embedded Periodically in Grades 2-5 Classrooms	Four Square Writing	WCS Teacher Coaches

July 2011 – August 2012

Date	Topic	Presenter
August 11, 2011	Ashlock Strategies for new teachers K-2	Ashlock Trainer
August 12, 2011	Interventions for Tier 2 Math Instruction	WCS Teacher Coaches
September 17, 2011	Reading Strategies for Tier 1 Instruction	Jan McNeel
September 24, 2010	Small Group Intervention Strategies for Tier 2	Rhonda Jelic
October, 14, 2011 November 4, 2011	<u>Strategies that Work</u> – Strategy Study for Reading Instruction for New Staff	WCS Teacher Coaches

January 20, 2012 February 17, 2012		
Embedded Periodically in Grades 2-5 Classrooms	Four Square Writing	WCS Teacher Coaches
October 21, 2011 November 11, 2011 January 27, 2012 March 23, 2012	<u>How the Brain Learns</u> - All Staff	WCS Teacher Coaches
October 28, 2011 December 9, 2011 February 24, 2012	<u>How the Special Education Brain Learns</u> - Special Education Staff	WCS Special Education Teacher Coach

July 2012 – August 2013

Date	Topic	Presenter
August 8, 2012	Ashlock Strategies for new teachers K-2	Ashlock Trainer
August 9, 2012	Integrating Brain-Based Instructional Strategies into adopted curriculum	WCS Teacher Coaches
September 7, 2012	Reading Strategies for Tier 1 Instruction	Jan McNeel
September 21, 2012	Small Group Intervention Strategies for Tier 2	Rhonda Jelic
October 19, 2012 November 30, 2012 January 25, 2013 March 29, 2013	<u>How the Brain Learns to Read</u> & <u>How the Brain Learns</u> <u>Mathematics</u> – All Staff	WCS Teacher Coaches
Embedded Periodically in Grades 2-5 Classrooms	Four Square Writing	WCS Teacher Coaches

Detailed description of VanDevender Middle School's professional development plan

July 2010-August 2011

Data	Topic	Presenter(s)
July 12, 2010	Planning for data analysis	Tonelli
August 3-5, 2010	Technology Conference	WVDE Title I
August 9, 10, 2010	Learning Focuses Strategies for new teachers	Tonelli
August 16, 2010	Unlocking the Secrets(LFS)	Learning Focused Strategies trainer
August 30, 2010	Looking at WESTEST 2, identify students at risk	Tonelli
September 6, 2010	Analyzing WESTEST 2 data by CSOs	Tonelli
September 13, 2010	Developing and Action Plan	Academic Coaches
September 20, 2010	Transforming standards into Learning (LFS)	Tonelli
October 11, 2010	Tech Steps	Tranquil
October 25, 2010	Writing Roadmap2	Tranquil
November 1, 2010	Looking at Benchmark data	Tonelli
November 8, 2010	Connecting strategies in reading acquisition lessons(LFS)	Tonelli
November 15, 2010	Acuity	Tranquil
December 6, 2010	Conferencing with LFS lesson plans	Tonelli
December 13, 2010	Technology tools-using Slates Smartboards, , responders, etc.	Tranquil
January 17, 2011	Tiered interventions-looking at student data	Tonelli
January 24, 2011	Looking at Benchmark data	Academic coaches
February 7, 2011	Connecting strategies in math acquisition lessons (LFS)	Tonelli
February 21, 2011	Odyssey	Tranquil
February 28, 2011	Looking at student work	Tonelli
March 7, 2011	Thinkquest	Tranquil
March 28, 2011	Looking at Benchmark data	Tonelli

April 11, 2011	What Moves You (LFS)	Tonelli
April 25, 2011	Looking at data to plan instruction (Acuity, Writing Roadmap, STAR)	Academic Coaches
May 9, 2011	Odyssey and Acuity for test prep	Tranquil
May 23, 2011	Thinkquest, Manhattan & E-Pearl	Tranquil
June 6, 2011	Looking at PD, How did it go?	Tonelli

July 2011-August 2012

Data	Topic	Presenter(s)
July	Planning for data analysis	Tonelli
August	Learning Focuses Strategies for new teachers	Tonelli
August	What Moves You (LFS)	Learning Focused Strategies trainer
August	Looking at WESTEST 2, identify students at risk	Tonelli
September	Analyzing WESTEST 2 data by CSOs	Tonelli
September	Developing and Action Plan	Academic Coaches
September	Vocabulary Instruction(LFS)	Tonelli
October	Tech Steps	Tranquil
October	Writing Roadmap2	Tranquil
November	Looking at Benchmark data	Tonelli
November	Making Units Work(LFS)	Tonelli

July 2012-August 2013

Data	Topic	Presenter(s)
July	Planning for data analysis	Tonelli
August	Learning Focuses Strategies for new teachers	Tonelli
August	Starting and Sustaining Exemplary Practices(LFS)	Learning Focused Strategies trainer
August	Looking at WESTEST 2, identify students at risk	Tonelli

September	Analyzing WESTEST 2 data by CSOs	Tonelli
September	Developing and Action Plan	Academic Coaches
September	Catching kids up with Acceleration(LFS)	Tonelli
October	Tech Steps	Tranquil
October	Writing Roadmap2	Tranquil
November	Looking at Benchmark data	Tonelli
November	Scaffolding grade level learning(LFS)	Tonelli
November	Acuity	Tranquil
December	Reading Assignments in all Content Areas (LFS)	Tonelli
December	Technology tools-using Smartboards, Airliner Slates, responders, etc.	Tranquil
January	Tiered interventions-looking at student data	Tonelli
January	Looking at Benchmark data	Academic coaches
February	Writing Assignments in all Content Areas(LFS)	Tonelli
February	Odyssey	Tranquil
February	Looking at student work	Tonelli
March	Thinkquest	Tranquil
March	Looking at Benchmark data	Tonelli
April	Vocab. Development in the content areas(LFS)	Tonelli
April	Looking at data-Acuity, Writing Roadmap, STAR, To plan instruction	Academic Coaches
May	Odyssey and Acuity for test prep	Tranquil
May	New technology tools	Tranquil
June	Looking at PD, How did it go?	Tonelli

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. Jefferson and VanDevender also have nearly intact staffs. 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.

With the 1003(g) funds, WCS plans to hire a turnaround specialist to work in all Tier 1 and Tier 3 schools. The WVDE discussed this position at recent grant meetings and the LEA believes that this position should assist school in meeting AYP standards and/or showing growth. This position will be the first position posted following the awarding of the grant.

WCS plans to hire an assistant principal at Franklin Elementary to assist with most disciplinary issues and meeting requirements enabling the principal to focus more 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 all Tier I and Tier 3 schools 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.**

Jefferson Elementary utilizes data to inform instruction. During collaboration meetings, held twice a month, teachers look at data from various sources to make instructional decisions. In grades K-2, teachers look at DIBELs data and either PSI (1st and 2nd) or PASI (K) data to determine skills weaknesses for individual students in reading. K-2 teachers utilize Odyssey data and post-tests from Tier 2 instruction to plan for mathematics intervention strategies.

Teachers in grades 3-5 utilize Acuity data in reading and mathematics to determine student weaknesses and plan for intervention. Title I teachers attend collaboration meetings throughout all grades K-5. Title I teachers support instruction in Tier 1 and provide small group instruction to

students in the Tier 1 classroom to assist them with skills in addition to explicit, systematic instruction in Tier 2 and 3.

Van Devender Middle School will continually examine student data in team meetings. Data such as Acuity Benchmarks, Acuity teacher created tests, Writing Roadmap, Benchmark Assessment, STAR Reading, and STAR Math, will be used as indicators of achievement.

Collaboration is scheduled daily in team meetings with special education teachers to discuss weaknesses of students with disabilities and determine ways to address those weaknesses. Regular education teachers and the special education teachers assigned to their inclusion classes regularly meet to devise strategies and plans to address weaknesses in the classroom.

Time in the master schedule has been established in order to provide regular education and special education teachers a team planning time each day per grade level. In addition a block of time has also been established during the day to provide the flexibility for students to receive instruction for indentified deficiencies.

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.

Franklin Elementary has a county support team in place for improving student achievement. The team meets monthly and incorporates opinions from staff and administration to make decisions at the school. Franklin has now incorporated more staff involvement in these meetings so that the staff has an opportunity to provide input into the decisions making process.

- 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 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.

WCS has a county level support team actively involved at Franklin. This team meets once or twice each month to guide the school. WCS has recently added teachers at the school to the team membership. Once the grant is funded, the turnaround specialist (to be hired with grant funds) will also be a member of the team and assist in all improvement efforts at the school.

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.

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.

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

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.**

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.

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.**

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**

WCS has divided the county project into 2 main areas. The first area is in the form of consultants and contractual services. Currently, RESA V provides funding that pays for approximately 1.25 technicians to serve WCS. Since, WCS has over 32 facilities (including the WCS Technical Center, Adult Basic Education Building, MIS center, Board Office, and the Caperton Center) and over 5,000 computers, this is simply not enough. This does not include the hundreds of whiteboards, data projectors, etc. currently in the schools. With the added technology in WCS, funds are requested to

provide additional technology support to the Tier I and III schools, in addition to the limited support currently provided. WCS plans to contract with RESA for technical support (\$55,000) to assist the schools in keeping everything in working order. Total cost for this section: \$55,000.

The second area is professional development. This section includes a position at the county level. The turnaround specialist salary is based on a \$75,000 Director 1 salary + benefits at \$21,303. The district has also included \$6,000 for staff travel to required meetings and the leadership institute. Total cost for this section: \$102,303.

The total requested funding for the LEA is \$157,303 for year one. WCS anticipates the same costs for years 2 and 3 along with the same services. Thus the total LEA request for the project is \$471,909.

The district will support the project by providing office space for the turnaround specialist. This includes 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 4 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 \$8,400 annually 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. Total cost for this section: \$24,600 per year.

The second area involves instruction. Franklin plans to hire an assistant principal to focus on discipline and management issues so that the principal may be free at the school to provide 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. The cost for this position is \$70,000 + \$20,982 in benefits. Total cost for this section is \$90,982.

The third area involves professional development. Franklin plans to continue the work of the TIS in the schools. The cost of the TIS is \$45,000 + \$16,562 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 $\times 30 \text{ teachers} = \$7,500$. Total cost for this section is \$128,062

The fourth 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.

Thus, the total cost of the application for Franklin is \$362,144 for the first year. WCS anticipates that the program will remain the same for the three years. Thus, the total cost for Franklin for the three year program is \$1,086,432.

The budgets for both Jefferson and VanDevender are the same. The strategies that they have used to improve are working. Jefferson and VanDevender have not made AYP due to not making AYP in the special education cell. Overall, they have made AYP. WCS believes that the Assistant Principal of Curriculum and the Technology Integration Specialists have made the difference. Although Jefferson actually made AYP last year, they did so by confidence interval in five of the six subgroups that counted for AYP. Confidence interval was used to meet the standards in the math categories of all and Low SES. Confidence interval was used to meet the standards in the reading categories of all, white, and Low SES. So, while JEC made AYP, WCS feels that it is critical to maintain the TIS and Assistant Principal of Curriculum interventions in order to continue to make AYP.

Jefferson will focus on professional development. Jefferson 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. Jefferson also plans to continue the work of the Assistant Principal of Curriculum. The cost for this position is \$70,000 + \$20,982 in benefits. Total cost for this section is \$90,982. In addition, Jefferson has added costs for travel to the teacher leadership institute at \$6,000 and substitutes to work with staff at a cost of \$7,200 ($48 \times \150.) Thus the total cost for the program at Jefferson for one year is \$165,744 and the three year cost is \$497,232.

VanDevender will focus on professional development. VanDevender 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. VanDevender also plans to continue the work of the Assistant Principal of Curriculum. The cost for

this position is \$70,000 + \$20,982 in benefits. Total cost for this section is \$90,982. In addition, VanDevender has added costs for travel to the teacher leadership institute at \$6,000 and substitutes to work with staff at a cost of \$7,200 (48 x \$150.) Thus the total cost for the program at VanDevender for one year is \$165,744. The three year cost is \$497,232.

The grant total for the program is \$850,935 each year for a total of \$2,552,805 over a three year period. In addition, indirect costs at 1.9% would be \$16,167.77 annually. This would bring the cost of the program to \$867,102.77 each year and total \$2,601,308.30 over a three year period.

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.

County Application for Currently Contracted Supporting Partners

*This application only enables the external supporting partner to be reviewed for work in this county.

1. County Issuing Contract: Wood
2. Superintendent: William Niday
3. Currently Contracted External Supporting Partner:

Name: David Langford

Address: 12742 Canyon Creek Road, Molt, MT 59057

Other contact information:

Email: office@langfordlearning.com

Phone: 406-628-2227

4. Number of years external supporting partner has engaged in contract with your county:

David Langford has worked with the county since 1998 (12 years) through a partnership with RESA V.

5. Describe services this external supporting partner has provided for county:

David Langford has been performing Quality of Learning training since 1998. He recently started working with Franklin Elementary in a consultant role. His training assists teachers in the following:

- Understand the need for systemic improvement.
- Are motivated to improve systems.
- Work to exceed the expectations of society.
- Use effective communication techniques.
- Can construct, apply, analyze, synthesize, and evaluate improvement innovations.
- Understand that trust and teamwork play an important role in organizational improvement.
- Guide and train others to understand the overall importance of philosophies and theoretical approaches directed toward improving learning in all walks of life.
- Develop experiential projects and exercises designed to formulate an effective systemic improvement process.
- Improve the quality of learning as a natural part of the education process.

6. Evaluations of External Supporting Partner; (attachments permissible)

Mr. Langford has numerous published papers supporting his work. They may be found at <http://www.langfordlearning.com/resources.php>. Additional information may be obtained by contacting David Scragg at RESA V.

7. Results/outcomes attributable to external supporting partner's services provided:

Testimonials, papers, brochures may be found at <http://www.langfordlearning.com/resources.php>. Additional information may be obtained by contacting RESA V. WCS has just started working with Mr. Langford a few months ago in a consulting role, although most teachers have been through his seminar held at RESA each summer. Although he has only consulted for 2 days so far at Franklin, he made numerous observations and offered suggestions. The observations include:

- There was no student directed learning
- School is conforming to the hierarchy of who is in charge
- Students do not know why they are learning a topic
- Too many rules and procedures
- A lot of blaming the kids "These kids"

Mr. Langford suggests moving away from teacher directed learning to student owned learning and process management.